

Subject Education Omnibus Bill

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Overview

H.F. 2400 is the House omnibus education bill.

Article 1: General Education

Increases the general education basic formula allowance by 3 percent in the first year and by another 2 percent in the second year of the biennium. Makes permanent the funding for the school readiness plus program at the fiscal year 2019 levels. Simplifies the local optional revenue calculations. Removes the need for board-approved referendum authority to be included in a district's referendum ballot question. Authorizes future operating referendums to be renewed by school board action, subject to a reverse referendum.

Section	Description – Article 1: General Education
1	Budget reserve level. Clarifies a cross reference.
2	Additional revenues; priority. Applies a future state budget surplus to eliminate the extra special education aid payment shift (this is a onetime cost).
3	Education, residence, and transportation of homeless students. Requires the initial serving school district to continue to provide transportation services to and from a cooperative program for a homeless student with an individualized education program who changes serving school districts during the school year. Allows the initial and current serving school district to mutually agree to an alternative transportation arrangement.
4	Enrollment of a student in foster care. Requires a student in foster care to remain enrolled in the student's prior school if it is in the student's best interests. If the student does not remain enrolled in the prior school, the student must be enrolled in a new school within seven school days.

Section	Description – Article 1: General Education
5	<p>Absence from school for religious holiday.</p> <p>Requires a school district to provide annual notice to parents of the district’s policy on student absence for religious observance. Allows a school board to include the notice in a student handbook or post it on the district website.</p>
6	<p>School calendar.</p> <p>Allows a school board to consider the community’s religious observance when it determines the school calendar.</p>
7	<p>Duty to maintain elementary and secondary schools.</p> <p>Requires each school district to provide kindergarten.</p>
8	<p>Superintendent; contracts; duties.</p> <p>Makes technical changes.</p>
9	<p>Textbook.</p> <p>Expands the definition of “textbooks” to include a teacher’s edition, teacher’s guide, or other materials that a pupil uses when the teacher’s edition, teacher’s guide, or other teacher materials are packaged with textbooks for student use</p>
10	<p>Individualized instructional or cooperative learning materials.</p> <p>Expands the definition of “individualized instructional or cooperative learning materials” to include teacher materials that accompany materials that a pupil uses.</p>
11	<p>Cost; limitation.</p> <p>Makes technical changes and eliminates obsolete language.</p>
12	<p>Board control of extracurricular activities.</p> <p>Requires a school board to take charge of and control all extracurricular activities. Requires a school district to reserve revenue raised for extracurricular activities and spend the revenue only for extracurricular activities.</p>
13	<p>Career and technical revenue.</p> <p>Increases from 35 to 50 percent the portion of each school district’s qualifying career and technical expenses that are funded under the career and technical revenue formula. Increases the career and technical revenue program’s equalizing factor such that the full revenue increase is paid for with state aid.</p>

Section	Description – Article 1: General Education
14	<p>School district English learner revenue.</p> <p>Increases school districts’ English learner basic revenue from \$704 to \$740 times the number of English learners enrolled in the school district.</p>
15	<p>Revenue calculation; charter school general education.</p> <p>Modifies the charter school definition of general education aid to conform to the proposed calculation for local optional revenue.</p>
16	<p>General education basic formula allowance.</p> <p>Increases the general education basic formula allowance from \$6,312 per pupil in fiscal year 2019 to \$6,501 per pupil in fiscal year 2020 (3 percent increase) and to \$6,631 per pupil for fiscal years 2021 and later (2 percent increase).</p>
17	<p>Declining enrollment revenue.</p> <p>Adjusts a cross-reference to conform to the consolidation of the kindergarten disabled pupils into the general kindergarten pupil count.</p>
18	<p>Local optional revenue.</p> <p>Modifies Local optional revenue so that the revenue no longer needs to be factored into a district’s referendum revenue question asked of the voters. Keeps the revenue and equalization levels the same as under current law.</p>
19	<p>Compensatory education revenue.</p> <p>Eliminates a requirement that an increasing portion of each district’s compensatory revenue be used only for extended time revenue.</p>
20	<p>Operating capital levy.</p> <p>Increases the operating capital equalizing factor to keep statewide property tax levies unchanged from the baseline estimate, due to the continuation of the voluntary prekindergarten program.</p>
21	<p>Equity revenue.</p> <p>Conforms equity revenue to the proposed realignment of local optional revenue and eliminates obsolete language.</p>
22	<p>Use of general education revenue for kindergarten and prekindergarten.</p> <p>Strikes obsolete language that prohibits a district from using fees for an all-day kindergarten program on programs for three- and four-year old children.</p>

Section	Description – Article 1: General Education
23	<p>Referendum allowance.</p> <p>Adjusts a district’s referendum allowance to reflect the proposed treatment of local optional revenue.</p>
24	<p>Referendum allowance limit.</p> <p>Adjusts a district’s referendum allowance limit to reflect the proposed treatment of local optional revenue.</p>
25	<p>Referendum equalization revenue.</p> <p>Adjusts a district’s referendum equalization revenue to reflect the proposed treatment of local optional revenue.</p>
26	<p>Referendum equalization levy.</p> <p>Increases the second tier equalizing factor of referendum revenue from \$510,000 to \$650,000 beginning in fiscal year 2021 (this lowers the referendum levy by \$25 million per year).</p> <p>Adjusts a district’s referendum equalization levy to reflect the proposed treatment of local optional revenue.</p>
27	<p>Referendum equalization aid.</p> <p>Modifies and simplifies the calculation of referendum equalization aid.</p>
28	<p>Referendum tax base replacement aid.</p> <p>Adjusts a district’s referendum tax base replacement aid to reflect the proposed treatment of local optional revenue.</p>
29	<p>Referendum revenue.</p> <p>Authorizes a school board, under certain circumstances, to renew a previously approved operating referendum. Applies to referendum first approved after June 30, 2019.</p>
30	<p>Renewal by school board.</p> <p>Authorizes a school board to renew a previously approved referendum if:</p> <ul style="list-style-type: none">• the renewal is subject to a reverse referendum;• the per pupil amount of referendum authority is unchanged from the amount last approved by the voters (although if an inflationary increase was initially authorized by the voters, the inflationary increase may continue);• the term of the referendum is the same as, or shorter than, the term last approved by the voters; and

Section	Description – Article 1: General Education
	<ul style="list-style-type: none">public testimony on the referendum renewal occurs at a school board meeting.
31	<p>Reverse referendum.</p> <p>Sets out the process for a reverse referendum to revoke board approved referendum authority. Requires a petition signed by at least 25 percent of the district’s registered voters to be filed with the board by June 1st in order for the revocation election to occur.</p>
32	<p>Evidence-based education grants.</p> <p>Requires applicants for grants administered by the commissioner of education to include in their applications a statement of the goals of the grant. States that the grant goals should be aligned to the World’s Best Workforce goals, and Minnesota’s ESSA plan goals. The applicants must include strategies used to meet the goals, and a plan to measure the effectiveness of the strategies. A grant recipient must report to the commissioner and the legislature on the effectiveness of the strategies.</p>
33	<p>Aid payment percentage.</p> <p>Removes an obsolete reference.</p>
34	<p>Abatements.</p> <p>Clarifies the equalized levies that are used to calculate abatement aid.</p>
35	<p>Annual report.</p> <p>Requires the commissioner of human services to report on school enrollments within seven days of a student being placed in a foster home.</p>
36	<p>School start date for the 2020-2021 and 2021-2022 school years only.</p> <p>Allows school districts to start school on August 31 for the 2020-2021 school year and August 30 for the 2021-2022 school year.</p>
37	<p>Pupil transportation working group.</p> <p>Establishes a working group to review pupil transportation and transportation efficiencies, consult with stakeholders, and recommend policy and formula changes to the legislature. Requires the working group to consider a ten-year strategic plan to make pupil transportation funding more fair. Encourages the 2020 legislature to convene a legislative study group to review the working group’s recommendations and ten-year strategic plan.</p>
38	<p>Appropriations.</p> <p>Appropriates money for general education aid and other programs. See fiscal tracking sheet for details.</p>

Section	Description – Article 1: General Education
39	<p>Repealer. Repeals:</p> <ul style="list-style-type: none">• section 126C.17, subdivision 9 - the board-approved \$300 per pupil operating referendum amount (this amount is separately made permanent as part of local optional revenue); and• section 127A.14 – commissioner of education’s authority to purchase annuities for certain employees.

Article 2: Education Excellence

Lowers the minimum age of compulsory instruction and modifies student discipline requirements. Modifies world’s best workforce requirements. Makes permanent the higher level of funding for American Indian tribal contract schools, and provides a minimal level of equalization aid for the achievement and integration program.

