

# K-12 Education Bill Comparison Summary of Senate: H.F. 2749, First Unofficial Engrossment Senate: S.F. 2744, Second Engrossment House: H.F. 2749, Second Engrossment

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Article 12: General Education		Section	Article 7: General Education
<p><b>Section 1. Length of school year; hours of instruction.</b> Requires that the school calendar for prekindergarten, if offered by the district, must include at least 350 hours of instruction for the school year.</p> <p>Effective date: makes this section effective for the 2016-2017 school year and later.</p>	<p><b>No comparable provision.</b></p>		
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 1, section 1. Cooperative unit defined.</b> Explicitly adds special education cooperatives to the types of joint governance units that are considered “cooperative units” for purposes of the school code.</p>	<p><b>Same</b></p>	<p><b>1</b></p>	<p><b>Cooperative unit defined.</b> Explicitly adds special education cooperatives to the types of joint governance units that are considered “cooperative units” for purposes of the school code.</p>
	<p><b>No comparable provision.</b></p>	<p><b>2</b></p>	<p><b>Federal child and adult care food program.</b> Authorizes a multisite sponsoring organization to demonstrate its financial viability to the Minnesota Department of Education (MDE) through a letter from a CPA. Requires MDE to post child and adult care food program information on its Web site. Requires the commissioner of education to perform an expedited review of any multisite sponsoring organization’s application if that application was submitted after July 1, 2015, and the application’s denial was based in part on the multisite sponsoring organization’s financial viability.</p>
<p><b>Section 2. Program reimbursement.</b> Provides that the state reimburses a district \$1.30 for each school breakfast served to a prekindergarten pupil.</p> <p>Effective date: makes this section effective for revenue in fiscal year 2017 and later.</p>	<p><b>No comparable provision.</b></p>		
<p><b>Section 3. No fees.</b> Prohibits a district from charging a fee for a school breakfast served to a prekindergarten pupil.</p>	<p><b>No comparable provision.</b></p>		

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Article 12: General Education	Section	Article 7: General Education
Effective date: makes this section effective for revenue in fiscal year 2017 and later.		
<p><b>Section 4. Voluntary prekindergarten program.</b></p> <p><b>Subdivision 1. Establishment; purpose.</b> Authorizes a school district, charter school, or combination thereof to operate a voluntary prekindergarten program for four-year-old pupils. Clarifies that the purpose of a prekindergarten program is to prepare students for kindergarten entry.</p> <p><b>Subdivision 2. Program requirements.</b> Requires that a program under this section meet certain program characteristics related to instruction, assessment, class size, teacher compensation, teacher licensure and qualifications, community involvement and coordination, parent engagement, and professional development, among other requirements. Requires districts and charter schools to include prekindergarten elements in the world’s best workforce report.</p> <p><b>Subdivision 3. Mixed delivery of services.</b> Authorizes a district or charter school to contract with a charter school, Head Start or child care center, licensed family child care programs, or community-based organization to provide the prekindergarten program.</p> <p><b>Subdivision 4. Eligibility.</b> Provides that a child is eligible to participate if they are at least four years-old on September 1 and complete all required screenings within 90 days of enrollment.</p>	<p><b>No comparable provision.</b></p>	

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Article 12: General Education		Section	Article 7: General Education
<p><b>Subdivision 5. Application process; priority for high poverty schools.</b> Provides for application and notification deadlines. Requires certain information related to the proposed program and estimated participation in the application materials. Requires the commissioner to proportionally allocate the funds available among four groups of applicants: (1) Minneapolis and Saint Paul, (2) metro-region school districts, (3) rural region school districts, and (4) charter schools. Requires that, within each of the four applicant groups, priority be given to applicants based on (1) the concentration of kindergarten students who qualify for free or reduced price lunch, and (2) the availability of three- or four-star Parent Aware rated programs within or near the district. Provides that an approved applicant shall remain approved, regardless of later changes in the concentration of students eligible for free- or reduced-price lunch. Directs the commissioner to break any ties in the rank order based on the proportion of the applicants prekindergarten teachers who have an early childhood license.</p> <p><b>Subdivision 6. Program and revenue limits.</b> Limits the number of prekindergarten pupil units for a district to no more than 60 percent of that district's kindergarten pupil units. Requires the commissioner to limit the statewide aid entitlement for the prekindergarten program in fiscal year 2017 and later.</p> <p>Effective date: makes this section effective for revenue in fiscal year 2017 and later.</p>			

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<p><b>Section 5. English learner.</b> Provides that a prekindergarten pupil may meet the definition of “English learner” for the purposes of English learner programming and aid.</p> <p>Effective date: makes this section effective for revenue in fiscal year 2017 and later.</p>	<p><b>No comparable provision.</b></p>		
<p><b>Section 6. Eligible pupils.</b> For the 2016-2017 school year only, allows an English learner with an interrupted formal education, who is 21, but not yet 22, to participate in the graduation incentives program and in concurrent enrollment course.</p>	<p><b>No comparable provision.</b></p>		
<p><b>Section 7. Pupil unit.</b> Provides that the pupil units for a prekindergarten pupil, except a pupil with a disability or assessed for a disability, equals the greater of 0.6 or the ratio of the number of hours of instruction to 850.</p> <p>Effective date: makes this section effective for revenue in fiscal year 2017 and later.</p>	<p><b>No comparable provision.</b></p>		
<p><b>Section 8. Compensation revenue pupil units.</b> Clarifies the calculation of compensation revenue pupil units for prekindergarten programs in the first year of operation.</p> <p>Effective date: makes this section effective for revenue in fiscal year 2017 and later.</p>	<p><b>No comparable provision.</b></p>		
	<p><b>No comparable provision.</b></p>	<p><b>3</b></p>	<p><b>General education revenue.</b> Allows a school board to adopt a resolution to reallocate any of its general education revenue according to the plan specified in the resolution.</p>
<p><b>Section 9. Declining enrollment revenue.</b> Excludes prekindergarten pupil units from the calculation of declining enrollment revenue for fiscal years 2017 to 2019.</p>	<p><b>No comparable provision.</b></p>		

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Article 12: General Education		Section	Article 7: General Education
Effective date: makes this section effective for revenue in fiscal year 2017 and later.			
	<b>No comparable provision.</b>	<b>4</b>	<b>Local optional revenue.</b> Requires each school board to adopt a plan for spending local optional revenue for the 2017-2018 school year and later. Requires the plan to be adopted at a board meeting after the board has heard public testimony on the plan.
<p><b>Section 10. Operating capital levy.</b> Changes the operating capital equalizing factor for fiscal year 2017 and later to offset increased levies associated with other provisions in this bill. Strikes other obsolete language.</p> <p>Effective date: makes this section effective for revenue in fiscal year 2017 and later.</p>	<b>Different equalizing factors.</b>	<b>5</b>	<b>Operating capital levy.</b> Increases the operating capital-equalizing factor for fiscal years 2018 and later to provide additional operating capital aid.
<p><b>Section 11. Equity revenue.</b> Modifies the equity revenue formula to provide additional revenue for certain districts that overlap the seven-county metro area.</p>	<b>House qualifies all districts for equity bump; senate qualifies any district located wholly or partially in the seven-county metro area for equity bump.</b>	<b>6</b>	<b>Equity revenue.</b> Extends the 25 percent increase in equity revenue to all school districts in the state (this increase is currently available only to school districts with their administrative offices located in the metro area). Beginning with fiscal year 2018, requires all school boards to adopt a resolution before accessing the equity revenue bump.
	<b>No comparable provision.</b>	<b>7</b>	<b>Use of revenue; compensatory.</b> Adds two new purposes to the list of eligible uses of compensatory revenue: recruitment and new teacher development activities through a teacher induction or mentorship program (sometimes referred to as a “grow your own” program); and hiring bonuses or other added compensation for highly effective teachers who work in hard-to-fill or hard-to-staff positions.
	<b>No comparable provision.</b>	<b>8</b>	<b>Building allocation; compensatory revenue.</b> Grants a school board authority to adopt a plan to determine how to allocate all of its compensatory revenue among school sites

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			(under current law, the board may adopt a plan to allocate up to 50 percent of its compensatory revenue and the remaining 50 percent must be allocated to the school site where the compensatory revenue was earned).
	<b>No comparable provision.</b>	<b>9</b>	<b>Recommendation.</b> Clarifies that the school site decision team recommends to the school board how compensatory revenue should be spent at that school site.
	<b>No comparable provision.</b>	<b>10</b>	<b>Board-approved referendum allowance.</b> Requires a school board to allow public testimony before adopting or extending its board-approved referendum authority.
	<b>No comparable provision.</b>	<b>11</b>	<b>Duties; powers; school trust lands director.</b> Authorizes the school trust lands director to enter into joint powers agreements and evaluate and initiate real estate development projects on school trust lands.
	<b>Senate repeals this report later in this article.</b>	<b>12</b>	<b>Statewide average revenue.</b> Grants MDE another two months to prepare the annual report that measures the disparity in adjusted general revenue among school districts by changing the date the report must be prepared from October 1 to December 1 (this delay allows the MDE to use more current data). Delays the date for the commissioner of education to make recommendations based on the results of the report from January 15 to February 1. Clarifies that the definition of adjusted general revenue includes local optional revenue.
	<b>No comparable provision.</b>	<b>13</b>	<b>Fund or account transfer.</b> Makes the current time-limited law that authorizes certain fund and account transfers ongoing and permanent (the current session law limits the transfers to fiscal years 2014 through 2017).

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<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 1, section 2. Compensatory Revenue; Intermediate District.</b> Clarifies the calculation of compensatory revenue for the newly formed intermediate district.</p>	<p><b>No comparable provision.</b></p>		
<p><b>Section 13. Appropriations; general education.</b> Increases general education funding for voluntary prekindergarten pupils.</p>	<p><b>Different; see fiscal tracking sheets.</b></p>	<p><b>14</b></p>	<p><b>Appropriation; general education aid.</b> Adjusts general education aid for forecast changes, increases the appropriation for the added equity aid, and adds funding for the Glenville-Emmons referendum adjustment.</p>
<p><b>Section 14. Appropriations; school lunch.</b> Increases general education funding for voluntary prekindergarten pupils.</p>	<p><b>No comparable provision.</b></p>		
<p><b>Section 15. Appropriations; school breakfast.</b> Increases general education funding for voluntary prekindergarten pupils.</p>	<p><b>No comparable provision.</b></p>		
<p><b>Section 16. Reciprocity agreement exemption; Hendricks.</b> Exempts the Hendricks school district from the state’s reciprocity agreement with South Dakota.</p> <p>Effective date. Makes this section effective for the 2016-2017 school year and later.</p>	<p><b>No comparable provision.</b></p>		
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 1, section 3. Voluntary Boundary Alignment; Moorhead and Dilworth-Glyndon-Felton.</b></p> <p><b>Subdivision 1. Boundary alignment allowed.</b> Provides that the two districts may voluntarily realign their district boundaries according to the provisions of this section.</p> <p><b>Subdivision 2. Plan to establish new boundaries.</b> Authorizes the school boards of the two districts to establish a plan to realign their shared boundaries over</p>	<p><b>Same</b></p>	<p><b>15</b></p>	<p><b>Voluntary boundary alignment; Moorhead and Dilworth-Glyndon-Felton school districts.</b></p> <p><b>Subd. 1. Boundary realignment allowed.</b> Specifically authorizes the school boards of Independent School District Nos. 152, Moorhead, and 2164, Dilworth-Glyndon-Felton (DGF) to align their shared district border.</p> <p><b>Subd. 2. Plan to establish new boundaries.</b> Allows the Moorhead and DGF school boards to jointly adopt a written plan to realign their school district</p>



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<p>a period of years. Requires certain elements in the plan. Requires that the plan be approved by each board after the board has taken public testimony. Requires that the plan be filed with the county auditor and commissioner of education. Provides certain public notice requirements.</p> <p><b>Subdivision 3. Bonded debt.</b> Provides that, on the effective date of the exchange of any parcel, the parcel is taxable for a portion of the bonded debt of the district to which the parcel is attached.</p> <p><b>Subdivision 4. County auditor notified.</b> Provides certain notification and information sharing requirements between the school district and county auditor.</p> <p><b>Subdivision 5. Report to Department of Education.</b> Provides certain notification and information sharing requirements between the school district and department of education.</p> <p>Effective date. Makes this section is effective the day after the school boards of Independent School Districts Nos. 152, Moorhead, and 2164, Dilworth-Glyndon-Felton, and their respective chief clerical officers timely comply with section 645.021, subdivisions 2 and 3.</p>		<p>boundaries. Requires the plan to identify each group of parcels that will be transferred between the districts and specifies the method for transferring the blocks of parcels between the districts. Requires the plan to be filed with both the county auditor and the commissioner of education. Requires the districts to publish the plan in enough detail to describe each of the blocks of parcels to be transferred. Requires the same notice to be mailed to each property owner affected by the border realignment.</p> <p><b>Subd. 3. Bonded debt.</b> Requires each parcel to pay the property taxes, including the facilities levies, of the district to which the parcel is attached for that year.</p> <p><b>Subd. 4. County auditor notified.</b> Requires the districts to annually notify the county auditor of any movement of parcels during that year in the form and manner specified by the county auditor. Requires the county auditor to notify affected parcel owners of the boundary change in the year that the change occurs.</p> <p><b>Subd. 5. Report to Department of Education.</b> Requires the school boards to file a copy of the plan with MDE. Requires the districts to report any other information necessary for MDE to calculate school aids and levies for the two school districts.</p> <p><b>Effective date:</b> Makes this section effective upon the parties meeting the requirements of a local approval clause, meaning the school boards will need to approve the law and file the appropriate certified documents with the secretary of state before the act is effective.</p>

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Article 12: General Education		Section	Article 7: General Education
	<b>No comparable provision.</b>	<b>16</b>	<b>Glenville-Emmons school district.</b> Corrects a mistaken date on the ballot authorizing the Glenville-Emmons school district operating referendum (the ballot stated the referendum was first effective for taxes payable in 2017 instead of fiscal year 2017).
	<b>No comparable provision.</b>	<b>17</b>	<b>Equity revenue in fiscal year 2017.</b> Makes the equity revenue increase authorized in section 5 payable entirely in state aid for fiscal year 2017 only.
	<b>No comparable provision.</b>	<b>18</b>	<b>Report on postsecondary enrollment options program.</b> Requires the commissioner of education to report to the legislature about the numbers of students participating in early middle college programs and the number of English language learners participating in dual enrollment programs.
	<b>No comparable provision.</b>	<b>19</b>	<b>Revisor’s instruction.</b> Requires the revisor of statutes to codify section 13 in a place consistent with other statutory restrictions on school district funds and accounts.
<b>Section 4. Repealer.</b> Repeals the statewide average revenue report.	<b>House amends report earlier in this article.</b>		

Article 13: Education Excellence		Section	Article 8: Education Excellence
<b>Section 1. Student-user privacy requirements.</b> States that section 125B.27 governs privacy related to online educational services.	<b>No comparable provision.</b>		
	<b>No comparable provision.</b>	<b>1</b>	<b>School crisis response teams.</b> Requires the commissioner of education to collect, maintain and make available to school districts contact information for school crisis response teams. Requires the commissioner of education to work cooperatively with the Minnesota School Safety Center to help develop school crisis response teams in regions of the

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Article 13: Education Excellence		Section	Article 8: Education Excellence
			state where an existing crisis response team has not yet been formed.
	<b>See Senate section 5 on excusing students from participating in physical education classes.</b>	<b>2</b>	<b>Legitimate exemptions.</b> Allows school districts to excuse students from participating in a physical education class.  Makes this section effective immediately.
	<b>No comparable provision but refers to civics test.</b>	<b>3</b>	<b>Conduct of school on certain holidays.</b> (b) Allows districts to honor Constitution Day and Citizenship Day by providing opportunities for students to learn about American government, law, history, and geography by, among other activities, answering the same test questions that applicants for naturalization must answer.
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 1. Required Academic Standards.</b> Includes the civics test as part of the required academic standards.</p> <p>Effective Date. Makes this section effective for students enrolling in 9<sup>th</sup> grade in the 2017-2018 school year.</p>	<b>See House section 5.</b>		
<p><b>Section 2. Required academic standards.</b> Directs the department to adopt the most recent National Association of Sport and Physical Education kindergarten through grade 12 standards and benchmarks for physical education as the required state academic standards. Allows for modifications and adaptations of the standards to accommodate state interest as long as they maintain the purpose and integrity of the national standards. Directs the department to make sample assessments available beginning in the 2018-2019 school year.</p>	<b>Similar</b>	<b>5</b>	<p><b>Required academic standards.</b> (a) Includes the content of the civics test in the statewide social studies standards.</p> <p>(c) Directs the education department to adopt, review, and revise nationally recognized prekindergarten through grade 12 physical education standards and benchmarks as Minnesota’s required physical education academic standards. Allows the department to modify and adapt the standards and benchmarks to accommodate state interests. Directs the department to post samples of existing assessments for school districts to use to assess students’ mastery of the physical education standards.</p>

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Article 13: Education Excellence		Section	Article 8: Education Excellence
			Makes paragraph (c) effective beginning in the 2020-2021 school year.
<b>Section 3. Rulemaking.</b> Allows the commissioner to adopt rules to implement the physical education academic standards.	Same	6	<b>Rulemaking.</b> Directs the education commissioner to adopt statewide rules for implementing physical education standards.
<b>Section 4. Revisions and reviews required.</b> Directs the commissioner to review the physical education academic standards and benchmarks beginning in the 2024-2025 school year and every ten years thereafter.	Similar	7	<b>Revisions and reviews required.</b> (g) Directs the education commissioner to implement a review of physical education standards and related benchmarks beginning in the 2020-2021 school year and every ten years thereafter.
<p><b>Section 5. Physical Education.</b></p> <p><b>Subdivision 1. Exclusion from class; recess.</b> Allows a student to be excused from a physical education class: 1) if the student submits information signed by a physician that physical activity will jeopardize the student’s health; 2) if being excused meets the child’s unique and individualized needs according to their individualized education program, 504 plan, or individualized health plan; or 3) if the parent or guardian requests an exemption on religious grounds. Strongly encourages school not to exclude students from recess due to punishment or disciplinary action.</p> <p><b>Subdivision 2. Teachers.</b> Requires physical education to be taught by teachers licensed to teach physical education.</p>	See House section 2 on excusing students from participating in physical education classes.		
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 2, Performance Measures.</b> Eliminates the National Assessment of Education Progress (NAEP) from the World’s Best Work Force (WBWF) performance measures used to	Same	8	<b>Performance measures.</b> Strikes student performance on the National Assessment of Educational Progress (NAEP) as a

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determine progress in striving for the World’s Best Work Force. The NAEP results are only available at the state level because this assessment is only given to a sample of students in the state.			world’s best work force measure of district and school progress.
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 3. Adopting Plans and Budgets.</b> Requires districts to include their guidelines and procedures for assessing and identifying students for participation in gifted and talented programs; academic acceleration procedures, and procedures for gifted and talented early admission to kindergarten or first grade within their WBWF plans to increase transparency and access. In addition, the sections adds a district teacher equity gap data review to WBWF requirements to align with federal requirements. Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced ineffective or out-of-field teachers.	<b>Similar</b>	<b>9</b>	<b>Adopting plans and budgets.</b> Requires a world’s best work force plan to include a process to: assess and identify students to participate in gifted and talented programs and accelerate their instruction, and to adopt early admission procedures under Minnesota’s gifted and talented program; and examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught by inexperienced, ineffective, or out-of-field teachers.
	<b>No comparable provision.</b>	<b>10</b>	<b>District advisory committee.</b> Consistent with school performance reports and the world’s best work force, directs local school boards to examine the equitable distribution of effective, experienced, and in-field teachers.  Makes this section effective for the 2016-2017 school year and later.
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 4. Site Team.</b> Requires a school to establish a site team under the WBWF statute. Requires the team to include an equal number of teachers and administrators and include at least one parent.	<b>Same with different grammar.</b>	<b>11</b>	<b>Site team.</b> Requires a school’s site team under the world’s best workforce law to include an equal number of teachers and administrators and at least one parent. Makes the site team responsible for creating an instruction and curriculum improvement plan.

