

# Bill Comparison Summary of House File 1065, First Unofficial Engrossment/Senate File 960, Second Engrossment

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Section	Article 1: General Education		Article 1: General Education
1	<p><b>Absence from school for religious observance.</b> Requires a school board to notify parents of the district’s policy relating to absence from school for religious observance.</p> <p><b>Effective date:</b> This section is effective for the 2021-2022 school year and later.</p>	<p><b>Same intent; wording slightly different.</b></p>	<p><b>Article 2, section 1. Absence from school for religious observance.</b> Requires a school board to provide annual notice to parents of the school district’s policy on absence from school for religious observance.</p>
2	<p><b>School calendar.</b> Allows a school board to consider the community’s religious or cultural observances when adopting a school calendar.</p>	<p><b>Similar intent with the calendar language; Senate reflects other changes made to learning year statute.</b></p>	<p><b>Article 2, section 2. School calendar.</b> Removes flexible learning year programs from the exceptions to the Labor Day start requirement. Allows a school district to consider their community’s religious observance when adopting the annual school calendar.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 1. Governance.</b> Removes the requirement for an area learning center to be operated by at least two districts, unless the district is located in a city of the first class. Encourages districts to establish area learning centers with other districts.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 2. Provided services.</b> Expands the requirement that each district provide guidance and counseling services to nonpublic pupils. Includes elementary pupils enrolled in a nonpublic school within the school district as well as elementary and secondary pupils enrolled in an American Indian-controlled tribal contract or grant school located within the school district.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 3. Guidance and counseling services; allotment.</b> Modifies the calculation of nonpublic pupil aid by creating an allotment for guidance and counseling services provided to</p>

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Section	Article 1: General Education		Article 1: General Education
			<p>elementary pupils. Specifies that the allotment must not exceed the statewide average per pupil expenditure for elementary guidance and counseling services, multiplied by the number of nonpublic elementary students within the district requesting services. States the nonpublic elementary pupil requesting services must be enrolled by September 15 of the current school year to generate revenue.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 4. Computation of maximum allotments.</b> Clarifies that the calculation of the maximum allotment includes guidance and counseling services provided to elementary pupils.</p>
<p><b>3</b></p>	<p><b>English learner.</b> Includes in the definition of “English learner (EL)” a child between the ages of 3 and 5 who is participating in an early childhood special education program. Includes these students in the count of EL pupils used to generate EL revenue.  Effective for fiscal year 2022 and later.</p>	<p><b>No comparable provision.</b></p>	
<p><b>4</b></p>	<p><b>School district EL revenue.</b> Increases the funding for the EL program by increasing the basic allowance from \$704 per EL student to \$755 per EL student for fiscal year 2022. Increases the concentration formula allowance from \$250 per EL student to \$536 per EL student for fiscal year 2022 (this increase in the concentration formula is also affected by the change in the concentration pupil count under section 8).</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 1: General Education		Article 1: General Education
	<p>Increases both the basic EL formula allowance and the EL concentration formula allowance by the growth in the general education formula allowance for FY 2023 and later.</p> <p>Effective for fiscal year 2022 and later.</p>		
5	<p><b>Technical assistance. [Community and commissioner participation in American Indian education]</b></p> <p>Requires the commissioner to provide an annual report of American Indian student data using the state count of American Indian students.</p>	<p><b>No comparable provision.</b></p>	
6	<p><b>Procedures. [American Indian education aid]</b></p> <p>Requires the state count of American Indian students to be used to calculate American Indian education aid (unlike the federally defined count, the state count does not exclude from the calculation those American Indian students who choose to report their heritage as belonging to two or more races).</p>	<p><b>No comparable provision.</b></p>	
		<p><b>No comparable provision.</b></p>	<p><b>Section 5. Shared time pupils.</b> Broadens the definition of shared time pupils to include those who attend public school career and technical education programs offered for secondary credit outside of the regular school day.</p>
7	<p><b>Pupil unit.</b></p> <p>Makes the 4,000 voluntary prekindergarten/school readiness plus seats that would otherwise expire permanent.</p> <p>Effective for fiscal year 2022 and later.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 1: General Education		Article 1: General Education
8	<p><b>Compensation revenue pupil units.</b></p> <p>Eliminates the special calculation for compensatory revenue for sites with discontinued voluntary prekindergarten (VPK) seats as the expanded VPK program seats are made permanent in this bill (see article 7). Removes the concentration cap so that schools that serve more than 80 percent free and reduced-price meal eligible students continue to increase the concentration portion of the revenue for each qualifying student.</p> <p>Effective for fiscal year 2022 and later.</p>	<p><b>No comparable provision.</b></p>	
9	<p><b>EL pupil units.</b></p> <p>Modifies the concentration formula of learning year pupil units by increasing the EL denominator from 11.5 to 16.8. [Note: This adjusted concentration revenue is coupled with higher EL concentration formula under section 3 to ensure no district loses revenue through the revenue change and that more revenue flows to schools serving higher concentrations of EL students.]</p> <p>Effective for fiscal year 2022 and later.</p>	<p><b>No comparable provision.</b></p>	
10	<p><b>Basic revenue; general education.</b></p> <p>Increases the general education basic formula allowance by \$131 per pupil unit (2.0 percent) for fiscal year 2022 and by \$265 per pupil unit more (2.0 percent) in fiscal year 2023. Increases the formula allowance by 0.5 percent per year for fiscal years 2024 and 2025 and links increases in the basic formula allowance to inflation for fiscal year 2026 and later.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 1: General Education		Article 1: General Education
	Effective for fiscal year 2022 and later.		
11	<p><b>Extended time revenue.</b> Expands extended time revenue to include summer services to students who have been placed at a children’s residential facility.</p> <p>Defines "children's residential facility" as a residential facility for children, including a psychiatric residential treatment facility (PRTF), licensed by the Department of Human Services or the Department of Corrections and subject to Minnesota Rules, chapter 2960, or an inpatient hospitalization that includes mental health services.</p> <p>Links the extended time formula allowance (currently \$5,117 per pupil) to future increases in the general education basic formula allowance beginning in fiscal year 2024.</p>	<p><b>Both provisions authorize summer school for students in residential facilities. House links extended time revenue allowance to the growth in the formula beginning in FY 24.</b></p>	<p><b>Section 6. Extended time revenue.</b> Allows pupils placed in a children’s residential facility to generate extended time revenue for summer programming. Provides a definition for children’s residential facility.</p>
12	<p><b>Local optional revenue.</b> Increases local optional aid (and correspondingly lowers the local optional levy) for fiscal year 2023 and later by setting the second tier equalizing factor at \$557,256 per pupil unit for fiscal year 2023, \$545,965 for fiscal year 2024 and \$553,650 per pupil unit for fiscal years 2025 and later. [Note: The local optional revenue equalizing factors are currently set at \$880,000 per pupil unit for the first tier of local optional revenue (\$300 per pupil unit) and \$510,000 per pupil unit for the second tier of local optional revenue (\$424 per pupil unit).]  Effective for fiscal year 2023 and later.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 1: General Education		Article 1: General Education
13	<p><b>Basic skills revenue.</b></p> <p>Moves the EL concentration allowance from the basic skills revenue statute to the EL statute (see section 3).</p> <p>Effective for fiscal year 2022 and later.</p>	<p><b>No comparable provision.</b></p>	
14	<p><b>Pupil transportation adjustment.</b></p> <p>Increases the portion of a school district’s unfunded pupil transportation expenses that are funded through state aid from 18.2 percent to 30 percent of the unfunded amount for fiscal year 2023 and later.</p>	<p><b>House increases aid percentage to 30 percent; Senate increases aid percentage to 70 percent.</b></p>	<p><b>Section 7. Pupil transportation adjustment.</b> Increases the pupil transportation adjustment from 18.2 percent to 70 percent of a district’s unreimbursed transportation costs for the prior year.</p>
15	<p><b>Uses of revenue [Compensatory revenue].</b></p> <p>Requires compensatory revenue to be spent on evidence-based best practices. Authorizes a school district or charter school to transfer compensatory revenue to the school’s food service fund to cover any shortages in the school’s nutrition budget because of the school’s participation in the Community Eligibility Provision (CEP) program (the CEP allows a school to provide free meals to all of its students without requiring families to return family income information—federal funds pay additional amounts of school lunch and breakfast aid to these schools, but for some schools, this amount is less than the school would have received if fully paid students continued to make payments for school meals).</p>	<p><b>House requires money to be spent on evidence-based best practices and allows transfers to the fund service fund for schools participating in the Community Eligibility provision (CEP) program.</b></p> <p><b>Both provisions remove obsolete language and update program names and references.</b></p>	<p><b>Section 8. Use of revenue.</b> Clarifies the uses of basic skills revenue by removing obsolete language, updating program names, and reorganizing program references.</p>
16	<p><b>Building allocation [Compensatory revenue.]</b></p> <p>Increases from 50 percent to 80 percent the amount of compensatory revenue which must be kept at the school site where the compensatory revenue is generated.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 1: General Education		Article 1: General Education
17	<p><b>Annual expenditure report [Compensatory revenue].</b> Requires a school district to annually report its compensatory revenue expenditures by functional category as well as by accounting categories.</p>	<p><b>Same</b></p>	<p><b>Section 9. Annual expenditure report.</b> Requires a district to report expenditures for basic skills revenue by functional area.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 10. Referendum equalization levy.</b> Modifies first and second tier referendum equalization rates for fiscal year 2023 and later.</p> <p>(b) States that a district’s first tier referendum levy must not exceed the amount raised by a tax rate of 0.062 percent times the referendum market value of the district times the ratio of the district’s first tier referendum equalization allowance to \$460.</p> <p>(c) States that a district’s second tier referendum levy must not exceed the amount raised by a tax rate of 0.155 percent times the referendum market value of the district times the ratio of the district’s second tier referendum equalization allowance to an amount equal to 25 percent of the formula allowance, minus the sum of \$300 and the district’s first tier referendum equalization allowance.</p>
18	<p><b>Renewal by school board.</b> Authorizes a school district to renew an existing operating referendum by action of the school board. In order to renew the operating referendum by board action, four conditions must be met:</p> <ul style="list-style-type: none"> <li>▪ the per pupil dollar amount of authority renewed must be no more than the existing referendum authority;</li> </ul>	<p><b>No comparable provision.</b></p>	



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Section	Article 1: General Education		Article 1: General Education
	<ul style="list-style-type: none"> <li>▪ the term of the referendum must not exceed the term of the initial referendum;</li> <li>▪ the board must hold a hearing on the proposed renewal and allow for public comment at the hearing; and</li> <li>▪ the board must take action by adopting a written resolution authorizing the renewal.</li> </ul> <p>Effective July 1, 2021.</p>		
19	<p><b>Excess tax increment.</b> Clarifies the years used to calculate the aid and levy adjustments in years when the school district receives an excess tax increment financing payment.</p> <p>Effective for fiscal year 2022 and later.</p>	Same	<p><b>Section 11. Excess tax increment.</b> Clarifies the calculation of aid and levy limitations for a district receiving excess tax increment financing revenue by updating the fiscal year used in the calculation.</p>
20	<p><b>Conditions for assignment. [Assignment of income tax refund]</b> Amends reference to process for appeal of denial of certification of a third-party vendor’s products and services qualifying for assignment of the student’s family’s income tax refund.</p>	No comparable provision.	
21	<p><b>Excess increments. [Tax increment financing reporting timelines]</b> Amends timeline for the county auditor’s reporting on excess tax increment distributed to a school district for the preceding taxable year.</p>	Same; Senate has explicit effective date.	<p><b>Section 12. Excess increments.</b> Adds language to clarify the process for MDE reporting on tax increment financing districts.</p>

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Section	Article 1: General Education		Article 1: General Education
22	<b>Appropriations; Department of Education.</b> See the fiscal tracking worksheets.	<b>See fiscal worksheet.</b>	<b>Section 13. Appropriations.</b> See fiscal tracking spreadsheets.

Section	Article 2: Education Excellence		Article 2: Education Excellence
1	<b>Private data; when disclosure is permitted. [Educational data]</b> Allows educational data to be disclosed to Tribal nations about Tribally enrolled or descendant students to the extent necessary for the Tribal nation to support the educational attainment of the student.  Effective July 1, 2021.	<b>No comparable provision.</b>	
2	<b>Education records. [Compulsory instruction]</b> Requires student records transmitted when a student transfers schools to include pupil withdrawals and services a student needs to prevent inappropriate behavior from recurring.  Effective for the 2021-2022 school year and later.	<b>No comparable provision.</b>	
3	<b>Knowledge and skills. [Compulsory instruction]</b> Amends the compulsory instruction requirements to require instruction in indigenous education for students in public and nonpublic schools, including home schools.  Effective July 1, 2021.	<b>No comparable provision.</b>	

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Section	Article 2: Education Excellence		Article 2: Education Excellence
4	<p><b>Requirements for instructors. [Compulsory instruction]</b>                      Modifies requirements for home school instructors.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
			<p>Sections 1 and 2: see summary in Article 1.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 3. Length of school year; hours of instruction.</b> (b)                      Allows a school board to include an unlimited number of distance learning days in the annual school calendar.                       (c) Expands the definition of hours of instruction to include all learning opportunities and services designed to support a student to be prepared to succeed and lead by having the knowledge and skills to learn, engage civically, and lead meaningful lives.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 5. Conduct of school on certain holidays.</b> Allows a group or organization identified as a patriotic society in United States Code, title 36, to be included in school programs conducted on certain holidays or to have an opportunity to speak to students for a reasonable amount of time during the school day. A school district is prohibited from allowing hate groups, as determined by the United States Federal Bureau of Investigation, into the schools.</p>
5	<p><b>Educational expectations for public school students.</b>                      Requires the commissioner to modify the rule for statewide academic standards to be focused on the experiences and perspectives of all students, including Indigenous people and people of color within and beyond the United States.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 2: Education Excellence		Article 2: Education Excellence
	Effective July 1, 2021.		
6	<p><b>Required academic standards.</b> Requires social studies standards to include indigenous education, and sets requirements for indigenous education curriculum. Requires school districts to adopt the state arts standards rather than local standards. Adds media arts to list of arts areas that public elementary and middle schools must offer and require.</p> <p>Effective July 1, 2021.</p>	<b>No comparable provision.</b>	
7	<p><b>Standards development. [Required academic standards]</b> Requires the advice from the following stakeholders in developing rigorous core academic standards: the Tribal Nations Education Committee and Minnesota’s Tribal Nations and communities; youth enrolled in kindergarten through grade 12 districts and charter schools; and other stakeholders that represent the ethnic, racial, and geographic diversity of Minnesota, including gender and sexual orientation, immigrant status, and religious and linguistic background.</p> <p>Effective July 1, 2021.</p>	<b>No comparable provision.</b>	
8	<p><b>Rulemaking. [Required academic standards]</b> Clarifies commissioner’s authority to amend rules on academic standards.</p> <p>Effective July 1, 2021.</p>	<b>No comparable provision.</b>	

