

Bill Comparison Summary of House File 2400, Second Engrossment/Senate File 7, Third Engrossment

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| Section | Article 1: General Education | | Article 1: General Education |
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| 1 | <p>Budget reserve level. Clarifies a cross reference.</p> | <p>No comparable provision.</p> | |
| 2 | <p>Additional revenues; priority. Adds two additional priorities to apply to a future state budget surplus: (5) eliminates the extra special education aid payment shift (this is a onetime cost of roughly \$37 million); and (6) dedicates the next \$50,000,000 for payments to school districts to compensate for permanent school fund revenues foregone in previous years.</p> | <p>No comparable provision.</p> | |
| 3 | <p>Education, residence, and transportation of homeless students. Requires the initial serving school district to continue to provide transportation services to and from a cooperative program for a homeless student with an individualized education program who changes serving school districts during the school year. Allows the initial and current serving school district to mutually agree to an alternative transportation arrangement.</p> | <p>Same.</p> | <p>Section 1. Education, residence, and transportation of homeless. Provides that, for homeless pupils with an individualized education program (IEP) enrolled in a program authorized by an intermediate district or other cooperative unit, the serving district at the time of the pupil’s enrollment in the program remains responsible for transporting the pupil for the remainder of the school year, unless the initial serving district and current serving district mutually agree that the current serving district will be responsible for providing transportation.</p> |
| 4 | <p>Enrollment of a student in foster care. Requires a student in foster care to remain enrolled in the student’s prior school if it is in the student’s best interests. Requires that the best interests of the student must not be influenced by the educational costs associated with the placement of the foster student. If the student does not remain enrolled in the prior school, the student must be enrolled in a new school within seven school days.</p> | <p>No comparable provision.</p> | |

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| 5 | <p>Absence from school for religious observance. Requires a school district to provide annual notice to parents of the district’s policy on student absence for religious observance. Allows a school board to include the notice in a student handbook or post it on the district website.</p> | <p>No comparable provision.</p> | |
| 6 | <p>School calendar. Allows a school board to consider the community’s religious observance when it determines the school calendar.</p> | <p>No comparable provision.</p> | |
| 7 | <p>Duty to maintain elementary and secondary schools. Requires each school district to provide kindergarten.</p> | <p>No comparable provision.</p> | |
| 8 | <p>Employees; contracts for services. Requires a school board, before making an offer of employment, to request that person’s personnel file from the previous employing school district or charter school.</p> | <p>No comparable provision.</p> | |
| 9 | <p>Superintendent; contracts; duties. Makes technical changes.</p> | <p>No comparable provision.</p> | |
| 10 | <p>Textbook. Expands the definition of “textbooks” to include a teacher’s edition, teacher’s guide, or other materials that a pupil uses when the teacher’s edition, teacher’s guide, or other teacher materials are packaged with textbooks for student use</p> | <p>Same.</p> | <p>Section 2. Textbook. Expands the definition of “textbook” to include a teacher’s edition, teacher’s guide, or other materials that accompany a textbook that a pupil uses when they are packaged physically or electronically with textbooks for teacher use.</p> |

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| 11 | <p>Individualized instructional or cooperative learning materials. Expands the definition of “individualized instructional or cooperative learning materials” to include teacher materials that accompany materials that a pupil uses.</p> | Same. | <p>Section 3. Individualized instructional or cooperative learning materials. Expands the definition of “individualized instructional or cooperative learning materials” to include teacher materials that accompany materials that a pupil uses. Makes other technical changes.</p> |
| 12 | <p>Cost; limitation. Makes technical changes and eliminates obsolete language.</p> | Same. | <p>Section 4. Cost; limitation. Strikes obsolete language and makes technical changes.</p> |
| | | No comparable provision. | <p>Section 5. Provided services. Requires that each district provide guidance and counseling services to elementary and secondary pupils enrolled in an American Indian-controlled tribal contract or grant school located within the school district. ("Guidance and counseling services" means "all activities of a licensed counselor in counseling pupils and parents, providing counseling on learning problems, evaluating the abilities of pupils, assisting pupils in personal and social development and providing referral assistance.")</p> |
| | | No comparable provision. | <p>Section 6. Guidance and counseling services; allotment. Modifies the calculation of the nonpublic pupil aid allotment for guidance and counseling services to include services provided to elementary or secondary pupils enrolled in an American Indian-controlled tribal contract or grant school.</p> |
| | | No comparable provision. | <p>Section 7. Computation of maximum allotments. Clarifies that the calculation of the maximum allotment includes guidance and counseling services provided to elementary pupils.</p> |

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| 13 | <p>Board control of extracurricular activities. Requires a school board to take charge of and control all extracurricular activities. Requires a school district to reserve revenue raised for extracurricular activities and spend the revenue only for extracurricular activities.</p> | <p>Same.</p> | <p>Section 8. Board control of extracurricular activities. Requires a school board to take charge of and control all extracurricular activities. (“Extracurricular activities” means “all direct and personal services for pupils for their enjoyment that are managed and operated under the guidance of an adult or staff member.”) Requires a school district to reserve revenue raised for extracurricular activities and spend the revenue only for extracurricular activities.</p> |
| 14 | <p>Definitions; pupil transportation. Expands the definition of regular transportation aid to include the transportation of pregnant teens and teen moms to and from a school program that provides academic instruction, at least four hours of parenting training a week, and high-quality child care on site with the capacity to serve all children of enrolled pupils. Requires the program to have been established prior to January 1, 2018, or to be in operation on or after July 1, 2021.</p> | <p>No comparable provision.</p> | |
| | | <p>No comparable provision.</p> | <p>Section 9. [PSEO] Alternative pupil. Authorizes nonpublic students in 10th grade to participate in PSEO career and technical education courses.</p> |
| | | <p>No comparable provision.</p> | <p>Section 13. Transportation. Expands eligibility for reimbursement of transportation costs to PSEO programs to students eligible for a free or reduced-price meal. Clarifies that private, public, or shared transportation all qualify for reimbursement.</p> |
| 15 | <p>Career and technical revenue. Increases from 35 to 50 percent the portion of each school district’s qualifying career and technical expenses that are</p> | <p>No comparable provision.</p> | |

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| | funded under the career and technical revenue formula. Increases the career and technical revenue program’s equalizing factor such that the full revenue increase is paid for with state aid. | | |
| 16 | School district English learner revenue. Increases school districts’ English learner basic revenue from \$704 to \$740 times the number of English learners enrolled in the school district. | No comparable provision. | |
| 17 | Prospective employees. Requires a charter school, before making an offer of employment, to request that person’s personnel file from the previous employing school district or charter school. | No comparable provision. | |
| 18 | Revenue calculation; charter school general education. Modifies the charter school definition of general education aid to conform to the proposed calculation for local optional revenue. | Same. | Section 14. Revenue calculation; charter school general education. Modifies the charter school definition of general education aid to conform to the proposed calculation for local optional revenue. |
| 19 | General education basic formula allowance. Increases the general education basic formula allowance from \$6,312 per pupil in fiscal year 2019 to \$6,501 per pupil in fiscal year 2020 (3 percent increase) and to \$6,631 per pupil for fiscal years 2021 and later (2 percent increase). | Different. | Section 15. Basic revenue. Increases the basic revenue formula allowance to \$6,343 in fiscal year 2020 (0.5 percent increase) and to \$6,375 in fiscal year 2021 and later (0.5 percent increase). Strikes obsolete language. |

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| 20 | <p>Declining enrollment revenue. Adjusts a cross-reference to conform to the consolidation of the kindergarten disabled pupils into the general kindergarten pupil count.</p> | <p>No comparable provision.</p> | |
| 21 | <p>Local optional revenue. Modifies Local optional revenue so that the revenue no longer needs to be factored into a district’s referendum revenue question asked of the voters. Keeps the revenue and equalization levels the same as under current law.</p> | <p>Same.</p> | <p>Section 16. Local optional revenue. Modifies local optional revenue so that the revenue no longer needs to be factored into a district’s referendum revenue question asked of the voters. Keeps the revenue and equalization levels the same as under current law.</p> |
| 22 | <p>Compensatory education revenue. Eliminates a requirement that an increasing portion of each district’s compensatory revenue be used only for extended time revenue.</p> | <p>No comparable provision.</p> | |
| 23 | <p>Operating capital levy. Increases the operating capital equalizing factor to keep statewide property tax levies unchanged from the baseline estimate, due to the continuation of the voluntary prekindergarten program.</p> | <p>No comparable provision.</p> | |
| 24 | <p>Pupil transportation adjustment. Adds a second cost component to the pupil transportation adjustment aid to cover a school district’s costs of transporting a teen mom and her child to and from a qualifying school site.</p> | <p>No comparable provision.</p> | |

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| 25 | <p>Equity revenue. Conforms equity revenue to the proposed realignment of local optional revenue and eliminates obsolete language.</p> | <p>Same.</p> | <p>Section 17. Equity revenue. Conforms equity revenue to the proposed realignment of local optional revenue and eliminates obsolete language.</p> |
| 26 | <p>Use of general education revenue for kindergarten and prekindergarten. Strikes obsolete language that prohibits a district from using fees for an all-day kindergarten program on programs for three- and four-year old children.</p> | <p>No comparable provision.</p> | |
| 27 | <p>Referendum allowance. Adjusts a district’s referendum allowance to reflect the proposed treatment of local optional revenue.</p> | <p>Same.</p> | <p>Section 18. Referendum and local optional revenue. Transfers the board-approved portion of referendum revenue to the local optional revenue program.</p> |
| 28 | <p>Referendum allowance limit. Adjusts a district’s referendum allowance limit to reflect the proposed treatment of local optional revenue.</p> | <p>Same.</p> | <p>Section 19. Referendum allowance limit. Adjusts a district’s referendum allowance limit to reflect the proposed treatment of local optional revenue.</p> |
| 29 | <p>Referendum equalization revenue. Adjusts a district’s referendum equalization revenue to reflect the proposed treatment of local optional revenue.</p> | <p>Same.</p> | <p>Section 20. Referendum equalization revenue. Adjusts a district’s referendum equalization revenue to reflect the proposed treatment of local optional revenue.</p> |
| 30 | <p>Referendum equalization levy. Increases the second tier equalizing factor of referendum revenue from \$510,000 to \$650,000 beginning in fiscal year 2021 (this lowers the referendum levy by \$25 million per year). Adjusts a district’s referendum equalization levy to reflect the proposed treatment of local optional revenue.</p> | <p>House increases equalization aid in K12 bill. Senate increases referendum equalization aid in tax bill.</p> | <p>Section 21. Referendum equalization levy. Adjusts referendum equalization levy tiers to reflect the rollout of the first tier to local option revenue.</p> |

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| 31 | <p>Referendum equalization aid. Modifies and simplifies the calculation of referendum equalization aid.</p> | <p>Same.</p> | <p>Section 22. Referendum equalization aid. Modifies and simplifies the calculation of referendum equalization aid.</p> |
| 32 | <p>Referendum tax base replacement aid. Adjusts a district’s referendum tax base replacement aid to reflect the proposed treatment of local optional revenue.</p> | <p>Same.</p> | <p>Section 23. Referendum tax base replacement aid. Adjusts a district’s referendum tax base replacement aid to reflect the proposed treatment of local optional revenue.</p> |
| 33 | <p>Referendum revenue. Authorizes a school board, under certain circumstances, to renew a previously approved operating referendum. Requires a notice to be mailed to taxpayers whether the referendum is renewed by an election or by a school board. Applies to referendum first approved after June 30, 2019.</p> | <p>Different. Senate increases the amount of time for notice to be sent to taxpayers and prohibits advocating for or against the referendum.</p> | <p>Section 24. Referendum revenue. Requires notice to taxpayers and any other school communications about the referendum to avoid advocacy for or against the referendum.</p> |
| 34 | <p>Renewal by school board. Authorizes a school board to renew a previously approved referendum if:</p> <ul style="list-style-type: none"> • the renewal is subject to a reverse referendum; • the per pupil amount of referendum authority is unchanged from the amount last approved by the voters (although if an inflationary increase was initially authorized by the voters, the inflationary increase may continue); • the term of the referendum is the same as, or shorter than, the term last approved by the voters; and | <p>No comparable provision.</p> | |

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| | <ul style="list-style-type: none"> public testimony on the referendum renewal occurs at a school board meeting. | | |
| 35 | <p>Reverse referendum. Sets out the process for a reverse referendum to revoke board approved referendum authority. Requires a petition signed by at least 25 percent of the district’s registered voters to be filed with the board by June 1st in order for the revocation election to occur.</p> | No comparable provision. | |
| | | No comparable provision. | <p>Section 25. Location of services. Allows a school district to provide core curriculum instruction to shared time pupils through digital learning at any location.</p> |
| 36 | <p>Evidence-based education grants. Requires applicants for grants administered by the commissioner of education to include in their applications a statement of the goals of the grant. States that the grant goals should be aligned to the World’s Best Workforce goals, and Minnesota’s ESSA plan goals. The applicants must include strategies used to meet the goals, and a plan to measure the effectiveness of the strategies. A grant recipient must report to the commissioner and the legislature on the effectiveness of the strategies.</p> | No comparable provision. | |
| | | No comparable provision. | <p>Section 26. Payment percentage for reimbursement aids. Strikes obsolete language.</p> |
| 37 | <p>Aid payment percentage. Removes an obsolete reference.</p> | No comparable provision. | |

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| 38 | <p>Abatements. Clarifies the equalized levies that are used to calculate abatement aid.</p> | <p>No comparable provision.</p> | |
| 39 | <p>Annual report. Requires the commissioner of human services to report on school enrollments within seven days of a student being placed in a foster home.</p> | <p>No comparable provision.</p> | |
| | | <p>No comparable provision.</p> | <p>Section 29. Karlstad Elementary School; sparsity aid. Authorizes elementary sparsity aid for the Karlstad Elementary School in the Tri-County School District for fiscal year 2020 and 2021 only.</p> |
| 40 | <p>Pupil transportation working group. Establishes a working group to review pupil transportation and transportation efficiencies, consult with stakeholders, and recommend policy and formula changes to the legislature. Requires the working group to consider a ten-year strategic plan to make pupil transportation funding more fair. Encourages the 2020 legislature to convene a legislative study group to review the working group’s recommendations and ten-year strategic plan.</p> | <p>Similar.</p> | <p>Section 30. Pupil transportation working group. Establishes a working group to review pupil transportation and transportation efficiencies, consult with stakeholders, and recommend policy and formula changes to the legislature. Requires the working group to consider a ten-year strategic plan to make pupil transportation funding more fair. Encourages the 2020 legislature to convene a legislative study group to review the working group’s recommendations and ten-year strategic plan.</p> |
| 41 | <p>Permanent school fund compensation aid. Creates an aid to distribute \$50 million from a future state budget surplus to school districts and charter schools as compensation for past actions regarding management of Minnesota’s permanent school fund lands. Allocates this amount on a per pupil basis of \$57.08 and allows the payment</p> | <p>No comparable provision.</p> | |