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Article 13: Education Excellence		Section	Article 8: Education Excellence
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 5.</b> Report. Directs districts to examine the distribution of effective, experienced and in-field teachers across the district and within school sites and include summary data as part of the WBWF annual report summary submitted to the Commissioner.</p>	<p><b>Same with technical differences.</b></p>	<p><b>12</b></p>	<p><b>Report.</b> Requires a school board to report on its efforts to equitably distribute diverse, effective, experienced, and infield teachers.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 6. Identification; Report.</b> Directs school districts to summarize their efforts to evaluate and identify students with dyslexia or convergence insufficiency disorder.</p>	<p><b>No comparable provision.</b></p>		
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 7. Intervention.</b> Requires that a student, other than a student with an individualized learning plan, who is unable to demonstrate grade-level proficiency on the grade three MCA receive a personal learning plan in a format determined by the school or school district in consultation with classroom teachers. Requires certain elements in the personal learning plan.</p>	<p><b>No comparable provision.</b></p>		
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 8. Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans.</b> Requires that a student's plan inform the student and their parent or guardian, if the student is a minor, of the student's scores on the high school MCAs. Requires the school to inform students who do not meet standards on the high school MCAs that admission to a public school is free to any resident under 21 years of age. Provides that the student's plan continues as long as the student is enrolled.</p>	<p><b>No comparable provision.</b></p>		
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 9. Gifted and Talented Student Programs.</b> Incorporates WBWF plans into the Gifted and Talented Students statute.</p>	<p><b>Same</b></p>	<p><b>13</b></p>	<p><b>Gifted and talented students program.</b> Requires school districts to adopt guidelines and procedures for students, including early learners, to participate in Minnesota's gifted</p>

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			and talented program, consistent with the district’s world’s best work force plan for assessing and evaluating student progress.
<p><b>Section 6. Character development education.</b></p> <p><b>Subdivision 1. Character development education.</b>  <b>(b)</b> Allows character development education to include a voluntary elementary, middle, and high school program that incorporates the history and values of Congressional Medal of Honor recipients.</p> <p><b>Subdivision 1a. Staff development; continuing education.</b> Allows staff development opportunities under section 122A.60 to include training in character development education that incorporates the history and values of Congressional Medal of Honor recipients. Encourages local continuing education and relicensure committees to approve up to six clock hours of continuing education for licensed teacher who complete the character development education training.</p> <p><b>Subdivision 2. Funding sources.</b> Allows districts to accept programs funded through the Congressional Medal of Honor foundation.</p> <p>Effective Date. Makes the section effective immediately.</p>	<p><b>No comparable provision; H.F. 3176 passed by House.</b></p>		
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 10. Civics Knowledge and Understanding.</b> Defines the “civics test” as a component of questions posed to applicants for naturalization. Allows a school district to administer the civics test as part of their social studies curriculum.</p>	<p><b>Similar</b></p>	<p><b>4</b></p>	<p><b>Required knowledge and understanding of civics.</b> (a) Defines “civics test” to mean 50 of the 100 questions U.S. Citizenship and Immigration Services officers use to select the questions they pose to applicants for naturalization. Directs the Learning Law and Democracy Foundation, in consultation with civics teachers, to select by July 1 of each</p>

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<b>Article 13: Education Excellence</b>		<b>Section</b>	<b>Article 8: Education Excellence</b>
<p>Effective date. Makes this section effective for students enrolling in 9<sup>th</sup> grade in the 2017-2018 school year.</p>			<p>year the 50 civics test questions and to transmit the questions to the department and the Legislative Coordinating Commission, which must post the questions by August 1.</p> <p>(b) Requires public school students to correctly answer at least 30 of the 50 civics test questions. Requires school districts and schools to record on the student’s transcript whether the student correctly answered at least 30 civics test questions. Allows school districts and schools to exempt students with disabilities from this requirement if the student’s individualized education program team determines the requirement is inappropriate and establishes an alternative requirement. Allows a school district or school to administer the civics test in a language other than English.</p> <p>(c) Allows school districts to administer the civics test as part of the social studies curriculum. Prohibits a district from preventing a student from graduating or denying a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.</p> <p>(d) Prohibits the commissioner, school districts, and schools from charging students any fees related to this test.</p> <p>Makes this section effective for students enrolling in grade 9 in the 2017-2018 school year and later.</p>
	<p><b>No comparable provision.</b></p>	<p><b>14</b></p>	<p><b>Statewide testing.</b> (e) Directs districts to pay one time for a student in grade 11 or 12 to take a nationally recognized college entrance exam to the extent state funding is available. Strikes language allowing a student to take the exam at the student’s high school during the school day.</p> <p>(m) Requires the Minnesota State Colleges and Universities (MnSCU) chancellor and the commissioner to establish</p>



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Article 13: Education Excellence		Section	Article 8: Education Excellence
			empirically derived benchmarks on the high school tests that reveal a trajectory toward career and college readiness. Directs the chancellor to review and confirm the career and college readiness benchmarks show students are able to successfully complete credit-bearing coursework at a MnSCU institution.  Makes this section effective for the 2016-2017 school year.
	<b>No comparable provision.</b>	<b>15</b>	<b>Statewide and local assessments; results.</b> Excludes the civics test from the prohibition against developing statewide social studies assessments.  Makes this section effective immediately.
<b>Section 7. Department of Education assistance.</b> Requires a proposal for the statewide testing system to include disclosures containing: <ol style="list-style-type: none"> <li>1. comprehensive information regarding test administration monitoring practices; and</li> <li>2. data privacy safeguards for student information to be transmitted to or used by the bidder.</li> </ol>	<b>No comparable provision.</b>		
<b>Section 8. Database.</b> Requires the commissioner to establish a reporting system for teachers, administrators, and students to report service disruptions and technical interruptions.	<b>No comparable provision.</b>		
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 11. Retaliation Prohibited.</b> Provides the whistleblower protections of section 181.932 to employees who report assessment service disruptions and technical interruptions to the Commissioner.	<b>Same with different grammar.</b>	<b>20</b>	<b>Retaliation prohibited.</b> Protects from retaliation an employee who discloses information about difficulties in administering tests.  Makes this section effective for the 2016-2017 school year and later.

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<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 12. Limits on Local Testing.</b> Directs a district or charter school to publish on its Web site a comprehensive calendar of standardized tests to be administered during the school year.</p>	<p><b>Same with different grammar.</b></p>	<p><b>16</b></p>	<p><b>Limits on local testing.</b> (c) Requires districts and charter schools each year before the start of school to post on the official Web site a testing calendar for the year, and indicate the reason for each test and whether it is a local option or required by state or federal law.</p> <p>Makes this section effective for the 2016-2017 school year and later.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 13. District Assessment Committee.</b> Directs a district to establish a district assessment committee to advise the school board on standardized assessments administered to students.</p>	<p><b>Same with technical differences.</b></p>	<p><b>17</b></p>	<p><b>School district assessment committee.</b> (a) Requires a school district without a collectively bargained agreement about selecting assessments to establish a committee to advise the school board on administering tests in addition to those required under state and federal law unless the district has a world's best workforce advisory committee to serve this purpose. Requires a district's assessment committee to include an equal number of teachers and administrators and at least one parent.</p> <p>Makes this section effective for the 2016-2017 school year and later.</p>
<p><b>Section 9. Student performance data.</b> Directs the commissioner to disaggregate student data over time to report summary student growth and student learning and outcome data. Requires the commissioner to use student categories identified under the federal Elementary and Secondary Education Act (ESEA), including ethnicity, race, home language, immigrant status, refugee status; English language learners, and free or reduced lunch.</p> <p>Effective Date. Makes the section effective for the 2017-2018 school year and later.</p>	<p><b>Similar</b></p>	<p><b>18</b></p>	<p><b>Student performance data.</b> Directs the education commissioner to use student categories under the federal Elementary and Secondary Education Act and other student categories when organizing and reporting demographic data on students to policy makers.</p> <p>Makes this section effective for the 2017-2018 school year and later.</p>

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<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 14. Student Participation.</b> Directs the Commissioner to publish a form for parents to complete if they refuse for their child to participate in standardized testing.</p>	<p><b>Similar</b></p>	<p><b>19</b></p>	<p><b>Student participation.</b> Directs the commissioner to make a prescribed form available for parents to complete if they refuse to have their children participate in testing.</p> <p>Makes this section effective for the 2016-2017 school year and later.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 15. Access to Information.</b> Directs a school district to provide teachers with the same information parents are provided about their student’s current and longitudinal performance and progress on the state academic standards as measured by state assessments.</p>	<p><b>No comparable provision.</b></p>		
<p><b>Section 10. Test preparation costs.</b> Requires the department to collect and publish data on the expenditures by school district for preparation of all assessment administered under 120B.30.</p>	<p><b>No comparable provision.</b></p>		
	<p><b>No comparable provision.</b></p>	<p><b>21</b></p>	<p><b>Shared settlements and reimbursements.</b> Requires the commissioner to distribute among affected schools any payments received from a state testing contractor for violating a testing contract or settling a contractual dispute.</p> <p>Makes this section effective for the 2016-2017 school year and later.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, sections 16, 17, and 18.</b> Strikes and updates references to the repealed federal requirements of No Child Left Behind.</p>	<p><b>No comparable provision.</b></p>		
<p><b>Section 11. Student academic achievement and growth.</b></p> <p><b>Subdivision 1. Student indicators of growth and achievement.</b> Requires indicators of achievement and</p>	<p><b>Similar</b></p>	<p><b>22</b></p>	<p><b>Student academic achievement and growth.</b></p> <p><b>Subd. 1. Student indicators of growth.</b> Strikes obsolete references to the No Child Left Behind Act and substitutes a reference to federal expectations.</p>

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<p>prior achievement to be based on summative, interim, or formative assessments.</p> <p><b>Subdivision 2. Federal expectations for student academic achievement.</b> Directs the commissioner to include aggregated and disaggregated student growth and student learning and outcome data available through the continuous improvement Web site.</p> <p><b>Subdivision 3. State growth target; other state measures.</b> Requires the state growth model established by the commissioner to allow users to compare aggregated and disaggregated student data used the student categories identified under the federal ESEA, and in addition to the Karen community, other student categories as determined by the total Minnesota population at or above the 1,000-person threshold based on the most recent decennial census. Requires the same student categories to be used when reporting core measures indicated the extent to which high school graduates are being prepared for postsecondary academic and career opportunities and when reporting student performance.</p> <p>Effective Date. Makes the section effective for the 2017-2018 school year and later.</p>			<p><b>Subd. 2. Federal expectations for student academic achievement.</b> (a) Strikes an obsolete reference to adequate yearly progress under the No Child Left Behind Act.</p> <p>(d) Directs the education commissioner to post aggregated and disaggregated student growth, learning, and outcome data.</p> <p><b>Subd. 3. State growth target; other state measures.</b> Strikes obsolete references to student categories identified under the No Child Left Behind Act and substitutes references to student categories identified under the federal Elementary and Secondary Education Act. Adds student categories based on race, ethnicity, refugee status, language proficiency, disabilities, poverty, immigrant, and homeless status, and enrollment in foster care for purposes of state accountability reports on course completion, rigorous course taking, and student engagement and connection. Requires the commissioner to include data on all enrolled pupils who are or were counted as English learners.</p> <p><b>Subd. 4. Improving schools.</b> Strikes an obsolete reference to student growth measures and substitutes a reference to high performing schools identified under federal education law.</p> <p>Makes this section effective for the 2016-2017 school year and later.</p>
<p><b>Section 12. School accountability.</b> Amends the commissioner's report on student academic performance data</p>	<p><b>Similar</b></p>	<p><b>23</b></p>	<p><b>School accountability.</b> Strikes adequate yearly progress and student performance references made obsolete by the</p>

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<p>to include the academic progress of all English learners who are currently or were previously counted as an English learner and on all students enrolled who are currently or were previously in foster care.</p> <p>Effective Date. Makes the section effective for the 2017-2018 school year and later.</p>			<p>reauthorized federal Elementary and Secondary Education Act and substitutes references to federal expectations. Defines department data on the world’s best workforce and state learning and outcome data as nonpublic data until the department publicly releases the data. Requires the education commissioner to report: the academic progress of all enrolled public school pupils who are or were counted as English learners; the foster care status of all enrolled public school students who are or were in foster care; and the total number of students by grade who correctly answered at least 30 of 50 civics test questions, among other reporting requirements.</p> <p>Makes this section effective for the 2016-2017 school year except the requirement to report civics test data is effective for the 2018-2019 school year and later.</p>
<p><b>Section 13. School performance reports.</b> Amends the commissioner’s report on student academic performance data to include the weekly amount of time students in kindergarten through grade 8 are schedule to spend in physical education class, the percent of students who receive a passing grade in physical education, and the number of required physical education credits high school students must complete to graduate.</p> <p>Effective Date. Makes the section effective immediately and applicable to reports for the 2017-2018 school year and later.</p>	<p><b>No comparable provision.</b></p>		
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 19.</b> Strikes and updates references to the repealed federal requirements of No Child Left Behind.</p>	<p><b>No comparable provision.</b></p>		
	<p><b>No comparable provision.</b></p>	<p><b>26</b></p>	<p><b>Report to commissioner of education.</b></p>

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			<p><b>Subd. 1. Exclusions and expulsions; physical assaults.</b> Directs school boards to submit an electronic report to the education commissioner on incidents involving a student’s physical assault of a teacher and to include information on the district’s response to the assault.</p> <p><b>Subd. 2. Report.</b> (a) Requires school boards to include state student identification numbers on affected students when submitting disciplinary reports on students’ physical assault of a teacher, among other information.</p> <p>(b) Directs the education commissioner to aggregate data reported under paragraph (a) and to include the aggregated data in the annual school performance reports.</p> <p>Makes this section effective for the 2016-2017 school year and later.</p>
	<b>No comparable provision.</b>	27	<p><b>Required policy.</b> Requires a school board’s district-wide school discipline policy to be consistent with a teacher’s authority for controlling and managing student behavior in the classroom.</p> <p>Makes this section effective for the 2016-2017 school year and later.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 20. Policy Components.</b> Requires a school district’s removal from class policy to contain a provision stating that a student must be removed from class if they engage in assault or violent behavior.</p>	<b>No comparable provision.</b>		

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	<b>No comparable provision.</b>	<b>28</b>	<p><b>Notification; teachers' legitimate educational interest.</b> (a) Establishes a teacher's legitimate educational interest in knowing which students placed in the teacher's classroom have a history of violent behavior, including any documented physical assault of a district employee by the student.</p> <p>(b) Directs representatives of a school board and the exclusive representative of the teachers to discuss policies for notifying teachers and other district employees about students with a history of violent behavior, including any documented physical assault of a district employee by the student.</p> <p>Makes this section effective for the 2016-2017 school year and later.</p>
<p><b>Section 19. Agreement.</b> Allows for an agreement to create a teacher-governed school.</p> <p>Effective Date. Makes the section effective for fiscal year 2017 and later.</p>	<b>No comparable provision.</b>		
<p><b>Section 20. Teacher-governed schools.</b> Establishes a grant program to encourage licensed teachers at a school site to explore and develop teacher-governed schools. Allows the commissioner to award planning and start-up grants on a first-come first-served basis. Requires grant recipients to submit to the commissioner recommended best practices based on their experience.</p> <p>Effective Date. Makes the section effective for fiscal year 2017 and later.</p>	<b>No comparable provision.</b>		
	<b>No comparable provision.</b>	<b>50</b>	<p><b>Board control of extracurricular activities.</b> Requires a school board to allow all resident pupils enrolled full-time in an online public school program to participate in</p>

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			extracurricular activities on the same basis as public school students enrolled in the district.  Makes this section effective for the 2016-2017 school year and later.
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 32. Lotteries.</b> Provides that children of district staff may receive priority in the open enrollment lottery.	<b>No comparable provision.</b>		
<b>Section 21. Eligibility.</b> Strikes an obsolete fiscal year reference.	<b>No comparable provision.</b>		
<b>Section 22. Aid; tuition reimbursement.</b> Allows a school board and the teachers to agree to use up to 25 percent of the concurrent enrollment aid to offset tuition paid for coursework that secondary teachers need to meet requirements to teacher concurrent enrollment course. Requires a teacher to repay the district if they do not complete the training. Requires a teacher receiving a reimbursement equal to 50 percent or more of their tuition to continue to teach in the school district for two years after completing the training.	<b>No comparable provision.</b>		
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 33. Application and Reporting Requirements.</b> Integrates the school readiness biennial plan into the WBWF plan.  Effective date. Makes this section effective July 1, 2016.	<b>No comparable provision.</b>		
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 34.</b> Strikes and updates references to the repealed federal requirements of No Child Left Behind.	<b>No comparable provision.</b>		
<b>Section 23. Full-service community school program.</b> Increases the annual award amount a school site may receive	<b>Similar</b>	<b>51</b>	<b>Full-service community school program.</b> Strikes a reference to federal reading programs included on a list of



