

STATE OF MINNESOTA
BOARD OF SCHOOL ADMINISTRATORS

STATEMENT OF NEED AND REASONABLENESS

Proposed Amendments to Rules Governing the Minnesota School Administrators, *Minnesota Rules* part 3512; Revisor's ID R-04546

INTRODUCTION

In 2001, the legislature moved jurisdiction for licensed school administrators from the former Minnesota Department of Children, Families and Learning (now called the Department of Education) to the newly created Board of School Administrators. Minnesota Statute 122A.14 specifies a ten-member board appointed by the governor and confirmed by the senate. The board is made up of one superintendent, one high school principal, one elementary principal, one teacher representative, one school board member, one higher education administrator, one higher education faculty member, one director of community education, one director of special education and one member of the public.

122A.14 also specifies the duties of the board. Rules for the board have been promulgated in Minnesota Rule 3512. Rules have not been updated since 2008.

The majority of proposed amendments are simple housekeeping amendments intended to bring the Rule in accordance with other rules by re-formatting the language from a passive voice to an active voice. The amendments also make technical changes to obsolete language, licensure, and oversight of continuing education. The amendments update decades-old administrator competencies required in university preparation programs to reflect current practice.

RULE-MAKING PARTICIPANTS

Dr. Gary Prest, Director of Education Policy and Administrative Programs at the University of Minnesota, whom the board employed to lead a work group to review and recommend changes in Rule 3512, developed these amendments over the past two years. The work group membership included:

Bethel University-Craig Paulson and Tracy Reimer

Capella University-Melissa McIntyre and Carol Bertram

Concordia University-Steve O'Connor

Hamline University-Kim Hartung and Sue Ann Gruver

Minnesota State University-Mankato-Jinger Gustafson and Jean Haar

Minnesota State University-Moorhead-Boyd Bradbury and Julie Swaggert

St. Cloud State University-Frances Kayona, Nicholas Miller, Janine Dahms-Walker, Kay Worner, and David Lund

St. Mary's University-William Bjorum

Southwest Minnesota State University-Sharon Kabes and JoAnne Hinckley

University of Minnesota-Duluth-Charles Rick

University of Minnesota-Gary Prest, Nancy Rajanen, Christine Sonenblum

University of St. Thomas-Sarah Noonan and Lucy Payne

Walden University-Gloria Kumagai

Winona State University-George Morrow and Robert Howman

Board of School Administrators-Anthony Kinkel, Janet Mohr, and Karen Millar

Public Educator Licensing and Standards Board-Emily Busta and Debby Odell

Schools for Equity in Education-Brad Lundell

The following educational association members also participated in the review:

Minnesota Association of School Administrators (MASA)

Director Gary Amoroso

Superintendent Nancy Allen Maestro

Superintendent Brian Deitz

Superintendent Steven Unowsky

Superintendent Jay Haugen

Superintendent Christine Oserio

Superintendent Teri Staloch

Minnesota Community Education Association (MCEA)

Director Jackie Johnson

Director Sally Latimer

Director Bob Meyer

Director Bridget Gothberg

Director Dave Mauer

Director Brett Carlson

Director Tim Mauer

Director Wendy Webster

Minnesota Association of Secondary School Principals & Minnesota Elementary School Principals' Association (MASSP) (MESPA)

Principal Emily Palmer
Principal Karen Keffeler
Principal Joshua Alexander
Principal Beth Anderson
Principal Mark French
Principal Michael Thompson
Principal Rob Bach

Minnesota Administrators of Special Education (MASE)

Melissa Schaller
Lora Arnott
Dan Naidicz
Laura Pingry-Kyle
Simoin Bolin
John Klaber

Minnesota Rural Education Association (MREA)

Fred Nolan

Association of Metropolitan School Districts (AMSD)

Scott Croonquist

Minnesota School Board Association (MSBA)

Kirk Schneidawind

Schools for Equity

Brad Lundell

RULE MAKING PROCESS

April 2016

BOSA Collaborative presentation and discussion on National Perspective of Educational Leadership and Professional Standards for Educational Leaders

October 2016

BOSA Collaborative presentation and discussion on Educational Leadership and Professional Standards

January 2017

BOSA Competencies Task Force Meeting, develop 3512 Action Plan for Collaborative

February 2017

BOSA Collaborative Meeting, provide input for 2nd Draft, create six review groups