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| | to be spread over more than one year. Requires the proceeds of the aid to be spent on student and staff safety measures. | | |
| 42 | Appropriations. Appropriates money for general education aid and other programs. See fiscal tracking sheet for details. | | Section 31. Appropriations. See fiscal tracking sheets. |
| 43 | Repealer. Repeals: <ul style="list-style-type: none"> • section 126C.17, subdivision 9a – the board-approved \$300 per pupil operating referendum amount (this amount is separately made permanent as part of local optional revenue); and • section 127A.14 – commissioner of education’s authority to purchase annuities for certain employees. | Different: Senate only – sections 123A.26, subdivision 3; 125A.75, subdivision 9, and 126C.16, subdivisions 1 and 3. Same: sections 126C.17, subdivision 9a and 127A.14. | Section 32. Repealer. <ul style="list-style-type: none"> • 123A.26, subdivision 3: unused authority for a school district to request that aid be paid to a third party • 125A.75, subdivision 9: duplicative annual school district reporting requirement for district special education litigation costs • 126C.16, subdivisions 1 and 3: obsolete provisions related to a prior conversion of referendum allowances • 126C.17, subdivision 9a: board-approved referendum authority; this authority is transferred to the local optional revenue program earlier in this article • 127A.14: authority for the commissioner of education to purchase individual annuity contracts for employee retirement plans |

| Section | Article 2: Education Excellence | | Article 2: Education Excellence |
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| 1 | Placing Minnesota students in travel abroad programs. Adds school district or charter school students participating in foreign exchange or study or other travel abroad programs to statute governing students in travel abroad programs. | No comparable provision. | |

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| 2 | <p>Compulsory instruction; ages and terms. Lowers the age of compulsory instruction to begin at six. Modifies description of kindergarten programs based on hours of program.</p> | <p>No comparable provision.</p> | |
| 3 | <p>Compulsory instruction; children under age six. Lowers the age of compulsory instruction to begin at six.</p> | <p>No comparable provision.</p> | |
| 4 | <p>Compulsory instruction; assessment of performance. Modifies language in assessment subdivision to reflect the change in the age for compulsory instruction.</p> | <p>No comparable provision.</p> | |
| 5 | <p>Reports to superintendent. Modifies language in superintendent report requirement to reflect change in the age for compulsory instruction.</p> | <p>No comparable provision.</p> | |
| | | <p>No comparable provision.</p> | <p>Section 1. Competency-based education. (a) Allows a school district or charter school to adopt a locally developed competency-based education plan. Requires certain plan elements.</p> |
| | | <p>No comparable provision.</p> | <p>Section 2. Graduation requirements. Requires a student to earn credit for a government and citizenship course in grade 11 or 12 in order to graduate.</p> |
| 6 | <p>World's best workforce; adopting plans and budgets. Amends world's best workforce plan requirements. Adds requirements regarding access to culturally relevant or ethnic studies curriculum; inexperienced, ineffective, or out-of-field teachers; inclusive and respectful learning and work</p> | <p>No comparable provision.</p> | |

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| | <p>environments; and retaining qualified, racially and ethnically diverse staff effective at working with diverse students.</p> <p>Requires a school board to submit the plan to the commissioner, and the commissioner to review each plan. Adds a definition of “civic life.”</p> | | |
| 7 | <p>World’s best workforce; district advisory committee. Requires the district advisory committee to recommend to the school board strategies to ensure the curriculum and learning and work environments are inclusive and respectful toward all racial and ethnic groups.</p> | <p>No comparable provision.</p> | |
| 8 | <p>Identification; report. Requires a school district to screen for characteristics of dyslexia all students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2. Requires a district to screen for characteristics of dyslexia students in grade 3 or higher who demonstrate a reading difficulty, unless a different reason for the reading difficulty has been identified.</p> | <p>No comparable provision.</p> | |
| | | <p>No comparable provision.</p> | <p>Section 3. Planning for students’ successful transition to postsecondary education and employment; personal learning plans. (g) Directs a school district to provide military recruiters and representatives of organizations promoting careers in the skilled trades and manufacturing the same access to secondary students as the district provides to higher education institutions or to prospective employers.</p> <p>(h) Encourages school district to sponsor an armed forces career opportunity day on the third Thursday of November.</p> |

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| | | | Requires a school district that sponsors an armed forces career opportunity day to invite recruiters from each branch of the United States armed forces. |
| | | No comparable provision. | Section 4. Construction and skilled trades counseling. Directs the Commissioner of Education to collaborate with the Commissioner of Labor and Industry to incorporate construction and skilled trades into career counseling services for middle and high school age students. |
| 9 | Statewide testing. Requires that questions on state assessments be developed by licensed Minnesota teachers. Removes the requirement that the commissioner empirically derive benchmarks on adaptive assessments. Removes the requirement that the commissioner disseminate to the public computer adaptive tests. | Different (test construction and timing, and civic life) and same (benchmarks). | Section 5. Statewide testing. Requires the commissioner to establish a testing period as late as possible each school year for schools to administer the Minnesota Comprehensive Assessments to students. Strikes obsolete language. Removes the requirement that the commissioner establish empirically derived benchmarks on adaptive assessments in grades 3 through 8. |
| 10 | Statewide testing and local assessments; results. Eliminates definitions related to off-grade testing requirements. | No comparable provision. | |
| | | No comparable provision. | Section 6. Reporting. (c) Requires a school district to disseminate the individual student performance data and achievement report to the parent and teacher of each student no more than 30 days after the district has administered the test to a student. (d) Requires a school district to disseminate a testing report to the teacher and the student before the beginning of the following school year. The report must identify the student's |

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| | | | achievement level in each content area, and track the student's performance history. |
| 11 | <p>State growth target; other state measures. States that Minnesota's growth measure compares a student's achievement scores over time, and removes references to value-added growth measures.</p> | Same. | <p>Section 7. State growth target; other state measures. Amends the requirement for the commissioner to implement a value-added growth model to require a growth model that compares the difference in students' achievement scored over time. Strikes the reference to medium and high growth.</p> |
| 12 | <p>School performance reports and public reporting. Modifies the school performance reports to report academic progress consistent with federal expectations.</p> | Same. | <p>Section 8. School performance reports and public reporting. Strikes the references to low, medium, and high growth.</p> |
| 13 | <p>Nonexclusionary disciplinary policies and practices. Defines nonexclusionary disciplinary policies and practices as alternatives to removing a pupil from class or dismissing a pupil from class, and lists examples. These policies and practices require school officials to intervene in, redirect, and support a pupil's behavior before removing a pupil from class or beginning dismissal proceedings.</p> | No comparable provision. | |
| 14 | <p>Pupil withdrawal agreements. Defines pupil withdrawal agreements as verbal or written agreements between an administrator and parent to withdraw a student to avoid expulsion or exclusion dismissal proceedings; agreements may be no longer than 12 months.</p> | No comparable provision. | |
| 15 | <p>Provision of alternative programs. Requires a school to use nonexclusionary disciplinary policies and practices before a dismissal proceeding or pupil withdrawal agreement, unless it appears the pupil will create</p> | No comparable provision. | |

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| | an immediate and substantial danger to self or other persons or property. | | |
| 16 | <p>Suspensions exceeding five consecutive school days. Requires a school administrator to ensure that when a pupil is suspended for more than five consecutive school days, alternative education services are provided.</p> | No comparable provision. | |
| 17 | <p>Minimum education services. Requires school officials to give suspended pupils a reasonable opportunity to complete school work assigned during the suspension and receive full credit for completing the assignments. Encourages a principal to designate a liaison to work with the pupil’s teachers to allow the pupil to receive timely course materials, and complete assignment and receive feedback.</p> | No comparable provision. | |
| 18 | <p>Written notice. Requires written notice of intent to exclude or expel to describe nonexclusionary disciplinary policies and practices accorded the pupil to try to avoid the expulsion proceedings. Requires department to post on its website a list of legal assistance resources.</p> | No comparable provision. | |
| 19 | <p>Admission or readmission plan. Requires admission or readmission plan to address measures to improve the pupil’s behavior, and adds examples of such measures. Requires parental involvement in the admission or readmission process.</p> | No comparable provision. | |

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| 20 | <p>Exclusions and expulsions; student withdrawals; physical assaults. Requires a school board to report pupil withdrawal agreements, and nonexclusionary disciplinary policies and practices given to a pupil in response to an assault, to the department.</p> | <p>No comparable provision.</p> | |
| 21 | <p>Policies to be established. Requires school district policy to include nonexclusionary disciplinary policies and practices. Requires that alternative educational services be provided to a pupil during dismissal period. Requires, for all exclusion and expulsion dismissals, and pupil withdrawal agreements: district continues to review pupil’s work and grades to ensure pupil is on track for readmission; pupil remains eligible for school-based mental health services until the pupil is enrolled in a new district; and school district provides to parent a list of mental health and counseling services that offer free or sliding fee services.</p> | <p>No comparable provision.</p> | |
| 22 | <p>Student journalism; student expression.</p> <p>Subd. 1. Definitions. Defines “school-sponsored media,” “school official,” “student journalist,” and “student media adviser.”</p> <p>Subd. 2. Student journalists; protected conduct. States that a student journalist has a right to exercise freedom of speech and freedom of the press in school-sponsored media. Freedom of speech includes freedom to express political viewpoints. Prohibits a school district or charter school from disciplining a student journalist for exercising rights or freedoms under this paragraph or the First Amendment. Prohibits a school</p> | <p>No comparable provision.</p> | |

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| | <p>district or charter school from retaliating against a student media adviser for supporting a student journalist exercising free speech rights. States that section does not inhibit a student media adviser from teaching professional standards of English and journalism to students.</p> <p>Subd. 3. Unprotected expression. States that section does not authorize or protect certain types of student expression. Prohibits a school or district from authorizing any prior restraint of school-sponsored media unless it is student expression that is not protected by this subdivision.</p> <p>Subd. 4. Student journalist policy. Requires districts and charter schools to adopt and post a student journalist policy consistent with this section.</p> | | |
| | | No comparable provision. | Section 10. Evaluation of pupil growth and progress; permanent records. Includes competency-based education as an appropriate program of pupil progress and promotion. |
| 23 | <p>Kindergarten instruction. Requires a school board to provide kindergarten free of charge to all eligible children in the district.</p> | No comparable provision. | |
| 24 | <p>Postsecondary enrollment options; definitions. Modifies accreditation requirement for an opportunities industrialization center.</p> | Same. | Section 11. [PSEO] Definitions. Allows an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education to be an eligible institution for the Postsecondary Enrollment Options Program. |

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| | | No comparable provision. | Section 12. Authorization; 9th or 10th grade pupil. Allows a 9 th or 10 th grade student to enroll in a concurrent enrollment course if the course is offered as part of a P-TECH school. |
| 25 | Dissemination of information; notification of intent to enroll. Requires a school district to notify a student of PSEO opportunities by the earlier of at least three weeks before the student must register for courses or March 1 of each year (March 1 is the current law the notification date). | Same. | Article 1, section 10. [PSEO] Dissemination of information; notification of intent to enroll. Requires a school district to notify a student of PSEO opportunities by the earlier of at least three weeks before the student must register for district courses or March 1 of each year. |
| | | No comparable provision. | Section 13. Limit on participation. Excludes P-TECH schools from the limits on postsecondary enrollment options. |
| 26 | Enrollment priority. Requires a postsecondary institution to allow high school students to enroll in online courses consistent with the institution's policy. | Same. | Article 1, section 11. Enrollment priority. Requires a postsecondary institution to allow high school students to enroll in online courses consistent with the institution's policy. |
| | | No comparable provision. | Section 14. Grants and financial aid prohibited. Clarifies that a student may not receive state student financial aid for a postsecondary course if they receive secondary credit for that course. |
| 27 | Concurrent enrollment program aid. Makes technical corrections. | Different. | Section 15. Aid. Allows an eligible district to receive concurrent enrollment aid for a student enrolled in a P-TECH school. |
| | | No comparable provision. | Section 16. P-TECH Schools. |

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| | | | Establishes P-TECH schools as a public-private partnership to prepare students for high-skill jobs of the future in growth industries. Clarifies P-TECH objective 1, application and approval process, and grant awards. |
| 28 | <p>After-school community learning programs.</p> <p>Subd. 1. Establishment. Modifies qualifications for organizations eligible to receive after-school community learning program grants, and adds requirements for how grants must be used.</p> <p>Subd. 2. Objective. Modifies objectives of after-school community learning programs.</p> <p>Subd. 3. Grants. Modifies grant proposal requirements. Requires applicants to explain how proposal will support required objectives, and how program will implement effective practices and provide staff access to professional development opportunities. Establishes criteria for grants.</p> <p>Subd. 4. Technical assistance and continuous improvement. Requires commissioner to monitor and evaluate grant recipients' performance, and provide technical assistance to grant recipients.</p> | No comparable provision. | |
| 29 | <p>Full-service community schools.</p> <p>Defines the full-service community school's community-wide full-service community school leadership team as the group responsible for overseeing the community school programs. Specifies team members including teachers, school leaders,</p> | No comparable provision. | |

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| | <p>students, family members, community members, and system-level partners.</p> <p>Requires each full-service community school site coordinator to be a full-time staff member serving one school.</p> <p>Establishes grant amounts as \$100,000 for up to one year for planning purposes and \$150,000 annually each year thereafter for each eligible school site.</p> <p>Adds to the information compiled by a full service community school in its baseline assessment, the number of and percentage of students by race and ethnicity attending the school.</p> <p>Allows a third-party organization to provide support to a full-service community school.</p> | | |
| 30 | <p>Minnesota Foundation for Student Organizations; creation of foundation.</p> <p>Changes “vocational” to “career and technical” in description of student organizations.</p> | Same. | <p>Section 17. Creation of foundation. Modifies references to “vocational” and “school-to-work” to “career and technical.”</p> |
| 31 | <p>Minnesota Foundation for Student Organizations; board of directors.</p> <p>Changes “vocational” and “school-to-work” to “career and technical” in description of student organizations.</p> | Same. | <p>Section 18. Board of Directors. Modifies references to “vocational” and “school-to-work” to “career and technical.”</p> |