Section	Description – Article 2: Education Excellence
1	<p>Placing Minnesota students in travel abroad programs. Adds school district or charter school students participating in foreign exchange or study or other travel abroad programs to statute governing students in travel abroad programs.</p>
2	<p>Compulsory instruction; ages and terms. Lowers the age of compulsory instruction to begin at six. Modifies description of kindergarten programs based on hours of program.</p>
3	<p>Compulsory instruction; children under age six. Lowers the age of compulsory instruction to begin at six.</p>
4	<p>Compulsory instruction; assessment of performance. Modifies language in assessment subdivision to reflect the change in the age for compulsory instruction.</p>
5	<p>Reports to superintendent. Modifies language in superintendent report requirement to reflect change in the age for compulsory instruction.</p>
6	<p>World’s best workforce; adopting plans and budgets. Amends world’s best workforce plan requirements. Adds requirements regarding access to culturally relevant or ethnic studies curriculum; inexperienced, ineffective, or out-of-</p>

Section	Description – Article 2: Education Excellence
7	<p>field teachers; inclusive and respectful learning and work environments; and retaining qualified, racially and ethnically diverse staff effective at working with diverse students.</p> <p>World’s best workforce; district advisory committee. Requires the district advisory committee to recommend to the school board strategies to ensure the curriculum and learning and work environments are inclusive and respectful toward all racial and ethnic groups.</p>
8	<p>Identification; report. Requires a school district to screen for characteristics of dyslexia all students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2. Requires a district to screen for characteristics of dyslexia students in grade 3 or higher who demonstrate a reading difficulty, unless a different reason for the reading difficulty has been identified.</p>
9	<p>Statewide testing. Removes the requirement that the commissioner empirically derive benchmarks on adaptive assessments. Removes the requirement that the commissioner disseminate to the public computer adaptive tests.</p>
10	<p>Statewide testing and local assessments; results. Eliminates definitions related to off-grade testing requirements.</p>
11	<p>State growth target; other state measures. States that Minnesota’s growth measure compares a student’s achievement scores over time, and removes references to value-added growth measures.</p>
12	<p>School performance reports and public reporting. Modifies the school performance reports to report academic progress consistent with federal expectations.</p>
13	<p>Nonexclusionary disciplinary policies and practices. Defines nonexclusionary disciplinary policies and practices as alternatives to removing a pupil from class or dismissing a pupil from class, and lists examples. These policies and practices require school officials to intervene in, redirect, and support a pupil’s behavior before removing a pupil from class or beginning dismissal proceedings.</p>
14	<p>Pupil withdrawal agreements. Defines pupil withdrawal agreements as verbal or written agreements between an administrator and parent to withdraw a student to avoid expulsion or exclusion dismissal proceedings; agreements may be no longer than 12 months.</p>

Section	Description – Article 2: Education Excellence
15	Provision of alternative programs. Requires a school to use nonexclusionary disciplinary policies and practices before a dismissal proceeding or pupil withdrawal agreement, unless it appears the pupil will create an immediate and substantial danger to self or other persons or property.
16	Suspensions exceeding five consecutive school days. Requires a school administrator to ensure that when a pupil is suspended for more than five consecutive school days, alternative education services are provided.
17	Minimum education services. Requires school officials to give suspended pupils a reasonable opportunity to complete school work assigned during the suspension and receive full credit for completing the assignments. Encourages a principal to designate a liaison to work with the pupil’s teachers to allow the pupil to receive timely course materials, and complete assignment and receive feedback.
18	Written notice. Requires written notice of intent to exclude or expel to describe nonexclusionary disciplinary policies and practices accorded the pupil to try to avoid the expulsion proceedings. Requires department to post on its website a list of legal assistance resources.
19	Admission or readmission plan. Requires admission or readmission plan to address measures to improve the pupil’s behavior, and adds examples of such measures. Requires parental involvement in the admission or readmission process.
20	Exclusions and expulsions; student withdrawals; physical assaults. Requires a school board to report pupil withdrawal agreements, and nonexclusionary disciplinary policies and practices given to a pupil in response to an assault, to the department.
21	Policies to be established. Requires school district policy to include nonexclusionary disciplinary policies and practices. Requires that alternative educational services be provided to a pupil during dismissal period. Requires, for all exclusion and expulsion dismissals, and pupil withdrawal agreements: district continues to review pupil’s work and grades to ensure pupil is on track for readmission; pupil remains eligible for school-based mental health services until the pupil is enrolled in a new district; and school district provides to parent a list of mental health and counseling services that offer free or sliding fee services.

Section	Description – Article 2: Education Excellence
22	<p>Student journalism; student expression.</p> <p>Subd. 1. Definitions. Defines “school-sponsored media,” “school official,” “student journalist,” and “student media adviser.”</p> <p>Subd. 2. Student journalists; protected conduct. States that a student journalist has a right to exercise freedom of speech and freedom of the press in school-sponsored media. Prohibits a school district or charter school from disciplining a student journalist for exercising rights or freedoms under this paragraph or the First Amendment. Prohibits a school district or charter school from retaliating against a student media adviser for supporting a student journalist exercising free speech rights. States that section does not inhibit a student media adviser from teaching professional standards of English and journalism to students.</p> <p>Subd. 3. Unprotected expression. States that section does not authorize or protect certain types of student expression. Prohibits a school or district from authorizing any prior restraint of school-sponsored media unless it is student expression that is not protected by this subdivision.</p> <p>Subd. 4. Student journalist policy. Requires districts and charter schools to adopt and post a student journalist policy consistent with this section.</p>
23	<p>Kindergarten instruction.</p> <p>Requires a school board to provide kindergarten free of charge to all eligible children in the district.</p>
24	<p>Postsecondary enrollment options; definitions.</p> <p>Modifies accreditation requirement for an opportunities industrialization center.</p>
25	<p>Dissemination of information; notification of intent to enroll.</p> <p>Requires a school district to notify a student of PSEO opportunities by the earlier of at least three weeks before the student must register for courses or March 1 of each year (March 1 is the current law the notification date).</p>
26	<p>Enrollment priority.</p> <p>Requires a postsecondary institution to allow high school students to enroll in online courses consistent with the institution’s policy.</p>
27	<p>Concurrent enrollment program aid.</p> <p>Makes technical corrections.</p>

Section	Description – Article 2: Education Excellence
28	<p data-bbox="355 275 883 302">After-school community learning programs.</p> <p data-bbox="453 317 1414 415">Subd. 1. Establishment. Modifies qualifications for organizations eligible to receive after-school community learning program grants, and adds requirements for how grants must be used.</p> <p data-bbox="453 453 1349 520">Subd. 2. Objective. Modifies objectives of after-school community learning programs.</p> <p data-bbox="453 558 1386 695">Subd. 3. Grants. Modifies grant proposal requirements. Requires applicants to explain how proposal will support required objectives, and how program will implement effective practices and provide staff access to professional development opportunities. Establishes criteria for grants.</p> <p data-bbox="453 732 1338 831">Subd. 4. Technical assistance and continuous improvement. Requires commissioner to monitor and evaluate grant recipients' performance, and provide technical assistance to grant recipients.</p>
29	<p data-bbox="355 888 740 915">Full-service community schools.</p> <p data-bbox="355 930 1393 1066">Defines the full-service community school's community-wide full-service community school leadership team as the group responsible for overseeing the community school programs. Specifies team members including teachers, school leaders, students, family members, community members, and system-level partners.</p> <p data-bbox="355 1104 1338 1171">Requires each full-service community school site coordinator to be a full-time staff member serving one school.</p> <p data-bbox="355 1209 1354 1276">Establishes grant amounts as \$100,000 for up to one year for planning purposes and \$150,000 annually each year thereafter for each eligible school site.</p> <p data-bbox="355 1314 1386 1409">Adds to the information compiled by a full service community school in its baseline assessment, the number of and percentage of students by race and ethnicity attending the school.</p>
30	<p data-bbox="355 1465 1247 1493">Minnesota Foundation for Student Organizations; creation of foundation.</p> <p data-bbox="355 1507 1386 1535">Changes "vocational" to "career and technical" in description of student organizations.</p>
31	<p data-bbox="355 1591 1192 1619">Minnesota Foundation for Student Organizations; board of directors.</p> <p data-bbox="355 1633 1377 1696">Changes "vocational" and "school-to-work" to "career and technical" in description of student organizations.</p>
32	<p data-bbox="355 1753 1230 1780">Minnesota Foundation for Student Organizations; foundation programs.</p> <p data-bbox="355 1795 1377 1856">Changes "vocational" and "school-to-work" to "career and technical" in description of student organizations.</p>

