

Dear Fellow School Psychologists:

HF2 (House File 2) represents the end point of E-12 education for the 2009 legislative session.

It consists of ten articles, these being: Article 1, General Education; Article 2, Education Excellence; Article 3, Special Programs; Article 4, Facilities and Technology; Article 5, Libraries, Nutrition and Accounting; Article 6, Early Childhood Education, Prevention, Self-Sufficiency and Lifelong Learning; Article 7, State Agencies; Article 8, Pupil Transportation; Article 9, Forecast Adjustments; Article 10, Technical Corrections.

Although certain school psychologists might find items of interest in any of the articles, I believe that of most interest to the majority of school psychologists will be the material found in Articles 2 and 3. The one item of particular interest in Article 1 for school psychologists is the continuing mandate that school student support services personnel receive funding under the safe schools levy, though the wording has been modified.

The legislature was most intent on eliminating mandates this session. However, through the work of Representative Tillberry and his colleagues on the House K-12 Education Committees, the above mandate was retained.

In Article 2, by far the longest article, there is, among other items, new wording with respect to access to student records and school conferences; definitions such as growth, valued added, value-added growth, adequate yearly progress, state growth target, low growth, medium growth, high growth, proficiency growth and progress toward proficiency; statewide testing and reporting: student academic achievement and growth; school accountability, comprehensive, scientifically based reading instruction; relicensure; mentoring; peer coaching; alternative compensation and rural districts; district-created site-governed schools; online learning, charter schools; Minnesota reading corps program; Minnesota P-20 Education Partnership, implementing measures for assessing school safety and students' engagement and connection at school; high school assessment system; innovative school advisory council.

Article 3, Special Programs, centers on special education. There were two task forces whose work fed into the wording additions and changes found in this article. The task forces

consisted of legislators, the school boards' association, parent advocacy groups; school administrators; the State Department of Education. There is much for the school psychologist to be aware of in this article, including restrictive procedures for children with disabilities.

Happy reading.

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