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| 32 | <p>Minnesota Foundation for Student Organizations; foundation programs. Changes “vocational” and “school-to-work” to “career and technical” in description of student organizations.</p> | Same. | <p>Section 19. Foundation programs. Modifies references to “vocational” and “school-to-work” to “career and technical.”</p> |
| 33 | <p>Minnesota Foundation for Student Organizations; powers and duties. Changes “school-to-work” to “career and technical” in description of student organizations.</p> | Same. | <p>Section 20. Powers and duties. Modifies references to “vocational” and “school-to-work” to “career and technical.”</p> |
| 34 | <p>Minnesota Foundation for Student Organizations; public funding. Changes “school-to-work” to “career and technical” in description of student organizations.</p> | Same. | <p>Section 21. Public funding. Modifies references to “vocational” and “school-to-work” to “career and technical.”</p> |
| 35 | <p>Minnesota Foundation for Student Organizations; student organizations. Changes “vocational” to “career and technical” in description of student organizations.</p> | Same. | <p>Section 22. Student organizations. Modifies references to “vocational” and “school-to-work” to “career and technical.”</p> |
| 36 | <p>English learner; interrupted formal education. Defines an English learner with an interrupted formal education as a student who meets at least three of the five statutory requirements (current law requires all five conditions to be met).</p> | No comparable provision. | |
| 37 | <p>Eligible pupils; graduation incentives program. Makes permanent the ability of an early middle college program to serve a student who is not yet 22 years old.</p> | No comparable provision. | |

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| 38 | <p>American Indian education; resolution of concurrence. Requires that American Indian education parent advisory committee submit reasons for nonconcurrence with educational programs for American Indian students offered by the school board directly to the board.</p> | <p>Same.</p> | <p>Section 23. Resolution of concurrence. Clarifies that the resolution adopted by the American Indian education parent advisory committee must be submitted to the school board along with reasons for a nonconcurrence with and recommendations for education programs for American Indian students.</p> |
| 39 | <p>Revenue amount; tribal contract aid. Increases the tribal contract aid amount for fiscal years 2020 and later to the 2019 amount, adjusted for growth in the general education basic formula allowance. Under current law the allowance was set at \$3,230 per pupil for fiscal years 2015 to 2019, and is set to fall back to \$1,500 per pupil for fiscal year 2020 and later. Converts \$3,230 per pupil to 51.17 percent of the basic formula allowance (this links future amounts to increases in the basic formula allowance).</p> | <p>No comparable provision.</p> | |
| 40 | <p>Initial achievement and integration revenue. Clarifies the manner in which the administrative expenses are removed from the achievement and integration program's funding (the program sets aside 0.3 percent of total funding for MDE administrative costs).</p> | <p>Same.</p> | <p>Section 24. Initial achievement and integration revenue. Clarifies the calculation for a district's initial achievement and integration revenue that is transferred to the department for oversight and accountability activities.</p> |
| 41 | <p>Achievement and integration aid. Redefines achievement and integration aid to include an equalization aid component.</p> | <p>No comparable provision.</p> | |

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| 42 | <p>Achievement and integration levy. Equalizes the achievement and integration levy. Sets the equalizing factor equal to 30 percent of the statewide adjusted net tax capacity per pupil unit.</p> | <p>No comparable provision.</p> | |
| 43 | <p>Achievement and integration equalization aid. Defines the achievement and integration equalization aid as the difference between the equalized revenue and the levy.</p> | <p>No comparable provision.</p> | |
| 44 | <p>Minnesota Youth Council Committee; establishment and membership. Modifies eligibility for membership in the committee.</p> | <p>No comparable provision.</p> | |
| 45 | <p>Minnesota Youth Council Committee; funding. Allows the Minnesota Alliance with Youth to receive annual state appropriations to fund the Minnesota Youth Council.</p> | <p>No comparable provision.</p> | |
| 46 | <p>Medium and high growth. Defines medium growth and high growth for purposes of the literacy incentive aid program.</p> | <p>Same.</p> | <p>Section 25. Medium and high growth. Establishes definitions for medium and high growth for the purposes of calculating literacy incentive aid.</p> |
| 47 | <p>Charter schools; admissions requirements and exceptions. Establishes an exception to the lottery admissions requirements for students living within two miles of a charter school in Castle Rock.</p> | <p>No comparable provision.</p> | |
| 48 | <p>Affiliated nonprofit building corporation. Requires an affiliated nonprofit building corporation to serve no more than one charter school.</p> | <p>No comparable provision.</p> | |

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| | | No comparable provision. | Article 1, section 27. Payments to third parties. Strikes a reference to payment authority repealed in article 1. |
| 49 | <p>Certification incentive revenue. Clarifies that MDE may continue to award reimbursements to school districts where students have completed qualifying certificate programs. Extends the program’s existing funding through the end of fiscal year 2020.</p> | No comparable provision. | |
| 50 | <p>Certificate incentive funding. Cancels a portion of the 2017 appropriation to the general fund on June 30, 2019. Re-appropriates the same amount for fiscal year 2020.</p> | Similar. | Section 26. Certificate incentive funding. Cancels \$861,000 of the fiscal year 2017 appropriation and returns it to the general fund. |
| 51 | <p>Innovation research zones pilot program.</p> <p>Subd. 1. Establishment. Establishes the innovation research zone pilot program to improve student and school outcomes.</p> <p>Subd. 2. Exemptions from laws and rule. Lists specific statutes and rules that an innovation research zone pilot program may exempt itself from, including:</p> <ol style="list-style-type: none"> 1. any law or rule that a site-governed school is exempt; 2. any law or rule that the commissioner has exempted another district from; 3. online learning program requirements; | No comparable provision. | |

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| | <p>4. extended time restrictions (for any student facing the risk factors listed in the graduation incentives program); and</p> <p>5. required hours of instruction for a student who is meeting competencies consistent with Minnesota’s graduation standards.</p> <p>Subd. 3. Innovation research zone advisory panel. Requires the commissioner of education to establish an innovation research zone advisory panel of nine members, one chosen by the commissioner and eight chosen by school affinity groups.</p> <p>Subd. 4. Commissioner approval. Authorizes the commissioner, upon recommendation of the advisory panel, to approve six innovation plans—three in the metro area and three in Greater Minnesota.</p> <p>Subd. 5. Project evaluation; dissemination; report to legislature. Requires each innovation research zone partnership to submit requested information to the commissioner. Requires the commissioner to summarize innovation research zone activities and report the results to the legislature by February 1st of each odd-numbered year.</p> | | |
| 52 | <p>Rural career and technical education consortium grants. Creates a program called the rural career teacher and technical education consortium grant program. Defines the consortium characteristics. Specifies grant recipients for portions of the \$3</p> | <p>Similar.</p> | <p>Sections 27 and 28. Definition. Clarifies that at least one service cooperative must collaborate to provide career and technical education opportunities for the rural CTE grants established in 2017.</p> |

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| | <p>million annual grant amounts. Requires grants to each of the following three consortia:</p> <ol style="list-style-type: none"> 1. Southwest/West Central Service Cooperative, Southwest State University, Minnesota West Community and Technical Colleges and Ridgewater College; 2. a consortium with the South Central Service Cooperative or Southeast Service Cooperative and other partners; and 3. a consortium involving the Northwest Service Cooperative or Northeast Service Cooperative and other partners. | | |
| 53 | <p>Vocational enrichment program. Establishes a grant program for school districts that have a vocational enrichment program that operates outside of the regular school day. Requires the commissioner to prioritize grants to districts operating programs in welding and construction. The grant amount formula is based on the extended time revenue formula.</p> | <p>Similar, Senate specifies grant recipient.</p> | <p>See article 2, section 34, subdivision 27.</p> |
| 54 | <p>Breckenridge school district. Allows the Breckenridge school district to enter into an agreement with a postsecondary education institution in North Dakota. The agreement allows high school students in the school district to receive college credit for a course taught at</p> | <p>Same.</p> | <p>Article 1, section 28. Breckenridge School District; postsecondary enrollment options. Allows the Breckenridge School District to enter into an agreement with an out-of-state higher education institution for the purposes of the postsecondary enrollment options program.</p> |

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| | the high school or at another location, including the North Dakota postsecondary institution. | | |
| | | No comparable provision. | Section 29. Singing-based pilot program to improve student reading. Cancels \$230,000 of the fiscal year 2018 appropriation and returns it to the general fund. |
| | | No comparable provision. | Section 30. Collaborative summer intensive program. Establishes an intensive summer school program for grades 5 through 8 in six school districts: Ely, St. Louis County, Mesabi East, Mountain Iron-Buhl, Chisolm, and Hibbing. |
| | | No comparable provision. | Section 31. Cursive handwriting. Directs the commissioner to develop an elementary English language arts model curriculum that is designed to enable student to develop legible cursive handwriting skills by the end of fifth grade. |
| | | No comparable provision. | Section 32. Minnesota Reads Action Council. Allows the Commissioner to establish the Minnesota Reads action council. Provides for council membership, duties, and other provisions. |
| | | No comparable provision. | Section 33. Report on the safety of youth in skilled trades. Directs the Commissioner of Labor and Industry to study ways to allow for the safety of middle and high school aged students who receive hands-on training in skilled trades. Directs the commissioner to report to the jobs committees and the education committees of the legislature. |
| 55 | Appropriations. See fiscal tracking sheet. | Different. | Section 34. Appropriations. See fiscal tracking sheets. |

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| 56 | <p>Repealer. Repeals section 120B.299 - statutory definitions of growth, value added, adequate yearly progress, and other terms under Minnesota’s former accountability system.</p> | <p>Same (growth definitions) and different (Senate vision therapy grants and Starbase).</p> | <p>Section 35. Repealer. (a) Repeals Minnesota statutes section 120B.299 (Definitions for growth model). (b) Repeals Laws 2016, chapter 189, article 25, section 62, subdivision 16 (vision therapy grants). (c) Repeals Laws 2017, First Special Session chapter 5, article 2, section 57, subdivision 15 (Starbase MN appropriation).</p> |

| Section | Article 3: Teachers | | Article 3: Teachers |
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| 1 | <p>Inclusive school enhancement grants.</p> <p>Subd. 1. Grant program established. Establishes a program to make school climate and curriculum more inclusive and respectful.</p> <p>Subd. 2. Applications and grant awards. Requires the commissioner to select participants and determine grant application process. Requires awards for an approximately equal number of grants between districts in greater Minnesota and the Twin Cities metropolitan area, to the extent there are sufficient applications.</p> <p>Subd. 3. Description. Requires the grant program to support collaborative efforts to make schools’ curriculum and learning and work environments more inclusive and respectful of students’ diversity and address structural inequities in schools, consistent with</p> | <p>No comparable provision.</p> | |

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| | <p>the requirements for long-term achievement and integration plans.</p> <p>Subd. 4. Report. Requires grant recipients to report annually to the commissioner on efforts planned and implemented, and impact of grant recipient’s efforts as perceived by racially and ethnically diverse stakeholders, and areas for improvement.</p> | | |
| 2 | <p>Increasing the percentage of teachers of color and American Indian teachers in Minnesota.</p> <p>Subd. 1. Purpose. States purpose of increasing the percentage of teachers of color and American Indian teachers to increase access to diverse teachers.</p> <p>Subd. 2. Equitable access to diverse teachers. States that the percentage of teachers who are of color or American Indian in Minnesota should increase at least two percentage points per year to have a teaching workforce that more closely reflects the state’s student population and ensure all students have access to effective and diverse teachers by 2040.</p> <p>Subd. 3. Rights not created. States that attainment goal does not exclude other goals and does not confer a right or create a claim for any person.</p> <p>Subd. 4. Reporting. Requires PELSB to report on progress toward goal under this section. Requires the board to collaborate with the Minnesota Department of Education (MDE) and the Office of Higher Education (OHE) to summarize reports from the programs they</p> | <p>No comparable provision.</p> | |

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| | administer and other programs aimed at increasing the racial and ethnic diversity of the state’s teacher workforce. Requires report to make recommendations. | | |
| 3 | Code of ethics for teachers. Moves code of ethics currently in rule to statute. Adds prohibition on engaging in sexual conduct or contact with a student. | Similar. | Section 1. Code of Ethics. Moves code of ethics currently in rule to statute. Adds (1) prohibition on discrimination on the basis of political, ideological, or religious beliefs, and (2) prohibition on engaging in sexual conduct or contact with a student. |
| 4 | Teacher. Modifies definition of teacher to include a person with a permission from the Professional Educator Licensing and Standards Board (PELSB). | No comparable provision. | |
| 5 | Field. Modifies definition of field to be synonymous with licensure area. | No comparable provision. | |
| 6 | Teacher preparation program. Eliminates examples of types of teacher preparation programs. | No comparable provision. | |
| 7 | Teacher preparation program provider. Modifies definition of teacher preparation program provider to include postsecondary institutions and alternative teacher preparation providers. | No comparable provision. | |
| 8 | Appointment of members. Adds two members to PELSB. | No comparable provision. | |

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| 9 | Eligibility; board composition. Modifies board composition. | No comparable provision. | |
| 10 | Administration. Eliminates requirement that Department of Education provide board office space at reasonable cost until January 1, 2020, and allowing the board thereafter to contract for space from the Department of Education or Department of Administration. | No comparable provision. | |
| 11 | Public employer compensation reduction prohibited. Prohibits a public employer of a PELSB board member from reducing the member’s compensation or benefits for the member’s absence from employment while on board business. | Same. | Section 2. Public employer compensation reduction prohibited. Prohibits the public employer of a Professional Educator Licensing and Standards Board member from reducing the member’s compensation or benefits because of the member’s absence from employment when engaging in board business. |
| | | No comparable provision. | Section 3. Advise members of the profession. Directs the Professional Educator Licensing and Standards Board to develop a process for a school district or charter school to receive written complaints about a teacher under the code of ethics and forward the complaint to the board. |
| 12 | PELSB must adopt rules. Requires board to adopt rules under section 122A.2451, which governs alternative teacher preparation programs and providers. | No comparable provision. | |
| 13 | Teacher and administrator preparation and performance data; report. Makes technical changes. | No comparable provision. | |

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| 14 | <p>Reading strategies. Makes reading strategies requirement applicable to all program providers.</p> | <p>Same (technical changes) and different (reading instruction programs).</p> | <p>Section 4. Reading strategies. Requires a teacher preparation program to include research-based best practices in reading in the program. Requires programs preparing elementary education, early childhood education, special education, and reading intervention teachers to include instruction on dyslexia. The instruction on dyslexia must address:</p> <ol style="list-style-type: none"> 1. The nature and symptoms of dyslexia; 2. Resources available for students who show characteristics of dyslexia; 3. Evidence-based instructional strategies for students who show characteristics of dyslexia; and 4. Outcomes of intervention and lack of intervention for students who show characteristics of dyslexia. |
| 15 | <p>Technology strategies. Makes reading strategies requirement applicable to all program providers.</p> | <p>No comparable provision.</p> | |
| 16 | <p>Validity of certificates or licenses. Strikes language regarding the extension of licenses in effect on January 1, 2018.</p> | <p>No comparable provision.</p> | |
| 17 | <p>Background check account. Eliminates obsolete reference to Department of Education. Eliminates requirement that background check be performed by Bureau of Criminal Apprehension (BCA).</p> | <p>No comparable provision.</p> | |
| 18 | <p>Temporary military license. Modifies license fee.</p> | <p>No comparable provision.</p> | |