Section	Description – Article 2: Education Excellence
33	Minnesota Foundation for Student Organizations; powers and duties. Changes “school-to-work” to “career and technical” in description of student organizations.
34	Minnesota Foundation for Student Organizations; public funding. Changes “school-to-work” to “career and technical” in description of student organizations.
35	Minnesota Foundation for Student Organizations; student organizations. Changes “vocational” to “career and technical” in description of student organizations.
36	English learner; interrupted formal education. Defines an English learner with an interrupted formal education as a student who meets at least three of the five statutory requirements (current law requires all five conditions to be met).
37	Eligible pupils; graduation incentives program. Makes permanent the ability of an early middle college program to serve a student who is not yet 22 years old.
38	American Indian education; resolution of concurrence. Requires that American Indian education parent advisory committee submit reasons for nonconcurrence with educational programs for American Indian students offered by the school board directly to the board.
39	Revenue amount; tribal contract aid. Increases the tribal contract aid amount for fiscal years 2020 and later to the 2019 amount, adjusted for growth in the general education basic formula allowance. Under current law the allowance was set at \$3,230 per pupil for fiscal years 2015 to 2019, and is set to fall back to \$1,500 per pupil for fiscal year 2020 and later. Converts \$3,230 per pupil to 51.17 percent of the basic formula allowance (this links future amounts to increases in the basic formula allowance).
40	Initial achievement and integration revenue. Clarifies the manner in which the administrative expenses are removed from the achievement and integration program’s funding (the program sets aside 0.3 percent of total funding for MDE administrative costs).
41	Achievement and integration aid. Redefines achievement and integration aid to include an equalization aid component.

Section	Description – Article 2: Education Excellence
42	Achievement and integration levy. Equalizes the achievement and integration levy. Sets the equalizing factor equal to 30 percent of the statewide adjusted net tax capacity per pupil unit.
43	Achievement and integration equalization aid. Defines the achievement and integration equalization aid as the difference between the equalized revenue and the levy.
44	Minnesota Youth Council Committee; establishment and membership. Modifies eligibility for membership in the committee.
45	Minnesota Youth Council Committee; funding. Allows the Minnesota Alliance with Youth to receive annual state appropriations to fund the Minnesota Youth Council.
46	Medium and high growth. Defines medium growth and high growth for purposes of the literacy incentive aid program.
47	Charter schools; admissions requirements and exceptions. Establishes an exception to the lottery admissions requirements for students living within two miles of a charter school in Castle Rock.
48	Affiliated nonprofit building corporation. Requires an affiliated nonprofit building corporation to serve no more than one charter school.
49	Certification incentive revenue. Clarifies that MDE may continue to award reimbursements to school districts where students have completed qualifying certificate programs. Extends the program’s existing funding through the end of fiscal year 2020.
50	Certificate incentive funding. Cancels a portion of the 2017 appropriation to the general fund on June 30, 2019. Re-appropriates the same amount for fiscal year 2020.
51	Innovation research zones pilot program. Subd. 1. Establishment. Establishes the innovation research zone pilot program to improve student and school outcomes.

Section **Description – Article 2: Education Excellence**

Subd. 2. Exemptions from laws and rule. Lists specific statutes and rules that an innovation research zone pilot program may exempt itself from, including:

1. any law or rule that a site-governed school is exempt;
2. any law or rule that the commissioner has exempted another district from;
3. online learning program requirements;
4. extended time restrictions (for any student facing the risk factors listed in the graduation incentives program); and
5. required hours of instruction for a student who is meeting competencies consistent with Minnesota’s graduation standards.

Subd. 3. Innovation research zone advisory panel. Requires the commissioner of education to establish an innovation research zone advisory panel of nine members, one chosen by the commissioner and eight chosen by school affinity groups.

Subd. 4. Commissioner approval. Authorizes the commissioner, upon recommendation of the advisory panel, to approve six innovation plans—three in the metro area and three in Greater Minnesota.

Subd. 5. Project evaluation; dissemination; report to legislature. Requires each innovation research zone partnership to submit requested information to the commissioner. Requires the commissioner to summarize innovation research zone activities and report the results to the legislature by February 1st of each odd-numbered year.

52 **Rural career and technical education consortium grants.**

Creates a program called the rural career teacher and technical education consortium grant program. Defines the consortium characteristics. Specifies grant recipients for portions of the \$3 million annual grant amounts. Requires grants to each of the following three consortia:

1. Southwest/West Central Service Cooperative, Southwest State University, Minnesota West Community and Technical Colleges and Ridgewater College;
2. a consortium with the South Central Service Cooperative or Southeast Service Cooperative and other partners; and
3. a consortium involving the Northwest Service Cooperative or Northeast Service Cooperative and other partners.

Section	Description – Article 2: Education Excellence
53	<p>Vocational enrichment program.</p> <p>Establishes a grant program for school districts that have a vocational enrichment program that operates outside of the regular school day. Requires the commissioner to prioritize grants to districts operating programs in welding and construction. The grant amount formula is based on the extended time revenue formula.</p>
54	<p>Breckenridge school district.</p> <p>Allows the Breckenridge school district to enter into an agreement with a postsecondary education institution in North Dakota. The agreement allows high school students in the school district to receive college credit for a course taught at the high school or at another location, including the North Dakota postsecondary institution.</p>
55	<p>Appropriations.</p> <p>See fiscal tracking sheet.</p>
56	<p>Repealer.</p> <p>Repeals section 120B.299 - statutory definitions of growth, value added, adequate yearly progress, and other terms under Minnesota’s former accountability system.</p>

Article 3: Teachers

Establishes grant programs and modifies certain statutes, to increase the number of teachers who are of color or American Indian. Modifies teacher licensure requirements and teacher license disciplinary provisions.

Section	Description – Article 3: Teachers
1	<p>Inclusive school enhancement grants.</p> <p>Subd. 1. Grant program established. Establishes a program to make school climate and curriculum more inclusive and respectful.</p> <p>Subd. 2. Applications and grant awards. Requires the commissioner to select participants and determine grant application process. Requires awards for an approximately equal number of grants between districts in greater Minnesota and the Twin Cities metropolitan area, to the extent there are sufficient applications.</p> <p>Subd. 3. Description. Requires the grant program to support collaborative efforts to make schools’ curriculum and learning and work environments more inclusive and respectful of students’ diversity and address structural inequities in schools,</p>

Section	Description – Article 3: Teachers
	<p>consistent with the requirements for long-term achievement and integration plans.</p>
	<p>Subd. 4. Report. Requires grant recipients to report annually to the commissioner on efforts planned and implemented, and impact of grant recipient’s efforts as perceived by racially and ethnically diverse stakeholders, and areas for improvement.</p>
2	<p>Increasing the percentage of teachers of color and American Indian teachers in Minnesota.</p>
	<p>Subd. 1. Purpose. States purpose of increasing the percentage of teachers of color and American Indian teachers to increase access to diverse teachers.</p>
	<p>Subd. 2. Equitable access to diverse teachers. States that the percentage of teachers who are of color or American Indian in Minnesota should increase at least two percentage points per year to have a teaching workforce that more closely reflects the state’s student population and ensure all students have access to effective and diverse teachers by 2040.</p>
	<p>Subd. 3. Rights not created. States that attainment goal does not exclude other goals and does not confer a right or create a claim for any person.</p>
	<p>Subd. 4. Reporting. Requires PELSB to report on progress toward goal under this section. Requires the board to collaborate with the Minnesota Department of Education (MDE) and the Office of Higher Education (OHE) to summarize reports from the programs they administer and other programs aimed at increasing the racial and ethnic diversity of the state’s teacher workforce. Requires report to make recommendations.</p>
3	<p>Code of ethics for teachers.</p>
	<p>Moves code of ethics currently in rule to statute. Adds prohibition on engaging in sexual conduct or contact with a student.</p>
4	<p>Teacher.</p>
	<p>Modifies definition of teacher to include a person with a permission from the Professional Educator Licensing and Standards Board (PELSB).</p>
5	<p>Field.</p>
	<p>Modifies definition of field to be synonymous with licensure area.</p>
6	<p>Teacher preparation program.</p>
	<p>Eliminates examples of types of teacher preparation programs.</p>

Section	Description – Article 3: Teachers
7	Teacher preparation program provider. Modifies definition of teacher preparation program provider to include postsecondary institutions and alternative teacher preparation providers.
8	Appointment of members. Adds two members to PELSB.
9	Eligibility; board composition. Modifies board composition.
10	Administration. Eliminates requirement that Department of Education provide board office space at reasonable cost until January 1, 2020, and allowing the board thereafter to contract for space from the Department of Education or Department of Administration.
11	Public employer compensation reduction prohibited. Prohibits a public employer of a PELSB board member from reducing the member's compensation or benefits for the member's absence from employment while on board business.
12	PELSB must adopt rules. Requires board to adopt rules under section 122A.2451, which governs alternative teacher preparation programs and providers.
13	Teacher and administrator preparation and performance data; report. Makes technical changes.
14	Reading strategies. Makes reading strategies requirement applicable to all program providers.
15	Technology strategies. Makes reading strategies requirement applicable to all program providers.
16	Validity of certificates or licenses. Eliminates obsolete language.
17	Background check account. Eliminates obsolete reference to Department of Education. Eliminates requirement that background check be performed by Bureau of Criminal Apprehension (BCA).