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Section	Article 2: Education Excellence		Article 2: Education Excellence
9	<p><b>Revisions and review required. [Required academic standards]</b></p> <p>Requires the commissioner of education to revise and embed indigenous education standards that include the contributions of American Indian Tribes and communities into the state academic standards and graduation requirements. Requires these standards to be consistent with recommendations from the Tribal Nations Education Committee.</p> <p>Requires the commissioner to embed ethnic studies into all required state academic standards during the review and revision of the standards.</p> <p>Pushes the next review of academic standards and related benchmarks for physical education back from the 2022-2023 school year to the 2026-2027 school year.</p> <p>Effective July 1, 2021.</p>	<p><b>Different (House requires indigenous education and ethnic studies standards to be embedded in standards) and same (physical education review delayed).</b></p>	<p><b>Section 6. Revisions and reviews required.</b> Moves the review and revision of the academic standards and related benchmarks for physical education from the 2022-2023 school year to the 2026-2027 school year.</p>
10	<p><b>Graduation requirements. [Credits]</b></p> <p>States that algebra I taken in 8<sup>th</sup> grade does not bear high school credit.</p> <p>Requires social studies credits to include indigenous education and credit for a course in government and citizenship in either 11<sup>th</sup> or 12<sup>th</sup> grade for students beginning 9<sup>th</sup> grade in the 2022-2023 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship. Requires arts standards to be state rather than local standards.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 2: Education Excellence		Article 2: Education Excellence
	<p>Requires one-half credit of physical education and reduces the number of elective credits from seven to six and one-half.</p> <p>Requires a school district to offer a course for credit in government and citizenship to 11<sup>th</sup> and 12<sup>th</sup> grade students in the 2022-2023 school year.</p> <p>Effective July 1, 2021.</p>		
11	<p><b>Ethnic studies.</b></p> <p><b>Subd. 1. Definition.</b> Defines “ethnic studies.”</p> <p><b>Subd. 2. Department of Education.</b> Requires the department to employ dedicated ethnic studies staff to provide expertise for adopting ethnic studies standards into academic standards and helping districts and charter schools to implement ethnic studies standards. Provides other duties that may be assigned to ethnic studies staff.</p> <p><b>Effective July 1, 2021.</b></p>	<p><b>No comparable provision.</b></p>	
12	<p><b>Definitions. [World’s Best Workforce]</b></p> <p>Defines “ethnic studies curriculum,” “anti-racist,” “culturally sustaining,” “institutional racism,” and “on track for graduation.”</p> <p>Effective July 1, 2021.</p>	<p><b>Different (House has additional definitions).</b></p>	<p><b>Section 7. Definitions.</b> Defines “on track for graduation” as meaning a student that has earned at least five credits and has received no more than one failing grade in a language arts, mathematics, science, or social studies by the end of grade 9.</p>
13	<p><b>Performance measures. [World’s Best Workforce]</b></p> <p>Adds performance measures in a district’s World’s Best Workforce plan to include (1) participation in honors or gifted</p>	<p><b>Same (reporting for on-track graduation measure) and different (House adds other performance measures).</b></p>	<p><b>Section 8. Performance measures.</b> Amends the world’s best work force performance measures for a school district or school sites to include participation in honors or gifted and talented programming and the number and percentage of</p>

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Section	Article 2: Education Excellence		Article 2: Education Excellence
	<p>and talented programming and (2) students on track for graduation. Requires districts, beginning with the 2023-2024 school year, to report on participation and performance on advanced placement, international baccalaureate, and dual enrollment programs. Requires reporting on performance measures for student subgroups.</p> <p>Effective July 1, 2021.</p>		<p>students, by student subgroup, who are on track for graduation. Requires performance measures to be reported for all student subgroups under section 120B.35, subdivision 3, paragraph (b), clause (2).</p>
<p><b>14</b></p>	<p><b>Adopting plans and budgets. [World’s Best Workforce]</b> Requires districts’ World’s Best Workforce plans to include ethnic studies curriculum, and anti-racist and culturally sustaining curriculum; requires a plan to identify suggested and required materials, resources, sample curricula, and pedagogical skills that accurately reflect the diversity of the state of Minnesota; and modifies other plan requirements.</p> <p>Effective for all strategic plans reviewed and updated after enactment.</p>	<p><b>No comparable provision.</b></p>	
<p><b>15</b></p>	<p><b>District advisory committee. [World’s Best Workforce]</b> Requires district advisory committee to recommend strategies regarding curriculum and learning and work environments.</p> <p>Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
<p><b>16</b></p>	<p><b>Equitable school enhancement grants.</b> <b>Subd. 1. Grant program established.</b> Establishes a grant program to support strategies relating to equity.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 2: Education Excellence		Article 2: Education Excellence
	<p><b>Subd. 2. Definitions.</b> Defines terms, including “anti-racist,” “equitable,” “institutional racism,” and “structural.”</p> <p><b>Subd. 3. Applications and grant awards.</b> Requires the commissioner of education to determine application procedures and deadlines, select schools to receive grants, and determine award amounts.</p> <p><b>Subd. 4. Description.</b> Requires grants to be used to support equitable, anti-racist educational practices.</p> <p><b>Subd. 5. Report.</b> Requires grant recipients to report to the commissioner.</p> <p>Effective July 1, 2021.</p>		
17	<p><b>Raised academic achievement; advanced placement and international baccalaureate programs.</b></p> <p><b>Subd. 1. Establishment; eligibility.</b> Modifies requirement that school boards adopt a three-year plan to establish a new international baccalaureate program or to expand or create new advanced placement courses and exams to apply within 90 days of a district or charter receiving a grant, rather than to qualify for the grant.</p> <p><b>Subd. 2. Application and review process; funding priority.</b> Requires commissioner to give priority for advanced placement grants to grantees who add or expand offerings of advanced placement computer science principles.</p>	Similar.	<p><b>Section 9. Establishment; eligibility.</b> Requires a district or charter school that receives an AP/IB grant to adopt either a three-year plan to establish a new international baccalaureate program that leads to international baccalaureate authorization, expand an existing program that leads to international baccalaureate authorization, or expand an existing authorized program; or a plan to create a new or expand an existing program to implement the college board advanced placement courses and exams or preadvanced placement initiative.</p> <p><b>Section 10. Funding; permissible funding uses.</b> Establishes the maximum grant funding award at \$150,000 per district or charter school for grants to increase science, technology, engineering, and math course offerings.</p>



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Section	Article 2: Education Excellence		Article 2: Education Excellence
	<p><b>Subd. 3. Funding; permissible funding uses.</b> Caps grant awards at \$75,000 per district or charter school.</p> <p>Effective the day following final enactment.</p>		
<p><b>18</b></p>	<p><b>Gifted and talented students programs and services.</b> Requires “services” in addition to “programs” in the gifted and talented statute. Requires identification assessments and procedures to be sensitive and equitable to underrepresented groups, and to be coordinated for optimal identification of programs and services for underrepresented groups.</p> <p>Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
<p><b>19</b></p>	<p><b>Implementation of indigenous education for all curriculum.</b> (a) Requires any school identified for support under the federal Elementary and Secondary Education Act, and any district identified under the state’s World’s Best Workforce as needing support and improvement to:</p> <ul style="list-style-type: none"> <li>▪ as part of their needs assessment, assess the quality of implementation of indigenous education for all students;</li> <li>▪ include any proposed changes, additions, and enhancements to the implementation of indigenous education in the school’s improvement plan;</li> <li>▪ ensure that indigenous curriculum is included in plans and activities in years two and three of the school’s or district’s improvement plan;</li> </ul>	<p><b>No comparable provision.</b></p>	

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Section	Article 2: Education Excellence		Article 2: Education Excellence
	<ul style="list-style-type: none"> <li>▪ engage Tribal Nations and Indigenous families in the planning and implementation of improvement plans in schools and districts when a school or district has 10 or more American Indian students; and</li> <li>▪ provide evidence to the commissioner of education that the implementation factors have been completed.</li> </ul> <p>(b) Requires the commissioner of education to:</p> <ul style="list-style-type: none"> <li>▪ provide monitoring and auditing personnel to coordinate within the Department of Education and with all indigenous education programs in schools and districts;</li> <li>▪ provide professional development for teachers instituting indigenous curriculum;</li> <li>▪ provide monitoring of curriculum materials and teaching practices regarding Tribal history, culture, and government of local Tribes for mutual awareness among Tribes and districts to aid in understanding the importance of accurate and Tribally endorsed curriculum;</li> <li>▪ provide ongoing support to schools and districts on curriculum and best teaching practices and to school boards to identify and adopt curriculum that includes Tribal experiences and perspectives to engage Indigenous students and ensure that all students learn about the history, culture,</li> </ul>		

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Section	Article 2: Education Excellence		Article 2: Education Excellence
	<p>government, and experiences of their Indigenous peers and neighbors;</p> <ul style="list-style-type: none"> <li>▪ refer a school or district’s noncompliance with indigenous curriculum requirements to the Minnesota Department of Human Rights;</li> <li>▪ report to the commissioner of education by December 1, 2022, and every two years thereafter, regarding the progress made in developing effective government-to-government relations, narrowing the achievement gap, identifying and adopting curriculum including Tribal history, culture, and government, and addressing obstacles; and</li> <li>▪ report to the education committees of the legislature and Minnesota’s Tribal leaders, including the Tribal Nations Education Committee, the Minnesota Chippewa Tribe, and the Minnesota Indian Affairs Council.</li> </ul> <p>Effective July 1, 2021.</p>		
20	<p><b>Statewide local assessments; results. [Statewide testing and reporting system]</b></p> <p>Eliminates requirement that the Minnesota Comprehensive Assessments (MCAs) include below-grade and above-grade test items, and definitions relating to above-grade and below-grade level test items.</p> <p>Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 2: Education Excellence		Article 2: Education Excellence
21	<p><b>Remote testing. [Statewide testing and reporting system]</b>                      Requires the commissioner to develop and publish security and privacy policies and procedures on remote testing.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
22	<p><b>National and international education comparisons. [Statewide testing and reporting]</b>                      Requires districts and schools selected to participate in the national assessment of educational progress or similar assessments to do so.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
23	<p><b>State growth target; other state measures. [Student academic achievement and growth]</b>                      Modifies demographic categories for student data reporting. Requires groups to be determined by a ten-year cycle using the American Community Survey, using five-year datasets.                       Effective the day following final enactment. The next update to data used to determine the most populous groups must be implemented in 2026 using the 2021-2025 dataset.</p>	<p><b>No comparable provision.</b></p>	
24	<p><b>Improving schools. [Student academic achievement and growth]</b>                      Strikes obsolete references to dates and federal law.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 2: Education Excellence		Article 2: Education Excellence
		No comparable provision.	<b>Section 11. Provision of separate teams.</b> Prohibits a Minnesota State High School League member school from permitting a male student from participating in interscholastic or intramural athletic teams designed for female students. Prohibits the section from being construed as invalidating a court order.
25	<p><b>American Indian mascots prohibited.</b></p> <p><b>Subd. 1. Prohibition.</b> Prohibits a public school from adopting a name, symbol, or image of an American Indian Tribe, custom, or tradition as a mascot, nickname, logo, letterhead, or team name of the district or school. Allows a public school to seek an exemption from the Tribal Nations Education Committee and the Indian Affairs Council. Requires a public school to seek the exemption by January 1, 2022.</p> <p><b>Subd. 2. Definitions.</b> Defines terms including “American Indian” and “mascot.”</p> <p>Effective July 1, 2021.</p>	No comparable provision.	
26	<p><b>Suspension.</b></p> <p>Defines “in-school suspension” and “out-of-school suspension.” Requires an out-of-school suspension to include a readmission plan.</p> <p>Effective for the 2021-2022 school year and later.</p>	No comparable provision.	

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Section	Article 2: Education Excellence		Article 2: Education Excellence
27	<p><b>Nonexclusionary disciplinary policies and practices; alternatives to pupil removal and dismissal.</b></p> <p>Defines nonexclusionary disciplinary policies and practices as alternatives to removal or dismissal that require school officials to intervene in, redirect, and support a student’s behavior before removal or dismissal. Lists examples of nonexclusionary disciplinary policies and practices.</p> <p>Effective for the 2021-2022 school year and later.</p>	<p><b>No comparable provision.</b></p>	
28	<p><b>Pupil withdrawal agreement.</b></p> <p>Defines a pupil withdrawal agreement as a verbal or written agreement between a school and a parent to withdraw the student to avoid expulsion or exclusion dismissal proceedings; limits a pupil withdrawal agreement to 12 months.</p> <p>Effective for the 2021-2022 school year and later.</p>	<p><b>No comparable provision.</b></p>	
29	<p><b>Full and equitable participation in early learning.</b></p> <p>Prohibits dismissal of a student in kindergarten through grade three unless nonexclusionary discipline measures have been exhausted and there is an ongoing serious safety threat to the child or others.</p> <p>“Dismissal” is defined in the Pupil Fair Dismissal Act as the denial of the current educational program to a pupil, including exclusion, expulsion, and suspension. Dismissal does not include removal from class.</p> <p>Effective for the 2021-2022 school year and later.</p>	<p><b>Similar.</b></p>	<p><b>Section 12. Dismissal of students in kindergarten through grade three.</b> Allows a student in kindergarten through grade 3 to be dismissed from school only if the child poses a safety threat to themselves or others.</p>

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Section	Article 2: Education Excellence		Article 2: Education Excellence
30	<p><b>Provision of alternative programs. [Grounds for dismissal]</b>                      Requires a school to use nonexclusionary disciplinary policies and practices before dismissal proceedings or pupil withdrawal agreements.                       Effective for the 2021-2022 school year and later.</p>	<p><b>No comparable provision.</b></p>	
31	<p><b>Suspension pending expulsion or exclusion hearing. [Suspension procedures]</b>                      States that alternative education services are required when a student is suspended more than five consecutive school days.                       Effective for the 2021-2022 school year and later.</p>	<p><b>No comparable provision.</b></p>	
32	<p><b>Student suspensions exceeding five consecutive school days. [Suspension procedures]</b>                      Requires an administrator to ensure alternative education services are provided when a pupil is suspended for more than five consecutive school days.                       Effective for the 2021-2022 school year and later.</p>	<p><b>No comparable provision.</b></p>	
33	<p><b>Minimum education services. [Suspension procedures]</b>                      Requires school officials to give suspended students the opportunity to complete all school work assigned during the suspension and receive full credit for the assignments. Encourages a principal to designate a school employee as a liaison to work with the student’s teachers to allow the student to receive timely course materials and complete assignments and receive feedback.</p>	<p><b>No comparable provision.</b></p>	