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| 19 | <p>Background check. Makes technical changes. Modifies background check requirement. Eliminates language allowing PELSB or BOSA to issue a license pending completion of a background check.</p> | <p>Different.</p> | <p>Article 10, section 2. Background checks. Requires background check fees to be deposited in the general fund.</p> |
| 20 | <p>Licensure via portfolio. Makes licensure by portfolio available for only Tier 3 license candidates. Makes technical changes. Strikes language regarding fees for portfolios and adds a cross-reference to statute on fees.</p> | <p>No comparable provision.</p> | |
| 21 | <p>Tier 1 license; term of license and renewal. Limits Tier 1 license to one renewal, unless there is good cause for additional renewals.</p> | <p>No comparable provision.</p> | |
| 22 | <p>Tier 1 license; application. Allows PELSB to accept certain applications before July 1.</p> | <p>No comparable provision.</p> | |
| 23 | <p>Tier 1 license; limitations on license. Allows a teacher with a Tier 1 license to be included in the teachers' bargaining unit.</p> | <p>No comparable provision.</p> | |
| 24 | <p>Tier 2 license; requirements. Eliminates coursework requirements for Tier 2 candidates, and modifies other eligibility requirements.</p> | <p>Different.</p> | <p>Section 5. Requirements. Allows Professional Educator Licensing and Standards Board to issue a Tier 2 license to an out-of-state candidate that is enrolled in a state-approved teacher preparation program if no licensure program exists in Minnesota.</p> |
| 25 | <p>Tier 2 license; term of license and renewal. Limits Tier 2 license to two renewals.</p> | <p>No comparable provision.</p> | |

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| 26 | <p>Tier 2 license; application. Allows PELSB to accept certain applications before July 1.</p> | <p>No comparable provision.</p> | |
| 27 | <p>Tier 3 license; coursework. Eliminates language that allows a teacher to obtain a Tier 3 license based on three years of teaching experience with a Tier 2 license without being placed on an improvement process.</p> | <p>No comparable provision.</p> | |
| 28 | <p>Tier 3 license; mentorship and evaluation. Modifies mentorship requirement. Prevents a teacher with a Tier 3 license from being required to serve as a mentor to another teacher to fulfill mentorship requirement.</p> | <p>No comparable provision.</p> | |
| 29 | <p>Tier 4 license; requirements. Eliminates requirement that a candidate for a Tier 4 license prove the candidate’s most recent summative evaluation did not place the candidate on an improvement process.</p> | <p>No comparable provision.</p> | |
| 30 | <p>Tier 4 license; mentorship and evaluation. Modifies mentorship requirement. Prevents a teacher with a Tier 4 license from being required to serve as a mentor to another teacher to fulfill mentorship requirement.</p> | <p>No comparable provision.</p> | |
| 31 | <p>Teacher licensure assessments; tests. Allows an employing school or district to verify through a Tier 3 teacher’s performance the teacher’s skills in reading, writing, and math for teaching in the licensure field so the teacher may obtain a Tier 4 license. Requires PELSB to analyze the use of</p> | <p>No comparable provision.</p> | |

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| | untimed skills examinations and work with the testing vendor to ensure reasonable access to untimed testing sites. | | |
| 32 | Professional growth. Modifies continuing education requirements for Tier 3 and 4 teachers. | No comparable provision. | |
| | | No comparable provision. | <p>Section 6. Reading preparation. Requires the rules adopted by the Professional Educator Licensing and Standards Board in further reading preparation to apply to early childhood through grade 8 licensed teachers. The reading preparation must enable a teacher to:</p> <ol style="list-style-type: none"> 1. Understand dyslexia and recognize dyslexia characteristics in students; and 2. Identify and access Department of Education personnel and professional resources using dyslexia best practices. <p>Directs the Department to provide guidance on evidence-based approaches and best practices for trainings.</p> |
| 33 | Cultural competency training. Requires the board to adopt rules requiring teachers renewing Tier 3 or 4 licenses to have cultural competency training. | No comparable provision. | |
| 34 | Background check. Requires PELSB to request a criminal history background check on a candidate applying for a renewal license. Requires check to include a search of BCA records. | No comparable provision. | |

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| 35 | <p>Teacher preparation program. Allows the board to approve all teacher preparation programs, rather than only programs at colleges and universities, for purposes of licensing bilingual and English as a second language teachers.</p> | <p>No comparable provision.</p> | |
| 36 | <p>Grounds for revocation, suspension, or denial. Allows PELSB or BOSA to discipline a teacher for sexual conduct with a student. Allows PELSB or BOSA to issue nondisciplinary corrective action for certain violations including violations related to mental health and chemical dependency. Modifies grounds for refusal to issue or renew, or revoke a teacher’s license without the right to a hearing. Allows PELSB or BOSA to refuse to issue or renew, or revoke a teacher’s license to teach upon receiving a copy of a conviction of certain offenses. Allows PELSB or BOSA to suspend a teacher’s license pending an investigation into a report of conduct that would be grounds for revocation on certain grounds.</p> | <p>Different.</p> | <p>Section 7. Grounds for revocation, suspension, or denial. Adds engagement in any sexual conduct or contact with a student, such as intentional and inappropriate patting, touching, pinching, or other physical contact with a student that is sexually motivated as a grounds for revocation, suspension, or denial of a teaching license. Requires the Professional Educator Licensing and Standards Board or the Board of School Administrators to revoke, suspend, or deny a teaching license if the teacher has engaged in sexual penetration with a student enrolled in a school where the teacher works or volunteers. Requires the licensing board to review a teacher's license if the teacher has been convicted of a qualified, domestic violence-related offense, embezzlement, or a felony involving a minor. Allows a person to appeal a decision to revoke, suspend, or deny their license by submitting a written complaint to the appropriate licensing board. Allows the licensing board to temporarily suspend a teacher’s license pending an investigation into a report of conduct that would be grounds for revocation.</p> |
| 37 | <p>Mandatory reporting. Adds a superintendent, charter school board, charter school executive director, and charter school authorizer to mandatory reporting statute.</p> | <p>Same.</p> | <p>Section 8. Mandatory reporting. Adds a superintendent, charter school board, charter school executive director, and charter school authorizer to mandatory reporting statute.</p> |

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| 38 | Teachers’ and administrators’ licenses; fees. Codifies portfolio fees requirement. | Different. | Article 10, section 3. Licensure applications. Requires licensure application fees to be deposited in the state treasury. |
| 39 | District verification and reporting of teacher licenses. Requires a superintendent or charter school to provide the school board with the number of teachers in each school building with Tier 1, 2, 3, and 4 licenses, and who do not meet professional teaching standards or have been placed on an improvement process. Requires the school board and PELSB to publish this data. | No comparable provision. | |
| 40 | Community education teachers; licensure requirements; exceptions. Includes adult basic education and early childhood and family education teachers within the definition of “teacher” under the continuing contract and tenure statutes. | No comparable provision. | |
| 41 | Community education teachers, wages. Requires a school district to pay adult basic education and early childhood and family education teachers wages comparable to those of kindergarten through grade 12 teachers. | No comparable provision. | |
| | | No comparable provision. | Section 9. Exemption for career and technical education instructors. Exempts a person who teaches in a vocational or career and technical education program from the licensure requirement if they can demonstrate occupational competency based on work experience in business or industry. Removes the expiration for this section. |

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| 42 | <p>Development, evaluation, and peer coaching for continuing contract teachers. Limits placement of students in classroom of teacher who holds a Tier 1 or 2 license.</p> | No comparable provision. | |
| 43 | <p>Development, evaluation, and peer coaching for continuing contract teachers. Limits placement of students in classroom of teacher who holds a Tier 1 or 2 license.</p> | No comparable provision. | |
| 44 | <p>Come teach in Minnesota hiring bonuses.</p> <p>Subd. 1. Establishment. Requires the commissioner to establish a program to support districts recruiting and offering hiring bonuses for licensed teachers from another state to meet staffing needs in shortage areas.</p> <p>Subd. 2. Teacher eligibility. Requires districts to verify that the hiring bonus up to \$5,000 is given to teachers licensed in another state who have a Tier 3 license, have moved to the economic development region where they were hired, and belong to a racial or ethnic group that is underrepresented among teachers. Requires districts to verify that a hiring bonus up to \$8,000 is given to teachers who meet additional requirement of licensure in field reported as a shortage area.</p> <p>Subd. 3. Bonus payment. Requires districts or schools to pay teachers half of the bonus when the teachers start employment, and half after four years of service.</p> | Different. | <p>Section 18. Hiring bonus. Allows a school board to give a hiring bonus to a teacher licensed in or working in a shortage area. Allows a teacher trained by: a Wilson Language Training accredited partner, an International Multisensory Structured Language Education Council accredited provider, or an Academy of Orton-Gillingham Practitioners and Educators accredited program to be considered a teacher licensed in or working in a shortage area. The school board must establish criteria for repayment of a hiring bonus and use its discretion if the bonus is onetime or ongoing.</p> |

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| | A teacher that does not complete the first year after receiving the hiring bonus must repay the bonus. | | |
| | | No comparable provision. | Section 10. Reading preparation. Allows a school district to use its revenue reserved for staff development for grants to teachers to take courses from certain accredited providers. |
| | | No comparable provision. | Section 11. Reading; professional development by accredited providers. Allows a school district to award a grant to an elementary teacher for reimbursement for successfully completing training provided by a Wilson Language Training accredited partners, an International Multisensory Structured Language Education Council accredited provider, or an Academy of Orton-Gillingham Practitioners and Educators accredited training program. Allows the school district to use their literacy incentive aid, reserved revenue for staff development, or other district resources to reimburse the teacher. |
| 45 | Grants to prepare Indian teachers; establishment. Requires grantees to enter into contracts with tribal, technical, and community colleges and four-year postsecondary institutions to identify and provide grants to students interested in the field of education. Allows a grantee to contract with partner institutions to provide professional development and supplemental services to a tribal, technical, or community college or four-year postsecondary institution. | Similar (technical differences). | Section 12. Establishment. Modifies the Minnesota Indian Teacher Preparatory Program to allow grantees to partner with tribal and community colleges to deliver programming. |
| 46 | Grants to prepare Indian teachers; grant amount. Removes student loans from list of allowable uses for grants. | Same. | Section 13. Grant amount. Removes a reference to a student loan program that was never utilized. |

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| 47 | <p>Grants to prepare Indian teachers; information to student applicants. Makes technical change corresponding to removal of student loans from list of allowable uses for grants. Requires that information provided to student applicants be acquired and updated by contract partner institutions of recipients.</p> | <p>Similar (technical differences).</p> | <p>Section 14. Information to student applicants. Removes a reference to an unused student loan program.</p> |
| 48 | <p>Grants to prepare Indian teachers; eligibility for scholarships. Amends eligibility for scholarships. Requires an applicant to have origins in any of the original peoples of North America and maintain cultural identification through tribal affiliation or community recognition. Expands eligibility to include students or employees of contracted partner institutions. Eliminates language related to student loans. Establishes priority for a student who is tribally enrolled and then to first- and second-generation descendants.</p> | <p>Similar (technical differences).</p> | <p>Section 15. Eligibility for student grants. Updates language to allow for contracted partnerships. Establishes priority for teacher candidates and teachers.</p> |
| 49 | <p>Grants to prepare Indian teachers; eligible programming. Requires grantee institutions and contracted partner institutions to provide scholarships to students progressing toward educational goals in any area of licensure, including a degree in listed areas. Requires grantees or their contracted partner institutions to hire an American Indian work-study student or other American Indian staff to work on recruitment. Requires at least 80 percent of grants to be used for student scholarships, and no more than 20 percent to be used for recruitment or administration.</p> | <p>Similar.</p> | <p>Section 16. Eligible programming. Allows grants to students progressing toward educational goals in teaching licensure including:</p> <ol style="list-style-type: none"> 1. Any educational certification necessary for employment; 2. Early childhood family education or prekindergarten licensure; 3. Elementary and secondary education; 4. School administration; or |

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| | | | <p>5. Any educational program that provides services to American Indian students in prekindergarten through grade 12.</p> <p>Requires the grantee institutions and contracted partner institutions to give priority to grants for students progressing towards an associate’s degree or a bachelor’s degree. Students progressing towards a master’s or doctoral degree may be awarded a grant if they were enrolled in the degree granting program before May 1, 2019.</p> <p>Requires at least 80 percent of the grants awarded to be used for student grants. Limits the amount of the grant award that may be used for recruitment or administration of the student grants.</p> |
| 50 | <p>Collaborative urban and greater Minnesota educators of color grant program.</p> <p>Subd. 1. Establishment. Requires PELSB to award competitive grants to increase the number of teacher candidates who are of color or American Indian and meet the requirements for a Tier 3 license.</p> <p>Subd. 2. Competitive grants. Sets criteria for grants. Requires board to give priority to past recipients that have been successful.</p> <p>Subd. 3. Grant program administration. Allows PELSB to enter into an agreement with the OHE to</p> | Different. | See article 3, section 23, subdivision 7. |

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| | <p>establish and administer the grant process. Allows grant money to be used over a two- to four-year period.</p> <p>Subd. 4. Account established. Creates a collaborative urban and greater Minnesota educator of color account in the special revenue fund.</p> <p>Subd. 5. Report. Requires a recipient to report to the legislature and the board on the use of funds and outcomes. Requires board to report to the public a summary of activities, outcomes, and sharing of effective practices.</p> | | |
| 51 | <p>Grow your own pathways to teacher licensure grants.</p> <p>Subd. 1. Establishment. Requires the commissioner to award Grow Your Own grants.</p> <p>Subd. 2. Definition. Defines “Grow Your Own programs.”</p> <p>Subd. 3. Nonconventional teacher residency programs. Allows districts, charter schools, and cooperatives to apply for grants. Requires programs to provide tuition scholarships or stipends to enable employees who are of color or American Indian to participate in a nonconventional teacher preparation program. Requires funded programs to have at least 50 percent of persons in residency program be of color or American Indian. Allows districts and charter schools to require candidates to commit to teach in the district</p> | Different. | See article 3, section 23, subdivision 5. |

