

Give students the tools to be successful in life by:

- maintaining high standards and a rigorous, comprehensive curriculum for all students;
- guaranteeing high quality teachers;
- adequately and equitably financing a uniform P-16 system across Minnesota;
- adopting a growth model test system rather than the MCA III as a measure for student achievement;
- implementing professional evaluation to develop and support quality teachers and principals;
- authorizing school boards to establish the learning year.

In order to guarantee high quality teachers, the state should support:

- competitive teacher compensation packages;
- appropriate licensure flexibility options for hard to fill positions;
- mentoring for new teachers and on-going professional development opportunities;
- the development of teacher evaluation plans that work for small schools and measure student performance equitably across content areas and grade levels rather than mandating a “one-size fits all” approach.

In order to help schools better utilize technology in education, the state should:

- provide funding to erase gaps in school telecom capacity by providing on-going funding for telecom equity aid;
- support regional leadership and relevant teacher training so technology is integrated into curriculum, assessment and instruction;
- support cost based technology funding;
- support student/home technology access by enacting any or all of the following approaches:
 - supporting school/provider partnerships based on need based formulas;
 - providing incentives for telecoms to provide school scholarships for home access based on poverty needs;
 - maintaining E-rate and provide schools flexibility to enable student/home access through E-rate;
 - using state bonding to ensure equal access to technology.

**AN INVESTMENT IN EDUCATION that works
for students in Greater Minnesota will provide stable state
revenue that can pay for inflationary increases in education
in order to eliminate reliance on
operating referendums.**

Invest in Education

- Support *Funding Education for the Future* while continuing to advocate for the needs of Greater Minnesota School Districts including:
 - fully fund all-day every-day kindergarten and increase funding for Early Childhood;
 - fully fund special education by eliminating the cross subsidy of general education revenues;
 - a \$700 roll-in for all schools with local options to under-levy;
 - seasonal recreation equalization aid (see House File 1006);
 - levy continuation authority by local school board;
 - funding that aligns with the needs of PreK-12 LEP and low-income students.
- Maximize revenues to the Permanent School Trust Fund by establishing an independent management agency.
- Extend levy authority for capital repairs (alternative financing) by eliminating the square foot requirement for qualification.
- Adequately fund transportation services.
- Cover school districts’ borrowing costs due to payment shifts in excess of a 90/10 payment schedule.
- Find additional state revenue and establish a schedule to repay the \$2.1 billion loan and return to the 90/10 payment schedule.

Shared Services

- Avoid purchasing mandates, creation of new overlays of government and disruption of existing shared service arrangements. (A myriad of consortia currently exist that provide models of efficiency.)
- Encourage collaborative and innovative initiatives between cities, counties, and other governmental agencies (CCOGA), schools and higher education institutions. (Examples of this cooperation might be purchasing of capital equipment, sharing of staff, etc.)

Charter Schools/Online Learning

- Ensure that charter expansion is not a replacement of a recently closed school or consolidated school district.
- Hold full-time online providers to the same standards and expectations as “brick and mortar” school districts.
- Full-time online providers should have some restrictions on the type and amount of tech devices and connectivity provided to its students free of charge.

Mandates

- Authorize school boards to establish the learning year.
- Support the development of teacher evaluation plans that work for small schools and measure student performance equitably across content areas and grade levels rather than mandating a “one-size fits all” approach.
- Avoid purchasing mandates, creation of new overlays of government and disruption of existing shared service arrangements.