

## New Mandates and Reporting Requirements: 2016 Education Finance and Policy Bills

Issue	Summary of the Issue	Senate	House	Governor
Local Optional Revenue Board Adoption	Requires each school board to adopt a plan for spending local optional revenue for the 2017- 2018 school year and later. Requires the plan to be adopted at a board meeting after the board has heard public testimony on the plan.		X	
Equity Revenue Resolution	Beginning with fiscal year 2018, requires all school boards to adopt a resolution and take public testimony before accessing equity revenue. The board must reauthorize the revenue every 5 years.		X	
Referendum Authority Public Testimony	Requires a school board to allow public testimony before adopting or extending its board-approved referendum authority.		X	
Physical Education Standards	<p>House and Senate: Require MDE to adopt physical education standards. Allows school districts to excuse students from participating in a physical education class.</p> <p>Senate: School performance reports must include the weekly amount of time students in Kindergarten through grade 8 are scheduled to spend in physical education class, students who receive a passing grade in PE and the number of required PE credits must complete to graduate.</p> <p>Requires physical education to be taught by teachers licensed to teach physical education.</p> <p>House allows school districts to excuse students from participating in physical education.</p> <p>Senate allows a student to be excused from a physical education class: 1) if the student submits information signed by a physician that physical activity will jeopardize the student's health; 2) if being excused meets the child's unique and individualized needs according to their individualized education program, 504 plan, or individualized health plan; or 3) if the parent or guardian requests an exemption on religious grounds. Strongly encourages school not to exclude students from recess due to punishment or disciplinary action.</p>	X	X	
Civics Test	<p>Senate: Establishes a state civics test. The civics test would include 50 of 100 questions from the U.S. citizenship test and districts and charters may administer the test as part of the social studies curriculum and may include on a student's transcript.</p> <p>House: Requires students to take the United States citizenship and immigration test and correctly answer 30 of 50 questions but does not make it a requirement to graduate. The school district must record when and whether a student answered the required number of questions.</p>	X	X	
Gifted and Talented Identification	<p>Senate: Requires districts to include guidelines and procedures for Gifted and Talented in their World's Best Workforce (WBWF) plans.</p> <p>House: Requires WBWF to include a process to assess and identify gifted and talented students.</p>	X	X	X
District	School boards are directed to examine the equitable distribution of effective, experienced and in-field		X	

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Advisory Committee	teachers.			
World's Best Workforce (WBWF)	<p>Senate: Requires school districts to include in its planning process under the world's best workforce a system to evaluate students' equitable access to effective, more diverse, and more representative teachers. Includes a district teacher equity gap data review to WBWF requirements. Requires the school board, at its annual world's best workforce public meeting, to review and revise plans, strategies, and practices related to students' increased and equitable access to effective and more diverse teachers.</p> <p>House: Examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught by inexperienced, ineffective, or out-of-field teachers.</p>	X	X	
Site Team	<p>Requires a school to establish a site team under the WBWF statute.</p> <p>Includes the development and implementation of strategies and practices related to cultural fluency among the duties of the district site team.</p>	X	X	
Effective, Experienced Teachers	<p>Senate: Directs districts to examine the distribution of effective, experienced and in-field teachers across the district and within school sites and include summary data as part of the WBWF annual report summary submitted to the Commissioner.</p> <p>House: Requires a school board to report on its efforts to equitably distribute diverse, effective, experienced, and infield teachers.</p>	X	X	
Teacher Development and Evaluation	<p>Senate: Clarifies that a purpose of the teacher development and evaluation process is to provide all enrolled students in a district or school, including low- income students, American Indian students, and students of color with improved and equitable access to more diverse teachers. Requires that the process include staff development activities that improve cultural fluency and competency.</p> <p>House: For teachers generally, makes providing all enrolled students with improved and equitable access to effective and more diverse teachers a goal of the teacher development and evaluation process. Allows the annual teacher evaluation process to include mentoring and induction programs for teachers who are members of populations underrepresented among the licensed teachers in the school or district and who reflect the diversity of the enrolled students.</p>	X	X	
Principal Evaluation	<p>Senate: Requires that a principal evaluation and professional development process be designed to support the principal in shaping the school's cultural fluency and competency and students' increased and equitable access to effective and more diverse teachers.</p>	X	X	

