

Senators Betzold, Tomassoni, Sams, Rosen and Belanger introduced--
S.F. No. 1197: Referred to the Committee on Education.

1 A bill for an act
2 relating to education; granting school districts the
3 authority to offer certain rewards; amending Minnesota
4 Statutes 2004, section 123B.02, by adding a
5 subdivision.

6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

7 Section 1. Minnesota Statutes 2004, section 123B.02, is
8 amended by adding a subdivision to read:

9 Subd. 22. [REWARDS.] A school board may offer a reward to
10 persons who provide accurate and reliable information that leads
11 to the apprehension and arrest of a person or persons who have
12 committed a crime against school district property, students,
13 employees or volunteers, or school board members.

14 [EFFECTIVE DATE.] This section is effective the day
15 following final enactment.

1 Senator Kelley from the Committee on Education, to which
2 was referred

3 S.F. No. 1197: A bill for an act relating to education;
4 granting school districts the authority to offer certain
5 rewards; amending Minnesota Statutes 2004, section 123B.02, by
6 adding a subdivision.

7 Reports the same back with the recommendation that the bill
8 be amended as follows:

9 Page 1, line 11, delete "or persons" and delete "have" and
10 insert "has"

11 And when so amended the bill do pass. Amendments adopted.
12 Report adopted.

13
14 (Committee Chair)

15
16 March 22, 2005.....
17 (Date of Committee recommendation)

Senators Kiscaden, Senjem, Rest, Sparks and Gaither introduced--
S.F. No. 1491: Referred to the Committee on Education.

1 A bill for an act

2 relating to education; authorizing locally developed
3 school district programs for gifted and talented
4 students; making permanent funding for gifted and
5 talented programs a component of general education
6 revenue; amending Minnesota Statutes 2004, section
7 126C.10, subdivision 1, by adding a subdivision;
8 proposing coding for new law in Minnesota Statutes,
9 chapter 120B.

10 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

11 Section 1. [120B.15] [GIFTED AND TALENTED STUDENTS
12 PROGRAMS.]

13 School districts may identify students, locally develop
14 programs, provide staff development, and evaluate programs to
15 provide gifted and talented students with appropriate
16 educational programs.

17 [EFFECTIVE DATE.] This section is effective for the
18 2005-2006 school year and later.

19 Sec. 2. Minnesota Statutes 2004, section 126C.10,
20 subdivision 1, is amended to read:

21 Subdivision 1. [GENERAL EDUCATION REVENUE.] (a) For fiscal
22 year 2003, the general education revenue for each district
23 equals the sum of the district's basic revenue, basic skills
24 revenue, training and experience revenue, secondary sparsity
25 revenue, elementary sparsity revenue, transportation sparsity
26 revenue, total operating capital revenue, and equity revenue.

27 (b) For fiscal year 2004 and later, the general education

1 revenue for each district equals the sum of the district's basic
2 revenue, extended time revenue, basic skills revenue, gifted and
3 talented revenue, training and experience revenue, secondary
4 sparsity revenue, elementary sparsity revenue, transportation
5 sparsity revenue, total operating capital revenue, equity
6 revenue, and transition revenue.

7 [EFFECTIVE DATE.] This section is effective for revenue for
8 fiscal year 2006 and later.

9 Sec. 3. Minnesota Statutes 2004, section 126C.10, is
10 amended by adding a subdivision to read:

11 Subd. 2b. [GIFTED AND TALENTED REVENUE.] Gifted and
12 talented revenue for each district equals \$... times the
13 district's adjusted marginal cost pupil units. A school
14 district must reserve gifted and talented revenue and,
15 consistent with section 120B.15, must spend the revenue only to:

16 (1) identify gifted and talented students;

17 (2) provide education programs for gifted and talented
18 students; or

19 (3) provide staff development to prepare teachers to best
20 meet the unique needs of gifted and talented students.

21 [EFFECTIVE DATE.] This section is effective for revenue for
22 fiscal year 2006 and later.

**Senate Counsel, Research,
and Fiscal Analysis**

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Senate

State of Minnesota

S.F. No. 1487 - Gifted and Talented Programs

Author: Senator David Tomassoni

Prepared by: Ann Marie Butler, Senate Counsel (651/296-5301)

AMB

Date: March 21, 2005

Section 1 [Gifted and Talented Students Programs.]

Subdivision 1 [Identifying And Serving Gifted and Talented Students.] requires districts to follow stated guidelines for identifying students, designing programs, providing staff development, and evaluating programs serving gifted and talented students.

Subdivision 2 [Gifted and Talented Students.] directs school districts to assess and identify students using the following methods:

- (1) Reviewing multiple objective criteria, including student performance and test results;
- (2) Using a continuous and comprehensive district assessment system;
- (3) Using instruments and procedures that are valid and reliable, culturally fair, and research-based;
- (4) Making fair, consistent, valid, and reliable decisions;
- (5) Establishing a process for parental consent;
- (6) Establishing an open identification process available to all students; and
- (7) Sharing information with parents, staff and students.

Subdivision 3. [Student Access; Program Content and Development.] requires districts to provide appropriate programs to students identified as gifted and talented. Gifted and talented programs include the following;

- (1) Curriculum aligned with cognitive, affective, developmental, physical, and ethical needs of students;
- (2) Articulated prekindergarten through grade 12 learning experiences;
- (3) Flexible instructional pacing and subject and grade-based opportunities to accelerate instruction;

- (4) Rigorous content consistent with student ability and social and emotional development;
- (5) Challenging learning experiences focused on problem solving and advanced reasoning;
and
- (6) Differentiated guidance services.

Subdivision 4. [Staff Development.] requires licensed teachers instructing gifted and talented students to complete the following;

- (1) Postgraduate coursework that provides a foundation for teaching gifted and talented students;
- (2) Ongoing staff development that prepares teachers to meet the needs of gifted and talented students; and
- (3) A core of academic courses leading to certification as a teacher of gifted and talented students.

Subdivision 5. [Accountability; Evaluation.] directs school districts to submit an annual program evaluation to the commissioner for review with the Gifted and Talented Council. The evaluation must include how students were served. Requires the evaluation to show the following;

- (1) Community involvement in developing and evaluating the program;
- (2) The qualifications of teachers providing instruction in gifted and talented programs;
- (3) The process for identifying students and how it incorporates research-based best practices;
- (4) How students progress in and were satisfied with the program; and
- (5) An increase of underrepresented students participating in the program and similar academically challenging programs.

Effective Date: Makes this section effective for the 2005-2006 school year and later.

Section 2 [General Education Revenue.] includes gifted and talented revenue as part of a district's general education revenue.

Effective Date: Makes this section effective for fiscal year 2006 and later.

Section 3 [Gifted and Talented Revenue.] establishes a district's gifted and talented revenue at \$10 times the district's adjusted marginal cost pupil units. Requires the district to reserve the revenue and spend it only to:

- (1) Identify students;
- (2) Provide gifted and talented education programs; and
- (3) Provide staff development.

Effective Date: Makes this section effective for fiscal year 2006 and later.

AMB:vs

Senator Tomassoni introduced--

S.F. No. 1487: Referred to the Committee on Education.