Review groups to review:

- DEFINITIONS
- CODE OF ETHICS FOR SCHOOL ADMINISTRATORS
- LICENSURE FOR PERSONS PREPARED IN STATES OTHER THAN MINNESOTA
- EDUCATION AND EXPERIENCE REQUIREMENTS
- ADMINISTRATIVE LICENSURE WITHOUT TEACHING EXPERIENCE
- REQUIREMENTS FOR DIRECTORS OF COMMUNITY EDUCATION
- ALTERNATIVE LICENSURE FOR SCHOOL SUPERINTENDENTS
- CONTINUING EDUCATION PROGRAMS FOR DIRECTORS, PRINCIPALS, AND SUPERINTENDENTS
- PROCEDURES FOR APPROVAL OF LICENSURE PROGRAMS

Review Groups – submit 1st draft: Rules edits

March 2017

Prepare for meeting with MESPA, MASSP, MASE, MCEA, MASA

BOSA Collaborative members receive and review all 1st Draft Rules and 1st Draft Competencies in preparation for March meeting

Analyze reviews and comments from BOSA Collaborative Members on 1st Draft Rules & 1st Draft Competencies

BOSA Work Group 3512 prepares 2nd Draft Rules and 2nd Draft Competencies

April 2017

BOSA Collaborative Meeting, review 2nd Draft Competencies, review and advise collated comments for 2nd Draft Rules

Review and comment on 2nd Draft Competencies

Review and comment on 2nd Draft Rules specific to MESPA, MASSP, MASE, MCEA, MASA

May 2017

Meetings with MASE, MASA,

2nd meetings with MASE, MASA

Review and comment on 2nd Draft Competencies

Review and comment on 2nd Draft Rules as specific to MASE, MASA

BOSA Work Group 3512 prepares BOSA Board update

June 2017

Meeting with MCEA, MDE, to review and comment on 2nd Draft Competencies, review and comment on Rules specific to MCEA

BOSA Board receives BOSA Work Group 3512 project update

Meeting with MESPA, MASSP to review and comment on 2nd Draft Competencies, review and comment on 2nd Draft Rules as specific to MESPA, MASSP

August-September-October 2017

BOSA Work Group 3512 develops/refine 3rd Draft Competencies, 3rd Draft Rules

BOSA Collaborative- review and comment on 3rd Draft Competencies, review and comment on 3rd Draft Rules

Review draft with MASE, MASA, and MASE

Review draft with MCEA, MDE

Review draft with MESPA, MASSP

Review and comment on 3rd Draft Competencies

Review and comment on 3rd Draft Rules

November/December 2017

Review of proposed Rules by Lisa Larson, House Research, (retired) for consistency and accuracy. Reformat Rule from “passive” to “active” voice. Amend documents to align with “Rule format”

Work Group 3512 and BOSA Collaborative continue critique

January/February 2018

BOSA Collaborative provides review and comment to full Rule as revised by Lisa Larson

BOSA Collaborative finalizes recommendation for BOSA Board for revised Administrative Rule 3512 adoption

February 12 BOSA Board Meeting – Review Administrative Rule 3512 as amended

March 2019 amendments were reviewed by the University Collaborative,

Minnesota's 14 University preparation programs unanimously voted to approve the proposed amendments. They are:

- Bethel University
- Capella University
- Concordia University
- Hamline University
- Minnesota State University - Mankato
- Minnesota State University - Moorhead
- St. Cloud State University
- Saint Mary's University
- Southwest Minnesota State University - Marshall
- University of Minnesota - Duluth
- University of Minnesota - Twin Cities
- University of St. Thomas
- Walden University
- Winona State University

ALTERNATIVE FORMAT

Upon request, this information can be made available in an alternative format, such as large print, braille, or audio. To make a request, contact Dr. Anthony G. Kinkel, Executive Director, Board of School Administrators, Minnesota Department of Education, 1500 Highway 36 W., Roseville, MN 55133, phone (651) 582-8236 and fax (651) 797-1608.

STATUTORY AUTHORITY

All sources of statutory authority were adopted and effective prior to January 1, 1996 and this rulemaking is an amendment of rules, so Minnesota Statutes, section 14.125, does not apply. See Minnesota Laws 1995, Chapter 233, Article 2, Section 58.