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| | <p>or school for up to five years, as condition of financial support.</p> <p>Subd. 4. Expanded Grow Your Own programs. Allows certain entities to apply for grants to provide financial assistance, mentoring, and other experiences to enable persons who are of color or American Indian to become teachers. Specifies allowable uses for grant funds. Allows school districts, charter schools, and Head Start programs to require candidates to commit to teach in the district or school for up to five years, as condition of financial support.</p> <p>Subd. 5. Grant procedure. Requires applicants to use commissioner’s procedure to apply for grants. Requires grant recipients to ensure that percentage of participants who are of color or American Indian is at least equivalent to the percentage of enrolled students who are of color or American Indian. Sets timeline for application submission and award notification. Requires grants to be spent within 18 months of receipt.</p> <p>Subd. 6. Report. Requires programs to report annually to the commissioner on their activities, and commissioner to publish annual summary report.</p> | | |
| 52 | <p>Teacher mentorship and retention of effective teachers.</p> <p>Subd. 1. Teacher mentoring, induction, and retention programs. Encourages school districts to develop mentoring programs for teachers who are</p> | <p>No comparable provision.</p> | |

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| | <p>American Indian or in license shortage areas. Requires teacher mentoring programs to be aligned with existing teacher evaluation and peer review processes. Allows a district to use staff development revenue to pay a stipend to a mentor, and for certain other activities. Allows achievement and integration funding for mentoring activities. Requires schools or districts to negotiate additional retention strategies or protection from layoffs for teachers of color or teachers who are American Indian.</p> <p>Subd. 2. Applications. Allows a coalition of schools, teachers, or nonlicensed educators to apply for grant funds. Requires approved applications to reflect professional development and retention components, to the extent practicable.</p> <p>Subd. 3. Criteria for selection. Adds a commitment to retain teachers who are American Indian as grant criteria.</p> <p>Subd. 6. Report. Requires recipients to report to PELSB on program efforts and impacts.</p> | | |
| | | <p>No comparable provision.</p> | <p>Section 17. Literacy professional development for teachers.</p> <p>Subd. 1. Program. Allows a teacher to participate in a literacy professional development program offered by an eligible training provider. A portion of the teacher's</p> |

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| | | | <p>tuition, room, board, and travel costs incurred may be reimbursed.</p> <p>Subd. 2. Eligible training providers. An eligible training provider must be: a Wilson Language Training accredited partner, accredited by the International Multisensory Structured Language Education Council, or accredited by the Academy of Orton-Gillingham Practitioners and Educators.</p> <p>Subd. 3. Training information report. Directs the commissioner to report to the legislature on the number of teachers participating in the trainings, the schools represented by the teachers in the trainings, the amount expended in the most recent calendar year for tuition, room, board, and travel costs; and recommendations to improve training for teachers.</p> |
| <p>53</p> | <p>Postsecondary enrollment; courses according to agreements. Expands grant eligibility and reporting requirements for grant recipients.</p> | <p>Same.</p> | <p>Section 12. [PSEO] Courses according to agreements. Clarifies the definition of eligible institution. Requires districts and postsecondary institutions offering “introduction to teaching” dual-credit courses to report on certain enrollment demographics.</p> |
| <p>54</p> | <p>Achievement and integration; plan implementation; components. Allows achievement and integration plan to include recruitment and retention of specified staff from racial and ethnic backgrounds represented in the student population. Requires plan to include strategies to make curriculum and environments more inclusive and respectful of diversity and</p> | <p>No comparable provision.</p> | |

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| | address structural inequities. Provides examples of activities that may be included in plans. | | |
| | | No comparable provision. | Section 19. Allowed use. Allows a school to use literacy incentive aid for staff development by accredited providers or any other school-related purpose. The providers must be a Wilson Language Training accredited partner, an International Multisensory Structured Language Education Council accredited provider, or an Academy of Orton-Gillingham Practitioners and Educators accredited program. |
| | | No comparable provision. | Section 20. Establishment; eligibility. Allows the Commissioner of Higher Education to award an alternative teacher preparation program grant to a program that has previously received a grant. |
| 55 | Nonhealth related licensing board. Adds BOSA to definition of non-health-related licensing board for purposes of chapter 214. | No comparable provision. | |
| 56 | Background study; PELSB. Allows the commissioner of human services to contract with PELSB to conduct background studies and obtain background study data. Requires the commissioner to conduct a national criminal history background check when required in chapter 122A. | No comparable provision. | |
| 57 | Maltreatment of minors; duties of local welfare agency and local law enforcement agency upon receipt of report; mandatory notification between police or sheriff and agency. | Similar. | Article 5, section 12. Maltreatment of minors; duties of local welfare agency and local law enforcement agency upon receipt of report; mandatory notification between police or sheriff and agency. Requires law enforcement to |

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| | Requires law enforcement to inform PELSB or BOSA after determining a board’s licensee has physically abused, sexually abused, or neglected a child. Requires law enforcement to work collaboratively with the board. | | inform PELSB or BOSA after determining a board’s licensee has physically abused, sexually abused, or neglected a child. |
| 58 | Maltreatment of minors; records. Requires the commissioner of education to provide the investigative file in a determination of maltreatment involving a board licensee to the licensing entity with student identifying information removed. | No comparable provision. | |
| 59 | Judgment on conviction; judgment roll; licensed teachers. Adds certain offenses to list of offenses that, if a court determines a person licensed to teach has been convicted of, the court must send a copy of the conviction to PELSB or BOSA within ten days of the conviction. | No comparable provision. | |
| 60 | Northwest Regional Partnership concurrent enrollment program. Cancels \$1,000,000 of the 2017 appropriations for the Northwest Regional Partnership concurrent enrollment program. See fiscal tracking sheet. | Different cancellation amounts. | Section 21. Northwest regional partnership concurrent enrollment program. Cancels \$1,500,000 of the fiscal year 2017 appropriation and returns it to the general fund. |
| 61 | Statewide concurrent enrollment teacher training program. Cancels \$400,000 of the 2018/2019 appropriation for the statewide concurrent enrollment teacher training program to the state general fund. See fiscal tracking sheet. | No comparable provision. | |

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| 62 | <p>Agricultural educator grants. Codifies an agricultural educator grant program to support school districts in paying agricultural teachers for work over the summer with extended time pupils.</p> | <p>Similar.</p> | <p>See article 3, section 23, subdivision 8.</p> |
| | | <p>No comparable provision.</p> | <p>Section 22. Report: Teacher Preparation Development. Directs the Professional Educator Licensing and Standards Board to provide a preliminary report on teacher preparation development on 122A.092, subdivision 5, paragraph (c), instruction on dyslexia.</p> |
| 63 | <p>Appropriations; PELSB grants. See fiscal tracking sheet.</p> | <p>No comparable provision.</p> | |
| 64 | <p>Appropriations; MDE programs and grants. See fiscal tracking sheet.</p> | <p>Different.</p> | <p>Section 23. Appropriations. See fiscal tracking sheets.</p> |
| 65 | <p>Repealer. Repeals:</p> <ul style="list-style-type: none"> • Laws 2017, First Special Session chapter 5, article 25, section 58 - session law relating to portfolio fees; • section 122A.09, subdivision 1 - PELSB authorization to develop code of ethics; • section 122A.182, subdivision 2 - coursework requirements for Tier 2 candidates; | <p>Same (code of ethics and American Indian teacher loans) and different (House portfolio fees and Tier 2 requirements).</p> | <p>Section 24. Repealer. (a) Repeals sections 122A.09, subdivision 1 (code of ethics) and 122A.63, subdivisions 7 and 8 (grants to prepare Indian teachers; loans.) (b) Repeals Minnesota Rules, part 8710.2100, subparts 1 and 2 (code of ethics for Minnesota teachers).</p> |

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| | <ul style="list-style-type: none"> • section 122A.63, subdivision 7 and 8 - American Indian teacher loan provisions; and • Minnesota Rules, part 8700.2100, subparts 1 and 2 - rule relating to teacher code of ethics. | | |

| Section | Article 4: Special Education | | Article 4: Special Education |
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| <p>1</p> | <p>Special education aid. Adjusts the general education revenue for a charter school student equal to 5 percent in fiscal year 2020 and 10 percent in fiscal year 2021 and later, of the unreimbursed cost of providing special education services to the student.</p> | <p>No comparable provision.</p> | |
| <p>2</p> | <p>Individualized education programs. (b) Allows individualized education program team to eliminate benchmarks or short-term objectives, except for students who take alternative assessments. Allows districts to include in a student’s individual education program (IEP) the student’s performance on general state or districtwide assessments related to the student’s educational needs. (c) Requires that a paraprofessional employed to work with a student with disabilities be given paid time to review a student’s IEP or be briefed on the student’s specific needs. Requires at least 8 hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff before the first instructional day of the year or within 30 days of hire.</p> | <p>Same (assessments, functional behavioral assessments) and different (benchmarks and paraprofessionals).</p> | <p>Section 1. Individualized education programs. Clarifies that a student’s individualized education program (IEP) may include student performance data related to the student’s educational needs. Allows a district to use a functional behavior assessment as a stand-alone evaluation for a student’s IEP. Allows a parent to request a comprehensive evaluation.</p> |

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| | (d) Allows a school district to conduct a functional behavior assessment as a stand-alone evaluation without conducting a comprehensive evaluation of the student. | | |
| | | No comparable provision. | Section 2. Special education supplemental information. Encourages school districts to include checkboxes on all special education forms for students who are: (1) twice exceptional; (2) print disabled; (3) served under a standards-based IEP; or (4) served under an IEP with modifications. |
| 3 | Alternative dispute resolution; additional requirements for prior written notice. Requires the prior written notice to state that a parent who objects to a proposal or refusal in the notice may identify the specific part of the proposal or refusal the parent objects to and request a meeting with appropriate members of the IEP team. | Same. | Section 3. Additional requirements for prior written notice. Modifies the requirements for prior written notice. Requires that if a parent objects to a proposal or refusal, the prior written notice must identify the objectionable portion. Allows the parent to request a meeting of the IEP team. |
| 4 | Alternative dispute resolution; conciliation conference. Requires a district to have a meeting of appropriate members of the IEP team when a parent who objects to a proposal requests the meeting. Requires a district to hold a conciliation conference within ten calendar days of when the district receives the parent's request for the conference, rather than from when the district receives the parent's objection to a proposal or refusal in the prior written notice. | Same. | Section 4. Conciliation conference. Clarifies that a parent may request a meeting with the student's IEP team or a meeting with the appropriate staff in a conciliation conference. Specifies that a conciliation conference must be held within ten calendar days of the request. |
| 5 | Nonresident tuition rate; other costs. Excludes cross subsidy reduction aid from the calculation of special education aid adjustments to the resident school district. | No comparable provision. | |

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| 6 | <p>Alternative delivery of specialized instructional services; commissioner approval. Allows a student who receives special education services to participate in an ADSIS program as long as the program is in a service area that the IEP team has determined is not an educational need that results from the student’s disability.</p> | <p>No comparable provision.</p> | |
| 7 | <p>Paraprofessional training aid. Establishes annual paraprofessional training aid equal to \$198 per paraprofessional, Title I aide, and instructional support staff.</p> | <p>No comparable provision.</p> | |
| 8 | <p>Definitions; special education aid. Defines the initial special education cross subsidy in statute. Defines “minimum aid adjustment multiplier” as 1.046 for fiscal year 2020 and as the greater of 1.02 or the multiplier for the previous year less .002. Defines a metro region and a rural region for purposes of calculating special education regional equity aid.</p> | <p>No comparable provision.</p> | |
| 9 | <p>Special education initial aid. For fiscal year 2021 and later, adjusts the census aid amounts to more closely reflect the statewide average amount of aid for each of these disability categories of special education aid.</p> | <p>No comparable provision.</p> | |
| 10 | <p>Special education aid. Includes cross subsidy aid in the definition of special education aid. Limits a district’s special education aid to the greater of:</p> <ol style="list-style-type: none"> 1. the sum of: (i) 90 percent for fiscal year 2020, 85 percent for fiscal year 2021, and 80 percent for fiscal | <p>No comparable provision.</p> | |

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| | <p>year 2022, and 75 percent for fiscal year 2023 and later, of the districts nonfederal expenditures; (ii) 100 percent of the district’s cost of providing transportation services for children with disabilities; and (iii) the enrollment options adjustments; or</p> <p>2. the district’s fiscal year 2016 special education aid amount adjusted for changes in enrollment and by 4.6 percent per year.</p> <p>Creates a new minimum aid amount.</p> | | |
| 11 | <p>Cross subsidy reduction aid. Creates a new category of special education aid called cross subsidy reduction aid. Sets the aid amount equal to 4.3 percent of the unreimbursed cross subsidy for fiscal year 2020 and 8.6 percent of the cross subsidy for fiscal year 2021 and later.</p> | <p>No comparable provision.</p> | |
| 12 | <p>Special education regional equity aid. Creates a new special education regional equity aid for fiscal year 2024 and later. Sets the aid equal to the lesser of \$120 per pupil or 30 percent of the difference between the district’s special education cross subsidy per pupil and the regional special education cross subsidy per pupil.</p> | <p>No comparable provision.</p> | |
| 13 | <p>Alternative attendance programs. Reduces the portion of unreimbursed special education costs billed back to the district of residence from 90 percent to 80 percent in fiscal year 2020 and 70 percent for fiscal years 2021 and later.</p> | <p>No comparable provision.</p> | |

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| 14 | <p>Intermediate school district. Makes technical changes to the definition of “intermediate school district.”</p> | <p>No comparable provision.</p> | |
| 15 | <p>Other membership and powers. Adds sections to list of sections regarding intermediate school district powers.</p> | <p>No comparable provision.</p> | |
| 16 | <p>Prior written notice working group. Requires the commissioner of education to appoint a working group to make recommendations for improving alignment between state guidance and federal law requirements on prior written notice.</p> | <p>No comparable provision.</p> | |
| 17 | <p>Special education legislative working group. Establishes a legislative working group of six house members and six senators to examine special education issues, including: how schools deliver special education services; how state and federal special education laws compare; trends in special education enrollment; strategies to reduce the need for special education services; funding for services in a nonresident district or charter school; how the special education funding formula works; and the use of medication to modify student mood or behavior. Requires the legislative working group to report its findings and policy recommendations to the legislature by January 15, 2020.</p> | <p>No comparable provision.</p> | |
| 18 | <p>Individualized education program; rule amendment. Requires the commissioner of education to amend rule to allow but not require an individualized education program to report a</p> | <p>No comparable provision.</p> | |

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| | student's performance on general state or districtwide assessments. | | |
| 19 | <p>Special education fiscal year 2016 base adjustment. Increases the fiscal year 2016 special education base for the Duluth and Monticello school districts.</p> | No comparable provision. | |
| 20 | <p>Commissioner of education; legislative report on definitions. Requires the commissioner of education to define the terms: (1) gifted student; (2) talented student; (3) twice-exceptional student; (4) print disabled student; and (5) reading disabled student. Requires the commissioner to report these terms to the legislature by February 15, 2020.</p> | No comparable provision. | |
| 21 | <p>Appropriations. Appropriates money for special education aid programs. See fiscal tracking sheet for details.</p> | | Section 5. Appropriations. See fiscal tracking sheets. |
| 22 | <p>Revisor's instruction. Requires the revisor to renumber intermediate school district statutes in chapter 136D to chapter 123C.</p> | No comparable provision. | |
| 23 | <p>Repealer. Repeals:</p> <ul style="list-style-type: none"> • section 136D.93 - obsolete statute relating to intermediate school districts. | No comparable provision. | |