1 A bill for an act

2 relating to education; establishing program guidelines
3 for gifted and talented students; making permanent
4 funding for gifted and talented programs a component
5 of general education revenue; amending Minnesota
6 Statutes 2004, section 126C.10, subdivision 1, by
7 adding a subdivision; proposing coding for new law in
8 Minnesota Statutes, chapter 120B.

9 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

10 Section 1. [120B.15] [GIFTED AND TALENTED STUDENTS
11 PROGRAMS.]

12 Subdivision 1. [IDENTIFYING AND SERVING GIFTED AND
13 TALENTED STUDENTS.] School districts must use the following
14 guidelines to identify students, design programs, provide staff
15 development, and evaluate programs in order to better and
16 appropriately serve gifted and talented students.

17 Subd. 2. [GIFTED AND TALENTED STUDENTS.] In order to
18 provide gifted and talented students with appropriate
19 educational programs, school districts must assess and identify
20 students by:

21 (1) reviewing multiple and objective criteria that include
22 student performances and student test results;

23 (2) informing instruction and services using a continuous
24 and comprehensive district assessment system;

25 (3) identifying gifted and talented students using
26 instruments and procedures that are valid and reliable,
27 culturally fair, and based on current theory and research;

1 (4) making fair, consistent, valid, and reliable decisions;

2 (5) establishing processes for parents to give informed

3 consent for their students' participation in a gifted and

4 talented program, for retaining and reassessing students, for

5 students exiting a program, and for appealing a decision about

6 whether a student may participate in a gifted and talented

7 program;

8 (6) implementing an open identification process available

9 to all students; and

10 (7) consistent with data practices law, sharing information

11 from the student identification process with parents and

12 guardians, school staff, and students.

13 Subd. 3. [STUDENT ACCESS; PROGRAM CONTENT AND

14 DEVELOPMENT.] (a) At the request of a student, parent or

15 guardian, or school staff member, a district must provide gifted

16 and talented students identified under subdivision 2 with

17 appropriate education programs under paragraph (b).

18 (b) Gifted and talented programs include:

19 (1) curriculum aligned with the cognitive, affective,

20 developmental, physical, and ethical needs of gifted and

21 talented students;

22 (2) articulated prekindergarten through grade 12 learning

23 experiences;

24 (3) flexible instructional pacing and subject and

25 grade-based opportunities to accelerate instruction;

26 (4) rigorous content consistent with students' abilities

27 and social and emotional development;

28 (5) challenging learning experiences focused on problem

29 solving and advanced reasoning; and

30 (6) differentiated guidance services to nurture students'

31 social and emotional development.

32 (c) School districts, in collaboration with interested

33 community members and with technical assistance from the state

34 education department, must develop gifted and talented programs

35 consistent with this section.

36 Subd. 4. [STAFF DEVELOPMENT.] Licensed teachers

1 instructing students in gifted and talented programs must
2 complete:

3 (1) postgraduate educational coursework that provides a
4 foundation for teaching gifted and talented students;

5 (2) ongoing staff development that prepares teachers to
6 best meet the unique needs of gifted and talented students; and

7 (3) a core of academic courses leading to certification as
8 a teacher of gifted and talented students.

9 Subd. 5. [ACCOUNTABILITY; EVALUATION.] School districts
10 annually by June 30 must determine whether gifted and talented
11 programs meet the needs of participating students and submit a
12 written program evaluation to the commissioner for review in
13 collaboration with the gifted and talented council. The
14 evaluation must indicate how well students participating in the
15 gifted and talented program were served. The evaluation must
16 show:

17 (1) community involvement in developing and evaluating the
18 program;

19 (2) the qualifications of teachers providing instruction in
20 gifted and talented programs;

21 (3) the process for identifying gifted and talented
22 students incorporates research-based best practices;

23 (4) students participating in a gifted and talented program
24 progressed in and were satisfied with the program; and

25 (5) an increase of underrepresented students participating
26 in gifted and talented and similar academically challenging
27 programs.

28 The commissioner may recommend improving the process for
29 identifying gifted and talented students or developing the
30 program.

31 [EFFECTIVE DATE.] This section is effective for the
32 2005-2006 school year and later.

33 Sec. 2. Minnesota Statutes 2004, section 126C.10,
34 subdivision 1, is amended to read:

35 Subdivision 1. [GENERAL EDUCATION REVENUE.] (a) For fiscal
36 year 2003, the general education revenue for each district

1 equals the sum of the district's basic revenue, basic skills
2 revenue, training and experience revenue, secondary sparsity
3 revenue, elementary sparsity revenue, transportation sparsity
4 revenue, total operating capital revenue, and equity revenue.

5 (b) For fiscal year 2004 and later, the general education
6 revenue for each district equals the sum of the district's basic
7 revenue, extended time revenue, basic skills revenue, gifted and
8 talented revenue, training and experience revenue, secondary
9 sparsity revenue, elementary sparsity revenue, transportation
10 sparsity revenue, total operating capital revenue, equity
11 revenue, and transition revenue.

12 [EFFECTIVE DATE.] This section is effective for revenue for
13 fiscal year 2006 and later.

14 Sec. 3. Minnesota Statutes 2004, section 126C.10, is
15 amended by adding a subdivision to read:

16 Subd. 2b. [GIFTED AND TALENTED REVENUE.] Gifted and
17 talented revenue for each district equals \$10 times the
18 district's adjusted marginal cost pupil units. A school
19 district must reserve gifted and talented revenue and,
20 consistent with section 120B.15, must spend the revenue only to:

21 (1) identify gifted and talented students;

22 (2) provide education programs for gifted and talented
23 students; or

24 (3) provide staff development to prepare teachers to best
25 meet the unique needs of gifted and talented students.

26 [EFFECTIVE DATE.] This section is effective for revenue for
27 fiscal year 2006 and later.

Senator Tomassoni introduced--

S.F. No. 649: Referred to the Committee on Education.

1 A bill for an act
2 relating to education; allowing administrative regions
3 of the high school league to contract with private
4 auditors; amending Minnesota Statutes 2004, section
5 128C.12, subdivision 1.

6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

7 Section 1. Minnesota Statutes 2004, section 128C.12,
8 subdivision 1, is amended to read:

9 Subdivision 1. [DUES AND EVENTS REVENUE.] The state
10 auditor annually must examine the accounts of, and audit all
11 money paid to, the State High School League by its members. The
12 audit must include financial and compliance issues. The state
13 auditor must also audit all money derived from any event
14 sponsored by the league. ~~League-audits-must-include-audits-of~~
15 The state auditor may audit administrative regions of the
16 league. The league-and-its league's administrative regions
17 may not contract with private auditors. The scope of the state
18 auditor's examinations of the league must be agreed upon by the
19 board and the state auditor, provided that all requirements of
20 this section must be met.

21 [EFFECTIVE DATE.] This section is effective for the
22 2005-2006 school year and thereafter.

