



Minnesota Youth Council Committee
Annual Report
89th Legislature
2014-2015

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I. Introduction

The 2015 Minnesota State Legislative Session was the second session in which the Minnesota Youth Council Committee represented the voices and interests of youth from across the state of Minnesota. The Minnesota Youth Council Committee grew out of an interest by the Minnesota Youth Council (MYC), a diverse group of 72 youth and adults representing each congressional district of Minnesota. The MYC's mission is to "work together to empower and mobilize youth across the state to exercise their voices, opinions and ideas to take action on youth issues." The MYC is an initiative of Minnesota Alliance With Youth, a statewide nonprofit that serves as a leading youth development capacity-builder, convener, and collaborator in MN. The 2013 legislation formalized the relationship between the Minnesota Youth Council youth members and the MN Legislature, putting youth voice into law with the formation of the Minnesota Youth Council Committee (MYCC). Representatives from each party within the House and Senate act as liaisons to the Minnesota Youth Council Committee. This year the committee worked with Representatives Marquart and Ward, and Senators Dahle and Hall. Senator Dahle's legislative aide, Antonia Kurtz, served as staff support to the committee and provided crucial on-going support and guidance.

This year the MYCC worked to expand its reach by increasing the number of meetings within the session, included voting of support for each piece of legislation during the meetings, and providing additional feedback through letters sent to chief authors and testifiers. This being its second year, the committee wanted to focus on improving the systems it had in place and increasing the reach the MYCC had.

II. Committee Members

The committee held three meetings in the State Office Building this session and heard a variety of bills impacting youth. The agendas for both meetings and the bills heard are attached.

The Minnesota Youth Council Committee members included:

- Rogelio Salinas, Co-Chair, Highland Park High School
- Rowan Hellwich, Co-Chair, Great River School
- Andrew Nguyen, Duluth Denfield High School
- Anna Phearman, Watertown Mayer High School
- Aonat Popoola, Stillwater High School
- Calvin Redepenning, FAIR School
- D'Andre Gordon, Voyageurs Expeditionary High School
- Darren Hawpetoss, Duluth Denfield High School
- Darren Jackson, Augsburg Fairview Academy
- Dustyn Montgomery, Tartan High School
- Dontae Holand, Lucy Laney Community School
- Ellie Ekblad, Century High School
- Emily Pohl, Duluth Denfield High School
- Emily Risberg, Voyageurs Expeditionary High School
- Essence Blakemore, Coon Rapids High School
- Hannah Quarnstrom, North Lakes Academy Charter School

- Harrison Redepenning, Anoka High School
- Heather Weller, New York Mills High Schools
- Josh Augustin, Century High School
- Kanika Gupta, East view High School
- Karina El-Refai, New York Mills High School
- Katelyn Bennis, Chaska High School
- Kyra Tiffany, Anoka High School
- Linda Rosas, Northfield High School
- Lupe Thornhill, Central High School
- Maddie McConkey, The Blake School
- Micaela Jacobson, Minnetonka High School
- Michelle Onyekaba, Coon Rapids High School
- Natalee Chapin, Hastings High School
- Nicholle Miller, MN New Country School
- Tiaryn Daniels, Park Center High School
- Wyatt Tatge, Watertown Mayer High School
- Zachary Correia, Woodbury High School

III. Bill Selection

Bill selection began with the Minnesota Youth Council's policy committee. The policy committee began the year by determining issue areas to focus on, ultimately voting to focus mainly on bills related to education or those that would directly affect young people. The policy committee would create a list of 10-15 bills that could be heard at the MYCC meetings. This list was then brought to full council to vote on the top five bills the council wanted to hear. The list of top bills was passed onto Antonia Kurtz, LA to MYCC liaison Senator Dahle, who was in charge of inviting authors of legislation to the MYCC meetings. The decision making process was entirely youth-led. The MYCC Co-Chairs led the planning of issue areas, and youth members were the only members of the MYC who had voting rights. All decisions ultimately came down to the youth members who were participating in the legislative meeting.

IV. Committee Meetings

This year, MYCC held three meetings: January 30th at 1pm, March 13 at 4:30pm, and April 12 at 1pm. The agenda for all three meetings can be found in the appendix. At each meeting, the MYCC heard testimony from chief and co-authors of bills and community advocates for three to five bills at each legislative meeting. The committee heard testimony for 12 bills this year, from 11 legislators and various community leaders. The legislation, which can be seen in the appendix, mainly focused on education issues; from teach tenure to funding for afterschool programs.

During the meetings, the MYCC heard a formal presentation of bills, then were able to ask questions of testifiers about the legislation. After questions, the MYCC held a roll call vote on whether the MYC should support the legislation. The committee also sent letters explaining why the MYCC did or did not vote to support legislation and provide further comments on the legislation. Both the voting and the letters were new this year, and were added to create tangible ways that youth voice could be added to the legislative

process. There are now votes on the record of how MYCC members voted, and written statements explaining the committee's decision.

V. Next Year

It is the MYCC's goal to continue strengthening its partnership with the MN legislature. Next year, the committee plans on holding between 2 and 3 meetings (since the session will be shortened, the exact number of meetings has yet to be determined). The committee will continue to vote during meetings, and send letters to authors shortly following MYCC meetings. One of the main goals the committee hopes to accomplish next year is to begin work on introducing a youth-led bill to the legislature. It is part of the 2013 legislation that created the MYCC that the committee can introduce a "youth omnibus bill." Over the past two years, members feel they have gained enough experience to start working on proposing legislation to be debated and voted on in the legislature.



Minnesota Youth Council

A Youth and Adult Partnership for Statewide Impact

The Minnesota Youth Council, an initiative of the Minnesota Alliance With Youth, is a diverse network of 72 eighth- through twelfth-graders and adult partners from each congressional district who collaboratively identify and address youth issues. Its members share their perspectives with policymakers, honing their critical thinking, public speaking, and leadership skills – addressing the dilemma that although young people can't vote, they often face the consequences of policy decisions.

Since 2005, the MYC has recruited, trained, and coordinated this network, connecting members to local elected officials such as mayors, school superintendents, and city council members, as well as legislators and policymakers at the state level.

MYC members focus on:

↑↑ **Education and Outreach.** MYC members educate and train each other, their peers, community members, and legislators on youth issues such as the opportunity gap. They also highlight the service-learning efforts of their peers through events such as Global Youth Service Day and the Red Wagon Awards.

↑↑ **Policy and Advocacy.** Through the MYC, youth are directly involved in policymaking. Annual events such as Youth Day at the Capitol and youth summits provide public venues for mobilizing other young people and disseminating unified messages.

↑ **Philanthropy.** In 2013, the MYC will regrant \$50,000 to organizations, programs, or projects that support learning within and beyond the classroom. With support from Youthprise, a Twin Cities-based youth development intermediary, young people will fund efforts in their communities while learning about grant making and grant management.



"[The MYC] gives youth and also adults ... a chance to voice their opinions about what happens in Minnesota. It makes room and gives an opportunity for us to make a change. It builds leadership skills."

– Essence Blakemore
youth council member
St. Paul, District 4

This year, MYC members are pushing for passage of a bill that will support the ongoing work of the Council – engaging thousands of youth in identifying resources, gaps in services, and connections between issues and policy; surveying and mapping community assets; developing a statewide policy agenda on youth issues; convening district and statewide summits – all of which inform their collective policy and philanthropy work to advance opportunities for all young people.

**This year alone,
65 youth and adult
MYC members will
contribute more
than 5,800 hours
of volunteer time.**

“Having the opportunity to be a part of this council and working to be sure rural youth voices are heard will make me a better leader when my grandma retires.”

– Justice Taylor
youth council member
Aitkin, District 8

“Being able to share this experience with my granddaughter solidifies the wisdom of being the change you want to see in your community and the world.”

– Kim Clement,
adult partner
Aitkin, District 8

MYC In Action: Surveying the State for Youth Perspectives

This fall, MYC members representing all eight congressional districts in Minnesota surveyed more than 800 youth about their greatest concerns. Leading the results were bullying; drug and alcohol abuse; and crime, safety, and gangs. From these findings, MYC members will develop a strategy to address these issues through policy and philanthropy. With funding from the youth development intermediary Youthprise, the MYC philanthropy committee will regrant \$50,000 to related initiatives.



The Minnesota Youth Council is part of a strategic partnership among the Minnesota Alliance With Youth, Youthprise, and youthrive. These organizations share resources and expertise to help transform communities so that all young people – statewide – can thrive.

The Minnesota Alliance With Youth is an affiliate of America's Promise – and Minnesota's leading convener, collaborator, and capacity-builder for youth development. The Alliance works with and for young people to ensure that all have access to fundamental resources, the “Five Promises”: caring adults, safe places, a healthy start, effective education, and opportunities to lead and serve. As a statewide network of existing organizations, the Alliance offers training, resources, support, and more than 100 AmeriCorps Promise Fellows annually to promote youth outcomes, including graduation for all.

Youthprise was founded in 2011 by the McKnight Foundation to increase the quality, accessibility, sustainability, and innovation of opportunities for learning beyond the classroom. Youthprise works collaboratively with municipalities, funders, policymakers, program providers, youth, and parents to ensure that all Minnesota youth, especially people who are traditionally underserved, have access to affordable, quality opportunities for learning beyond the classroom. For more information on Youthprise, visit www.youthprise.org.



With support from:



HF002

- 1.1 A bill for an act
- 1.2 relating to education; clarifying conditions for teacher licensure and employment;
- 1.3 amending alternative teacher licensure; providing for teacher licensure
- 1.4 reciprocity with adjoining states; clarifying the license via portfolio option;
- 1.5 clarifying the exemption for technical education instructors; clarifying decisions
- 1.6 affecting teachers' unrequested leaves of absence and teaching assignments;
- 1.7 prohibiting school administrators from placing students with ineffective teachers;
- 1.8 clarifying teacher skills examination requirements; amending Minnesota Statutes
- 1.9 2014, sections 122A.09, subdivision 4; 122A.18, subdivision 2; 122A.20,
- 1.10 subdivision 1; 122A.21, subdivision 2; 122A.23; 122A.245, subdivisions 1, 3, 7;
- 1.11 122A.25; 122A.30; 122A.40, subdivisions 5, 8, 10, 11; 122A.41, subdivisions
- 1.12 2, 5, 14; 123A.75, subdivision 1; 179A.20, by adding a subdivision; repealing
- 1.13 Minnesota Statutes 2014, section 122A.40, subdivision 11.
- 1.14 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:
- 1.15 Section 1. Minnesota Statutes 2014, section 122A.09, subdivision 4, is amended to read:
- 1.16 Subd. 4. **License and rules.** (a) The board must adopt rules to license public school
- 1.17 teachers and interns subject to chapter 14.
- 1.18 (b) The board must adopt rules requiring a person to pass a college-level skills
- 1.19 examination in reading, writing, and mathematics or attain either ~~a composite score~~
- 1.20 ~~composed of the average of the~~ essentially equivalent passing scores in English and
- 1.21 writing, reading, and mathematics on the ACT Plus Writing recommended by the board,
- 1.22 or ~~an equivalent composite score composed of the average of the~~ essentially equivalent
- 1.23 passing scores in critical reading, mathematics, and writing on the SAT recommended
- 1.24 by the board, as a requirement for initial teacher licensure, except that the board may
- 1.25 issue up to two temporary, one-year teaching licenses to an otherwise qualified candidate
- 1.26 who has not yet passed the college-level skills exam or attained ~~the requisite composite~~
- 1.27 ~~score~~ essentially equivalent passing scores on the ACT Plus Writing or SAT. Such rules
- 1.28 must require college and universities offering a board-approved teacher preparation
- 2.1 program to provide remedial assistance to persons who did not achieve a qualifying
- 2.2 score on the college-level skills examination or attain ~~the requisite composite score~~
- 2.3 essentially equivalent passing scores on the ACT Plus Writing or SAT, including those
- 2.4 for whom English is a second language. The requirement to pass a reading, writing,
- 2.5 and mathematics college-level skills examination or attain ~~the requisite composite score~~
- 2.6 essentially equivalent passing scores on the ACT Plus Writing or SAT does not apply to
- 2.7 nonnative English speakers, as verified by qualified Minnesota school district personnel
- 2.8 or Minnesota higher education faculty, who, after meeting the content and pedagogy
- 2.9 requirements under this subdivision, apply for a teaching license to provide direct
- 2.10 instruction in their native language or world language instruction under section 120B.022,
- 2.11 subdivision 1. A teacher candidate's official ACT Plus Writing or SAT composite score
- 2.12 report to the board must not be more than ten years old at the time of licensure.
- 2.13 (c) The board must adopt rules to approve teacher preparation programs. The board,
- 2.14 upon the request of a postsecondary student preparing for teacher licensure or a licensed
- 2.15 graduate of a teacher preparation program, shall assist in resolving a dispute between the
- 2.16 person and a postsecondary institution providing a teacher preparation program when the
- 2.17 dispute involves an institution's recommendation for licensure affecting the person or the
- 2.18 person's credentials. At the board's discretion, assistance may include the application
- 2.19 of chapter 14.
- 2.20 (d) The board must provide the leadership and adopt rules for the redesign of teacher

2.21 education programs to implement a research based, results-oriented curriculum that
2.22 focuses on the skills teachers need in order to be effective. The board shall implement new
2.23 systems of teacher preparation program evaluation to assure program effectiveness based
2.24 on proficiency of graduates in demonstrating attainment of program outcomes. Teacher
2.25 preparation programs including alternative teacher preparation programs under section
2.26 122A.245, among other programs, must include a content-specific, board-approved,
2.27 performance-based assessment that measures teacher candidates in three areas: planning
2.28 for instruction and assessment; engaging students and supporting learning; and assessing
2.29 student learning. The board's redesign rules must include creating flexible, specialized
2.30 teaching licenses, credentials, and other endorsement forms to increase students'
2.31 participation in language immersion programs, world language instruction, career
2.32 development opportunities, work-based learning, early college courses and careers, career
2.33 and technical programs, Montessori schools, and project and place-based learning, among
2.34 other career and college ready learning offerings.

2.35 (e) The board must adopt rules requiring candidates for initial licenses to pass an
2.36 examination of general pedagogical knowledge and examinations of licensure-specific
3.1 teaching skills. The rules shall be effective by September 1, 2001. The rules under this
3.2 paragraph also must require candidates for initial licenses to teach prekindergarten or
3.3 elementary students to pass, as part of the examination of licensure-specific teaching
3.4 skills, test items assessing the candidates' knowledge, skill, and ability in comprehensive,
3.5 scientifically based reading instruction under section 122A.06, subdivision 4, and their
3.6 knowledge and understanding of the foundations of reading development, the development
3.7 of reading comprehension, and reading assessment and instruction, and their ability to
3.8 integrate that knowledge and understanding.

3.9 (f) The board must adopt rules requiring teacher educators to work directly with
3.10 elementary or secondary school teachers in elementary or secondary schools to obtain
3.11 periodic exposure to the elementary or secondary teaching environment.

3.12 (g) The board must grant licenses to interns and to candidates for initial licenses
3.13 based on appropriate professional competencies that are aligned with the board's licensing
3.14 system and students' diverse learning needs. All teacher candidates must have preparation
3.15 in English language development and content instruction for English learners in order to be
3.16 able to effectively instruct the English learners in their classrooms. The board must include
3.17 these licenses in a statewide differentiated licensing system that creates new leadership
3.18 roles for successful experienced teachers premised on a collaborative professional culture
3.19 dedicated to meeting students' diverse learning needs in the 21st century, recognizes the
3.20 importance of cultural and linguistic competencies, including the ability to teach and
3.21 communicate in culturally competent and aware ways, and formalizes mentoring and
3.22 induction for newly licensed teachers provided through a teacher support framework.

3.23 (h) The board must design and implement an assessment system which requires a
3.24 candidate for an initial license and first continuing license to demonstrate the abilities
3.25 necessary to perform selected, representative teaching tasks at appropriate levels.

3.26 (i) The board must receive recommendations from local committees as established
3.27 by the board for the renewal of teaching licenses. The board must require licensed teachers
3.28 who are renewing a continuing license to include in the renewal requirements further
3.29 preparation in English language development and specially designed content instruction
3.30 in English for English learners.

3.31 (j) The board must grant life licenses to those who qualify according to requirements
3.32 established by the board, and suspend or revoke licenses pursuant to sections 122A.20 and
3.33 214.10. The board must not establish any expiration date for application for life licenses.

3.34 (k) The board must adopt rules that require all licensed teachers who are renewing
3.35 their continuing license to include in their renewal requirements further preparation in
3.36 the areas of using positive behavior interventions and in accommodating, modifying, and

4.1 adapting curricula, materials, and strategies to appropriately meet the needs of individual
4.2 students and ensure adequate progress toward the state's graduation rule.
4.3 (l) In adopting rules to license public school teachers who provide health-related
4.4 services for disabled children, the board shall adopt rules consistent with license or
4.5 registration requirements of the commissioner of health and the health-related boards who
4.6 license personnel who perform similar services outside of the school.
4.7 (m) The board must adopt rules that require all licensed teachers who are renewing
4.8 their continuing license to include in their renewal requirements further reading
4.9 preparation, consistent with section 122A.06, subdivision 4. The rules do not take effect
4.10 until they are approved by law. Teachers who do not provide direct instruction including, at
4.11 least, counselors, school psychologists, school nurses, school social workers, audiovisual
4.12 directors and coordinators, and recreation personnel are exempt from this section.
4.13 (n) The board must adopt rules that require all licensed teachers who are renewing
4.14 their continuing license to include in their renewal requirements further preparation,
4.15 first, in understanding the key warning signs of early-onset mental illness in children
4.16 and adolescents and then, during subsequent licensure renewal periods, preparation may
4.17 include providing a more in-depth understanding of students' mental illness trauma,
4.18 accommodations for students' mental illness, parents' role in addressing students' mental
4.19 illness, Fetal Alcohol Spectrum Disorders, autism, the requirements of section 125A.0942
4.20 governing restrictive procedures, and de-escalation methods, among other similar topics.
4.21 (o) The board must adopt rules by January 1, 2016, to license applicants under
4.22 sections 122A.23 and 122A.245. The rules must permit applicants to demonstrate their
4.23 qualifications through the board's recognition of a teaching license from another state
4.24 in a similar content field, completion of a state-approved teacher preparation program,
4.25 teaching experience as the teacher of record in a similar licensure field, depth of content
4.26 knowledge, depth of content methods or general pedagogy, subject-specific professional
4.27 development and contribution to the field, or classroom performance as determined by
4.28 documented student growth on normed assessments or documented effectiveness on
4.29 evaluations. The rules must adopt criteria for determining a "similar content field" and
4.30 "similar licensure area."

4.31 **EFFECTIVE DATE.** This section is effective the day following final enactment
4.32 and applies to all candidates seeking initial teacher licensure, including those holding a
4.33 temporary, one-year teaching license.

4.34 Sec. 2. Minnesota Statutes 2014, section 122A.18, subdivision 2, is amended to read:

5.1 Subd. 2. **Teacher and support personnel qualifications.** (a) The Board of
5.2 Teaching must issue licenses under its jurisdiction to persons the board finds to be
5.3 qualified and competent for their respective positions, including those who meet the
5.4 standards adopted under section 122A.09, subdivision 4, paragraph (o).
5.5 (b) The board must require a person to pass an examination of college-level skills
5.6 in reading, writing, and mathematics or attain either ~~a composite score composed of the~~
5.7 ~~average of the passing~~ scores in English and writing, reading, and mathematics on the ACT
5.8 Plus Writing recommended by the board, or ~~an equivalent composite score composed of~~
5.9 ~~the average of the passing~~ scores in critical reading, mathematics, and writing on the SAT
5.10 recommended by the board, before being granted an initial teaching license to provide
5.11 direct instruction to pupils in prekindergarten, elementary, secondary, or special education
5.12 programs, except that the board may issue up to two temporary, one-year teaching licenses
5.13 to an otherwise qualified candidate who has not yet passed the college-level skills exam or
5.14 attained ~~the requisite composite score~~ essentially equivalent passing scores on the ACT
5.15 Plus Writing or SAT. The board must require colleges and universities offering a board
5.16 approved teacher preparation program to make available upon request remedial assistance

5.17 that includes a formal diagnostic component to persons enrolled in their institution who
5.18 did not achieve a qualifying score on the college-level skills examination or attain ~~the~~
5.19 ~~requisite composite~~ ACT Plus Writing or SAT ~~score~~essentially equivalent passing scores,
5.20 including those for whom English is a second language. The colleges and universities
5.21 must make available assistance in the specific academic areas of candidates' deficiency.
5.22 School districts may make available upon request similar, appropriate, and timely remedial
5.23 assistance that includes a formal diagnostic component to those persons employed by the
5.24 district who completed their teacher education program, who did not achieve a qualifying
5.25 score on the college-level skills examination, or attain ~~the requisite composite~~ ACT Plus
5.26 Writing or SAT ~~score~~essentially equivalent passing scores, and who received a temporary
5.27 license to teach in Minnesota. The Board of Teaching shall report annually to the education
5.28 committees of the legislature on the total number of teacher candidates during the most
5.29 recent school year taking the college-level skills examination, the number who achieve a
5.30 qualifying score on the examination, the number who do not achieve a qualifying score
5.31 on the examination, the distribution of all candidates' scores, ~~the number of candidates~~
5.32 ~~who have taken the examination at least once before, and the number of candidates who~~
5.33 ~~have taken the examination at least once before and achieve a qualifying score~~, and the
5.34 candidates who have not attained ~~the requisite composite~~ ACT Plus Writing or SAT ~~score~~
5.35 essentially equivalent passing scores or have not passed a content or pedagogy exam,
5.36 disaggregated by categories of race, ethnicity, and eligibility for financial aid.

6.1 (c) The Board of Teaching must grant continuing licenses only to those persons
6.2 who ~~have met~~ meet board criteria for granting a continuing license, which includes
6.3 passing the college-level skills examination in reading, writing, and mathematics or
6.4 attaining ~~the requisite composite~~ ACT Plus Writing or SAT ~~score~~essentially equivalent
6.5 passing scores consistent with paragraph (b), and the exceptions in section 122A.09,
6.6 subdivision 4, paragraph (b), that are consistent with this paragraph. The requirement to
6.7 pass a reading, writing, and mathematics college-level skills examination, or attain ~~the~~
6.8 ~~requisite composite score~~essentially equivalent passing scores on the ACT Plus Writing
6.9 or SAT does not apply to nonnative English speakers, as verified by qualified Minnesota
6.10 school district personnel or Minnesota higher education faculty, who, after meeting the
6.11 content and pedagogy requirements under this subdivision, apply for a teaching license to
6.12 provide direct instruction in their native language or world language instruction under
6.13 section 120B.022, subdivision 1. A teacher candidate's official ACT Plus Writing or SAT
6.14 ~~composite score~~passing scores report to the board must not be more than ten years old
6.15 at the time of licensure.