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from \$100,000 to \$150,000. Requires a site deciding not to use planning funds to submit their plan with the application.			programs available under the full-service community school program.
<p><b>Section 24. English learner data.</b> Requires English learner data to include all pupils who are currently or were previously counted as an English learner and the data to be disaggregated by currently counted and previously counted English learners.</p> <p>Effective Date. Makes the section effective for the 2017-2018 school year and later.</p>	<b>Similar</b>	<b>52</b>	<p><b>English learner data.</b> Requires English learner data reports to include all enrolled public school pupils who are or were counted as an English learner.</p> <p>Makes this section effective for the 2017-2018 school year and later.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 35.</b> Strikes and updates references to the repealed federal requirements of No Child Left Behind.</p>	<b>Same</b>	<b>53</b>	<p><b>Participating school; American Indian school.</b> Corrects a title reference under federal law.</p>
	<b>No comparable provision.</b>	<b>54</b>	<p><b>Program to close the academic achievement and opportunity gap; revenue uses.</b> Refers to a newly codified definition of “eligible district” included in this section of law.</p> <p>Makes this section effective immediately</p>
	<b>No comparable provision.</b>	<b>55</b>	<p><b>Definitions.</b> (a) Defines “racially identifiable school within a district” to mean a school where the enrollment of protected students at the school is more than 20 percent above the enrollment of protected students within the district for the grade levels served by the school.</p> <p>(b) Defines “racially isolated school” to mean a district where the districtwide enrollment of protected students exceeds the enrollment of protected students in any adjoining district by more than 20 percent.</p> <p>(c) Defines “school” to mean a site in a K-12 public school district. Excludes charter schools, alternative learning centers, public and contracted alternative programs, school sites for</p>

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			<p>English learners, school sites for students with disabilities, and treatment facilities licensed by the department of human services or corrections.</p> <p>(d) Defines “eligible district” to mean a racially isolated district, or an adjoining district that files a plan with the commissioner, or a district that is a member of multidistrict integration collaborative that files a plan with the commissioner.</p> <p>Makes this section effective immediately.</p>
	<p><b>No comparable provision.</b></p>	<p><b>57</b></p>	<p><b>Prekindergarten through grade 12 parental rights coded elsewhere.</b></p> <p><b>Subd. 1. Scope.</b> Indicates the sections referred to in subdivisions 2 to 30 of this section are codified elsewhere in Minnesota’s education code and govern parent rights on topics related to prekindergarten through grade 12 education.</p> <p><b>Subds. 2 to 30.</b> List statutory provisions contained in Minnesota’s education code establishing parent rights related to their students’ kindergarten through grade 12 education.</p>
	<p><b>No comparable provision.</b></p>	<p><b>58</b></p>	<p><b>Desegregation/integration and inclusive education rules.</b></p> <p>(c) Prohibits the education commissioner from adopting or enforcing a rule that expands or conflicts with the statutory definition of “eligible district.”</p> <p>Makes this section effective immediately.</p>
<p><b>Section 25. Student-user privacy in education rights.</b></p> <p><b>Subdivision 1. Definitions.</b> Defines the following terms “online educational service,” “operator,”</p>	<p><b>Almost the same.</b></p>	<p><b>59</b></p>	<p><b>Student-user privacy in education rights.</b></p> <p><b>Subd. 1. Definitions.</b> Defines “online educational service,” “operator,” “protected information,” “school</p>

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<p>“protected information,” “school purposes,” “student,” “vendor,” and “targeted advertising.”</p> <p><b>Subdivision 2. Prohibited activities; targeted advertising; creation of student profiles; sale or unauthorized disclosure of information.</b> Prohibits an operator from engaging in the following activities:</p> <ol style="list-style-type: none"> <li>1. (i) targeted advertising on the operator’s online educational service; or (ii) targeted advertising on any other site, service, or application;</li> <li>2. gather, use, or share information acquired or created by the operator’s online educational service, to create a profile about a student, except in furtherance of school purposes;</li> <li>3. sell a student’s information; or</li> <li>4. disclose protected information, unless the disclosure:             <ol style="list-style-type: none"> <li>i. is made in furtherance of the educational purpose of the site, service, or application;</li> <li>ii. is legally required to comply with subdivision 3;</li> <li>iii. is made to ensure legal and regulatory compliance;</li> <li>iv. is for a school, educational, or employment purpose requested by the student; or</li> </ol> </li> </ol>		<p>purposes,” “student,” “vendor,” and “targeted advertising” for purposes of this section.</p> <p><b>Subd. 2. Prohibited activities; targeted advertising; creating student profiles; sale or unauthorized disclosure of information.</b> (a) Prohibits an operator from: engaging in targeted advertising; creating a student profile for other than school purposes; selling a student’s information except if the operator is acquired by another person and certain requirements, if applicable, are met; or disclosing protected information unless an exception applies.</p> <p>(b) Allows an operator to use the information it acquires or creates for purposes of its site, service, or application.</p> <p><b>Subd. 3. Security procedures and practices.</b> Requires an operator to: have reasonable security procedures and practices; and delete a student’s protected information within a reasonable time and within 60 days if the school asks to have school data deleted.</p> <p><b>Subd. 4. Permissible disclosures.</b> Allows an operator to use or disclose a student’s protected information: when required by state or federal law; for educational or research purposes permitted under federal or state law; to a state agency or a school district or school for school purposes permitted under state or federal law.</p> <p><b>Subd. 5. Use of information by operator.</b> Allows an operator to: use protected information to improve</p>

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<p>v. is made pursuant to a contract between the operator and a service provider.</p> <p><b>Subdivision 3. Security procedures and practices.</b> Requires an operator to:</p> <ol style="list-style-type: none"> <li>1. implement and maintain reasonable security procedures and practices; and</li> <li>2. delete a student’s protected information within a reasonable period of time.</li> </ol> <p><b>Subdivision 4. Permissible disclosures.</b> Allows an operator to use or disclose protected student information under the following circumstances:</p> <ol style="list-style-type: none"> <li>1. if other provisions of federal or state law require the operator to disclose the information;</li> <li>2. for legitimate research purposes; and</li> <li>3. to a state or local educational agency for school purposes as permitted by state or federal law.</li> </ol> <p><b>Subdivision 5. Use of information by operator.</b> Clarifies that the section does not prohibit an operator from doing the following:</p> <ol style="list-style-type: none"> <li>1. using protected information within the operator’s site, service, or application;</li> <li>2. using protected information that is not associated with an identified student to demonstrate the effectiveness of the operator’s products or services;</li> </ol>			<p>educational products; use protected de-identified student information to demonstrate the efficacy of the operator’s products or services, including marketing; share aggregate, de-identified student information to develop or improve educational sites, services, or applications; use recommendation engines to recommend educational or employment content or services to a student if a third party is not compensating the operator for the recommendation; or respond to a student’s request for information or feedback if a third party is not compensating the operator for the information or feedback.</p> <p><b>Subd. 6. Certain activities not affected.</b> (a) States this section does not affect the ability of law enforcement officials to obtain information from an operator, consistent with law or a court order.</p> <p>(b) States this section does not limit the ability of an operator to use protected student information for adaptive or customized student learning.</p> <p>(c) States this section does not apply to general audience Web sites, services, or applications.</p> <p>(d) States this section does not limit Internet service providers from providing Internet connectivity to schools, students, or students’ families.</p> <p>(e) States this section does not prohibit an operator from marketing educational products to parents as long as the operator does not use protected student information for this purpose.</p>

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<p>3. sharing aggregate information that does not directly or indirectly identify a student for the development and improvement of educational sites, services, or applications;</p> <p>4. using recommendation engines to recommend to a student either of the following:</p> <ul style="list-style-type: none"> <li>i. additional content; or</li> <li>ii. additional services; or</li> </ul> <p>5. responding to a student’s request for information or for feedback.</p> <p><b>Subdivision 6. Certain activities not effected.</b> States that the section does not limit the authority of a law enforcement agency to obtain information from an operator. States that the section does not limit the ability of an operator to use student information for adaptive learning or customized student learning purposes. States that the section does not apply to general audience Web site, services, applications, or mobile applications. States that the section does not limit the ability of Internet service providers to provide connectivity to schools, students or their families. Allows operators to market educational products to parents as long as it is not based on the use of protected information obtained through the provision of services covered by this section.</p> <p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 5, section 17. Student-User Privacy in Education Rights.</b></p> <p><b>Subdivision 1. Definitions.</b> Defines the following terms “online educational service,” “operator,”</p>			<p>(f) States this section does not impose a duty on sellers or distributors of software or applications to require software or application providers to comply with this section.</p> <p>(g) States this section does not impose a duty on an interactive computer service provider to require third party content providers to comply with this section.</p> <p>(h) States this section does not limit students’ ability to save or maintain their own data or documents.</p> <p>Makes this section effective for the 2016-2017 school year and later.</p>

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<p>“protected information,” “school purposes,” “student,” “vendor,” and “targeted advertising.”</p> <p><b>Subdivision 2. Prohibited activities; targeted advertising; creation of student profiles; sale or unauthorized disclosure of information.</b> Prohibits an operator from engaging in the following activities:</p> <ol style="list-style-type: none"> <li>1. (i) targeted advertising on the operator’s online educational service; or (ii) targeted advertising on any other site, service, or application;</li> <li>2. gather, use, or share information acquired or created by the operator’s online educational service, to create a profile about a student, except in furtherance of school purposes;</li> <li>3. sell a student’s information; or</li> <li>4. disclose protected information, unless the disclosure:             <ol style="list-style-type: none"> <li>i. is made in furtherance of the educational purpose of the site, service, or application;</li> <li>ii. is legally required to comply with subdivision 3;</li> <li>iii. is made to ensure legal and regulatory compliance;</li> <li>iv. is for a school, educational, or employment purpose requested by the student; or</li> <li>v. is made pursuant to a contract between the operator and a service provider.</li> </ol> </li> </ol>			

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<p><b>Subdivision 3. Security procedures and practices.</b> Requires an operator to:</p> <ol style="list-style-type: none"> <li>1. implement and maintain reasonable security procedures and practices; and</li> <li>2. delete a student’s protected information within a reasonable period of time.</li> </ol> <p><b>Subdivision 4. Permissible disclosures.</b> Allows an operator to use or disclose protected student information under the following circumstances:</p> <ol style="list-style-type: none"> <li>1. if other provisions of federal or state law require the operator to disclose the information;</li> <li>2. for legitimate research purposes; and</li> <li>3. to a state or local educational agency for school purposes as permitted by state or federal law.</li> </ol> <p><b>Subdivision 5. Use of information by operator.</b> Clarifies that the section does not prohibit an operator from doing the following:</p> <ol style="list-style-type: none"> <li>1. using protected information within the operator’s site, service, or application;</li> <li>2. using protected information that is not associated with an identified student to demonstrate the effectiveness of the operator’s products or services;</li> <li>3. sharing aggregate information that does not directly or indirectly identify a student for the development and improvement of educational sites, services, or applications;</li> </ol>			

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<p>4. using recommendation engines to recommend to a student either of the following:</p> <ul style="list-style-type: none"> <li>i. additional content; or</li> <li>ii. additional services; or</li> </ul> <p>5. responding to a student’s request for information or for feedback.</p> <p><b>Subdivision 6. Certain activities not effected.</b> States that the section does not limit the authority of a law enforcement agency to obtain information from an operator. States that the section does not limit the ability of an operator to use student information for adaptive learning or customized student learning purposes. States that the section does not apply to general audience Web site, services, applications, or mobile applications. States that the section does not limit the ability of Internet service providers to provide connectivity to schools, students or their families. Allows operators to market educational products to parents as long as it is not based on the use of protected information obtained through the provision of services covered by this section.</p>			
	<p><b>No comparable provision.</b></p>	<p><b>61</b></p>	<p><b>State administration of student survey instruments generally prohibited.</b> Generally prohibits the commissioner from developing, coordinating, assisting with, or using statewide student surveys to seek information about a student’s activities, opinions, behaviors, or experiences on various topics.</p>



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S.F. 2744, 2 <sup>nd</sup> engrossment, article 2, section 36. Strikes and updates references to the repealed federal requirements of No Child Left Behind.	Same	62	<b>Implementation of Elementary and Secondary Education Act.</b> Strikes obsolete language related to the federal No Child Left Behind Act. Substitutes a reference to the federal Elementary and Secondary Education Act.
	No comparable provision.	63	<p><b>Governance.</b> (a) Declares the board of the Perpich Center for Arts Education consists of 13 rather than 15 members and requires board members to include at least one school administrator or elected school board member, one professional artist, one arts educator, and one licensed secondary arts teacher and one licensed secondary teacher teaching a core academic subject area employed at the center or school.</p> <p>(b) Requires a seven-member nominating committee approved or appointed by the governor to meet when a board member's term ends or a vacancy arises to prepare and submit a list of recommended board candidates to the governor. Requires board members' terms to be staggered.</p> <p>(c) Requires Perpich Center for Arts Education board members to complete board training.</p> <p>(d) Causes existing board members' terms to expire on September 1, 2016.</p> <p>Makes this section effective immediately.</p>
	No comparable provision.	64	<p><b>Public information.</b></p> <p><b>Subd. 1. Board minutes.</b> Requires the board to post meeting minutes and other financial management and reporting documents on its official Web site.</p> <p><b>Subd. 2. Annual report.</b> Requires the board to post on its official Web site an annual financial report and</p>

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			<p>longitudinal data on student enrollment, students' congressional district of residence, high school graduation rates, and post-graduation student placements.</p> <p><b>Subd. 3. World's best workforce.</b> Directs the board to prepare and post on its official Web site a comprehensive, long-term strategic improvement plan and report plan strategies, activities, practices, and outcomes on its Web site.</p> <p><b>Subd. 4. Audit report.</b> (a) Subjects the Perpich Center for Arts Education to an annual audit conducted in compliance with generally accepted governmental auditing standards. Allows the legislative auditor or the MDE to conduct financial, program, or compliance audits and to direct the Perpich Center for Arts Education to include additional items in its annual independent audit.</p> <p>(b) With education department approval, allows the Perpich Center for Arts Education to combine its annual independent audit with the Crosswinds School required annual audit.</p> <p>(c) Requires the Perpich Center for Arts Education to post its most recent audit on its Web site.</p> <p>Makes this section effective immediately.</p>
<p><b>Section 26. Grants to student teachers in shortage areas.</b> Directs the commissioner of the Office of Higher Education to establish a grant program for student teachers who, upon graduation, would be able to teacher in a Minnesota school district in a shortage area.</p>	<p><b>Similar</b></p>	<p>77</p>	<p><b>Grants to student teachers in shortage areas.</b> Directs the commissioner of the Office of Higher Education to establish a grant program for low-income Minnesota candidates enrolled in a teacher preparation program who are student teaching and, after graduating and receiving a teaching license, are</p>

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			<p>interested in teaching in a subject area or region experiencing a teacher shortage. Directs the Office of Higher Education to establish an application process.</p> <p>Makes this section effective July 1, 2016.</p>
	<p>See Senate higher education bill, S.F. 3028, 2<sup>nd</sup> engrossment, article 1.</p>	<p>65</p>	<p><b>ACT college ready score; MCA career and college-ready benchmarks.</b> Prohibits a state college or university from requiring an individual to take remedial noncredit courses if the individual received a college ready ACT score or met a career and college-ready MCA benchmark within the last five years. Requires MnSCU institutions to post notice of the exemption from remedial course taking on its Web page explaining student course placement requirements.</p> <p>Makes this section effective for the 2016-2017 school year and later.</p>
	<p>See Senate higher education bill, S.F. 3028, 2<sup>nd</sup> engrossment, article 1.</p>	<p>66</p>	<p><b>Minnesota Comprehensive Assessments; career and college-ready benchmarks.</b> Precludes a state college or university from requiring an individual to take a remedial, noncredit course if the individual met a career and college-ready MCA benchmark in that subject area. Directs the commissioner to notify students and families that students who meet a career and college-ready MCA benchmark are not required to take a remedial course at a MnSCU institution.</p> <p>Makes this section effective for the 2018-2019 school year and later.</p>
	<p>No comparable provision.</p>	<p>68</p>	<p><b>Effective date.</b> Causes current session law establishing national physical education standards as the state standards to remain effective through the 2020-2021 school year when the</p>

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			education commissioner begins to review and revise Minnesota physical education standards on a ten-year cycle.
<p><b>Section 27. Innovative delivery of education services and sharing of school or district resources; pilot project.</b></p> <p><b>Subdivision 1. Establishment; requirements for participation.</b> (a) Allows one or more school districts to work together or with postsecondary institutions or employers to:</p> <ol style="list-style-type: none"> <li>1. provide innovative education programs and activities consistent with the standard adult high school diploma or experiential and applied learning opportunities;</li> <li>2. conduct research with rigorous methodology on these innovative education programs and activities; and</li> <li>3. share district or school and other resources, with the goal of improving students' career and college readiness.</li> </ol> <p>(b) Requires interested groups to collaborate with school staff, postsecondary faculty, or employees to form a partnership, prepare a plan, and complete an application to participate in a pilot project. Requires the plan evaluations to provide for a rigorous evaluation premised on returns on investment, program effectiveness, or beat-the-odds analysis and allows them to offer career and college readiness assessments or other interim assessments.</p>	<p><b>Dissimilar</b></p>	<p><b>69</b></p>	<p><b>Innovative delivery of career and technical education programs and services and sharing of district resources.</b></p> <p><b>Subd. 1. Establishment; requirements for participation.</b> (a) Establishes a program to improve student, career and college readiness, and school outcomes by allowing groups of school districts to form partnerships with postsecondary and community institutions and workplace partners to: provide innovative education programs and activities that integrate core academic and career and technical subjects in students' program of study through coordinated secondary and postsecondary career and technical programs leading to an industry certification or other credential; use performance assessments in authentic settings to measure students' technical skills and progress toward an industry certification or other credential; and efficiently share district, institution, and workplace resources.</p> <p>(b) Requires participating school districts to receive formal board approval and to develop a plan to: provide challenging programs; create professional development opportunities; and increase student engagement and connection and challenging learning opportunities for diverse populations of students that (1) are focused on employability skills and technical, job-specific skills related to a specific career pathway, or (2) demonstrate efficiencies in delivering financial and other needed services. Requires the plan to include performance</p>

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<p>(c) Allows an interested partnership to structure its plan to do any of the following:</p> <ol style="list-style-type: none"> <li>1. reduce duplicative assessments identified as less useful for information instruction or diagnosing areas for targeted interventions;</li> <li>2. establish expectations for career and college readiness;</li> <li>3. use fully adaptive, on and off-grade assessments;</li> <li>4. provide students with predictive information;</li> <li>5. use career and college readiness assessments or other interim or formative assessments highly correlated with the Minnesota comprehensive assessments in reading and math;</li> <li>6. allow a student to use a course in applied math or STEM as an equivalent to algebra II; or</li> <li>7. include student assessment data in the district's annual world's best workforce report.</li> </ol> <p>Allows a district or charter school to use alternative assessments in place of the Minnesota comprehensive assessments administered in high school. Allows a school district or charter school to include certain students in the four-year graduation rate even though they are still participating in an innovative postsecondary program. Allows for attendance to be taken only once per day.</p>			<p>assessments in authentic settings to measure students' technical skills and progress toward an industry certification or other credential, among other measures and plan requirements.</p> <p>(e) Requires participating districts to submit a biennial report to the legislature by February 1 in each odd-numbered year to show their success in preparing diverse populations of students for careers and jobs.</p> <p><b>Subd. 2. Commissioner's role.</b> Directs the education commissioner to select qualified applicants and to ensure an equitable distribution of participants to the extent practicable.</p> <p>Makes this section effective immediately. Allows school districts already approved for an innovation zone pilot project to continue to operate under the existing session laws.</p>