1 Senator moves to amend S.F. No. 649 as follows:

2 Delete everything after the enacting clause and insert:

3 "Section 1. Minnesota Statutes 2004, section 128C.12,
4 subdivision 1, is amended to read:

5 Subdivision 1. [DUES AND EVENTS REVENUE.] (a) The state
6 auditor annually must examine the accounts of, and audit all
7 money paid to, the State High School League by its members. The
8 audit must include financial and compliance issues. The state
9 auditor audit must also audit include all money derived from any
10 event sponsored by the league. ~~League-audits-must-include~~
11 ~~audits-of-administrative-regions-of-the-league--The-league-and~~
12 ~~its-administrative-regions-may-not-contract-with-private~~
13 ~~auditors--The-scope-of-the-state-auditor's-examinations-of-the~~
14 ~~league-must-be-agreed-upon-by-the-board-and-the-state-auditor,~~
15 ~~provided-that-all-requirements-of-this-section-must-be-met.~~

16 (b) The administrative regions of the league may contract
17 with the state auditor or with a private certified public
18 accountant for the audit required by this section. If the audit
19 is performed by a private certified public accountant, the state
20 auditor may require additional information from the private
21 certified public accountant as the state auditor deems in the
22 public interest. The state auditor may accept the audit or make
23 additional examinations as the state auditor deems to be in the
24 public interest.

25 Sec. 2. Minnesota Statutes 2004, section 128C.12,
26 subdivision 3, is amended to read:

27 Subd. 3. [COPIES.] The ~~state-auditor~~ board must file
28 copies of the ~~financial-and-compliance~~ audit report with the
29 commissioner of education and the director of the Legislative
30 Reference Library.

31 Sec. 3. [REPEALER.]

32 Minnesota Statutes 2004, section 128C.12, subdivision 4, is
33 repealed."

34 Amend the title accordingly

1 Senator Kelley from the Committee on Education, to which
2 was referred

3 S.F. No. 649: A bill for an act relating to education;
4 allowing administrative regions of the high school league to
5 contract with private auditors; amending Minnesota Statutes
6 2004, section 128C.12, subdivision 1.

7 Reports the same back with the recommendation that the bill
8 be amended as follows:

9 Delete everything after the enacting clause and insert:

10 "Section 1. Minnesota Statutes 2004, section 128C.12,
11 subdivision 1, is amended to read:

12 Subdivision 1. [DUES AND EVENTS REVENUE.] (a) The state
13 auditor annually must examine the accounts of, and audit all
14 money paid to, the State High School League by its members. The
15 audit must include financial and compliance issues. The state
16 auditor audit must also audit include all money derived from any
17 event sponsored by the league. ~~League-audits-must-include~~
18 ~~audits-of-administrative-regions-of-the-league---The-league-and~~
19 ~~its-administrative-regions-may-not-contract-with-private~~
20 ~~auditors---The-scope-of-the-state-auditor's-examinations-of-the~~
21 ~~league-must-be-agreed-upon-by-the-board-and-the-state-auditor,~~
22 ~~provided-that-all-requirements-of-this-section-must-be-met.~~

23 (b) The administrative regions of the league may contract
24 with the state auditor or with a private certified public
25 accountant for the audit required by this section. If the audit
26 is performed by a private certified public accountant, the state
27 auditor may require additional information from the private
28 certified public accountant as the state auditor deems in the
29 public interest. The state auditor may accept the audit or make
30 additional examinations as the state auditor deems to be in the
31 public interest.

32 Sec. 2. Minnesota Statutes 2004, section 128C.12,
33 subdivision 3, is amended to read:

34 Subd. 3. [COPIES.] The ~~state-auditor~~ board must file
35 copies of the ~~financial-and-compliance~~ audit report with the
36 commissioner of education and the director of the Legislative
37 Reference Library.

38 Sec. 3. [REPEALER.]

1 Minnesota Statutes 2004, section 128C.12, subdivision 4, is
2 repealed."

3 Amend the title as follows:

4 Page 1, line 2, delete "allowing" and insert "authorizing"

5 Page 1, line 5, delete "subdivision 1" and insert

6 "subdivisions 1, 3; repealing Minnesota Statutes 2004, section
7 128C.12, subdivision 4"

8 And when so amended the bill do pass. Amendments adopted.
9 Report adopted.

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.....
Steve Kelly
(Committee Chair)

March 22, 2005.....
(Date of Committee recommendation)

Senators Kelley and Michel introduced--
S.F. No. 145: Referred to the Committee on Education.

1 A bill for an act

2 relating to education policy; Perpich Center for Arts
3 Education; allowing for charter school sponsorship and
4 electronic board meetings; amending Minnesota Statutes
5 2004, sections 124D.10, subdivision 3; 129C.10,
6 subdivision 3.

7 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

8 Section 1. Minnesota Statutes 2004, section 124D.10,
9 subdivision 3, is amended to read:

10 Subd. 3. [SPONSOR.] (a) A school board; intermediate
11 school district school board; education district organized under
12 sections 123A.15 to 123A.19; charitable organization under
13 section 501(c)(3) of the Internal Revenue Code of 1986 that is a
14 member of the Minnesota Council of Nonprofits or the Minnesota
15 Council on Foundations, registered with the attorney general's
16 office, and reports an end-of-year fund balance of at least
17 \$2,000,000; Minnesota private college that grants two- or
18 four-year degrees and is registered with the Higher Education
19 Services Office under chapter 136A; community college, state
20 university, or technical college, governed by the Board of
21 Trustees of the Minnesota State Colleges and Universities; the
22 Board of the Perpich Center for Arts Education under chapter
23 129C; or the University of Minnesota may sponsor one or more
24 charter schools.

25 (b) A nonprofit corporation subject to chapter 317A,
26 described in section 317A.905, and exempt from federal income

1 tax under section 501(c)(6) of the Internal Revenue Code of
2 1986, may sponsor one or more charter schools if the charter
3 school has operated for at least three years under a different
4 sponsor and if the nonprofit corporation has existed for at
5 least 25 years.

6 Sec. 2. Minnesota Statutes 2004, section 129C.10,
7 subdivision 3, is amended to read:

8 Subd. 3. [POWERS AND DUTIES OF BOARD.] (a) The board has
9 the powers necessary for the care, management, and control of
10 the Perpich Center for Arts Education and all its real and
11 personal property. The powers shall include, but are not
12 limited to, those listed in this subdivision.

13 (b) The board may employ and discharge necessary employees,
14 and contract for other services to ensure the efficient
15 operation of the Center for Arts Education.

16 (c) The board may receive and award grants. The board may
17 establish a charitable foundation and accept, in trust or
18 otherwise, any gift, grant, bequest, or devise for educational
19 purposes and hold, manage, invest, and dispose of them and the
20 proceeds and income of them according to the terms and
21 conditions of the gift, grant, bequest, or devise and its
22 acceptance. The board must adopt internal procedures to
23 administer and monitor aids and grants.

24 (d) The board may establish or coordinate evening,
25 continuing education, extension, and summer programs for
26 teachers and pupils.

27 (e) The board may identify pupils who have artistic talent,
28 either demonstrated or potential, in dance, literary arts, media
29 arts, music, theater, and visual arts, or in more than one art
30 form.

31 (f) The board must educate pupils with artistic talent by
32 providing:

33 (1) an interdisciplinary academic and arts program for
34 pupils in the 11th and 12th grades. The total number of pupils
35 accepted under this clause and clause (2) shall not exceed 310;

36 (2) additional instruction to pupils for a 13th grade.