Section	Description – Article 3: Teachers
18	Temporary military license. Modifies license fee.
19	Background check. Makes technical changes. Modifies background check requirement. Eliminates language allowing PELSB or BOSA to issue a license pending completion of a background check.
20	Licensure via portfolio. Makes licensure by portfolio available for only Tier 3 license candidates. Makes technical changes. Strikes language regarding fees for portfolios and adds a cross-reference to statute on fees.
21	Tier 1 license; term of license and renewal. Limits tier 1 license to one renewal, unless there is good cause for additional renewals.
22	Tier 1 license; application. Allows PELSB to accept certain applications before July 1.
23	Tier 1 license; limitations on license. Allows a teacher with a tier 1 license to be included in the teachers' bargaining unit.
24	Tier 2 license; requirements. Eliminates coursework requirements for tier 2 candidates, and modifies other eligibility requirements.
25	Tier 2 license; term of license and renewal. Limits tier 2 license to two renewals.
26	Tier 2 license; application. Allows PELSB to accept certain applications before July 1.
27	Tier 3 license; coursework. Eliminates language that allows a teacher to obtain a tier 3 license based on three years of teaching experience with a tier 2 license without being placed on an improvement process.
28	Tier 3 license; mentorship and evaluation. Modifies mentorship requirement. Prevents a teacher with a tier 3 license from being required to serve as a mentor to another teacher to fulfill mentorship requirement.

Section	Description – Article 3: Teachers
29	Tier 4 license; requirements. Eliminates requirement that a candidate for a tier 4 license prove the candidate’s most recent summative evaluation did not place the candidate on an improvement process.
30	Tier 4 license; mentorship and evaluation. Modifies mentorship requirement. Prevents a teacher with a tier 4 license from being required to serve as a mentor to another teacher to fulfill mentorship requirement.
31	Teacher licensure assessments; tests. Allows an employing school or district to verify through a Tier 3 teacher’s performance the teacher’s skills in reading, writing, and math for teaching in the licensure field so the teacher may obtain a Tier 4 license. Requires PELSB to analyze the use of untimed skills examinations and work with the testing vendor to ensure reasonable access to untimed testing sites.
32	Professional growth. Modifies continuing education requirements for tier 3 and 4 teachers.
33	Cultural competency training. Requires the board to adopt rules requiring teachers renewing tier 3 or 4 licenses to have cultural competency training.
34	Background check. Requires PELSB to request a criminal history background check on a candidate applying for a renewal license. Requires check to include a search of BCA records.
35	Teacher preparation program. Allows the board to approve all teacher preparation programs, rather than only programs at colleges and universities, for purposes of licensing bilingual and English as a second language teachers.
36	Grounds for revocation, suspension, or denial. Allows PELSB or BOSA to discipline a teacher for sexual conduct with a student. Allows PELSB or BOSA to issue nondisciplinary corrective action for certain violations including violations related to mental health and chemical dependency. Modifies grounds for refusal to issue or renew, or revoke a teacher’s license without the right to a hearing. Allows PELSB or BOSA to refuse to issue or renew, or revoke a teacher’s license to teach upon receiving a copy of a conviction of certain offenses. Allows PELSB or BOSA to suspend a teacher’s license pending an investigation into a report of conduct that would be grounds for revocation on certain grounds.

Section	Description – Article 3: Teachers
37	<p>Mandatory reporting.</p> <p>Adds a superintendent, charter school board, charter school executive director, and charter school authorizer to mandatory reporting statute.</p>
38	<p>Teachers’ and administrators’ licenses; fees.</p> <p>Codifies portfolio fees requirement.</p>
39	<p>District verification and reporting of teacher licenses.</p> <p>Requires a superintendent or charter school to provide the school board with the number of teachers in each school building with tier 1, 2, 3, and 4 licenses. Requires the school board and PELSB to publish this data.</p>
40	<p>Community education teachers; licensure requirements; exceptions.</p> <p>Includes adult basic education and early childhood and family education teachers within the definition of “teacher” under the continuing contract and tenure statutes.</p>
41	<p>Development, evaluation, and peer coaching for continuing contract teachers.</p> <p>Limits placement of students in classroom of teacher who holds a tier 1 or 2 license.</p>
42	<p>Development, evaluation, and peer coaching for continuing contract teachers.</p> <p>Limits placement of students in classroom of teacher who holds a tier 1 or 2 license.</p>
43	<p>Come teach in Minnesota hiring bonuses.</p> <p>Subd. 1. Establishment. Requires the commissioner to establish a program to support districts recruiting and offering hiring bonuses for licensed teachers from another state to meet staffing needs in shortage areas.</p> <p>Subd. 2. Teacher eligibility. Requires districts to verify that the hiring bonus up to \$5,000 is given to teachers licensed in another state who have a Tier 3 license, have moved to the economic development region where they were hired, and belong to a racial or ethnic group that is underrepresented among teachers. Requires districts to verify that a hiring bonus up to \$8,000 is given to teachers who meet additional requirement of licensure in field reported as a shortage area.</p> <p>Subd. 3. Bonus payment. Requires districts or schools to pay teachers half of the bonus when the teachers start employment, and half after four years of service. A teacher that does not complete the first year after receiving the hiring bonus must repay the bonus.</p>
44	<p>Grants to prepare Indian teachers; establishment.</p> <p>Requires grantees to enter into contracts with tribal, technical, and community colleges and four-year postsecondary institutions to identify and provide grants to students</p>

Section	Description – Article 3: Teachers
	interested in the field of education. Allows a grantee to contract with partner institutions to provide professional development and supplemental services to a tribal, technical, or community college or four-year postsecondary institution.
45	Grants to prepare Indian teachers; grant amount. Removes student loans from list of allowable uses for grants.
46	Grants to prepare Indian teachers; information to student applicants. Makes technical change corresponding to removal of student loans from list of allowable uses for grants. Requires that information provided to student applicants be acquired and updated by contract partner institutions of recipients.
47	Grants to prepare Indian teachers; eligibility for scholarships. Amends eligibility for scholarships. Requires an applicant to have origins in any of the original peoples of North America and maintain cultural identification through tribal affiliation or community recognition. Expands eligibility to include students or employees of contracted partner institutions. Eliminates language related to student loans. Establishes priority for a student who is tribally enrolled and then to first- and second-generation descendants.
48	Grants to prepare Indian teachers; eligible programming. Requires grantee institutions and contracted partner institutions to provide scholarships to students progressing toward educational goals in any area of licensure, including a degree in listed areas. Requires grantees or their contracted partner institutions to hire an American Indian work-study student or other American Indian staff to work on recruitment. Requires at least 80 percent of grants to be used for student scholarships, and no more than 20 percent to be used for recruitment or administration.
49	Collaborative urban and greater Minnesota educators of color grant program. Subd. 1. Establishment. Requires PELSB to award competitive grants to increase the number of teacher candidates who are of color or American Indian and meet the requirements for a Tier 3 license. Subd. 2. Competitive grants. Sets criteria for grants. Requires board to give priority to past recipients that have been successful. Subd. 3. Grant program administration. Allows PELSB to enter into an agreement with the OHE to establish and administer the grant process. Allows grant money to be used over a two- to four-year period. Subd. 4. Account established. Creates a collaborative urban and greater Minnesota educator of color account in the special revenue fund.

Section Description – Article 3: Teachers

Subd. 5. Report. Requires a recipient to report to the legislature and the board on the use of funds and outcomes. Requires board to report to the public a summary of activities, outcomes, and sharing of effective practices.

50 **Grow your own pathways to teacher licensure grants.**

Subd. 1. Establishment. Requires the commissioner to award Grow Your Own grants.

Subd. 2. Definition. Defines “Grow Your Own programs.”