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<p>(d) Requires the school district or charter school member of an interested partnership to submit an application to the commissioner.</p> <p>(f) Requires participating school districts and charter schools to submit a biennial evaluation in each odd-numbered year.</p> <p><b>Subdivision 2. Commissioner's role.</b> Adds a researcher appointed by the Office of Higher Education and a researcher appointed by the University of Minnesota Educational Psychology Department to the panel that advises the commissioner on applications submitted for the approval. Allows the commissioner to approve no more than two partnerships applying to conduct research using alternative measures in place of the Minnesota comprehensive assessments.</p> <p><b>Subdivision 3. Pilot project evaluation.</b> Directs the commissioner to analyze data on participating districts' and charter schools' progress in realizing their goal and objectives. Requires the commissioner to submit an interim report on March 30, 2019 and a final report on February 1, 2022.</p> <p>Effective Date. Makes the section effective immediately and applicable to applications submitted after that date. Allows districts with plans already approved to continue to operate under the law as it existed when they were approved.</p>			
<p><b>Section 28. Appropriations.</b> See fiscal tracking sheets.</p>	<p><b>No comparable provision.</b></p>		
	<p><b>No comparable provision.</b></p>	<p><b>70</b></p>	<p><b>Teacher shortage loan forgiveness.</b> Increases the teacher loan forgiveness program appropriation in fiscal year 2017 to</p>

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			2,200,000. Makes \$200,000 the base appropriation for the program in fiscal year 2018 and later. Causes unexpended fiscal year 2017 funds to remain available until June 30, 2019.
<b>Section 29. Appropriations.</b> See fiscal tracking sheets.	<b>Different appropriations.</b>	<b>71</b>	<b>Alternative compensation.</b> Updates alternative teacher compensation aid amounts.
<b>Section 30. Appropriations.</b> See fiscal tracking sheets.	<b>Part of House forecast adjustment.</b>	<b>6</b>	<b>Achievement and Integration Aid.</b>
<b>Section 31. Appropriations.</b> See fiscal tracking sheets.	<b>Different appropriations.</b>	<b>72</b>	<b>Reading Corps; appropriation.</b> Increases the appropriation for the Minnesota Reading Corps to \$7,625,000 in fiscal year 2017 and makes the appropriation available through June 30, 2019. Makes the base appropriation for fiscal year 2018 and later \$5,625,000.
<b>Section 32. Appropriations.</b> See fiscal tracking sheets.	<b>See House article 8, section 90, subdivision 11; concurrent enrollment teacher training grants; different appropriations.</b>		
<b>Section 33. Appropriations.</b> See fiscal tracking sheets.	<b>Dissimilar</b>	<b>73</b>	<b>Collaborative Urban Educator; appropriation.</b> Increases the appropriation for the Collaborative Urban Educator (CUE) program from \$780,000 to \$2,780,000 per year for fiscal year 2017 and later. Continues the designation of recipients from the current law and authorizes the commissioner of education to make grants of any amount to qualifying applicants. Requires the commissioner to award at least 50 percent of the grants to nonconventional or alternative teacher preparation programs, giving priority to programs training and placing demographically diverse teachers and teachers teaching in subject or regional shortage areas. Requires each grant recipient to annually report on grant expenditures and program outcomes. Makes the appropriation available

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			through June 30, 2019. Makes \$780,000 the base appropriation for the program in fiscal year 2018 and later.
<b>Section 34. Appropriations.</b> See fiscal tracking sheets.	<b>No comparable provision.</b>		
<b>Section 35. Appropriations.</b> See fiscal tracking sheets.	<b>No comparable provision.</b>		
<b>Section 36. Appropriations.</b> See fiscal tracking sheets.	<b>No comparable provision.</b>		
<b>Section 37. Appropriations.</b> See fiscal tracking sheets.	<b>No comparable provision.</b>		
<b>Section 38. Appropriations.</b> See fiscal tracking sheets.	<b>No comparable provision.</b>		
<b>Section 39. College entrance examination reimbursement.</b> Makes the appropriation available until October 1, 2017. Limits the fiscal year 2016 reimbursement to ACT examination fees.	<b>Similar</b>	<b>74</b>	<b>College entrance examination reimbursement.</b> Refers to a college entrance examination instead of the ACT.  Makes this section applicable to college entrance exams administered after July 1, 2016.
<b>Section 40. Appropriations.</b> See fiscal tracking sheets.	<b>No comparable provision.</b>		
<b>Section 41. Appropriations.</b> See fiscal tracking sheets.	<b>No comparable provision.</b>		
<b>Section 42. Agricultural educator grants.</b> Establishes a grant program to pay agricultural education teachers for work over the summer with high school students on extended projects.	<b>No comparable provision.</b>		
<b>Section 43. Excellence in teaching incentive grants.</b> Directs the Board of Teaching to award a onetime incentive grant of \$2,000 to a teacher who achieves National Board Certification.	<b>No comparable provision.</b>		
<b>Section 44. Outdoor place-based education advisory group.</b>  <b>Subdivision 1. Definitions.</b> Defines “outdoor place-based education.”	<b>No comparable provision.</b>		



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<p><b>Subdivision 2. Advisory group creation.</b> Creates a 14-member advisory group.</p> <p><b>Subdivision 3. Advisory group duties; report required.</b> Directs the advisory group to develop recommendations for a statewide outdoor place-based education plan for students in prekindergarten through grade 12. Requires the report to include the following:</p> <ol style="list-style-type: none"> <li>1. recommended strategies for the integration of outdoor place-based education in each of the required academic standards subject areas;</li> <li>2. identify grades or grade ranges in which outdoor place-based education may have the greatest impact;</li> <li>3. recommend an assessment instrument that districts may use to evaluate the impact of outdoor place-based education; and</li> <li>4. estimate the financial and human resources required to implement the recommendations statewide.</li> </ol> <p><b>Subdivision 4. Administrative provisions.</b> Directs the commissioner of education to convene the first meeting by September 1, 2016, to provide meeting space, and administrative services for the group. The group expires February 15, 2017 or upon submission of the report.</p> <p><b>Effective Date.</b> Makes the section effective immediately.</p>			

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<p><b>Section 45. Paraprofessional pathway to teacher licensure.</b> Directs the commissioner to establish a grant program for school districts to provide a paraprofessional pathway to teacher licensure or a grow your own new teacher program.</p>	<p><b>Similar</b></p>	<p><b>85</b></p>	<p><b>Grow Your Own teacher residency pilot program.</b> (a) Establishes a nonconventional teacher residency pilot program in fiscal year 2017 to provide tuition scholarships and stipends to help nonlicensed district employees who hold a bachelor’s degree and seek an elementary education license or a license in a subject area for which a teacher shortage exists to participate in a Board of Teaching-approved nonconventional teacher residency pilot program.</p> <p>(b) Allows districts and schools not participating under paragraph (a) to use the funds to help paraprofessionals employed in the district or school complete a teacher preparation program and attain a teaching license.</p> <p>(c) Directs the commissioners of education and the Office of Higher Education to evaluate the program and by February 1, 2017, submit program recommendations to the legislature, including how to continue and expand the program.</p>
<p><b>Section 46. Support our students grant program.</b></p> <p><b>Subdivision 1. Definitions.</b> Defines “student support services personnel” and “new position.”</p> <p><b>Subdivision 2. Purpose.</b> Declares that the purpose of the grant program is to:</p> <ol style="list-style-type: none"> <li>1. address shortages of student support services personnel;</li> <li>2. decrease caseloads for existing student support services personnel;</li> <li>3. ensure that students receive effective academic guidance;</li> </ol>	<p><b>Similar</b></p>	<p><b>24</b></p>	<p><b>Student support services personnel grant program.</b></p> <p><b>Subd. 1. Definitions.</b> Defines “student support services personnel” and “new position” for purposes of this section.</p> <p><b>Subd. 2. Purpose.</b> Requires this grant program to: address shortages of Minnesota student support services personnel; decrease student support services personnel caseloads; ensure students are provided guidance and services to improve student and school outcomes and students’ career and college readiness; ensure student support services personnel serve within their scope of practice; use a comprehensive approach that facilitates</p>

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<p>4. ensure that student support services personnel serve within the scope and practice of their training and licensure;</p> <p>5. fully integrate learning supports, instruction, and school management; and</p> <p>6. improve school safety and school climate.</p> <p><b>Subdivision 3. Grant eligibility and application.</b> Allows a school district, charter school, intermediate school district, or other cooperative unit to apply for a six-year matching grant.</p> <p><b>Subdivision 4. Allowed uses; match requirements.</b> Requires the grant to be used to hire a new position. Requires a local match for each year of the grant.</p> <p><b>Subdivision 5. Report required.</b> Requires a grant recipient to submit a report indicating how the new positions affected two or more of the following measures:</p> <ol style="list-style-type: none"> <li>1. school climate;</li> <li>2. attendance rates;</li> <li>3. academic achievement;</li> <li>4. career and college readiness; and</li> <li>5. postsecondary completion rates.</li> </ol>			<p>interdisciplinary collaboration; and improve school safety and school climate.</p> <p><b>Subd. 3. Grant eligibility and application.</b> (a) Allows eligible districts to apply for a six-year grant.</p> <p>(b) Directs the education commissioner to determine the grant application process and to give priority in awarding grants to schools without student support services personnel positions. Also requires the commissioner to consider existing caseloads, school demographics, student survey data, and high school and postsecondary graduation rates.</p> <p><b>Subd. 4. Allowed uses; match requirements.</b> Requires grant recipients to use the grant funding for new positions and to match the grants with local funds, which must not come from federal reimbursements for the new positions.</p> <p><b>Subd. 5. Report required.</b> Requires grant recipients to annually report by February 1 to the commissioner on two effects of the new positions related to school climate, student attendance, student academic achievement, career and college readiness, or postsecondary completion rates.</p> <p><b>Subd. 6. Appropriation.</b> Makes any appropriation for this purpose available until June 30, 2024, and causes any balance remaining after that time to cancel to the state general fund.</p> <p><b>Subd. 7. Report.</b> Requires the commissioner to report by February 15, 2017, to the legislature about districts' expected use of this program, the funding</p>

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			<p>needed to implement the program, and unfunded costs imposed on districts by this program.</p> <p>Makes this section effective for fiscal year 2018 and later.</p>
	<p><b>No comparable provision.</b></p>	<p><b>25</b></p>	<p><b>Student support services training grants.</b></p> <p><b>Subd. 1. Purpose.</b> Provides grants to increase the number of postsecondary graduates qualified to serve as student support services personnel in Minnesota schools.</p> <p><b>Subd. 2. Eligible institutions; application.</b> (a) Makes eligible for a six-year grant any Minnesota postsecondary institution offering a preparation program to train qualified individuals to become licensed student support services personnel.</p> <p>(b) Directs the commissioner to develop criteria for awarding these grants.</p> <p><b>Subd. 3. Allowed uses; match requirements.</b> Requires grant recipients to use grant funding to hire staff to meet the purposes of this section and to provide a local matching grant. Requires the grant recipient to use the grant funding to supplement and not supplant existing funding available for increasing the number of postsecondary graduates qualified to serve as student support services personnel in Minnesota schools.</p> <p><b>Subd. 4. Report required.</b> Requires grant recipients to annually report to the commissioner by February 1 on how new staff positions affected the number of</p>

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			<p>enrolled students, the number of program graduates, and graduates' employment outcomes.</p> <p><b>Subd. 5. Appropriation.</b> Requires any general fund appropriations made to the commissioner for grants under this section to be used for purposes under this section.</p>
<p><b>Section 47. Teacher development and evaluation aid.</b> Provides a formula for teacher development and evaluation aid for fiscal year 2017 for school districts, intermediate school districts, educational cooperatives, education districts, or charter schools with a school site that does not have an alternative professional pay system agreement.</p>	<p><b>No comparable provision.</b></p>		
	<p><b>No comparable provision.</b></p>	<p>75</p>	<p><b>Concurrent enrollment teacher training grants.</b> For fiscal years 2017, 2018, and 2019 only, provides grants to reimburse teachers teaching open enrollment courses for the tuition costs of up to 18 graduate credits to obtain additional training. Directs the education commissioner to establish application procedures and deadlines.</p> <p>Makes this section effective July 1, 2016.</p>
	<p><b>No comparable provision.</b></p>	<p>76</p>	<p><b>Minnesota's future teachers grant program.</b></p> <p><b>Subd. 1. Definitions.</b> (b) Defines "eligible institution" to mean MnSCU, the University of Minnesota, or a private postsecondary institution with a Board of Teaching-approved teacher preparation program.</p> <p>(c) Defines "high need area" to mean an area in Minnesota identified by the education commissioner in the biennial teacher supply and demand report or other</p>

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			<p>survey as experiencing a teacher shortage in a subject area or region.</p> <p>(d) Defines “high needs school” to mean a school designated as low performing under federal accountability measures or enrolling a high percentage of low-income students.</p> <p>(e) Defines “qualified candidate” to mean an individual enrolled in an eligible, Board of Teaching-approved teacher preparation program or institution.</p> <p><b>Subd. 2. Account.</b> Establishes an account under the control of the commissioner of the Office of Higher Education for financial assistance grants to support qualified candidates interested in becoming teachers. Declares unused funds do not cancel.</p> <p><b>Subd. 3. Program requirements.</b> (a) Directs the Office of Higher Education commissioner to award grants to eligible institutions for undergraduate and graduate students, beginning in the 2017-2018 academic year, to become licensed teachers. Directs the commissioner to determine maximum grant amounts available to eligible institutions and for administrative and support services.</p> <p>(b) Directs the commissioner to award grants to eligible institutions that: use most of the grant to reduce students’ tuition, fees, and other such costs; encourage underserved students, students of color, and students interested in teaching in a high needs school to participate in the program; provide support services to allow students to complete the program and receive a</p>

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			<p>license; and offer experiential opportunities to explore teaching.</p> <p>(c) Requires students to demonstrate their intent to teach in a high needs school or area after completing the program.</p> <p>(d) Requires participating institutions to mentor students.</p>
	<p><b>No comparable provision.</b></p>	<p><b>81</b></p>	<p><b>Data security plan.</b></p> <p><b>Subd. 1. Plan components.</b> Directs the commissioner of education to develop, publish, and oversee a detailed data security plan that combines administrative, physical, and technical safeguards and includes: requirements for accessing K-12 data systems containing personally identifiable information on students, authorizing data and system access for other agencies, authenticating access to such data, protecting student data gathered by an Internet operator that describes or otherwise identifies a student, and sanctions for failing to comply with the guidelines; minimum privacy compliance standards based on reasonable and enforceable security measures and practices; regular privacy and security compliance audits of SLEDS and other data systems; and data retention, storage, disposal, and security policies and protocols.</p> <p><b>Subd. 2. Plan report.</b> Directs the commissioner to report to the legislature by January 10, 2017, on the department's progress in developing the plan and</p>

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			<p>include cost estimates to further develop and implement the plan.</p> <p><b>Subd. 3. Plan costs.</b> Directs the education commissioner to use existing department of education resources to develop the data security plan.</p> <p><b>Subd. 4. Plan implementation.</b> Prohibits the education commissioner from proceeding to implement the data security plan until July 1, 2017.</p> <p>Makes this section effective immediately.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 37. Student Discipline Working Group.</b> Establishes a student discipline working group to review the Pupil Fair Dismissal Act and related student discipline provisions. The working group must submit a report to the legislature with recommendations on improving disciplinary policies, practices, and procedures.</p> <p>Effective date. Makes this section effective immediately.</p>	<p><b>Similar</b></p>	<p><b>83</b></p>	<p><b>Student discipline working group.</b> (a) Creates a student discipline working group to review the substance, application, and effect of Minnesota’s Pupil Fair Dismissal Act and related student discipline provisions and to submit written recommendations to the legislature by February 1, 2017, on improving disciplinary policies, practices, and procedures.</p> <p>(b) Directs the working group to analyze: summary data on students’ removal from class and dismissals, disaggregated by various student categories; the meaning and effect of “willful” on dismissal actions; impact of student misconduct on teacher safety; impact of established discipline policies and procedures on teacher safety and student outcomes; students’ need for and access to professional support service providers; the impact of school resource officers; management of student disciplinary data; and other related matters.</p> <p>(c) Directs various specified organizations to appoint a member to the study group by June 1, 2016. Allows working group members to seek advice from experts and stakeholders.</p> <p>(d) Directs the education commissioner to convene the first working group meeting. Directs the working group to select a</p>



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			chair or cochairs and to meet periodically. Directs the commissioner to provide technical and administrative assistance upon request. Makes the members ineligible to receive expenses or per diem payments for their service.  (e) Causes the working group to expire February 2, 2017.  Makes this section effective immediately.
	<p><b>No comparable provision.</b></p>	<p><b>84</b></p>	<p><b>Northwest regional partnership concurrent enrollment education program.</b> Creates a continuing education program for concurrent enrollment teachers in Northwestern Minnesota. Requires the Lakes Country Service Cooperative, the Northwest Service Cooperative, and Minnesota State University-Moorhead to provide the program jointly. Requires MSU-Moorhead to develop an online curriculum to allow teachers to attain graduate credits at reduced credit rates. Grants priority in the program to teachers employed by a district that is a member of either of the two Service Cooperatives. Requires the partnership to submit an annual progress report to the legislature, commissioner of education, and the MnSCU Board of Trustees.                       Makes this section effective July 1, 2016.</p>
	<p><b>No comparable provision.</b></p>	<p><b>87</b></p>	<p><b>Legislative auditor.</b> Asks the legislative auditor to perform a financial audit of the Perpich Center for Arts Education in 2016 and every four years thereafter.                       Makes this section effective immediately.</p>
	<p><b>No comparable provision.</b></p>	<p><b>89</b></p>	<p><b>Certification incentive revenue.</b> Requires the education commissioner to consult with the governor’s workforce development council and the P-20 education partnership to compile a list of qualifying career and technical certificates.</p>