1 Pupils eligible for this instruction are those enrolled in 12th
2 grade who need extra instruction and who apply to the board, or
3 pupils enrolled in the 12th grade who do not meet learner
4 outcomes established by the board;

5 (3) intensive arts seminars for one or two weeks for pupils
6 in grades 9 to 12;

7 (4) summer arts institutes for pupils in grades 9 to 12;

8 (5) artist mentor and extension programs in regional sites;
9 and

10 (6) teacher education programs for indirect curriculum
11 delivery.

12 (g) The board may determine the location for the Perpich
13 Center for Arts Education and any additional facilities related
14 to the center, including the authority to lease a temporary
15 facility.

16 (h) The board must plan for the enrollment of pupils on an
17 equal basis from each congressional district.

18 (i) The board may establish task forces as needed to advise
19 the board on policies and issues. The task forces expire as
20 provided in section 15.059, subdivision 6.

21 (j) The board may request the commissioner of education for
22 assistance and services.

23 (k) The board may enter into contracts with other public
24 and private agencies and institutions for residential and
25 building maintenance services if it determines that these
26 services could be provided more efficiently and less expensively
27 by a contractor than by the board itself. The board may also
28 enter into contracts with public or private agencies and
29 institutions, school districts or combinations of school
30 districts, or service cooperatives to provide supplemental
31 educational instruction and services.

32 (l) The board may provide or contract for services and
33 programs by and for the Center for Arts Education, including a
34 store, operating in connection with the center; theatrical
35 events; and other programs and services that, in the
36 determination of the board, serve the purposes of the center.

1 (m) The board may provide for transportation of pupils to
2 and from the Center for Arts Education for all or part of the
3 school year, as the board considers advisable and subject to its
4 rules. Notwithstanding any other law to the contrary, the board
5 may charge a reasonable fee for transportation of pupils. Every
6 driver providing transportation of pupils under this paragraph
7 must possess all qualifications required by the commissioner of
8 education. The board may contract for furnishing authorized
9 transportation under rules established by the commissioner of
10 education and may purchase and furnish gasoline to a contract
11 carrier for use in the performance of a contract with the board
12 for transportation of pupils to and from the Center for Arts
13 Education. When transportation is provided, scheduling of
14 routes, establishment of the location of bus stops, the manner
15 and method of transportation, the control and discipline of
16 pupils, and any other related matter is within the sole
17 discretion, control, and management of the board.

18 (n) The board may provide room and board for its pupils.
19 If the board provides room and board, it shall charge a
20 reasonable fee for the room and board. The fee is not subject
21 to chapter 14 and is not a prohibited fee according to sections
22 123B.34 to 123B.39.

23 (o) The board may establish and set fees for services and
24 programs. If the board sets fees not authorized or prohibited
25 by the Minnesota public school fee law, it may do so without
26 complying with the requirements of section 123B.38.

27 (p) The board may apply for all competitive grants
28 administered by agencies of the state and other government or
29 nongovernment sources.

30 (q) The board may conduct its meetings electronically,
31 including, but not limited to, conference calls as long as all
32 members can hear and participate in all the discussion during
33 the meeting.

1 Senator moves to amend S.F. No. 145 as follows:

2 Pages 2 to 4, delete section 2 and insert:

3 "Sec. 2. [129C.105] [BOARD MEETINGS BY TELEPHONE OR OTHER
4 ELECTRONIC MEANS.]

5 (a) Notwithstanding section 13D.01 and if complying with
6 section 13D.02 is impractical, the board for the Perpich Center
7 for Arts Education may conduct a meeting of its members by
8 telephone or other electronic means so long as the following
9 conditions are met:

10 (1) all members of the board participating in the meeting,
11 wherever their physical location, can hear one another and all
12 discussion and testimony;

13 (2) members of the public present at the regular meeting
14 location of the board can hear all discussion and testimony and
15 all votes of members of the board;

16 (3) at least one member of the board is physically present
17 at the regular meeting location; and

18 (4) all votes are conducted by roll call, so each member's
19 vote on each issue can be identified and recorded.

20 (b) Each member of the board participating in a meeting by
21 telephone or other electronic means is considered present at the
22 meeting for purposes of determining a quorum and participating
23 in all proceedings.

24 (c) If telephone or other electronic means is used to
25 conduct a meeting, the board, to the extent practical, shall
26 allow a person to monitor the meeting electronically from a
27 remote location. The board may require the person making such a
28 connection to pay for documented marginal costs that the board
29 incurs as a result of the additional connection.

30 (d) If telephone or other electronic means is used to
31 conduct a regular, special, or emergency meeting, the board
32 shall provide notice of the regular meeting location, of the
33 fact that some members may participate by telephone or other
34 electronic means, and of the provisions of paragraph (c). The
35 timing and method of providing notice is governed by section
36 13D.04.

- 1 [EFFECTIVE DATE.] This section is effective the day
- 2 following final enactment."
- 3 Amend the title accordingly

**Senate Counsel, Research,
and Fiscal Analysis**

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State of Minnesota

S.F. No. 1265 -Providing State Facilities Aid to Charter Schools to Purchase Buildings and Land

Author: Senator Steve Kelley

Prepared by: Shelby Winiecki, Senate Research (651/296-5259)

Date: March 21, 2005

SW

Section 1 [State Facilities Aid.] authorizes a charter school to apply to the Commissioner of Education for state facilities aid to purchase, renovate, or construct a building or rent, lease, or purchase land.

Section 2 [Use of State Money.] allows a charter school to use state money in the form of state facilities aid to purchase land or buildings, provided that the charter agreement has been renewed by its sponsor following the school's initial three-year term agreement.

Section 3 [Disposition of Assets, Sale of Charter School Buildings, and Use of Equity in Charter School Buildings.] requires that if a charter school closes for any reason, disposition of any assets with the exception of equity in the building is subject to Minnesota Statutes, section 124D.10, subdivision 23, and ownership of the building is transferred to the Department of Administration. Any income generated to the Department of Administration will be given back to the state for state facilities aid payments to charter schools. Equity in a charter school facility may be used by that charter school as collateral to finance capital improvements or other depreciable assets or as a down payment to purchase another building better suited to their needs, but is not to be used to finance operating expenses of the charter school.

SW:vs

Senators Kelley and Olson introduced--

S.F. No. 1265: Referred to the Committee on Education.

1 A bill for an act

2 relating to education; providing state facilities aid
3 to charter schools to lease, purchase, renovate, or
4 construct school buildings or rent, lease, or purchase
5 land; amending Minnesota Statutes 2004, section
6 124D.11, subdivisions 4, 7, by adding a subdivision.

7 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

8 Section 1. Minnesota Statutes 2004, section 124D.11,
9 subdivision 4, is amended to read:

10 Subd. 4. [~~BUILDING-LEASE~~ STATE FACILITIES AID.] When a
11 charter school finds it economically advantageous to rent or,
12 lease, purchase, renovate, or construct a building or rent,
13 lease, or purchase land for any instructional purposes and it
14 determines that the total operating capital revenue under
15 section 126C.10, subdivision 13, is insufficient for this
16 purpose, it may apply to the commissioner for ~~building-lease~~
17 state facilities aid for this purpose. The commissioner must
18 review and either approve or deny a ~~lease~~ state facilities aid
19 application using the following criteria:

20 (1) the reasonableness of the lease, purchase, renovation,
21 or construction price based on current market values;

22 (2) the extent to which the lease, purchase, renovation, or
23 construction conforms to applicable state laws and rules; and

24 (3) the appropriateness of the proposed lease, purchase,
25 renovation, or construction in the context of the space needs
26 and financial circumstances of the charter school.