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	Effective for the 2021-2022 school year and later.		
34	<p><b>Written notice. [Exclusion and expulsion procedures]</b>                      Requires written notice of intent to impose an expulsion to describe the nonexclusionary disciplinary policies and practices offered the student to avoid the expulsion. Requires a district to inform parents that the department’s list of legal resources is posted on the department’s website.</p> <p>Effective for the 2021-2022 school year and later.</p>	<b>No comparable provision.</b>	
35	<p><b>Admission or readmission plan. [Exclusion and expulsion procedures]</b>                      Requires an admission or readmission plan to include measures to improve the student’s behavior and lists optional elements of the plan. Requires the plan to include parental involvement in the admission or readmission process.</p> <p>Effective for the 2021-2022 school year and later.</p>	<b>No comparable provision.</b>	
36	<p><b>Exclusions and expulsions; student withdrawals; and physical assaults. [Report to the commissioner]</b>                      Requires districts to report on pupil withdrawal agreements and nonexclusionary disciplinary practices to the commissioner.</p> <p>Effective for the 2021-2022 school year and later.</p>	<b>No comparable provision.</b>	
37	<p><b>Policies to be established.</b>                      (a) Requires the commissioner to issue guidance on engaging stakeholders to review and revise discipline policies that are</p>	<b>Different.</b>	<p><b>Section 13. Policies to be established.</b>  <b>Subd. 2. Annual discipline policy review; stakeholder group.</b>                      (a) Requires a school board to annually convene a</p>



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	<p>restorative and responsive. Requires policies to include nonexclusionary disciplinary policies and practices, and emphasize providing multi-tiered supports to students.</p> <p>(b) Requires schools to ensure student is getting alternative educational services. Requires schools to make sure students who have been expelled or excluded, or withdrawn, are on track for readmission with peers and have information on accessing mental health services.</p> <p>Effective for the 2021-2022 school year and later.</p>		<p>stakeholder group to review the district’s discipline policy. Requires the group membership to consist of at least 25 percent parents or guardians of current students and at least 25 percent current students. Allows the school board to assign the policy review to an existing school or site council with the same make up.</p> <p>(b) Allows the stakeholder group to make recommendations to the school board regarding changes to the discipline policy. Requires that the stakeholder group have access to discipline records, excluding any records with identifiable student information.</p> <p><b>Subd. 3. Parent, guardian, or student review of suspensions.</b> Requires the discipline policy to include a process for an adult student, parent, or guardian to request review of an imposed suspension.</p>
38	<p><b>Corporal punishment.</b></p> <p>Defines “prone restraint” and prohibits a district employee or agent, including a school resource officer, from using prone restraints to reform or punish unacceptable conduct. Prohibits a district employee or agent, including a school resource officer, from using some physical holdings.</p> <p>Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
39	<p><b>Discipline and removal of students from class.</b></p> <p><b>Subd. 1. Required policy.</b> Requires a school board to annually review and revise the school discipline policy and</p>	<p><b>Different.</b></p>	<p><b>Article 3, section 2. Policy components.</b> Requires a school principal to remove a student from class for at least three days if the student engaged in assault or violent behavior. Allows the student to return to the classroom after the</p>

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	<p>to include in the policy parameters for when input into discipline decisions is allowed.</p> <p><b>Subd. 2. Grounds for removal from class.</b> Eliminates mandatory grounds for removal and requires policy to instead include provisions on addressing willful conduct that endangers other persons or property.</p> <p><b>Subd. 3. Policy components.</b> Eliminates requirement that policy include minimum consequences for violations of the code of conduct. Requires policy to prohibit use of exclusionary practices to address attendance and truancy issues.</p> <p>Effective July 1, 2022.</p>		<p>student has been given assistance to prevent the inappropriate behavior from recurring.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 14. Comprehensive, scientifically based reading instruction.</b> Strikes the requirement that schools provide reading instruction that is balanced.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 15. Board control.</b> (b) Allows a school board and a nonpublic school to agree to a written plan for the school board to provide nonpublic pupil transportation.</p> <p>(1) Allows a school board that provides nonpublic pupil transportation through its employees to retain the nonpublic pupil transportation aid attributable to the plan. Allows the nonpublic school to make a payment to the school district to cover additional transportation services agreed to in the plan, but not required under sections 123B.84 to 123B.87.</p> <p>(2) Allows a school board that contracts for pupil transportation services to enter into a contractual</p>

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			<p>agreement with the school bus contractor to provide nonpublic pupil transportation according to the plan. Allows the school board to retain the nonpublic pupil aid attributable to that plan to pay the school bus contractor. Allows the nonpublic school to make a payment to the school district to cover additional transportation services agreed to in the plan, but not required under sections 123B.84 to 123B.87.</p> <p>(c) Requires the school district to report to the commissioner the number of nonpublic pupils transported, and the nonpublic pupil transportation expenditures incurred.</p>
40	<p><b>Definitions. [PSEO Act]</b> Prohibits an institution that makes admissions decisions based on a student’s race, color, creed, and certain other grounds from enrolling PSEO students.</p> <p>Effective July 1, 2021.</p>	No comparable provision.	
41	<p><b>Authorization; notification. [PSEO Act]</b> Requires a postsecondary institution to notify a participating student’s school as soon as practicable if the student withdraws from the course or stops attending the course.</p> <p>Effective July 1, 2021.</p>	No comparable provision.	
		No comparable provision.	<p><b>Section 16. Authorization; career or technical education.</b> Allows a 10th grade student that qualifies to enroll in a career or technical education course under this subdivision to enroll in more than one career or technical education course in their first semester of their 10<sup>th</sup> grade year.</p>

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42	<p><b>Dissemination of information; notification of intent to enroll. [PSEO Act]</b>                      Requires a student participating in PSEO to notify district of intent to enroll for fall term by May 30, and for spring term by October 30.                       Effective July 1, 2021.</p>	<p><b>Different.</b></p>	<p><b>Section 17. Dissemination of information; notification of intent to enroll.</b> Allows a student to notify their school district of their intent to enroll in Postsecondary Enrollment Options (PSEO) courses at any time if the district did not meet the requirements for dissemination of information.</p>
43	<p><b>Limit on participation. [PSEO Act]</b>                      Limits a student’s participation in PSEO to the earlier of: (1) the end of the school year in which the student’s graduation requirements are met; or (2) the end of the school year in which the pupil’s peers graduate.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
		<p><b>No comparable provision.</b></p>	<p><b>Section 18. Enrollment priority.</b> Removes the limitation on postsecondary institutions ability to advertise PSEO programs on financial grounds. Strikes obsolete language.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 19. Participation in high school activities.</b> Clarifies that a student enrolled in PSEO may have leadership roles in activities sponsored by their high school and participate in national organizations sponsored by their high school.</p>
44	<p><b>Credits; grade point average weighting policy. [PSEO Act]</b>                      Requires a participating student to provide the student’s school with a copy of the student’s interim or nonfinal grades in the PSEO course during the academic term.                       Effective July 1, 2021.</p>	<p><b>Different.</b></p>	<p><b>Section 20. Credits; grade point average weighting policy.</b> Requires a school board to adopt an identical policy for weighted grade point averages for credits earned through PSEO coursework as it gives to credits earning through comparable concurrent enrollment coursework.</p>

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45	<p><b>Financial arrangements. [PSEO Act]</b>                      Reduces the withdrawal and absence periods from first 14 to first ten business days of quarter or semester, accelerating the time that the department stops payments to a postsecondary institution when a student withdraws or stops attending a class.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
		<p><b>No comparable provision.</b></p>	<p><b>Section 21. Transportation.</b> Allows a school district to be reimbursed for transportation costs for PSEO students whose family income is at or below the federal poverty level. Prohibits the school district that is reimbursed for transporting a student under this subdivision from charging any pupil for transportation to or from a postsecondary institution.</p>
46	<p><b>Definitions. [Online learning option]</b>                      Defines “hybrid learning” as using blended learning in a way that combines scheduled in-person instruction and distance learning.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
47	<p><b>Department of Education. [Online learning option]</b>                      Places the \$250 fee that the Department of Education (MDE) receives from an online learning provider when MDE approves the online learning program and the \$50 fee assessed when an enrolling district challenges a course’s designation in an account in the special revenue fund. Annually appropriates the money from the account to the commissioner of education for</p>	<p><b>No comparable provision.</b></p>	

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	<p>costs associated with administering and monitoring online and digital learning programs.</p> <p>Effective July 1, 2021.</p>		
		<p><b>No comparable provision.</b></p>	<p><b>Section 23. Purpose of flexible learning year programs.</b> Removes obsolete language. Eliminates language stating future four-day week plans are contingent upon meeting the school district’s performance goals under section 120B.11. Eliminates language requiring the commissioner to give a school district one school year’s notice before revoking approval of a flexible learning year program.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Sections 24 to 27. Flexible learning year program.</b> Removes the commissioner’s authority to approve or disapprove a school district’s application for the flexible learning year program. Allows a school board to approve their plan.</p>
<p>48</p>	<p><b>Program established. [Learning year program to provide instruction throughout year]</b></p> <p>Strikes reference to extended school day calendar. Eliminates provision permitting student to participate in program and accelerate attainment of grade level or graduation requirements.</p> <p>Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
<p>49</p>	<p><b>Student planning. [Learning year program to provide instruction throughout year]</b></p> <p>Strikes charter schools from the statute describing student planning for students participating in learning year programs</p>	<p><b>No comparable provision.</b></p>	

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	<p>(charter schools are not authorized to operate a learning year program).</p> <p>Effective July 1, 2021.</p>		
		<p><b>No comparable provision.</b></p>	<p><b>Section 28. Rural career and technical education consortium grants.</b></p> <p><b>Subdivision 1. Definition.</b> Defines “rural career and technical education (CTE) consortium” as a voluntary collaboration of at least one greater Minnesota service cooperative and other regional partners that work together to provide career and technical education opportunities within the service cooperative’s multicounty service area.</p> <p><b>Subd. 2. Establishment.</b> Requires a CTE consortium to:</p> <ul style="list-style-type: none"> <li>(1) focus on development of courses and programs that encourage collaboration;</li> <li>(2) develop new career and technical programs that focus on the industry sectors that fuel the rural regional economy;</li> <li>(3) facilitate the development of highly trained and knowledgeable students with technical and workplace skills needed by employers;</li> <li>(4) improve access to career and technical education programs by developing public and private partnerships with business and industry leaders and by coordinating high school and postsecondary program options;</li> <li>(5) increase awareness of the availability and benefit of career and technical education courses and training opportunities; and</li> </ul>

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			<p>(6) provide capital start-up costs for items such as mobile welding lab, medical equipment and lab, and industrial kitchen equipment.</p> <p>(b) Permits a rural CTE consortium to address the teacher shortage crisis in CTE and provide transportation reimbursement grants.</p> <p><b>Subd. 3. Rural career and technical education advisory committee.</b> Requires a service cooperative to establish a rural CTE advisory committee to advise the cooperative on the administration of the rural CTE consortium to be eligible for a grant under this section.</p> <p><b>Subd. 4. Private funding.</b> Allows a rural CTE consortium to receive other sources of funds to supplement state funding.</p> <p><b>Subd. 5. Reporting requirements.</b> Directs a CTE consortium to submit an annual report by January 15 of each year to the commissioner on the progress of its activities. Requires the annual report to include a financial report of the preceding fiscal year.</p> <p><b>Subd. 6. Grant Awards.</b> Allows the Minnesota Service Cooperatives to consult with the commissioner to grant awards to qualifying rural CTE consortia.</p>
50	<p><b>Program described. [American Indian education programs]</b>                      Modifies description of instruction in American Indian language, literature, history, and culture by eliminating the word “supplemental.”                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	



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Section	Article 2: Education Excellence		Article 2: Education Excellence
51	<p><b>Enrollment of other children; shared time enrollment. [American Indian education programs]</b></p> <p>Requires a school district or participating school to meet the unique educational and culturally related academic needs of American Indian people and to have American Indian student accountability factors be the same or higher for American Indian students than their non-Indian peers before a district may use any of its American Indian Education aid for programs for non-Indian students.</p> <p>Effective July 1, 2021.</p>	No comparable provision.	
52	<p><b>Parent committee. [Parent and community participation]</b></p> <p>Defines American Indian students for purposes of the American Indian Parent Advisory Committee (AIPAC).</p> <p>Effective July 1, 2021.</p>	No comparable provision.	
53	<p><b>Membership. [Parent and community participation]</b></p> <p>Requires majority of an AIPAC committee to be parents of American Indian children.</p> <p>Effective July 1, 2021.</p>	No comparable provision.	
54	<p><b>Duties; powers. [Indian Education Director]</b></p> <p>Clarifies that duties of Director of American Indian Education may be performed by Director’s designee with oversight by Director.</p> <p>Effective July 1, 2021.</p>	No comparable provision.	

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Section	Article 2: Education Excellence		Article 2: Education Excellence
55	<p><b>Graduation ceremonies; Tribal regalia and objects of cultural significance.</b></p> <p>Requires a district or charter school to allow an American Indian student to wear American Indian regalia, Tribal regalia, or objects of cultural significance at graduation ceremonies.</p> <p>Effective the day following final enactment.</p>	No comparable provision.	
56	<p><b>American Indian education aid.</b></p> <p>Qualifies a program operated by a cooperative unit for American Indian education aid.</p> <p>For fiscal year 2024 and later, increases the American Indian education aid allowance and school district minimum by the growth in the general education basic formula allowance for that year.</p> <p>Effective for fiscal year 2022 and later.</p>	No comparable provision.	
57	<p><b>Plan implementation; components. [Achievement and integration for Minnesota]</b></p> <p>Modifies achievement and integration plan requirements. Requires plans to include strategies to address institutional racism.</p> <p>Effective for all plans reviewed and updated after enactment.</p>	No comparable provision.	
			Sections 29 and 30: see Article 4 summary.