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	House: Requires a principal's evaluation to be designed to: support and improve a principal's efforts to hire, support, and retain a diverse teaching staff that reflects the diversity of the enrolled students; support a principal's efforts to provide students with improved and equitable access to effective and more diverse teachers, among other growth areas and goals; and provide professional development linked to students' increased and equitable access to effective and more diverse teachers, consistent with attaining the world's best work force.			
Dyslexia	Directs school districts to summarize their efforts to evaluate and identify students with dyslexia or convergence insufficiency disorder.	X		
Reading Proficiency; Learning Plan	Non-IEP students who are unable to demonstrate grade-level proficiency as measured by the statewide reading assessment in grade 3 shall receive a personal learning plan in a format determined by the school or district in consultation with classroom teachers, students and parents. The plan must address knowledge gaps and skill deficiencies through strategies, exercises and practices and may include grade retention if necessary to meet the student's best interest.	X		
Postsecondary Education and Employment: Personal Learning Plans	Requires that a student's plan inform the student and their parent or guardian, if the student is a minor, of the student's scores on the high school MCAs. Requires the school to inform students who do not meet standards on the high school MCAs that admission to a public school is free to any resident under 21 years of age.	X		
Testing Calendar	Requires districts to publish on its Web site a comprehensive calendar of standardized tests to be administered during the school year. House requires districts to identify the reason for each test and whether it is a local option or required by state or federal law.	X	X	
Disaggregated and English Learner Data	Senate: Directs the commissioner to disaggregate student data over time to report summary student growth and student learning and outcome data. Requires English learner data to include all pupils who are currently, or were previously counted as an English learner, and the data to be disaggregated by currently counted and previously counted English learners.  House: Directs the education commissioner to use student categories under the federal Elementary and Secondary Education Act and other student categories when organizing and reporting demographic data on students to policy makers. Requires English learner data reports to include all enrolled public school pupils who are or were counted as an English learner.	X	X	
District Assessment	Requires districts to establish a district assessment committee to advise the school board on standardized assessments administered to students.	X	X	

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Committee	House: Allows districts to use the World's Best Workforce advisory committee to serve this purpose.			
Testing Data	Directs a school district to provide teachers with the same information parents are provided about their student's current and longitudinal performance and progress on the state academic standards as measured by state assessments.	X		
Testing Expenditures	Requires the department to collect and publish data on the expenditures by school district for preparation of all assessment administered under 120B.30.	X		
Exclusions and Expulsions Assaults	<p>House: Directs school boards to submit an electronic report to the education commissioner on incidents involving a student's physical assault of a teacher and to include information on the district's response to the assault.</p> <p>Requires school boards to include state student identification numbers on affected students when submitting disciplinary reports on students' physical assault of a teacher, among other information.</p> <p>Requires a school board's district-wide school discipline policy to be consistent with a teacher's authority for controlling and managing student behavior in the classroom.</p> <p>Directs representatives of a school board and the exclusive representative of the teachers to discuss policies for notifying teachers and other district employees about students with a history of violent behavior, including any documented physical assault of a district employee by the student.</p> <p>Senate: Requires a school district's removal from class policy to contain a provision stating that a student must be removed from class if they engage in assault or violent behavior.</p>	X	X	
Extracurricular Activities	Requires a school board to allow all resident pupils enrolled full-time in an online public school program to participate in extracurricular activities on the same basis as students enrolled in the district.		X	
School Performance Measures	<p>Requires school performance measures to include data on the proportional representation of teachers and the extent to which teachers are representative of the racial, ethnic, and economic diversity of students in the school.</p> <p>Requires that a district include in its annual school performance report information regarding 1) the number of non-Caucasian or underrepresented teachers; 2) the number and subject areas of community experts providing instruction; 3) the school year testing schedule; and 4) class sizes.</p>	X		
Seclusion	Senate: Requires districts to report incidents of individual seclusion quarterly.	X	X	X

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	<p>House: Requires a school, before secluding a student, to review and document in the student's individualized education program whether the student has any known medical or psychological conditions that might recommend against seclusion.</p> <p>Directs school districts to provide the education department with data on incidents of seclusion and the students who are secluded.</p>			
ABE and Early Childhood Family Educators	Provides that the license required for adult basic education teachers, early childhood and family educators, and community education teachers in a course offered for credit for graduation to persons under age 18 may be construed to bring the individual within the definition of teacher for purposes of the continuing contract law and Teacher Tenure Act.	X		
Integration	<p>Senate: Requires the district's integration plan to contain goals for providing students with equitable access to effective and more diverse teachers. Requires the school board, at its annual achievement and integration public hearing, to review data related to students' increased and equitable access to effective and more diverse teachers.</p> <p>House: Requires participating school boards to hold at least one annual hearing to publicly report on progress in improving students' equitable access to effective and more diverse teachers and in realizing racial and economic diversity and integration in schools and districts, among other measures.</p>	X	X	