1 A charter school must not use the building-lease state
2 facilities aid it receives for custodial, maintenance service,
3 utility, or other operating costs. The amount of building-lease
4 state facilities aid per pupil unit served for a charter school
5 for any year shall not exceed the lesser of (a) 90 percent of
6 the approved cost or (b) the product of the pupil units served
7 for the current school year times the greater of the charter
8 school's building-lease state facilities aid per pupil unit
9 served for fiscal year 2003, excluding the adjustment under Laws
10 2002, chapter 392, article 6, section 4, or \$1,200.

11 Sec. 2. Minnesota Statutes 2004, section 124D.11,
12 subdivision 7, is amended to read:

13 Subd. 7. [USE OF STATE MONEY.] Money received from the
14 state may ~~not~~ be used to purchase land or buildings, under the
15 provisions of subdivision 4 and, unless a waiver has been
16 granted by the commissioner, after a charter school has its
17 charter agreement renewed by its sponsor following the school's
18 initial three-year term. The Any charter school may own land
19 and buildings if obtained through nonstate sources.

20 Sec. 3. Minnesota Statutes 2004, section 124D.11, is
21 amended by adding a subdivision to read:

22 Subd. 7a. [DISPOSITION OF ASSETS, SALE OF CHARTER SCHOOL
23 BUILDINGS, AND USE OF EQUITY IN CHARTER SCHOOL BUILDINGS.] (a)
24 In the event that a charter school closes, either voluntarily or
25 by an act of its sponsor, disposition of any remaining assets of
26 the school, other than any remaining equity in its building,
27 shall be subject to section 124D.10, subdivision 23.

28 (b) If a charter school wishes to sell its building in
29 order to purchase another building that better meets its needs,
30 the charter school shall use any equity it has accumulated in
31 the building it is selling as part of its down payment on the
32 building it is purchasing.

33 (c) If a charter school is closed, either voluntarily or by
34 an act of its sponsor, ownership of the building shall be
35 transferred to the Department of Administration. The building
36 may then be sold or leased by the department to any party,

1 including another charter school, and any income generated from
2 the transactions shall revert to the state for current or future
3 state facilities aid payments to charter schools.
4 (d) Any equity in a charter school's facility may be used
5 by that charter school as collateral in loan or other
6 transactions used to finance capital improvements or to purchase
7 equipment or other depreciable assets. Any equity in a charter
8 school's facility may not be used as collateral in loan or other
9 transactions used to finance operating expenses of the charter
10 school.

1 Senator Kelley from the Committee on Education, to which
2 was referred

3 S.F. No. 1265: A bill for an act relating to education;
4 providing state facilities aid to charter schools to lease,
5 purchase, renovate, or construct school buildings or rent,
6 lease, or purchase land; amending Minnesota Statutes 2004,
7 section 124D.11, subdivisions 4, 7, by adding a subdivision.

8 Reports the same back with the recommendation that the bill
9 do pass and be re-referred to the Committee on Finance. Report
10 adopted.

11

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Steve Kelley
.....
(Committee Chair)

March 22, 2005.....
(Date of Committee recommendation)

Senators Kelley, Skoglund and Stumpf introduced--
S.F. No. 754: Referred to the Committee on Education.

1 A bill for an act

2 relating to education policy; providing for resident
3 participation in individual education plan development
4 and tuition billing; amending Minnesota Statutes 2004,
5 section 125A.05.

6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

7 Section 1. Minnesota Statutes 2004, section 125A.05, is
8 amended to read:

9 125A.05 [METHOD OF SPECIAL INSTRUCTION.]

10 (a) As defined in this section, to the extent required by
11 federal law as of July 1, 1999, special instruction and services
12 for children with a disability must be based on the assessment
13 and individual education plan. The instruction and services may
14 be provided by one or more of the following methods:

15 (1) in connection with attending regular elementary and
16 secondary school classes;

17 (2) establishment of special classes;

18 (3) at the home or bedside of the child;

19 (4) in other districts;

20 (5) instruction and services by special education
21 cooperative centers established under this section, or in
22 another member district of the cooperative center to which the
23 resident district of the child with a disability belongs;

24 (6) in a state residential school or a school department of
25 a state institution approved by the commissioner;

1 (7) in other states;

2 (8) by contracting with public, private or voluntary
3 agencies;

4 (9) for children under age five and their families,
5 programs and services established through collaborative efforts
6 with other agencies;

7 (10) for children under age five and their families,
8 programs in which children with a disability are served with
9 children without a disability; and

10 (11) any other method approved by the commissioner.

11 (b) Preference shall be given to providing special
12 instruction and services to children under age three and their
13 families in the residence of the child with the parent or
14 primary caregiver, or both, present.

15 (c) The primary responsibility for the education of a child
16 with a disability must remain with the district of the child's
17 residence regardless of which method of providing special
18 instruction and services is used. If a district other than a
19 child's district of residence provides special instruction and
20 services to the child, then the district providing the special
21 instruction and services must notify and invite the child's
22 district of residence before the child's individual education
23 plan is developed and must provide the district of residence an
24 opportunity to participate in the plan's development. The
25 district providing the special instruction and services may not
26 bill special education tuition costs to the resident district
27 unless the resident district has participated or has declined to
28 participate in the development of the student's individual
29 education plan. The district of residence must inform the
30 parents of the child about the methods of instruction that are
31 available.

Senators Kelley and Olson introduced--

S.F. No. 1707: Referred to the Committee on Education.

1 A bill for an act

2 relating to education; authorizing the commissioner of
3 education to approve up to five charitable
4 organizations as charter school sponsors; amending
5 Minnesota Statutes 2004, section 124D.10, subdivision
6 3.

7 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

8 Section 1. Minnesota Statutes 2004, section 124D.10,
9 subdivision 3, is amended to read:

10 Subd. 3. [SPONSOR.] (a) A school board; intermediate
11 school district school board; education district organized under
12 sections 123A.15 to 123A.19; charitable organization under
13 section 501(c)(3) of the Internal Revenue Code of 1986 that is a
14 member of the Minnesota Council of Nonprofits or the Minnesota
15 Council on Foundations, registered with the attorney general's
16 office, and reports an end-of-year fund balance of at least
17 \$2,000,000; Minnesota private college that grants two- or
18 four-year degrees and is registered with the Higher Education
19 Services Office under chapter 136A; community college, state
20 university, or technical college, governed by the Board of
21 Trustees of the Minnesota State Colleges and Universities; or
22 the University of Minnesota may sponsor one or more charter
23 schools.

4 (b) A nonprofit corporation subject to chapter 317A,
25 described in section 317A.905, and exempt from federal income
26 tax under section 501(c)(6) of the Internal Revenue Code of

1 1986, may sponsor one or more charter schools if the charter
2 school has operated for at least three years under a different
3 sponsor and if the nonprofit corporation has existed for at
4 least 25 years.