Minnesota Statutes 122A.14 delegates the board rule-making authority concerning licensure (Subdivision 1), approval of University preparation programs (Subd. 2), continuing education requirements (Subd. 3), and a code of ethics (Subd. 4). Under this statute, the Minnesota Board of School Administrators has the necessary statutory authority to adopt the proposed rules.

The authority for expedited rules in writing was initially granted through the Minnesota laws 2005, Chapter 5, Article 2, Section 81. In addition, full rule writing authority was granted in Minnesota Laws, 2006, Chapter 263, Article 2, Section 81 and was amended by Minnesota Law, 2017, Chapter 146, Article 2, Section 81.

In addition, Minnesota Rule 3512.1700 RULES REVIEW require licensure standards for superintendents, principals, and directors to be reviewed every even-numbered year beginning in the year 2008.

In June of 2018, the executive director of the Board of School Administrators met with the chairs of the Education Committees of the Minnesota House of Representatives and of the Minnesota Senate to review the proposed amendments. The legislators reviewed statutory authority, compliance with substantive and procedural requirements, and the need and reasonableness of each section of the rule. After reviewing the proposed amendments, the legislators suggested nine specific modifications to the proposed amendments which the Board of School Administrators adopted.

REGULATORY ANALYSIS

(1) a description of the classes of persons who probably will be affected by the proposed rule, including classes that will bear the costs of the proposed rule and classes that will benefit from the proposed rule;

- Individuals licensed as administrators
- University preparation programs approved by the Board of School Administrators
- Out-of-state administrators seeking a Minnesota licensure
- Governmental agencies involved with education i.e., MDE, PELSB
- Professional organizations with licensure, i.e., Minnesota Association of Secondary School Principals, Minnesota Association of School Administrators, Minnesota Association of Elementary School Principals, Minnesota Administrators for Special Education, Minnesota Community Education Association, Minnesota School Boards Association, Minnesota Rural Education Association, Association of Metropolitan School Districts, Education Minnesota

(2) the probable costs to the agency and to other agencies of the implementation and enforcement of the proposed rule and any anticipated effect on state revenues;

In accordance with Minn. Stat. 14.127, the board has determined that the cost of complying with the proposed rules in the first year after the rules take effect will not exceed \$25,000 for any small business or small city.

In accordance with law, the proposed amendments were sent to both Governor Dayton and Governor Walz's offices for review and approval.

The Board of School Administrators estimates minimal costs to the proposed amendments. Universities will have minimal costs with the updating of their curriculum to include the new competencies. In some instances, there will be a reduction in costs to school districts due to increased flexibility.

(3) a determination of whether there are less costly methods or less intrusive methods for achieving the purpose of the proposed rule;

The vast majority of the proposed amendments simply reformat rules from a passive voice to an active voice conforming to best practice. Additionally, the proposed amendments provide a clearer understanding of administrative requirements for the public and additional flexibility for school districts and license holders. For two years, the board has involved educational stakeholders to draft the proposed amendments to ensure maximum flexibility, to guard against undue burdens or overly prescriptive language, and to provide simplicity and clarity to reflect current practice.

As noted earlier, the proposed administrative competencies contained in these amendments were developed after extensive consultation with educational groups, professional associations, affected parties, and other state agencies. Furthermore, the executive director took the additional step of consulting with House and Senate legislative leaders to ensure that the board's proposed amendments were within the board's delegated authority by the legislature and that the changes reflected the legislature's intent to lead the profession without additional bureaucracy or intrusive methods.

(4) a description of any alternative methods for achieving the purpose of the proposed rule that were seriously considered by the agency and the reasons why they were rejected in favor of the proposed rule;

The Board of School Administrators considered alternatives to rule changes. However, given the statutory parameters and requirements contained in Minnesota Statute 122A.14, the only way to provide clear and coherent standards for Minnesota's administrators was through rule-making.

(5) the probable costs of complying with the proposed rule, including the portion of the total costs that will be borne by identifiable categories of affected parties, such as separate classes of governmental units, businesses, or individuals;

There are no discernible increased costs for any of these entities.