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| 1 | <p>Mental health education. Encourages school districts and charter schools to provide mental health instruction for students starting in fourth grade. Requires the commissioner of education, in consultation with the commissioner of human services, commissioner of health, and mental health organizations, to provide districts and charter schools with resources gathered by national mental health advocates.</p> | <p>Similar.</p> | <p>Section 1. Mental health education. Requires the Commissioner of Education to provide districts with mental health resources, including resources on suicide and self-harm prevention, intended for students beginning in grade four.</p> |
| 2 | <p>Sexual health education.</p> <p>Subd. 1. Model program. Requires the commissioner of education to use rulemaking process to identify one or more model comprehensive sexual health education programs for elementary and secondary school students, and make the program accessible to school districts and charter schools. Requires the model program to include instruction on particular topics. Defines “consent.”</p> <p>Subd. 2. School programs. Requires school districts and charter schools to implement a comprehensive sexual health education program for elementary and secondary school students starting in the 2021-2022 school year. Requires the program to include instruction on topics in the model program. Requires a superintendent of a school district or person having administrative control over a charter school to submit to the commissioner an annual assurance of compliance with sexual health education requirements. Requires school districts and charter schools to notify</p> | <p>No comparable provision.</p> | |

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| | <p>students and employees on criminal penalties for engaging in sexual contact with minors and notify teachers and administrators of consequences for license of a teacher who engages in sexual contact with a student. Allows instruction in a sexual health education program to be provided by a person without a teaching license and requires a district to notify a parent when the child receives sexual health instruction from a person without a teaching license, and the community organization that employs the person.</p> <p>Subd. 3. Parental review. States that sexual health instruction is subject to parental curriculum review requirements. Requires districts and charter schools to provide parents access to instructional materials, inform parents of requirements of section 120B.20, and allow a student to opt out of sexual health instruction.</p> | | |
| 3 | <p>School sexual harassment and sex discrimination policy compliance.</p> <p>Subd. 1. Duties. Requires the Department of Education to provide guidance, technical assistance, training, and other resources to school districts regarding sexual violence and Title IX. Requires the department to serve as the state lead on Title IX for schools, parents, students, and community organizations.</p> <p>Subd. 2. Training. Requires the Department of Education to provide training to Title IX coordinators</p> | No comparable provision. | |

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| | <p>on state and federal sexual harassment and sex discrimination laws every other year.</p> | | |
| | | <p>No comparable provision.</p> | <p>Section 2. School floor plans. Requires a district or charter school to provide law enforcement or emergency management officials with school floor plans for use in crisis situations.</p> |
| <p>4</p> | <p>Administration of drugs and medicine; applicability. Requires the parent of a student to whom school personnel administer drugs or medicine at a parent’s request or based on an IEP, to inform the school if the drug or medicine is a controlled substance. If the drug or medicine is not a controlled substance, the request must authorize the school district to transport the drug or medicine for purposes of destroying the unused drug or medication. If the drug or medicine is a controlled substance, the request must specify that the parent must retrieve the drug when requested by the school.</p> | <p>No comparable provision.</p> | |
| <p>5</p> | <p>Administration of drugs and medicine; unclaimed drugs or medications. (a) Requires a school district to adopt a procedure to collect and transport unclaimed or abandoned prescription drugs or over-the-counter medications left with school personnel. The district must make a reasonable attempt to return the unused drug to the student’s parent. The district’s procedure must provide for at least annual transportation of unclaimed drugs. (b) Allows a school district to designate an individual to transport unclaimed drugs that are not controlled</p> | <p>No comparable provision.</p> | |

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| | <p>substances or are over-the-counter medications to a designated drop-off box or collection site, or to request that a law enforcement agency transport the drugs to a drop-off box or collection site on behalf of the district.</p> <p>(c) Prohibits a school district or school personnel from transporting unclaimed drugs that are controlled substances to a drop-off box or collection site. Requires a district to request that a law enforcement agency transport the drug to a collection bin that complies with Drug Enforcement Agency regulations, or under the agency’s procedure for transporting drugs.</p> | | |
| 6 | <p>Possession and use of sunscreen. Allows a student to have and use sunscreen at school or school events without a prescription or note from a health professional. A school employee is not required to provide sunscreen or help apply sunscreen to a student.</p> | <p>Same (except for effective date).</p> | <p>Article 2, section 9. Possession and use of sunscreen. Permits a school district to allow a student to possess and apply a topical sunscreen during the school day, while on school property, or at a school-sponsored event without a physician’s note. Allows a school district to adopt a policy on student possession and use of sunscreen consistent with the section. Clarifies that school personnel are not required to provide or apply sunscreen.</p> |
| 7 | <p>School safety assessment Subd. 1. School safety assessment. Defines a school safety assessment. Subd. 2. Policy. Requires a school board to adopt a policy to establish safety assessment teams to conduct school safety assessments. Requires a safety assessment policy to be consistent with crisis management policy and state special education laws</p> | <p>Different.</p> | <p>Section 3. Safety assessment policy. Requires a school district and charter school to adopt a safety assessment policy consistent with the recommendations of the Minnesota school safety center. Requires provisions for parent notification and student referral. Clarifies that school personnel may act immediately to address an imminent threat.</p> |

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| | <p>and federal regulations, and with guidance provided by the Department of Public Safety’s School Safety Center. Sets other requirements for policy.</p> <p>Subd. 3. Oversight. Requires the superintendent of a district to establish a committee or individual to exercise oversight of the safety assessment teams.</p> <p>Subd. 4. Safety assessment teams. Requires a district to establish a safety assessment team that includes individuals with expertise in certain areas. Provides duties of safety assessment teams. Requires a safety assessment team to immediately report a determination that a student poses a threat of violence or physical harm to others, to the superintendent. Requires superintendent to provide notice to parent. Requires team to consider services to address the student’s underlying behavior or mental health issues. Requires team to provide data related to safety assessment to parent of subject of assessment upon request, after threat has been addressed. Requires team to follow district’s suicide prevention policy. States that nothing in section prevents school official from acting to immediately address imminent threat or modifies district’s obligation under disability laws.</p> <p>Subd. 5. Redisclosure. Prohibits a safety assessment team member from redisclosing educational records or use any record of an individual beyond the purpose for which the disclosure was made to the safety assessment team. States that section does not prohibit disclosure of records in accordance with state and</p> | | |

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| | <p>federal law. Requires a district to notify a parent when data related to a safety assessment is provided to a law enforcement official who is not a member of the safety assessment team, unless notice to the parent is not in the student’s best interests.</p> | | |
| <p>8</p> | <p>Long-term facilities maintenance revenue. Authorizes a school district’s Long-Term Facilities Maintenance (LTFM) plan to include certain school safety improvements, including remodeling or new construction for school security enhancements, public announcement systems, emergency communications devices, or equipment and facility modifications related to violence prevention and facility security. Removes obsolete language. Modifies the LTFM equalizing factor to adjust for other levy changes.</p> <p>Modifies the LTFM building age index so that the index does not decrease when a school district constructs new facilities but continues to use at least 80 percent of the previous square footage.</p> <p>Grants joint powers districts the same authority as other school cooperative units to issue bonds to be repaid by member districts’ long-term facilities maintenance revenue.</p> | <p>No comparable provision.</p> | |
| <p>9</p> | <p>Purchase of certain equipment. Adds public announcement systems, emergency communications devices, and other equipment related to violence prevention and facility security to the eligible purposes for capital equipment bonds. Authorizes a district to counts its safe schools revenue, as well as its equipment</p> | <p>Same.</p> | <p>Section 4. Purchase of certain equipment. Clarifies that a school district may issue bonds or capital notes to purchase certain safety-related equipment. Authorizes a district to service those bonds or notes with safe schools revenue.</p> |

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| | revenue for purposes of computing the total amount of capital equipment bonds the district may issue. | | |
| | | No comparable provision. | Section 5. Certain federal, state, and local requirements. Requires a charter school to adopt a safety assessment policy. |
| 10 | <p>Safe schools revenue.</p> <p>Increases safe schools revenue. For fiscal year 2020 only, increases the safe schools revenue by \$9 per pupil unit and guarantees each district a minimum safe schools revenue of \$18,750. Provides safe schools revenue to charter schools equal to \$9 per pupil unit. Provides safe schools revenue for intermediate school districts equal to \$18.75 per pupil. Creates safe schools revenue of \$3.75 per pupil for other cooperative units (special education coops, etc.). Provides all of the fiscal year 2020 increase in safe schools revenue in state aid.</p> <p>For fiscal year 2021 and later, establishes safe schools revenue of \$54 per pupil for school districts with a district minimum of \$22,500. Sets the safe school revenue at \$22.50 per pupil for intermediate school districts, \$7.50 per pupil for other cooperatives, and \$54 per pupil for charter schools. Equalizes safe schools revenue at 151.3 percent of the statewide average tax base per pupil, based on the adjusted net tax capacity tax base using one-half of the ag lands value (this is the same tax base used for long-term facilities maintenance revenue).</p> <p>Expands the uses of safe schools revenue to include additional actions to improve school climate including professional development such as restorative practices, social-emotional</p> | Different | <p>Section 6. Safe schools revenue.</p> <p>Subd. 1. Safe schools revenue. Defines safe schools revenue to be equal to the sum of a district’s safe schools levy and its safe schools aid.</p> <p>Subd. 2. Safe schools levy. Provides that a district’s initial safe schools levy is equal to \$36 times the adjusted pupil units for that school year. Provides that, for a district that is a member of an intermediate district, the intermediate safe schools levy equals \$15 times the adjusted pupil units for that school year.</p> <p>Subd. 3. Safe schools aid. Creates a new aid component of safe schools revenue. Provides that the safe schools aid for fiscal years 2020 and 2021 only for a school district equals \$38 times the adjusted pupil units. Guarantees that a district generates at least \$32,000 in safe schools revenue.</p> <p>Subd. 3a. Intermediate district revenue transfer. Requires that intermediate safe schools revenue be transferred to the intermediate district of which the</p> |

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| | <p>learning, and other evidence-based practices, and training for safety assessment teams and oversight committees.</p> <p>Authorizes a school board to transfer safe schools revenue to the debt fund for repayment of certain capital and equipment bonds.</p> <p>Requires a school district or charter school to report safe schools expenditures by functional area.</p> | | <p>district is a member and used only for safe schools purposes.</p> <p>Subd. 4. Safe schools revenue for a charter school. Provides safe schools aid for a charter school for fiscal years 2020 and 2021 only equal to \$38 times the adjusted pupil units. Requires that the revenue be used for safe schools purposes or for facility security improvements not funded by charter school lease aid.</p> <p>Subd. 5. Uses of safe schools revenue. Adds school-linked mental health services, cybersecurity, and debt service for certain equipment to the allowed uses of safe schools revenue. Makes other technical changes.</p> <p>Subd. 6. Report. Requires the Commissioner of Education to make a report to the legislature describing safe schools revenue expenditures by school district for each of the allowable uses.</p> |
| | | <p>No comparable provision in House Education Bill. Note: House carries \$9.38 million in Human Services Bill for school-linked mental health services.</p> | <p>Section 7. School-linked mental health grants.</p> <p>Subd. 1. Establishment. Directs the Commissioner of Human Services to establish a school-linked mental health grant program.</p> <p>Subd. 2. Eligible participants. Defines the criteria for eligible applicants to qualify for school-linked mental health grants.</p> |

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| | | | <p>Subd. 3. Allowable grant activities and related expenses. Provides a list of allowable grant activities.</p> <p>Subd. 4. Data collection and outcome measurement. Requires grantees to provide data to the commissioner to evaluate program effectiveness.</p> <p>Subd. 5. Specialized grants. State that applicants under subdivision 2, serving a public school program that provides instruction to students in a setting of federal instructional level four or higher are eligible for specialized grants. Establishes a priority for programs working with schools that previously received grants. Allows additional grants to be made available to eligible applicants under subdivision 2 who cooperate with programs operated by public schools or cooperatives. Allows specialized grants to be used to develop innovative therapeutic teaching models.</p> |
| | | No comparable provision. | Section 8. Duties of fire marshal. Authorizes the fire marshal to require at least five annual fire drills, including at least four evacuation drills. |
| | | No comparable provision. | Section 9. Fire drill. Authorizes schools to conduct an alternative fire drill that does not require immediate evacuation. Requires schools to work with fire officials or law enforcement on such drills. |

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| 11 | <p>Reporting of maltreatment of minors; definitions. Modifies definition of “sexual abuse” to include solicitation of children to engage in sexual conduct and communication of sexually explicit materials to children.</p> | <p>Same.</p> | <p>Section 10. Definitions. Adds a cross-reference to the definition of “sexual abuse” under the Maltreatment of Minors Act to allow the Department of Education to investigate behaviors that fall under that statute for maltreatment.</p> |
| 12 | <p>Agency responsible for assessing or investigating reports of maltreatment. Requires the department to investigate allegations of maltreatment involving students ages 18 to 21 until graduation.</p> | <p>Same.</p> | <p>Section 11. Agency responsible for assessing or investigating reports of maltreatment. Requires the department to investigate allegations of maltreatment involving students ages 18 to 21 until graduation.</p> |
| 13 | <p>Purpose; Support our Students program. Clarifies that school personnel hired with funds from a Support our Students grant may work with prekindergarten, as well as kindergarten through 12th grade pupils, and includes trauma coaches in student support personnel.</p> | <p>No comparable provision.</p> | |
| 14 | <p>Grant eligibility and application; support our students program. States that for grants awarded after July 1, 2019, once the grant has been awarded, the recipient must receive the annual grant in each of the six years of the program.</p> | <p>No comparable provision.</p> | |
| 15 | <p>Sexual health education report. Requires the commissioner of education to report to the legislature on sexual health education programs.</p> | <p>No comparable provision.</p> | |

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| 16 | <p>Working group on links between health disparities and educational achievement for children from American Indian communities and communities of color. Directs the commissioner of health to convene one or more working groups; specifies membership; establishes duties; and requires a report to the members of certain legislative committees.</p> <p>Subd. 1. Working group established. Directs the commissioner of health, in consultation with the commissioner of education, to convene one or more working groups to examine the links between health disparities and disparities in educational achievement for children from American Indian communities and communities of color, and to develop recommendations to address health disparities and decrease disparities in educational achievement. Lists groups that must be represented in the working group.</p> <p>Subd. 2. Duties. Lists issues the working group must identify and examine related to health disparities and disparities in educational achievement. By February 15, 2020, requires the working group to report to the members of legislative committees with jurisdiction over health and education with recommendations for programs, services, and funding that would be most effective in addressing health disparities and that would have the greatest impact on decreasing disparities in educational achievement for children from these communities.</p> | <p>No comparable provision.</p> | |