5 (c) The commissioner of education may approve up to five
6 charitable organizations under section 501(c)(3) of the Internal
7 Revenue Code of 1986 which have as their primary activity the
8 sponsoring of charter schools. Proposals of the charitable
9 organizations to the commissioner must contain:

10 (1) the articles, bylaws, and initial board membership;

11 (2) the sources of financing for its operation;

12 (3) the areas of specialization of its sponsorship; and

13 (4) other information requested by the department.

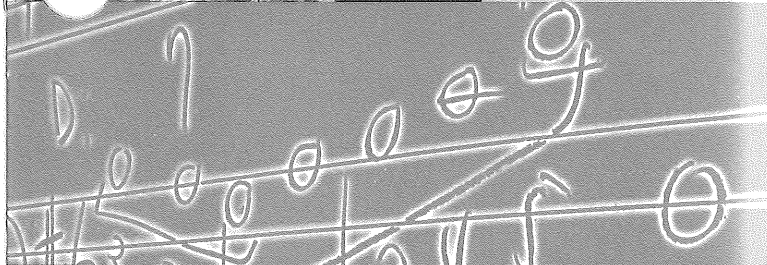
14 Sponsors approved under this paragraph shall report
15 annually to the commissioner on the types of charter schools
16 sponsored, their effectiveness in promoting student achievement,
17 the development of alternative school governance structures, and
18 other information requested by the department. The commissioner
19 may terminate its authorization for a charitable organization to
20 sponsor a charter school under this paragraph if the charitable
21 organization demonstrates persistent financial mismanagement or
22 repeated violations of law.

3/22/05

PCA E



STATEWIDE INNOVATIVE PUBLIC EDUCATION CENTERED IN THE ARTS



PERPICH CENTER FOR ARTS EDUCATION



WHO WE ARE

The Perpich Center for Arts Education (PCAE) is an agency of the State of Minnesota unlike any other! The Center is dedicated to improving K-12 arts education for all Minnesota students and educators through innovative programs and partnerships centered in the arts. A 30-acre campus in Golden Valley houses the Center's three main components: the Professional Development and Research Group (PDR), Arts High School (AHS) and the PCAE Library. PCAE serves as the premier resource for arts education in Minnesota.

THE CENTER IS TRULY STATEWIDE!

Since PCAE was created:

- over 2,050 students from 375 Minnesota towns have attended the Arts High School.
- more than 15,000 Minnesota teachers, artists, students, college faculty and parents from 750 Minnesota towns have participated in professional development programs.
- the PCAE Library has built an arts and education collection for the Arts High School, as well as for teachers and artists statewide for use in k-12 classrooms. Over 20 percent of this collection is unique when compared to other Minnesota library holdings.

PROFESSIONAL DEVELOPMENT AND RESEARCH GROUP

The Professional Development and Research Group (PDR) is a statewide network of teachers, teaching artists and administrators in schools and arts organizations throughout Minnesota focused on the improvement of teaching and learning *in and through* the arts.

PDR is instrumental in helping teachers implement graduation standards, and team members have expertise in all arts areas as well as interdisciplinary

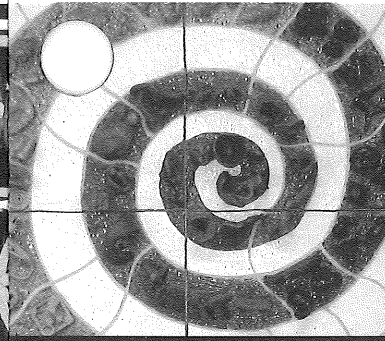
arts education. PDR maintains critical partnerships with arts and educational institutions statewide and is a leader in expanding and deepening professional development opportunities and artistic experiences.

PDR PROVIDES ACCESS TO:

- Professional growth opportunities and workshops
- Partnerships with key institutions from the arts and educational communities statewide
- Research and best practices that promote teacher, artist and school effectiveness
- Creative curriculum and assessment examples
- Professional and technical support in the arts areas of Dance, Literary Arts, Media Arts, Music, Theater and Visual Arts for preschool, elementary, middle and secondary schools

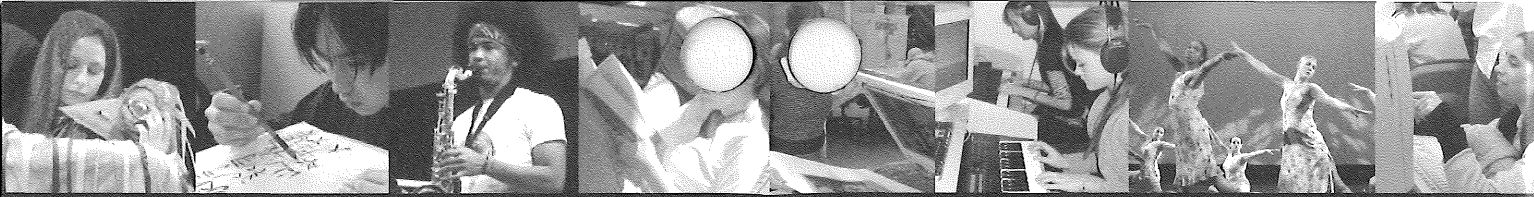
"The arts are at the heart of a good education. PDR has been a guide with vision, a coach with encouragement and a supporter with resources in the quest for excellence in teaching."

- Bill Richards, Principal
Westbrook Walnut Grove H.S.



www.pcae.k12.mn.us

www.pcae.k12.mn.us



ARTS HIGH SCHOOL

ARTS HIGH SCHOOL

The Arts High School (AHS) is an innovative, tuition-free, public high school delivering a comprehensive education centered in the arts. The school is open to all 11th and 12th grade students who are Minnesota residents. AHS is the premier public arts-centered high school in the state. With enrollment limited to 310 students, AHS offers the benefit of learning in a small community while allowing students to take advantage of the wonderful arts resources in the Twin Cities.

"This is a place kids can come to realize their full potential. I learned the importance of the arts in society and found it a supportive community where I could grow!"

~ Liz Ensz, Class of 2001

CURRICULUM

AHS offers instruction in six arts areas: Dance, Literary Arts, Media Arts, Music, Theater and Visual Arts. Students also study English, Math, Science, Social Studies and World Languages. AHS integrates arts and academics to provide unique and powerful learning opportunities that stay with students throughout their lives. The strong liberal arts program prepares students to be successful at a range of public and private colleges and universities in Minnesota and throughout the nation. Typically, 80% of AHS graduates go on to colleges across the US and Canada, including NYU's Tisch School of the Arts, Carleton College, The University of Minnesota and Minnesota State University campuses, Oberlin College, Cal Arts, Brown University and The School of the Art Institute of Chicago.

STUDENT-CENTERED, ARTS FOCUSED

AHS students represent a diverse group seeking an enriching experience in the arts. It is the school of choice in Minnesota for students to develop their skills as thinking artists. The school embodies a unique approach to learning focused on the students' individual goals, skills, learning styles and aspirations. The curriculum is based on clearly defined, high standards of achievement meeting or exceeding state and national academic graduation standards. The outstanding teachers, staff and teaching artists at PCAE receive state and national recognition.