Subd. 3. Nonconventional teacher residency programs. Allows districts, charter schools, and cooperatives to apply for grants. Requires programs to provide tuition scholarships or stipends to enable employees who are of color or American Indian to participate in a nonconventional teacher preparation program. Requires funded programs to have at least 50 percent of persons in residency program be of color or American Indian. Allows districts and charter schools to require candidates to commit to teach in the district or school for up to five years, as condition of financial support.

Subd. 4. Expanded Grow Your Own programs. Allows certain entities to apply for grants to provide financial assistance, mentoring, and other experiences to enable persons who are of color or American Indian to become teachers. Specifies allowable uses for grant funds. Allows school districts, charter schools, and Head Start programs to require candidates to commit to teach in the district or school for up to five years, as condition of financial support.

Subd. 5. Grant procedure. Requires applicants to use commissioner’s procedure to apply for grants. Requires grant recipients to ensure that percentage of participants who are of color or American Indian is at least equivalent to the percentage of enrolled students who are of color or American Indian. Sets timeline for application submission and award notification. Requires grants to be spent within 18 months of receipt.

Subd. 6. Report. Requires programs to report annually to the commissioner on their activities, and commissioner to publish annual summary report.

51 **Teacher mentorship and retention of effective teachers.**

Subd. 1. Teacher mentoring, induction, and retention programs. Encourages school districts to develop mentoring programs for teachers who are American Indian or in license shortage areas. Requires teacher mentoring programs to be aligned with existing teacher evaluation and peer review processes. Allows a district to use staff development revenue to pay a stipend to a mentor, and for certain other activities. Allows achievement and integration funding for mentoring activities. Allows schools or districts to negotiate additional retention

Section	Description – Article 3: Teachers
	<p>strategies or protection from layoffs for teachers of color or teachers who are American Indian.</p> <p>Subd. 2. Applications. Allows a coalition of schools, teachers, or nonlicensed educators to apply for grant funds. Requires approved applications to reflect professional development and retention components, to the extent practicable.</p> <p>Subd. 3. Criteria for selection. Adds a commitment to retain teachers who are American Indian as grant criteria.</p> <p>Subd. 6. Report. Requires recipients to report to PELSB on program efforts and impacts.</p>
52	<p>Postsecondary enrollment; courses according to agreements. Expands grant eligibility and reporting requirements for grant recipients.</p>
53	<p>Achievement and integration; plan implementation; components. Allows achievement and integration plan to include recruitment and retention of specified staff from racial and ethnic backgrounds represented in the student population. Requires plan to include strategies to make curriculum and environments more inclusive and respectful of diversity and address structural inequities. Provides examples of activities that may be included in plans.</p>
54	<p>Nonhealth related licensing board. Adds BOSA to definition of non-health-related licensing board.</p>
55	<p>Background study; PELSB. Allows the commissioner of human services to contract with PELSB to conduct background studies and obtain background study data. Requires the commissioner to conduct a national criminal history background check when required in chapter 122A.</p>
56	<p>Maltreatment of minors; duties of local welfare agency and local law enforcement agency upon receipt of report; mandatory notification between police or sheriff and agency. Requires law enforcement to inform PELSB or BOSA after determining a board's licensee has physically abused, sexually abused, or neglected a child. Requires law enforcement to work collaboratively with the board.</p>
57	<p>Maltreatment of minors; records. Requires the commissioner of education to provide the investigative file in a determination of maltreatment involving a board licensee to the licensing entity with student identifying information removed.</p>

Section	Description – Article 3: Teachers
58	<p>Judgment on conviction; judgment roll; licensed teachers.</p> <p>Adds certain offenses to list of offenses that, if a court determines a person licensed to teach has been convicted of, the court must send a copy of the conviction to PELSB or BOSA within ten days of the conviction.</p>
59	<p>Northwest Regional Partnership concurrent enrollment program.</p> <p>Cancels \$1,000,000 of the 2017 appropriations for the Northwest Regional Partnership concurrent enrollment program. See fiscal tracking sheet.</p>
60	<p>Statewide concurrent enrollment teacher training program.</p> <p>Cancels \$400,000 of the 2018/2019 appropriation for the statewide concurrent enrollment teacher training program to the state general fund. See fiscal tracking sheet.</p>
61	<p>Agricultural educator grants.</p> <p>Creates an agricultural educator grant program to support school districts in paying agricultural teachers for work over the summer with extended time pupils.</p>
62	<p>Appropriations; PELSB grants.</p> <p>See fiscal tracking sheet.</p>
63	<p>Appropriations; MDE programs and grants.</p> <p>See fiscal tracking sheet.</p>
64	<p>Repealer.</p> <p>Repeals:</p> <ul style="list-style-type: none">• Laws 2017, First Special Session chapter 5, article 25, section 58 - session law relating to portfolio fees;• section 122A.09, subdivision 1 - PELSB authorization to develop code of ethics;• section 122A.182, subdivision 2 - coursework requirements for tier 2 candidates;• section 122A.63, subdivision 7 and 8 - American Indian teacher loan provisions; and• Minnesota Rules, part 8700.2100, subparts 1 and 2 - rule relating to teacher code of ethics.

Article 4: Special Education

Modifies individualized education program requirements and associated alternative dispute resolution requirements, allows a student receiving special education services to qualify for Alternative Delivery of Specialized Instructional Services (ADSIS), recodifies the intermediate school district statutes, and modifies the special education formula by increasing special education aid, removing the aid growth cap, adding cross subsidy reduction aid, and reducing the portion of unreimbursed special education cost.

Section	Description – Article 4: Special Education
1	<p>Special education aid.</p> <p>Adjusts the general education revenue for a charter school student equal to 5 percent in fiscal year 2020 and 10 percent in fiscal year 2021 and later, of the unreimbursed cost of providing special education services to the student.</p>
2	<p>Individualized education programs.</p> <p>Allows individualized education program team to eliminate benchmarks or short-term objectives, except for students who take alternative assessments. Allows districts to include in a student’s individual education program the student’s performance on general state or districtwide assessments related to the student’s educational needs.</p> <p>Allows a school district to conduct a functional behavior assessment as a stand-alone evaluation without conducting a comprehensive evaluation of the student.</p> <p>Requires that a paraprofessional employed to work with a student with disabilities be given paid time to review a student’s individualized education program or be briefed on the student’s specific needs. Requires at least 8 hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff before the first instructional day of the year or within 30 days of hire.</p>
3	<p>Alternative dispute resolution; additional requirements for prior written notice.</p> <p>Requires the prior written notice to state that a parent who objects to a proposal or refusal in the notice may identify the specific part of the proposal or refusal the parent objects to and request a meeting with appropriate members of the individualized education program team.</p>
4	<p>Alternative dispute resolution; conciliation conference.</p> <p>Requires a district to have a meeting of appropriate members of the individualized education program team when a parent who objects to a proposal requests the meeting. Requires a district to hold a conciliation conference within ten calendar days of when the district receives the parent’s request for the conference, rather than from when the district receives the parent’s objection to a proposal or refusal in the prior written notice.</p>

Section	Description – Article 4: Special Education
5	<p>Nonresident tuition rate; other costs.</p> <p>Excludes cross subsidy reduction aid from the calculation of special education aid adjustments to the resident school district.</p>
6	<p>Alternative delivery of specialized instructional services; commissioner approval.</p> <p>Allows a student who receives special education services to participate in an ADSIS program as long as the program is in a service area that the individualized education program team has determined is not an educational need that results from the student’s disability.</p>
7	<p>Paraprofessional training aid.</p> <p>Establishes annual paraprofessional training aid equal to \$200 per paraprofessional, Title I aide, and instructional support staff.</p>
8	<p>Definitions; special education aid.</p> <p>Defines the initial special education cross subsidy in statute. Defines “minimum aid adjustment multiplier” as 1.046 for fiscal year 2020 and as the greater of 1.02 or the multiplier for the previous year less .002.</p>
9	<p>Special education initial aid.</p> <p>For fiscal year 2021 and later, adjusts the census aid amounts to more closely reflect the statewide average amount of aid for each of these disability categories of special education aid.</p>
10	<p>Special education aid.</p> <p>Includes cross subsidy aid in the definition of special education aid. Limits a district’s special education aid to the greater of:</p> <ol style="list-style-type: none">1. the sum of: (i) 90 percent for fiscal year 2020, 85 percent for fiscal year 2021, and 80 percent for fiscal year 2022, and 75 percent for fiscal year 2023 and later, of the districts nonfederal expenditures; (ii) 100 percent of the district’s cost of providing transportation services for children with disabilities; and (iii) the enrollment options adjustments; or2. the district’s fiscal year 2016 special education aid amount adjusted for changes in enrollment and by 4.6 percent per year. <p>Creates a new minimum aid amount.</p>