6.16 (d) All colleges and universities approved by the board of teaching to prepare persons
6.17 for teacher licensure must include in their teacher preparation programs a common core
6.18 of teaching knowledge and skills to be acquired by all persons recommended for teacher
6.19 licensure. Among other requirements, teacher candidates must demonstrate the knowledge
6.20 and skills needed to provide appropriate instruction to English learners to support and
6.21 accelerate their academic literacy, including oral academic language, and achievement in
6.22 content areas in a regular classroom setting. This common core shall meet the standards
6.23 developed by the interstate new teacher assessment and support consortium in its 1992
6.24 "model standards for beginning teacher licensing and development." Amendments to
6.25 standards adopted under this paragraph are covered by chapter 14. The board of teaching
6.26 shall report annually to the education committees of the legislature on the performance
6.27 of teacher candidates on common core assessments of knowledge and skills under this
6.28 paragraph during the most recent school year.

6.29 **EFFECTIVE DATE.** This section is effective the day following final enactment
6.30 and applies to all candidates seeking initial teacher licensure, including those holding a
6.31 temporary, one-year teaching license.

6.32 Sec. 3. Minnesota Statutes 2014, section 122A.20, subdivision 1, is amended to read:

6.33 Subdivision 1. **Grounds for revocation, suspension, or denial.** (a) The Board of
6.34 Teaching or Board of School Administrators, whichever has jurisdiction over a teacher's
6.35 licensure, may, on the written complaint of the school board employing a teacher, a teacher
7.1 organization, or any other interested person, refuse to issue, refuse to renew, suspend, or
7.2 revoke a teacher's license to teach for any of the following causes:

7.3 (1) immoral character or conduct;

7.4 (2) failure, without justifiable cause, to teach for the term of the teacher's contract;

7.5 (3) gross inefficiency or willful neglect of duty;

7.6 (4) failure to meet licensure requirements; or

7.7 (5) fraud or misrepresentation in obtaining a license.

7.8 The written complaint must specify the nature and character of the charges.

7.9 (b) The Board of Teaching or Board of School Administrators, whichever

7.10 has jurisdiction over a teacher's licensure, shall refuse to issue, refuse to renew, or

7.11 automatically revoke a teacher's license to teach without the right to a hearing upon

7.12 receiving a certified copy of a conviction showing that the teacher has been convicted

7.13 of child abuse, as defined in section 609.185, sex trafficking in the first degree under

7.14 section 609.322, subdivision 1, sex trafficking in the second degree under section 609.322,

7.15 subdivision 1a, engaging in hiring or agreeing to hire a minor to engage in prostitution

7.16 under section 609.324, subdivision 1, sexual abuse under section 609.342, 609.343,

7.17 609.344, 609.345, 609.3451, subdivision 3, or 617.23, subdivision 3, solicitation of

7.18 children to engage in sexual conduct or communication of sexually explicit materials

7.19 to children under section 609.352, interference with privacy under section 609.746 or

7.20 stalking under section 609.749 and the victim was a minor, using minors in a sexual

7.21 performance under section 617.246, or possessing pornographic works involving a minor

7.22 under section 617.247, or any other offense not listed in this paragraph that requires the

7.23 person to register as a predatory offender under section 243.166, or a crime under a similar

7.24 law of another state or the United States. The board shall send notice of this licensing

7.25 action to the district in which the teacher is currently employed.

7.26 (c) A person whose license to teach has been revoked, not issued, or not renewed

7.27 under paragraph (b), may petition the board to reconsider the licensing action if the

7.28 person's conviction for child abuse or sexual abuse is reversed by a final decision of the

7.29 Court of Appeals or the Supreme Court or if the person has received a pardon for the

7.30 offense. The petitioner shall attach a certified copy of the appellate court's final decision or

7.31 the pardon to the petition. Upon receiving the petition and its attachment, the board shall

7.32 schedule and hold a disciplinary hearing on the matter under section 214.10, subdivision 2,

7.33 unless the petitioner waives the right to a hearing. If the board finds that, notwithstanding

7.34 the reversal of the petitioner's criminal conviction or the issuance of a pardon, the

7.35 petitioner is disqualified from teaching under paragraph (a), clause (1), the board shall

8.1 affirm its previous licensing action. If the board finds that the petitioner is not disqualified

8.2 from teaching under paragraph (a), clause (1), it shall reverse its previous licensing action.

8.3 (d) For purposes of this subdivision, the Board of Teaching is delegated the authority

8.4 to suspend or revoke coaching licenses.

8.5 Sec. 4. Minnesota Statutes 2014, section 122A.21, subdivision 2, is amended to read:

8.6 Subd. 2. **Licensure via portfolio.** (a) An eligible candidate may use licensure
8.7 via portfolio to obtain an initial licensure or to add a licensure field, consistent with the
8.8 applicable Board of Teaching licensure rules.

8.9 (b) A candidate for initial licensure must submit to the Educator Licensing Division

8.10 at the department one portfolio demonstrating pedagogical competence and one portfolio

8.11 demonstrating content competence.

8.12 (c) A candidate seeking to add a licensure field must submit to the Educator
8.13 Licensing Division at the department one portfolio demonstrating content competence.
8.14 (d) The Board of Teaching must notify a candidate who submits a portfolio under
8.15 paragraph (b) or (c) within 90 calendar days after the portfolio is received whether or not
8.16 the portfolio was approved. If the portfolio was not approved, the board must immediately
8.17 inform the candidate how to revise the portfolio to successfully demonstrate the requisite
8.18 competence. The candidate may resubmit a revised portfolio at any time and the Educator
8.19 Licensing Division at the department must approve or disapprove the portfolio within
8.20 60 calendar days of receiving it.
8.21 (e) A candidate must pay to the executive secretary of the Board of Teaching a
8.22 \$300 fee for the first portfolio submitted for review and a \$200 fee for any portfolio
8.23 submitted subsequently. The fees must be paid to the executive secretary of the Board of
8.24 Teaching. The revenue generated from the fee must be deposited in an education licensure
8.25 portfolio account in the special revenue fund. The fees set by the Board of Teaching are
8.26 nonrefundable for applicants not qualifying for a license. The Board of Teaching may
8.27 waive or reduce fees for candidates based on financial need.

8.28 **EFFECTIVE DATE.** This section is effective the day following final enactment and
8.29 applies to all portfolios submitted to the Educator Licensing Division at the department
8.30 after that date.

8.31 Sec. 5. Minnesota Statutes 2014, section 122A.23, is amended to read:

8.32 **122A.23 APPLICANTS TRAINED IN OTHER STATES.**

9.1 Subdivision 1. **Preparation equivalency.** When a license to teach is authorized to
9.2 be issued to any holder of a diploma or a degree of a Minnesota state university, or of the
9.3 University of Minnesota, or of a liberal arts university, or a technical training institution,
9.4 such license may also, in the discretion of the Board of Teaching or the commissioner of
9.5 education, whichever has jurisdiction, be issued to any holder of a diploma or a degree
9.6 of a teacher training institution of equivalent rank and standing of any other state. The
9.7 diploma or degree must be granted by virtue of completing ~~a course~~ coursework in teacher
9.8 preparation ~~essentially equivalent in content to that required by such Minnesota state~~
9.9 ~~university or the University of Minnesota or a liberal arts university in Minnesota or a~~
9.10 ~~technical training institution~~ as preliminary to the granting of a diploma or a degree of the
9.11 same rank and class. For purposes of granting a Minnesota teaching license to a person
9.12 who receives a diploma or degree from a state-accredited, out-of-state teacher training
9.13 program leading to licensure, the Board of Teaching must establish criteria and streamlined
9.14 procedures by January 1, 2016, to recognize the experience and professional credentials of
9.15 the person holding the out-of-state diploma or degree and allow that person to demonstrate
9.16 to the board the person's qualifications for receiving a Minnesota teaching license based
9.17 on performance measures the board adopts by January 1, 2016, under this section.

9.18 Subd. 2. **Applicants licensed in other states.** (a) Subject to the requirements
9.19 of sections 122A.18, subdivision 8, and 123B.03, the Board of Teaching must issue a
9.20 teaching license or a temporary teaching license under paragraphs ~~(b)~~ (c) to ~~(e)~~ (f) to an
9.21 applicant who holds at least a baccalaureate degree from a regionally accredited college
9.22 or university and holds or held ~~a similar~~ an out-of-state teaching license that requires the
9.23 applicant to successfully complete a teacher preparation program approved by the issuing
9.24 state, which includes either (1) field-specific teaching methods and, student teaching, or
9.25 essentially equivalent experience, or (2) at least two years of teaching experience as the
9.26 teacher of record in a similar licensure field.

9.27 (b) The Board of Teaching may issue a standard license on the basis of teaching
9.28 experience and examination requirements only.

9.29 (c) The Board of Teaching must issue a teaching license to an applicant who:

- 9.30 (1) successfully completed all exams and human relations preparation components
9.31 required by the Board of Teaching; and
9.32 (2) holds or held an out-of-state teaching license to teach ~~the same~~ a similar content
9.33 field and grade levels if the scope of the out-of-state license is no more than two grade
9.34 levels less than a similar Minnesota license, and either (i) has completed field-specific
9.35 teaching methods, student teaching, or equivalent experience, or (ii) has at least two years
9.36 of teaching experience as the teacher of record in a similar licensure field.
- 10.1 ~~(d)~~ (d) The Board of Teaching, consistent with board rules and paragraph ~~(h)~~ (i),
10.2 must issue up to three one-year temporary teaching licenses to an applicant who holds or
10.3 held an out-of-state teaching license to teach ~~the same~~ a similar content field and grade
10.4 levels, where the scope of the out-of-state license is no more than two grade levels less
10.5 than a similar Minnesota license, but has not successfully completed all exams and human
10.6 relations preparation components required by the Board of Teaching.
- 10.7 ~~(d)~~ (e) The Board of Teaching, consistent with board rules, must issue up to three
10.8 one-year temporary teaching licenses to an applicant who:
10.9 (1) successfully completed all exams and human relations preparation components
10.10 required by the Board of Teaching; and
10.11 (2) holds or held an out-of-state teaching license to teach ~~the same~~ a similar content
10.12 field and grade levels, where the scope of the out-of-state license is no more than two
10.13 grade levels less than a similar Minnesota license, but has not completed field-specific
10.14 teaching methods or student teaching or equivalent experience.
10.15 The applicant may complete field-specific teaching methods and student teaching
10.16 or equivalent experience by successfully participating in a one-year school district
10.17 mentorship program consistent with board-adopted standards of effective practice and
10.18 Minnesota graduation requirements.
- 10.19 ~~(e)~~ (f) The Board of Teaching must issue a temporary teaching license for a term
10.20 of up to three years only in the content field or grade levels specified in the out-of-state
10.21 license to an applicant who:
10.22 (1) successfully completed all exams and human relations preparation components
10.23 required by the Board of Teaching; and
10.24 (2) holds or held an out-of-state teaching license where the out-of-state license is
10.25 more limited in the content field or grade levels than a similar Minnesota license.
- 10.26 ~~(f)~~ (g) The Board of Teaching must not issue to an applicant more than three
10.27 one-year temporary teaching licenses under this subdivision.
- 10.28 ~~(g)~~ (h) The Board of Teaching ~~must not~~ may issue a license under this subdivision if
10.29 the applicant has ~~not~~ attained the additional degrees, credentials, or licenses required in
10.30 a particular licensure field and the applicant can demonstrate competency by obtaining
10.31 qualifying scores on the college-level skills examination in reading, writing, and
10.32 mathematics or demonstrating attainment of essentially equivalent passing scores on the
10.33 ACT Plus Writing or SAT, and on applicable board-approved rigorous content area and
10.34 pedagogy examinations under section 122A.09, subdivision 4, paragraphs (a) and (e).
- 10.35 ~~(h)~~ (i) The Board of Teaching must require an applicant for a teaching license or a
10.36 temporary teaching license under this subdivision to pass a college-level skills examination
11.1 in reading, writing, and mathematics or, if the applicant does not pass the college-level skills
11.2 examination, demonstrate, consistent with section 122A.09, subdivision 4, the applicant's
11.3 attainment of either ~~the requisite composite~~ ACT Plus Writing or SAT ~~scores~~ essentially
11.4 equivalent passing scores before the board issues the license unless, notwithstanding other
11.5 provisions of this subdivision, an applicable board-approved National Association of State
11.6 Directors of Teacher Education interstate reciprocity agreement exists to allow fully
11.7 certified teachers from other states to transfer their certification to Minnesota.
- 11.8 Subd. 3. Teacher licensure agreements with adjoining states. (a) Notwithstanding
11.9 other law to the contrary, the Board of Teaching must enter into interstate agreements for

11.10 teacher licensure to allow fully certified teachers from adjoining states to transfer their
11.11 certification to Minnesota and receive a full, five-year continuing teaching license without
11.12 having to complete any additional exams or other preparation requirements. The board
11.13 must enter into these interstate agreements only after determining that the rigor of the
11.14 teacher licensure or certification requirements in the adjoining state is commensurate with
11.15 the rigor of Minnesota's teacher licensure requirements. The board may limit an interstate
11.16 agreement to particular content fields or grade levels based on established priorities or
11.17 identified shortages. This subdivision does not apply to out-of-state applicants holding
11.18 only a provisional teaching license.
11.19 (b) The Board of Teaching is strongly encouraged to work with designated
11.20 authorities in adjoining states to establish reciprocal interstate teacher licensure
11.21 agreements under this section.

11.22 **EFFECTIVE DATE.** This section is effective August 1, 2015.

11.23 Sec. 6. Minnesota Statutes 2014, section 122A.245, subdivision 1, is amended to read:

11.24 Subdivision 1. **Requirements.** (a) To improve academic excellence, improve ethnic
11.25 and cultural diversity in the classroom, and close the academic achievement gap, the
11.26 Board of Teaching must approve qualified teacher preparation programs under this section
11.27 that are a means to acquire a two-year limited-term license, which the board may renew
11.28 one time for an additional one-year term, and to prepare for acquiring a standard license.
11.29 The following entities are eligible to participate under this section:

11.30 (1) a school district ~~or~~ charter school, or nonprofit corporation organized under
11.31 chapter 317A for an education-related purpose that forms a partnership with a college or
11.32 university that has a board-approved alternative teacher preparation program; or
11.33 (2) a school district ~~or~~ charter school, or nonprofit corporation organized under
11.34 chapter 317A for an education-related purpose after consulting with a college or university
11.35 with a board-approved teacher preparation program, ~~that forms a partnership with a~~
12.1 ~~nonprofit corporation organized under chapter 317A for an education-related purpose that~~
12.2 ~~has a board-approved teacher preparation program.~~

12.3 (b) Before ~~participating in this program~~ becoming a teacher of record, a candidate
12.4 must:

12.5 (1) have a bachelor's degree with a 3.0 or higher grade point average unless the
12.6 board waives the grade point average requirement based on board-adopted criteria adopted
12.7 by January 1, 2016;

12.8 (2) pass the reading, writing, and mathematics college-level skills examination under
12.9 section 122A.09, subdivision 4, paragraph (b), or demonstrate attainment of either ACT
12.10 Plus Writing or SAT essentially equivalent passing scores; and

12.11 (3) obtain qualifying scores on applicable board-approved rigorous content area and
12.12 pedagogy examinations under section 122A.09, subdivision 4, paragraph (e).

12.13 (c) The Board of Teaching must issue a two-year limited-term license to a person
12.14 who enrolls in an alternative teacher preparation program. This limited term license is not
12.15 a provisional license under section 122A.40 or 122A.41.

12.16 Sec. 7. Minnesota Statutes 2014, section 122A.245, subdivision 3, is amended to read:

12.17 Subd. 3. **Program approval; disapproval.** (a) The Board of Teaching must approve
12.18 alternative teacher preparation programs under this section based on board-adopted
12.19 criteria that reflect best practices for alternative teacher preparation programs, consistent
12.20 with this section.

12.21 (b) The board must permit teacher candidates to demonstrate mastery of pedagogy
12.22 and content standards in school-based settings and through other nontraditional means.
12.23 "Nontraditional means" must include a portfolio of previous experiences, teaching

12.24 experience, educator evaluations, certifications marking the completion of education
12.25 training programs, and essentially equivalent demonstrations.
12.26 (c) The board must use nontraditional criteria to determine the qualifications of
12.27 program instructors.
12.28 (d) The board may permit instructors to hold a baccalaureate degree only.
12.29 ~~(b)(e)~~ If the Board of Teaching determines that a teacher preparation program under
12.30 this section does not meet the requirements of this section, it may revoke its approval
12.31 of the program after it notifies the program provider of any deficiencies and gives the
12.32 program provider an opportunity to remedy the deficiencies.

12.33 Sec. 8. Minnesota Statutes 2014, section 122A.245, subdivision 7, is amended to read:
13.1 Subd. 7. **Standard license.** The Board of Teaching must issue a standard license
13.2 to an otherwise qualified teacher candidate under this section who successfully performs
13.3 throughout a program under this section, ~~successfully completes all required~~ obtains
13.4 qualifying scores on applicable board-approved rigorous college-level skills, pedagogy,
13.5 and content area examinations under section 122A.09, subdivision 4, paragraphs (a) and
13.6 (e), and is recommended for licensure under subdivision 5 or successfully demonstrates to
13.7 the board qualifications for licensure under subdivision 6.

13.8 Sec. 9. Minnesota Statutes 2014, section 122A.25, is amended to read:
13.9 **122A.25 NONLICENSED COMMUNITY EXPERTS; VARIANCE.**
13.10 Subdivision 1. **Authorization.** Notwithstanding any law, Board of Teaching rule, or
13.11 commissioner of education rule to the contrary, the Board of Teaching may allow school
13.12 districts or charter schools ~~to~~ may hire nonlicensed community experts to teach in the
13.13 public schools or charter schools on a limited basis according to this section after making
13.14 efforts to obtain acceptable licensed teachers for the particular course or subject area,
13.15 consistent with subdivision 2, clause (3). A school district or charter school must notify a
13.16 student's parent or guardian before placing the student in the classroom of a nonlicensed
13.17 community expert hired by the district or school to provide instruction under this section.
13.18 Subd. 2. **Applications Reports; criteria.** The school district or charter school
13.19 shall apply report to the Board of Teaching ~~for approval~~ when it uses a variance to hire
13.20 nonlicensed teaching personnel from the community. ~~In approving or disapproving the~~
13.21 ~~application for each community expert, The board report shall consider include:~~
13.22 (1) the qualifications of the community person whom the district or charter school
13.23 ~~proposes to employ~~ employs;
13.24 (2) the unique and compelling reasons for the need for a variance from the teacher
13.25 licensure requirements;
13.26 (3) the district's efforts to obtain licensed teachers, who are acceptable to the school
13.27 board, for the particular course or subject area or the charter school's efforts to obtain
13.28 licensed teachers for the particular course or subject area;
13.29 (4) the amount of teaching time for which the community expert ~~would be~~ is hired;
13.30 (5) the extent to which the district or charter school ~~is utilizing~~ uses other
13.31 nonlicensed community experts under this section;
13.32 (6) the nature of the community expert's ~~proposed~~ teaching responsibility; and
13.33 (7) the ~~proposed~~ level of compensation to be paid to the community expert.
13.34 Subd. 3. **Approval of plan Comment on variance.** The Board of Teaching ~~shall~~
13.35 ~~approve or disapprove an application~~ may comment on a district or charter school report
14.1 within 60 days of receiving it from a school and the district or charter school must post the
14.2 comment on its official Web site.
14.3 Subd. 4. **Background check.** A school district or charter school shall provide
14.4 confirm to the Board of Teaching ~~with confirmation~~ that criminal background checks ~~have~~
14.5 ~~been~~ were completed for all nonlicensed community experts employed by the district or

14.6 charter school ~~and approved by the Board of Teaching~~ under this section.

14.7 **EFFECTIVE DATE.** This section is effective the day following final enactment

14.8 and applies to all nonlicensed community experts hired after that date.

14.9 Sec. 10. Minnesota Statutes 2014, section 122A.30, is amended to read:

14.10 **122A.30 EXEMPTION FOR TECHNICAL COLLEGE EDUCATION**
14.11 **INSTRUCTORS.**

14.12 Notwithstanding section 122A.15, subdivision 1, and upon approval of the local

14.13 employer school board, a person who teaches in a part-time vocational or career and

14.14 technical education program ~~not more than 61 hours per fiscal year~~ is exempt from a

14.15 license requirement.

14.16 **EFFECTIVE DATE.** This section is effective the day following final enactment

14.17 and applies to all technical education instructors hired after that date.

14.18 Sec. 11. Minnesota Statutes 2014, section 122A.40, subdivision 5, is amended to read:

14.19 Subd. 5.**Probationary period.** (a) The first three consecutive years of a teacher's
14.20 first teaching experience in Minnesota in a single district is deemed to be a probationary
14.21 period of employment, and, the probationary period in each district in which the teacher is
14.22 thereafter employed shall be one year. The school board must adopt a plan for written
14.23 evaluation of teachers during the probationary period that is consistent with subdivision
14.24 8. Evaluation must occur at least three times periodically throughout each school year
14.25 for a teacher performing services during that school year; the first evaluation must occur
14.26 within the first 90 days of teaching service. Days devoted to parent-teacher conferences,
14.27 teachers' workshops, and other staff development opportunities and days on which a
14.28 teacher is absent from school must not be included in determining the number of school
14.29 days on which a teacher performs services. Except as otherwise provided in paragraph
14.30 (b), during the probationary period any annual contract with any teacher may or may not
14.31 be renewed (1) as the school board shall see fit, or (2) consistent with the negotiated
14.32 unrequested leave of absence plan in effect under subdivision 10. However, the board
14.33 must give any such teacher whose contract it declines to renew for the following school
15.1 year written notice to that effect before July 1. If the teacher requests reasons for any
15.2 nonrenewal of a teaching contract, the board must give the teacher its reason in writing,
15.3 including a statement that appropriate supervision was furnished describing the nature and
15.4 the extent of such supervision furnished the teacher during the employment by the board,
15.5 within ten days after receiving such request. The school board may, after a hearing held
15.6 upon due notice, discharge a teacher during the probationary period for cause, effective
15.7 immediately, under section 122A.44.