(6) probable costs or consequences of not adopting the proposed rule, including those costs or consequences borne by identifiable categories of affected parties, such as separate classes of governmental units, businesses and individuals;

Failure to adopt these amendments will be a disservice to school districts and to individual administrators who find it difficult to navigate the rules that were written in a passive voice. Moreover, the proposed amendments contain long-awaited flexibility to help school districts attract and retain skilled administrators. Failure to adopt these amendments will also disallow Minnesota's universities from utilizing competencies reflective of today's more diverse student body and prevent them from training the next generation of administrators ready to lead schools that are vastly different from the schools when the competencies were last revised.

(7) an assessment of any differences between the proposed rule and existing federal regulations and a specific analysis of the need for and reasonableness of each difference; and

Administrative licensure is under the jurisdiction of state government. There are no federal regulations concerning the licensure of state school administrators.

(8) an assessment of the cumulative effect of the rule with other federal and state regulations related to the specific purpose of the rule

The primary objective of these amendments is to streamline and simplify rules governing administrators. The proposed rules also reformat language from a passive voice to an active voice simplifying enforcement. There is little, if any, cumulative effect with these proposed amendments between state and federal regulation simply because the federal government has no jurisdiction in the licensure of state administrators.

PERFORMANCE BASED RULES

The Board of School Administrators administers the licenses of over 3,000 active administrators and over 4,000 inactive administrators. Each year, the board processes the licenses of over 550 new candidates, processes 1,600 requests for professional development, and adjudicates 120 ethical inquiries. The proposed amendments modify outdated and inefficient processes that do not reflect current practice and eliminate obsolete and antiquated regulation which impedes the board's ability to be flexible enough to respond to the needs of the public and school districts. The proposed amendments increase the performance of the board by:

- ❖ codifying existing practice of extending provisional licenses an additional year when extenuating circumstances warrant
- ❖ eliminating cumbersome notification requirements when requesting a variance
- ❖ ensuring due process for candidates going through the alternative superintendent licensure process
- ❖ allowing provisional licenses to be extended to superintendents and directors of special education
- ❖ allowing a waiver process for those program initiators who failed to receive prior approval for continuing education programs
- ❖ allowing an appeals process for those administrators earning continuing education clock hours outside the five-year window
- ❖ allowing online teaching experience to count toward meeting the three-year teaching experience requirement for licensure
- ❖ allowing experiences as a school psychologist, school social worker, and speech language pathologist to count toward licensure. For superintendent and principal's licenses, experiences as school counselor may also count toward meeting the teaching requirements

ADDITIONAL NOTICE PLAN

The board's Additional Notice Plan provided notice to:

- ✓ BOSA's stakeholder email list (containing over 200 interested individuals)
- ✓ The 14 approved Minnesota university administrator preparation programs, including all licensing officers
- ✓ School district administrators
- ✓ Minnesota School Board Association
- ✓ Education Minnesota
- ✓ Minnesota Education Equity Partnership
- ✓ Association of Metropolitan School Districts
- ✓ Minnesota Rural Education Association
- ✓ Minnesota Association of School Administrators
- ✓ Minnesota Community Education Association
- ✓ Minnesota Administrators of Special Education
- ✓ Minnesota Association of Elementary School Principals
- ✓ Minnesota Association of Secondary School Principals
- ✓ Minnesota Association of Charter Schools
- ✓ Commissioner of the Minnesota Department of Education (MDE)
- ✓ Commissioner of the Office of Higher Education
- ✓ Executive Director of Professional Educator Licensing and Standards Board

CONSULTATION WITH MMB ON LOCAL GOVERNMENT IMPACT

As required by Minnesota Statutes, section 14.131, the Board of School Administrators will consult with Minnesota Management and Budget (MMB). The board will do this by sending MMB copies of the documents that we sent the Governor's Office for review and approval. The board intends to do this before the agency's publishing the Notice of Intent to Adopt. These documents will include: the Governor's Office Proposed Rule and SONAR Form; the proposed rules; and the SONAR. Agency will submit a copy of the cover correspondence and any response received from Minnesota Management and Budget to OAH at the hearing or with the documents it submits for ALJ review.