Section	Description – Article 4: Special Education
11	<p>Cross subsidy reduction aid.</p> <p>Creates a new category of special education aid called cross subsidy reduction aid. Sets the aid amount equal to 4.3 percent of the unreimbursed cross subsidy for fiscal year 2020 and 8.6 percent of the cross subsidy for fiscal year 2021 and later.</p>
12	<p>Alternative attendance programs.</p> <p>Reduces the portion of unreimbursed special education costs billed back to the district of residence from 90 percent to 80 percent in fiscal year 2020 and 70 percent for fiscal years 2021 and later.</p>
13	<p>Intermediate school district.</p> <p>Makes technical changes to the definition of “intermediate school district.”</p>
14	<p>Other membership and powers.</p> <p>Adds sections to list of sections regarding intermediate school district powers.</p>
15	<p>Prior written notice working group.</p> <p>Requires the commissioner of education to appoint a working group to make recommendations for improving alignment between state guidance and federal law requirements on prior written notice.</p>
16	<p>Individualized education program; rule amendment.</p> <p>Requires the commissioner of education to amend rule to allow but not require an individualized education program to report a student’s performance on general state or districtwide assessments.</p>
17	<p>Special education fiscal year 2016 base adjustment.</p> <p>Increases the fiscal year 2016 special education base for the Duluth and Monticello school districts.</p>
18	<p>Commissioner of education; legislative report on definitions.</p> <p>Requires the commissioner of education to define the terms: (1) gifted student; (2) talented student; (3) twice-exceptional student; (4) print disabled student; and (5) reading disabled student.</p> <p>Requires the commissioner to report these terms to the legislature by February 15, 2020.</p>
19	<p>Appropriations.</p> <p>Appropriates money for special education aid programs. See fiscal tracking sheet for details.</p>

Section	Description – Article 4: Special Education
20	<p>Revisor’s instruction.</p> <p>Requires the revisor to renumber intermediate school district statutes in chapter 136D to chapter 123C.</p>
21	<p>Repealer.</p> <p>Repeals:</p> <ul style="list-style-type: none">• section 136D.93 - obsolete statute relating to intermediate school districts.

Article 5: Health and Safety

Requires the commissioner of education to provide schools with resources relating to mental health, Title IX, and sexual health education. Requires districts to provide sexual health education. Modifies uses of long-term facilities maintenance revenue, increases safe schools revenue, and establishes a grant for level 4 instructional settings.

Section	Description – Article 5: Health and Safety
1	<p>Mental health education.</p> <p>Encourages school districts and charter schools to provide mental health instruction for students starting in fourth grade. Requires the commissioner of education, in consultation with the commissioner of human services, commissioner of health, and mental health organizations, to provide districts and charter schools with resources gathered by national mental health advocates.</p>
2	<p>Sexual health education.</p> <p>Subd. 1. Model program. Requires the commissioner of education to use rulemaking process to identify one or more model comprehensive sexual health education programs for elementary and secondary school students, and make the program accessible to school districts and charter schools. Requires the model program to include instruction on particular topics. Defines “consent.”</p> <p>Subd. 2. School programs. Requires school districts and charter schools to implement a comprehensive sexual health education program for elementary and secondary school students starting in the 2021-2022 school year. Requires the program to include instruction on topics in the model program. Requires a superintendent of a school district or person having administrative control over a charter school to submit to the commissioner an annual assurance of compliance with sexual health education requirements. Requires school districts and charter schools to notify students and employees on criminal penalties for engaging in sexual contact with minors and notify teachers and administrators of consequences for license of a teacher who engages in sexual contact with a</p>

Section Description – Article 5: Health and Safety

student. Allows instruction in a sexual health education program to be provided by a person without a teaching license.

Subd. 3. Parental review. States that sexual health instruction is subject to parental curriculum review requirements.

3 School sexual harassment and sex discrimination policy compliance.

Subd. 1. Duties. Requires the Department of Education to provide guidance, technical assistance, training, and other resources to school districts regarding sexual violence and Title IX. Requires the department to serve as the state lead on Title IX for schools, parents, students, and community organizations.

Subd. 2. Training. Requires the Department of Education to provide training to Title IX coordinators on state and federal sexual harassment and sex discrimination laws every other year.

4 Administration of drugs and medicine; applicability.

Requires the parent of a student to whom school personnel administer drugs or medicine at a parent's request or based on an IEP, to inform the school if the drug or medicine is a controlled substance. If the drug or medicine is not a controlled substance, the request must authorize the school district to transport the drug or medicine for purposes of destroying the unused drug or medication. If the drug or medicine is a controlled substance, the request must specify that the parent must retrieve the drug when requested by the school.

5 Administration of drugs and medicine; unclaimed drugs or medications.

(a) Requires a school district to adopt a procedure to collect and transport unclaimed or abandoned prescription drugs or over-the-counter medications left with school personnel. The district must make a reasonable attempt to return the unused drug to the student's parent. The district's procedure must provide for at least annual transportation of unclaimed drugs.

(b) Allows a school district to designate an individual to transport unclaimed drugs that are not controlled substances or are over-the-counter medications to a designated drop-off box or collection site, or to request that a law enforcement agency transport the drugs to a drop-off box or collection site on behalf of the district.

(c) Prohibits a school district or school personnel from transporting unclaimed drugs that are controlled substances to a drop-off box or collection site. Requires a district to request that a law enforcement agency transport the drug to a collection bin that complies with Drug Enforcement Agency regulations, or under the agency's procedure for transporting drugs.

Section	Description – Article 5: Health and Safety
6	<p>Possession and use of sunscreen.</p> <p>Allows a student to have and use sunscreen at school or school events without a prescription or note from a health professional. A school employee is not required to provide sunscreen or help apply sunscreen to a student.</p>
7	<p>School safety assessment</p> <p>Subd. 1. School safety assessment. Defines a school safety assessment.</p> <p>Subd. 2. Policy. Requires a school board to adopt a policy to establish safety assessment teams to conduct school safety assessments. Requires a safety assessment policy to be consistent with crisis management policy and state special education laws and federal regulations, and with guidance provided by the Department of Public Safety’s School Safety Center. Sets other requirements for policy.</p> <p>Subd. 3. Oversight. Requires the superintendent of a district to establish a committee or individual to exercise oversight of the safety assessment teams.</p> <p>Subd. 4. Safety assessment teams. Requires a district to establish a safety assessment team that includes individuals with expertise in certain areas. Provides duties of safety assessment teams. Requires a safety assessment team to immediately report a determination that a student poses a threat of violence or physical harm to others, to the superintendent. Requires superintendent to provide notice to parent. Requires team to consider services to address the student’s underlying behavior or mental health issues. Requires team to provide data related to safety assessment to parent of subject of assessment upon request, after threat has been addressed. Requires team to follow district’s suicide prevention policy. States that nothing in section prevents school official from acting to immediately address imminent threat or modifies district’s obligation under disability laws.</p> <p>Subd. 5. Rediscovery. Prohibits a safety assessment team member from redisclosing educational records or use any record of an individual beyond the purpose for which the disclosure was made to the safety assessment team. States that section does not prohibit disclosure of records in accordance with state and federal law. Requires a district to notify a parent when data related to a safety assessment is provided to a law enforcement official who is not a member of the safety assessment team, unless notice to the parent is not in the student’s best interests.</p>
8	<p>Long-term facilities maintenance revenue.</p> <p>Authorizes a school district’s Long-Term Facilities Maintenance (LTFM) plan to include certain school safety improvements, including remodeling or new construction for school security enhancements, public announcement systems, emergency communications devices, or equipment and facility modifications related to violence prevention and</p>