15.8 (b) A board must discharge a probationary teacher, effective immediately, upon
15.9 receipt of notice under section 122A.20, subdivision 1, paragraph (b), that the teacher's
15.10 license has been revoked due to a conviction for child abuse or sexual abuse.

15.11 (c) A probationary teacher whose first three years of consecutive employment are
15.12 interrupted for active military service and who promptly resumes teaching consistent with
15.13 federal reemployment timelines for uniformed service personnel under United States
15.14 Code, title 38, section 4312(e), is considered to have a consecutive teaching experience
15.15 for purposes of paragraph (a).

15.16 (d) A probationary teacher whose first three years of consecutive employment are
15.17 interrupted for maternity, paternity, or medical leave and who resumes teaching within 12
15.18 months of when the leave began is considered to have a consecutive teaching experience
15.19 for purposes of paragraph (a) if the probationary teacher completes a combined total of
15.20 three years of teaching service immediately before and after the leave.

15.21 (e) A probationary teacher must complete at least 120 days of teaching service each
15.22 year during the probationary period. Days devoted to parent-teacher conferences, teachers'
15.23 workshops, and other staff development opportunities and days on which a teacher is
15.24 absent from school do not count as days of teaching service under this paragraph.

15.25 **EFFECTIVE DATE.** This section is effective the day following final enactment.

15.26 Sec. 12. Minnesota Statutes 2014, section 122A.40, subdivision 8, is amended to read:

15.27 Subd. 8. **Development, evaluation, and peer coaching for continuing contract**

15.28 **teachers.** (a) To improve student learning and success, a school board and an exclusive
15.29 representative of the teachers in the district, consistent with paragraph (b), may develop
15.30 a teacher evaluation and peer review process for probationary and continuing contract
15.31 teachers through joint agreement. If a school board and the exclusive representative of the
15.32 teachers do not agree to an annual teacher evaluation and peer review process, then the
15.33 school board and the exclusive representative of the teachers must implement the state
15.34 teacher evaluation plan under paragraph (c). The process must include having trained
16.1 observers serve as peer coaches or having teachers participate in professional learning
16.2 communities, consistent with paragraph (b).

16.3 (b) To develop, improve, and support qualified teachers and effective teaching
16.4 practices and improve student learning and success, the annual evaluation process for
16.5 teachers:

16.6 (1) must, for probationary teachers, provide for all evaluations required under
16.7 subdivision 5;

16.8 (2) must establish a three-year professional review cycle for each teacher that
16.9 includes an individual growth and development plan, a peer review process, and at least
16.10 one summative evaluation performed by a qualified and trained evaluator such as a school
16.11 administrator. For the years when a tenured teacher is not evaluated by a qualified and
16.12 trained evaluator, the teacher must be evaluated by a peer review;

16.13 (3) must be based on professional teaching standards established in rule;

16.14 (4) must coordinate staff development activities under sections 122A.60 and
16.15 122A.61 with this evaluation process and teachers' evaluation outcomes;

16.16 (5) may provide time during the school day and school year for peer coaching and
16.17 teacher collaboration;

16.18 (6) may include job-embedded learning opportunities such as professional learning
16.19 communities;

16.20 (7) may include mentoring and induction programs;

16.21 (8) must include an option for teachers to develop and present a portfolio
16.22 demonstrating evidence of reflection and professional growth, consistent with section
16.23 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment
16.24 based on student work samples and examples of teachers' work, which may include video
16.25 among other activities for the summative evaluation;

16.26 (9) must use data from valid and reliable assessments aligned to state and local
16.27 academic standards and must use state and local measures of student growth and literacy
16.28 that may include value-added models or student learning goals to determine 35 percent of
16.29 teacher evaluation results;

16.30 (10) must use longitudinal data on student engagement and connection, and other
16.31 student outcome measures explicitly aligned with the elements of curriculum for which
16.32 teachers are responsible, including academic literacy, oral academic language, and
16.33 achievement of content areas of English learners;

16.34 (11) must require qualified and trained evaluators such as school administrators to
16.35 perform summative evaluations and ensure school districts and charter schools provide for
16.36 effective evaluator training specific to teacher development and evaluation;

17.1 (12) must give teachers not meeting professional teaching standards under clauses
17.2 (3) through (11) support to improve through a teacher improvement process that includes
17.3 established goals and timelines; and
17.4 (13) must discipline a teacher for not making adequate progress in the teacher
17.5 improvement process under clause (12) that may include a last chance warning,
17.6 termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or
17.7 other discipline a school administrator determines is appropriate.
17.8 Data on individual teachers generated under this subdivision are personnel data
17.9 under section 13.43. The observation and interview notes of peer coaches may only be
17.10 disclosed to other school officials with the consent of the teacher being coached.
17.11 (c) The department, in consultation with parents who may represent parent
17.12 organizations and teacher and administrator representatives appointed by their respective
17.13 organizations, representing the Board of Teaching, the Minnesota Association of School
17.14 Administrators, the Minnesota School Boards Association, the Minnesota Elementary
17.15 and Secondary Principals Associations, Education Minnesota, and representatives of
17.16 the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota
17.17 Chamber of Commerce, and Minnesota postsecondary institutions with research expertise
17.18 in teacher evaluation, must create and publish a teacher evaluation process that complies
17.19 with the requirements in paragraph (b) and applies to all teachers under this section and
17.20 section 122A.41 for whom no agreement exists under paragraph (a) for an annual teacher
17.21 evaluation and peer review process. The teacher evaluation process created under this
17.22 subdivision does not create additional due process rights for probationary teachers under
17.23 subdivision 5.
17.24 (d) Consistent with the measures of teacher effectiveness under this subdivision:
17.25 (1) for students in kindergarten through grade 4, a school administrator must not
17.26 place a student in consecutive school years in the classroom of a teacher with the lowest
17.27 evaluation rating in the previous school year unless no other teacher at the school teaches
17.28 that grade; and
17.29 (2) for students in grades 5 through 12, a school administrator must not place
17.30 students in consecutive school years in the classroom of a teacher with the lowest
17.31 evaluation rating in the previous school year unless no other teacher at the school teaches
17.32 that subject area and grade.

17.33 **EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and
17.34 later.

17.35 Sec. 13. Minnesota Statutes 2014, section 122A.40, subdivision 10, is amended to read:
18.1 Subd. 10. **Negotiated unrequested leave of absence.** (a) The school board
18.2 and the exclusive bargaining representative of the teachers ~~may~~ must negotiate a plan,
18.3 consistent with subdivision 8, providing for unrequested leave of absence without pay or
18.4 fringe benefits for as many teachers as may be necessary because of discontinuance of
18.5 position, lack of pupils, financial limitations, or merger of classes caused by consolidation
18.6 of districts. ~~Failing to successfully negotiate such a plan, the provisions of subdivision~~
18.7 ~~11 shall apply.~~ The negotiated plan must not include provisions which would result in
18.8 the exercise of seniority by a teacher holding only a provisional license, other than a
18.9 vocational education license, ~~contrary to the provisions of subdivision 11, paragraph (c)~~
18.10 if required for the position, or the reinstatement of a teacher holding only a provisional
18.11 license, other than a vocational education license, ~~contrary to the provisions of subdivision~~
18.12 ~~11, paragraph (c)~~ required for the position. The provisions of section 179A.16 do not
18.13 apply for the purposes of this subdivision.
18.14 (b) Beginning in the 2017-2018 school year and later, and notwithstanding any law
18.15 to the contrary, a school board must place teachers on unrequested leave of absence based

18.16 on their subject matter licensure fields, most recent evaluation outcomes and effectiveness
18.17 category or rating under subdivision 8, and other, locally determined criteria such as
18.18 teacher seniority, and may include both probationary teachers and continuing contract
18.19 teachers within an effectiveness category or rating. For purposes of placing a teacher on
18.20 unrequested leave of absence or recalling a teacher from unrequested leave of absence, a
18.21 school board is not required to reassign a teacher with more seniority to accommodate the
18.22 seniority claims of a teacher who is similarly licensed and effective but with less seniority.
18.23 Nothing in this paragraph permits a school board to use a teacher's remuneration as a basis
18.24 for making unrequested leave of absence decisions. Any executed employment contract
18.25 between the school board and the exclusive representative of the teachers must contain the
18.26 negotiated unrequested leave of absence plan. The school board must publish in a readily
18.27 accessible format the unrequested leave of absence plan it negotiates under this paragraph.
18.28 (c) A teacher who receives notice of being placed on unrequested leave of absence
18.29 under paragraph (b) may submit to the board, within 14 days of receiving the notice, a
18.30 written request for a hearing before a neutral hearing officer to establish whether the
18.31 district met the following teacher evaluation requirements under subdivision 8: if the
18.32 teacher is a probationary teacher, all evaluations required under subdivision 5 were
18.33 provided; a three-year professional review cycle was established for the teacher; any
18.34 summative evaluation of the teacher was performed by a qualified and trained evaluator;
18.35 a peer review evaluation occurred in any year when the teacher was not evaluated by a
18.36 qualified and trained evaluator; and if the teacher did not meet professional teaching
19.1 standards, a teacher improvement process with goals and timelines was established. The
19.2 school board and the exclusive representative of the teachers must agree on a panel of
19.3 people and a process to select the person to hear the matter. The hearing officer must issue
19.4 a decision within 14 days of the request for the hearing. Nothing in this subdivision
19.5 prevents a school board and the exclusive representative of the teachers from negotiating a
19.6 different process for determining whether the teacher evaluation requirements listed in
19.7 this subdivision were met.
19.8 (d) Evaluation outcomes and effectiveness categories under paragraph (b) must not
19.9 be used to place a teacher on unrequested leave of absence if the principal evaluating the
19.10 teacher is on an improvement plan under section 123B.147, subdivision 3, paragraph
19.11 (b), clause (8).
19.12 (e) For purposes of this subdivision, a provisional license is a license to teach issued
19.13 by the Board of Teaching under a waiver or variance.

19.14 **EFFECTIVE DATE.** This section is effective the day following final enactment and
19.15 applies to negotiated plans for unrequested leave of absence agreed to on or after that date.

19.16 Sec. 14. Minnesota Statutes 2014, section 122A.40, subdivision 11, is amended to read:
19.17 Subd. 11. **Unrequested leave of absence.** (a) The board may place on unrequested
19.18 leave of absence, without pay or fringe benefits, as many teachers as may be necessary
19.19 because of discontinuance of position, lack of pupils, financial limitations, or merger of
19.20 classes caused by consolidation or reorganization of districts under chapter 123A. The
19.21 unrequested leave is effective at the close of the school year.
19.22 (b) In placing teachers on unrequested leave in the 2014-2015 through 2016-2017
19.23 school years only, the board is governed by the ~~following~~ provisions: in this subdivision.
19.24 ~~(a)~~ (c) The board may place probationary teachers on unrequested leave first in the
19.25 inverse order of their employment. A teacher who has acquired continuing contract rights
19.26 must not be placed on unrequested leave of absence while probationary teachers are retained
19.27 in positions for which the teacher who has acquired continuing contract rights is licensed.
19.28 ~~(b)~~ (d) Teachers who have acquired continuing contract rights shall be placed on
19.29 unrequested leave of absence in fields in which they are licensed in the inverse order

19.30 in which they were employed by the school district. In the case of equal seniority, the
19.31 order in which teachers who have acquired continuing contract rights shall be placed on
19.32 unrequested leave of absence in fields in which they are licensed is negotiable.
19.33 ~~(e)~~ (e) Notwithstanding the provisions of paragraph ~~(b)~~ (d), a teacher is not entitled
19.34 to exercise any seniority when that exercise results in that teacher being retained by the
19.35 district in a field for which the teacher holds only a provisional license, as defined by the
20.1 board of teaching, unless that exercise of seniority results in the placement on unrequested
20.2 leave of absence of another teacher who also holds a provisional license in the same field.
20.3 The provisions of this paragraph do not apply to vocational education licenses; required
20.4 for the available positions.
20.5 ~~(d)~~ (f) Notwithstanding paragraphs ~~(a)~~, ~~(b)~~, and (c), (d), and (e), if the placing of a
20.6 probationary teacher on unrequested leave before a teacher who has acquired continuing
20.7 rights, the placing of a teacher who has acquired continuing contract rights on unrequested
20.8 leave before another teacher who has acquired continuing contract rights but who has
20.9 greater seniority, or the restriction imposed by the provisions of paragraph ~~(e)~~ (e) would
20.10 place the district in violation of its affirmative action program, the district may retain the
20.11 probationary teacher, the teacher with less seniority, or the provisionally licensed teacher;
20.12 ~~(e)~~ (g) For purposes of placing a teacher on unrequested leave of absence or
20.13 recalling a teacher from unrequested leave of absence, nothing in this subdivision requires
20.14 a school board to reassign a teacher to accommodate the seniority claims of a teacher who
20.15 is similarly licensed and effective but with less seniority.
20.16 (h) Teachers placed on unrequested leave of absence must be reinstated to the
20.17 positions from which they have been given leaves of absence or, if not available, to
20.18 other available positions in the school district in fields in which they are licensed.
20.19 Reinstatement must be in the inverse order of placement on leave of absence. A teacher
20.20 must not be reinstated to a position in a field in which the teacher holds only a provisional
20.21 license, other than a vocational education license, while another teacher who holds a
20.22 nonprovisional license in the same field remains on unrequested leave. The order of
20.23 reinstatement of teachers who have equal seniority and who are placed on unrequested
20.24 leave in the same school year is negotiable.
20.25 ~~(f)~~ (i) Appointment of a new teacher must not be made while there is available, on
20.26 unrequested leave, a teacher who is properly licensed to fill such vacancy, unless the
20.27 teacher fails to advise the school board within 30 days of the date of notification that a
20.28 position is available to that teacher who may return to employment and assume the duties
20.29 of the position to which appointed on a future date determined by the board;
20.30 ~~(g)~~ (j) A teacher placed on unrequested leave of absence may engage in teaching
20.31 or any other occupation during the period of this leave;
20.32 ~~(h)~~ (k) The unrequested leave of absence must not impair the continuing contract
20.33 rights of a teacher or result in a loss of credit for previous years of service;
20.34 ~~(i)~~ (l) Consistent with subdivision 10, the unrequested leave of absence of a teacher
20.35 who is categorized as effective or better under subdivision 8, who is placed on unrequested
20.36 leave of absence, and who is not reinstated shall continue for a period of five years,
21.1 after which the right to reinstatement shall terminate terminates. The teacher's right to
21.2 reinstatement ~~shall~~ also ~~terminate~~ terminates if the teacher fails to file with the board by
21.3 April 1 of ~~any~~ each year a written statement requesting reinstatement;
21.4 (m) Consistent with subdivision 10, the unrequested leave of absence of a teacher
21.5 who is categorized as ineffective or less under subdivision 8, who is placed on unrequested
21.6 leave of absence, and who is not reinstated continues for the following school year
21.7 only, after which the teacher's right to reinstatement terminates. The teacher's right to
21.8 reinstatement also terminates if the teacher fails to file with the board by April 1 in that
21.9 following school year a written statement requesting reinstatement.
21.10 ~~(j)~~ (n) The same provisions applicable to terminations of probationary or continuing

21.11 contracts in subdivisions 5 and 7 must apply to placement on unrequested leave of absence;
21.12 ~~(k)~~ (o) Nothing in this subdivision shall be construed to impair the rights of teachers
21.13 placed on unrequested leave of absence to receive unemployment benefits if otherwise
21.14 eligible.

21.15 **EFFECTIVE DATE.** This section is effective the day following final enactment.

21.16 Sec. 15. Minnesota Statutes 2014, section 122A.41, subdivision 2, is amended to read:

21.17 Subd. 2.**Probationary period; discharge or demotion.** (a) All teachers in
21.18 the public schools in cities of the first class during the first three years of consecutive
21.19 employment shall be deemed to be in a probationary period of employment during which
21.20 period any annual contract with any teacher may, or may not, be renewed (1) as the school
21.21 board, after consulting with the peer review committee charged with evaluating the
21.22 probationary teachers under subdivision 3, shall see fit, or (2) consistent with the negotiated
21.23 plan for discontinuing or terminating teachers in effect under subdivision 14. The school
21.24 site management team or the school board if there is no school site management team, shall
21.25 adopt a plan for a written evaluation of teachers during the probationary period according
21.26 to subdivisions 3 and 5. Evaluation by the peer review committee charged with evaluating
21.27 probationary teachers under subdivision 3 shall occur at least three times periodically
21.28 throughout each school year for a teacher performing services during that school year; the
21.29 first evaluation must occur within the first 90 days of teaching service. Days devoted to
21.30 parent-teacher conferences, teachers' workshops, and other staff development opportunities
21.31 and days on which a teacher is absent from school shall not be included in determining the
21.32 number of school days on which a teacher performs services. The school board may, during
21.33 such probationary period, discharge or demote a teacher for any of the causes as specified
21.34 in this code. A written statement of the cause of such discharge or demotion shall be given
22.1 to the teacher by the school board at least 30 days before such removal or demotion shall
22.2 become effective, and the teacher so notified shall have no right of appeal therefrom.
22.3 (b) A probationary teacher whose first three years of consecutive employment are
22.4 interrupted for active military service and who promptly resumes teaching consistent with
22.5 federal reemployment timelines for uniformed service personnel under United States
22.6 Code, title 38, section 4312(e), is considered to have a consecutive teaching experience
22.7 for purposes of paragraph (a).
22.8 (c) A probationary teacher whose first three years of consecutive employment are
22.9 interrupted for maternity, paternity, or medical leave and who resumes teaching within 12
22.10 months of when the leave began is considered to have a consecutive teaching experience
22.11 for purposes of paragraph (a) if the probationary teacher completes a combined total of
22.12 three years of teaching service immediately before and after the leave.
22.13 (d) A probationary teacher must complete at least 120 days of teaching service each
22.14 year during the probationary period. Days devoted to parent-teacher conferences, teachers'
22.15 workshops, and other staff development opportunities and days on which a teacher is
22.16 absent from school do not count as days of teaching service under this paragraph.

22.17 **EFFECTIVE DATE.** This section is effective the day following final enactment.

22.18 Sec. 16. Minnesota Statutes 2014, section 122A.41, subdivision 5, is amended to read:

22.19 Subd. 5.**Development, evaluation, and peer coaching for continuing contract**
22.20 **teachers.** (a) To improve student learning and success, a school board and an exclusive
22.21 representative of the teachers in the district, consistent with paragraph (b), may develop an
22.22 annual teacher evaluation and peer review process for probationary and nonprobationary
22.23 teachers through joint agreement. If a school board and the exclusive representative of
22.24 the teachers in the district do not agree to an annual teacher evaluation and peer review

22.25 process, then the school board and the exclusive representative of the teachers must
22.26 implement the state teacher evaluation plan developed under paragraph (c). The process
22.27 must include having trained observers serve as peer coaches or having teachers participate
22.28 in professional learning communities, consistent with paragraph (b).
22.29 (b) To develop, improve, and support qualified teachers and effective teaching
22.30 practices and improve student learning and success, the annual evaluation process for
22.31 teachers:
22.32 (1) must, for probationary teachers, provide for all evaluations required under
22.33 subdivision 2;
22.34 (2) must establish a three-year professional review cycle for each teacher that
22.35 includes an individual growth and development plan, a peer review process, and at least
23.1 one summative evaluation performed by a qualified and trained evaluator such as a school
23.2 administrator;
23.3 (3) must be based on professional teaching standards established in rule;
23.4 (4) must coordinate staff development activities under sections 122A.60 and
23.5 122A.61 with this evaluation process and teachers' evaluation outcomes;
23.6 (5) may provide time during the school day and school year for peer coaching and
23.7 teacher collaboration;
23.8 (6) may include job-embedded learning opportunities such as professional learning
23.9 communities;
23.10 (7) may include mentoring and induction programs;
23.11 (8) must include an option for teachers to develop and present a portfolio
23.12 demonstrating evidence of reflection and professional growth, consistent with section
23.13 122A.18, subdivision 4, paragraph (b), and include teachers' own performance assessment
23.14 based on student work samples and examples of teachers' work, which may include video
23.15 among other activities for the summative evaluation;
23.16 (9) must use data from valid and reliable assessments aligned to state and local
23.17 academic standards and must use state and local measures of student growth and literacy
23.18 that may include value-added models or student learning goals to determine 35 percent of
23.19 teacher evaluation results;
23.20 (10) must use longitudinal data on student engagement and connection and other
23.21 student outcome measures explicitly aligned with the elements of curriculum for which
23.22 teachers are responsible, including academic literacy, oral academic language, and
23.23 achievement of English learners;
23.24 (11) must require qualified and trained evaluators such as school administrators to
23.25 perform summative evaluations and ensure school districts and charter schools provide for
23.26 effective evaluator training specific to teacher development and evaluation;
23.27 (12) must give teachers not meeting professional teaching standards under clauses
23.28 (3) through (11) support to improve through a teacher improvement process that includes
23.29 established goals and timelines; and
23.30 (13) must discipline a teacher for not making adequate progress in the teacher
23.31 improvement process under clause (12) that may include a last chance warning,
23.32 termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or
23.33 other discipline a school administrator determines is appropriate.
23.34 Data on individual teachers generated under this subdivision are personnel data
23.35 under section 13.43. The observation and interview notes of peer coaches may only be
23.36 disclosed to other school officials with the consent of the teacher being coached.
24.1 (c) The department, in consultation with parents who may represent parent
24.2 organizations and teacher and administrator representatives appointed by their respective
24.3 organizations, representing the Board of Teaching, the Minnesota Association of School
24.4 Administrators, the Minnesota School Boards Association, the Minnesota Elementary
24.5 and Secondary Principals Associations, Education Minnesota, and representatives of

24.6 the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota
24.7 Chamber of Commerce, and Minnesota postsecondary institutions with research expertise
24.8 in teacher evaluation, must create and publish a teacher evaluation process that complies
24.9 with the requirements in paragraph (b) and applies to all teachers under this section and
24.10 section 122A.40 for whom no agreement exists under paragraph (a) for an annual teacher
24.11 evaluation and peer review process. The teacher evaluation process created under this
24.12 subdivision does not create additional due process rights for probationary teachers under
24.13 subdivision 2.