DORMITORY

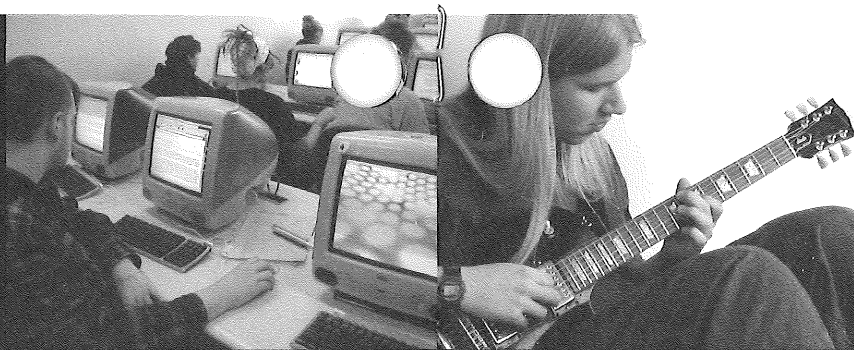
We offer a residential option for students enrolled from outside the Twin Cities area. Dedicated and caring staff members provide 24-hour supervision and coordinate many special activities for dormitory residents.

GET TO KNOW US!

The application deadline for applying to AHS is in early February. There are several opportunities to attend information sessions at the school throughout the year when faculty, staff and students are available to answer your questions.

"My experiences at AHS have given me the confidence to approach any situation and succeed. The extra confidence has made me stronger and prepared me for the world."

~ Ashley Wilkinson
Theater, Class of 2004

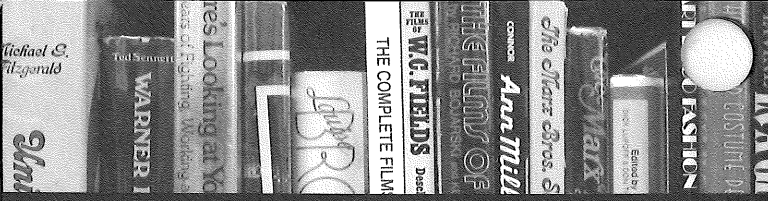


"My son's classes have been challenging and have prepared him well for entering college next year. There could not have been a better fit for my son than PCAE! I highly recommend it!"

~ Corrine Baden
Parent of Erik Baden, Class of 2004

www.pcae.k12.mn.us

www.pcae.k12.mn.us



PCAE LIBRARY

The PCAE Library has a unique collection of print and multimedia materials in all the academic and arts disciplines for use by students attending the Arts High School and

Minnesota residents statewide. Among the titles are many interdisciplinary and multicultural materials in various formats.

This specialized collection also contains a wealth of information for arts educators, artists, graduate students and administrators seeking arts-specific instructional materials for their schools,

program development and research. Any Minnesota resident age 18 and older may apply to borrow materials from the PCAE Library collection free of charge. The Library also lends materials to other academic and state agency libraries through a statewide interlibrary loan network.

Reference assistance is provided by Library staff to anyone contacting or visiting the Library. Resources are easy to access during Library hours or they can be mailed. Please visit our website for more information about resources!

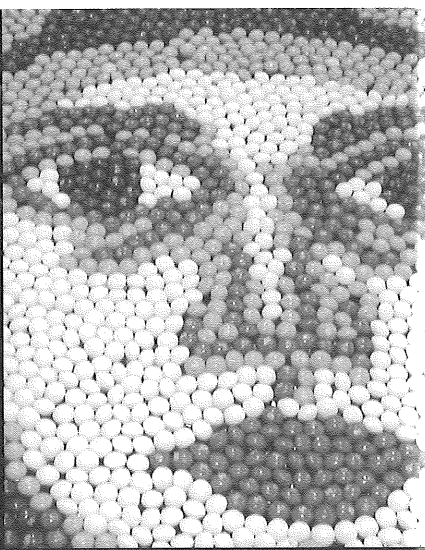
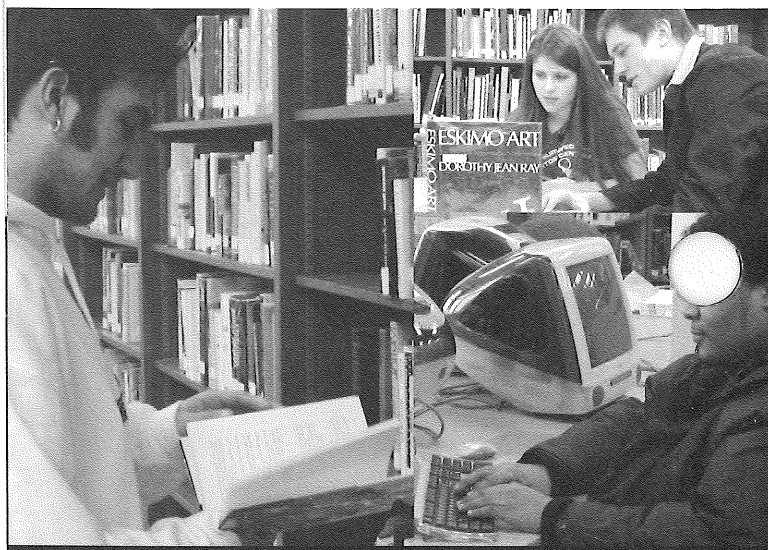
"Thanks for keeping the videos and books coming to me. I really appreciate the great resources of the library and how quickly you get materials out too!"

~ Gwen LaVine, Bagley MN
Instructor, Bagley H.S.

THE FACTS

THE center at a GLANCE

- In the 2003-04 school year, PCAE worked directly with 3,980 teachers and teaching artists, 12,231 students and had ongoing programs in 139 school buildings across the state. PCAE has connections and contacts in 297 school districts and impacted 81,405 students.
- In 2004, 81% of the Arts High School students pursued post-secondary education immediately following graduation.
- In the past five years, PCAE has invested \$4.5 million in local communities, schools, teachers and students to create educational and training programs.
- Quality Teaching Networks facilitated by PCAE bring together teachers and artists from across Minnesota committed to improving students' education in and through the arts, impacting over 27,250 students, teachers, community members, artists and parents each year.



"Which kids have magic. Students who come from AHS have a different education. They are some of the most intelligent high school students I've met!"

~ Ann Gagel,
Senior Admissions Counselor
Kansas City Art Institute

www.pcae.k12.mn.us

www.pcae.k12.mn.us



FOR MORE INFORMATION...