Section	Description – Article 5: Health and Safety
	<p>facility security. Removes obsolete language. Modifies the LTFM equalizing factor to adjust for other levy changes.</p>
	<p>Grants joint powers districts the same authority as other school cooperative units to issue bonds to be repaid by member districts' long-term facilities maintenance revenue.</p>
9	<p>Purchase of certain equipment.</p> <p>Adds public announcement systems, emergency communications devices, and other equipment related to violence prevention and facility security to the eligible purposes for capital equipment bonds. Authorizes a district to count its safe schools revenue, as well as its equipment revenue for purposes of computing the total amount of capital equipment bonds the district may issue.</p>
10	<p>Safe schools revenue.</p> <p>Increases safe schools revenue. For fiscal year 2020 only, increases the safe schools revenue by \$9 per pupil unit and guarantees each district a minimum safe schools revenue of \$18,750. Provides safe schools revenue to charter schools equal to \$9 per pupil unit. Provides safe schools revenue for intermediate school districts equal to \$18.75 per pupil. Creates safe schools revenue of \$3.75 per pupil for other cooperative units (special education coops, etc.). Provides all of the fiscal year 2020 increase in safe schools revenue in state aid.</p> <p>For fiscal year 2021 and later, establishes safe schools revenue of \$54 per pupil for school districts with a district minimum of \$22,500. Sets the safe school revenue at \$22.50 per pupil for intermediate school districts, \$7.50 per pupil for other cooperatives, and \$54 per pupil for charter schools. Equalizes safe schools revenue at 151.3 percent of the statewide average tax base per pupil, based on the adjusted net tax capacity tax base using one-half of the ag lands value (this is the same tax base used for long-term facilities maintenance revenue).</p> <p>Expands the uses of safe schools revenue to include additional actions to improve school climate including professional development such as restorative practices, social-emotional learning, and other evidence-based practices, and training for safety assessment teams and oversight committees.</p> <p>Authorizes a school board to transfer safe schools revenue to the debt fund for repayment of certain capital and equipment bonds.</p> <p>Requires a school district or charter school to report safe schools expenditures by functional area.</p>
11	<p>Reporting of maltreatment of minors; definitions.</p> <p>Modifies definition of "sexual abuse" to include solicitation of children to engage in sexual conduct and communication of sexually explicit materials to children.</p>

Section	Description – Article 5: Health and Safety
12	Agency responsible for assessing or investigating reports of maltreatment. Requires the department to investigate allegations of maltreatment involving students ages 18 to 21 until graduation.
13	Purpose; Support our Students program. Clarifies that school personnel hired with funds from a Support our Students grant may work with prekindergarten, as well as kindergarten through 12 th grade pupils, and includes trauma coaches in student support personnel.
14	Grant eligibility and application; support our students program. States that for grants awarded after July 1, 2019, once the grant has been awarded, the recipient must receive the annual grant in each of the six years of the program.
15	Sexual health education report. Requires the commissioner of education to report to the legislature on sexual health education programs.
16	Appropriations. See fiscal tracking sheet.
17	Revisor instruction. Directs the Revisor of Statutes to codify the Support our Students grant program language that was enacted as session law during the 2016 Legislative session.

Article 6: Facilities, Fund Transfers, and Accounting

Modifies testing requirements for lead in school drinking water and radon, adjusts long-term facilities maintenance revenue for joint powers districts, requires charter schools to comply with the municipal contracting law, extends the building lease levy, and authorizes fund transfers.

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

Section	Description – Article 6: Facilities, Fund Transfers, and Accounting
2	<p>Lead in school drinking water; reporting.</p> <p>Adds charter schools to reporting requirement. Requires districts and charter schools to follow actions in guidance from commissioners of health and education. Requires districts and charter schools to remediate the presence of lead to below level set in guidance, verified by retest, or directly notify parents of the result. Requires district or charter school to make water source unavailable until hazard has been minimized.</p>
3	<p>Disposing of surplus school computers.</p> <p>Allows a school district to sell or give used computers or tablets to students.</p>
4	<p>Radon testing.</p> <p>Subd. 1. Plan. Adds charter schools to plan commissioners of health and education must adopt. Adds Minnesota State Academies and Perpich Center for Arts Education.</p> <p>Subd. 3. Reporting. Adds charter schools to reporting requirement.</p> <p>Subd. 4. Testing requirements. Requires a school district or charter school to adopt a radon testing schedule that tests every building serving students at least every five years, and to begin testing by July 1, 2020. Specifies requirements for how tests must be conducted.</p>
5	<p>Energy use reduction and reporting for public schools.</p> <p>Requires each public school or school district to enter monthly energy use data for buildings under its custodial control through the B3 (Buildings, Benchmarks, and Beyond) program which has been administered by the Departments of Commerce and Administration since legislation was enacted in 2001. The B3 program establishes a database into which public building owners or managers enter monthly energy use data for their buildings.</p>
6	<p>Certain federal, state, and local requirements; charter schools.</p> <p>Requires a charter school to comply with Minnesota’s municipal contracting law in the same manner as school districts.</p>
7	<p>To lease building or land.</p> <p>Increases the maximum lease levy for the St. Louis County school district from \$212 per pupil unit to \$500 per pupil unit beginning in fiscal year 2025.</p> <p>Allows a school district to include in its lease levy the amounts necessary to deferred maintenance projects at cooperative facilities.</p>

Section	Description – Article 6: Facilities, Fund Transfers, and Accounting
8	<p>Agreement.</p> <p>Adds Service Cooperatives to the definition of governmental unit for the purposes of joint powers. Service Cooperatives are made up of “governmental units” as defined in the joint powers act.</p>
9	<p>Fund transfers.</p> <p>Subd. 1. Truman. Authorizes Independent School District No. 458, Truman, to transfer up to \$65,000 from its ECFE account in the community service fund to its general fund and \$45,000 from its school readiness account to its general fund.</p> <p>Subd. 2. Minnetonka. Authorizes Independent School District No. 276, Minnetonka, to transfer up to \$3,300,000 from its community education reserve account to its operating capital account for building costs associated with its early childhood program.</p> <p>Subd. 3. Hopkins. Authorizes Independent School District No. 270, Hopkins, to transfer up to \$500,000 from its community education reserve account to its operating capital account for equipment and facilities needs for its early childhood classroom addition.</p>
10	<p>School program combination; Hopkins school district.</p> <p>Authorizes any charter school located within the borders of the Hopkins school district to fold its programming into the school district’s operations. Directs how the charter school’s assets and liabilities are handled, reserves any positive fund balance transferred for the specific programs that the charter school formerly provided, adjusts the calculation of state aids to reflect the combined programming, and authorizes the Hopkins school district to levy \$50,000 per year for up to five years to account for the program’s merger.</p>
11	<p>Appropriation.</p> <p>See fiscal tracking sheet for details.</p>

Article 7: Nutrition and Libraries

Requires participants in the national school lunch program to adopt a meals policy and provide meals in a respectful manner. Provides funding for the Breakfast after the Bell program. Increases funding for the Regional Public Library system and modifies the distribution formula for the funds among the 12 regional library systems.

Section	Description – Article 7: Nutrition and Libraries
1	<p>School meals policies; lunch aid; food service.</p> <p>Subd. 1. School meals policies. Requires participants in the national school lunch program to adopt and post a school meals policy. The policy must address student meal charges and collections practices; prohibit withdrawals of meals served to students; ensure that a student eligible for free and reduced-price lunch is always served a reimbursable meal; and be provided to a third party meal services vendor.</p> <p>Subd. 1a. School lunch aid amounts. Creates a new subdivision with language previously in subdivision 1.</p> <p>Subd. 4. No fees. Prohibits a participant from denying school lunch to a student who qualifies for free or reduced-price lunch, regardless of whether the student has an outstanding balance in the student’s meal account for any reason.</p> <p>Subd. 5. Respectful treatment. Requires a participant to provide meals to participating students in a respectful manner and conform to the school meals policy. Prohibits certain reminders of outstanding meal balances, and prohibits limiting student participation in school activities due to unpaid student meal balances. Requires the commissioner to send a letter of noncompliance to a participant that does not provide meals to participating students in a respectful manner, and the participant to respond and remedy the practice within 30 days.</p>
2	<p>School breakfast program.</p> <p>Defines “Breakfast after the Bell” programs and models including “breakfast in the classroom,” “grab and go breakfasts,” and “second chance breakfasts.” Creates an application process for schools to apply for additional state aid for Breakfast after the Bell programs. Sets the Breakfast after the Bell aid amount for each school site as the difference between the federal funds for breakfast and the school’s defined cost of providing those breakfasts.</p>
3	<p>Base aid distribution.</p> <p>Increases the percentage of the total regional public library paid equally to each system from five to 15.</p>

Section	Description – Article 7: Nutrition and Libraries
4	<p>Adjusted net tax capacity per capita distribution.</p> <p>Decreases the portion of regional public library system aid based upon the region’s relative tax base from 25 to 15 percent of the total allocation. Lags by one more year the measure of tax base used so that the ratios are final when the aid is calculated.</p>
5	<p>Population determination calculation.</p> <p>Clarifies that the population used to compute this portion of the aid is the most recently available population count.</p>
6	<p>Eligibility; library telecommunications aid.</p> <p>Authorizes unused portions of the regional library telecommunications connectivity aid to be used for other library technological purposes, including network infrastructure, security, and other telecommunications services.</p>
7	<p>Appropriation.</p> <p>See fiscal tracking sheet for details.</p>

Article 8: Early Childhood

Sets licensure requirements for early education instruction. Makes permanent a two-year increase in the number of participant seats for the voluntary prekindergarten program. Changes the age eligibility for Pathway I early learning scholarships to primarily be children birth to three, and increases funding for early learning scholarships.