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Section	Article 2: Education Excellence		Article 2: Education Excellence
58	<p><b>Restrictive procedures.</b> Broadens application of restrictive procedures statutes from only students with disabilities to all students.  Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
59	<p><b>Standards for restrictive procedures.</b> Requires an oversight committee to review additional information regarding use of restrictive procedures. Requires reporting on the use of the debriefing process that follows use of a restrictive procedure. Prohibits using a restrictive procedure on a child younger than five.  Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
		<p><b>No comparable provision.</b></p>	<p><b>Section 31. Average daily membership.</b> Includes distance learning and distance learning days in the definition of average daily membership.</p>
			<p>See State Agencies Article for Section 32. Evidence-based education grants.</p>
60	<p><b>Tobacco products prohibited in public schools.</b> Expands permission to light tobacco as part of a traditional Indian spiritual or cultural ceremony beyond adults. Allows an American Indian person to carry a medicine pouch containing loose tobacco in observance of traditional spiritual or cultural practices. Expands definition of “Indian” for purposes of this section.  Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	

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		<p><b>No comparable provision.</b></p>	<p><b>Section 33. Education Innovation Zone Program.</b></p> <p><b>Subd. 1. Establishment; requirements for participation; innovation zone plans.</b> Paragraph (a) updates the innovation research zone pilot program to the education innovation zone program.</p> <p><b>Paragraph (c)</b> removes language requiring an innovation zone partnership to research and implement innovative programs and models that are based on proposed hypotheses. Adds examples of innovative programs and models that may include:</p> <p>(10) new models of evaluation, assessment, and accountability using multiple indicators including models that demonstrate alternative ways to validate students' academic attainment that have predictive validity to the state tests;</p> <p>(11) improving teacher and principal mentoring and evaluation;</p> <p>(12) granting a high school diploma to a student who meets the graduation requirements, who demonstrates preparation for postsecondary education or a career consistent with the world's best workforce goals, and who meet the following requirements: (i) completes four years of high school; and (ii) completes at least one year of postsecondary education at a two- or four-year college or university through concurrent enrollment, advanced placement, or international baccalaureate courses; or (iii) completes the requirements for a career certification up to</p>

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			<p>the apprenticeship program level, if one is required for that certification;</p> <p>(13) use of the provisions governing standard adult high school diploma requirements, experiential and applied learning opportunities, and the use of independent study;</p> <p>(14) allow a student in grade 10, 11, or 12 to participate in career and technical programs after school, on weekends, and during school breaks, and be included in average daily membership up to one;</p> <p>(15) methods to initiate prevention models to reduce student needs for special education and to reduce teacher time devoted to required special education documentation; or</p> <p>(16) other innovations as determined by the local boards.</p> <p><b>Paragraph (e)</b> removes the commissioner of education’s authority to approve an innovation zone partnership to extend membership to other partners.</p> <p><b>Paragraph (g)</b> removes the commissioner of education’s authority to approve or reject the innovation zone partnership plan.</p> <p><b>Paragraph (h)</b> states that an innovation zone plan must not cause an increase in state aid or levies for partners.</p> <p><b>Subd. 2. Exemptions from laws and rules.</b> States that an innovation zone partner with a plan filed with the commissioner must not cause an increase in state aid or levies.</p>

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Section	Article 2: Education Excellence		Article 2: Education Excellence
			<p><b>Subd. 3. Innovation Research Zone Advisory Panel.</b> Strikes the requirement for the commissioner to establish and convene an Innovation Research Zone Advisory Panel to review all plans submitted for approval.</p> <p><b>Subd. 4. Commissioner duties.</b> Removes language referring to the Innovation Research Zone Advisory Panel.</p> <p><b>Subd. 5. Project evaluation, dissemination, and report to legislature.</b> Requires that each innovation zone partnership must submit project data to the commissioner in the form and manner specified by the commissioner. States that every two years, the commissioner may analyze each innovation zone’s progress in meeting the objectives of the innovation zone partnership’s plan. States that, to the extent practicable, the commissioner may summarize and categorize innovation zone plans and submit a report to the legislature.</p>
61	<p><b>Tribal contract school aid.</b> Adjusts the 2021 appropriation for Tribal contract school aid to reflect the February 2021 Forecast level of funding and increases the aid by the amount specified in section 63.  Effective the day following final enactment.</p>	Different.	
62	<p><b>Singing-based pilot program to improve student reading.</b> Cancels \$75,000 of 2020 appropriation to Rock ‘n’ Read. This amount is reappropriated in the appropriations section.  Effective the day following final enactment.</p>	No comparable provision.	

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Section	Article 2: Education Excellence		Article 2: Education Excellence
63	<p><b>Onetime American Indian Tribal contract compensatory aid; fiscal year 2022.</b></p> <p>Increases American Indian Tribal contract aid for fiscal year 2022 only to adjust for the drop in the number of students eligible for free or reduced-price meals between the fall of 2019 and the fall of 2020.</p> <p>Effective for revenue for fiscal year 2022.</p>	No comparable provision.	
64	<p><b>Extension for posting student progress and other data.</b></p> <p>Extends time for commissioner of education to post accountability data for the 2020-2021 school year to October 1, 2021.</p> <p>Effective the day following final enactment.</p>	No comparable provision.	
65	<p><b>Instruction model working group.</b></p> <p><b>Subd. 1. Working group.</b> Establishes a working group to review distance and hybrid instruction and make recommendations to increase flexibility for school districts and charter schools to implement instruction models that meet students' learning needs.</p> <p><b>Subd. 2. Definitions.</b> Defines "distance instruction," "hybrid instruction," and "on-site instruction."</p> <p><b>Subd. 3. Duties.</b> Requires the working group to study the outcomes, challenges, and successes of distance instruction during the 2019-2020 and 2020-2021 school years. Requires the working group to report findings and recommendations. Requires the commissioner to provide</p>	No comparable provision.	

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	<p>the working group with technical assistance and access to data.</p> <p><b>Subd. 4. Members.</b> Requires the commissioner or the commissioner’s designee to be part of the working group, and to name members of the working group from particular groups.</p> <p><b>Subd. 5. Meetings.</b> Requires the commissioner to convene the first meeting, and provide technical and administrative assistance. Prohibits the working group from receiving expenses or per diem payments for serving on the working group.</p> <p><b>Effective the day following final enactment.</b></p>		
66	<p><b>Distance and hybrid learning.</b></p> <p><b>Subd. 1. Definitions.</b> Defines “distance learning” and “hybrid learning.”</p> <p><b>Subd. 2. Distance and hybrid learning options.</b> (a) Allows a district or charter school to offer distance and hybrid learning options to enrolled students who choose to participate in distance or hybrid learning.</p> <p>(b) Requires a district or charter school offering distance or hybrid learning to ensure access to digital devices and in-home broadband, employ licensed teachers to provide instruction to a maximum of 40 students in an online course, have an appropriately licensed administrator overseeing the education program, provide a curriculum</p>	Different.	<p><b>Section 4. Distance learning days.</b> Renames e-learning days to distance learning days. Allows a school board to use its 2020-2021 school year distance learning plan as its plan for providing online instruction when there is a weather, health, or natural disaster emergency in the district.</p> <p><b>Section 22. Distance learning option.</b> Allows a school district to offer a full-time distance learning option to its enrolled resident students as part of its curriculum offerings. Allows a student to meet all their graduation requirements through distance learning. States that a school district that offers distance learning is not an online provider. Allows a school district to assign a student who is participating in full-time distance learning to a building for compensatory revenue pupil units and free and reduced-price meal eligibility.</p>



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	<p>that meets state standards, follow the school calendar, provide special education services and English learner instruction, and provide meals for students.</p> <p>(c) Prohibits a district or charter school participating in distance learning from generating revenue as an online learning provider.</p> <p>(d) Prohibits simultaneous instruction.</p> <p>(e) Requires a district or charter school to provide 30 additional minutes of preparation time to a teacher providing instruction to students in person and to students doing online learning at different times.</p> <p>Effective for the 2021-2022 school year only.</p>		
67	<p><b>Professional development on literacy instruction.</b></p> <p>Requires a district to use up to half a percent of its staff development revenue or its literacy incentive aid on professional development for teachers on the science of reading.</p> <p>Effective for the 2021-2022 and 2022-2023 school years only.</p>	<p><b>No comparable provision.</b></p>	
68	<p><b>Onetime American Indian Tribal contract declining enrollment aid; fiscal year 2021.</b></p> <p>Increases American Indian Tribal contract aid for fiscal year 2021 to adjust for declining enrollment between fiscal years 2020 and 2021 (this percentage adjustment reflects the same</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 2: Education Excellence		Article 2: Education Excellence
	<p>adjustment in declining enrollment aid for school districts and charter schools contained in H.F. 1064).</p> <p>Effective the day following final enactment for fiscal year 2021.</p>		
69	<p><b>Academic standards review and revision suspension.</b></p> <p><b>Subd. 1. Social studies standards.</b> (a) Requires the commissioner to include personal finance standards in the social studies standards that improve students’ financial literacy, and sets requirements for related benchmarks.</p> <p>(b) Requires the commissioner to include benchmarks in government and citizenship in 11th or 12th grade in social studies standards.</p> <p><b>Subd. 2. Other standards.</b> Requires the commissioner to suspend the review and revision of academic standards and benchmarks in math, and implementation of revised physical education and arts standards until June 1, 2022. Allows the commissioner to support schools and districts with future implementation, continue current rulemaking activities, and develop future statewide assessments in science and reading. Requires commissioner to implement review and revision of math standards and benchmarks beginning in the 2022-2023 school year.</p> <p>Effective the day following final enactment.</p>	Different.	<p><b>Section 34. Academic standards review suspension.</b> Directs the commissioner to suspend any ongoing review or revision of state academic standards or implementation of revised academic standards until June 1, 2023.</p>
		No comparable provision.	Section 35. Digital well-being grant.

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Section	Article 2: Education Excellence		Article 2: Education Excellence
			<p><b>Subdivision 1. Findings; grant. Paragraph (d)</b> Requires the commissioner to award a grant to LiveMore ScreenLess, a Minnesota-based organization that works with communities to support digital well-being.</p> <p><b>Subd. 2. Digital well-being resource hub.</b> Requires the grant to be used to support the creation of a library of resources which promote digital well-being in Minnesota.</p> <p><b>Subd. 3. Network of organizations.</b> Requires that LiveMore ScreenLess identify, collaborate, and coordinate with both local and national organizations that are focused on healthy screen use and healthy youth development. This includes cyberbullying, suicide prevention, mental health, antipornography, mindfulness, and social and emotional learning.</p> <p><b>Subd. 4. Train-the-trainer series.</b> Requires LiveMore ScreenLess to implement the digital well-being train-the-trainer series for everyone in Minnesota who serves and advocates for young people in Minnesota.</p> <p><b>Subd. 5. Peer-to-peer training development.</b> Requires LiveMore ScreenLess to deliver peer-to-peer training so that young people in the state can advocate and promote digital well-being to other students.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 36. Education Savings Accounts for Students Act.</b></p> <p><b>Subdivision 1. Title.</b> Establishes the act as the “Education Savings Accounts for Students Act.”</p> <p><b>Subd. 2. Definitions.</b> (b) Defines “commissioner” as the commissioner of education.</p>

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Section	Article 2: Education Excellence		Article 2: Education Excellence
			<p>(c) Defines “department” as the Department of Education.</p> <p>(d) Defines “educational service provider” as an eligible school, tutor, or other person or organization that provides education-related services and products to participating students. Excludes the eligible student’s parents from being an educational service provider for that student.</p> <p>(e) Defines “eligible school” as a nonpublic school that is recognized by the commissioner or accredited by an accrediting agency recognized by the Minnesota Nonpublic Education Council. Excludes a home school.</p> <p>(f) Defines “eligible student” as a student (1) who resides in Minnesota, (2) attended a public school or charter school during the semester preceding participation in the program, and (3) is a member of a household that has a total annual income that does not exceed an amount equal to three times the income standards used to qualify for a reduced-price meal under the National School Lunch Program.</p> <p>(g) Defines “parent” as a resident of the state who is a parent, legal guardian, custodian, or other person with the authority to act on behalf of the eligible student.</p> <p>(h) Defines “postsecondary institution” as a college or university accredited by a state, regional, or national accrediting organization.</p> <p>(i) Defines “program” as a program to implement education savings accounts (ESAs).</p> <p>(j) Defines “tutor” as a person who (1) is certified or licensed by a state, regional, or national certification or licensing organization to teach, (2) has earned a valid teacher’s</p>

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Section	Article 2: Education Excellence		Article 2: Education Excellence
			<p>license, or (3) has experience teaching at a postsecondary institution</p> <p><b>Subd. 3. Education savings account (ESA) program.</b> (a) An eligible student qualifies to participate in the program if their parent agrees to the following:</p> <p>(1) to arrange for the provision of organized, appropriated educational services with measurable goals to the participating student in the subjects of reading, writing, mathematics, social studies, and science; and</p> <p>(2) to not enroll the participating student in a public school or charter school for as long as the student is participating in the program.</p> <p>(b) Requires a parent to use the ESA funds for any of the following qualifying expenses that meet the requirement in paragraph (a), clause (1):</p> <p>(1) tuition and fees at an eligible school;</p> <p>(2) payment to a tutor;</p> <p>(3) payment for purchase of curriculum, including textbooks and supplemental materials;</p> <p>(4) fees for transportation to and from an educational service provider paid to a fee-for-service transportation provider;</p> <p>(5) tuition and fees for online learning programs or courses;</p> <p>(6) fees for national standardized norm-referenced achievement tests, and fees for advanced placement exams</p>

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Section	Article 2: Education Excellence		Article 2: Education Excellence
			<p>or similar courses and any exams related to college or university admission;</p> <p>(7) educational services or therapies from a licensed or certified practitioner or provider;</p> <p>(8) services provided by a public school;</p> <p>(9) tuition, fees, and textbooks at a postsecondary institution;</p> <p>(10) no more than \$300 in annual consumable school supplies necessary for the student’s education; or</p> <p>(11) computer hardware and software and other technological devices if an eligible school, tutor, educational service provider, or licensed medical professional verifies in writing that these items are necessary for the student to meet annual, measurable goals.</p> <p>(c) Prohibits a participating student or anyone on their behalf from receiving cash or cash-equivalent items from refunds or rebates from a provider of services or products in this program. Requires the rebates or refunds to be credited directly to the student’s ESA.</p> <p>(d) Payment for educational services through an ESA does not preclude a parent from paying for educational services using non-ESA funds.</p> <p>(e) A student that enrolls in the program remains eligible to receive monthly ESA payments until the student returns to a public school, graduates from high school, or completes the school year in which the student reaches the age of 21, whichever occurs first.</p>

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Section	Article 2: Education Excellence		Article 2: Education Excellence
			<p>(f) Allows ESA funds remaining after the student’s graduation to be used to attend or take courses from a postsecondary institution.</p> <p>(g) Requires a participating student’s ESA to be closed and remaining funds returned to the state general fund if the student graduates from a postsecondary institution or after four consecutive years after high school graduation that the student is not enrolled in a postsecondary institution.</p> <p>(h) Allows a participating student to return to the resident school district at any time after enrolling in the program. The student’s ESA account must be closed, and remaining funds returned to the state general fund.</p> <p>(i) Requires the commissioner to accept applications for the program on July 1, 2022.</p> <p><b>Subd. 4. Funding.</b> Directs the commissioner to determine the amount deposited in each student’s ESA on a first-come, first-served basis. The amount is calculated based on the statewide average general education aid per adjusted pupil unit. Limits program participation to one percent of public school average daily membership in fiscal year 2023, one and a half percent of public school average daily membership in fiscal year 2024, and two percent of public school average daily membership in fiscal year 2025 and later.</p> <p><b>Subd. 5. District aid adjustment.</b> Directs the commissioner to make a onetime adjustment to a serving district’s general education aid in the fiscal year following a participating student’s withdrawal from the district. Directs the commissioner to increase the district’s general education aid</p>