MAIN

phone: 763.591.4700
toll free: 800.657.3515
TDD/TTY: (MN Relay Service) 711
fax: 763.591.4646
www.pcae.k12.mn.us

AHS / ADMISSIONS

phone: 763.591.4710
fax: 763.591.4747

PDR

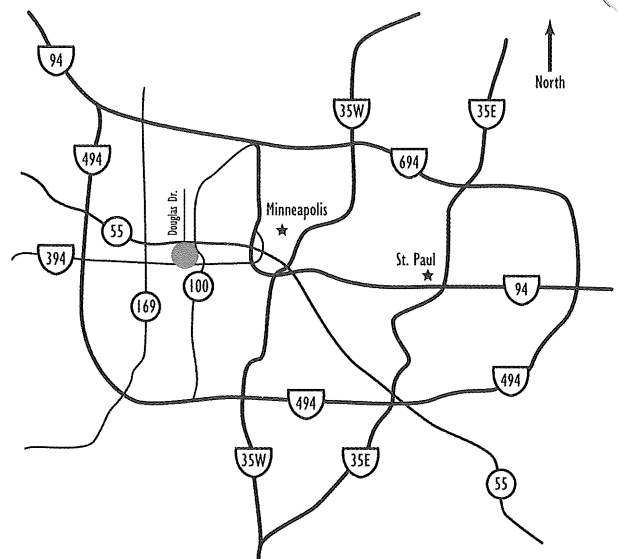
phone: 763.591.4705
fax: 763.591.4759

LIBRARY

phone: 763.591.4741
fax: 763.591.4646

LOCATION

We are located at the intersection of Highway 55
(Olson Memorial Highway) and Douglas Drive.



PCAE

STATEWIDE INNOVATIVE PUBLIC
EDUCATION CENTERED IN THE ARTS

Perpich Center for Arts Education

Arts High School • Professional Development & Research • Library

6125 Olson Memorial Highway
Golden Valley, MN 55422



education|evolving

A joint venture of the Center for Policy Studies and Hamline University

A Proposal for Single-purpose Chartered School Sponsors

Minnesota legislators have an opportunity this session to enact a proposal designed to help our state maintain its leadership position nationally on education innovation. The proposed legislation would allow the state's Commissioner of Education to authorize up to five new non-profit organizations to sponsor and oversee Minnesota chartered schools. This is an expansion on our current statutory provision allowing non-profit organizations to grant charters. The difference is that these new sponsors will be explicitly designated by the Commissioner and – as *new* organizations – would not need the \$2.0 million in assets required of the state's other non-profit sponsors. These new sponsors would also be unique in three ways:

First, they would be **single-purpose**. Unlike other charter authorizers in Minnesota, these new sponsors would have no other mission or purpose than granting and overseeing chartered public schools.

Second, they would be **specialized**. Each new sponsor would specialize in at least one area, selecting varying types of schools, geographic areas or student populations to focus on. For example, one of the new non-profit sponsors might focus on schools with a particular learning or governance model; another might focus only on rural schools or on schools designed to address the state's huge racial and demographic learning gaps; a third might focus on distance learning schools or schools linking high school with college.

Third, they would be **proactive**. The new non-profit sponsors wouldn't simply sit back and wait for proposals. Within their areas of specialization, they would be actively encouraging proposals – perhaps putting out RFPs for a particular type of school that will allow them to choose the best proposals submitted. These sponsors would look both locally and nationally for outstanding models that deserve to be replicated – and then invite them to apply.

Why not just add more non-profit or other sponsors under current law?

While Minnesota has a fairly large number of active sponsors, it's important to recognize that all of the existing charter sponsors in Minnesota have broader institutional missions. That's true for districts running their own schools, higher education institutions serving their own students or other non-profit organizations carrying out their main lines of business – in health care, social services, environmental protection or other fields outside K-12 education.

As a result – and although there will be exceptions – the large majority of non-district sponsors are likely to grant no more than a handful of charters. In addition to limiting overall growth in chartering, this also denies existing sponsors the opportunity to achieve economies of scale – as well as the kind of specialization, expertise and pro-activity that is central to the proposal now being offered.

With these built-in institutional limitations, it seems prudent to now supplement Minnesota's existing sponsorship arrangements with a new cadre of organizations created *just for this purpose*, and with the encouragement to *specialize* and be *proactive*. These new types of sponsors – working along-side existing sponsors – will meet the growing demand for chartering in our state. And they will develop new models for chartering and oversight that will add significant value to the charter movement nationally.

Of course, creating these new sponsors does not mean we should neglect those we already have. More than sixty Minnesota school districts, higher education institutions, non-profits and other eligible sponsoring organizations have now granted charters. They need to be supported and strengthened and encouraged to continue to grant additional high quality charters as they are proposed.

How would the new single-purpose sponsors be created and funded?

The proposed legislation authorizes the Commissioner of Education to authorize up to five new non-profit organizations to grant and oversee charters. The proposals would have to include the articles of incorporation, by-laws and initial board membership of the organization, how they would be financed and their areas of specialization. Presumably the Commissioner would establish criteria for consideration and approval of these proposals in areas such as board composition, conflicts of interest and financial solvency.

The proposed legislation also includes a provision that allows the Commissioner to terminate these sponsor authority for serious violations of state law. No direct state appropriation is being proposed for the start-up of these new sponsors. Long-term, it's presumed that they would be self-supporting, through fees, grants or other non-state sources.

What is the single purpose sponsor proposal NOT intended to do?

First, the single purpose sponsor proposal is **not intended to "make it easier"** to receive a charter and open a new chartered school in Minnesota. If anything, these new sponsors are intended to be **more rigorous and more selective** as they consider proposals, provide ongoing oversight and make decisions about renewals.

Second, the single purpose sponsors are **not expected to produce a net increase in the number of new charter schools being approved**. For a variety of unrelated reasons, Minnesota is already experiencing a surge in interest in charter schools and chartering. This initiative is intended to make sure this interest is **channeled into high quality, high performing schools** and that chartering is done on a more **proactive and strategic basis** to address the state's highest priority needs with learning models that will have the greatest possible chance of success.

Third, the new single purpose sponsors are **not intended to eliminate or reduce the need for existing sponsors**. Separate, equally important initiatives are under way to strengthen existing sponsors and to encourage eligible organizations that have the capacity and willingness to grant and oversee charters to do so.

Fourth, this proposed legislation is **not intended to create new bureaucracy or to place a financial burden on state government**. It is anticipated that these will be very lean non-profit organizations making extensive use of contracting and other flexible means of engaging much of its needed staff expertise. As noted above, the proposal also assumes that the initial start-up of these sponsoring organizations will come from non-state funding sources. Long-term, it's expected that they would be self-sustaining through some combination of grants or fees charged to schools or even other sponsors who choose to use their services.

Who supports the proposal for single-purpose sponsors?

The proposal to authorize the Commissioner to approve up to five new single-purpose sponsors is part of the 2005-06 legislative platform for a broad coalition of Minnesota charter-supporting individuals and organizations that work together through the Minnesota Charter School Forum. This initiative has also been previously endorsed by **Governor Tim Pawlenty and Education Commissioner Alice Seagren**, and it is included in the Administration's broader K-12 initiative for 2005. Historically, legislation supporting the creation of single-purpose sponsors has also been supported by **Democratic and Republican education policy leaders** in both the Minnesota Senate and Minnesota House of Representatives.

This legislation is consistent with Minnesota's historic leadership in expanding choice and choic-~~es~~ in public education. As we expand the number of chartered schools, we're realizing the critical role played by sponsors. By creating a new generation of chartered school authorizers that are not only **single-purpose**, but also **specialized** and **proactive**, Minnesota will be making a major contribution to enhancing the role of sponsors in chartering new schools in our own state and nationally, as well.