Section	Description – Article 8: Early Childhood
1	<p>Grounds for dismissal.</p> <p>Modifies the Pupil Fair Dismissal Act by prohibiting a school district or charter school from dismissing a child participating or enrolled in a prekindergarten program. Under the Pupil Fair Dismissal Act, a “dismissal” means the denial of the current educational program to any pupil, including exclusion, expulsion, and suspension. It does not include removal from class. It would take effect beginning in the 2019-2020 school year.</p>
2	<p>Prekindergarten, school readiness, preschool, and early education programs; licensure requirements.</p> <p>Requires a person providing instruction in a school district or charter school preschool, school readiness, school readiness plus, prekindergarten, or other early education program to meet the teacher licensure requirements that apply to K-12 teachers.</p>

Section	Description – Article 8: Early Childhood
	Allows a person currently providing such instruction to continue teaching without a license until 2024. Includes early education program teachers in the teachers’ bargaining unit.
3	Program requirements. Clarifies that the cognitive and social skills formative measure administered to prekindergarten pupils under a voluntary prekindergarten program must be age-appropriate.
4	Voluntary prekindergarten; eligibility. Clarifies that an eligible four-year-old child served in a mixed-delivery system by a child care center, family child care program, or community-based organization may be charged a fee as long as the mixed delivery partner was not awarded a mixed-delivery funded seat for that child.
5	Voluntary prekindergarten; applications process; priority for high poverty schools. Splits the Minneapolis and St. Paul school districts into separate voluntary prekindergarten (VPK) regions. (This split does not affect any funding for the other three regions.) Removes obsolete language. Clarifies the way the existing allocations of seats for eligible participants are calculated.
6	Voluntary prekindergarten; participation limits. Sets the combined count of participants for VPK and School Readiness Plus at 7,160 annually on an ongoing basis. Under current law, the total number of participants is set to drop (from 7,160 in fiscal year 2019) to 3,160 participants starting in fiscal year 2020.
7	Early learning scholarships; family eligibility. Paragraph (a) modifies early learning scholarship income verification requirements so that parents or guardians do not have to verify income for homeless children, children in need of protective services, or children in foster care. Paragraphs (b) and (c) lower the scholarship age eligibility for a Pathway I scholarship to require that a recipient is from birth to age three, except for: (1) a sibling of a scholarship recipient, who can be up to age four; and (2) a recipient who had previously received a scholarship (until the child is eligible for kindergarten). A recipient attending a Pathway II program may be any age under five. Under current law, the recipient of either pathway scholarship must be three or four (with exceptions).
8	Early learning scholarships; administration. Paragraph (c) eliminates a cap on the number of scholarships distributed through Pathway II to program sites, for award by those programs (which is currently set at the funding level in fiscal year 2017).

Section	Description – Article 8: Early Childhood
	Paragraph (e) clarifies that children receiving early learning scholarships must receive an early learning developmental screening within 90 days after turning three years old, and screening is not before that age.
9	Early learning scholarships; early childhood program eligibility. Removes an obsolete provision that allowed early learning scholarship pilot sites to participate in the statewide program prior to becoming rated through Parent Aware, the state’s quality rating and improvement system.
10	Early learning scholarship account. Creates an early learning scholarship account in the special revenue fund. Transfers all appropriations for early learning scholarships into this account, and annually appropriates the money to the commissioner of education for early learning scholarships. Allows for carryforward of unspent dollars, so that appropriations do not cancel to the general fund. Makes \$950,000 annually available to the department for administrative costs of the early learning scholarships program.
11	Pupil unit. Makes permanent the pupil count for school readiness plus pupils (school readiness plus was implemented in 2017 as a two-year program for fiscal years 2018 and 2019 only). Eliminates the separate hours of instruction required for disabled kindergarten pupils (while this provision has a small fiscal impact, the change conforms the hours to those of all non-disabled kindergarten pupils).
12	Background study; tribal organizations. Authorizes tribal organizations to contract with the commissioner of human services to conduct background studies of individuals affiliated with a child care program sponsored, managed, or licensed by a tribal organization.
13	Background study; Head Start programs. Authorizes Head Start programs to contract with the commissioner of human services for background studies. Exempts a Head Start program that does not contract with the commissioner, is not licensed, and is not registered for funding under chapter 119B from chapter 245C.
14	Effective date; school readiness plus. Eliminates the effective date that sunsets the school readiness plus program.
15	Early learning scholarships. Cancels \$9,500,000 of the 2019 appropriation for the early learning scholarship program (this is the amount estimated to cancel back in 2019) and adds this amount to the fiscal years 2020 and 2021 appropriations.

Section	Description – Article 8: Early Childhood
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| 16 | Legislative report on early care and education coordination.
Directs the Departments of Education, Health, and Human Services to jointly provide a report on enhancing coordination among early education programs. Specifies report topics. Makes the report due by February 15, 2020. |
| 17 | Appropriations.
See fiscal tracking sheet. |

Article 9: Community Education and Lifelong Learning

Increases adult basic education aid and modifies the requirements for organizations that receive education partnership funding.

Section	Description – Article 9: Community Education and Lifelong Learning
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| 1 | State total adult basic education aid.
Increases the annual statewide adult basic aid amount to \$51 million for fiscal year 2020. Adds a second calculation to the annual growth factor, allowing ABE revenue to grow by the greater of the annual growth in statewide contact hours or the growth in the general education basic formula allowance. |
| 2 | Administration; design.
Adds to the list of positive characteristics of qualifying partnerships to include: collecting and utilizing data to improve student outcomes, sharing disaggregated performance data, employing continuous improvement processes, and demonstrating an ability to leverage nonstate funds. |
| 3 | Appropriations.
See fiscal tracking sheet. |

Article 10: State Agencies

Modifies provisions affecting state agencies including the Minnesota Department of Education. Increases the license fee for school administrators. Appropriates money for the state agencies and boards funded in the K12 finance bill.

Section	Description – Article 10: State Agencies
1	<p>Duties.</p> <p>Modifies the duties of the dyslexia specialist at the Department of Education. Requires the specialist to provide guidance to school districts and charter schools on particular subjects, and provide guidance to the Professional Educator Licensing and Standards Board on developing license renewal requirements on dyslexia.</p>
2	<p>Fee.</p> <p>Increases the annual license fee for school administrators from \$75 to \$100 beginning with licenses renewed after June 30, 2019.</p>
3	<p>Special revenue fund; administrator license.</p> <p>Creates a new account in the special revenue fund for administrator license fees.</p>
4	<p>Educator licensure account.</p> <p>Removes administrator license fees from the educator licensure account (these fees are deposited in the administrator license account instead under section 3).</p>
5	<p>School climate technical assistance center.</p> <p>Eliminates the expiration of the school safety technical assistance center in June 30, 2019, and renames the center.</p>
6	<p>Appropriations; MDE 2018-2019 biennium.</p> <p>Eliminates a rider transferring \$2 million in fiscal year 2019 from the MDE budget to the Attorney General for litigation costs and reduces MDE's 2019 budget accordingly.</p>
7	<p>Appropriations; MDE.</p> <p>Appropriates money for MDE. See fiscal tracking sheet for details.</p>
8	<p>Appropriations; Minnesota State Academies.</p> <p>Appropriates money for the Minnesota State Academies for the Deaf and Blind. See fiscal tracking sheet for details.</p>
9	<p>Appropriations; Perpich Center for Arts Education.</p> <p>Appropriates money for the Perpich Center for Arts Education. See fiscal tracking sheet for details.</p>

Section	Description – Article 10: State Agencies
10	<p>Appropriation; Board of School Administrators.</p> <p>Appropriates \$347,000 in each fiscal year from the administrator licensure account to the Board of School Administrators for the board’s activities. Authorizes general fund moneys to supplement the revenue from the special revenue account in fiscal year 2020 only. Sets the appropriations base for subsequent years at \$347,000.</p>
11	<p>Appropriations; PELSB.</p> <p>Appropriates money for PELSB. See fiscal tracking sheet for details.</p>
12	<p>Revisor instruction.</p> <p>Instructs the revisor to substitute the term “School Climate Technical Assistance Center” for “School Safety Technical Assistance Center” and “School Climate Technical Assistance Council” for “School Safety Technical Assistance Council.”</p>
13	<p>Repealer.</p> <p>Repeals:</p> <ul style="list-style-type: none">• section 127A.051, subdivision 7 - expiration of school safety technical assistance council.

Article 11: Forecast Adjustments

Adjusts fiscal year 2019 appropriations to match the February 2019 forecast amounts for each affected program.



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