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| | <p>Subd. 3. Administrative support. Requires the commissioner of health to provide administrative support and meeting space for the working group.</p> <p>Subd. 4. Compensation and reimbursement for expenses. Allows working group members to receive compensation and reimbursement for expenses.</p> <p>Subd. 5. Expiration. Makes the working group expire March 1, 2020, or upon submission of the required report, whichever is later.</p> | | |
| 17 | <p>Appropriations. See fiscal tracking sheet.</p> | | <p>Section 13. Appropriations. See fiscal tracking sheets.</p> |
| 18 | <p>Revisor instruction. Directs the Revisor of Statutes to codify the Support our Students grant program language that was enacted as session law during the 2016 Legislative session.</p> | <p>No comparable provision.</p> | |

| Section | Article 6: Facilities, Fund Transfers, and Accounting | | Article 6: Facilities, Fund Transfers, and Accounting |
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| 1 | <p>Lead in school drinking water; frequency of testing. Adds charter schools to testing requirements. Requires a school district or charter school that finds lead in cooking or drinking water to formulate, make publicly available, and implement a plan consistent with established guidelines and recommendations to ensure student exposure to lead is minimized.</p> | <p>Same.</p> | <p>Section 1. Frequency of testing. Adds charter schools to testing requirements. Requires a school district or charter school that finds lead in cooking or drinking water to formulate, make publicly available, and implement a plan consistent with established guidelines and recommendations to ensure student exposure to lead is minimized.</p> |

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| 2 | <p>Lead in school drinking water; reporting. Adds charter schools to reporting requirement. Requires districts and charter schools to follow actions in guidance from commissioners of health and education. Requires districts and charter schools finding the presence of lead to directly notify parents of the result within 30 days of receiving the test result. Requires district or charter school to make water source unavailable until hazard has been minimized.</p> | <p>Similar.</p> | <p>Section 2. Reporting. Adds charter schools to reporting requirement. Requires districts and charter schools to follow actions in guidance from the Commissioners of Health and Education. Requires districts and charter schools to remediate the presence of lead to below the level set in the guidance, verified by retest, or directly notify parents of the result. Requires a district or charter school to make the water source unavailable until the hazard has been minimized.</p> |
| | | <p>No comparable provision.</p> | <p>Section 3. Notification of Environmental Hazards. Requires a school to notify school staff, students, and parents of a hazard, if the Department of Health or Pollution Control Agency notified them of environmental hazards that may affect the health of students or school staff.</p> |
| 3 | <p>Disposing of surplus school computers. Allows a school district to sell or give used computers or tablets to students.</p> | <p>Similar, Senate adds qualifying nonprofits as an additional recipient of surplus school computers.</p> | <p>Section 4. Disposing of surplus school computers. In addition to authority available under current law to transfer surplus school computers to another school district, the state Department of Corrections, the Minnesota State system, or a family in the school district whose income is at or below the federal poverty level, authorizes a school district to transfer a computer to a charitable nonprofit registered with the attorney general’s office, or to sell or give a surplus computer to currently-enrolled district students who intend to enroll the following year. Requires the district to give priority to those students eligible for free or reduced-price meals and distribute the remaining computers by lottery.</p> |
| 4 | <p>Radon testing. Subd. 1. Plan. Adds charter schools to plan commissioners of health and education must adopt.</p> | <p>No comparable provision.</p> | |

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| | <p>Adds Minnesota State Academies and Perpich Center for Arts Education.</p> <p>Subd. 3. Reporting. Adds charter schools to reporting requirement, and requires that test results be available to the public for review and that parents be notified that the information is available.</p> <p>Subd. 4. Testing requirements. Requires a school district or charter school to adopt a radon testing schedule that tests every building serving students at least every five years, and to begin testing by July 1, 2020. Specifies requirements for how tests must be conducted.</p> | | |
| 5 | <p>Energy use reduction and reporting for public schools. Authorizes each public school or school district to enter monthly energy use data for buildings under its custodial control through the B3 (Buildings, Benchmarks, and Beyond) program which has been administered by the Departments of Commerce and Administration since legislation was enacted in 2001. The B3 program establishes a database into which public building owners or managers enter monthly energy use data for their buildings.</p> | <p>Similar. House makes permissive. Senate makes mandatory with no penalty for noncompliance.</p> | <p>Section 5. Energy use reduction and reporting for public schools. Requires a public school or school district to enter and maintain monthly consumption data into the Minnesota B3 benchmarking program for each school building.</p> |
| 6 | <p>Certain federal, state, and local requirements; charter schools. Requires a charter school to comply with Minnesota’s municipal contracting law in the same manner as school districts.</p> | <p>No comparable provision.</p> | |

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| | | No comparable provision. | Section 6. District aid. Modifies the calculation of a district’s Internet access equity aid if the district is not part of an organized telecommunications access cluster. |
| | | No comparable provision. | Section 7. Telecommunications/Internet access services for nonpublic schools. Amends the calculation of a school district’s aid for providing services to a nonpublic school to be the lesser of the nonpublic school’s approved costs for the previous fiscal year or the product of the district’s aid per pupil times the number of weighted pupils enrolled at the nonpublic school the previous school year. |
| 7 | <p>To lease building or land. Increases the maximum lease levy for the St. Louis County school district from \$212 per pupil unit to \$500 per pupil unit beginning in fiscal year 2025.</p> <p>Allows a school district to include in its lease levy the amounts necessary to deferred maintenance projects at cooperative facilities.</p> | No comparable provision. | |
| | | No comparable provision. | Section 8. Sample ballot, posting. Requires a summary of the Commissioner’s review and comment to be posted in the same manner as a sample ballot for a school district general or special election to authorize issuance of bonds to finance a capital project requiring review and comment. |
| 8 | <p>Agreement. Adds Service Cooperatives to the definition of governmental unit for the purposes of joint powers. Service Cooperatives are</p> | Similar. Senate includes charter schools as well as service cooperatives. | Section 9. Agreement. Modifies the joint exercise of powers section of the municipal rights, powers, and duties chapter to include service cooperatives and charter schools in the definition of “governmental unit.” |

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| | made up of “governmental units” as defined in the joint powers act. | | |
| | | No comparable provision. | Section 10. Proper use of bond proceeds. Requires proceeds from obligations issued after an election to be used only for the purposes stated in the ballot language. Prohibits proceeds from being spent for a different purpose. |
| | | No comparable provision. | Section 11. Generally; notice. Requires the ballot question submitted by a school board to state the name of the plan being proposed by the district as submitted to the Commissioner for review and comment. |
| 9 | <p>Fund transfers.</p> <p>Subd. 1. Truman. Authorizes Independent School District No. 458, Truman, to transfer up to \$65,000 from its ECFE account in the community service fund to its general fund and \$45,000 from its school readiness account to its general fund.</p> <p>Subd. 2. Minnetonka. Authorizes Independent School District No. 276, Minnetonka, to transfer up to \$3,300,000 from its community education reserve account to its operating capital account for building costs associated with its early childhood program.</p> <p>Subd. 3. Hopkins. Authorizes Independent School District No. 270, Hopkins, to transfer up to \$500,000 from its community education reserve account to its operating capital account for equipment and facilities needs for its early childhood classroom addition.</p> | Similar. | <p>Section 12. Fund transfers.</p> <p>Subd. 1. Truman. Authorizes the Truman school district to transfer up to \$65,000 from its early childhood and family education reserve account and \$45,000 from its school readiness reserve account in the community service fund to its undesignated general fund.</p> <p>Subd. 2. Minnetonka. Authorizes the Minnetonka school district to transfer up to \$3.3 million from its community education reserve account to its reserved for operating capital account for the construction costs associated with the district’s early childhood or community education spaces.</p> <p>Subd. 3. Hopkins. Authorizes the Hopkins school district to transfer up to \$500,000 from its community</p> |

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| | | | education reserve account to the reserved operating capital account in its general fund for the costs of constructing and equipping an early childhood classroom addition. |
| 10 | School program combination; Hopkins school district. Authorizes any charter school located within the borders of the Hopkins school district to fold its programming into the school district’s operations. Directs how the charter school’s assets and liabilities are handled, reserves any positive fund balance transferred for the specific programs that the charter school formerly provided, adjusts the calculation of state aids to reflect the combined programming, and authorizes the Hopkins school district to levy \$50,000 per year for up to five years to account for the program’s merger. | No comparable provision. | |
| 11 | Appropriation. See fiscal tracking sheet for details. | | Section 13. Appropriations. See fiscal tracking sheets. |

| Section | Article 7: Nutrition and Libraries | | Article 7: Nutrition and Libraries |
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| 1 | School meals policies; lunch aid; food service. Subd. 1. School meals policies. Requires participants in the national school lunch program to adopt and post a school meals policy. The policy must address student meal charges and collections practices; prohibit withdrawals of meals served to students; ensure that a student eligible for free and reduced-price lunch is | Different. | Section 1. School Meals Policies; Lunch Aid; Food Service Accounting. Subd. 1. School meals policies. Requires each participant in the national school lunch program to adopt a school meals policy. The policy must be reasonable and well-defined and maintain the dignity of students by prohibiting lunch shaming. |

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| | <p>always served a reimbursable meal; and be provided to a third party meal services vendor.</p> <p>Subd. 1a. School lunch aid amounts. Creates a new subdivision with language previously in subdivision 1.</p> <p>Subd. 4. No fees. Prohibits a participant from denying school lunch to a student who qualifies for free or reduced-price lunch, regardless of whether the student has an outstanding balance in the student’s meal account for any reason.</p> <p>Subd. 5. Respectful treatment. Requires a participant to provide meals to participating students in a respectful manner and conform to the school meals policy. Prohibits certain reminders of outstanding meal balances, and prohibits limiting student participation in school activities due to unpaid student meal balances. Requires the commissioner to send a letter of noncompliance to a participant that does not provide meals to participating students in a respectful manner, and the participant to respond and remedy the practice within 30 days.</p> | | |
| 2 | <p>School breakfast program. Defines “Breakfast after the Bell” programs and models including “breakfast in the classroom,” “grab and go breakfasts,” and “second chance breakfasts.” Creates an application process for schools to apply for additional state aid for Breakfast after the Bell programs. Sets the Breakfast after the Bell aid amount for each school site as the difference</p> | <p>No comparable provision.</p> | |

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| | between the federal funds for breakfast and the school’s defined cost of providing those breakfasts. | | |
| 3 | Base aid distribution. Increases the percentage of the total regional public library paid equally to each system from five to 15. | No comparable provision. | |
| 4 | Adjusted net tax capacity per capita distribution. Decreases the portion of regional public library system aid based upon the region’s relative tax base from 25 to 15 percent of the total allocation. Lags by one more year the measure of tax base used so that the ratios are final when the aid is calculated. | No comparable provision. | |
| 5 | Population determination calculation. Clarifies that the population used to compute this portion of the aid is the most recently available population count. | No comparable provision. | |
| 6 | Eligibility; library telecommunications aid. Authorizes unused portions of the regional library telecommunications connectivity aid to be used for other library technological purposes, including network infrastructure, security, and other telecommunications services. | No comparable provision. | |
| 7 | Appropriation. See fiscal tracking sheet for details. | | Section 2. Appropriations. See fiscal tracking sheets. |

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| Section | Article 8: Early Childhood | | Article 8: Early Childhood |
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| 1 | <p>Grounds for dismissal. Modifies the Pupil Fair Dismissal Act by prohibiting a school district or charter school from dismissing a child participating or enrolled in a prekindergarten program. Under the Pupil Fair Dismissal Act, a “dismissal” means the denial of the current educational program to any pupil, including exclusion, expulsion, and suspension. It does not include removal from class. It would take effect beginning in the 2019-2020 school year.</p> | <p>No comparable provision.</p> | |
| 2 | <p>Prekindergarten, school readiness, preschool, and early education programs; licensure requirements. Requires a person providing instruction in a school district or charter school preschool, school readiness, school readiness plus, prekindergarten, or other early education program to meet the teacher licensure requirements that apply to K-12 teachers. Allows a person currently providing such instruction to continue teaching without a license until 2024. Includes early education program teachers in the teachers’ bargaining unit.</p> | <p>No comparable provision.</p> | |
| 3 | <p>Program requirements. Clarifies that the cognitive and social skills formative measure administered to prekindergarten pupils under a voluntary prekindergarten program must be age-appropriate.</p> | <p>No comparable provision.</p> | |
| 4 | <p>Voluntary prekindergarten; eligibility. Clarifies that an eligible four-year-old child served in a mixed-delivery system by a child care center, family child care program, or community-based organization may be charged a</p> | <p>Same.</p> | <p>Section 1. Voluntary prekindergarten eligibility. Clarifies that an eligible four-year-old child served in a mixed-delivery system by a child care center, family child care program, or community-based organization may be charged a fee only if</p> |

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| | fee as long as the mixed delivery partner was not awarded a mixed-delivery funded seat for that child. | | the mixed delivery partner was not awarded a funded seat for that child. |
| 5 | <p>Voluntary prekindergarten; applications process; priority for high poverty schools.</p> <p>Splits the Minneapolis and St. Paul school districts into separate voluntary prekindergarten (VPK) regions. (This split does not affect any funding for the other three regions.) Removes obsolete language. Clarifies the way the existing allocations of seats for eligible participants are calculated.</p> | No comparable provision. | |
| 6 | <p>Voluntary prekindergarten; participation limits.</p> <p>Sets the combined count of participants for VPK and School Readiness Plus at 7,160 annually on an ongoing basis. Under current law, the total number of participants is set to drop (from 7,160 in fiscal year 2019) to 3,160 participants starting in fiscal year 2020.</p> | No comparable provision. | |
| | | No comparable provision. | <p>Section 2. Financial accounting. Requires a school district or charter school to record expenditures attributable to voluntary prekindergarten programs according to department guidelines.</p> |
| | | No comparable provision. | <p>Section 3. Kindergarten readiness assessment. Requires the commissioner to implement a kindergarten readiness assessment and provide districts with a voluntary process for readiness measurement. Requires that the measurement tools be research based, developmentally appropriate, valid and reliable, and aligned to the state early childhood indicators of progress and kindergarten academic standards. Requires districts that voluntarily use the assessment to report results to</p> |