24.14 (d) Consistent with the measures of teacher effectiveness under this subdivision:

24.15 (1) for students in kindergarten through grade 4, a school administrator must not
24.16 place a student in consecutive school years in the classroom of a teacher with the lowest
24.17 evaluation rating in the previous school year unless no other teacher at the school teaches
24.18 that grade; and

24.19 (2) for students in grades 5 through 12, a school administrator must not place
24.20 students in consecutive school years in the classroom of a teacher with the lowest
24.21 evaluation rating in the previous school year unless no other teacher at the school teaches
24.22 that subject area and grade.

24.23 **EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and
24.24 later.

24.25 Sec. 17. Minnesota Statutes 2014, section 122A.41, subdivision 14, is amended to read:

24.26 Subd. 14. **Services terminated by discontinuance or lack of pupils; preference**
24.27 **given.** ~~(a) A teacher whose services are terminated on account of discontinuance of~~
24.28 ~~position or lack of pupils must receive first consideration for other positions in the district~~
24.29 ~~for which that teacher is qualified.~~ In the event it becomes necessary to discontinue one
24.30 or more positions in the 2014-2015 through the 2016-2017 school years, in making such
24.31 discontinuance, teachers must receive first consideration for other positions in the district
24.32 for which that teacher is qualified and must be discontinued in any department in the
24.33 inverse order in which they were employed, unless.

24.34 (b) Beginning in the 2017-2018 school year and later, a board and the exclusive
24.35 representative of teachers in the district must negotiate a plan providing otherwise,
25.1 consistent with subdivision 5, for discontinuing and terminating teachers under this
25.2 subdivision based on their subject matter licensure fields, most recent evaluation outcomes
25.3 and effectiveness category or rating under subdivision 5, and other, locally determined
25.4 criteria such as teacher seniority, and may include both probationary teachers and
25.5 continuing contract teachers within an effectiveness category or rating. For purposes
25.6 of discharging, demoting, or recalling a teacher whose services are discontinued or
25.7 terminated under this subdivision, a school board is not required to reassign a teacher with
25.8 more seniority to accommodate the seniority claims of a teacher who is similarly licensed
25.9 and effective but with less seniority. Nothing in this paragraph permits a school board to
25.10 use a teacher's remuneration as a basis for discontinuing or terminating a teacher. Any
25.11 executed employment contract between the school board and the exclusive representative
25.12 of the teachers must contain the negotiated plan for discontinuing or terminating teachers.
25.13 The school board must publish in a readily accessible format any plan it negotiates for
25.14 discontinuing or terminating teachers under this paragraph.

25.15 (c) A teacher who receives notice of discontinuance or termination under paragraph
25.16 (b) may submit to the board, within 14 days of receiving the notice, a written request
25.17 for a hearing before a neutral hearing officer to establish whether the district met the
25.18 following teacher evaluation requirements under subdivision 5: if the teacher is a
25.19 probationary teacher, all evaluations required under subdivision 2 were provided; a
25.20 three-year professional review cycle was established for the teacher; any summative

25.21 evaluation of the teacher was performed by a qualified and trained evaluator; a peer review
25.22 evaluation occurred in any year when the teacher was not evaluated by a qualified and
25.23 trained evaluator; and if the teacher did not meet professional teaching standards, a teacher
25.24 improvement process with goals and timelines was established. The school board and the
25.25 exclusive representative of the teachers must agree on a panel of people and a process to
25.26 select the person to hear the matter. The hearing officer must issue a decision within 14 days
25.27 of the request for the hearing. Nothing in this subdivision prevents a school board and the
25.28 exclusive representative of the teachers from negotiating a different process for determining
25.29 whether the teacher evaluation requirements listed in this subdivision were met.

25.30 ~~(b)~~ (d) Notwithstanding the provisions of ~~clause paragraph~~ (a), for the 2014-2015
25.31 through 2016-2017 school years, a teacher is not entitled to exercise any seniority when
25.32 that exercise results in that teacher being retained by the district in a field for which the
25.33 teacher holds only a provisional license, as defined by the Board of Teaching, unless that
25.34 exercise of seniority results in ~~the termination of~~ terminating the services, on account
25.35 of discontinuance of position or lack of pupils, of another teacher who also holds a
26.1 provisional license in the same field. The provisions of this ~~clause paragraph~~ do not apply
26.2 to vocational education licenses.

26.3 ~~(e)~~ (e) Notwithstanding the provisions of ~~clause paragraph~~ (a), for the 2014-2015
26.4 through 2016-2017 school years, a teacher must not be reinstated to a position in a field
26.5 in which the teacher holds only a provisional license, other than a vocational education
26.6 license, while another teacher who holds a nonprovisional license in the same field is
26.7 available for reinstatement.

26.8 (f) Evaluation outcomes and effectiveness categories under paragraph (b) must not
26.9 be used to place a teacher on unrequested leave of absence if the principal evaluating the
26.10 teacher is on an improvement plan under section 123B.147, subdivision 3, paragraph
26.11 (b), clause (8).

26.12 **EFFECTIVE DATE.** This section is effective the day following final enactment
26.13 and applies to negotiated plans for discontinuing or terminating teachers agreed to on or
26.14 after that date.

26.15 Sec. 18. Minnesota Statutes 2014, section 123A.75, subdivision 1, is amended to read:

26.16 Subdivision 1. **Teacher assignment.** (a) As of the effective date of a consolidation
26.17 in which a district is divided or the dissolution of a district and its attachment to two or
26.18 more existing districts, each teacher employed by an affected district shall be assigned to
26.19 the newly created or enlarged district on the basis of a ratio of the pupils assigned to each
26.20 district according to the new district boundaries. The district receiving the greatest number
26.21 of pupils must be assigned the most effective teacher under section 122A.40, subdivision 8,
26.22 with the greatest seniority, and the remaining teachers must be alternately assigned to each
26.23 district from most to least effective and with most to least seniority within each category or
26.24 rating of effectiveness until the district receiving the fewest pupils has received its ratio of
26.25 teachers who will not be retiring before the effective date of the consolidation or dissolution.
26.26 (b) Notwithstanding paragraph (a), the board and the exclusive representative of
26.27 teachers in each district involved in the consolidation or dissolution and attachment may
26.28 negotiate a plan for assigning teachers to each newly created or enlarged district.
26.29 (c) Notwithstanding any other law to the contrary, the provisions of this section apply
26.30 only to the extent they are consistent with section 122A.40, subdivisions 8, 10, and 11.

26.31 **EFFECTIVE DATE.** This section is effective the day following final enactment.

26.32 Sec. 19. Minnesota Statutes 2014, section 179A.20, is amended by adding a
26.33 subdivision to read:

27.1 Subd. 4a. **Unrequested leave of absence for teachers.** A school board and the
27.2 exclusive representative of the teachers may not execute a contract effective for the
27.3 2017-2018 school year or later unless the contract contains a plan for unrequested leave of
27.4 absence under section 122A.40, subdivision 10, or a plan for discontinuing or terminating
27.5 teachers under section 122A.41, subdivision 14.

27.6 **EFFECTIVE DATE.** This section is effective the day following final enactment.

27.7 Sec. 20. **TEACHER LICENSURE AGREEMENTS WITH ADJOINING STATES.**

27.8 The Board of Teaching must prepare and submit a report to the K-12 education
27.9 committees of the legislature by February 15, 2016, indicating the number, contracting
27.10 states, and extent of the interstate agreements for teacher licensure under Minnesota
27.11 Statutes, section 122A.23, subdivision 3, reached between August 1 and December 31,
27.12 2015.

27.13 **EFFECTIVE DATE.** This section is effective the day following final enactment.

27.14 Sec. 21. **REPEALER.**

27.15 Minnesota Statutes 2014, section 122A.40, subdivision 11, is repealed.

27.16 **EFFECTIVE DATE.** This section is effective beginning in the 2017-2018 school
27.17 year and later.

SF003

- 1.1 A bill for an act
- 1.2 relating to health; adding rural mental health professionals, public health nurses,
- 1.3 dental therapists, and advanced dental therapists to the health professional
- 1.4 education loan forgiveness program; appropriating money;amending Minnesota
- 1.5 Statutes 2014, section 144.1501, subdivisions 1, 2, 3, 4.
- 1.6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:
- 1.7 Section 1. Minnesota Statutes 2014, section 144.1501, subdivision 1, is amended to read:
- 1.8 Subdivision 1.**Definitions.** (a) For purposes of this section, the following definitions
- 1.9 apply.
- 1.10 (b) "Advanced dental therapist" means an individual who is licensed as a dental
- 1.11 therapist under section 150A.06, and who is certified as an advanced dental therapist
- 1.12 under section 150A.106.
- 1.13 (c) "Dental therapist" means an individual who is licensed as a dental therapist
- 1.14 under section 150A.06.
- 1.15 ~~(b)~~ (d) "Dentist" means an individual who is licensed to practice dentistry.
- 1.16 ~~(e)~~ (e) "Designated rural area" means a city or township that is:
- 1.17 ~~(1)~~ outside the seven-county metropolitan area as defined in section 473.121,
- 1.18 subdivision 2; ~~and, excluding the cities of Duluth, Mankato, Moorhead, Rochester, and~~
- 1.19 St. Cloud.
- 1.20 ~~(2) has a population under 15,000.~~
- 1.21 ~~(4)~~ (f) "Emergency circumstances" means those conditions that make it impossible
- 1.22 for the participant to fulfill the service commitment, including death, total and permanent
- 1.23 disability, or temporary disability lasting more than two years.
- 2.1 (g) "Mental health professional" means an individual providing clinical services in
- 2.2 the treatment of mental illness who is qualified in at least one of the ways specified in
- 2.3 section 245.462, subdivision 18.
- 2.4 ~~(e)~~ (h) "Medical resident" means an individual participating in a medical residency
- 2.5 in family practice, internal medicine, obstetrics and gynecology, pediatrics, or psychiatry.
- 2.6 ~~(f)~~ (i) "Midlevel practitioner" means a nurse practitioner, nurse-midwife, nurse
- 2.7 anesthetist, advanced clinical nurse specialist, or physician assistant.
- 2.8 ~~(g)~~ (j) "Nurse" means an individual who has completed training and received
- 2.9 all licensing or certification necessary to perform duties as a licensed practical nurse
- 2.10 or registered nurse.
- 2.11 ~~(h)~~ (k) "Nurse-midwife" means a registered nurse who has graduated from a program
- 2.12 of study designed to prepare registered nurses for advanced practice as nurse-midwives.
- 2.13 ~~(i)~~ (l) "Nurse practitioner" means a registered nurse who has graduated from a
- 2.14 program of study designed to prepare registered nurses for advanced practice as nurse
- 2.15 practitioners.
- 2.16 ~~(j)~~ (m) "Pharmacist" means an individual with a valid license issued under chapter
- 2.17 151.
- 2.18 ~~(k)~~ (n) "Physician" means an individual who is licensed to practice medicine in
- 2.19 the areas of family practice, internal medicine, obstetrics and gynecology, pediatrics,
- 2.20 or psychiatry.
- 2.21 ~~(l)~~ (o) "Physician assistant" means a person licensed under chapter 147A.
- 2.22 (p) "Public health nurse" means a registered nurse licensed in Minnesota who has
- 2.23 obtained a registration certificate as a public health nurse from the Board of Nursing in
- 2.24 accordance with Minnesota Rules, chapter 6316.
- 2.25 ~~(m)~~ (q) "Qualified educational loan" means a government, commercial, or foundation
- 2.26 loan for actual costs paid for tuition, reasonable education expenses, and reasonable living

2.27 expenses related to the graduate or undergraduate education of a health care professional.
2.28 ~~(n)~~ (r) "Underserved urban community" means a Minnesota urban area or population
2.29 included in the list of designated primary medical care health professional shortage areas
2.30 (HPSAs), medically underserved areas (MUAs), or medically underserved populations
2.31 (MUPs) maintained and updated by the United States Department of Health and Human
2.32 Services.

2.33 Sec. 2. Minnesota Statutes 2014, section 144.1501, subdivision 2, is amended to read:

3.1 Subd. 2. **Creation of account.** (a) A health professional education loan forgiveness
3.2 program account is established. The commissioner of health shall use money from the
3.3 account to establish a loan forgiveness program:

3.4 (1) for medical residents and mental health professionals agreeing to practice
3.5 in designated rural areas or underserved urban communities or specializing in the area
3.6 of pediatric psychiatry;

3.7 (2) for midlevel practitioners agreeing to practice in designated rural areas or to
3.8 teach at least 12 credit hours, or 720 hours per year in the nursing field in a postsecondary
3.9 program at the undergraduate level or the equivalent at the graduate level;

3.10 (3) for nurses who agree to practice in a Minnesota nursing home ~~or; an~~ intermediate
3.11 care facility for persons with developmental disability; or a hospital if the hospital owns
3.12 and operates a Minnesota nursing home and a minimum of 50 percent of the hours worked
3.13 by the nurse is in the nursing home; or agree to teach at least 12 credit hours, or 720 hours
3.14 per year in the nursing field in a postsecondary program at the undergraduate level or the
3.15 equivalent at the graduate level;

3.16 (4) for other health care technicians agreeing to teach at least 12 credit hours, or 720
3.17 hours per year in their designated field in a postsecondary program at the undergraduate
3.18 level or the equivalent at the graduate level. The commissioner, in consultation with
3.19 the Healthcare Education-Industry Partnership, shall determine the health care fields
3.20 where the need is the greatest, including, but not limited to, respiratory therapy, clinical
3.21 laboratory technology, radiologic technology, and surgical technology;

3.22 (5) for pharmacists, advanced dental therapists, dental therapists, and public health
3.23 nurses who agree to practice in designated rural areas; and

3.24 (6) for dentists agreeing to deliver at least 25 percent of the dentist's yearly patient
3.25 encounters to state public program enrollees or patients receiving sliding fee schedule
3.26 discounts through a formal sliding fee schedule meeting the standards established by
3.27 the United States Department of Health and Human Services under Code of Federal
3.28 Regulations, title 42, section 51, chapter 303.

3.29 (b) Appropriations made to the account do not cancel and are available until
3.30 expended, except that at the end of each biennium, any remaining balance in the account
3.31 that is not committed by contract and not needed to fulfill existing commitments shall
3.32 cancel to the fund.

3.33 Sec. 3. Minnesota Statutes 2014, section 144.1501, subdivision 3, is amended to read:

3.34 Subd. 3. **Eligibility.** (a) To be eligible to participate in the loan forgiveness program,
3.35 an individual must:

4.1 (1) be a medical or dental resident; a licensed pharmacist; or be enrolled in a training
4.2 or education program to become a dentist, dental therapist, advanced dental therapist,
4.3 mental health professional, pharmacist, public health nurse, midlevel practitioner,
4.4 registered nurse, or a licensed practical nurse ~~training program~~; and

4.5 (2) submit an application to the commissioner of health. If fewer applications are
4.6 submitted by dental students or residents than there are dentist participant slots available,
4.7 the commissioner may consider applications submitted by dental program graduates
4.8 who are licensed dentists.

4.9 (b) An applicant selected to participate must sign a contract to agree to serve a
4.10 minimum three-year full-time service obligation according to subdivision 2, which shall
4.11 begin no later than March 31 following completion of required training.

4.12 Sec. 4. Minnesota Statutes 2014, section 144.1501, subdivision 4, is amended to read:

4.13 Subd. 4. **Loan forgiveness.** The commissioner of health may select applicants
4.14 each year for participation in the loan forgiveness program, within the limits of available
4.15 funding. In considering applications, the commissioner shall give preference to applicants
4.16 who document diverse cultural competencies. The commissioner shall distribute available
4.17 funds for loan forgiveness proportionally among the eligible professions according to the
4.18 vacancy rate for each profession in the required geographic area, facility type, teaching
4.19 area, patient group, or specialty type specified in subdivision 2. The commissioner shall
4.20 allocate funds for physician loan forgiveness so that 75 percent of the funds available are
4.21 used for rural physician loan forgiveness and 25 percent of the funds available are used
4.22 for underserved urban communities and pediatric psychiatry loan forgiveness. If the
4.23 commissioner does not receive enough qualified applicants each year to use the entire
4.24 allocation of funds for any eligible profession, the remaining funds may be allocated
4.25 proportionally among the other eligible professions according to the vacancy rate for
4.26 each profession in the required geographic area, patient group, or facility type specified
4.27 in subdivision 2. Applicants are responsible for securing their own qualified educational
4.28 loans. The commissioner shall select participants based on their suitability for practice
4.29 serving the required geographic area or facility type specified in subdivision 2, as indicated
4.30 by experience or training. The commissioner shall give preference to applicants closest to
4.31 completing their training. For each year that a participant meets the service obligation
4.32 required under subdivision 3, up to a maximum of four years, the commissioner shall make
4.33 annual disbursements directly to the participant equivalent to 15 percent of the average
4.34 educational debt for indebted graduates in their profession in the year closest to the
4.35 applicant's selection for which information is available, not to exceed the balance of the
5.1 participant's qualifying educational loans. Before receiving loan repayment disbursements
5.2 and as requested, the participant must complete and return to the commissioner a
5.3 confirmation of practice form provided by the commissioner verifying that the participant
5.4 is practicing as required under subdivisions 2 and 3. The participant must provide the
5.5 commissioner with verification that the full amount of loan repayment disbursement
5.6 received by the participant has been applied toward the designated loans. After each
5.7 disbursement, verification must be received by the commissioner and approved before the
5.8 next loan repayment disbursement is made. Participants who move their practice remain
5.9 eligible for loan repayment as long as they practice as required under subdivision 2.

5.10 Sec. 5. **APPROPRIATION.**

5.11 \$3,131,000 in fiscal year 2016 and \$3,131,000 in fiscal year 2017 are appropriated
5.12 from the general fund to the commissioner of health for the purposes of Minnesota
5.13 Statutes, section 144.1501, the health professional education loan forgiveness program.
5.14 Of this appropriation, the commissioner may use up to \$131,000 each year to administer
5.15 the program.

HF040

- 1.1 A bill for an act
- 1.2 relating to education finance; providing full funding for K-12 pupil transportation;
- 1.3 amending Minnesota Statutes 2014, section 126C.10, subdivisions 1, 18.
- 1.4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:
- 1.5 Section 1. Minnesota Statutes 2014, section 126C.10, subdivision 1, is amended to read:
- 1.6 Subdivision 1. **General education revenue.** ~~(a) For fiscal years 2013 and 2014, the~~
- 1.7 ~~general education revenue for each district equals the sum of the district's basic revenue,~~
- 1.8 ~~extended time revenue, gifted and talented revenue, small schools revenue, basic skills~~
- 1.9 ~~revenue, secondary sparsity revenue, elementary sparsity revenue, transportation sparsity~~
- 1.10 ~~revenue, total operating capital revenue, equity revenue, alternative teacher compensation~~
- 1.11 ~~revenue, and transition revenue.~~
- 1.12 ~~(b)~~ For fiscal year ~~2015~~ 2016 and later, the general education revenue for each
- 1.13 district equals the sum of the district's basic revenue, extended time revenue, gifted and
- 1.14 talented revenue, declining enrollment revenue, local optional revenue, small schools
- 1.15 revenue, basic skills revenue, secondary sparsity revenue, elementary sparsity revenue,
- 1.16 transportation ~~sparsity~~ revenue, total operating capital revenue, equity revenue, pension
- 1.17 adjustment revenue, and transition revenue.
- 1.18 **EFFECTIVE DATE.** This section is effective for revenue for fiscal years 2016
- 1.19 and later.
- 1.20 Sec. 2. Minnesota Statutes 2014, section 126C.10, subdivision 18, is amended to read:
- 2.1 Subd. 18. **Transportation sparsity revenue allowance.** (a) A district's pupil
- 2.2 transportation revenue equals the sum of the district's transportation sparsity revenue and
- 2.3 its transportation cost revenue.
- 2.4 (b) A district's transportation sparsity allowance equals the greater of zero or the
- 2.5 result of the following computation:
- 2.6 (i) Multiply the formula allowance according to subdivision 2, by .141.
- 2.7 (ii) Multiply the result in clause (i) by the district's sparsity index raised to the
- 2.8 26/100 power.
- 2.9 (iii) Multiply the result in clause (ii) by the district's density index raised to the
- 2.10 13/100 power.
- 2.11 (iv) Multiply the formula allowance according to subdivision 2, by .0466.
- 2.12 (v) Subtract the result in clause (iv) from the result in clause (iii).
- 2.13 ~~(b)~~ (c) Transportation sparsity revenue is equal to the transportation sparsity
- 2.14 allowance times the adjusted pupil units.
- 2.15 (d) A district's total transportation cost revenue equals the greater of zero or the
- 2.16 difference between:
- 2.17 (1) the district's total cost for regular and excess pupil transportation under section
- 2.18 123B.92, subdivision 1, paragraph (b), including depreciation, for the previous year; and
- 2.19 (2) the sum of:
- 2.20 (i) 4.66 percent of the district's basic revenue for the previous fiscal year;
- 2.21 (ii) transportation sparsity revenue under paragraph (c); and
- 2.22 (iii) the district's charter school transportation adjustment for the previous year.
- 2.23 **EFFECTIVE DATE.** This section is effective for revenue for fiscal years 2016
- 2.24 and later.