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			<p>Provides funding to school districts equal to \$500 times the number of students in the district who earn one or more career and technical certificates.</p> <p>Caps the statewide revenue amount at \$1,000,000 and authorizes the education commissioner to spread the funding out over the next three fiscal years.</p> <p>Requires the commissioner to report to the legislature on the program by February 1, 2017, and again on February 1, 2018.</p> <p>Makes this section effective immediately.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 38. Assessment Report.</b> Requires the Commissioner to report to the Legislature on the question of replacing the required high school MCA assessments with a nationally recognized college entrance exam.</p> <p>Effective date. Makes this section effective immediately.</p>	<p><b>No comparable provision.</b></p>		
<p><b>Section 48. Appropriations.</b> See fiscal tracking sheets.</p>	<p><b>Different appropriations.</b></p>	<p><b>90</b></p>	<p><b>Appropriations.</b> Appropriates money for education excellence programs. See fiscal worksheet for details.</p>
	<p><b>No comparable provision.</b></p>	<p><b>94</b></p>	<p><b>Appropriation; school-linked mental health services.</b> Appropriates \$5,000,000 in fiscal year 2017 from the general fund the commissioner of human services for children’s mental health grants. Encourages the commissioner to expend the fiscal year 2017 appropriation equally over fiscal years 2017, 2018, and 2019.</p>
<p><b>Section 48. Appropriations.</b> See fiscal tracking sheets.</p>		<p><b>93</b></p>	<p><b>Appropriation; student teachers in shortage areas; grants.</b> Appropriates \$1,000,000 in fiscal year 2017 from the general fund to the commissioner of the Office of Higher Education</p>

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			for grants to student teachers in shortage areas. Makes this appropriation available until June 30, 2019.
Section 48. Appropriations. See fiscal tracking sheets.		86	<p><b>Pilot project to help struggling students read at grade level.</b> (a) Establishes a pilot project in fiscal year 2017 to help struggling students in grades 3 to 5 read at grade level. Directs the education commissioner to award a grant to a nonprofit organization to provide three Minnesota public schools with: a software program that uses singing to improve students' reading ability; on-site professional development and instructional monitoring; pre- and post-program assessments; and other project management services. Requires participating schools to identify staff to work with students in the program.</p> <p>(b) Directs the commissioner, in consultation with the nonprofit grant recipient, to select an urban, suburban, and greater Minnesota school district to participate based on: the number of low-income students in grades 3 to 5 whose reading proficiency is below grade level; the interest of the school staff in the pilot project; and the availability of a computer lab.</p> <p>(c) Directs with the nonprofit grant recipient to submit a commissioner-reviewed report to the legislature by February 1, 2017, on students' reading gains.</p> <p>Makes this section effective July 1, 2016.</p>
Section 48. Appropriations. See fiscal tracking sheets.		92	<p><b>Appropriation; future teachers grant program.</b> Appropriates \$4,500,000 in fiscal year 2017 from the general fund to the commissioner of the Office of Higher Education for the Minnesota future teachers grant program. Makes this appropriation available until June 30, 2019.</p>

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Article 13: Education Excellence		Section	Article 8: Education Excellence
	No comparable provision.	95	<b>Revisor’s instruction.</b> Directs the revisor to codify the section in this article on the innovative delivery of career and technical programs and services.
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 39.</b>  <b>Repealer.</b> (a) Repeals sections 120B.299, subdivision 5 (Adequate Yearly Progress); 120B.35, subdivision 4 (High Growth Schools Report); 122A.413, subdivision 3 (Educational Improvement Plan); 122A.43, subdivision 6 (Short-Limited Contracts Optional Report); and 123B.06 (Evaluation of Pupil Growth and Progress; Permanent Records).</p> <p>(b) Repeals section 122A.413, subdivisions 1 and 2 (Educational Improvement Plan).</p>	Sections 120B.299, 122A.413 same.	96	<p><b>Repealer.</b> (a) Repeals: the definition of adequate yearly progress under Minnesota Statutes, section 120B.299, subdivision 5; the language under Minnesota Statutes, section 122A.413, subdivision 3, directing a Q-Comp school or district to use an educational improvement plan for site accountability purposes; the Principals’ Leadership Academy under Minnesota Statutes, section 122A.74 (leaves in place a Minnesota Principals’ Academy appropriation under Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision 23, in lieu of Minnesota Statutes, section 122A.74); and an obsolete No Child Left Behind review under Minnesota Statutes, section 127A.095, subdivision 2.</p> <p>(b) Repeals a direction under Minnesota Statutes, section 122A.413, subdivisions 1 and 2, directing a Q-Comp school or district to develop an educational improvement plan for site accountability purposes.</p> <p>(c) Repeals Minnesota Statutes, sections 122A.40, subdivision 11, and 122A.41, subdivision 14, establishing statutory leave of absence provisions, effective July 1, 2017.</p> <p>(d) Repeals those subparts of Minnesota Rules defining racially identifiable school within a district, racially isolated school district, and school, effective immediately.</p>

Article 7: Teachers (S.F. 2744)		Section	
S.F. 2744, 2 <sup>nd</sup> engrossment, article 7, section 1. School District Process for Reviewing Curriculum, Instruction,	No comparable provision.		

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Article 7: Teachers (S.F. 2744)		Section	
<p><b>and Student Achievement; Striving for the World’s Best Workforce.</b></p> <p><b>Subdivision 1. Definitions.</b> Amends the definition of “world’s best workforce” to include striving to provide all students with equitable access to effective, more diverse, and more representative teachers.</p> <p><b>Subdivision 1a. Performance measures.</b> Requires school performance measures to include data on the proportional representation of teachers and the extent to which teachers are representative of the racial, ethnic, and economic diversity of students in the school.</p> <p><b>Subdivision 2. Adopting plans and budgets.</b> Requires school districts to include in its planning process under the world’s best workforce a system to evaluate students’ equitable access to effective, more diverse, and more representative teachers.</p> <p><b>Subdivision 3. District advisory committee.</b> Requires the district advisory committee to make recommendations to the school board regarding the means to improve students' equitable access to effective and more diverse teachers.</p> <p><b>Subdivision 4. Site team.</b> Includes the development and implementation of strategies and practices related to cultural fluency among the duties of the district site team.</p> <p><b>Subdivision 5. Report.</b> Requires the school board, at its annual world’s best workforce public meeting, to review and revise plans, strategies, and practices</p>			

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Article 7: Teachers (S.F. 2744)		Section	
<p>related to students' increased and equitable access to effective and more diverse teachers.</p> <p><b>Subdivision 7. Periodic Report.</b> (No changes.)</p> <p><b>Subdivision 9. Annual evaluation.</b> Requires the commissioner to assist districts in providing all enrolled students, including low-income students, American Indian students, and students of color with improved and equitable access to effective and more diverse teachers.</p> <p>Effective date: makes this section effective for the 2016-2017 school year and later.</p>			
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 7, section 2. Report.</b> Requires that a district include in its annual school performance report information regarding 1) the number of non-Caucasian or underrepresented teachers; 2) the number and subject areas of community experts providing instruction; 3) the school year testing schedule for the district; and 4) class sizes.</p> <p>Effective date: makes this section effective for the 2016-2017 school year and later.</p>	<p><b>No comparable provision.</b></p>		
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 7, section 3. State Growth Target; Other State Measures.</b> Corrects obsolete language relating to the requirements of the recently reauthorized federal Elementary and Secondary Education Act.</p> <p>Effective date: makes this section effective for the 2016-2017 school year and later.</p>	<p><b>No comparable provision.</b></p>		

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Article 7: Teachers (S.F. 2744)		Section	
	No comparable provision.	29	<p><b>Eligibility; board composition.</b> Clarifies that school administrators need not be a teacher currently teaching in a Minnesota school district to serve on the Board of Teaching as a representative of school administrators.</p> <p>Makes this section effective immediately and applicable to all board appointments made after that date.</p>
	No comparable provision.	30	<p><b>Board of Teaching; duties and responsibilities clarified.</b> Declares the Board of Teaching responsible for licensing teachers, issuing special permissions to teach, and performing all licensure-related duties and responsibilities. At the board's direction, allows the education department to perform administrative functions related to issuing licenses. Causes this section to prevail if a statutory conflicts exist.</p> <p>Makes this section effective immediately.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 7, section 4. Duties [of the Board of Teaching].</b> Makes technical and clarifying changes to standardize the statutory names of teacher licenses. Makes other grammatical corrections. Strikes duplicative language. Requires the Board of Teaching to adopt rules to require at least one hour of suicide prevention best practices for renewal of an existing license. Allows the Board of Teaching to grant a teaching license to Montessori trained teachers.</p> <p>Effective date: makes subdivision 4, paragraph (m), effective immediately and applies to teachers renewing their teaching licenses beginning August 1, 2017. Makes subdivision 10, paragraph (d), effective for the 2016-2017 through 2017-2018 school years. Otherwise effective August 1, 2016.</p>	Dissimilar	31	<p><b>License and rules.</b> Directs the Board of Teaching to adopt rules to require all teachers who are renewing their full professional teaching license to receive at least one hour of suicide prevention best practices training based on nationally recognized evidence-based programs and practices.</p> <p>Makes this section effective immediately and applicable to all teachers renewing their teaching license beginning August 1, 2017.</p>

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Article 7: Teachers (S.F. 2744)		Section	
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 7, section 4. Duties [of the Board of Teaching].</b> Makes technical and clarifying changes to standardize the statutory names of teacher licenses. Makes other grammatical corrections. Strikes duplicative language. Requires the Board of Teaching to adopt rules to require at least one hour of suicide prevention best practices for renewal of an existing license. Allows the Board of Teaching to grant a teaching license to Montessori trained teachers.</p> <p>Effective date: makes subdivision 4, paragraph (m), effective immediately and applies to teachers renewing their teaching licenses beginning August 1, 2017. Makes subdivision 10, paragraph (d), effective for the 2016-2017 through 2017-2018 school years. Otherwise effective August 1, 2016.</p>	<p><b>Montessori license similar.</b></p>	<p><b>32</b></p>	<p><b>Permissions.</b> (d) Permits the Board of Teaching to grant a one-year professional license, which the board may renew two times, to a qualified person to teach in a Montessori program operated by a district or charter school.</p> <p>(e) Permits the Board of Teaching to grant a one-year waiver, renewable two times, to qualified individuals enrolled in an alternative preparation program leading to certification or licensure as a career and technical education instructor or teacher. Directs the board to strongly encourage Minnesota teacher preparation programs and institutions to develop alternative pathways for this purpose.</p> <p>Makes this section effective for the 2016-2017 through the 2018-2019 school years.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 7, section 5. Endorsement; Dual Enrollment Instruction.</b> Directs the Board of Teaching to adopt standards for, and issue an endorsement for dual enrollment instruction to a high school teacher licensed in a content-specific field who successfully completes the faculty qualification requirements established by the Higher Learning Commission.</p> <p>Effective date: makes this section is effective immediately and requires the Board of Teaching must start issuing endorsements by September 1, 2017.</p>	<p><b>No comparable provision but see House concurrent enrollment teacher training grants.</b></p>		
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 21.</b> Strikes and updates references to the repealed federal requirements of No Child Left Behind.</p>	<p><b>Same</b></p>	<p><b>33</b></p>	<p><b>Qualified teacher defined.</b> Strikes obsolete language defining highly qualified teacher under the federal No Child Left Behind Act.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 7, section 6. Board to Issue Licenses.</b> Makes technical and clarifying changes to</p>	<p><b>No comparable provision.</b></p>		



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<b>Article 7: Teachers (S.F. 2744)</b>		<b>Section</b>	
standardize the statutory names of teacher licenses. Makes other grammatical corrections. Strikes duplicative language.			
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 7, section 8. Applicants Trained in Other States.</b> Makes technical and clarifying changes to standardize the statutory names of teacher licenses and the process for licensure of applicants trained in other states. Makes other grammatical corrections.	<b>No comparable provision.</b>		
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 7, section 9. Applicants Licensed in Other States.</b> Directs the Board of Teaching to issue a professional five-year teaching license to an applicant who: (1) has successfully complete all required exams; (2) holds an out-of-state license to teach in the same content field and grade levels as a Minnesota license; and (3) has had one full school year of teaching experience.	<b>No comparable provision.</b>		
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 7, section 10. Alternative Teacher Preparation Program and Preliminary Teacher License.</b> Makes technical and clarifying changes to standardize the statutory names of teacher licenses.	<b>Different</b>	<b>34</b>	<b>Qualified teacher.</b> Strikes obsolete language.
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 7, section 11. Exceptions.</b> Provides that the license required for adult basic education teachers, early childhood and family educators, and community education teachers in a course offered for credit for graduation to persons under age 18 may be construed to bring the individual within the definition of teacher for purposes of the continuing contract law and Teacher Tenure Act.</p> <p>Effective date: makes this section effective for the 2016-2017 school year and later.</p>	<b>No comparable provision.</b>		

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Article 7: Teachers (S.F. 2744)		Section	
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 22. Exemption for Technical Education Instructors.</b> Provides clarification to local school districts as to which licenses are exempt according to section 122A.30.</p>	<p><b>Similar</b></p>	<p><b>35</b></p>	<p><b>Exemption for technical education instructors.</b> Updates and clarifies career and technical education references. Strikes language causing this section to expire.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 7, section 12. Development, Evaluation, and Peer Coaching for Continuing Contract Teachers.</b> Clarifies that a purpose of the teacher development and evaluation process is to provide all enrolled students in a district or school, including low-income students, American Indian students, and students of color with improved and equitable access to more diverse teachers. Requires that the process include staff development activities that improve cultural fluency and competency. Clarifies that the mentoring and induction process may include underrepresented teachers and those that reflect the racial, ethnic, and economic diversity among students. Requires the process to support cultural competency and culturally responsive practices.</p> <p>Effective date: makes this section effective for the 2017-2018 school year and later.</p>	<p><b>Similar</b></p>	<p><b>36</b></p>	<p><b>Development, evaluation, and peer coaching for continuing contract teachers.</b> (b) For teachers generally, makes providing all enrolled students with improved and equitable access to effective and more diverse teachers a goal of the teacher development and evaluation process. Allows the annual teacher evaluation process to include mentoring and induction programs for teachers who are members of populations underrepresented among the licensed teachers in the school or district and who reflect the diversity of the enrolled students.</p> <p>Makes this section effective for the 2016-2017 school year and later.</p>
	<p><b>No comparable provision.</b></p>	<p><b>37</b></p>	<p><b>Negotiated unrequested leave of absence.</b> Requires the school board and the exclusive representative of the teachers to negotiate an unrequested leave of absence plan. Strikes language establishing a statutory plan for placing teachers on an unrequested leave of absence and prohibiting a provisionally licensed teacher from exercising seniority under a negotiated leave of absence plan.</p> <p>Makes this section effective July 1, 2017.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 7, section 13. Development, Evaluation, and Peer Coaching for</b></p>	<p><b>Similar</b></p>	<p><b>38</b></p>	<p><b>Development, evaluation, and peer coaching for continuing contract teachers.</b> (b) For teachers in first class</p>

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Article 7: Teachers (S.F. 2744)		Section	
<p><b>Continuing Contract Teachers.</b> For districts in cities of the first class, clarifies that a purpose of the teacher development and evaluation process is to provide all enrolled students in a district or school, including low-income students, American Indian students, and students of color with improved and equitable access to more diverse teachers. Requires that the process include staff development activities that improve cultural fluency and competency. Clarifies that the mentoring and induction process may include underrepresented teachers and those that reflect the racial, ethnic, and economic diversity among students. Requires the process to support cultural competency and culturally responsive practices.</p> <p>Effective date: makes this section effective for the 2017-2018 school year and later.</p>			<p>city school districts, makes providing all enrolled students with improved and equitable access to effective and more diverse teachers a goal of the teacher development and evaluation process. Allows the annual teacher evaluation process to include mentoring and induction programs for teachers who are members of populations underrepresented among the licensed teachers in the school or district and who reflect the diversity of the enrolled students.</p> <p>Makes this section effective for the 2016-2017 school year and later.</p>
	<p><b>No comparable provision.</b></p>	<p><b>39</b></p>	<p><b>Negotiated unrequested leave of absence plan.</b> Requires the school board and the exclusive representative of the teachers in a first class city school district to negotiate an unrequested leave of absence plan.</p> <p>Makes this section effective July 1, 2017.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 23. Restructured Pay System.</b> Strikes language that was specific to No Child Left Behind.</p>	<p>Same</p>	<p><b>40</b></p>	<p><b>Restructured pay system.</b> Strikes obsolete language.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 24. Alternative Teacher Professional Pay System.</b> Conforms these sections to the repeal of <b>section 122A.413</b>, Educational Improvement Plan, and replaces this requirement with the WBWF reporting.</p>	<p>Same</p>	<p><b>41</b></p>	<p><b>Alternative teacher professional pay system.</b> As a condition of eligibility for Q-Comp funding, requires interested districts and schools to have a world's best work force plan instead of an educational improvement plan.</p>

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Article 7: Teachers (S.F. 2744)		Section	
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 25. Alternative Teacher Professional Pay System.</b> Conforms these sections to the repeal of <b>section 122A.413</b>, Educational Improvement Plan, and replaces this requirement with the WBWF reporting.</p>	<p><b>Same</b></p>	<p><b>42</b></p>	<p><b>Approval process.</b> Strikes a statutory cross reference to conform this Q-Comp section with the change in required plans under the preceding section in this article.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 26. Alternative Teacher Professional Pay System.</b> Conforms these sections to the repeal of <b>section 122A.413</b>, Educational Improvement Plan, and replaces this requirement with the WBWF reporting.</p>	<p><b>No comparable provision.</b></p>		
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 27. Alternative Teacher Professional Pay System.</b> Conforms these sections to the repeal of <b>section 122A.413</b>, Educational Improvement Plan, and replaces this requirement with the WBWF reporting.</p>	<p><b>Same</b></p>	<p><b>43</b></p>	<p><b>Supplemental agreements; alternative teacher pay.</b> Strikes a statutory cross reference to conform this Q-Comp section with the change in required plans under the two preceding sections in this article.</p>
	<p><b>No comparable provision.</b></p>	<p><b>8</b></p>	<p><b>Article 14, section 8. Revenue timing; Qcomp.</b> Clarifies that once a school district is formally approved for Qcomp revenue and receives written notice it is eligible for revenue, the district remains eligible for Qcomp aid as long as the district's plan remains approved.</p>
<p><b>Article 13, section 15. Basic alternative teacher compensation aid.</b> Lifts the cap on basic alternative teacher compensation aid.</p> <p>Effective Date. Makes the section effective immediately.</p>	<p><b>No comparable provision.</b></p>		
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 28. Alternative Teacher Professional Pay System.</b> Conforms these sections to the repeal of <b>section 122A.413</b>, Educational Improvement Plan, and replaces this requirement with the WBWF reporting.</p>	<p><b>Same</b></p>	<p><b>44</b></p>	<p><b>Alternative teacher compensation revenue for Perpich Center for Arts Education and multidistrict integration collaboratives.</b> Strikes a statutory cross reference to conform this Q-Comp section with the change in required plans under the three preceding sections in this article.</p>

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Article 7: Teachers (S.F. 2744)		Section	
	No comparable provision.	45	<p><b>General control of schools.</b> (a) Grants the teacher of record the general control and government of the school and classroom.</p> <p>(b) Allows a teacher to remove students from class, consistent with a school board’s district-wide school discipline policy.</p> <p>Makes this section effective for the 2016-2017 school year and later.</p>
	No comparable provision.	46	<p><b>School climate and safety.</b> Allows teachers’ collective bargaining agreements to include school climate and student and staff safety provisions.</p> <p>Makes this section effective July 1, 2017.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 7, section 14. Staff Development Committee.</b> Authorizes a district to use staff development revenue for activities relating to a teacher’s individual growth plan or the recommendations resulting from the peer review process. Provides that, for the purposes of a district staff development program and membership of the staff development committee, “teacher” includes any public employee other than a superintendent or assistant superintendent, principal, assistant principal, or a supervisory or confidential employee, employed by a school district: (1) in a position for which the person must be licensed by the Board of Teaching or the Commissioner of Education; or (2) in a position as a physical therapist, occupational therapist, art therapist, music therapist, or audiologist.</p> <p>Effective date: makes this section effective for the 2016-2017 school year and later.</p>	No comparable provision.		