DETERMINATION ABOUT RULES REQUIRING LOCAL IMPLEMENTATION

As required by Minnesota Statutes, section 14.128, subdivision 1, the agency has considered whether these proposed rules require a local government to adopt or amend any ordinance or other regulation in order to live with these rules. The agency has determined that they do not because the amendments apply to the administrative license holders. The indirect effect of the proposed amendments is to reduce the costs to local school districts by adding additional flexibility when complying with licensure requirements and reducing the cumbersome process for requesting variances to the rule.

COST OF COMPLYING FOR SMALL BUSINESS

As required by Minnesota Statutes, section 14.127, the Board of School Administrators has considered whether the cost of complying with the proposed rules in the first year after the rules take effect will exceed \$25,000 for any small business or small city. The agency has determined that the cost of complying with the proposed rules in the first year after the rules take effect will not exceed \$25,000 for any small business or small city.

LIST OF WITNESSES

The Board of School Administrators anticipates the following organizations will wish to have one or more representatives in attendance during the hearing:

- The 14 approved Minnesota university administrator preparation programs
- Minnesota School Board Association
- Education Minnesota
- Minnesota Education Equity Partnership
- Association of Metropolitan School Districts
- Minnesota Rural Education Association
- Minnesota Association of School Administrators
- Minnesota Community Education Association
- Minnesota Administrators of Special Education
- Minnesota Association of Elementary School Principals
- Minnesota Association of Secondary School Principals
- Minnesota Association of Charter Schools
- Commissioner of the Minnesota Department of Education (MDE)
- Professional Educator Licensing and Standards Board

The Board of School Administrators anticipates the following class of individuals may wish to be in attendance during the hearing:

- Superintendents
- Principals
- Directors of Special Education
- Directors of Community Education
- Aspiring administrators
- Administrative preparation faculty
- Administrative preparation directors
- Charter School administrators

RULE-BY-RULE ANALYSIS

Rule Section	Lines	Summary	Need and Reasonableness
3512.0100 Definitions	Subp. 1-8	Housekeeping changes in verbiage to reflect active voice	“Active” language rather than “passive” language makes the rules clearer.
3512.0200 Education and experience requirements for superintendent, principal, and director of special education	Subp. 2, lines 3.1-3.6	The languages clarifies that on-line teaching experiences may count toward the three-year teaching requirement <i>provided</i> the individual has a state-issued license and completes the experience in a position that requires a license. The language also clarifies that teaching done at a regular nonpublic school that is accredited by an accrediting agency recognized by the state in which it operates, is directly recognized as a school by that state, or is a Bureau of Indian Education also counts. This would include most private schools in Minnesota. Teaching at home schools would not meet this definition.	This section acknowledges the different modalities of instruction. This section contains safeguards to ensure that on-line teaching meets the standards of in-person teaching by requiring teachers in this environment to be licensed and working in an accredited school.
	Subp. 2, Lines 3.7-3.9	Allows experiences as a school psychologist, school social worker,	This section meets the need of expanding the pool of eligible

		speech language pathologist, or a school counselor to count toward meeting the three-year teaching requirement for superintendent and principal licensure.	candidates to become licensed principals and superintendents.
	3.11	Clarifies that candidates for director of special education licensure must have special education teaching experience rather than regular classroom experience.	This section improves the quality of licensed directors of special education by requiring their teaching experience to have been with special education children.
	3.23-3.25	Allows experiences as a school psychologist, school social worker, or speech language pathologist to count toward meeting the three-year teaching requirement for director of special education.	This section expands the pool of eligible candidates to become directors of special education.
	Subp. 3, 4.3-5.15	Housekeeping changes in verbiage to reflect active voice.	
	Subp. 6, 5.16-5.19	Clarifies the process when a license has been issued in error.	This meets the need of protecting consumers who may have been issued the wrong license under no fault of their own.
3512.0300 School superintendents, principals, and directors of special education	Subp. 1	Clarifies that an employee performing the duties listed in Minnesota Statutes 179 A.03, subdivision 17, including “hiring, transfer, suspension,	This section protects the public by requiring school employees defined as “supervisors” outlined in current Minnesota law, to have an administrative license.

		promotion, discharge, assignment, reward, or discipline of other employees, direction of work of other employees, or adjustment of other employees' grievances on behalf of the employer," must be licensed as an administrator.	
	Subp. 2-3	Housekeeping changes in verbiage to reflect active voice.	
3512.0400 Program Requirements	Subp 1-3	Housekeeping changes in verbiage to reflect active voice.	
3512.0505 Directors of Community Education	Subp. 1-9	Housekeeping changes in verbiage to reflect active voice.	
3512.0510 Program requirements for all administrative licenses	Subp. 1	Modernizes the core competencies for all administrative licenses.	These revised competencies move the state forward in responding to the changing student demographic by focusing on culturally responsive curriculum which promotes high expectations for all students.
	Subp. 2	Modernizes the competencies for superintendent licensure.	These revised competencies for superintendents require leadership in implementing state academic standards, a coherent system of culturally responsive curriculum, and an emphasis on instruction and assessment.