SF076

1.1 A bill for an act
1.2 relating to education finance; establishing a long-term facilities maintenance
1.3 revenue program for school districts and charter schools; equalizing the
1.4 long-term maintenance levy; eliminating the alternative facilities, deferred
1.5 maintenance and health and safety revenue programs; appropriating money;
1.6 amending Minnesota Statutes 2014, section 123B.57; proposing coding for new
1.7 law in Minnesota Statutes, chapter 123B; repealing Minnesota Statutes 2014,
1.8 sections 123B.59; 123B.591.
1.9 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.10 Section 1. Minnesota Statutes 2014, section 123B.57, is amended to read:

1.11 **123B.57 CAPITAL EXPENDITURE; HEALTH AND SAFETY.**

1.12 ~~Subdivision 1. Health and safety revenue application.~~ (a) To receive health
1.13 and safety revenue for any fiscal year a district must submit to the commissioner a
1.14 capital expenditure health and safety revenue application by the date determined by the
1.15 commissioner. The application must include a health and safety budget adopted and
1.16 confirmed by the school district board as being consistent with the district's health and
1.17 safety policy under subdivision 2. The budget must include the estimated cost of the
1.18 program per Uniform Financial Accounting and Reporting Standards (UFARS) finance
1.19 code, by fiscal year. Upon approval through the adoption of a resolution by each of an
1.20 intermediate district's member school district boards and the approval of the Department
1.21 of Education, a school district may include its proportionate share of the costs of health
1.22 and safety projects for an intermediate district in its application.
1.23 (b) Health and safety projects with an estimated cost of \$500,000 or more per
1.24 site are not eligible for health and safety revenue. Health and safety projects with an
1.25 estimated cost of \$500,000 or more per site that meet all other requirements for health and
1.26 safety funding, are eligible for alternative facilities bonding and levy revenue according
2.1 to section 123B.59. A school board shall not separate portions of a single project into
2.2 components to qualify for health and safety revenue, and shall not combine unrelated
2.3 projects into a single project to qualify for alternative facilities bonding and levy revenue.
2.4 (c) The commissioner of education shall not make eligibility for health and safety
2.5 revenue contingent on a district's compliance status, level of program development, or
2.6 training. The commissioner shall not mandate additional performance criteria such as
2.7 training, certifications, or compliance evaluations as a prerequisite for levy approval.

2.8 ~~Subd. 2. Health and safety policy.~~ To qualify for health and safety revenue, a
2.9 school board must adopt a health and safety policy. The policy must include provisions
2.10 for implementing a health and safety program that complies with health, safety, and
2.11 environmental regulations and best practices including indoor air quality management.

2.12 ~~Subd. 3. Health and safety revenue.~~ A district's health and safety revenue
2.13 for a fiscal year equals the district's alternative facilities levy under section 123B.59,
2.14 subdivision 5, paragraph (b), plus the greater of zero or:
2.15 (1) the sum of (a) the total approved cost of the district's hazardous substance
2.16 plan for fiscal years 1985 through 1989, plus (b) the total approved cost of the district's
2.17 health and safety program for fiscal year 1990 through the fiscal year to which the levy
2.18 is attributable, excluding expenditures funded with bonds issued under section 123B.59
2.19 or 123B.62, or chapter 475; certificates of indebtedness or capital notes under section
2.20 123B.61; levies under section 123B.58, 123B.59, 123B.63, or 126C.40, subdivision 1 or
2.21 6; and other federal, state, or local revenues, minus
2.22 (2) the sum of (a) the district's total hazardous substance aid and levy for fiscal years
2.23 1985 through 1989 under sections 124.245 and 275.125, subdivision 11e, plus (b) the
2.24 district's health and safety revenue under this subdivision, for years before the fiscal year
2.25 to which the levy is attributable.

2.26 ~~Subd. 4. Health and safety levy.~~ To receive health and safety revenue, a district
2.27 may levy an amount equal to the district's health and safety revenue as defined in

2.28 ~~subdivision 3 multiplied by the lesser of one, or the ratio of the quotient derived by~~
2.29 ~~dividing the adjusted net tax capacity of the district for the year preceding the year the~~
2.30 ~~levy is certified by the adjusted pupil units in the district for the school year to which~~
2.31 ~~the levy is attributable, to \$3,165.~~

2.32 ~~Subd. 5. **Health and safety aid.** A district's health and safety aid is the difference~~
2.33 ~~between its health and safety revenue and its health and safety levy. If a district does not~~
2.34 ~~levy the entire amount permitted, health and safety aid must be reduced in proportion to~~
2.35 ~~the actual amount levied. Health and safety aid may not be reduced as a result of reducing~~
2.36 ~~a district's health and safety levy according to section 123B.79.~~

3.1 ~~Subd. 6. **Uses of Health and safety revenue capital projects.** (a) Health and~~
3.2 ~~safety revenue may be used only for approved capital projects may include expenditures~~
3.3 ~~necessary for the correction of fire and life safety hazards; design, purchase, installation,~~
3.4 ~~maintenance, and inspection of fire protection and alarm equipment; purchase or~~
3.5 ~~construction of appropriate facilities for the storage of combustible and flammable~~
3.6 ~~materials; inventories and facility modifications not related to a remodeling project~~
3.7 ~~to comply with lab safety requirements under section 121A.31; inspection, testing,~~
3.8 ~~repair, removal or encapsulation, and disposal of asbestos-containing building materials;~~
3.9 ~~cleanup and disposal of polychlorinated biphenyls; cleanup and disposal of hazardous and~~
3.10 ~~infectious wastes; cleanup, removal, disposal, and repairs related to storing heating fuel or~~
3.11 ~~transportation fuels such as alcohol, gasoline, fuel oil, and special fuel, as defined in section~~
3.12 ~~296A.01; correction of occupational safety and health administration regulated hazards;~~
3.13 ~~indoor air quality inspections, investigations, and testing; mold abatement; upgrades or~~
3.14 ~~replacement of mechanical ventilation systems to meet American Society of Heating,~~
3.15 ~~Refrigerating and Air Conditioning Engineers standards and State Mechanical Code;~~
3.16 ~~design, materials, and installation of local exhaust ventilation systems, including required~~
3.17 ~~make-up air for controlling regulated hazardous substances; correction of Department of~~
3.18 ~~Health Food Code violations; correction of swimming pool hazards excluding depth~~
3.19 ~~correction; playground safety inspections, repair of unsafe outdoor playground equipment,~~
3.20 ~~and the installation of impact surfacing materials; bleacher repair or rebuilding to comply~~
3.21 ~~with the order of a building code inspector under section 326B.112; testing and mitigation~~
3.22 ~~of elevated radon hazards; lead testing; copper in water testing; cleanup after major~~
3.23 ~~weather-related disasters or flooding; reduction of excessive organic and inorganic levels~~
3.24 ~~in wells and capping of abandoned wells; installation and testing of boiler backflow valves~~
3.25 ~~to prevent contamination of potable water; vaccinations, titers, and preventative supplies~~
3.26 ~~for bloodborne pathogen compliance; costs to comply with the Janet B. Johnson Parents'~~
3.27 ~~Right to Know Act; automated external defibrillators and other emergency plan equipment~~
3.28 ~~and supplies specific to the district's emergency action plan; compliance with the National~~
3.29 ~~Emission Standards for Hazardous Air Pollutants for school generators established by the~~
3.30 ~~United States Environmental Protection Agency; and health, safety, and environmental~~
3.31 ~~management costs associated with implementing the district's health and safety program~~
3.32 ~~including costs to establish and operate safety committees, in school buildings or property~~
3.33 ~~owned or being acquired by the district. Testing and calibration activities are permitted for~~
3.34 ~~existing mechanical ventilation systems at intervals no less than every five years.~~
3.35 ~~(b) For fiscal years 2014 through 2017, a school district must not include expenses~~
3.36 ~~related to emission compliance projects for school generators in its health and safety~~
4.1 ~~revenue capital projects unless it reduces its approved spending on other qualified health~~
4.2 ~~and safety projects by the same amount.~~

4.3 ~~Subd. 6a. **Restrictions on health and safety revenue.** Notwithstanding subdivision~~
4.4 ~~6, health and safety revenue must not be used:~~
4.5 ~~(1) to finance a lease purchase agreement, installment purchase agreement, or other~~
4.6 ~~deferred payments agreement;~~
4.7 ~~(2) for the construction of new facilities, remodeling of existing facilities, or the~~
4.8 ~~purchase of portable classrooms;~~
4.9 ~~(3) for interest or other financing expenses;~~
4.10 ~~(4) for energy efficiency projects under section 123B.65, for a building or property~~
4.11 ~~or part of a building or property used for postsecondary instruction or administration or for~~

- 4.12 a purpose unrelated to elementary and secondary education;
- 4.13 (5) for replacement of building materials or facilities including roof, walls, windows,
- 4.14 internal fixtures and flooring, nonhealth and safety costs associated with demolition of
- 4.15 facilities, structural repair or replacement of facilities due to unsafe conditions, violence
- 4.16 prevention and facility security, ergonomics, or public announcement systems and
- 4.17 emergency communication devices; or
- 4.18 (6) for building and heating, ventilating and air conditioning supplies, maintenance,
- 4.19 and cleaning activities. All assessments, investigations, inventories, and support
- 4.20 equipment not leading to the engineering or construction of a project shall be included in
- 4.21 the health, safety, and environmental management costs in subdivision 8, paragraph (a).
- 4.22 **Subd. 6b. Health and safety projects.** (a) Health and safety revenue applications
- 4.23 defined in subdivision 1 must be accompanied by a description of each project for which
- 4.24 funding is being requested. Project descriptions must provide enough detail for an auditor
- 4.25 to determine if the work qualifies for revenue. For projects other than fire and life
- 4.26 safety projects, playground projects, and health, safety, and environmental management
- 4.27 activities, a project description does not need to include itemized details such as material
- 4.28 types, room locations, square feet, names, or license numbers. The commissioner
- 4.29 may request supporting information and shall approve only projects that comply with
- 4.30 subdivisions 6 and 8, as defined by the Department of Education.
- 4.31 (b) Districts may request funding for allowable projects based on self assessments,
- 4.32 safety committee recommendations, insurance inspections, management assistance
- 4.33 reports, fire marshal orders, or other mandates. Notwithstanding subdivision 1, paragraph
- 4.34 (b), and subdivision 8, paragraph (b), for projects under \$500,000, individual project
- 4.35 size for projects authorized by this subdivision is not limited and may include related
- 5.1 work in multiple facilities. Health and safety management costs from subdivision 8 may
- 5.2 be reported as a single project.
- 5.3 (c) All costs directly related to a project shall be reported in the appropriate Uniform
- 5.4 Financial Accounting and Reporting Standards (UFARS) finance code.
- 5.5 (d) For fire and life safety egress and all other projects exceeding \$20,000, cited
- 5.6 under the Minnesota Fire Code, a fire marshal plan review is required.
- 5.7 (e) Districts shall update project estimates with actual expenditures for each
- 5.8 fiscal year. If a project's final cost is significantly higher than originally approved, the
- 5.9 commissioner may request additional supporting information.
- 5.10 **Subd. 6c. Appeals process.** In the event a district is denied funding approval for
- 5.11 a project the district believes complies with subdivisions 6 and 8, and is not otherwise
- 5.12 excluded, a district may appeal the decision. All such requests must be in writing. The
- 5.13 commissioner shall respond in writing. A written request must contain the following:
- 5.14 project number; description and amount; reason for denial; unresolved questions for
- 5.15 consideration; reasons for reconsideration; and a specific statement of what action the
- 5.16 district is requesting.
- 5.17 **Subd. 7. Proration.** In the event that the health and safety aid available for any year
- 5.18 is prorated, a district having its aid prorated may levy an additional amount equal to the
- 5.19 amount not paid by the state due to proration.
- 5.20 **Subd. 8. Health, safety, and environmental management cost.** (a) "Health, safety,
- 5.21 and environmental management" is defined in section 123B.56.
- 5.22 (b) A district's cost for health, safety, and environmental management is limited to
- 5.23 the lesser of:
- 5.24 (1) actual cost to implement their plan; or
- 5.25 (2) an amount determined by the commissioner, based on enrollment, building
- 5.26 age, and size.
- 5.27 (c) The department may contract with regional service organizations, private
- 5.28 contractors, Minnesota Safety Council, or state agencies to provide management
- 5.29 assistance to school districts for health and safety capital projects. Management assistance
- 5.30 is the development of written programs for the identification, recognition and control of
- 5.31 hazards, and prioritization and scheduling of district health and safety capital projects. The
- 5.32 commissioner shall not mandate management assistance or exclude private contractors

5.33 from the opportunity to provide any health and safety services to school districts.

5.34 Sec. 2. **[123B.595] LONG-TERM FACILITIES MAINTENANCE REVENUE.**

6.1 **Subdivision 1. Long-term facilities maintenance revenue.** (a) For fiscal year 2017
6.2 only, long-term facilities maintenance revenue equals the greater of (1) \$300 times the
6.3 district's adjusted pupil units times the lesser of one or the ratio of the district's average
6.4 building age to 35 years or (2) the sum of the amount the district would have qualified
6.5 for under Minnesota Statutes 2014, section 123B.57, Minnesota Statutes 2014, section
6.6 123B.59, and Minnesota Statutes 2014, section 123B.591.

6.7 (b) For fiscal year 2018 only, long-term facilities maintenance revenue equals the
6.8 greater of (1) \$400 times the district's adjusted pupil units times the lesser of one or the ratio
6.9 of the district's average building age to 35 years or (2) the sum of the amount the district
6.10 would have qualified for under Minnesota Statutes 2014, section 123B.57, Minnesota
6.11 Statutes 2014, section 123B.59, and Minnesota Statutes 2014, section 123B.591.

6.12 (c) For fiscal year 2019 only, long-term facilities maintenance revenue equals the
6.13 greater of (1) \$500 times the district's adjusted pupil units times the lesser of one or the ratio
6.14 of the district's average building age to 35 years or (2) the sum of the amount the district
6.15 would have qualified for under Minnesota Statutes 2014, section 123B.57, Minnesota
6.16 Statutes 2014, section 123B.59, and Minnesota Statutes 2014, section 123B.591.

6.17 (d) For fiscal year 2020 and later, long-term facilities maintenance revenue equals
6.18 the amount necessary annually to implement the ten-year plan under subdivision 4.

6.19 **Subd. 2. Long-term facilities maintenance revenue for a charter school.** (a)
6.20 For fiscal year 2017 only, long-term facilities maintenance revenue for a charter school
6.21 equals \$59 times the adjusted pupil units.

6.22 (b) For fiscal year 2018 only, long-term facilities maintenance revenue for a charter
6.23 school equals \$108 times the adjusted pupil units.

6.24 (c) For fiscal year 2019 and later, long-term facilities maintenance revenue for
6.25 a charter school equals (1) \$163 times (2) one plus the greater of zero or the percentage
6.26 change in the Consumer Price Index for urban consumers, as prepared by the United States
6.27 Bureau of Labor Standards, for the current fiscal year to fiscal year 2019.

6.28 **Subd. 3. Intermediate districts and other cooperative units.** Upon approval
6.29 through the adoption of a resolution by each member district school board of an
6.30 intermediate district or other cooperative units under section 123A.24, subdivision 2,
6.31 and the approval of the commissioner of education, a school district may include in its
6.32 authority under this section a proportionate share of the long-term maintenance costs
6.33 of the intermediate district or cooperative unit. The cooperative unit may issue bonds
6.34 to finance the project costs or levy for the costs, using long-term maintenance revenue
6.35 transferred from member districts to make debt service payments or pay project costs.
7.1 Authority under this subdivision is in addition to the authority for individual district
7.2 projects under subdivision 1.

7.3 **Subd. 4. Facilities plans.** (a) To qualify for revenue under this section, a school
7.4 district or intermediate district, not including a charter school, must have a ten-year facility
7.5 plan adopted by the school board and approved by the commissioner. The plan must include
7.6 provisions for implementing a health and safety program that complies with health, safety,
7.7 and environmental regulations and best practices, including indoor air quality management.

7.8 (b) The district must annually update the plan, biennially submit a facility
7.9 maintenance plan to the commissioner, and indicate whether the district will issue bonds
7.10 to finance the plan or levy for the costs.

7.11 **Subd. 5. Bond authorization.** (a) A school district may issue general obligation
7.12 bonds under this section to finance facilities plans approved by its board and the
7.13 commissioner. Chapter 475, except sections 475.58 and 475.59, must be complied with.
7.14 The authority to issue bonds under this section is in addition to any bonding authority
7.15 authorized by this chapter or other law. The amount of bonding authority authorized
7.16 under this section must be disregarded in calculating the bonding or net debt limits of this
7.17 chapter, or any other law other than section 475.53, subdivision 4.

7.18 (b) At least 20 days before the earliest of solicitation of bids, the issuance of bonds,

7.19 or the final certification of levies under subdivision 6, the district must publish notice
7.20 of the intended projects, the amount of the bond issue, and the total amount of district
7.21 indebtedness.

7.22 (c) The portion of revenue under this section for bonded debt must be recognized
7.23 in the debt service fund.

7.24 **Subd. 6. Levy authorization.** A district may levy for costs related to an approved
7.25 plan under subdivision 4 as follows:

7.26 (1) if the district has indicated to the commissioner that bonds will be issued, the
7.27 district may levy for the principal and interest payments on outstanding bonds issued
7.28 under subdivision 5 after reduction for any aid receivable under subdivision 9; or
7.29 (2) if the district has indicated to the commissioner that the plan will be funded
7.30 through levy, the district may levy according to the schedule approved in the plan after
7.31 reduction for any aid receivable under subdivision 9.

7.32 **Subd. 7. Long-term facilities maintenance equalization revenue.** (a) For fiscal
7.33 year 2017 only, a district's long-term facilities maintenance equalization revenue equals
7.34 the lesser of (1) \$300 times the adjusted pupil units or (2) the district's revenue under
7.35 subdivision 1.

8.1 (b) For fiscal year 2018 only, a district's long-term facilities maintenance
8.2 equalization revenue equals the lesser of (1) \$400 times the adjusted pupil units or (2)
8.3 the district's revenue under subdivision 1.

8.4 (c) For fiscal year 2019 only, a district's long-term facilities maintenance equalization
8.5 revenue equals the lesser of (1) \$500 times the adjusted pupil units or (2) the district's
8.6 revenue under subdivision 1.

8.7 (d) For fiscal year 2020 and later, a district's long-term facilities maintenance
8.8 equalization revenue equals the district's revenue under subdivision 1.

8.9 **Subd. 8. Long-term facilities maintenance equalization levy.** A district's
8.10 long-term facilities maintenance equalization levy equals its long-term facilities
8.11 maintenance equalization revenue times the lesser of one or the ratio of its adjusted net
8.12 tax capacity per adjusted pupil unit in the year preceding the year the levy is certified to
8.13 125 percent of the state average adjusted net tax capacity per adjusted pupil unit in the
8.14 year preceding the year the levy is certified.

8.15 **Subd. 9. Long-term facilities maintenance equalization aid.** A district's long-term
8.16 facilities maintenance equalization aid equals the difference between its long-term
8.17 facilities maintenance equalization revenue and its long-term facilities maintenance
8.18 equalization levy.

8.19 **Subd. 10. Long-term facilities maintenance unequalized levy.** Each year, a
8.20 district may levy an amount equal to the difference between its total long-term facilities
8.21 maintenance revenue under subdivision 1 and its long-term facilities maintenance
8.22 equalization revenue.

8.23 **Subd. 11. Allowed uses for long-term facilities maintenance revenue.** (a) A
8.24 district may use revenue under this section for any of the following:

8.25 (1) deferred capital expenditures and maintenance projects necessary to prevent
8.26 further erosion of facilities;

8.27 (2) increasing accessibility of school facilities; or

8.28 (3) health and safety capital projects under section 123B.57.

8.29 (b) A charter school may use revenue under this section for any purpose related
8.30 to the school.

8.31 **Subd. 12. Restrictions on long-term facilities maintenance revenue.**
8.32 Notwithstanding subdivision 11, long-term facilities maintenance revenue may not be used:

8.33 (1) for the construction of new facilities, remodeling of existing facilities, or the
8.34 purchase of portable classrooms;

8.35 (2) to finance a lease purchase agreement, installment purchase agreement, or other
8.36 deferred payments agreement;

9.1 (3) for energy-efficiency projects under section 123B.65, for a building or property

9.2 or part of a building or property used for postsecondary instruction or administration or for

9.3 a purpose unrelated to elementary and secondary education; or

9.4 (4) for violence prevention and facility security, ergonomics, or public announcement
9.5 systems and emergency communication devices.
9.6 Subd. 13. **Reserve account.** The portion of long-term facilities maintenance
9.7 revenue not recognized under subdivision 5, paragraph (c), must be maintained in a
9.8 reserve account within the general fund.

9.9 **EFFECTIVE DATE.** This section is effective for revenue in fiscal year 2017 and
9.10 later.

9.11 Sec. 3. **APPROPRIATIONS.**

9.12 Subdivision 1. **Department of Education.** The sums indicated in this section are
9.13 appropriated from the general fund to the Department of Education for the fiscal years
9.14 designated.

9.15 Subd. 2. **Long-term maintenance equalization aid.** For long-term maintenance
9.16 equalization aid under Minnesota Statutes, section 123B.595:

9.17	\$	-0-	<u>2016</u>
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9.18	\$	<u>2017</u>
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9.19 Sec. 4. **REPEALER.**

9.20 Minnesota Statutes 2014, sections 123B.59; and 123B.591, are repealed.

9.21 **EFFECTIVE DATE.** This section is effective for revenue in fiscal year 2017 and
9.22 later.