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| | | | the commissioner. Requires the commissioner to integrate results into the statewide longitudinal data systems. |
| 7 | <p>Early learning scholarships; family eligibility. Paragraph (a) modifies early learning scholarship income verification requirements so that parents or guardians do not have to verify income for homeless children, children in need of protective services, or children in foster care.</p> <p>Paragraphs (b) and (c) lower the scholarship age eligibility for a Pathway I scholarship to require that a recipient is from birth to age three, except for: (1) a sibling of a scholarship recipient, who can be up to age four; and (2) a recipient who had previously received a scholarship (until the child is eligible for kindergarten). A recipient attending a Pathway II program may be any age under five. Under current law, the recipient of either pathway scholarship must be three or four (with exceptions).</p> | <p>Same (foster care and homeless children) and different (Senate age of eligibility).</p> | <p>Section 4. Family eligibility. Eliminates the need for parents to verify income for homeless children or children in need of protective services. Prohibits families disqualified from the child care assistance program from receiving early learning scholarships. Extends eligibility for a scholarship to children age 6. Makes other technical changes.</p> |
| 8 | <p>Early learning scholarships; administration. Paragraph (c) eliminates a cap on the number of scholarships distributed through Pathway II to program sites, for award by those programs (which is currently set at the funding level in fiscal year 2017).</p> <p>Paragraph (e) clarifies that children receiving early learning scholarships must receive an early learning developmental screening within 90 days after turning three years old, and screening is not before that age.</p> | <p>Similar (highest priority categories and screening) and different (House caps).</p> | <p>Section 5. Administration. For fiscal year 2020 and later, limits the number of scholarship slots designated by the commissioner for a program to not exceed the number designated for that program in fiscal year 2019. Clarifies that children receiving early learning scholarships are required to receive an early learning developmental screening within 90 days of their third birthday, but not before, for those children who receive a scholarship at an earlier age.</p> |

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| | | No comparable provision. | Section 6. Transitional scholarship seats. Directs the commissioner to give scholarship priority to applicants in school districts with temporary VPK and School Readiness Plus seats expiring after the 2018-2019 school year. |
| 9 | Early learning scholarships; early childhood program eligibility. Removes an obsolete provision that allowed early learning scholarship pilot sites to participate in the statewide program prior to becoming rated through Parent Aware, the state’s quality rating and improvement system. | Different. | Section 7. Early childhood program eligibility. Extends the deadline for programs to have a three or four-star rating in the Parent Aware system. Provides that a child who was attending a program before that deadline may continue to attend the program with a scholarship. Strikes an obsolete provision that allowed the early learning scholarship pilot sites to participate in the statewide program prior to becoming rated through the state’s quality rating and improvement system. Prohibits a program that is disqualified from the child care assistance program or otherwise unauthorized from receiving early learning scholarship funds. |
| | | No comparable provision. | Section 8. Data sharing. Authorizes DHS to share with MDE data on the child care assistance program disqualification for the purpose of determining early learning scholarship eligibility. Authorizes MDE to share the same data with an early learning scholarship area administrator. |
| 10 | Early learning scholarship account. Creates an early learning scholarship account in the special revenue fund. Transfers all appropriations for early learning scholarships into this account, and annually appropriates the money to the commissioner of education for early learning scholarships. Allows for carryforward of unspent dollars, so that appropriations do not cancel to the general fund. Makes | Similar. | Section 9. Early learning scholarship account. Creates an early learning scholarship account in the special revenue fund. Transfers all appropriations for early learning scholarships to this account and annually appropriates this money to the commissioner for early learning scholarships. Cancels any funds remaining unspent four years after the initial transfer from the general fund. Makes permanent an |

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| | \$950,000 annually available to the department for administrative costs of the early learning scholarships program. | | appropriation from the account of \$950,000 per year for MDE administration of the program. |
| 11 | <p>Pupil unit. Makes permanent the pupil count for school readiness plus pupils (school readiness plus was implemented in 2017 as a two-year program for fiscal years 2018 and 2019 only). Eliminates the separate hours of instruction required for disabled kindergarten pupils (while this provision has a small fiscal impact, the change conforms the hours to those of all non-disabled kindergarten pupils).</p> | No comparable provision. | |
| 12 | <p>Background study; tribal organizations. Authorizes tribal organizations to contract with the commissioner of human services to conduct background studies of individuals affiliated with a child care program sponsored, managed, or licensed by a tribal organization.</p> | No comparable provision. | |
| 13 | <p>Background study; Head Start programs. Authorizes Head Start programs to contract with the commissioner of human services for background studies. Exempts a Head Start program that does not contract with the commissioner, is not licensed, and is not registered for funding under chapter 119B from chapter 245C.</p> | No comparable provision. | |
| 14 | <p>Effective date; school readiness plus. Eliminates the effective date that sunsets the school readiness plus program.</p> | No comparable provision. | |

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| Section | Article 8: Early Childhood | | Article 8: Early Childhood |
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| 15 | <p>No supplanting, school readiness plus. Extends requirement that voluntary prekindergarten and school readiness plus funds be used to supplement not supplant existing revenue for prekindergarten activities.</p> | <p>No comparable provision.</p> | |
| 16 | <p>Early learning scholarships. Cancels \$9,500,000 of the 2019 appropriation for the early learning scholarship program (this is the amount estimated to cancel back in 2019) and adds this amount to the fiscal years 2020 and 2021 appropriations.</p> | <p>Different.</p> | <p>Section 10. Early learning scholarships. Cancels a portion of the 2019 appropriation for early learning scholarships and returns it to the general fund.</p> |
| 17 | <p>Legislative report on early care and education coordination. Directs the Departments of Education, Health, and Human Services to jointly provide a report on enhancing coordination among early education programs. Specifies report topics. Makes the report due by February 15, 2020.</p> | <p>No comparable provision.</p> | |
| 18 | <p>Appropriations. See fiscal tracking sheet.</p> | <p>Different.</p> | <p>Section 11. Appropriations. See fiscal tracking sheets.</p> |

| Section | Article 9: Community Education and Lifelong Learning | | Article 9: Community Education and Lifelong Learning |
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| | | <p>No comparable provision.</p> | <p>Section 1. Advisory council. Requires that each district's community education advisory council make written recommendations to the community education director and to the school board on the use of general community education revenue. Requires that a school board take public testimony on the advisory council's written recommendations.</p> |

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| Section | Article 9: Community Education and Lifelong Learning | | Article 9: Community Education and Lifelong Learning |
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| | | No comparable provision. | Section 2. Uses of general revenue. Authorizes a district to use general community education revenue for programs or services, including programs offered by other nonschool organizations, that promote the goals of both general education and community education and serves the needs of school district staff, students, and residents. |
| | | No comparable provision. | Section 3. Reserve account. Authorizes a district to transfer funds from the community education reserve account to finance capital and facility needs that are primarily used by community education programs. |
| 1 | State total adult basic education aid. Increases the annual statewide adult basic aid amount to \$51 million for fiscal year 2020. Adds a second calculation to the annual growth factor, allowing ABE revenue to grow by the greater of the annual growth in statewide contact hours or the growth in the general education basic formula allowance. | Different. House raises overall appropriation cap. | Section 4. State total adult basic education aid. Clarifies that the contact hour adjustment on ABE aid must not be less than 1.0. |
| 2 | Commissioner-selected high school equivalency test fees. Requires the commissioner to pay the full fee for a high school equivalency test, rather than only 60 percent of the fee. | No comparable provision. | |
| 3 | Administration; design. Adds to the list of positive characteristics of qualifying partnerships to include: collecting and utilizing data to improve student outcomes, sharing disaggregated performance data, employing continuous improvement processes, and demonstrating an ability to leverage nonstate funds. | Similar (technical differences). | Section 5. Administration; design. Modifies the program requirements for the education partnership coalition program. |

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| Section | Article 9: Community Education and Lifelong Learning | | Article 9: Community Education and Lifelong Learning |
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| 4 | Appropriations. See fiscal tracking sheet. | Different. | Section 6. Appropriations. See fiscal tracking sheets. |

| Section | Article 10: State Agencies | | Article 10: State Agencies |
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| 1 | Duties. Modifies the duties of the dyslexia specialist at the Department of Education. Requires the specialist to provide guidance to school districts and charter schools on particular subjects, and provide guidance to the Professional Educator Licensing and Standards Board on developing license renewal requirements on dyslexia. | No comparable provision. | |
| 2 | Fee. Increases the annual license fee for school administrators from \$75 to \$100 beginning with licenses renewed after June 30, 2019. | Same (increase in fee) and different (regarding account where deposited). | Section 1. Fee. Increases school administrator's fees from \$75 to \$100. Requires administrator license fees to be deposited in the general fund. |
| 3 | Special revenue fund; administrator license. Creates a new account in the special revenue fund for administrator license fees. | No comparable provision. | |
| 4 | Educator licensure account. Removes administrator license fees from the educator licensure account (these fees are deposited in the administrator license account instead under section 3). | No comparable provision. | |
| | | No comparable provision. | Section 4. Rental income; appropriation. Requires all rental income earned by the Minnesota State Academies be deposited into a special revenue fund. Money in the account |

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| Section | Article 10: State Agencies | | Article 10: State Agencies |
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| | | | is annually appropriated to the Minnesota State Academies for staff development purposes. |
| 5 | <p>School climate technical assistance center. Eliminates the expiration of the school safety technical assistance center in June 30, 2019, and renames the center.</p> | <p>No comparable provision.</p> | |
| | | <p>No comparable provision.</p> | <p>Section 5. Eligibility bylaws, policies, and procedures.</p> <p>Subd. 1. Public input and access to proposed eligibility bylaws, policies, and procedures. Clarifies the requirements for public notice and public hearings of proposed changes to league eligibility bylaws, policies, and procedures. Reduces the number of parent/guardian requests necessary to require that a hearing be conducted by an administrative law judge or a person contracted by the Office of Administrative Hearings. Requires the league to maintain a public docket of historical and proposed changes to eligibility bylaws, policies, and procedures. Requires the league to post notice and proposed changes to eligibility bylaws, policies, and procedures no later than 30 days prior to board meetings. Requires the league to indicate publication dates on the league handbook and other advisory documents concerning eligibility and remove duplicate policies and procedures.</p> <p>Subd. 2. Eligibility review process. Requires the league to establish a process for student eligibility review that provides students and parents an opportunity to present information. Requires the league</p> |

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| Section | Article 10: State Agencies | | Article 10: State Agencies |
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| | | | <p>to publish general criteria by which a request for a review may qualify for a review by the league’s eligibility committee or further review by an independent hearing officer and the conditions, timelines, and procedures for such reviews. Requires the league to provide specific reasons for denying a request for review when a request is denied. Provides that the eligibility review process does not create a property right or liberty interest in extracurricular varsity athletic competition.</p> |
| | | <p>No comparable provision.</p> | <p>Section 6. League information review and report; commissioner recommendations. Transfers responsibility for annual information review from the commissioner to the league. Requires that the league annually evaluate current and proposed bylaws, procedures, policies, and definitions for compliance with Minnesota Department of Education programs and state and federal law. Requires that the league annually review any recent or proposed changes to eligibility bylaws, policies, and procedures. Requires that the league post its review on the league Web site and deliver a copy to the commissioner and the legislature.</p> |
| | | <p>No comparable provision.</p> | <p>Section 7. Transfers.</p> <p>Subd. 1. Portfolio account. Removes the commissioner of management and budget’s authority to transfer any balances in the education licensure portfolio account in the general fund to the educator licensure account in the special revenue fund.</p> |

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| Section | Article 10: State Agencies | | Article 10: State Agencies |
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| | | | Subd. 2. Background check. Transfers any unspent balances in any account for teacher licensure background check fees to the general fund. |
| 6 | Appropriations; MDE 2018-2019 biennium. Eliminates a rider transferring \$2 million in fiscal year 2019 from the MDE budget to the Attorney General for litigation costs and reduces MDE’s 2019 budget accordingly. | Different. | Section 8. Department. Strikes language for the Board of School Administrators directing future appropriations to be made from the special revenue fund. Cancels \$2 million from the fiscal year 2019 to the Department of Education for legal fees. |
| 7 | Appropriations; MDE. Appropriates money for MDE. See fiscal tracking sheet for details. | Different. | Section 10. Appropriations; Department of Education. Establishes the agency’s budget. See fiscal tracking sheets. |
| 8 | Appropriations; Minnesota State Academies. Appropriates money for the Minnesota State Academies for the Deaf and Blind. See fiscal tracking sheet for details. | Different. | Section 13. Appropriations; Minnesota State Academies. Establishes the agency’s budget. See fiscal tracking sheets. |
| 9 | Appropriations; Perpich Center for Arts Education. Appropriates money for the Perpich Center for Arts Education. See fiscal tracking sheet for details. | Different. | Section 11. Appropriations; Perpich Center for Arts Education. Establishes the agency’s budget. See fiscal tracking sheets. |
| 10 | Appropriation; Board of School Administrators. Appropriates \$357,000 in fiscal year 2020 and \$347,000 in fiscal year 2021 from the administrator licensure account to the Board of School Administrators for the board’s activities. Authorizes general fund moneys to supplement the revenue from the special revenue account in fiscal year 2020 only. Sets the appropriations base for subsequent years at \$347,000. | See Minnesota Department of Education’s budget for Senate. | |

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| Section | Article 10: State Agencies | | Article 10: State Agencies |
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| 11 | <p>Appropriation; awareness of sexual exploitation of minors. Appropriates \$12,000 from the general fund to the Board of School Administrators for a public awareness campaign directed at school employees to raise awareness of sexual exploitation of youth and the maltreatment of minors. Requires the awareness campaign to emphasize the duties of mandatory reporters.</p> | <p>No comparable provision.</p> | |
| 12 | <p>Appropriations; PELSB. Appropriates money for PELSB. See fiscal tracking sheet for details.</p> | <p>Different.</p> | <p>Section 12. Appropriations; Professional Educator Licensing and Standards Board. Establishes the board’s budget. See fiscal tracking sheets.</p> |
| 13 | <p>Revisor instruction. Instructs the revisor to substitute the term “School Climate Technical Assistance Center” for “School Safety Technical Assistance Center” and “School Climate Technical Assistance Council” for “School Safety Technical Assistance Council.”</p> | <p>No comparable provision.</p> | |
| 14 | <p>Repealer. Repeals:</p> <ul style="list-style-type: none"> • section 127A.051, subdivision 7 - expiration of school safety technical assistance council. | <p>Different.</p> | <p>Section 14. Repealer. (a) Repeals section 122A.175, the special revenue fund accounts for educator licensure and background check fee revenue. Repeals section 128C.02, subdivision 6, a duplicative annual high school league reporting requirement</p> <p>(b) Repeals a reference to the educator licensure background check account in the special revenue fund which would be effective on July 1, 2019.</p> |

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| Section | Article 11: Forecast Adjustments | | Article 11: Forecast Adjustments |
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| | | Same. | |