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Section	Article 2: Education Excellence		Article 2: Education Excellence
			<p>for each participating student who withdrew from the district.</p> <p><b>Subd. 6. Administration.</b> (a) Directs the commissioner to create a form that parents may submit to establish the student’s eligibility for an ESA.</p> <p>(b) Requires the commissioner to provide parents of participating students with a written explanation of the allowable uses of ESAs, the responsibilities of parents, and the duties of the commissioner.</p> <p>(c) Requires the commissioner to notify all students who are eligible to participate of the existence of the program and to ensure that low-income families are made aware of their potential eligibility.</p> <p>(d) Allows the commissioner to deduct up to three percent from appropriations made to fund ESAs to cover the costs of overseeing and administering the program.</p> <p>(e) Requires the commissioner to make monthly payments to ESAs unless there’s evidence of misuse of the ESA.</p> <p>(f) Requires the commissioner to determine of eligibility and approve applications within 45 business days.</p> <p><b>Subd. 7. ESA establishment.</b> (a) Directs the commissioner to adopt rules and policies necessary for the administration of the program, including necessary audits of ESAs.</p> <p>(b) Directs the commissioner to issue ESA cards to parents making expenditures on behalf of a participating student. The ESA cards expired when the participating student’s ESA</p>



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Section	Article 2: Education Excellence		Article 2: Education Excellence
			<p>is closed, except for periodic expiration and replacement of cards during the normal course of business.</p> <p>(c) Directs the commissioner to use merchant category classification (MCC) codes to identify categories of providers. The list of blocked and unblocked MCC codes must be publicly available.</p> <p>(d) Directs the commissioner to adopt a process to remove educational service providers that defraud parents.</p> <p>(e) Directs the commissioner to establish an online, anonymous fraud-reporting service and an anonymous telephone hotline for fraud reporting.</p> <p>(f) Directs the commissioner to adopt rules implementing policies on misspending of ESA funds.</p> <p>(g) Allows for temporary suspension of ESA card for any amount not spent in the allowable categories.</p> <p>(h) Allows the commissioner to remove a participant and seek to recover misspent funds using administrative measures.</p> <p>(i) Provides for the offense to be recorded and held in a parent's file if a parent repays the funds within the requested time frame.</p> <p>(j) Disqualifies the student from the ESA program if there are three offenses within a three-year period.</p> <p>(k) Requires the commissioner to suspend a student's participation in the ESA if their parent fails to comply with the terms of the agreement in subdivision 3.</p>

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Section	Article 2: Education Excellence		Article 2: Education Excellence
			<p>(l) Allows the commissioner to remove the student from the program if the parent fails to respond to the commissioner or make a report required for reinstatement within a 21-day period.</p> <p>(m) Allows the commissioner’s decisions to be subject to judicial review.</p> <p>(n) Requires the commissioner to refer cases of substantial misuse of funds to law enforcement agencies.</p> <p><b>Subd. 8. Scope.</b> States that an eligible nonpublic school is autonomous and:</p> <p>(1) the commissioner, department, or any other government agency is prohibited from regulating the educational program of a nonpublic school or educational service provider that accepts ESA funds;</p> <p>(2) creation of the program does not expand the regulatory authority of the state to impose any additional regulation of nonpublic schools or educational service providers beyond those necessary to enforce the requirements of the program; and</p> <p>(3) eligible schools and educational service providers are given the maximum freedom to provide for the educational needs of their students without governmental control.</p> <p><b>Subd. 9. Severability.</b> States that if any provision of this law is found unconstitutional and void, that the remaining provisions that can be given effect without the invalid provision are valid.</p>

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Section	Article 2: Education Excellence		Article 2: Education Excellence
70	<p><b>Appropriations.</b> See fiscal tracking worksheets.</p>	<p><b>See fiscal worksheet.</b></p>	<p><b>Section 37. Appropriations.</b> See fiscal tracking spreadsheets.</p>
71	<p><b>Revisor instruction.</b> Instructs the Revisor to renumber statutory provisions relating to statewide assessments and reporting requirements.  Effective July 1, 2021.</p>	<p><b>Similar (Senate has additional instruction).</b></p>	<p><b>Section 38. Revisor Instruction. (a)</b> Directs the revisor to codify section 33 (<b>Education Innovation Zone Program</b>).  (b) Directs the revisor of statutes to renumber statutory sections related to statewide assessments according to the chart and make conforming changes as needed.</p>
72	<p><b>Repealer.</b> Repeals Minnesota Statutes, section 120B.35, subdivision 5, which requires districts to develop strategies to keep students with emotional or behavioral disorders in school and increase their graduation rates.  Effective July 1, 2021.</p>	<p><b>Different.</b></p>	<p><b>Section 39. Repealer.</b> Repeals Minnesota Rules part 3500.1000 (Experimental and flexible school year programs).</p>

Section	Article 3: Teachers		Article 3: Teachers
1	<p><b>Increasing the percentage of teachers of color and American Indian teachers in Minnesota.</b></p> <p><b>Subd. 1. Purpose.</b> Establishes purpose of statute is to set state goals for increasing the percentage of teachers of color and American Indian teachers, and ensure all students have access to effective and diverse teachers who reflect the diversity of students.</p> <p><b>Subd. 2. Equitable access to racially and ethnically diverse teachers.</b> States goal that the percentage of</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 3: Teachers		Article 3: Teachers
	<p>teachers who are of color or American Indian should increase at least two percentage points per year.</p> <p><b>Subd. 3. Rights not created.</b> States that goal in this section does not exclude other goals or confer a right or create a claim.</p> <p><b>Subd. 4. Reporting.</b> Requires the Professional Educator Licensing and Standards Board (PELSB) to report on aggregate outcomes of state programs related to the preparation or retention of diverse teachers.</p> <p>Effective the day following final enactment.</p>		
2	<p><b>Curriculum policy.</b> Requires a school board to adopt a written policy that prohibits discrimination or discipline for a teacher or principal for incorporating into curriculum contributions by persons in a protected class.</p> <p>Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
		<p><b>No comparable provision.</b></p>	<p><b>Section 1. Report.</b> Requires the district to give a teacher that was physically assaulted by a student a copy of the report submitted to the commissioner.</p>
		<p><b>No comparable provision.</b></p>	<p>See Article 2 for Section 2.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 3. Notification; teachers' and paraprofessionals' legitimate educational interest.</b> States that a paraprofessional assigned to work alone or on a regular basis</p>

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Section	Article 3: Teachers		Article 3: Teachers
			with a student with a disability has a legitimate interest in knowing the student’s history of violent behavior.
3	<p><b>License required.</b> Requires a teacher to hold a license or permission aligned to the content area and scope of the teacher’s assignment to provide instruction in a public school or charter school.  Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
4	<p><b>Teacher.</b> Amends definition of “teacher” for purposes of teacher licensure statutes.  Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
5	<p><b>Field.</b> Adds “licensure area” to definition of “field.”  Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
6	<p><b>Shortage area.</b> Amends definition of “shortage area” by referencing the percentage of Indigenous teachers and teachers of color in each economic development region, and the percentage of students in kindergarten through grade 12 who are Indigenous or of color.  Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 3: Teachers		Article 3: Teachers
7	<p><b>Teacher preparation program.</b> Amends definition of “teacher preparation program” by striking language on entities that can provide teacher preparation programs.  Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
8	<p><b>Teacher preparation program provider.</b> States that teacher preparation program providers include postsecondary institutions and alternative teacher preparation program providers.  Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
9	<p><b>District.</b> Defines a “district” as a public school district or charter school for purposes of the PELSB’s activities.  Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
		<p><b>No comparable provision.</b></p>	<p><b>Section 4. Professional license.</b> Defines professional license as a Tier 1, Tier 2, Tier 3, or Tier 4 teaching license.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 5. Agreements with out-of-state program providers.</b> Directs the Professional Educator Licensing and Standards Board (PELSB) to encourage Minnesota teacher preparation providers to develop programs in licensure areas where no in-state teacher preparation program exists. Directs the board to identify out-of-state programs with national accreditation, if an in-state teacher preparation program is not established.</p>

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Section	Article 3: Teachers		Article 3: Teachers
10	<p><b>Teacher preparation providers.</b></p> <p><b>Subd. 1. Purpose.</b> States that PELSB must approve teacher preparation providers and programs that are a means to acquire a Tier 2 license and prepare for acquiring a Tier 3 license in order to provide alternative pathways toward licensure outside of the traditional means, improve ethnic and cultural diversity in the classroom, and close the achievement gap.</p> <p><b>Subd. 2. Eligibility.</b> Allows the following organizations to apply to be a teacher preparation provider: Minnesota institutions of higher education, school districts, charter schools, and nonprofit corporations organized under chapter 317A for an education-related purpose.</p> <p><b>Subd. 3. Requirements for provider approval.</b> Requires an entity to be approved as a provider before being approved to provide programs toward licensure. Lists requirements for provider approval.</p> <p><b>Subd. 4. Program approval.</b> Requires PELSB to adopt and revise criteria for program approval in rule. Allows PELSB to suspend or revoke approval of provider or program that does not meet requirements in rule.</p> <p><b>Subd. 5. Specialized credentials.</b> Allows PELSB to adopt and revise rules creating flexible, specialized teaching licenses, credentials, and other endorsement forms.</p> <p><b>Subd. 6. Teacher educators.</b> Requires PELSB to adopt and revise rules requiring teacher educators to work with</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 3: Teachers		Article 3: Teachers
	<p>teachers in schools to obtain periodic exposure to teaching environments. Requires PELSB to adopt and revise rules for the qualifications of teacher educators, and allows board to use nontraditional criteria to determine qualifications of teacher educators.</p> <p><b>Subd 7. Reading strategies.</b> Requires teacher preparation program to teach research-based best practices in reading and include instruction on dyslexia.</p> <p><b>Subd. 8. Technology strategies.</b> Requires all approved teacher preparation providers to train prospective teachers on technology strategies, including those needed to engage students with technology through digital and blended learning.</p> <p><b>Subd. 9. Reports.</b> Requires PELSB to report annually to the legislature on the performance of teacher candidates, and to submit a biennial report on alternative teacher preparation providers.</p> <p>Effective July 1, 2021.</p>		
11	<p><b>Teachers.</b> Makes technical change to definition of teachers, and states that this definition does not apply to sections 122A.05 to 122A.093, which relate to PELSB.</p> <p>Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	