HF197

- 1.1 A bill for an act
- 1.2 relating to education; authorizing school boards to implement flexible learning
- 1.3 year programs without approval by the commissioner of education; amending
- 1.4 Minnesota Statutes 2014, sections 120A.41; 124D.121; 124D.122; 124D.126,
- 1.5 subdivision 1; 124D.127; repealing Minnesota Rules, part 3500.1000.
- 1.6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:
- 1.7 Section 1. Minnesota Statutes 2014, section 120A.41, is amended to read:
- 1.8 **120A.41 LENGTH OF SCHOOL YEAR; HOURS OF INSTRUCTION.**
- 1.9 A school board's annual school calendar must include at least 425 hours of
- 1.10 instruction for a kindergarten student without a disability, 935 hours of instruction for a
- 1.11 student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7
- 1.12 through 12, not including summer school. The school calendar for all-day kindergarten
- 1.13 must include at least 850 hours of instruction for the school year. A school board's annual
- 1.14 calendar must include at least 165 days of instruction for a student in grades 1 through
- 1.15 11 unless a four-day week schedule has been approved by the ~~commissioner~~ board under
- 1.16 section ~~124D.126~~ 124D.122.
- 1.17 Sec. 2. Minnesota Statutes 2014, section 124D.121, is amended to read:
- 1.18 **124D.121 DEFINITION OF FLEXIBLE LEARNING YEAR PROGRAM.**
- 1.19 "Flexible learning year program" means any district plan ~~approved by the~~
- 1.20 ~~commissioner~~ that utilizes buildings and facilities during the entire year or that provides
- 1.21 forms of optional scheduling of pupils and personnel during the learning year in
- 1.22 elementary and secondary schools or residential facilities for children with a disability.
- 2.1 Sec. 3. Minnesota Statutes 2014, section 124D.122, is amended to read:
- 2.2 **124D.122 ESTABLISHMENT OF FLEXIBLE LEARNING YEAR PROGRAM.**
- 2.3 The board of any district or a consortium of districts, ~~with the approval of the~~
- 2.4 ~~commissioner~~, may establish and operate a flexible learning year program in one or more of
- 2.5 the day or residential facilities for children with a disability within the district. Consortiums
- 2.6 may use a single ~~application and~~ evaluation process, though results, public hearings, and
- 2.7 board approvals must be obtained for each district as required under appropriate sections.
- 2.8 Sec. 4. Minnesota Statutes 2014, section 124D.126, subdivision 1, is amended to read:
- 2.9 Subdivision 1. **Powers and duties.** The commissioner must:
- 2.10 ~~(1) promulgate rules necessary to the operation of sections 124D.12 to 124D.127;~~
- 2.11 ~~(2) (1) cooperate with and provide supervision of flexible learning year programs~~
- 2.12 ~~to determine compliance with the provisions of sections 124D.12 to 124D.127, the~~
- 2.13 ~~commissioner's standards and qualifications, and the proposed program as submitted~~
- 2.14 ~~and approved;~~
- 2.15 ~~(3) (2) provide any necessary adjustments of (a) attendance and membership~~
- 2.16 ~~computations and (b) the dates and percentages of apportionment of state aids; and~~
- 2.17 ~~(4) (3) consistent with the definition of "average daily membership" in section~~
- 2.18 ~~126C.05, subdivision 8, furnish the board of a district implementing a flexible learning~~
- 2.19 ~~year program with a formula for computing average daily membership. This formula must~~
- 2.20 ~~be computed so that tax levies to be made by the district, state aids to be received by the~~
- 2.21 ~~district, and any and all other formulas based upon average daily membership are not~~
- 2.22 ~~affected solely as a result of adopting this plan of instruction.~~
- 2.23 Sec. 5. Minnesota Statutes 2014, section 124D.127, is amended to read:

- 2.24 **124D.127 TERMINATION OF FLEXIBLE LEARNING YEAR PROGRAM.**
- 2.25 ~~The board of any district, with the approval of the commissioner of education,~~ may
- 2.26 terminate a flexible learning year program in one or more of the day or residential facilities
- 2.27 for children with a disability within the district. This section shall not be construed to
- 2.28 permit an exception to section 120A.22, 127A.41, subdivision 7, or 127A.43.
- 2.29 Sec. 6. **REPEALER.**
- 2.30 Minnesota Rules, part 3500.1000, is repealed.

HF391

- 1.1 A bill for an act
1.2 relating to elections; permitting individuals who are at least 16 years of age
1.3 to register to vote; amending Minnesota Statutes 2014, sections 201.054,
1.4 subdivisions 1, 2; 201.061, subdivision 1; 201.071, subdivision 1; 201.091,
1.5 subdivision 4.
1.6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:
- 1.7 Section 1. Minnesota Statutes 2014, section 201.054, subdivision 1, is amended to read:
1.8 Subdivision 1.**Registration.** (a) An individual may register to vote:
1.9 (1) at any time before the 20th day preceding any election as provided in section
1.10 201.061, subdivision 1;
1.11 (2) on the day of an election as provided in section 201.061, subdivision 3; or
1.12 (3) when submitting an absentee ballot, by enclosing a completed registration
1.13 application as provided in section 203B.04, subdivision 4.
1.14 (b) An individual who is under the age of 18, but who is at least 16 years of age and
1.15 otherwise eligible, may register to vote as provided in section 201.061, subdivision 1.
- 1.16 Sec. 2. Minnesota Statutes 2014, section 201.054, subdivision 2, is amended to read:
1.17 Subd. 2.**Prohibitions; penalty.** No individual shall intentionally:
1.18 (a) cause or attempt to cause the individual's name to be registered in any precinct if
1.19 the individual is not eligible to vote, except as permitted by section 201.061, subdivision 1;
1.20 (b) cause or attempt to cause the individual's name to be registered for the purpose of
1.21 voting in more than one precinct;
1.22 (c) misrepresent the individual's identity when attempting to register to vote; or
1.23 (d) aid, abet, counsel, or procure any other individual to violate this subdivision.
1.24 A violation of this subdivision is a felony.
- 2.1 Sec. 3. Minnesota Statutes 2014, section 201.061, subdivision 1, is amended to read:
2.2 Subdivision 1.**Prior to election day.** (a) At any time except during the 20
2.3 days immediately preceding any regularly scheduled election, an eligible voter ~~or~~ any
2.4 individual who will be an eligible voter at the time of the next election, or any individual
2.5 who is under the age of 18, but who is at least 16 years of age and meets all requirements for
2.6 eligibility contained in section 201.014 except for age, may register to vote in the precinct
2.7 in which the voter maintains residence by completing a voter registration application as
2.8 described in section 201.071, subdivision 1. A completed application may be submitted:
2.9 (1) in person or by mail to the county auditor of that county or to the Secretary
2.10 of State's Office; or
2.11 (2) electronically through a secure Web site that shall be maintained by the secretary
2.12 of state for this purpose, if the applicant has an e-mail address and provides the applicant's
2.13 verifiable Minnesota driver's license number, Minnesota state identification card number,
2.14 or the last four digits of the applicant's Social Security number.
2.15 A registration that is received in person or by mail no later than 5:00 p.m. on the
2.16 21st day preceding any election, or a registration received electronically through the
2.17 secretary of state's secure Web site no later than 11:59 p.m. on the 21st day preceding any
2.18 election, shall be accepted. An improperly addressed or delivered registration application
2.19 shall be forwarded within two working days after receipt to the county auditor of the
2.20 county where the voter maintains residence. A state or local agency or an individual that
2.21 accepts completed voter registration applications from a voter must submit the completed
2.22 applications to the secretary of state or the appropriate county auditor within ten calendar
2.23 days after the applications are dated by the voter.

- 2.24 (b) An application submitted electronically under paragraph (a), clause (2), may only
2.25 be transmitted to the county auditor for processing if the secretary of state has verified the
2.26 application information matches the information in a government database associated with
2.27 the applicant's driver's license number, state identification card number, or Social Security
2.28 number. The secretary of state must review all unverifiable voter registration applications
2.29 submitted electronically for evidence of suspicious activity and must forward any such
2.30 application to an appropriate law enforcement agency for investigation.
2.31 An individual may not electronically submit a voter registration application on
2.32 behalf of any other individual.
- 2.33 (c) For purposes of this section, mail registration is defined as a voter registration
2.34 application delivered to the secretary of state, county auditor, or municipal clerk by the
2.35 United States Postal Service or a commercial carrier.
- 3.1 Nothing in this section shall be construed to entitle an individual to cast a ballot at an
3.2 election if the individual does not meet all eligibility requirements for voting, including age.
- 3.3 Sec. 4. Minnesota Statutes 2014, section 201.071, subdivision 1, is amended to read:
3.4 Subdivision 1. **Form.** Both paper and electronic voter registration applications must
3.5 contain the same information unless otherwise provided by law. A voter registration
3.6 application must contain spaces for the following required information: voter's first name,
3.7 middle name, and last name; voter's previous name, if any; voter's current address; voter's
3.8 previous address, if any; voter's date of birth; voter's municipality and county of residence;
3.9 voter's telephone number, if provided by the voter; date of registration; current and valid
3.10 Minnesota driver's license number or Minnesota state identification number, or if the voter
3.11 has no current and valid Minnesota driver's license or Minnesota state identification, the
3.12 last four digits of the voter's Social Security number; and voter's signature. The paper
3.13 registration application may include the voter's e-mail address, if provided by the voter.
3.14 The electronic voter registration application must include the voter's e-mail address. The
3.15 registration application may include the voter's interest in serving as an election judge,
3.16 if indicated by the voter. The application must also contain the following certification
3.17 of voter eligibility:
3.18 "I certify that I:
3.19 (1) will be at least 18 years old on ~~election day~~ the day of any election at which I
3.20 intend to vote;
3.21 (2) am a citizen of the United States;
3.22 (3) will have resided in Minnesota for 20 days immediately preceding election day;
3.23 (4) maintain residence at the address given on the registration form;
3.24 (5) am not under court-ordered guardianship in which the court order revokes my
3.25 right to vote;
3.26 (6) have not been found by a court to be legally incompetent to vote;
3.27 (7) have the right to vote because, if I have been convicted of a felony, my felony
3.28 sentence has expired (been completed) or I have been discharged from my sentence; and
3.29 (8) have read and understand the following statement: that giving false information
3.30 is a felony punishable by not more than five years imprisonment or a fine of not more
3.31 than \$10,000, or both."
3.32 The certification must include boxes for the voter to respond to the following
3.33 questions:
3.34 "(1) Are you a citizen of the United States?" and
3.35 ~~"(2) Will you be 18 years old on or before election day?"~~
4.1 "(2) Are you at least 16 years of age and will you be at least 18 years of age on or
4.2 before the day of the election in which you intend to vote?"
4.3 And the instruction:
4.4 "If you checked 'no' to either of these questions, do not complete this form."

4.5 A paper voter registration application must be of suitable size and weight for
4.6 mailing. The form of the voter registration application and the certification of voter
4.7 eligibility must be as provided in this subdivision and approved by the secretary of state.
4.8 Voter registration forms authorized by the National Voter Registration Act must also be
4.9 accepted as valid. The federal postcard application form must also be accepted as valid if
4.10 it is not deficient and the voter is eligible to register in Minnesota.
4.11 An individual may use a voter registration application to apply to register to vote in
4.12 Minnesota or to change information on an existing registration.

4.13 Sec. 5. Minnesota Statutes 2014, section 201.091, subdivision 4, is amended to read:

4.14 Subd. 4. **Public information lists.** The county auditor shall make available for
4.15 inspection a public information list which must contain the name, address, year of birth,
4.16 and voting history of each registered voter in the county who is at least 18 years of age.
4.17 The telephone number must be included on the list if provided by the voter. The public
4.18 information list may also include information on voting districts. The county auditor
4.19 may adopt reasonable rules governing access to the list. No individual inspecting the
4.20 public information list shall tamper with or alter it in any manner. No individual who
4.21 inspects the public information list or who acquires a list of registered voters prepared
4.22 from the public information list may use any information contained in the list for purposes
4.23 unrelated to elections, political activities, or law enforcement. The secretary of state may
4.24 provide copies of the public information lists and other information from the statewide
4.25 registration system for uses related to elections, political activities, or in response to a
4.26 law enforcement inquiry from a public official concerning a failure to comply with any
4.27 criminal statute or any state or local tax statute.

4.28 Before inspecting the public information list or obtaining a list of voters or other
4.29 information from the list, the individual shall provide identification to the public official
4.30 having custody of the public information list and shall state in writing that any information
4.31 obtained from the list will not be used for purposes unrelated to elections, political
4.32 activities, or law enforcement. Requests to examine or obtain information from the public
4.33 information lists or the statewide registration system must be made and processed in the
4.34 manner provided in the rules of the secretary of state.

5.1 Upon receipt of a statement signed by the voter that withholding the voter's name
5.2 from the public information list is required for the safety of the voter or the voter's family,
5.3 the secretary of state and county auditor must withhold from the public information list the
5.4 name of a registered voter.

HF394

- 1.1 A bill for an act
1.2 relating to education; integrating service-learning into Minnesota's education
1.3 system; establishing an evidence-based service-learning grant program;
1.4 providing for a task force on teacher preparation and licensure requirements
1.5 related to service learning; appropriating money;amending Minnesota Statutes
1.6 2014, section 124D.50, by adding a subdivision; proposing coding for new law
1.7 in Minnesota Statutes, chapter 124D.
1.8 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:
- 1.9 Section 1. Minnesota Statutes 2014, section 124D.50, is amended by adding a
1.10 subdivision to read:
1.11 Subd. 2a. **Service-learning specialist; service-learning work.** The commissioner
1.12 shall create a service-learning specialist position in the department to advance
1.13 evidence-based service learning, coordinate the service-learning grants program, and
1.14 provide technical assistance to school districts, schools, and school programs and to
1.15 their community-based partners or participants, such as nonprofit organizations, units
1.16 of government, higher education institutions, businesses or business organizations,
1.17 community leaders, or parents. The commissioner may provide or may contract for
1.18 specialized expertise in school- and community-based service-learning best practices,
1.19 professional development or training, service-learning research or evaluation, or
1.20 development of service-learning "learning communities" or "user group" support.
- 1.21 **EFFECTIVE DATE.** This section is effective July 1, 2015.
- 1.22 Sec. 2. **[124D.501] INNOVATIVE INCUBATOR SERVICE-LEARNING**
1.23 **GRANTS.**
- 1.24 Subdivision 1. **Establishment; eligibility criteria; application requirements.** (a)
1.25 A five-year grant program is established to initiate or expand and strengthen innovative
1.26 service-learning opportunities for students in early childhood programs through grade
1.27 12 and thereby increase student academic achievement, and help close the academic
1.28 achievement gap and the community, college, and career opportunity gaps.
1.29 (b) To be eligible to apply for and receive an innovative, incubator service-learning
1.30 grant under this section, at least one public school teacher, administrator, or program
1.31 staff member and at least one service-learning specialist, service-learning coordinator,
1.32 or curriculum specialist employed at a public school, public school program, or school
1.33 district must form an authentic student-adult partnership that includes one or more
1.34 community-based organizations or government units. The partnership may invite one or
1.35 more other individuals or entities, such as postsecondary faculty members or institutions,
1.36 parents, other community members, local businesses or business organizations, or
1.37 local media representatives to become partners or participate with the partnership,
1.38 consistent with this paragraph. Before developing and submitting a grant application to
1.39 the department, participating students must work with one or more adults who are part
1.40 of the initial partnership to identify an issue, need, or opportunity to pursue through a
1.41 service-learning partnership and identify and invite one or more possible partners to
1.42 collaborate in developing and submitting a grant application. The employing school
1.43 district that is a member of the partnership or the school district of the school or school
1.44 program that is a member of the partnership is the fiscal agent for the grant. An eligible
1.45 service-learning partnership receiving an innovation service-learning grant must:
1.46 (1) include at least a group of enrolled students, two or more school district
1.47 employees, and an eligible community-based organization or unit of government; and
1.48 (2) assist students to:
1.49 (i) actively participate in service-learning experiences that meet identified student
1.50 and community needs or opportunities;
1.51 (ii) operate collaboratively with service-learning partnership members;

- 2.29 (iii) align service-learning experiences with students' individualized educational
2.30 plans and programs;
2.31 (iv) apply students' knowledge and skills in their community and help solve
2.32 community problems;
2.33 (v) foster students' civic engagement; and
2.34 (vi) explore and pursue career pathways and achieve college readiness.
2.35 An eligible partnership interested in receiving a grant must apply to the commissioner of
2.36 education in the form and manner determined by the commissioner. Consistent with this
3.1 subdivision, the application must describe how the applicant will: with guidance from
3.2 the service-learning partnership, incorporate student-designed and student-led service
3.3 learning into the school curriculum or in specific courses or across subject areas; provide
3.4 students with instruction and experiences during the school day using service-learning
3.5 best practices and an option to supplement their service-learning experiences outside the
3.6 school day; align service-learning opportunities with state and local academic standards;
3.7 and make implementing service-learning best practices an educational priority. The
3.8 application also must indicate how the partnership intends to provide student-designed,
3.9 student-led service-learning experiences that meet genuine community needs or develop
3.10 genuine community opportunities based on service-learning best practices aligned to
3.11 state academic standards. The partnership must work with a district service-learning
3.12 specialist or service-learning coordinator or a district curriculum specialist to design a
3.13 grant application and implement an approved grant application.
3.14 **Subd. 2. Innovation grants.** The commissioner of education must award up
3.15 to 32 grants of up to \$50,000 each to allow eligible partnerships, equitably distributed
3.16 throughout Minnesota by congressional district, to provide innovative, incubator
3.17 service-learning opportunities to students, consistent with this section. The commissioner
3.18 may designate start-up or leader grant categories with differentiated maximum grant
3.19 dollar amounts up to \$50,000. Grantees designated as leader grantees may have to meet
3.20 additional leader grant requirements as indicated by the commissioner in the grant
3.21 application criteria developed by the commissioner. The commissioner may renew a grant
3.22 annually as appropriations are available and consistent with the grant criteria established
3.23 in this section and other criteria the commissioner may establish for grant eligibility or
3.24 for renewing a grant. In order to receive a grant, a partnership must provide a one-to-one
3.25 match in funds or in-kind contributions unless the commissioner decides to waive the
3.26 match requirement for an applicant serving a high number of students whose families
3.27 meet federal poverty guidelines. A partnership grantee must allocate the grant amount
3.28 according to its grant application, which must include conveying 50 percent of the actual
3.29 grant amount to its community-based organization or unit of government partner or
3.30 partners to implement or help defray the direct costs of carrying out the service-learning
3.31 strategies and activities described in the partnership's grant application.
3.32 **Subd. 3. Evaluation.** The commissioner of education must evaluate these
3.33 innovative, incubator service-learning initiatives based on the educational and
3.34 developmental outcomes of students participating in the service learning and include
3.35 summary data on the characteristics and extent of students' participation in service learning,
3.36 their development of academic skills or achievements, and their engagement in school,
4.1 school attendance, course completion rates, opportunity to develop community, college, or
4.2 career connections, and the graduation rates for participating high school-age students.
4.3 The commissioner also must evaluate the success of the service-learning grants based on
4.4 the community outcomes and community results achieved through student service-learning
4.5 experiences and the corresponding student service activities. The commissioner must
4.6 transmit an interim progress report on student and community outcomes and results under
4.7 this section to the legislative committees with oversight over education by February 15,
4.8 2019, and a final report to the same legislative committees by February 15, 2021.

4.9 **EFFECTIVE DATE.** This section is effective for the 2015-2016 through 2019-2020
4.10 school years.

- 4.11 Sec. 3. **TASK FORCE RECOMMENDATIONS ON SERVICE LEARNING.**
4.12 The Board of Teaching may create a task force composed of service-learning experts,
4.13 representatives of teacher preparation programs and institutions, community-based
4.14 service-learning practitioners, licensed teachers, and other interested stakeholders to
4.15 study and make recommendations to the legislature on teacher preparation and licensure
4.16 requirements in the area of service learning by February 15, 2016, consistent with
4.17 Minnesota Statutes, section 124D.50.
- 4.18 **EFFECTIVE DATE.** This section is effective the day following final enactment.
- 4.19 Sec. 4. **APPROPRIATION.**
4.20 Subdivision 1. **Department of Education.** The sums indicated in this section
4.21 are appropriated from the general fund to the Department of Education in the fiscal
4.22 years designated for the purposes of Minnesota Statutes, sections 124D.50, subdivision
4.23 2a, and 124D.501.
4.24 Subd. 2. **Service-learning specialist; service-learning work.** For the
4.25 service-learning specialist position at the Department of Education under Minnesota
4.26 Statutes, section 124D.50, subdivision 2a, and for related service-learning work under
4.27 Minnesota Statutes, section 124D.501:
- | | | | |
|------|----|----------------|-------------|
| 4.28 | \$ | <u>300,000</u> | <u>2016</u> |
| 4.29 | \$ | <u>300,000</u> | <u>2017</u> |
- 4.30 Subd. 3. **Innovative service-learning grants.** For innovative service-learning
4.31 program grants under Minnesota Statutes, section 124D.501:
- | | | | |
|-----|----|----------------|-------------|
| 5.1 | \$ | <u>800,000</u> | <u>2016</u> |
| 5.2 | \$ | <u>800,000</u> | <u>2017</u> |
- 5.3 Any funds not expended in the first fiscal year do not cancel but carry forward
5.4 to the second fiscal year.

HF485/486

- 1.1 A bill for an act
1.2 relating to alcohol; allowing certain persons under the age of 21 to drink alcohol
1.3 under certain conditions;proposing coding for new law in Minnesota Statutes,
1.4 chapter 340A.
1.5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:
- 1.6 Section 1. **[340A.5035] PERSONS AGES 18 TO 20; SPECIAL EXEMPTION.**
1.7 Notwithstanding the provisions of sections 340A.503, 340A.701, and 340A.702, or
1.8 any other provision of law, persons at least 18 years of age and less than 21 years of age
1.9 may consume alcohol within the premises of the holder of an on-sale intoxicating liquor
1.10 license or a holder of an on-sale 3.2 malt liquor license. No penalties shall be applied to
1.11 consumption of alcohol allowed in this section. All other provisions of this chapter and all
1.12 penalties for other illegal behaviors noted within this chapter apply to behavior allowed
1.13 under this section.
- 1.14 **EFFECTIVE DATE.** This section is effective at 8:00 a.m. on August 1, 2015,
1.15 and applies to all persons at least 18 years of age and less than 21 years of age on or
1.16 after that date.

- 1.1 A bill for an act
1.2 relating to alcohol; allowing certain persons under the age of 21 to drink alcohol
1.3 under certain conditions;proposing coding for new law in Minnesota Statutes,
1.4 chapter 340A.
1.5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:
- 1.6 Section 1. **[340A.5035] PERSONS UNDER 21; SPECIAL EXEMPTION.**
1.7 Notwithstanding the provisions of sections 340A.503, 340A.701, and 340A.702, or
1.8 any other provision of law, persons less than 21 years of age who are accompanied by
1.9 a parent, legal guardian, or spouse of legal drinking age, may purchase, possess, and
1.10 consume alcohol within the premises of the holder of an on-sale intoxicating liquor
1.11 license or a holder of an on-sale 3.2 malt liquor license. No penalties shall be applied to
1.12 consumption of alcohol allowed in this section. All other provisions of this chapter and all
1.13 penalties for other illegal behaviors noted within this chapter apply to behavior allowed
1.14 under this section.