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Article 7: Teachers (S.F. 2744)		Section	
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 29. Staff Development Report.</b> Integrates the staff development report into a district’s WBWF plans and reports.</p>	<p><b>Same</b></p>	<p><b>47</b></p>	<p><b>Staff development report.</b> Strikes language requiring school districts and school sites to write and submit a staff development activity and expenditure report to the education commissioner. Instead requires school districts and school sites to include the staff development report in the district’s world’s best work force report. Strikes language requiring the commissioner to submit annual staff development data to the legislature.</p>
<p><b>Article 13, section 16. Staff development revenue for school districts.</b> Clarifies that the reserved revenue is for school districts.</p> <p>Effective Date. Makes the section effective for revenue for fiscal year 2017.</p>	<p><b>No comparable provision.</b></p>		
<p><b>Article 13, section 17. Staff development aid for intermediate school districts and other cooperative units.</b> Allows intermediate school districts or other cooperative units providing instruction to students in federal instructional settings of level 4 or higher to qualify for staff development aid. Aid received must be used to enhance services to students who may have challenging behaviors or mental health issues or be suffering from trauma.</p> <p>Effective Date. Makes the section effective for revenue for fiscal year 2017 and later.</p>	<p><b>Similar</b></p>	<p><b>82</b></p>	<p><b>Article 8, section 82. Staff development grants for intermediate school districts and other cooperative units.</b> For fiscal years 2017, 2018, and 2019 only, provides staff development grants to intermediate school districts and other cooperatives equal to \$1,000 times the full-time equivalent number of licensed instructional staff and nonlicensed classroom aides employed by the intermediate or other cooperative in the previous year. Requires the staff development grants to be used for at least: (1) proactive behavior management; (2) personal safety training; (3) de-escalation techniques; and (4) adapting curriculum and pedagogy for students with complex learning and behavioral needs. Requires the commissioner to pro-rate the grants if available funding is insufficient.</p> <p>Makes this section effective for fiscal year 2017 and later.</p>

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<b>Article 7: Teachers (S.F. 2744)</b>		<b>Section</b>	
<b>Article 13, section 18. Establishment.</b> Allows the commissioner to award additional joint grants to prepare American Indian teachers if additional funds are available.	<b>No comparable provision.</b>		
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 30.</b> Strikes and updates references to the repealed federal requirements of No Child Left Behind.	<b>Same</b>	<b>48</b>	<b>Article 8, section 48. Center functions.</b> Strikes an obsolete reference to highly qualified teacher under the federal No Child Left Behind Act.
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 31.</b> Strikes and updates references to the repealed federal requirements of No Child Left Behind.	<b>No comparable provision.</b>		
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 7, section 15. Duties; Evaluation.</b> Requires that a principal evaluation and professional development process be designed to support the principal in shaping the school’s cultural fluency and competency and students’ increased and equitable access to effective and more diverse teachers.  Effective date: makes this section effective for the 2016-2017 school year and later.	<b>Similar</b>	<b>49</b>	<b>Duties and evaluations.</b> Requires a principal’s evaluation to be designed to: support and improve a principal’s efforts to hire, support, and retain a diverse teaching staff that reflects the diversity of the enrolled students; support a principal’s efforts to provide students with improved and equitable access to effective and more diverse teachers, among other growth areas and goals; and provide professional development linked to students’ increased and equitable access to effective and more diverse teachers, consistent with attaining the world’s best work force.  Makes this section effective for the 2016-2017 school year and later.
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 7, section 16. Courses According to Agreements.</b> Clarifies that a school board and eligible postsecondary institution may develop an “introduction to teaching” concurrent enrollment course to encourage high school students to consider teaching as a profession.  Effective date: makes this section effective immediately.	<b>No comparable provision.</b>		

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Article 7: Teachers (S.F. 2744)		Section	
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 7, section 17. Achievement and Integration for Minnesota.</b></p> <p><b>Subdivision 1. Program to close the academic achievement and opportunity gap; revenue uses.</b> Provides that district must use achievement and integration revenue to provide integrated learning environments that give students improved and equitable access to effective and more diverse teachers, culturally fluent and competent instructors, improved and equitable access to effective and diverse teachers, including those for underserved student populations, among other allowed uses.</p> <p><b>Subdivision 2. Plan implementation; components.</b> Provides that a district eligible to develop an achievement and integration plan may include components related to teacher and administrator effectiveness, equitable access, and diversity. Requires the plan to contain goals for providing students with equitable access to effective and more diverse teachers.</p> <p><b>Subdivision 3. Public engagement; progress report and budget process.</b> Requires the school board, at its annual achievement and integration public hearing, to review data related to students' increased and equitable access to effective and more diverse teachers.</p> <p><b>Subdivision 4. Timeline and implementation.</b> (No changes.)</p> <p><b>Subdivision 5. Evaluation.</b> Requires the commissioner to report on district outcomes related to</p>	<p><b>Similar</b></p>	<p><b>56</b></p>	<p><b>Achievement and integration for Minnesota.</b></p> <p><b>Subd. 1. Program to close the academic achievement and opportunity gap; revenue uses. (c)</b> Directs districts receiving achievement and integration revenue to use the revenue for: integrated learning environments that give students improved and equitable access to effective and more diverse teachers, among other outcomes; for improved and equitable access to effective and diverse teachers, among other outcomes; and rigorous career and college readiness programs and effective and more diverse instructors for underserved student populations, among other purposes.</p> <p>(d) Allows eligible districts to adopt policies to increase the diversity of district teachers and administrators using achievement and integration revenue.</p> <p><b>Subd. 2. Plan implementation; components.</b> Includes among the components of a long-term achievement and integration plan: professional development opportunities for teachers and administrators who are members of populations underrepresented among licensed teachers or administrators in the district or school and who reflect the diversity of the enrolled students; and increased programmatic opportunities and effective and more diverse instructors focused on rigor and career and college readiness for underserved students. Requires the long-term plan to contain goals for reducing the disparities in equitable access to effective and more diverse teachers and increasing racial and economic</p>



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<b>Article 7: Teachers (S.F. 2744)</b>		<b>Section</b>	
<p>improving students' equitable access to effective and diverse teachers, and realizing racial and economic diversity and integration.</p> <p>Effective date: makes this section effective for the 2016-2017 school year and later.</p>			<p>diversity and integration in schools and districts, among other goals.</p> <p><b>Subd. 3. Public engagement; progress report and budget process.</b> Requires participating school boards to hold at least one annual hearing to publicly report on progress in improving students' equitable access to effective and more diverse teachers and in realizing racial and economic diversity and integration in schools and districts, among other measures.</p> <p><b>Subd. 5. Evaluation.</b> Directs the education commissioner to evaluate the efficacy of district plans in reducing disparities in academic performance among specified categories of students, in improving students' equitable access to effective and diverse teachers and in realizing racial and economic diversity and integration.</p> <p>Makes this section effective for the 2016-2017 school year and later.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 7, section 18. Survey of Districts.</b> Requires the commissioner to include in the biennial teacher supply and demand report data on student access to effective and more diverse teachers and teacher hiring and retention patterns.</p> <p>Effective date: makes this section effective for the 2016-2017 school year and later.</p>	<b>Similar</b>	<b>60</b>	<p><b>Survey of districts.</b> Directs the education commissioner, when surveying the state's school districts and teacher preparation programs, to submit a biennial report to the legislature on students' access to effective and more diverse teachers who reflect the diversity of district students and how districts are projected to make progress over a five-year period in providing enrolled students throughout the state with improved and equitable access to effective and diverse teachers and substitute teachers.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 7, section 19. Definitions.</b> Amends the definition of "teacher shortage</p>	<b>No comparable provision.</b>		

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Article 7: Teachers (S.F. 2744)		Section	
<p>area” to include school districts where minority populations are underrepresented among licensed teachers.</p> <p>Effective date: makes this section effective immediately.</p>			
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 7, section 20. Use of Report on Teacher Shortage Areas.</b> Directs the commissioner to make a report of teacher supply and demand to the Legislature, including the school districts where minority populations are underrepresented among licensed teachers.</p> <p>Effective date: makes this section effective immediately.</p>	<p><b>No comparable provision.</b></p>		
	<p><b>No comparable provision.</b></p>	<p><b>67</b></p>	<p><b>Article 8, section 67. Career and technical education certification and licensure.</b> Directs the MnSCU Board of Trustees to provide an alternative preparation program allowing individuals to be certified or licensed as a career and technical education instructor or teacher. Allows the board of trustees to locate the first such program in the seven-county metropolitan area.</p> <p>Makes this section effective for the 2016-2017 academic year.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 7, section 21. Career and Technical Educator Licensing Advisory Task Force.</b> Provides for the creation, membership, duties, reporting requirements, and other administrative provisions of a career and technical educator licensing advisory task force.</p> <p>Effective date: makes this section effective immediately.</p>	<p><b>No comparable provision.</b></p>		
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 7, section 22. Legislative Task Force on Teacher Licensure.</b> Provides for the creation, membership, purpose, reporting requirements,</p>	<p><b>Similar</b></p>	<p><b>78</b></p>	<p><b>Legislative study group on educator licensure.</b> (a) Establishes a 12-member legislative study group to review the 2016 OLA report on teacher licensing and to report to the</p>

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<b>Article 7: Teachers (S.F. 2744)</b>		<b>Section</b>	
<p>and other administrative provisions for a legislative task force on teacher licensure.</p> <p>Effective date: makes this section effective immediately.</p>			<p>legislature by February 1, 2017, on recommendations for restructuring Minnesota’ teacher licensure system.</p> <p>(b) Includes six currently serving house members, including the chair of the house Education Innovation Policy Committee, three appointed by the house speaker and three appointed by the house minority leader, and six currently serving senate members, including the chair of the senate education committee, three appointed by the senate majority leader and three appointed by the senate minority leader, as study group members.</p> <p>(c) Requires appointments to be made by June 1, 2016, and causes the appointments to expire on February 2, 2017. Requires the leader of the caucus in the affected body to which a vacating study group member belonged to fill any vacancy that occurs. Directs the chair of the House education innovation policy committee to convene the first meeting. Requires the study group to meet periodically. Directs the Legislative Coordinating Commission to provide technical and administrative assistance upon request.</p> <p>(d) Directs the study group to consult with the Board of Teaching, the education department, the Board of School Administrators; and interested and affected stakeholders.</p> <p>(e) Causes the study group to expire on February 2, 2017, unless extended by law.</p> <p>Makes this section immediately effective.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 7, section 23. Early Childhood Family Education Teachers; Adult Basic Education Teachers.</b> Allows a person teaching in an early childhood education program or an adult basic education</p>	<p><b>No comparable provision.</b></p>		

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<b>Article 7: Teachers (S.F. 2744)</b>		<b>Section</b>	
<p>program to exercise seniority based on fields in which they are licensed, if it is agreed to by the school district and the exclusive representative of the teachers.</p> <p>Effective date. Makes this section effective for the 2017-2018 and 2018-2019 school years only.</p>			
	<p><b>No comparable provision.</b></p>	<p><b>79</b></p>	<p><b>Board of Teaching report.</b> Directs the Board of Teaching to submit a written report to the legislature by February 1, 2017, listing the statutory and rule requirements on teacher preparation, exams, and training applicable to candidates for teacher licensure and the statutory and rule requirements on continuing education applicable to teachers seeking to renew their full professional teaching license.</p> <p>Makes this section effective immediately.</p>
	<p><b>No comparable provision.</b></p>	<p><b>80</b></p>	<p><b>Teacher licensing; process and procedures.</b> (a) Directs the Board of Teaching to maintain an online teacher application system that meets the requirements of this paragraph.</p> <p>(b) Directs the Board of Teaching, after consulting with the department of education if appropriate, to notify a candidate in writing when denying the candidate a license or issuing a restricted license. Allows a candidate to appeal a licensure decision of the board.</p> <p>(c) Directs the Board of Teaching to issue a one-year full professional teaching license to otherwise qualified candidates who have not yet successfully completed the licensure exams. Allows the board to renew this license up to three times. Requires individuals who receive this license to</p>

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Article 7: Teachers (S.F. 2744)		Section	
			continue working to complete or pass the content, pedagogy, or skills exam requirements they have not yet met.  Makes this section effective immediately.
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 7, section 24. Repealer.</b> Repeals a reference to “highly qualified teacher” in the section relating to alternative teacher preparation programs to conform with the requirements of the recently reauthorized federal Elementary and Secondary Education Act.	<b>No comparable provision.</b>		

Article 14: Charter Schools		Section	Article 9: Charter Schools
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 3, section 1. Eligible Authorizers.</b> Removes the requirement that charitable organizations serving as a charter school authorizer must be members of the Minnesota Council of Nonprofits or the Minnesota Council on Foundations.	<b>No comparable provision.</b>		
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 3, section 2. Application Content.</b> Requires a prospective charter school authorizer to include in its application certain information about the capacity of the organization to serve as an authorizer.  Effective date: makes this section effective January 1, 2017.	<b>Similar</b>	<b>1</b>	<b>Application content.</b> (a) Requires an organization applying to be an approved authorizer to describe the organization’s capacity to serve as an authorizer. Allows the commissioner to use information about specific individuals when approving an authorizer but not when reviewing an authorizer’s performance.  (b) Allows a school district authorizer to satisfy the requirements for approval as an authorizer – demonstrating how chartering schools helps the applicant realize its mission and the applicant’s capacity to serve as an authorizer – and the requirements governing a conflict of interest, an ongoing evaluation, or continuing education by submitting to the

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Article 14: Charter Schools		Section	Article 9: Charter Schools
			commissioner a written promise to comply with these requirements. Makes this section effective immediately.
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 3, section 3. Review by Commissioner.</b> Requires the commissioner to review a charter school authorizer’s performance using criteria appropriate to the authorizer and the schools it charters and developed in consultation with charter school authorizers, operators, and other stakeholders. Directs the commissioner to minimize duplicate reporting in the review process.</p> <p>Effective date: makes this section effective January 1, 2017.</p>	<p><b>Similar</b></p>	<p><b>2</b></p>	<p><b>Review by commissioner.</b> (a) Directs the education commissioner to review an authorizer’s performance every five years, subject to paragraphs (b) and (c).</p> <p>(b) and (c) Require the commissioner to use appropriate criteria, developed in consultation with stakeholders, to review the authorizer’s performance. Require the education commissioner to minimize duplicative reporting to the extent practicable. Direct the commissioner, when reviewing an authorizer’s performance, not to (1) fail to credit, (2) withhold points, or (3) otherwise penalize an authorizer for failing to charter additional schools or for the absence of complaints against the authorizer’s chartered schools.</p> <p>Makes this section effective immediately.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 3, section 4. Withdrawal.</b> Clarifies that, if the governing board of an approved authorizer votes to withdraw for a reason unrelated to any cause under section 124E.10 subd. 4, the same process applies to the change of authorizer as in the case where an authorizer and the charter school board of directors mutually agree not to renew the contract</p>	<p><b>Similar</b></p>	<p><b>3</b></p>	<p><b>Withdrawal.</b> Makes a technical correction.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 3, section 5. Contents.</b> Clarifies that the preoperational planning period may last longer than one year. Clarifies that a charter school must design its programs to meet the world’s best workforce goal.</p>	<p><b>Same</b></p>	<p><b>4</b></p>	<p><b>Contents.</b> (a) Provides for a pre-operational planning period instead of a pre-operational planning year.</p> <p>(b) Directs charter schools to design their programs to meet the world’s best work force goals.</p>

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Article 14: Charter Schools		Section	Article 9: Charter Schools
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 3, section 6. Mutual Nonrenewal.</b> Makes conforming changes and clarifies that a change in authorizers is allowed when a governing board of an approved authorizer votes to withdraw as an authorizer. Clarifies that an existing authorizer must inform the proposed authorizer of any outstanding contractual obligations between the authorizer and the charter school.</p>	<p><b>Same</b></p>	<p><b>5</b></p>	<p><b>Mutual nonrenewal.</b> Allows a change in charter school authorizers if the governing board of an approved authorizer votes to withdraw as an authorizer for a reason unrelated to the statutory causes for not renewing or terminating a charter school contract. When pursuing a change in authorizers under this subdivision, requires the authorizer that is the party to the charter contract to inform the proposed authorizer about unmet contract outcomes, among other required information.</p>
<p><b>Section 1. School closures.</b> Requires a charter school board of directors to appoint, and the authorizer to approve, a school closure trustee upon the final decision to close a charter school. Requires certain qualifications of the trustee. Gives responsibility to the trustee for activating and executing the school closure plan, including activities relating to reporting and payments. Entitles the trustee to immunity provided by common law, though not from illegal or criminal acts nor acts of malfeasance or misfeasance. Establishes a charter school closure fund at the Department of Education and authorizes certain fund management fees. Requires an annual report on the fund. Redirects a portion of charter school aids to fund the required balance. Authorizes a trustee to request distributions from the fund for certain expenditures related to closure of a charter school. Provides other policy related to charter school closures.</p>	<p><b>No comparable provision.</b></p>		
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 3, section 7. Annual Public Reports.</b> Clarifies the content of and deadline for submission of the authorizer annual report.</p>	<p><b>Same</b></p>	<p><b>6</b></p>	<p><b>Annual public reports.</b> (b) Requires an authorizer to submit an annual public report to the education commissioner by January 15 for the previous school year ending June 30 that includes at least key indicators of school academic, operational, and financial performance.</p>