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Section	Article 3: Teachers		Article 3: Teachers
12	<p><b>Qualified teacher defined.</b>                      Modifies definition of a “qualified teacher” by allowing a teacher to be qualified by holding either a license or a permission.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
13	<p><b>License to substitute teach. [Board to issue licenses]</b>                      Requires PELSB to issue licenses to substitute teach to qualifying applicants. Allows PELSB to issue a short-call substitute teaching license to an applicant who is enrolled in and making satisfactory progress in a non-Minnesota teacher program. Replaces reference to continuing education clock hours with renewal requirements.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
14	<p><b>Background studies. [Board to issue licenses]</b>                      Modifies background studies requirements by requiring PELSB and the Board of School Administration (BOSA) to initiate rather than obtain a background study, changing provision on obtaining background checks through the Department of Human Services (DHS) from requirement to permission, and adding BOSA to DHS provision.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 3: Teachers		Article 3: Teachers
15	<p><b>Licensure via portfolio. [Board to issue licenses]</b> Limits licensure via portfolio to Tier 3 license or to add a licensure field to a Tier 3 or Tier 4 license. Changes portfolio review timeline.  Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
16	<p><b>Application requirements. [Tier 1 license]</b> Requires application for Tier 1 license to be submitted jointly by applicant and district, and for application fee to be paid for by the district or applicant.  Effective July 1, 2021.</p>	<p><b>Different.</b></p>	<p><b>Section 6. Application requirements.</b> Strikes the requirement that a school district or charter school has to post a teaching position and was unable to hire an acceptable teacher with a Tier 2, 3, or 4 license for the position before hiring a Tier 1 licensed teacher.</p>
17	<p><b>Professional requirements. [Tier 1 license]</b> Modifies exemption from bachelor’s degree requirement for Tier 1 license by replacing reference to career and technical education (CTE) or career pathway course of study to specific exemption under state statute or rule.  Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
18	<p><b>Exemptions from a bachelor’s degree. [Tier 1 license]</b> Establishes exemptions for bachelor’s degree requirement for Tier 1 license for applicants to teach CTE courses, world languages and culture, and art; and applicants enrolled in a state-approved teacher preparation program classified as a residency model, where the model leads to a bachelor’s degree.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 3: Teachers		Article 3: Teachers
	<p>Requires PELSB to adopt and revise rules regarding the qualifications and determinations for applicants exempt from paragraph (a).</p> <p>Effective July 1, 2021.</p>		
<p><b>19</b></p>	<p><b>Term of license and renewal. [Tier 1 license]</b></p> <p>Eliminates provision allowing board to submit written comments to a district or charter school that requested a Tier 1 license renewal. Eliminates requirement that Tier 1 teacher take a content examination to renew license. Requires district to demonstrate professional development opportunities and other supports were provided to a Tier 1 teacher to move to a higher tier. Eliminates unlimited renewals for CTE teachers and teachers that fill shortage areas but retains exception for district or charter school showing good cause for additional renewals.</p> <p>Effective July 1, 2021.</p>	<p><b>Different.</b></p>	<p><b>Section 7. Term of license and renewal.</b> Strikes the requirement that a school district or charter school has to post a teaching position and was unable to hire an acceptable teacher with a Tier 2, 3, or 4 license for the position before the licensing board can renew a Tier 1 teaching license.</p>
<p><b>20</b></p>	<p><b>Application. [Tier 1 license]</b></p> <p>Allows PELSB to begin reviewing applications before July 1. Eliminates requirement that PELSB make a decision on application within 30 days.</p> <p>Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
<p><b>21</b></p>	<p><b>Limitations on license. [Tier 1 license]</b></p> <p>Eliminates exclusion of Tier 1 teachers from definition of “teacher,” allowing Tier 1 teachers to be in the same</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 3: Teachers		Article 3: Teachers
	<p>bargaining unit as other teachers for purposes of collective bargaining.</p> <p>Effective July 1, 2021.</p>		
22	<p><b>Mentorship and evaluation. [Tier 1 license]</b></p> <p>Replaces requirement that Tier 1 teacher participate in employing district’s mentorship program and professional development with requirement that district provide Tier 1 teacher mentorship aligned to board-adopted criteria and professional development opportunities.</p> <p>Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
23 & 24	<p><b>Requirements; exemptions from a bachelor’s degree. [Tier 2 license]</b></p> <p>Modifies requirements for a Tier 2 license. Current law requires an applicant to have a bachelor’s degree or to teach CTE, certain experience; and be enrolled in a Minnesota-approved teacher preparation program, have a master’s degree, or meet two of five requirements (advanced coursework, field-specific training, two years of teaching experience, passing scores on pedagogy and content exams, and complete a state-approved teacher preparation program).</p> <p>These sections allow an applicant who has enrolled in a teacher preparation program approved by Minnesota or any other state to obtain a Tier 2 license without the advanced</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 3: Teachers		Article 3: Teachers
	<p>coursework, field-specific training, teaching experience, or passing scores on pedagogy and content exams.</p> <p>These sections retain the bachelor’s degree exemption for CTE teachers, and expand the exemption for the following teachers: a teacher of world languages and culture who is a native speaker of the language, and an art teacher with five years of relevant work experience.</p> <p>Requires PELSB to adopt and revise rules regarding the qualifications and determinations for applicants exempt from paragraph (a).</p> <p>Effective July 1, 2021.</p>		
25	<p><b>Term of license and renewal. [Tier 2 license]</b></p> <p>Limits renewal of Tier 2 license to two rather than three but allows a license to teach CTE to be renewed unlimited times. Requires PELSB to adopt rules establishing good cause justifications for additional renewals. Requires a district to offer professional development opportunities and other supports to a Tier 2 teacher to have licensed renewed, and requires a Tier 2 teacher to participate in cultural competency training and mental illness training for all renewals.</p> <p>Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 3: Teachers		Article 3: Teachers
26	<p><b>Application. [Tier 2 license]</b>                      Allows PELSB to begin reviewing applications before July 1. Eliminates requirement that PELSB make a decision on application within 30 days.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
27	<p><b>Mentorship and evaluation. [Tier 2 license]</b>                      Replaces requirement that Tier 2 teacher participate in employing district’s mentorship program and professional development with requirement that district provide Tier 2 teacher mentorship aligned to board-adopted criteria and professional development opportunities.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
28	<p><b>Requirements. [Tier 3 license]</b>                      Eliminates licensure exams as requirement for Tier 3 license. Broadens exemption from bachelor’s degree to include a teacher teaching any course exempt by statute or rule.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
29	<p><b>Coursework. [Tier 3 license]</b>                      Allows an applicant who completed a teacher preparation program approved by another state, territory, or country that includes field-specific student teaching to qualify for a Tier 3 license.                       Limits pathway to tier three based on three years of teaching experience under a Tier 2 license and evidence of summative</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 3: Teachers		Article 3: Teachers
	<p>evaluations that did not place the teacher on an improvement process to candidates who qualify under the definition of “shortage area” as filling a shortage of teachers of color or Indigenous teachers.</p> <p>Effective July 1, 2021.</p>		
30	<p><b>Exemptions from a bachelor’s degree. [Tier 3 license]</b>                      Expands exemption from bachelor’s degree for the following teachers: a teacher of world languages and culture who is a native speaker of the language, and an art teacher with five years of relevant work experience.</p> <p>Requires PELSB to adopt and revise rules regarding the qualifications and determinations for applicants exempt from subdivision 1.</p> <p>Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
31	<p><b>Term of license and renewal. [Tier 3 license]</b>                      Requires a Tier 3 teacher to meet initial teacher renewal requirements to renew license.</p> <p>Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
32	<p><b>Requirements. [Tier 4 license]</b>                      Requires teaching experience to be as teacher of record. Eliminates use of teacher evaluation in licensure process. Requires applicant with Tier 3 license to complete initial teacher renewal requirements.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 3: Teachers		Article 3: Teachers
	Effective July 1, 2021.		
33	<p><b>Term of license and renewal. [Tier 4 license]</b>                      Requires Tier 4 teacher to complete continuing teacher renewal requirements to renew license.                       Effective July 1, 2021.</p>	No comparable provision.	
34	<p><b>Tests. [Teacher licensure assessment]</b>                      Eliminates requirement that Tier 4 teacher pass skills exam, and that Tier 3 teacher pass pedagogy and content exams. Allows Tier 4 applicants to meet pedagogy and content exam requirements with a performance assessment, and to meet content exam requirement with an exam taken in another state. Allows applicants who have completed a teacher preparation program in another state and passed licensure exams in that state to obtain license without passing a similar Minnesota exam. Eliminates requirement that Tier 3 elementary school teachers pass test assessing knowledge, skill, and ability in reading instruction.                       Strikes exemption from reading, writing, and math skills for nonnative English speakers applying for a license to teach in native language or world language.                       Requires testing centers to provide regular opportunities for extended time content and pedagogy exams. Requires a candidate who has not passed a required exam after two attempts to be allowed to retake the exam for free.</p>	No comparable provision.	



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Section	Article 3: Teachers		Article 3: Teachers
	Effective July 1, 2021.		
35	<p><b>Remedial assistance. [Teacher licensure assessment]</b>                      Requires teacher preparation providers to report annually on supports provided to persons enrolled in their programs who do not pass license exams and request remedial assistance. Requires providers to provide remedial assistance on any licensing exam.</p> <p>Allows a district to provide remedial assistance to employees who completed a teacher education program, have not passed any licensing exam, and have a teaching license.</p> <p>Effective July 1, 2021.</p>	No comparable provision.	
36	<p><b>Expiration and Renewal.</b></p> <p><b>Subd. 1. License form requirements.</b> Eliminates requirement that Tier 3 and Tier 4 teachers renewing licenses show satisfactory evidence of successful teaching or administrative experience for at least one school year or complete additional preparation.</p> <p><b>Subd. 3. Professional growth.</b> Removes cultural competence and practice in meeting the needs of English learners from professional growth requirement. Eliminates option for teacher to satisfy professional growth requirement by submitting summative evaluation.</p>	No comparable provision.	

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Section	Article 3: Teachers		Article 3: Teachers
	<p>Allows PELSB to adopt and revise rule setting criteria for Tier 3 license renewal requirements that must be completed before a teacher may move to a Tier 4 license.</p> <p><b>Subd. 5. Reading preparation.</b> Strikes requirement that rules on reading preparation be approved by law to take effect.</p> <p><b>Subd. 7. Cultural competency.</b> Requires PELSB to adopt and revise rules that require all teachers renewing a Tier 3 or 4 license to have cultural competency training.</p> <p><b>Subd. 8. Meeting needs of multilingual learners.</b> Requires PELSB to adopt and revise rules that require all teachers renewing a Tier 3 or 4 license to have training on meeting the needs of multilingual learners.</p> <p><b>Subd. 9. Mandatory renewal requirements.</b> Requires PELSB to adopt and revise rules setting standards for all mandatory renewal requirements. Requires all trainings necessary for renewal to meet board requirements. Requires training provided outside of a district, charter school, cooperative unit, or state agency to be approved by the board.</p> <p>Effective July 1, 2021.</p>		

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Section	Article 3: Teachers		Article 3: Teachers
37	<p><b>Teacher preparation programs. [Bilingual and English as a second language teachers’ licenses]</b></p> <p>Allows teacher preparation programs for bilingual and English as a second language teachers to be provided outside of colleges or universities.</p> <p>Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
38	<p><b>Exceptions. [Community education teachers; licensure requirements]</b></p> <p>Includes community education teachers in the definition of “teachers” for purposes of tenure or continuing contract, which allows them to become tenured or have continuing contracts.</p> <p>Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
		<p><b>No comparable provision.</b></p>	<p><b>Section 8. Hiring, dismissing.</b> Prohibits a school district from giving preference in the hiring or dismissal of a teacher based on the teacher’s seniority. Directs a school district to annually report all new teacher hires and terminations, including layoffs, by race and ethnicity to PELSB.</p>
39	<p><b>Probationary period. [Continuing contracts (districts in cities outside the first class)]</b></p> <p>(f) Modifies probationary period for a teacher who has taught for three consecutive years in a single school district or charter school in Minnesota or another state by allowing the teacher to obtain continuing contract status after serving a one-year probationary period.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 3: Teachers		Article 3: Teachers
	<p>Effective for collective bargaining agreements effective July 1, 2021 and thereafter.</p> <p>(g) Allows a school board to renew a probationary teacher while placing teachers with continuing contract on unrequested leave of absence under a qualifying plan.</p> <p>Effective the day following final enactment.</p>		
40	<p><b>Development, evaluation, and peer coaching for continuing contract. [Continuing contracts (districts in cities outside the first class)]</b></p> <p>Requires districts to adopt a rubric of performance standards for teacher practice that is based on professional teaching standards established in rule, includes culturally responsive methodologies and provides common descriptions of effectiveness using at least three levels of performance.</p> <p>Effective July 1, 2023.</p>	No comparable provision.	
41	<p><b>Negotiated unrequested leave of absence. [Continuing contracts (districts in cities outside the first class)]</b></p> <p>Allows a qualifying plan to exempt up to five percent of teachers in the district from unrequested leave of absence or nonrenewal regardless of probationary status or seniority. Requires a written agreement on the plan by October 1 of each school year.</p> <p>Effective the day following final enactment.</p>	Different.	<p><b>Section 9. Negotiated unrequested leave of absence.</b></p> <p>Prohibits the unrequested leave of absence plan agreed to by the school board and the exclusive bargaining representative from requiring the board to place a teacher on unrequested leave of absence first based on their tier of licensure.</p>

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Section	Article 3: Teachers		Article 3: Teachers
42	<p><b>Unrequested leave of absence exemption process. [Continuing contracts (districts in cities outside the first class)]</b></p> <p>Requires a plan to exempt up to five percent of the teachers in the district from unrequested leave of absence or nonrenewal to establish a committee to select the teachers to receive the exemption. A teacher that receives the exemption must have excellent teaching performance, and must be a member of a protected class that is underrepresented in the district or among licensed teachers in Minnesota, and that has experienced systemic barriers to entering and remaining in the teaching profession. Sets other requirements for selection process.</p> <p>Effective the day following final enactment.</p>	<p><b>No comparable provision.</b></p>	
43	<p><b>Probationary period; discharge or demotion. [Tenure (districts in cities of the first class)]</b></p> <p>(e) Modifies probationary period for a teacher who has taught for three consecutive years in a single school district or charter school in Minnesota or another state by allowing the teacher to obtain continuing contract status after serving a one-year probationary period.</p> <p>Effective for collective bargaining agreements effective July 1, 2021, and thereafter.</p> <p>(f) Allows a school board to renew a probationary teacher while placing teachers with continuing contract on unrequested leave of absence under a qualifying plan.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 3: Teachers		Article 3: Teachers
	Effective the day following final enactment.		
44	<p><b>Development, evaluation, and peer coaching for continuing contract. [Tenure (districts in cities of the first class)]</b></p> <p>Requires districts to adopt a rubric of performance standards for teacher practice that is based on professional teaching standards established in rule, includes culturally responsive methodologies, and provides common descriptions of effectiveness using at least three levels of performance.</p> <p>Effective July 1, 2023.</p>	No comparable provision.	
45	<p><b>Negotiated unrequested leave of absence. [Tenure (districts in cities of the first class)]</b></p> <p>Allows a qualifying plan to exempt up to five percent of teachers in the district from unrequested leave of absence or nonrenewal regardless of probationary status or seniority. Requires a written agreement on the plan by October 1 of each school year.</p> <p>Effective the day following final enactment.</p>	Different.	<p><b>Section 10. Negotiated unrequested leave of absence.</b></p> <p>Prohibits the unrequested leave of absence plan agreed to by the school board of a district located in a city of the first class and the exclusive bargaining representative from requiring the board to place a teacher on unrequested leave of absence first based on their tier of licensure.</p>
46	<p><b>Unrequested leave of absence exemption process. [Tenure (districts in cities of the first class)]</b></p> <p>Requires a plan to exempt up to five percent of the teachers in the district from unrequested leave of absence or nonrenewal to establish a committee to select the teachers to receive the exemption. A teacher that receives the exemption must have excellent teaching performance, and must be a member of a protected class that is underrepresented in the district or among licensed teachers in Minnesota, and that has</p>	No comparable provision.	

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Section	Article 3: Teachers		Article 3: Teachers
	<p>experienced systemic barriers to entering and remaining in the teaching profession. Sets other requirements for selection process.</p> <p>Effective the day following final enactment.</p>		
		<p><b>No comparable provision.</b></p>	<p><b>Section 11. Hiring and dismissal.</b> Prohibits a school district located in cities of the first class from giving preference in the hiring or dismissal of a teacher based on the teacher’s seniority. Directs a school district to annually report all new teacher hires and terminations, including layoffs, by race and ethnicity to PELSB.</p>
<p>47</p>	<p><b>Come teach in Minnesota hiring bonuses.</b></p> <p><b>Subd. 1. Purpose.</b> States that purpose of bonus program is to support districts and schools recruiting teachers who are American Indian or a person of color from another state or country to meet staffing needs in shortage areas.</p> <p><b>Subd. 2. Eligibility.</b> Requires a district or school to verify that hiring bonus is given to teacher licensed in another state who qualifies for a Tier 3 or 4 license, has moved to the economic development region where the teacher was hired, and belongs to a racial or ethnic group underrepresented among teachers compared to students in the district.</p> <p><b>Subd. 3. Bonus amount.</b> Allows a district or school to offer a bonus of \$2,500 to \$5,000 to an eligible teacher, and a bonus of \$4,000 to \$8,000 to an eligible teacher with a license in a shortage area. Requires a teacher to be</p>	<p><b>Similar.</b></p>	<p><b>Section 12. Come teach in Minnesota hiring bonuses.</b></p> <p><b>Subdivision 1. Purpose.</b> Establishes the program to support districts and schools recruiting and offering hiring bonuses to meet staffing needs in shortage areas.</p> <p><b>Subd. 2. Eligibility.</b> Requires a district or school to verify that the hiring bonus is given to certain teachers licensed in another state.</p> <p><b>Subd. 3. Bonus amount.</b> Allows a district or schools to offer a signing and retention bonus of at least \$2,500 and no more than \$5,000 to a teacher who meets the eligibility requirements. A teacher who meets the eligibility requirements and meets a licensure shortage area in the economic development region of the state where the school is located may be offered a signing bonus of at least \$4,000 and no more than \$8,000. Half of the bonus is paid to the teacher when starting employment and the second half after completing four years of serving in the hiring district or</p>