HF581

- 1.1 A bill for an act
1.2 relating to human services; modifying the Homeless Youth Act; appropriating
1.3 money;amending Minnesota Statutes 2014, section 256K.45, subdivision 1a.
1.4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:
- 1.5 Section 1. Minnesota Statutes 2014, section 256K.45, subdivision 1a, is amended to
1.6 read:
1.7 Subd. 1a.**Definitions.** (a) The definitions in this subdivision apply to this section.
1.8 (b) "Commissioner" means the commissioner of human services.
1.9 (c) "Homeless youth" means a person ~~21~~ 24 years of age or younger who is
1.10 unaccompanied by a parent or guardian and is without shelter where appropriate care and
1.11 supervision are available, whose parent or legal guardian is unable or unwilling to provide
1.12 shelter and care, or who lacks a fixed, regular, and adequate nighttime residence. The
1.13 following are not fixed, regular, or adequate nighttime residences:
1.14 (1) a supervised publicly or privately operated shelter designed to provide temporary
1.15 living accommodations;
1.16 (2) an institution or a publicly or privately operated shelter designed to provide
1.17 temporary living accommodations;
1.18 (3) transitional housing;
1.19 (4) a temporary placement with a peer, friend, or family member that has not offered
1.20 permanent residence, a residential lease, or temporary lodging for more than 30 days; or
1.21 (5) a public or private place not designed for, nor ordinarily used as, a regular
1.22 sleeping accommodation for human beings.
1.23 Homeless youth does not include persons incarcerated or otherwise detained under
1.24 federal or state law.
2.1 (d) "Youth at risk of homelessness" means a person ~~24~~24 years of age or younger
2.2 whose status or circumstances indicate a significant danger of experiencing homelessness
2.3 in the near future. Status or circumstances that indicate a significant danger may include:
2.4 (1) youth exiting out-of-home placements; (2) youth who previously were homeless; (3)
2.5 youth whose parents or primary caregivers are or were previously homeless; (4) youth
2.6 who are exposed to abuse and neglect in their homes; (5) youth who experience conflict
2.7 with parents due to chemical or alcohol dependency, mental health disabilities, or other
2.8 disabilities; and (6) runaways.
2.9 (e) "Runaway" means an unmarried child under the age of 18 years who is absent
2.10 from the home of a parent or guardian or other lawful placement without the consent of
2.11 the parent, guardian, or lawful custodian.
- 2.12 Sec. 2. **APPROPRIATION.**
2.13 \$2,000,000 in fiscal year 2016 and \$2,000,000 in fiscal year 2017 are appropriated
2.14 from the general fund to the commissioner of human services for purposes of Minnesota
2.15 Statutes, section 256K.45.

SF994

- 1.1 A bill for an act
- 1.2 relating to juvenile justice; addressing numerous issues relating to juveniles
- 1.3 including diversion, use of restraints, and sentencing; amending Minnesota
- 1.4 Statutes 2014, sections 244.05, subdivisions 4, 5; 260B.001, subdivision
- 1.5 2; 260B.125, by adding a subdivision; 260B.130, subdivision 4; 609.106,
- 1.6 subdivision 2, by adding a subdivision; 609.3455, subdivision 2; proposing
- 1.7 coding for new law in Minnesota Statutes, chapter 260B.
- 1.8 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.9 ARTICLE 1

1.10 JUVENILE PROCEEDINGS

- 1.11 Section 1. Minnesota Statutes 2014, section 260B.001, subdivision 2, is amended to
- 1.12 read:
- 1.13 Subd. 2. **Delinquency.** The purpose of the laws relating to children alleged or
- 1.14 adjudicated to be delinquent is to promote the public safety ~~and reduce~~ by reducing
- 1.15 juvenile delinquency by maintaining the integrity of the substantive law prohibiting
- 1.16 certain behavior and by developing individual responsibility for lawful behavior. This
- 1.17 purpose should be pursued through means that are fair and just, that recognize the unique
- 1.18 characteristics and needs of children, and that give children access to opportunities for
- 1.19 personal and social growth.
- 1.20 Sec. 2. **[260B.008] USE OF RESTRAINTS.**
- 1.21 (a) As used in this section, "restraints" means a mechanical or other device that
- 1.22 constrains the movement of a person's body or limbs.
- 1.23 (b) Restraints may not be used on a child appearing in court in a proceeding under
- 1.24 this chapter unless the court finds that:
- 2.1 (1) the use of restraints is necessary;
- 2.2 (i) to prevent physical harm to the child or another; or
- 2.3 (ii) to prevent the child from fleeing in situations in which the child presents a
- 2.4 substantial risk of flight from the courtroom; and
- 2.5 (2) there are no less restrictive alternatives to restraints that will prevent flight or
- 2.6 physical harm to the child or another, including, but not limited to, the presence of court
- 2.7 personnel, law enforcement officers, or bailiffs.
- 2.8 The finding in clause (1), item (i), may be based, among other things, on the child having
- 2.9 a history of disruptive courtroom behavior or behavior while in custody for any current
- 2.10 or prior offense that has placed others in potentially harmful situations, or presenting a
- 2.11 substantial risk of inflicting physical harm on the child or others as evidenced by recent
- 2.12 behavior.
- 2.13 (c) The court shall be provided the child's behavior history and shall provide the child
- 2.14 an opportunity to be heard in person or through counsel before ordering the use of restraints.
- 2.15 If restraints are ordered, the court shall make findings of fact in support of the order.
- 2.16 Sec. 3. **[260B.175] LAW ENFORCEMENT DIVERSION OF NONVIOLENT**
- 2.17 **JUVENILE OFFENDERS AUTHORIZED.**
- 2.18 (a) A peace officer may refer a child that the officer has the lawful authority to arrest
- 2.19 or has arrested to a diversion program that the law enforcement agency with jurisdiction
- 2.20 over the child deems appropriate.
- 2.21 (b) This section applies only to nonviolent offenses and does not apply to peace
- 2.22 officers acting pursuant to an order or warrant described in section 260B.175, subdivision

2.23 1, paragraph (a), or other court order to take a child into custody.
2.24 (c) A diversion program authorized by this section may defer prosecution of
2.25 juvenile offenders who agree to complete appropriate conditions. Upon completion of the
2.26 conditions, the charge shall be dismissed. Both petty offenders and delinquents may be
2.27 diverted.

2.28 **Sec. 4. RULE SUPERSEDED.**

2.29 Minnesota Rules of Juvenile Procedure, rule 2.03, subdivision 1, is superseded to
2.30 the extent it conflicts with section 2.

2.31 **Sec. 5. COMPLIANCE WITH JUVENILE RESTRAINT PROVISION.**

2.32 By July 1, 2016, each judicial district shall develop a protocol to address how to
2.33 implement and comply with section 2. In developing the protocol, a district shall consult
3.1 with law enforcement agencies, prosecutors, and public defenders within the district, as
3.2 well as any other entity deemed necessary by the district's chief judge.

3.3 **ARTICLE 2**

3.4 **SENTENCES**

3.5 **Section 1. LEGISLATIVE FINDINGS AND INTENT.**

3.6 The legislature finds that emerging research on brain development indicates that
3.7 adolescent brains, and thus adolescent intellectual and emotional capabilities, differ
3.8 significantly from those of mature adults. It is appropriate to take these differences into
3.9 consideration when sentencing extended jurisdiction juveniles and juveniles tried as
3.10 adults. The legislature further finds that requiring mandatory minimum sentences for these
3.11 juveniles prevents judges from taking these differences into consideration in appropriate
3.12 circumstances. The legislature intends to eliminate the nondiscretionary application of
3.13 mandatory minimum sentences to extended jurisdiction juveniles and to juveniles tried as
3.14 adults while continuing to apply all other adult sentencing provisions to these juveniles.

3.15 **Sec. 2. Minnesota Statutes 2014, section 244.05, subdivision 4, is amended to read:**

3.16 **Subd. 4. Minimum imprisonment, life sentence.** (a) An inmate serving a
3.17 mandatory life sentence under section 609.106, subdivision 2, or 609.3455, subdivision 2,
3.18 paragraph (a), must not be given supervised release under this section.

3.19 (b) Except as provided in paragraph (f), an inmate serving a mandatory life sentence
3.20 under section 609.185, clause (3), (5), or (6); or Minnesota Statutes 2004, section 609.109,
3.21 subdivision 3, must not be given supervised release under this section without having
3.22 served a minimum term of 30 years.

3.23 (c) An inmate serving a mandatory life sentence under section 609.385 must not
3.24 be given supervised release under this section without having served a minimum term of
3.25 imprisonment of 17 years.

3.26 (d) An inmate serving a mandatory life sentence under section 609.3455, subdivision
3.27 3 or 4, must not be given supervised release under this section without having served the
3.28 minimum term of imprisonment specified by the court in its sentence.

3.29 (e) An inmate serving a mandatory life sentence under section 609.106, subdivision
3.30 3, or 609.3455, subdivision 2, paragraph (c), must not be given supervised release under
3.31 this section without having served a minimum term of imprisonment of 20 years.

3.32 (f) An inmate serving a mandatory life sentence for a crime described in paragraph
3.33 (b) who was under 18 years of age at the time of the commission of the offense requiring
3.34 the life sentence, and who was certified under section 260B.125 or designated an extended
4.1 jurisdiction juvenile under section 260B.130, must not be given supervised release under
4.2 this section without having served a minimum term of imprisonment of 20 years.

4.3 Sec. 3. Minnesota Statutes 2014, section 244.05, subdivision 5, is amended to read:

4.4 Subd. 5. **Supervised release, life sentence.** (a) The commissioner of corrections
4.5 may, under rules promulgated by the commissioner, give supervised release to an inmate
4.6 serving a mandatory life sentence under section 609.185, clause (3), (5), or (6); 609.106,
4.7 subdivision 3; 609.3455, subdivision 2, paragraph (c), 3, or 4; 609.385; or Minnesota
4.8 Statutes 2004, section 609.109, subdivision 3, after the inmate has served the minimum
4.9 term of imprisonment specified in subdivision 4.

4.10 (b) The commissioner shall require the preparation of a community investigation
4.11 report and shall consider the findings of the report when making a supervised release
4.12 decision under this subdivision. The report shall reflect the sentiment of the various
4.13 elements of the community toward the inmate, both at the time of the offense and at the
4.14 present time. The report shall include the views of the sentencing judge, the prosecutor,
4.15 any law enforcement personnel who may have been involved in the case, and any
4.16 successors to these individuals who may have information relevant to the supervised
4.17 release decision. The report shall also include the views of the victim and the victim's
4.18 family unless the victim or the victim's family chooses not to participate.

4.19 (c) The commissioner shall make reasonable efforts to notify the victim, in advance,
4.20 of the time and place of the inmate's supervised release review hearing. The victim has
4.21 a right to submit an oral or written statement at the review hearing. The statement may
4.22 summarize the harm suffered by the victim as a result of the crime and give the victim's
4.23 recommendation on whether the inmate should be given supervised release at this time.
4.24 The commissioner must consider the victim's statement when making the supervised
4.25 release decision.

4.26 (d) When considering whether to give supervised release to an inmate serving a life
4.27 sentence under section 609.3455, subdivision 3 or 4, the commissioner shall consider, at
4.28 a minimum, the following: the risk the inmate poses to the community if released, the
4.29 inmate's progress in treatment, the inmate's behavior while incarcerated, psychological
4.30 or other diagnostic evaluations of the inmate, the inmate's criminal history, and any
4.31 other relevant conduct of the inmate while incarcerated or before incarceration. The
4.32 commissioner may not give supervised release to the inmate unless:

4.33 (1) while in prison:

4.34 (i) the inmate has successfully completed appropriate sex offender treatment;

5.1 (ii) the inmate has been assessed for chemical dependency needs and, if appropriate,
5.2 has successfully completed chemical dependency treatment; and

5.3 (iii) the inmate has been assessed for mental health needs and, if appropriate, has
5.4 successfully completed mental health treatment; and

5.5 (2) a comprehensive individual release plan is in place for the inmate that ensures
5.6 that, after release, the inmate will have suitable housing and receive appropriate aftercare
5.7 and community-based treatment. The comprehensive plan also must include a postprison
5.8 employment or education plan for the inmate.

5.9 (e) As used in this subdivision, "victim" means the individual who suffered harm as
5.10 a result of the inmate's crime or, if the individual is deceased, the deceased's surviving
5.11 spouse or next of kin.

5.12 Sec. 4. Minnesota Statutes 2014, section 260B.125, is amended by adding a
5.13 subdivision to read:

5.14 Subd. 11. **Applicability of mandatory minimum sentences.** Notwithstanding
5.15 any other law to the contrary, when a person who has been convicted of an offense that
5.16 has been certified under this section is sentenced, the sentencing court is not required
5.17 to sentence the person under the terms of a mandatory minimum sentence that would
5.18 otherwise be applicable to the offense.

5.19 Sec. 5. Minnesota Statutes 2014, section 260B.130, subdivision 4, is amended to read:
5.20 Subd. 4. **Disposition.** (a) If an extended jurisdiction juvenile prosecution results in a
5.21 guilty plea or finding of guilt, the court shall:
5.22 (1) impose one or more juvenile dispositions under section 260B.198; and
5.23 (2) impose an adult criminal sentence, the execution of which shall be stayed on
5.24 the condition that the offender not violate the provisions of the disposition order and
5.25 not commit a new offense.
5.26 (b) If a child prosecuted as an extended jurisdiction juvenile after designation by
5.27 the prosecutor in the delinquency petition is convicted of an offense after trial that is not
5.28 an offense described in subdivision 1, clause (2), the court shall adjudicate the child
5.29 delinquent and order a disposition under section 260B.198. If the extended jurisdiction
5.30 juvenile proceeding results in a guilty plea for an offense not described in subdivision 1,
5.31 clause (2), the court may impose a disposition under paragraph (a) if the child consents.
5.32 (c) Notwithstanding any other law to the contrary, when imposing an adult sentence
5.33 under paragraph (a), clause (2), the court is not required to sentence the child under the
5.34 terms of a mandatory minimum sentence that would otherwise be applicable to the offense.

6.1 Sec. 6. Minnesota Statutes 2014, section 609.106, subdivision 2, is amended to read:
6.2 Subd. 2. **Life without release.** Except as provided in subdivision 3, the court shall
6.3 sentence a person to life imprisonment without possibility of release under the following
6.4 circumstances:
6.5 (1) the person is convicted of first-degree murder under section 609.185, paragraph
6.6 (a), clause (1), (2), (4), or (7);
6.7 (2) the person is convicted of committing first-degree murder in the course of a
6.8 kidnapping under section 609.185, clause (3); or
6.9 (3) the person is convicted of first-degree murder under section 609.185, clause (3),
6.10 (5), or (6), and the court determines on the record at the time of sentencing that the person
6.11 has one or more previous convictions for a heinous crime.

6.12 Sec. 7. Minnesota Statutes 2014, section 609.106, is amended by adding a subdivision
6.13 to read:
6.14 Subd. 3. **Offender under age 18; life imprisonment with possibility of release.** If
6.15 the defendant was under 18 years of age at the time of the commission of an offense that
6.16 would require a life without release sentence under subdivision 2, and the child has been
6.17 certified under section 260B.125 or designated an extended jurisdiction juvenile under
6.18 section 260B.130, the court shall sentence the defendant to imprisonment for life.

6.19 Sec. 8. Minnesota Statutes 2014, section 609.3455, subdivision 2, is amended to read:
6.20 Subd. 2. **Mandatory life sentence without release; egregious first-time and**
6.21 **repeat offenders.** (a) Except as provided in paragraph (c), notwithstanding the statutory
6.22 maximum penalty otherwise applicable to the offense, the court shall sentence a person
6.23 convicted under section 609.342, subdivision 1, paragraph (c), (d), (e), (f), or (h); or
6.24 609.343, subdivision 1, paragraph (c), (d), (e), (f), or (h), to life without the possibility of
6.25 release if:
6.26 (1) the fact finder determines that two or more heinous elements exist; or
6.27 (2) the person has a previous sex offense conviction for a violation of section
6.28 609.342, 609.343, or 609.344, and the fact finder determines that a heinous element exists
6.29 for the present offense.
6.30 (b) A fact finder may not consider a heinous element if it is an element of the
6.31 underlying specified violation of section 609.342 or 609.343. In addition, when
6.32 determining whether two or more heinous elements exist, the fact finder may not use the

- 6.33 same underlying facts to support a determination that more than one element exists.
- 7.1 (c) If the defendant was under 18 years of age at the time of the commission of an
- 7.2 offense that would require a life without release sentence under paragraph (a), and the child
- 7.3 has been certified under section 260B.125 or designated an extended jurisdiction juvenile
- 7.4 under section 260B.130, the court shall sentence the defendant to imprisonment for life.
- 7.5 Sec. 9. **EFFECTIVE DATE; RETROACTIVITY.**
- 7.6 Sections 2, 3, 6, 7, and 8 are effective the day following final enactment and apply to
- 7.7 offenders sentenced on or after that date, and also retroactively to offenders sentenced to
- 7.8 life without release before that date.

SF1017

1.1 A bill for an act
1.2 relating to education; establishing an after-school community learning grant
1.3 program; appropriating money.
1.4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.5 Section 1. **AFTER-SCHOOL COMMUNITY LEARNING GRANTS.**

1.6 **Subdivision 1. Grant program established.** A competitive grant program is
1.7 established to support community-based organizations, schools, political subdivisions, or
1.8 child care centers that service young people in kindergarten through grade 12 after school
1.9 or during nonschool hours. Grants must be used to offer a broad array of enrichment
1.10 activities that promote positive youth development, including art, music, community
1.11 engagement, literacy, technology education, health, and recreation programs.

1.12 **Subd. 2. Application.** The commissioner of education shall develop the form
1.13 and method for applying for the grants. The application must include information on
1.14 the applicant's outreach to children and youth that qualify for free or reduced-price
1.15 lunch and two-year measurable goals and activities linked to research or best practices.
1.16 The commissioner shall develop criteria for determining the allocation of the grants and
1.17 appropriate goals for the use of the grants including:

1.18 (1) increasing access to protective factors that build young people's capacity to
1.19 become productive adults, such as connections to a caring adult;

1.20 (2) developing children's skills and behaviors necessary to succeed in postsecondary
1.21 education and career opportunities; and

1.22 (3) encouraging attendance and improving performance in school.

1.23 **Subd. 3. Grant awards.** To the extent practicable, the selection of applicants
1.24 shall result in an equitable distribution of grant awards among geographic areas within
2.1 Minnesota, including rural, suburban, and urban communities. The commissioner shall
2.2 also give priority to programs that collaborate with and leverage existing community
2.3 resources that have demonstrated effectiveness. Applicants selected as grantees are
2.4 eligible to receive a two-year renewable grant, contingent upon satisfactory progress
2.5 toward goals and objectives and the availability of funds.

2.6 Sec. 2. **APPROPRIATION.**

2.7 **Subdivision 1. Department of Education.** The sums indicated in this section are
2.8 appropriated from the general fund to the Department of Education for the fiscal years
2.9 designated.

2.10 **Subd. 2. After-school community learning grants.** For after-school community
2.11 learning grants under section 1:

2.12	\$	<u>2016</u>
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2.13	\$	<u>2017</u>
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2.14 Up to seven percent of the appropriation in each fiscal year may be used for
2.15 administration, evaluation, and technical assistance, including partnering with the
2.16 Minnesota Afterschool Network, Ignite Afterschool, and other appropriate entities to
2.17 ensure implementation of strategies statewide to ensure the provision of high quality,
2.18 research-driven learning opportunities.

2.19 Any balance in the first year does not cancel, but is available in the second year.

Minnesota Youth Council
Rowan Hellwich and Rogelio Salinas, Chairs
Friday, January 30th, 2015
1:00 p.m., Room 200, State Office Building
Agenda

1. 1:00 p.m.

Call to order

2. 1:05 p.m.

S.F. 05 Workforce development; employees dual training competency grants program development and appropriation

-Dave Kornecki, Higher Education and Workforce Development Committee, Committee Administrator

3. 1:25 p.m.

S.F. 03 Rural mental health professionals, public health nurses, dental therapists and advanced dental therapists education loan forgiveness program addition and appropriation

- Senator Greg Clausen, Chief Author of Senate File 03

4. 1:45 p.m.

S.F. 76 School districts and charter schools long-term facilities maintenance revenue program establishment, alternative facilities

-Senator Kevin Dahle, Chief Author of Senate File 76

5. 2:05 p.m.

H.F. 02 Teacher licensure and employment conditions clarified; alternative teacher licensure amended; teacher licensure reciprocity with adjoining states provided; license via portfolio, exemption for technical education instructors, teachers' unrequested leaves of absence and teaching assignments decisions, and teacher examination requirements clarified; and placing students with ineffective teachers prohibited

Minnesota Youth Council Legislative Report 2014-2015, Charis: Rowan Hellwich and Rogelio Salinas

-Representative Jenifer Loon, Chief Author of House File 02

6. 2:25 p.m.

H.F. 40 K-12 pupil transportation full funding provided.

-Representative Paul Marquart, Co-author of House File 40

7. 3:00 p.m.

Adjourn

Next meeting: Friday, March 13th, 4:30 p.m State Office Building Room 200

Minnesota Youth Council Committee
Rowan Hellwich and Rogelio Salinas, Chairs
Friday, March 12, 2015

4:30 p.m.
Room 200 SOB

Agenda:

1. 4:30 p.m.
Call to order

2. 4:35 p.m.
H.F. 485 and H.F. 486 Alcohol consumption by those under 21 conditionally allowed.

-Representative Phyllis Kahn - Chief Author of House Files 485 and 486

3. 5:05 p.m.
S.F. 1017 After-school community learning grant program establishment

- Senator Kevin Dahle - Chief Author of Senate File 1017

4. 5:35 p.m.
H.F. 394 Service-learning integrated into Minnesota's education system

-Representative Mike Freiberg – Chief Author of House File 394

-Paula Beugen – Minnesota Association for Volunteer Administration, Community Change Consultant

5. 6:05 p.m.
H.F. 581 Homeless Youth Act modified, and money appropriated.

-Representative Anna Wills - Chief Author of House File 581

-Susie Schatz - Lutheran Social Services of Minnesota, Director of Advocacy and Volunteer Services

6. 6:35 p.m.
Adjourn

Minnesota Youth Council Committee Agenda

Friday, April 17, 2015 - 1:00 p.m.

Room 500 N SOB

1. 1:00 p.m.

Call to order

2. 1:00 p.m.

H.F. 197

-Representative Tim Miller - Chief Author of House File 197

3. 1:30 p.m.

S.F. 994

- Senator Ron Latz - Chief Author of Senate File 994

4. 2:00 p.m.

H.F. 391

-Representative Dean Urdahl– Chief Author of House File 391

5. 2:30 p.m.

S.F. 473

-Senator Eric Pratt - Chief Author of Senate File 473

6. 3:00 p.m.