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Article 14: Charter Schools		Section	Article 9: Charter Schools
<p><b>Section 2. Cash flow adjustment.</b> Modifies the eligibility criteria for cash flow adjustment for certain charter schools. Provides that, according to the definition of “eligible special education charter school” under section 124E.21, subdivision 2, a charter school is eligible for cash flow adjustment if:</p> <ol style="list-style-type: none"> <li>1. the percent of students eligible for special education services equals at least 90 percent of the charter school's total enrollment; and</li> <li>2. the school submits to the commissioner a preliminary annual budget by June 15 prior to the start of the fiscal year and a revised budget by January 15 of the current fiscal year detailing its unreimbursed costs for educating students eligible and not eligible for special education services.</li> </ol> <p>Effective date: makes this section effective for revenue for fiscal year 2017 and later.</p>	<p>Same</p>	<p>7</p>	<p><b>Cash flow adjustment; charter schools.</b> Removes the 200 maximum pupil limitation on an eligible special education charter school that requests an accelerated cash flow schedule.</p>
<p><b>Section 3. Laws 2015 effective date.</b> Amends a Laws 2015 effective date to allow a charter school with at least 90 percent of enrolled students who are eligible for special education services and have a primary disability of deaf or hard-of-hearing to enroll prekindergarten pupils with a disability under section 126C.05, subdivision 1, paragraph (a), even if the enrollment would increase state aids attributable to the pupil.</p> <p>Effective date: makes this section effective immediately.</p>	<p>Same</p>	<p>8</p>	<p><b>Effective date.</b> Allows prekindergarten deaf and hard-of-hearing pupils to enroll in a charter school beginning in the 2016-2017 school year and deletes a previously enacted condition allowing such enrollment only if the commissioner determined no added cost would be attributable to the pupil.</p> <p>Makes this section effective immediately.</p>
<p><b>Section 4. Appropriations.</b> See fiscal tracking sheets.</p>	<p>Part of House forecast adjustment.</p>		



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Article 15: Special Education		Section	Article 10: Special Education
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 4, section 1. Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans.</b> Allows a student’s individualized education program (IEP) or standardized written plan to substitute for the personal learning plan if it is aligned with the components required in the personal learning plan.</p>	<p><b>Similar</b></p>	<p><b>1</b></p>	<p><b>Planning for students’ successful transition to postsecondary education and employment; personal learning plans.</b> (e) Indicates that if the individualized education program or standardized written plan of a student with disabilities meets the components of a plan required in this section, no additional transition plan is needed.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 4, section 2. Qualified Interpreters.</b> Corrects obsolete references to the Resource Center for Deaf/Hard of Hearing and Blind/Visually Impaired.</p>	<p><b>Same</b></p>	<p><b>2</b></p>	<p><b>Qualified interpreters.</b> Strikes a reference to the resource center and substitutes and makes a technical correction to a reference to the state specialist for deaf and hard-of-hearing.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 4, section 3. Eligibility.</b> Corrects obsolete references to “individual interagency intervention plan.”</p>	<p><b>Same</b></p>	<p><b>3</b></p>	<p><b>Eligibility.</b> Changes a reference from an individual interagency intervention plan to a standardized written plan.</p>
<p><b>Section 1. Individualized education programs.</b> Clarifies requirements when a district makes a determination of other health disability.</p>	<p><b>No comparable provision.</b></p>		
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 4, section 4. Individualized Education Programs.</b> Makes conforming changes to clarify that, if a student’s IEP meets the plan components required for transition services, no additional plan is required.</p>	<p><b>Similar</b></p>	<p><b>4</b></p>	<p><b>Individualized education programs.</b> Indicates that if the individualized education program of a student with disabilities meets the components of a personal learning plan, no additional transition plan is needed.</p>
	<p><b>No comparable provision.</b></p>	<p><b>5</b></p>	<p><b>Student information systems; transferring records.</b> (a) Directs districts, beginning July 1, 2018, to contract for a student information system that is Schools Interoperability Framework compliant.  (b) Requires the commissioner of education to certify that MDE’s online case management system is compatible with vendor information systems before requiring a district to use an online case management reporting system.</p>

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Article 15: Special Education		Section	Article 10: Special Education
			(c) Requires the commissioner to specify whether a compatible compliant system exists and to list vendor systems that meet compatibility criteria.  Makes this section effective immediately.
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 4, section 5. Facilitated Team Meeting.</b> Corrects obsolete references to “individual interagency intervention plan.”	Same	6	<b>Facilitated team meeting.</b> Makes a technical change to refer to a multiagency team.
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 4, section 6. Physical Holding or Seclusion.</b> Strikes obsolete language. Requires districts to report incidents of individual seclusion quarterly. Requires the commissioner to make an annual report to the legislature regarding districts progress in reducing restrictive procedures and making recommendations to eliminate the use of seclusion.  Effective date: makes this section effective for the 2016-2017 school year and later.	Same	7	<b>Physical holding or seclusion.</b> (a) Requires a school, before secluding a student, to review and document in the student’s individualized education program whether the student has any known medical or psychological conditions that might recommend against seclusion. Strikes obsolete language.  (b) Directs school districts to provide the education department with data on incidents of seclusion and the students who are secluded. Requires the department to collect and publish the data. Directs the department to contact and provide technical assistance to a school district after reviewing the district’s seclusion data. Substitutes references to prone restraints with references to seclusion.  Makes this section effective for the 2016-2017 school year and later.
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 4, section 7. Prohibitions.</b> Makes technical change to clarify that prone restraint is prohibited.  Effective date: makes this section effective immediately.	Same	8	<b>Prohibitions.</b> Adds prone restraint to the list of prohibited restrictive procedures.  Makes this section effective immediately.
<b>Section 2. Nonresident tuition rate; other costs.</b> Clarifies the tuition billing process relating to costs for building lease and debt service that are billed to intermediate districts and	Same	9	<b>Nonresident tuition rate; other costs.</b> Clarifies that an intermediate school district or special education cooperative may recover its unreimbursed costs of service to special

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<b>Article 15: Special Education</b>		<b>Section</b>	<b>Article 10: Special Education</b>
cooperatives. Strikes obsolete language relating to reporting revenues and expenditures on the resident district’s accounts. Clarifies that an intermediate district or cooperative may charge access fees and membership fees to recover unreimbursed costs of serving special education students. Requires intermediates and coops to provide an explanation of any access fees or membership fees that they charge. Strikes other obsolete language.			education pupils, including costs for building leases, debt service levies, and indirect costs in membership fees and nonmember access fees from each student’s resident district. Clarifies the definition of general education revenue used to compute the nonresident tuition rate.
<b>Section 3. Use of reimbursements.</b> Clarifies that a district must reserve third-party revenue and provides allowable uses of third-party reimbursements.	<b>Same</b>	<b>10</b>	<b>Use of reimbursements.</b> Requires school districts to reserve third-party revenue and spend the revenue only for the purposes enumerated in this section.
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 4, section 8. Advisory Committees.</b> Provides that the advisory committees for the deaf and hard of hearing and for the blind and visually impaired review, approve, and submit biennial reports to the commissioner and other parties.	<b>Same</b>	<b>11</b>	<b>Advisory committees.</b> (b) Requires the advisory committees for the deaf and hard-of-hearing and for the blind and visually impaired to each review, approve, and submit a biennial report on eligible children’s education outcomes to the education commissioner, the legislature, and the Commission of Deaf, DeafBlind, and Hard-of-Hearing Minnesotans.
<b>Section 4. Special education aid.</b> Directs the department to establish procedures through UFARS relating to tracking and reporting third-party billings.	<b>Same</b>	<b>12</b>	<b>Special education aid.</b> Requires the Department of Education to include procedures in the Uniform Financial and Reporting Standards (UFARS) system to track third-party billing proceeds at the school building level. Requires third-party billing revenue to be included in the cross-subsidy report and excluded from the calculation of special education excess cost aid.
<b>Section 5. Definitions.</b> Clarifies the calculation of “unreimbursed nonfederal special education expenditures” for the purposes of calculating special education aid.	<b>Same</b>	<b>13</b>	<b>Definitions; special education excess cost.</b> Clarifies the definition of general education revenue used to calculate unreimbursed nonfederal special education expenditures.
<b>Section 6. Alternative attendance programs.</b> Clarifies the calculation of “unreimbursed cost of providing special	<b>Same</b>	<b>14</b>	<b>Alternative attendance programs.</b> Clarifies the definition of general education revenue in order to calculate the

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Article 15: Special Education		Section	Article 10: Special Education
education and services” for the purposes of calculating special education aid for resident and nonresident districts.			unreimbursed cost of providing special education and services.
<b>Section 7. Appropriations.</b> See fiscal tracking sheets.	<b>Different</b>	<b>15</b>	<b>Appropriation.</b> Increases the special education aid appropriation by \$69,000 per year starting in fiscal year 2017 for additional special education aid to allow the Metro Deaf charter school to directly enroll prekindergarten pupils. Adjusts the appropriation for forecast changes.
	<b>No comparable provision.</b>	<b>16</b>	<b>Reducing state-generated special education paperwork.</b> Requires the education commissioner in fiscal year 2017 and in fiscal year 2018 to use existing budgetary resources to remove 25 percent of the state-generated special education paperwork burden on special education teachers.  Makes this section effective immediately.
	<b>No comparable provision.</b>	<b>17</b>	<b>Appropriation canceled.</b> Cancels the remaining portion of the fiscal year 2014 appropriation (\$1,686,000) transferred to MN.IT and returns the unspent balance to the state general fund.  Makes this section effective immediately.
<b>Section 8. Appropriations.</b> See fiscal tracking sheets.	<b>No comparable provision.</b>		

Article 16: Facilities and Technology		Section	Article 11: Facilities
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 5, section 1. Contracts.</b> Excludes school district contracts for information systems software from the uniform municipal contracting law and bidding process otherwise applicable to contracts exceeding \$100,000.	<b>No comparable provision.</b>		

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Article 16: Facilities and Technology		Section	Article 11: Facilities
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 5, section 2. Definitions; eligible debt service.</b> Removes energy loans from the definition of eligible debt service.</p>	<p><b>Same</b></p>	<p><b>1</b></p>	<p><b>Definitions; eligible debt service.</b> Removes energy loans from the definition of eligible debt service.</p>
<p><b>Section 1. Equalized debt service levy.</b> Modifies the calculation of equalized debt service levies. Provides that, beginning in fiscal year 2018, the equalizing factors for first and second tier equalized debt services levies annually adjust for changes in the total statewide adjusted net tax capacity per pupil unit.</p> <p>Effective date: makes this section effective for taxes payable in 2017 and later.</p>	<p><b>No comparable provision.</b></p>		
<p><b>Section 2. Enhanced debt service equalization.</b> Provides that, for a district that consolidated on or after July 1, 2016, with an approved consolidation plat and plan under section 123A.48 that included building or remodeling school facilities, the district's debt service equalization revenue is equalized at 300 percent of the statewide adjusted net tax capacity equalizing factor. (The adjusted net tax capacity equalizing factor equals the quotient derived by dividing the total adjusted net tax capacity of all school districts in the state for the year before the year the levy is certified by the total number of adjusted pupil units in the state for the year prior to the year the levy is certified.) Makes other technical and grammatical corrections.</p> <p>Effective date: makes this section effective for taxes payable in 2017 and later.</p>	<p><b>No comparable provision.</b></p>		
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 5, section 3. Radon testing.</b> Clarifies that a school district's costs associated with radon testing should be included in the district's ten-</p>	<p><b>Same</b></p>	<p><b>2</b></p>	<p><b>Radon testing.</b> Clarifies that a school district's costs associated with radon testing should be included in the district's ten-year facility plan and are eligible expenses under</p>

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Article 16: Facilities and Technology		Section	Article 11: Facilities
year facility plan and are eligible expenses under the long-term facilities maintenance revenue program (radon testing was previously covered under a district’s health and safety program).			the long-term facilities maintenance revenue program (radon testing was previously covered under a district’s health and safety program).
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 5, section 4. Solar Panel Fire Safety.</b> Clarifies that a solar photovoltaic system installed at a school must comply with the most recently-adopted version of the Minnesota electric code.	<b>No comparable provision.</b>		
<b>Section 3. Long-term facilities maintenance revenue.</b> Modifies the calculation of long-term facilities maintenance revenue to include costs approved by the commissioner for remodeling existing instructional space to accommodate prekindergarten instruction.  Effective date: makes this section effective for revenue in fiscal year 2017 and later.	<b>No comparable provision.</b>		
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 5, section 5. Facilities plan; long-term facilities maintenance revenue program.</b> Clarifies that a school district’s ten-year facilities plan must be updated annually and submitted to the commissioner of education by July 31 of each year.	Same	3	<b>Facilities plan; long-term facilities maintenance revenue program.</b> Clarifies that a school district’s ten-year facilities plan must be updated annually and submitted to the commissioner of education by July 31 of each year.
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 5, section 6. Long-term facilities maintenance equalization revenue.</b> Clarifies the calculation of the portion of a school district’s long-term facilities maintenance revenue that is subject to equalization.	Same	4	<b>Long-term facilities maintenance equalization revenue.</b> Clarifies the calculation of the portion of a school district’s long-term facilities maintenance revenue that is subject to equalization.
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 5, section 7. Long-term facilities maintenance equalized levy.</b> Clarifies that “average tax base per pupil unit” should be calculated using only school district pupil units (and not charter school pupil units) as the denominator.	Same	5	<b>Long-term facilities maintenance equalized levy.</b> Clarifies that “average tax base per pupil unit” should be calculated using only school district pupil units (and not charter school pupil units) as the denominator.

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Article 16: Facilities and Technology		Section	Article 11: Facilities
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 5, section 8. Long-term facilities maintenance unequalized levy.</b> Defines a district's long-term facilities maintenance unequalized levy as the difference between the district's total long-term facilities maintenance revenue and the district's long-term facilities maintenance equalized revenue.</p>	<p>Same</p>	<p>6</p>	<p><b>Long-term facilities maintenance unequalized levy.</b> Defines a district's long-term facilities maintenance unequalized levy as the difference between the district's total long-term facilities maintenance revenue and the district's long-term facilities maintenance equalized revenue.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 5, section 9. Long-term facilities maintenance equalized aid.</b> Defines a school district's long-term facilities maintenance equalized aid as the difference between the district's long-term facilities maintenance equalized revenue and the district's long-term facilities maintenance equalized levy.</p>	<p>Same</p>	<p>7</p>	<p><b>Long-term facilities maintenance equalized aid.</b> Defines a school district's long-term facilities maintenance equalized aid as the difference between the district's long-term facilities maintenance equalized revenue and the district's long-term facilities maintenance equalized levy.</p>
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 5, section 10. Allowed uses for long-term facilities maintenance revenue.</b> Allows a school district to transfer any long-term facilities maintenance revenue from the general fund (where the program's revenue is currently held) to the district's debt redemption fund to make the principal and interest payments on any bonds issued for long-term facilities maintenance projects.</p>	<p>Same</p>	<p>8</p>	<p><b>Allowed uses for long-term facilities maintenance revenue.</b> Allows a school district to transfer any long-term facilities maintenance revenue from the general fund (where the program's revenue is currently held) to the district's debt redemption fund to make the principal and interest payments on any bonds issued for long-term facilities maintenance projects.</p>
<p><b>Section 4. Allowed uses for long-term facilities maintenance revenue.</b> Authorizes a district to use long-term facilities maintenance revenue for violence prevention and facility security, ergonomics, or emergency communication devices.</p>	<p>No comparable provision.</p>		
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 5, section 11. Restrictions on long-term facilities maintenance revenue.</b> Corrects an erroneous cross reference.</p>	<p>Same</p>	<p>9</p>	<p><b>Restrictions on long-term facilities maintenance revenue.</b> Corrects an erroneous cross reference.</p>
<p><b>Section 5. Restrictions on long-term facilities maintenance revenue.</b> Authorizes a district to use long-term facilities maintenance revenue for violence prevention and</p>	<p>No comparable provision.</p>		

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Article 16: Facilities and Technology		Section	Article 11: Facilities
facility security, ergonomics, or emergency communication devices.			
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 5, section 12. Bonds for building calamities.</b> Transfers the authority for a school district to issue general obligation bonds to fund a rebuilding project resulting from a building calamity (fire, flood, etc.) from the health and safety revenue program to the long-term facilities maintenance program.	Same	10	<b>Bonds for building calamities.</b> Transfers the authority for a school district to issue general obligation bonds to fund a rebuilding project resulting from a building calamity (fire, flood, etc.) from the health and safety revenue program to the long-term facilities maintenance program.
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 5, section 13. Review and comment.</b> Specifically exempts long-term facilities maintenance projects that are already included in a district's ten-year plan from the facilities review and comment process.	Same	11	<b>Review and comment.</b> Specifically exempts long-term facilities maintenance projects that are already included in a district's ten-year plan from the facilities review and comment process.
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 5, section 14. Deficits; exemption.</b> Updates an obsolete reference from the capital expenditure fund (a fund that was eliminated about 20 years ago) to the reserve for operating capital account in the general fund.	Same	12	<b>Deficits; exemption.</b> Updates an obsolete reference from the capital expenditure fund (a fund that was eliminated about 20 years ago) to the reserve for operating capital account in the general fund.
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 5, section 15. Account transfer for reorganizing districts.</b> Clarifies that a school district that has reorganized (consolidating or dissolving) is prohibited from transferring funds out of its long-term facilities maintenance account in the general fund.	Similar. Slightly different effective date without substantive effect.	13	<b>Account transfer for reorganizing districts.</b> Clarifies that a school district that has reorganized (consolidating or dissolving) is prohibited from transferring funds out of its long-term facilities maintenance account in the general fund.
<b>Section 16. Elimination of reserve accounts.</b> Closes each district's health and safety accounts (as the program is replaced by the long-term facilities maintenance revenue program) as of June 30, 2019, and transfers any balances into the unassigned general fund. Transfers any balance remaining in the alternative facilities account to the long-term facilities maintenance account in the building construction fund as of June 30, 2016.	Same	14	<b>Elimination of reserve accounts.</b> Closes each district's health and safety accounts (as the program is replaced by the long-term facilities maintenance revenue program) as of June 30, 2019, and transfers any balances into the unassigned general fund. Transfers any balance remaining in the alternative facilities account to the long-term facilities maintenance account in the building construction fund as of June 30, 2016.



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Article 16: Facilities and Technology		Section	Article 11: Facilities
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 5, section 18. Energy conservation.</b> Eliminates obsolete references to energy conservation loans received prior to March 1, 1998.	Same	15	<b>Energy conservation.</b> Eliminates obsolete references to energy conservation loans received prior to March 1, 1998.
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 5, section 19. Taconite payment and other reductions.</b> Replaces obsolete references to health and safety revenue with references to long-term facilities maintenance revenue.	Same	16	<b>Taconite payment and other reductions.</b> Replaces obsolete references to health and safety revenue with references to long-term facilities maintenance revenue.
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 5, section 20. Required debt service levy.</b> Clarifies that the required debt service levy does not include amounts necessary for repayment of three types of bonds that have separate revenue authority:  (1) long-term facilities maintenance revenue bonds (§ 123B.595);  (2) bonds for certain capital equipment (§ 123B.61); and  (3) bonds for certain capital facilities (§ 123B.62).	Same	17	<b>Required debt service levy.</b> Clarifies that the required debt service levy does not include amounts necessary for repayment of three types of bonds that have separate revenue authority:  (1) long-term facilities maintenance revenue bonds (§ 123B.595);  (2) bonds for certain capital equipment (§ 123B.61); and  (3) bonds for certain capital facilities (§ 123B.62).
<b>Section 12. Early repayment.</b> Authorizes a district with an outstanding capital loan balance that received a maximum effort loan prior to January 1, 2017, to repay the outstanding original principal balance and the liability of the district is satisfied and discharged and interest on the loan ceases.	Same.	18	<b>Early repayment.</b> Authorizes a school district with an outstanding balance on its maximum effort capital loan to refinance its local bonds and repay to the state an amount equal to the remaining original principal amount that is still outstanding and forgives any accumulated interest on the state maximum effort capital loan.
<b>Section. 6. Appropriation; long term maintenance equalization aid.</b> Increases this appropriation.	No comparable provision.		
<b>Section 8. Generation Connect aid.</b> Provides a formula for generation connect aid for school districts and charter schools for fiscal year 2017 only. Provides that allowable uses for generation connect aid include any use otherwise allowable for operating capital revenue.	No comparable provision.		