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Section	Article 3: Teachers		Article 3: Teachers
	<p>paid half of the bonus when starting employment, and half after four years of service.</p> <p><b>Subd. 4. Administration.</b> Requires the commissioner to establish a process for districts or schools to seek reimbursement for hiring bonuses. Allows the department to conduct a pilot program to establish feasibility. Requires the department to report to the legislature on the effectiveness of the program and recommendations for improvement.</p> <p><b>Subd. 5. Account established.</b> Creates an account in the special revenue fund for reimbursements to districts that provide the hiring bonuses.</p> <p>Effective for teacher contracts entered into on or after July 1, 2021.</p>		<p>school. Requires the teacher to repay the bonus if they do not complete their first school year. A district may include a signing and retention bonus in its achievement and integration plan.</p> <p><b>Subd. 4. Administration.</b> Directs the commissioner to establish a process for districts or schools to seek reimbursement for hiring bonuses and to provide guidance to districts to seek repayment of a hiring bonus from a teacher who does not complete their first year of employment. Allows the department to conduct a pilot program for the 2022-2023 biennium to establish feasibility, and report to the legislation by December 1, 2022.</p>
48	<p><b>Staff development revenue. [Reserved revenue for staff development]</b></p> <p>Requires districts to use staff development revenue (2 percent of basic revenue) for teacher mentorship under section 122A.70, subdivision 1. Current law requires revenue to be used for this purpose only if extra funds remain after being used for other purposes.</p> <p>Effective July 1, 2021.</p>	Same.	<p><b>Section 13. Staff development revenue.</b> Allows a school district to use the staff development set-aside for teacher mentorship programs.</p>



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Section	Article 3: Teachers		Article 3: Teachers
49	<p><b>Eligible students. [American Indian teacher preparation programs]</b>                      Clarifies the definition of eligible student for purposes of the American Indian teacher preparation grant program.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
50	<p><b>Eligible programming. [American Indian teacher preparation programs]</b>                      Authorizes program funding under the American Indian teacher preparation program to be used for eligible American Indian student scholarships.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
		<p><b>No comparable provision.</b></p>	<p><b>Section 14. Establishment.</b> Allows the Collaborative Urban and Greater Minnesota Educators of Color Grant Program (CUGMEC) to go to programs that increase the number of teacher candidates of color or who are American Indian and meet the requirements for Tier 1, 2, or 3 licenses. Allows alternative teacher preparation programs to receive grant awards in addition to other teacher preparation programs.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 15. Competitive grants.</b> Allows CUGMEC grants to go to programs based on the number or percentage of teachers of color or American Indian being supported by the program. Strikes the language giving priority in awarding grants to institutions that received grants under the 2017 laws and future priority to newly funded programs.</p>

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Section	Article 3: Teachers		Article 3: Teachers
51	<p><b>Grant program administration and report. [Collaborative urban and greater Minnesota educators of color grant program]</b> Requires grants to be awarded for a two-year grant period. Effective July 1, 2021.</p>	No comparable provision.	
52	<p><b>Report. [Collaborative urban and greater Minnesota educators of color grant program]</b> Modifies reporting dates. Effective July 1, 2021.</p>	No comparable provision.	
53	<p><b>Teacher mentorship and retention of effective teachers.</b></p> <p><b>Subd. 1. Teacher mentoring, induction, and retention programs.</b> Requires school districts to develop teacher mentoring programs.</p> <p><b>Subd. 2. Board grants.</b> Makes technical change.</p> <p><b>Subd. 3. Criteria for selection.</b> Makes technical change.</p> <p><b>Subd. 4. Additional funding.</b> Makes technical change.</p> <p><b>Subd. 5. Program implementation.</b> Eliminates requirement that PELSB provide resources and assistance to new mentorship sites.</p> <p>Effective July 1, 2021.</p>	Same.	<p><b>Section 16. Teacher mentorship and retention of effective teachers.</b> Requires a school district to develop a teacher mentoring program for teachers new to the profession or district. Requires PELSB to make grant application forms available for the mentorship grants.</p>

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Section	Article 3: Teachers		Article 3: Teachers
54	<p><b>Concurrent enrollment teacher partnership.</b>                      Modifies the concurrent enrollment teacher training statute by clarifying the partnership members, fiscal host, and funding uses.                       Effective July 1, 2021.</p>	<p><b>Similar.</b></p>	<p><b>Section 17. Concurrent Enrollment Teacher Partnership.</b>                      Changes the name of the Northwest Regional Partnership to the Concurrent Enrollment Teacher Partnership. Clarifies that Lakes Country Service Cooperative is the fiscal host for the partnership. Allows the partnership to provide funding for course development in postsecondary subject areas, work with school district to develop incentives for teachers to participate in the program, and enroll college faculty, space permitting, and provide financial assistance if state aid is available. Strikes obsolete language.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 18. Teacher and Classroom Safety Coded Elsewhere.</b>   <b>Subdivision 1. Scope.</b> States that the sections in subdivisions 2 to 5 are coded elsewhere and include many, but not all, sections governing teacher and classroom safety.   <b>Subd. 2. Dismissal and disciplinary report to the commissioner.</b> Under section 121A.52, a teacher who was physically assaulted by a student must receive a copy of the report to the commissioner.   <b>Subd. 3. Discipline and removal of students from class.</b> Under section 121A.61, a student must be removed from class immediately if they engage in assault or violent behavior.   <b>Subd. 4. Teachers' and paraprofessionals' legitimate educational interest.</b> (a) Under section 121A.64, a teacher has a legitimate educational interest in knowing which students placed in their classroom have a history of violent behavior.</p>

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Section	Article 3: Teachers		Article 3: Teachers
			<p>(b) A paraprofessional assigned to work alone or on a regular basis with a student with a disability has a legitimate educational interest in knowing whether the student has a history of violent behavior.</p> <p><b>Subd. 5. General control of school and classroom.</b> Under section 122A.42, a teacher of record must have the general control and government of a school and classroom and may remove violent or disruptive students from class.</p> <p><b>Subd. 6. Notice of rights and responsibilities.</b> Requires a teacher and administrator to be informed of their rights and responsibilities under these statutes and related school and district policies.</p>
55	<p><b>Duties, evaluation. [Principals]</b> Requires principal evaluations to support and improve a principal’s culturally responsive leadership practices.  Effective July 1, 2023.</p>	No comparable provision.	
56	<p><b>Individualized education programs.</b> Requires a paraprofessional assigned to work alone with a student with a disability to be given paid time or time during the school day to review the student’s individualized education program or be briefed on the student’s specific needs. Requires the paraprofessional to be given up to five days after a transfer student arrives to review the student’s individualized education program.  Requires a paraprofessional and certain other district staff employed to support students with disabilities to be provided</p>	No comparable provision.	

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Section	Article 3: Teachers		Article 3: Teachers
	<p>at least 16 hours of paid orientation or professional development annually.</p> <p>Effective July 1, 2021.</p>		
57	<p><b>Paraprofessional training aid.</b></p> <p>Establishes paraprofessional training aid starting in fiscal year 2022. Aid equals \$196 per paraprofessional, Title I aide, and other instructional support staff. Aid must be used for training under section 125A.08.</p> <p>Effective for fiscal year 2022 and later.</p>	No comparable provision.	
58	<p><b>Terms and conditions of employment.</b></p> <p>Adds class sizes, student testing, and student to personnel ratios in Minnesota school districts to the mandatory terms of collective bargaining under Minnesota’s Public Employees Labor Relations Act (PELRA). Requires school districts and union representatives of school district public employees to meet and negotiate over these terms. Also applies to charter school class sizes.</p> <p>Effective July 1, 2021.</p>	No comparable provision.	
59	<p><b>Grants for grow your own programs.</b></p> <p><b>Subd. 1. Establishment.</b> Establishes grants for three types of Grow Your Own programs to develop teaching workforce that more closely reflects diverse student population and ensure equitable access to effective and diverse teachers.</p>	No comparable provision.	

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Section	Article 3: Teachers		Article 3: Teachers
	<p><b>Subd. 2. Definitions.</b> Defines terms, including “eligible district” and “Grow Your Own program.”</p> <p><b>Subd. 3. Grants for residency programs.</b> Allows eligible districts to apply for grants to develop, maintain, or expand residency programs. Provides requirements and allowable grant uses for programs established by a district and a teacher preparation program provider that uses a cohort model.</p> <p><b>Subd. 4. Grants for programs serving adults.</b> Allows eligible districts or Head Start programs to apply for grants to support persons of color or American Indian persons to become licensed teachers or preschool teachers. Provides allowable grant uses.</p> <p><b>Subd. 5. Grants for programs serving secondary school students.</b> Allows school districts and charter schools to apply for grants for dual-credit “Introduction to Teaching” courses and other programs that encourage secondary school students to pursue teaching. Provides allowable grant uses.</p> <p><b>Subd. 6. Grant procedure.</b> Requires the commissioner to give priority to districts or Head Start programs with the highest number or percentage of students who are of color or American Indian. Establishes grant application and review timelines.</p> <p><b>Subd. 7. Account established.</b> Establishes an account in the special revenue fund for Grow Your Own programs.</p>		

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Section	Article 3: Teachers		Article 3: Teachers
	<p>Allows grant recipients to use grant money over a period of up to 60 months.</p> <p><b>Subd. 8. Report.</b> Requires grant recipients to report to the commissioner, and the commissioner to publish a report for the public.</p> <p>Effective July 1, 2021.</p>		
		<p><b>No comparable provision.</b></p>	<p><b>Section 19. Professional Educator Licensing and Standards Board.</b> Directs the board to extend, by six months, any calendar year 2021 deadline for completion of licensure renewal requirements because of COVID-19 interruptions.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 20. Short-call Substitute Teacher Pilot.</b> Allows a school district to employ a person who meets the professional requirements for a Tier 1 license without a baccalaureate degree as a short-call substitute in any content area, not limited to career and technical education. Requires a school district to request a background check according to section 123B.03 on the substitute teacher. Directs the school district to report to PELSB on the short-call substitute teachers employed under this section.</p>
<p><b>60</b></p>	<p><b>Appropriations; Department of Education.</b> See fiscal tracking worksheets.</p>	<p><b>See fiscal worksheet.</b></p>	<p><b>Section 21. Appropriations; Department of Education.</b> See fiscal tracking spreadsheets.</p>
<p><b>61</b></p>	<p><b>Appropriations; Professional Educator Licensing and Standards Board.</b> See fiscal tracking worksheets.</p>	<p><b>See fiscal worksheet.</b></p>	<p><b>Section 22. Appropriations; Professional Educator Licensing and Standards Board.</b> See fiscal tracking spreadsheets.</p>

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Section	Article 3: Teachers		Article 3: Teachers
62	<p><b>Repealer.</b> Repeals the following:</p> <ul style="list-style-type: none"> <li>▪ Section 122A.091, subdivisions 3 (requires school districts to report information on probationary teachers and principals) and 6 (requires PELSB to report to legislature by January 1, 2019, on implementation of tiered licensure)</li> <li>▪ Section 122A.092 (requires PELSB to adopt rules on teacher preparation programs and establishes requirements for teacher preparation programs; some of these requirements are similar to those in the new section on teacher preparation providers, section 10 above)</li> <li>▪ Section 122A.18, subdivision 7c (establishes a temporary military license)</li> <li>▪ Section 122A.184, subdivision 3 (requires a Tier 4 teacher to participate in the employing district’s mentorship and evaluation program)</li> <li>▪ Section 122A.23, subdivision 3 (teacher licensure agreements with other states)</li> <li>▪ Section 122A.2451 (establishes alternative teacher preparation providers and programs)</li> </ul> <p>Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
		<p><b>No comparable provision.</b></p>	<p><b>Section 23. Revisor Instruction.</b> Directs the Revisor to codify Laws 2017, First Special Session chapter 5, article 2, section 51 (Agriculture educator grants) as section 122A.77.</p>



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Section	Article 4: Charter Schools		
1	<p><b>Definitions.</b>                      Defines “charter management organization,” “education management organization,” and “online education service provider.”                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
2	<p><b>Certain federal, state, and local requirements. [Applicable law]</b>                      Requires charter schools to comply with statute on alternatives to suspension, and uniform municipal contracting law.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
3	<p><b>English learners. [Applicable law]</b>                      Requires charter schools to comply with the Education for English Learners Act.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
4	<p><b>Corporal punishment. [Applicable law]</b>                      Requires charter schools to comply with corporal punishment statute.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
5	<p><b>Application content. [Authorizers]</b>                      Makes term of a charter school authorizer open-ended instead of being limited to five years.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 4: Charter Schools		
	Effective July 1, 2021.		
		<b>No comparable provision.</b>	<b>Article 2, section 29. Review by commissioner.</b> Allows a school district that is a charter school authorizer to submit a new written promise that satisfied their initial application requirements to the commissioner during the five-year review.
<b>6</b>	<p><b>Corrective action. [Authorizers]</b></p> <p>Limits the length of a corrective plan the commissioner can impose on an authorizer and modifies requirements an authorizer on a corrective plan must fulfill to resolve the basis for corrective action.</p> <p>Effective July 1, 2021.</p>	<b>Similar.</b>	<p><b>Article 2, section 30. Corrective Action. Paragraph (a)</b> updates language stating that the corrective action plan for an authorizer cannot last more than 130 business days. Allows the commissioner to prohibit an authorizer that is on a corrective plan from accepting a charter school transfer application or an application to establish a charter school.</p> <p><b>Paragraph (b)</b> requires the commissioner to notify the authorizer in writing that it has been placed on a corrective plan. Requires the notice to include any findings that may subject the authorizer to corrective action at the end of the corrective plan. Requires the commissioner to hold an informal hearing within 15 days of a request for a hearing. Requires the authorizer to make the improvements in the plan within 45 business days if they are not resolved at the informal hearing. The commissioner has 20 business days to review the changes and notify the authorizer of any remaining issues that must be fixed. The authorizer has 20 business days to address the remaining issues. After that, the commissioner has 15 business days to review the changes and notify the authorizer whether all the issues in the corrective plan have been resolved.</p>

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Section	Article 4: Charter Schools		
			<p><b>Paragraph (c)</b> requires the commissioner to assist a charter school if its authorizer’s ability to charter a school is terminated. Allows the charter school board of directors to submit a request to the commissioner for transfer to a new authorizer without approval of the current authorizer if that authorizer has been under a correction action plan for over 130 business days.</p> <p><b>Paragraph (d)</b> allows the commissioner to terminate an authorizer’s ability to charter a school, terminate a contract with a charter school, or take other appropriate sanctions for failing to meet the terms of a corrective action plan by the specified deadline.</p>
7	<p><b>Withdrawal. [Authorizers]</b> Amends authorizer withdrawal requirements.  Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
8	<p><b>Individuals eligible to organize. [Forming a school]</b> Requires an application to establish a charter school must include a market need and demand study that quantifies demand for the new school, grade or site expansion, or preschool program, and includes other market need and demand information.  Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 4: Charter Schools		
9	<p><b>Authorizer’s affidavit; approval process. [Forming a school]</b>                      Requires an authorizer’s affidavit to include in its affidavit market research on the need, demand, and potential market for a proposed charter school.</p> <p>Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
10	<p><b>Adding grades or sites. [Forming a school]</b>                      Requires an authorizer approving a school’s application to add grades or primary enrollment sites to include a market need and demand study in the supplemental affidavit filed with the commissioner.</p> <p>Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
11	<p><b>Admission requirements and enrollment.</b>                      Requires charter school admission to be free to a resident of Minnesota, and gives enrollment preference to Minnesota residents over out-of-state residents.</p> <p>Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
12	<p><b>Teachers. [Employment]</b>                      Changes statutory definition of “teacher” referenced in requirement to employ necessary teachers, and allows charter schools to contract with a cooperative to provide necessary teachers.</p> <p>Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 4: Charter Schools		
13	<p><b>Leased space. [Facilities]</b>                      Requires a charter school to lease space from the owner of the space instead of subleasing the space.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
14	<p><b>Audit report. [Reports]</b>                      Requires a charter management organization or educational management organization to submit an audit report to the commissioner annually by December 31.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
15	<p><b>School closures; payments. [Payment of aids to charter schools]</b>                      Strikes an obsolete reference to chapter on cooperatives.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	

