

2.1 (c) The governor, speaker of the house of representatives, and the Subcommittee
2.2 on Committees of the senate Committee on Rules and Administration shall each appoint
2.3 four voting members. At the initial meeting of the commission, the length of the terms
2.4 would be allocated by a lottery method. The commissioner of education shall be one of
2.5 the governor's appointees and shall serve a three-year term. One commission member may
2.6 be a state representative and one may be a state senator.

2.7 (d) The commission should periodically request testimony and advice from
2.8 educators, students, families, education organizations, higher education, the business
2.9 community, and other parties to gain their input with respect to learning models. Also,
2.10 persons with expertise in new models of teaching and learning, finance, technology
2.11 evaluation models, and other areas to be determined by the commission shall also be
2.12 requested to provide testimony and advice.

2.13 (e) Commission appointees should have expertise or experience that demonstrates
2.14 support for the risks and rewards of innovative efforts. The commission, to the extent
2.15 practicable, should reflect geographic and ethnic representation.

2.16 (f) Following the initial appointments as provided for in this subdivision, the
2.17 commission board will appoint its own members who shall serve only if confirmed by
2.18 the senate. Commission members, with the exception of the commissioner of education,
2.19 may serve a maximum of two consecutive terms. The commissioner of education shall be
2.20 an ongoing member of the commission.

2.21 Subd. 3. **Duties.** The commission shall:

2.22 (1) provide outreach to educators, community groups, and others to help stimulate
2.23 interest and develop proposals for new and fundamentally different schools;

2.24 (2) conduct research and identify high-priority unmet student learning needs in all
2.25 parts of the state, as well as districts facing severe fiscal stress where new learning models
2.26 or organizational models could help make districts and schools more fiscally sustainable.
2.27 Unmet needs to be researched and interim recommendations to be made by December
2.28 31, 2012, include:

2.29 (i) improving student readiness for kindergarten and academic proficiency by the
2.30 end of third grade;

2.31 (ii) high school models resulting in students completing one or more years of
2.32 postsecondary credit;

2.33 (iii) administrative models for serving students in sparsely populated areas;

2.34 (iv) administrative, learning, or organizational models for districts facing severe
2.35 fiscal stress;

3.1 (v) models that use technology, including low or no-cost technology, as a significant
3.2 way to improve learning and efficiency; and

3.3 (vi) models that focus on student engagement in their learning with an enhanced
3.4 level of connection between the teachers and students, including project-based models;

3.5 (3) identify laws and rules that restrict the development of learning models and
3.6 constrain innovation;

3.7 (4) disseminate information about new school creation to audiences throughout
3.8 the state;

3.9 (5) create opportunities for current district schools, site-governed district schools,
3.10 charter schools, contract alternative schools, and others to learn of new models, exchange
3.11 ideas, improve efficiency, improve accountability, and enhance innovation in public
3.12 education;

3.13 (6) research and develop new models of evaluation to support learning, efficiency,
3.14 and accountability;

3.15 (7) facilitate and coordinate quality assistance as well as nongovernmental support
3.16 that is available to assist districts and other new school developers to create proposals
3.17 for high-quality new models of schools and schooling and to effectively implement
3.18 these new models;

3.19 (8) disseminate information to the public regarding ways for students to access
3.20 learning such as through the postsecondary enrollment options law provided for in
3.21 section 124D.09, by utilizing online learning, through options for learning in Minnesota
3.22 communities, as well as through other pathways; and

3.23 (9) actively seek out funding from private sources, federal grants, and other sources
3.24 to fund the work of the commission.

3.25 Subd. 4. **Report.** The commission shall report to the governor, the policy and
3.26 finance committees of the legislature with primary jurisdiction over prekindergarten
3.27 and kindergarten through grade 12 education, and the commissioner of education
3.28 annually regarding the results of its work and make recommendations regarding ongoing
3.29 development of new models of schools.

3.30 Subd. 5. **Delegation to nonprofit.** The commission shall create a private nonprofit
3.31 corporation and apply for tax exempt status under section 501(c)(3) of the federal Internal
3.32 Revenue Code of 1986. The members appointed in subdivision 2 shall serve as the
3.33 corporation's board of directors. The private nonprofit corporation is not subject to laws
3.34 governing state agencies or political subdivisions, except that the provisions of chapter
3.35 13, the Open Meeting Law under chapter 13D, salary limits under section 15A.0815,
3.36 subdivision 2, and audits by the legislative auditor under chapter 3 apply. The board of

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4.1 directors and the executive director of the nonprofit corporation are each considered an
4.2 official for purposes of section 10A.071. The commission may delegate any or all of its
4.3 powers and duties under state and federal law to the private nonprofit corporation. The
4.4 commission may revoke a delegation of powers and duties at any time.