	Subp. 3	Modernizes the competencies for principal licensure.	These revised competencies for principals require demonstrated ability to support teachers and staff, implement state academic standards, a coherent system of culturally responsive curriculum, and embody high expectations for student learning.
	Subp. 4	Modernizes the competencies for director of special education.	These revised competencies demonstrate the ability to apply state and federal laws, rules, and procedures governing finance, budgeting and accounting.
	Subp. 5	Modernizes competencies for the director of community education.	These revised competencies demonstrate the importance of facilitating and leading a community education program within a community.
3512.0700 administrative licensure without teaching experience superintendents, principals, and directors of special education	Subp. 1-2	Housekeeping changes in verbiage to reflect active voice.	
	Subp. 3a, lines 28.4-28.5	Deletes the option to take an examination in lieu of teaching experience.	This examination is currently not being used by any university and was eliminated because the universities believe it no longer meets the appropriate standard.
	Subp. 4 A., lines 28.10-20.14	Allows candidates to use 150 hours of online teaching experience to count toward meeting the internship requirement.	This change better prepares administrators for an educational world with changing modalities of instruction.

3512.0800 alternative pathway licensure for school superintendents	Subp. 1-2	Housekeeping changes in verbiage to reflect active voice.	
	Subp. 3	Adds a role for the executive director by having them accept or reject the Credential Committee's recommendation as to whether a candidate has met the standard for superintendent's licensure. Adds a provision that allows the candidates to appeal the decision of the executive director to the full board.	This provision adds additional due process for candidates by affording them a neutral party for an initial appeal. Currently, the Credential Committee recommendation goes directly to the full board for a decision. That decision can only be appealed back to the very board that just rendered the decision.
	Subp. 4-5	Housekeeping changes in verbiage to reflect active voice	
	Subp. 6A	Clarifies the board's role when receiving the executive director's recommendation	Ensures that the board is in a neutral position to make a judgement on an appeal.
3512.1200 Continuing education programs for directors, principals, and superintendents	Subp. 1	Housekeeping changes in verbiage to reflect active voice.	
	Subp. 2A, lines 31.20-31.23	Requires professional development activities not receiving prior approval or a waiver from the executive director, to receive a variance from the board to be considered meeting the standards for awarding clock hours. The new rule also requires that the	This modification will improve the professional development of Minnesota's administrators by raising the requirements for prior approval ensuring that the board has stronger oversight of professional development activities.

		initiators collect and verify attendance.	
	Subp. 4	Housekeeping changes in verbiage to reflect active voice.	
3512.10 Procedures for voluntary surrender of licenses	Subp. 1-5	Housekeeping changes in verbiage to reflect active voice.	
3512.1500 Issuance and Renewal of Licenses	Subp. 1-3	Housekeeping changes in verbiage to reflect active voice.	
3512.1600 Appeals	Subp. 1-2	Housekeeping changes in verbiage to reflect active voice.	
3512.1700 Rules Review		Housekeeping changes in verbiage to reflect active voice.	
3512.2000 Requirements for Issuance and Renewal of Licenses	Subp. 1-4	Housekeeping changes in verbiage to reflect active voice.	
3512.2000	Subp. 5	This codifies current BOSA practice into rule.	
3512.2050	A.	This is existing language moved from one part of the rule to this section.	This change simplifies the rule by placing the language on provisional licenses in one section for continuity purposes.
3512.2050	B	Allows the board to extend a provisional license for one-year year using board-approved criteria.	This change will benefit provisional license holders and the school districts they work for by allowing the board flexibility to resolve unplanned, emergency situations which prevented