Adjourn



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Dear Representative Loon and To Whom It May Concern,

Thank you so much for testifying at the Minnesota Youth Council Legislative Committee Meeting on January 30, 2015. As a committee we appreciate your support. As you saw, we were unable to reach the quorum necessary to count the vote. We did not have enough time to ask all the questions we wanted to, and we did not have an accurate vote, so we would like to rehear this bill or the Senate file the corresponds with this bill at our next committee meeting on March 13, 2015. We will reach out to you with more information about that meeting.

As a committee, we all support the idea and intention behind this bill. We all agree that Teacher licensure and tenureship is an issue, but we disagree about how to solve this problem. There are several aspects of the bill that most members of our committee support. The first aspect is section 7.23, allowing teachers to transfer their licenses between states more easily. We believe this will encourage more teachers to move to Minnesota and continue to teach in our schools. Another section we liked was section 11.18, which allows teachers to be licensed based off their experience and portfolio. This will help Minnesota gain experienced teachers who are looking to be licensed. Next, some of the members liked the evaluation process for both new teachers and returning teachers, which we believe holds teachers to a high standard, though we would appreciate to see youth involved in this process. To decrease the bias in this process, we recommend getting students' input on how a teacher is performing, (for example: are they prepared for class, are they using a variety of teaching techniques, etc.) instead of asking the students how likeable a teacher is. On this note, we appreciate section 16.18 that attempts to not put students in a low performing teacher's classroom two years in a row. This will help all youth to do better in school, and hopefully start closing the achievement gap even further. In addition, we agree with section 17.25, which allows teachers to request the reason why they are being laid off. This is incredibly important to hold schools accountable and ensure that teachers are not being wrongfully fired. (We also like that the school must respond to this request within 14 days, which holds them even more accountable for their actions). Finally, we support section 23.24 where teachers are considered for other available positions in the district before they are completely fired, which will help many teachers stay employed.

All that being said, we found many controversial aspects of this bill. First of all, we disagreed on the idea of measuring teachers based on their ACT or SAT scores alone. Many people saw a need for this, because it would allow teachers to submit a previously taken test score, instead of retaking a new test. The ACT and SAT are widely known as being a standard for basic high school English, Math, Reading and comprehensive thinking. Furthermore, even if the SAT or ACT was taken 10 years ago, a teacher's score would go up if they retook it, because they have been through college and have continued studying. It is also quite possible that an English

teacher's Math score would go down, and a Math teacher's English score would go down, because during their teaching they have only taught the subject they have held a degree in.

However, many people on the Council disagreed with allowing teachers to submit an ACT/SAT score because they don't believe those tests accurately reflect someone's knowledge or future performance, especially a score from possibly 10 years ago. Teachers need to have a higher understanding of the knowledge they are teaching than their students do. If teachers are able to obtain licenses with a lower score than their students, there would be an adverse effect from what this bill intends to do, and lower quality would possibly develop.

Another issue that arose with some members of H.F. NO. 2 is section 10.19, the addition of Alternative Teaching Licensure Programs. While the intention of expanding the ways and means of becoming a certified teacher is needed to lessen the burden on newer and younger teachers, the path through Alternative Teaching Licensure Programs has raised concerns among members of the Minnesota Youth Council. Not only are these programs less regulated than the traditional programs through the Dept. of Education and School Districts, but there are numerous examples of when these Alternative Programs have failed. Programs like *Teach for America* have received criticism for their limited teacher training as well as advancing the careers of their members over the quality of the students being taught. Another section of this is the numerous examples from across the country, when during recessions and budget cuts where teachers need to be cut, "teachers" who have been in Alternative Teaching Programs have been able to keep their jobs while more experienced teachers have lost their jobs, over the sole fact that these newer "teachers" cost less to employ; furthermore, if experienced teachers are being laid off and less experienced "teachers" are being retained then there will be a reduction in the quality of education instructed to students. That being said, many youth members support these programs and trust their programs.

The most controversial issue among some members is the removal of Teacher Tenure from being a requirement in the process removing teachers. The intention of this section - to allow newer

teachers the same and equal judgment when being evaluated - is noble, and many of our members believe that it would certainly help make schools more diverse and fresh, but many of our members believe that in reality, teaching in a school requires a certain amount of knowledge about the administrative side of operations, that a newer teacher just doesn't have. A tenured teacher has more experience motivating students, they have more experience with special needs students, and more experience in general. Now, there are instances where older teachers are not the best for the job, and they should be laid off if they are not producing results, but, in the majority of cases, if a teacher has been in the school long enough to receive tenure, they are probably qualified to continue teaching; moreover, teachers who are not qualified have already been sifted out long ago. The removal of tenure requirement from Teacher Evaluation Programs is not needed if most tenure teachers are qualified. This is just putting an unnecessary stress on

teachers that should never be there. The purpose of Tenure is to show that this person is experienced and has proven that they are qualified.

All other sections of this bill help and benefit newer teachers, while only this one harms another group, tenure teachers. This section of this bill allows school districts to throw out tenure from the already negotiated, unrequested leave of absence agreements, putting the security of teacher's job up into the air. Harming not only teachers but also their families that had nothing to with the situation. The issue here is one of fundamentals and one that is deeply rooted in all of our beliefs. If this section was removed or modified to have less of an impact of tenure teachers, then more members might have supported it. When presented to the floor and committee, the same objections to this bill will be raised and debated over this section because it harms people when it does not necessarily have to. To make sure that this bill passes, with all the other beneficial provision that the Minnesota Youth Council supports, as the dissenters that voted "No" please consider removing, or better yet, modifying this section so that tenure is still valued and that teachers and their family can have peace of mind.

Thank you for your time and testimony. As you can see, your bill is of great interest to the Minnesota Youth Council Committee. We look forward to hearing from and working with you in the future.

Thank you for introducing your bill to us,



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Dear Senator Eric Pratt and To Whom It May Concern,

Thank you for attending the Minnesota Youth Council Legislative Committee Meeting on April 17, 2015. We greatly appreciate your time. The following letter addresses the reasons why we decided to support H.F 2, and it will also include what the council believes should be adjusted as you move forward with this bill.

To start out this letter, the entire council would like to thank you for the words you and your testifiers offered. It was extremely appreciated.

Most members of the MYC approved this bill because we found that it provided an opportunity for valuable educators to teach. The first section of the bill was fairly understood and the council agreed with SAT and ACT scores to take place, instead of the licensure exams. The description of using non-licensed community experts was explained thoroughly and the council had no objections. Just like part one of the bill, part two is very exceptional. In the past, the seniority procedure allowed for educators, whether they be good or bad, to be guaranteed a job. We believe that this bill allows for a fair chance among all educators, and not only does it accept the challenge of furthering our educational system, but it allows for a fair process, at least that is what is being said. During the legislative meeting, the process was not clear, nor was it clear in the bill. We, as a council were left with questions regarding the evaluation process. The bill stated that a teacher being laid off will undergo an evaluation process, but the evaluation process wasn't specified upon. The bill included a section that said teachers' evaluations will be impacted by the standardized testing of their students. We believe that to be a big flaw with this bill. Standardized testing, in no way fully showcase what a student has learned and how capable they are.

We would like to thank you for taking the time to present this bill to us. Our education system is extremely important, as it provides youth and young adults with the opportunity to advance. This bill will allow for our schools' teacher evaluation process to improve. With that being said, we fear that this process may be unfair, as personal relationships with staff, or time spent working will still pertain to seniority.

Thank you for your support and time with the MYC and legislative meeting. Your time is extremely valued by the MYC and we look forward to hearing again from you in the future.

Thank you for introducing your bill to us,





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Dear Senator Clausen and to whom else it may concern,

Thank you for attending the Minnesota Youth Council Legislative Committee Meeting on January 30, 2015. We greatly appreciate your time and support for the council. The following letter addresses the reasons why we decided to support S.F.3, and it will also include what the council believes should be adjusted as you move forward with this bill.

We felt as though the application process was thorough enough for us to feel comfortable in the process behind determining who the grantees would be. Also, it is of major importance to us that the list of professionals affected is holistic and thorough. We particularly admired the inclusion of dental professionals, mainly because it is harder to access dentists in rural Minnesota.

With all of the positive things laid out, it becomes much easier to understand the negative aspects of this bill. One of our key concerns pertained to the long term stability of the loan forgiveness program. As you testify for different committees, the council believes it is imperative that you speak about this issue. We were concerned with the effects this bill would have on the quality of healthcare provided in rural communities. By providing an incentive, there is a line drawn between the people that want to work in rural communities and the people that feel as though they are required to work in rural communities to obtain loan forgiveness. With that being said, we feel as though clarification is needed when introducing a high increase in grants.

While discussing this bill with the council, a few questions were brought up that weren't answered. The questions are as followed:

- What would happen if one of the grantees left before the required number of years? (we believe that it is implied that they would not receive any money for loan forgiveness, but clarification is needed)
- How many years are required to obtain loan forgiveness? (Your PowerPoint said four years, but line 4.4 in the bill, states 3 years)

Thank you for introducing your bill to us,





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Dear Senator Bonoff and To Whom It May Concern,

Thank you so much for your contribution to the Minnesota Youth Council committee meeting on January 30th, 2015. You have our unanimous support of S.F. No. 5. We are in support of this bill because we feel it will benefit Minnesota students, families and businesses. We found the bill straightforward and appreciated its realistic goals and clear plan for implementation. As a council, we also supported attempting to make these unique opportunities available to people in a low income bracket. We hope it will allow individuals to move up into and make our middle class stronger. We appreciated that emphasis was placed on the 'earn as you go' method of education, instead of the current 'hope and pray' method. This is also a low risk investment, which makes it easy to support. It will provide work experience for young people who may otherwise not have the opportunity. The committee also appreciated getting big companies directly involved in the affairs and education of today's youth. Overall, we found many positive aspects of this bill and believe it will greatly improve the lives of the businesses and students it impacts.

However, we have a few suggestions. We are extremely interested in ensuring this opportunity is given equally to people from both greater Minnesota and the cities. Clarification on how to ensure this will happen would be helpful. Also, when advocating for this bill, we suggest you further emphasize this program's uniqueness to Minnesota; it secures Minnesota's position as a leader in education and job training. When advocating for this bill, we suggest domestic examples are used more frequently than international examples. While we understand apprenticeships have been incredibly successful in Germany, the German economy and the American economy are very different, and we would be interesting in hearing positive examples of apprenticeships in our country.

Overall, we voted in support of this bill and wish you success during session.

Thank you for your continued support of education and job training.

Thank you for introducing your bill to us,





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Dear Rep. Tim Miller and To Whom It May Concern,

Thank you for taking time out of your day to present your bill and answer our questions at the Minnesota Youth Council Legislative Committee meeting on April 17. House File 197 passed through the Minnesota Youth Council during our committee meeting with 19 votes in favor and 4 votes opposed.

Overall, most members approved of this bill because it supports local control for deciding whether or not a school will switch to a flexible learning plan. We believe that the process for communities to switch to a flexible learning plan should be easier than it currently is because communities know themselves best. A four day school week can be beneficial for schools because it can lower spending, provide an extra day for out of school activities, and various other benefits. We feel that easing up the process and making it more of a community decision is a beneficial opportunity.

We appreciate that this bill will make the process of becoming a four day week easier and more community based, but we still have a few concerns. One concern we have with the bill is that we are unsure that every school board will be aware of the potential issues that come with the four day school week, while the commissioner certainly does. We are also concerned because the power of the school boards will increase, and because they are often politically driven, the right decision for the community might not be made. Our next concern is that the bill does not insure that other programs will absolutely cover the support of kids with free and reduced lunch that the school would. Our final concern is that small towns may be affected negatively because it would be a lot harder to find child care.

Thank you for your continued support of the Minnesota Youth Council. Your actions are greatly appreciated by the youth and adult members of the MYC. We look forward to continue working with you. Thank you for your time and energy you put forward to improve the lives of Minnesota's youth. Thank you again for taking the time to present your bill to us, it was greatly appreciated.

Thank you for introducing your bill to us,





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Dear Rep. Dean Urdahl and Whom It May Concern,

Thank you for presenting HF 391 during the Minnesota Youth Council meeting on April 17, 2015. As a committee, we truly appreciate the legislators and testifiers that come during these meetings. The bill was voted on and passed with 22 votes in the affirmative and 1 vote in the negative.

While have a few comments regarding the positives and negatives of the bill. Overall, there was strong support in favor of passing this bill due to the principle of the bill. As a committee composed of youth, many of which do not have the option to register, let alone vote, we value the importance of bringing youth to the polls. It has been shown repeatedly that the youth voting bloc has one of the lowest turnouts among voters. The majority of the committee believes that allowing youth to register before turning 18 would increase the amount of youth voting. A negative aspect we say in the bill was the change from 16 years old to 17. While we understand the political reasons for changing the age in order to get it passed, we still believe that there needs to be an increase of voter turnout in youth, and making the process easier is critical for accomplishing that goal.

A recommendation we have for the presentation is increasing the amount of statistics to support the passing of the bill. For example, it would be beneficial to provide the statistics of how youth lean in their vote, which would eliminate the notion that youth will vote liberal if more are allowed to vote. Also, providing statistics through evidence of other states implementing similar laws (whether or not the bill makes an impact in the polls). We hope that this feedback is valuable to the future of this bill and we thank everyone involved who helped write and present the bill.

Thank you for introducing your bill to us,





Engagement. Voice. Success.

Dear Representative Freiberg and To Whom It May Concern,

Thank you for taking time out of your day to present the Service Learning Bill to the Minnesota Youth Council (MYC). As you know, we voted unanimously to support your bill. In this letter we will describe specifically what we liked about your bill, as well as some concerns we have.

The MYC supports this bill and believes strongly in the power of introducing service learning opportunities to youth. Service learning not only benefits the people receiving the service, but will help open the eyes of the people doing the service and have an impact in their lives. We like how it recognizes different styles of learning. Education that is "one-size-fits-all" does not work for some students and this program would allow students to gain an education outside of the traditional classroom, where it might have not been the best fit for them. It gives students leadership skills and a sense of community helps that helps build teamwork skills and creative thinking.

Although, we did have some concerns. The grants are distributed by congressional districts, but since there are less students (but more schools) in rural MN a lower percentage of grants will go to rural MN. We would like to see rural MN more included in this bill. Also we never saw any data that said the addition of service learning correlated with higher rates of graduation in minority students, are there stats for that?

Again, thank you for presenting your bill. We appreciate your participation of the Minnesota Youth Council.

Thank you for introducing your bill to us,





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Dear Rep. Kahn and To Whom It May Concern,

As you are well aware, the negative consequences of abusing alcohol are a detriment to our society.

The Minnesota Youth Council, as well as many other public and private entities, knows that the current system

is not working as it was intended. The bills that you brought to the Minnesota Youth Council (MYC) and the Minnesota House of Representatives are great in intent and have some parts that are our society has formed

a majoritarian view towards. With that being said, however, many members had concerns with the scope and possible problems that could arise from the implementation of both H.F 485 and 486. Moreover, many members were also concerned with the lack of a program or appropriations within the bill, that would help insure the overall intent of the bill. While a majority of the members did vote in the negative on H.F. 485 and 486, the majority of MYC members favor reforming our current system regarding young adults and the consumption

of alcohol.

The intent of H.F. 485 and 486 is supported by the Minnesota Youth Council and while the majority of members did have reservations that prevented them from voting in favor of these bills, many in the minority did believe that these bills would help solve and prevent the issues that stem from the abuse of drinking. For some it was the overwhelming support from University and College Presidents to others it was the simple idea that "If you can fight for your country, you deserve the right to a drink when you get back", but those who voted in support of the bills believe that these pieces of legislation would help people. Furthermore, just as they would help individual citizens, these bills would also help our society as a whole, making it safer, more open and more free. As H.F. 485 and 486 move forward in the legislative process, the members of the Minnesota Youth Council that voted in the affirmative would recommend that you highlight the overwhelming support of this bill among Higher Education and the benefits that this bill will bring to Minnesota on the notion that these bills will help people.

Although some members agreed with the intent of the bill, a majority of members voted against the legislation. Youth felt that with HF 486 there should be a minimum age limit so that a ten year old with irresponsible parents cannot drink. Also, a maximum number of drinks you should have should be set, and that the zero tolerance law you suggested would be a great way to help lower drinking and driving. Along with the zero tolerance law, there should be a need to prove that your parents/legal guardians are your parents/legal guardians. MYC members felt this was necessary to keep this a safe and successful way for young people to drink. In general we had issues

in how these bills would reduce binge drinking, and had the potential to create bad habits and health issues for youth in the future.

The Minnesota Youth Council appreciates you coming and presenting your bill to us. We also think that your bill has a great ideas but find it hard to see how this bill will accomplish its goals. The Minnesota Youth Council

is very happy that we heard this bill. Thank you representative Kahn for taking the time to present this bill to us and answer our questions.

Thank you for introducing your bill to us,





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Dear Representative Wills and to Whom Else it May Concern,

Thank you so much for testifying at the Minnesota Youth Council Legislative Committee Meeting on March 13, 2015. As a committee we appreciate your support. As a result of your testimony, the committee voted unanimously to support the revisions of the Homeless Youth Act. We supported both the increase in funding and the change in the definition of homeless youth. As representatives of youth from around the state, we can see in our communities and we hear from our constituents that poverty and homelessness continue to be far-reaching problems for youth. As a council, we support the use of the budgetary surplus to support and maintain these fundamental services. We would also like to thank you for your continued support of youth priorities. As we know so well, not only are youth the generation of the future, but also the generation of now. The more support struggling youth receive the better off Minnesota's future will be.

Again, thank you for your time and participation in the Minnesota Youth Council Committee meeting. As a council, we strongly support your bill.

Thank you for introducing your bill to us,





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Dear Sarah Davis, Chris Land and Whom It May Concern,

Thank you for attending and testifying for SF 994. The bill passed through The Minnesota Youth Council unanimously.

This bill addresses many things we as the council feel are very important. The issues in this bill we support are as follows, taking shackles off of youth in court, we also support the 20 years up for parole. We feel it is important that youth involved in the justice system are treated with respect, and given chances to prove their innocence in court. We believe removing shackles will help with that goal.

As for parole, we agree that 20 years is a good middle ground to look into parole. As your testimony showed, it is right in between the longest and shortest parole policies for youth offenders. However, we are concerned about the language surrounding the development of the human brain. We understand the science of brain development, but are a bit uneasy that it may sound that you are undermining the intelligence of youth.

Thank you again for your testimony and support of the Minnesota Youth Council.

Thank you for introducing your bill to us,





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Dear Sen. Kevin Dahle and To Whom It May Concern,

Thank you for taking time out of your day to present your bill and answer our questions. Senate File 1017 passed through the Minnesota Youth Council during our committee meeting with 25 votes in favor and 0 votes opposed.

The overall approval of this bill came from the fact that this bill provides additional funding for statewide afterschool programs that will benefit our youth. We feel that through these after school programs, youth are better equipped to be future leaders. If youth have a positive and safe place to go after school that allows them to express themselves in healthy ways this will allow them to reach their full potential.

We recognize that it is not economically feasible to meet the needs of all the students across Minnesota, but this bill will increase, for many individuals, their ability to participate in afterschool programs. We appreciate that this bill will increase funding to severely underfunded afterschool programs.

The council voted in support of this bill because of the equitable allocation of funds between urban and rural areas. The only concern we had with the bill was that it may be underfunded. We look forward to supporting your efforts in the future to increase funding. These programs are so crucial to the youth and future Minnesota.

Thank you for your continued support of the Minnesota Youth Council. Your actions are greatly appreciated by the youth and adult members of the MYC. We look forward to continue working with you. Thank you for your time and energy you put forward to improve the lives of Minnesota's youth.

Thank you for introducing your bill to us,





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Dear Rep. Marquart and To Whom It May Concern,

HF 40 passed the Youth Council Advisory Committee by a vote of 30-0-0. During our debrief, after the committee meeting we discussed the benefits and some suggestions for moving forward.

The overall approval of this bill came from the fact that this bill provides additional funding for both the Twin Cities metro area and greater Minnesota school districts. As evident in the 2014 November election, Greater Minnesotans, both those above and below the voting age, felt short-changed by the Legislature in favor for the Twin Cities. This bill helps to provided support for greater and rural Minnesota school districts by appropriating more funds to those needed areas as well as still providing funding for ones that resided in the metro. School transportation is an issue that affects both rural and urban Minnesotan students and the communities in which they reside. This makes sure that rural district that have more land area and those urban districts that have more students are able to provide the necessary transportation for their students.

The main issue that the committee discussed was the complex formula that is used to distribute and calculate funding. Though some of us have taken high level math classes, many of us cannot fully grasp the formula used in the bill. When presenting this bill to the Education Finance committee, and hopefully the floor, please consider explaining the formula in simpler terms as many members of the legislature do not possess a degree in mathematics and have not been in a math class in quite some time. Also, some members have raised the concern of the funding for charter schools transportation in our debrief. Some members believe that this will be a concern during the legislative process brought up by those who support charter schooling.

Thank you for your continued support of the Minnesota Youth Council. Your actions off the floor, and sometimes on, are greatly appreciated by the youth and adult members of the MYC. We look forward to continually working with you, and any member of the legislature and the public to continually move Minnesota forward.

Thank you for introducing your bill to us,





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Dear Senator Dahle and To Whom It May Concern,

Thank you so much for coming to present your bill, S.F. No. 76, to the Minnesota Youth Council Legislative Committee on January 30, 2015. As you saw, we voted 18-4 in support of your bill, and eight of our members abstained. Overall, we saw many positives with the bill, but also some areas for improvement.

First off, we strongly agree that school districts need increased funding to support their maintenance projects and we agree that schools should not be sacrificing other educational programs to support basic school maintenance. The members of the council believe that a healthy and safe environment in schools are necessary parts of having a positive learning environment. We complement the original edits that do not force schools to go through unnecessary hoops to get this vital funding. We also like how specific the requirements for the types of projects the money can be used. The committee also supports the inclusion of charter schools in this funding. We strongly support the proposal for long-term plans to keep up with maintenance, as well as the annual review of this plan.

However, we recognize that levying taxes is a controversial issue. Several members expressed concern that they felt uncomfortable giving school boards that much power. We believe, that in most situations, these levies could also be approved through referendum. The council recommends that when advocating for this bill, consider the importance of schools as community centers and hubs of local activities. Finally, because our council reflects the diversity of Minnesota schools, whether it be rural, metro, charter, small schools, big schools, or some other type, we strongly support the inclusion of all constituent schools throughout the state.

Overall, we voted in support of this bill and wish you success during session.

Thank you for your continued support of education.

Thank you for introducing your bill to us,





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