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Article 16: Facilities and Technology		Section	Article 11: Facilities
	No comparable provision.	19	<b>Internet broadband expansion; innovative grants.</b> Creates a matching grant program for school districts seeking to expand student connectivity. Authorizes grants of up to \$100,000 per district for equipment and operating costs, increased to \$200,000 for districts that submit a cooperative application. Requires grant applications to demonstrate that appropriate filtering technology will apply to Wi-Fi hot spots.
<b>Section 9. Appropriations.</b> Appropriates \$10,104,000 for Generation Connect Aid; \$70,000 for a regional office of career and technical education; and \$280,000 to the Southwest/West Central Technical Advisory Committee to make grants.	Different; see fiscal tracking sheets.	20	<b>Appropriation.</b> Appropriates \$7,000,000 for Internet broadband expansion grants. Reserves \$5,000,000 for grants for broadband Wi-Fi hot spots and \$2,000,000 for grants to build broad band capacity.
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 5, section 21.</b> <b>Repealer.</b> Repeals the following: <ul style="list-style-type: none"> <li>▶ § 123B.60, subd. 2. – health and safety revenue pledged for calamity bonds; and</li> <li>▶ § 123B.79, subds. 2 and 6. – obsolete school fund and account references for technical colleges and certain separation and retirement benefits.</li> </ul>	Same	21	<b>Repealer.</b> Repeals the following: <ul style="list-style-type: none"> <li>▶ § 123B.60, subd. 2. – health and safety revenue pledged for calamity bonds; and</li> <li>▶ § 123B.79, subds. 2 and 6. – obsolete school fund and account references for technical colleges and certain separation and retirement benefits.</li> </ul>

Article 17: Early Childhood Education		Section	Article 12: Early Childhood
	No comparable provision.	1	<b>Early learning program coordination.</b> Allows a school board to adopt a resolution to create an early learning program that combines its ECFE and School Readiness activities. Requires the school board to receive a report from its ECFE advisory council or community education council before combining the programs. Allows a district with a combined program to place its ECFE and School Readiness revenue into

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Article 17: Early Childhood Education		Section	Article 12: Early Childhood
			a single account and spend the money on the early learning activities outlined in the board's resolution.
	<b>No comparable provision.</b>	<b>2</b>	<b>Establishment and purpose; ECFE program.</b> Allows ECFE programming to be provided through an integrated ECFE and School Readiness program.
	<b>No comparable provision.</b>	<b>3</b>	<b>Separate accounts.</b> Allows a district's ECFE revenue to be kept in its current reserve account or in a combined reserve account with its School Readiness funding.
	<b>No comparable provision.</b>	<b>4</b>	<b>District advisory councils; ECFE.</b> Requires a school district's ECFE advisory council to assist the board in planning and monitoring an integrated early learning program.
	<b>No comparable provision.</b>	<b>5</b>	<b>Use of revenue restricted; ECFE.</b> Allows a district's ECFE revenue to be used for integrated early learning programs as well as ECFE programs.
<p><b>Section 1. Home visiting revenue.</b> Modifies the home visiting levy program into a home visiting revenue program. Makes districts that are eligible to levy for early childhood family education eligible to receive home visiting revenue. Increases the amount for home visiting from \$1.60 per person under five residing in the district to \$3.00 per person under five residing in the district.</p> <p>Effective date: makes this section effective for revenue in fiscal year 2018 and later.</p>	<b>No comparable provision.</b>		
<p><b>Section 2. Home visiting levy.</b> Modifies the home visiting levy program by establishing an equalized levy based on adjusted net tax capacity per adjusted pupil unit.</p>	<b>No comparable provision.</b>		

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Article 17: Early Childhood Education		Section	Article 12: Early Childhood
Effective date: makes this section effective for revenue in fiscal year 2018 and later.			
<p><b>Section 3. Home visiting aid.</b> Provides home visiting aid according to the share of revenue provided by the home visiting levy.</p> <p>Effective date: makes this section effective for revenue in fiscal year 2018 and later.</p>	<b>No comparable provision.</b>		
	<b>No comparable provision.</b>	<b>6</b>	<b>Reserve account; ECFE.</b> Requires a district's ECFE revenue to be kept in its current reserve account or in a combined early learning reserve account.
	<b>No comparable provision.</b>	<b>7</b>	<b>Establishment; purpose; school readiness.</b> Authorizes a charter school, individually or in cooperation with other charter schools, to establish a school readiness program.
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 2, section 33. Application and Reporting Requirements.</b> Integrates the school readiness biennial plan into the WBWF plan.</p> <p>Effective date. Makes this section effective July 1, 2016.</p>	<b>Different</b>	<b>8</b>	<b>Application and reporting requirements; school readiness.</b> Requires a charter school to apply to the commissioner of education for approval of its school readiness program in the same manner as a school district. Clarifies the timelines for both school districts and charter schools to submit their school readiness plans to the commissioner.
	<b>No comparable provision.</b>	<b>9</b>	<b>Amount of aid.</b> Authorizes school readiness aid for charter schools if the statutory aid entitlement for the school readiness program is increased beginning in fiscal year 2018. Bases the school readiness aid for charter schools on the number of kindergarten pupils enrolled in the previous year as there is no measure of resident four-year-old children for charter schools.  Makes this section effective for fiscal year 2018 and later.

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Article 17: Early Childhood Education		Section	Article 12: Early Childhood
	<b>No comparable provision.</b>	<b>10</b>	<b>Use of aid; School Readiness.</b> Allows a school district’s School Readiness aid to be used for an integrated early learning program as well for School Readiness programs.
	<b>No comparable provision.</b>	<b>11</b>	<b>Reserve account; school readiness.</b> Requires a district’s School Readiness aid to be kept in its current reserve account or in an integrated early learning program account.
<p><b>S.F. 2744, 2<sup>nd</sup> engrossment, article 8, section 1. Family Eligibility.</b> Provides that a child age three or four who has not started kindergarten and whose family is homeless is eligible to receive an early learning scholarship.</p>	<b>Different</b>	<b>12</b>	<p><b>Early learning scholarships.</b> Grants priority and authorizes early learning scholarships for young children if the child is in foster care or otherwise in need of protective services, or the child’s family has experienced homelessness (currently scholarships are generally limited to children who are three or four years of age).</p> <p>Allows the commissioner of education to award a scholarship in an amount higher than the amount based on the child care market rate survey to a homeless child or a child in foster care or otherwise in need of protective services.</p> <p>Authorizes a newly opened program to acquire the rating of a partner program if the director of the newly opened program was formerly employed by a three- or four-star rated program and the newly opened program is actively pursuing its own rating.</p>
<p><b>Section 4. Help Me Grow system.</b></p> <p><b>Subdivision 1. Purpose.</b> Provides that the purpose of the Help Me Grow system is to develop and implement a comprehensive, statewide, coordinated system of early identification, referral, and follow-up for children, prenatal through age eight, and their families.</p>	<b>No comparable provision.</b>		

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Article 17: Early Childhood Education		Section	Article 12: Early Childhood
<p><b>Subdivision 2. Establishment and administration.</b> Requires the commissioner of education to provide funding and work collaboratively through interagency agreements with the commissioners of human services and health to implement this section and maintain annual affiliate status with the Help Me Grow National Center.</p> <p><b>Subdivision 3. Duties.</b> Requires certain functions of the Help Me Grow system relating to early detection and intervention; connections between and to community-based services; community outreach to health care providers, early education providers and others; single-point access to services; and data collection and analysis.</p> <p><b>Subdivision 4. Review.</b> Directs the Department to annually review outcomes achieved by the system; alignment with overall early childhood goals and objectives; and impacts on young children.</p>			
<p><b>Section 5. Appropriations; parent-child home program.</b> Increases the appropriation for the parent-child home program by \$1,000,000 for fiscal year 2017 only.</p>	<p>See fiscal tracking sheets.</p>	<p>13</p>	<p><b>Parent-child home program; appropriation.</b> Increases the appropriation for the parent-child home program by \$2,000,000 for fiscal year 2017 only. Directs the increase to be used over the next three fiscal years.</p>
<p><b>Article 16, section 7. Appropriation; quality rating system.</b> Increases this appropriation by \$500,000.</p>	<p>See fiscal tracking sheets.</p>	<p>14</p>	<p><b>Quality rating system; appropriation.</b> Increases the appropriation for the Quality Rating and Improvement System by \$2,000,000 for fiscal year 2017 only.</p>
	<p>No comparable provision.</p>	<p>15</p>	<p><b>Report on early childhood program providers.</b> Requires the Department of Education, in cooperation with the Department of Human Services, to report to the legislature on</p>

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Article 17: Early Childhood Education		Section	Article 12: Early Childhood
			the demographic characteristics of early childhood program staff, administrators, and board members.
	No comparable provision. See fiscal tracking sheets.	16	<b>Appropriation; St. Cloud Area School District.</b> Appropriates \$430,000 in fiscal year 2017 from the general fund to the commissioner of education for a grant to the St. Cloud Area School District to establish a preschool pilot program directed toward serving low income and English language learners. Allows funds to be used for staff costs, curriculum, equipment, and student transportation. Authorizes the funds to carry forward until expended.
Section 6. Appropriations; Help Me Grow; Minnesota Learning Resource Center. Appropriates \$1,000,000 for Help Me Grow and \$300,000 for the Minnesota Learning Resource Center.	No comparable provision. See fiscal tracking sheets.		

Article 18: Self-Sufficiency and Lifelong Learning		Section	Article 13: Self-Sufficiency and Lifelong Learning
S.F. 2744, 2 <sup>nd</sup> engrossment, article 18, section 1. Program Requirements. Clarifies the eligible age of participation in adult basic education programs.	Similar	1	<b>Program requirements.</b> Indicates an adult basic education program is for people not subject to compulsory attendance laws.
S.F. 2744, 2 <sup>nd</sup> engrossment, article 18, section 2. Program Approval. Clarifies that a consortium applying for adult basic education aid may consist of districts, nonprofit organizations or both.		2	<b>Program approval; adult basic education.</b> Allows an adult basic education consortium to consist of school districts, nonprofit organizations, or both.
	Similar provision in Senate Equity Article.	3	<b>GED test fees.</b> Authorizes the commissioner to pay 100 percent of the fee charged to an eligible individual for the costs of one full battery of GED tests for fiscal year 2017 only.
	Similar provision in Senate Equity Article.	4	<b>GED tests; appropriation.</b> Increases the appropriation for the costs of GED tests by \$120,000 for fiscal year 2017 only.

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Article 18: Self-Sufficiency and Lifelong Learning		Section	Article 13: Self-Sufficiency and Lifelong Learning
			Makes \$125,000 the base appropriation for fiscal year 2018 and later.
<p><b>Section 1. After-school community learning grants.</b></p> <p><b>Subdivision 1. Grant program established.</b> Establishes a grant program to support community-based organizations offering enrichment activities that promote youth development.</p> <p><b>Subdivision 2. Application.</b> Requires the commissioner to develop a grant application process and criteria.</p> <p><b>Subdivision 3. Grant awards.</b> Directs the commissioner to award grants equitably among geographic regions. Authorizes the commissioner to give priority to applicants that collaborate with and leverage existing community resources.</p>	<p><b>No comparable provision.</b></p>		
<p><b>Section 2. Appropriations.</b> Appropriates \$500,000 for after-school learning grants.</p>	<p><b>No comparable provision.</b></p>	<p><b>5</b></p>	<p><b>Appropriation; adult basic education aid.</b> Appropriates \$400,000 for fiscal year 2017 only for three adult basic education programs for innovative programming. Allocates the money among the three programs based on the number of students served by each program.</p>

Article 19: State Agencies		Section	Article 14: State Agencies
<p><b>Section 1. Regional centers of excellence.</b> Requires the department to employ a literacy/dyslexia specialist at one regional center and a literacy/dyslexia specialist at the department to provide technical assistance and information</p>	<p><b>No comparable provision.</b></p>		



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Article 19: State Agencies		Section	Article 14: State Agencies
relating to dyslexia and related disorders. Defines literacy/dyslexia specialist.  Effective date: makes this section effective for the 2016-2017 school year and later.			
	<b>No comparable provision.</b>	<b>1</b>	<b>Fees; Board of School Administrators.</b> Requires Board of School Administrators to deposit all license fees collected from school administrators in the new educator licensure account in the special revenue fund (instead of the state general fund).
	<b>No comparable provision.</b>	<b>2</b>	<b>Temporary military license.</b> Requires the Board of Teaching to deposit any fees received for temporary military licenses in the new account for educator licensure in the special revenue fund (instead of the state general fund).
	<b>No comparable provision.</b>	<b>3</b>	<b>Background checks.</b> Requires any fees for teacher background checks to be deposited in a new account in the special education revenue fund for educator licensure background checks.
	<b>No comparable provision.</b>	<b>4</b>	<b>Special revenue fund accounts; educator licensure and background checks.</b> Creates an educator licensure account in the special revenue fund. Requires all licensure fees paid to MDE, the Board of Teaching, and the Board of School Administrators to be deposited in the fund. Creates a background check account in the special revenue fund and appropriates all money out of the fund to the commissioner of education for payment to the Bureau of Criminal Apprehension for educator background checks.

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Article 19: State Agencies		Section	Article 14: State Agencies
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 7, section 7. Licensure applications.</b> Corrects obsolete language.	<b>Senate makes only technical changes.</b>	<b>5</b>	<b>Licensure applications.</b> Requires the fees paid by teacher applicants to be deposited in the new account in the special revenue fund. Clarifies language.
<b>S.F. 2744, 2<sup>nd</sup> engrossment, article 7, section 7, subdivision 2. Licensure by portfolio.</b> Clarifies language.	<b>No comparable provision.</b>		
<b>Article 13, section 14. Licensure by portfolio.</b> Clarifies appropriation of funds to licensure by portfolio activities.	<b>No comparable provision to special revenue fund, but similar annual appropriation of license by portfolio fees.</b>	<b>6</b>	<b>Licensure via portfolio.</b> Requires fees paid by teacher applicants for licensure via portfolio to be deposited in the educator licensure account in the special revenue fund.
	<b>Similar provision annually appropriating license by portfolio fees in Senate article 13, section 14.</b>	<b>7</b>	<b>Annual appropriation.</b> Annually appropriates all money from teacher license via portfolio fees to the Board of Teaching.
<b>Section 2. Certificates of advanced professional study.</b> Requires the Board of Teaching to adopt rules for approving certificates of advanced professional study to increase the availability of teachers qualified to teach in shortage areas or in disciplines for which full licenses or licensure programs do not exist in Minnesota.	<b>No comparable provision.</b>		
	<b>No comparable provision.</b>	<b>9</b>	<b>Errors in distribution.</b> Requires the commissioner of education to determine if Qcomp aid payment errors can be fixed under this section of law, and if not, requires the commissioner to make the Qcomp aid payments from the Department of Education’s budget.
<b>Section 3. Appropriations; Department of Education.</b> See fiscal tracking sheets.	<b>Different; see fiscal tracking sheets.</b>	<b>10</b>	<b>Appropriations; Department of Education.</b> Beginning in fiscal year 2017, removes riders on the MDE agency budget for transfer to the Board of Teaching and the Board of School Administrators as these organizations will now receive direct appropriations. Eliminates funding for the Regional Centers of Excellence beginning in fiscal year 2017. Requires the commissioner to transfer funds from the Department of

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Article 19: State Agencies		Section	Article 14: State Agencies
			Education’s agency budget to the Qcomp appropriation to make aid payments to the affected school districts.
<b>Section 4. System Redesign; Homeless Children Supports.</b> Directs the Children’s Cabinet to create a plan for a cross-agency systems that provides support for a family that is homeless, especially with children up to four years of age, to access available services.	<b>No comparable provision.</b>		
<b>Section 5. Appropriations; Board of Teaching.</b> Appropriates \$1,500,000 to the Board of Teaching. Includes riders of \$302,000 for certificates of advanced professional study, \$150,000 for excellence in teaching incentive grants, and \$80,000 for an electronic jobs board.	<b>Different</b>	<b>12</b>	<b>Appropriation; Board of Teaching.</b> Appropriates \$718,000 in fiscal year 2017 from new educator licensure account to the Board of Teaching for the board’s operations (this is the amount of the current law rider for the Board of Teaching).
	<b>No comparable provision.</b>	<b>88</b>	<b>Article 8, section 88. Statewide school teacher and administrator job board.</b> Directs the Board of Teaching to contract for an electronic job board to post job openings for prekindergarten through grade 12 teaching and administrative positions in Minnesota.
<b>Section 5. Appropriations; Board of Teaching.</b> Appropriates \$1,500,000 to the Board of Teaching. Includes riders of \$302,000 for certificates of advanced professional study, \$150,000 for excellence in teaching incentive grants, and \$80,000 for an electronic jobs board.	<b>Different</b>	<b>91</b>	<b>Article 8, section 91. Appropriation; job board.</b> Appropriates \$239,000 in fiscal year 2017 from the general fund to the Board of Teaching for an electronic statewide job board. Makes this appropriation available until June 30, 2019.
	<b>No comparable provision.</b>	<b>11</b>	<b>Transfers.</b> Requires the commissioner of management and budget to transfer any balance from the current special account for licensure via portfolio to the new educator licensure account.
	<b>No comparable provision.</b>	<b>13</b>	<b>Appropriation; Board of School Administrators.</b> Appropriates \$231,000 in fiscal year 2017 from new educator licensure account to the Board of School Administrators for

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Article 19: State Agencies		Section	Article 14: State Agencies
			the board's operations (this is the amount of the current law rider for the Board of School Administrators).
Article 9: Charter School Technical and Grammatical Changes (S.F. 2744)		Section	
This article makes technical and grammatical corrections to the charter schools statutes.	See H.F. 2744 for same provisions.		
Article 20: Forecast Adjustments		Section	Article 15: Forecast Adjustments
	Same		