			these license holders from completing the coursework required for a full license.
3512.2100 Initial License	A & B	Housekeeping changes in verbiage to reflect active voice.	
3512.2300 Continuing License	Subp. 1	Allows the statutory definition of “supervisory” experience found in Minnesota Statute 179A.03, sub. 17 to count toward obtaining a continuing license.	This section clarifies what constitutes appropriate administrative experience for candidates seeking a five-year continuing license.
	Subp. 2	Housekeeping changes in verbiage to reflect active voice.	
3512.2300	Subp. 3	Allows candidates to appeal to the board to use hours earned outside the five-year window to count toward renewing a continuing license.	This section meets the needs of license holders who, due to unforeseen circumstances, earned clock hours outside the five-year window by providing them an appeals process to the board.
	Subp. 4	Clarifies that if a license holder allows their license to lapse for more than 60 days, the license holder must obtain a variance from the board to renew their license.	This section incentivized administrators to properly renew their licenses on-time or face the scrutiny of their peers in a public hearing process at the board.
3512.2400 Suspension and revocation of licenses	Subp. 1-7	Housekeeping changes in verbiage to reflect active voice.	
3512.2500 Procedures for approval of licensure programs	Subp. 1, A-J	Housekeeping changes in verbiage to reflect active voice.	

	Subp. 1, K	Adds language that requires the program to include data required by the legislature or the board as a part of the review process.	This section is in response to the legislative mandate to collect additional data to report to the state.
	Subp. 4-8	Housekeeping changes in verbiage to reflect active voice.	
3512.2600 Licensure for persons prepared in states other than Minnesota	Subp. 1 A	Deletes obsolete language.	The Interstate Agreement on Qualification of Educational Personnel no longer exists.
	Subp. 2	Repeals Human Relations requirement.	The Human Relations requirement is no longer needed because it has been embedded into the new licensure competencies.
	Subp. 3-4	Existing language that was moved to this section for continuity.	This section makes the rule more user-friendly by putting these provisions under one section.
3512.5200 Code of Ethics for school administrators	Subp. 2	Housekeeping changes in verbiage to reflect active voice.	
	Subp. 3	Clarifies that the complainant must submit a consent form provided by the board when filing an ethics complaint.	This section simplifies the complaint process for complainant by embedding official consent within the complaint form itself. The existing process is cumbersome to the public because it requires two separate forms.
	Subp. 3 B	Clarifies that the board will only consider those complaints that comply with this subpart.	This section ensures an orderly and fair process for the board to evaluate complaints.

	Subp. 5	Housekeeping changes in verbiage to reflect active voice.	
3512.5300 Variance	Subp. 1-7	Housekeeping changes in verbiage to reflect active voice.	
	Subp. 8	Current rule prescribes a \$25 fee to process variance requests from school districts. The amendments clarify that fees charged are to be consistent with Minnesota Statutes 14.056 which requires that fees be based on actual costs associated with the fee.	This section was added at the request of the legislative leaders to ensure consistency with Minnesota law.
	Subp. 9-10	Housekeeping changes in verbiage to reflect active voice.	
	Subp. 11	This is existing language that was moved to this section for continuity purposes.	This change makes the rules easier to understand by moving the variance process for directors of community education under one section.
Repealed 3512.0200	Subp. 5	Provisional licenses	Subp. 5 was moved to another part of the rule to keep all the rules on provisional licenses in one section.
Repealed 3512.0300	Subp. 5	Administrative licensure completed out of state	Subp. 5 was moved to another part of the rule to keep all the provisions on out of state candidates for licensure in one section.
Repealed 3512.0505	Subp. 7	Pre-1990 directors	Subp. 7 repealed because all those serving between 1984 and 1990 are now retired.

Repealed 3512.0505	Subp. 9	Approval for exceptions for directors of community education	Subp. 9 was moved to the variance section of the rule to keep all the provision on exceptions to the rules in one section.
Repealed 3512.2600	Subp. 2	Human Relations	The Human Relations requirement was embedded in the new competencies rendering this section obsolete.
Repealed 3512.2700	Entire section	Human Relations	The Human Relations requirement was embedded in the new competencies rendering this section obsolete.
3512.5300	Subp.5	Variance notices	Subp. 5 was deleted because of the burdensome requirements to the school districts.

CONCLUSION

Based on the foregoing, the proposed rules are both needed and reasonable.

Date

Name and Title