Section	Article 5: Special Education		Article 4: Special Education
		<p><b>No comparable provision.</b></p>	<p><b>Section 1. School Health Services.</b>   <b>Subdivision. 2. Definitions.</b> Defines “clinical nursing provider,” “clinical nursing services,” and “pupil who is medically fragile.”   <b>Subd. 3. Clinical nursing services at school.</b> (a) States that caring for students who are medically fragile is necessary for their safety, creates a safer environment, and fosters learning and inclusion.</p>

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Section	Article 5: Special Education		Article 4: Special Education
			<p>(b) Requires that a pupil who is medically fragile and who requires clinical nursing services at home must receive clinical nursing services care at school or while being transported to and from school. The school and the parent or legal guardian may work with the pupil’s provider about services and care needed to meet the pupil’s clinical nursing service needs. If an agreement is not met, the school and the parent or legal guardian must contact the pupil’s licensed care provider to try and work together to consult and clarify the medical orders outlined in the plan of care.</p> <p>(c) Requires that a parent or legal guardian of a pupil who is medically fragile and who requires clinical nursing services at school or while being transported to and from school must meet with the school to discuss options available. The options include, but are not limited to:</p> <p>(1) allowing the pupil’s clinical nursing provider from home to provide clinical nursing services to the pupil. These services are paid for by the pupil’s home care services or other insurance;</p> <p>(2) allowing the school to contract with the pupil’s existing clinical nursing provider; and</p> <p>(3) allowing the school to arrange for clinical nursing services for the pupil either by school staff or a contract with another clinical nursing services provider.</p> <p>(d) Requires the school and parents or legal guardians of a pupil who is medically fragile to consider various factors when looking into options for arranging for clinical nursing services. These factors include:</p>

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Section	Article 5: Special Education		Article 4: Special Education
			<p>(1) whether the clinical nursing provider is able to provide the specific clinical nursing services the pupil requires;</p> <p>(2) how familiar the clinical nursing provider is with the pupil’s clinical nursing service needs; and</p> <p>(3) how the selection of a clinical nursing provider impacts the availability of clinical nursing services for the pupil at home. Establishes that the meeting and decision between the school and parents or legal guardians may take place during individualized education plan team meetings. Dispute resolutions processes available under Disabilities in Education Act or meetings required by Section 504 of the Rehabilitation Act are available to the school and to the parents or legal guardian.</p> <p>(e) Requires the school district and nurse or clinical nursing service provider to enter into agreements as necessary so that mutual expectations in the school environment are set.</p>
1	<p><b>Special education aid [charter schools].</b> Creates a tuition adjustment aid for charter schools that softens the impact of the hourly service cap rate proposed in section 7 for three years, beginning in fiscal year 2024. Sets the phase out amounts at 75 percent of the gap in FY 24, 50 percent of the gap in FY 25, and 25 percent of the gap in FY 26 and later.</p>	<p><b>No comparable provision.</b></p>	
2	<p><b>Obligation to pay.</b> Clarifies that a third party has an obligation to pay for certain health related services whether the service was provided by a qualified school district, charter school, or cooperative unit.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 5: Special Education		Article 4: Special Education
3	<p><b>Third-party reimbursement.</b></p> <p>Encourages charter schools, to the extent practicable, to seek third-party reimbursements for health related services in the same manner as school districts. Authorizes the commissioner of education to provide training and technical assistance to charter schools to help with the third-party reimbursements.</p> <p>Removes an obsolete date.</p>	<p><b>No comparable provision.</b></p>	
4	<p><b>Cross subsidy reduction aid.</b></p> <p>Increases special education cross subsidy aid from 6.43 percent of the cross subsidy to 9.33 percent of the cross subsidy for fiscal year 2022 and 12.11 percent of the cross subsidy for fiscal year 2023 and later.</p> <p>Effective for fiscal year 2022 and later.</p>	<p><b>No comparable provision.</b></p>	
5	<p><b>Alternative attendance programs.</b></p> <p>Limits a charter school’s tuition reimbursement amounts for charter schools that exceed the state average cost per service hour of service. Limits the reimbursement amounts to 200 percent of the statewide service rate for fiscal year 2024, 175 percent of the statewide service rate for fiscal year 2025, 150 percent of the statewide service rate for fiscal year 2026, and 125 percent of the statewide service rate for fiscal year 2027 and later. Creates three rate structures, depending on where a charter school is located; a statewide rate, a rate for charter schools located in Minneapolis, and a rate for charter schools located in St. Paul.</p>	<p><b>No comparable provision.</b></p>	



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Section	Article 5: Special Education		Article 4: Special Education
	<p>Authorizes the Department of Education to disallow a tuition expense if the department determines that the charter school has failed to pursue third-party billing for qualifying health-related special education services.</p>		
6	<p><b>Special education recovery services and supports.</b></p> <p><b>Subd. 1. Special education recovery.</b> Requires the commissioner of education, school districts, and charter schools to collaborate with the families of students with disabilities to address the impact of learning disruptions due to COVID-19.</p> <p><b>Subd. 2. Special education services and supports. (a)</b> Requires districts and charter schools to invite the parents of a student with a student with a disability to a meeting of the individualized education program (IEP) team by December 1, 2021, to determine whether services and supports are necessary to address lack of progress on IEP goals or loss of learning or skills due to disruptions related to COVID-19. Additional services and supports must be included in the IEP, and the district or charter school must report to the commissioner the cost of providing the services.</p> <p>(b) Requires the IEP team to consider specific factors when determining what supports the student needs.</p> <p>(c) Requires the IEP team to consider when and how to deliver supports to students. Allows the IEP team to determine that providers other than the district or charter</p>	<p><b>Similar; some language differences.</b></p>	<p><b>Section 2. Special Education Recovery Services and Supports.</b></p> <p><b>Subdivision. 1. Special education recovery.</b> Requires the commissioner of education, school districts, and charter schools to collaborate with families of students with disabilities as described in this section to address the impact of distributions to in-person instruction due to COVID-19.</p> <p><b>Subd. 2. Special education services and supports. (a)</b> Requires a school district or charter school that serves one or more students with disabilities to invite the parents of a student with a disability to a meeting of each individualized education program team as soon as practicable, to determine whether special education services and supports are necessary to address the lack of progress on IEP goals or in the general education curriculum due to distributions from COVID-19. States that the services and supports may include extended school year services, additional IEP services, compensatory services, or other appropriate services. Requires services and supports be included in the IEP of the student. Requires the district or charter school to report to the commissioner the services and supports provided to students with disabilities under this section, including the cost.</p> <p>(b) Requires the IEP team to consider the following in determining whether a student is eligible for services and</p>

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Section	Article 5: Special Education		Article 4: Special Education
	<p>school staff are most appropriate to provide the supports and services.</p> <p>(d) Requires a district or charter school to make available the services included in the IEP until the IEP team determines they are no longer necessary.</p> <p>(e) Clarifies that school districts providing special education services on a shared time basis to nonpublic students must offer the nonpublic student services and supports in accordance with this section.</p> <p>(f) Requires the commissioner to identify if federal special education funds under the American Rescue Plan (the third COVID relief act passed by Congress) could be used to fund the services required by this section. If allowable, authorizes the commissioner to allocate the federal funds to cover 100 percent of the costs of these services.</p>		<p>supports, and what services and supports are appropriate for the student under paragraph (a):</p> <p>(1) the services and supports provided to the student before the disruptions to in-person instructions due to COVID-19;</p> <p>(2) the ability of the student to access services and supports;</p> <p>(3) the student’s progress toward IEP goals and in the general education curriculum;</p> <p>(4) the student’s lost skills resulting from disruptions to instruction;</p> <p>(5) other significant influences on the student’s ability to participate in and benefit from instruction as a result of COVID-19; and</p> <p>(6) the types of services and supports that would benefit and improve the student’s ability to benefit from school;</p> <p>(c) Requires the IEP team to take into account the timing and delivery method most appropriate for the student when considering how and when the services and supports described in paragraph (a) should be provided. Allows the IEP team to determine that providers in addition to school district or charter school staff are most appropriate to provide the services supports in paragraph (a).</p> <p>(d) Requires that a school district or charter school make available the services and supports included in an IEP, as described in paragraph (a), until the IEP team determines that services and supports are no longer necessary.</p> <p>(e) Allows a school district or charter school to use federal funds to comply with this section.</p>

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Section	Article 5: Special Education		Article 4: Special Education
7	<p><b>Third-party reimbursement.</b></p> <p>Requires the commissioners of education and human services to consult with stakeholders to identify strategies to streamline access and reimbursement for behavioral health services for children who are enrolled in medical assistance and have IEPs or individualized family service plans (IFSPs) to avoid duplication of services and procedures.</p> <p>Requires the commissioners to review other states' models and identify strategies to reduce administrative burdens and ensure continuity of care for students accessing services when not in school. Requires the commissioners to report their findings to the legislature by November 1, 2021.</p>	<p><b>Similar intent.</b></p>	<p><b>Section 3. Report on behavioral health services reimbursement.</b> Directs the commissioners of education and human services to consult with stakeholders to find strategies to streamline access and reimbursement for behavioral health services for children with an individualized education program or an individualized family service plan who are enrolled in Medical Assistance.</p>
8	<p><b>Appropriations.</b></p> <p>Appropriates funds for special education programs. See fiscal tracking worksheets.</p>	<p><b>See fiscal worksheet.</b></p>	<p><b>Section 4. Appropriations.</b> See fiscal tracking spreadsheets.</p>

Section	Article 6: Health and Safety		Article 5: Health and Safety
1	<p><b>Mental health education.</b></p> <p>Replaces encouragement for districts to provide mental health instruction with requirement. Requires a district or charter school providing instruction on preventing suicide or self-harm to use the resources provided by the commissioner or other evidence-based instruction.</p> <p>Effective July 1, 2022.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 6: Health and Safety		Article 5: Health and Safety
2	<p><b>Safe and supportive schools programming. [School student bullying policy]</b>                      Requires districts to provide instruction to help students identify, prevent, and reduce prohibited conduct; and take other action to create a safe and supportive school environment.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
3	<p><b>State model policy. [School student bullying policy]</b>                      Requires the commissioner to develop and maintain resources to help districts and schools implement strategies for a positive school climate and use social-emotional learning. Requires the commissioner to develop and adopt state-level social-emotional learning standards.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
4	<p><b>School mental health systems.</b>                      Defines mental health, and describes comprehensive school mental health systems.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
5	<p><b>Multi-tiered system of supports.</b>                      Defines the Minnesota multi-tiered system of supports as a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. Lists required components of framework.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 6: Health and Safety		Article 5: Health and Safety
	Effective July 1, 2021.		
6	<p><b>Seizure training and action plan.</b></p> <p><b>Subd. 1. Seizure training and action plan.</b> Requires a school district or charter school where a student with a seizure disorder and prescribed seizure medication is enrolled to have a seizure action plan. The action plan must identify a school nurse or designated individual who can administer seizure medication and require training on seizures.</p> <p><b>Subd. 2. Training requirements.</b> Requires a school district or charter school to provide all licensed school nurses or other designated individuals, and other staff with self-study materials on seizure disorders.</p> <p>Effective for the 2022-2023 school year and later.</p>	<p><b>Similar.</b></p>	<p><b>Section 1. [121A.24] Seizure Training and Action Plan.</b></p> <p><b>Subdivision 1. Seizure action plan. Paragraph (a)</b> defines “seizure action plan” as a written individualized health plan designed to acknowledge and prepare for the health care needs of a student with a seizure disorder diagnosed by the student’s treating licensed health care provider.</p> <p>(b) Requires school districts and charter schools to follow this subdivision if an enrolled student’s parent or guardian has notified them that the student has a diagnosed seizure disorder and has seizure rescue medication. Requires the parent or guardian to work with school personnel to implement the seizure action plan.</p> <p>(c) Requires a seizure plan to identify at least one on duty employee who can administer the seizure rescue medication; require seizure medication training for the identified employee; and be filed in the principal’s office or licensed school nurse’s office.</p> <p>(d) Requires a district or charter school employee or volunteer responsible for the supervision or care of the student with a diagnosed seizure disorder to be given notice and a copy of the seizure action plan.</p> <p><b>Subd. 2. Training requirements.</b> Requires a school district or charter school to provide self-study materials on seizure disorder signs, symptoms, medications, and appropriate responses to all licensed school nurses and other staff who are working with students.</p>

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Section	Article 6: Health and Safety		Article 5: Health and Safety
			<b>Subd. 3. Department of Health.</b> Allows a school district or charter school to consult with the commissioner of health on the training resources required in this section.
			See Article 7, Facilities, for section 2.
7	<p><b>Student support personnel aid.</b> Creates a new state school aid for student support personnel.</p> <p><b>Subd. 1. Definitions.</b> Defines “new position” and “student support services personnel” to include school counselors, school psychologists, school social workers, school nurses, and chemical dependency counselors.</p> <p><b>Subd. 2. Purpose.</b> Describes the purposes of the student support personnel aid program.</p> <p><b>Subd. 3. Aid eligibility and application.</b> Makes a school district, charter school, and a cooperative unit (including an intermediate school district) eligible for aid. Charges the commissioner with prescribing the form and manner of the application process for the aid.</p> <p><b>Subd. 4. Student support personnel aid.</b> Establishes the aid for school districts equal to the greater of \$31,500 (for smaller school districts) or \$20 times the number of pupils enrolled in the district on October 1 of the previous year. Sets the aid for charter schools equal to \$20 per pupil. Sets the aid for cooperative programs equal to \$6 per pupil times the pupil count enrolled in the cooperative unit’s member school districts. Limits the aid to no more</p>	<b>No comparable provision.</b>	

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Section	Article 6: Health and Safety		Article 5: Health and Safety
	<p>than the school’s actual spending on new support personnel.</p> <p><b>Subd. 5. Allowed uses; match requirements.</b> Requires the aid to be used to hire student support personnel in newly created positions. Transfers the cooperative unit’s aid from the member districts to the cooperative unit. Allows school districts, charter schools, and cooperative units to contract for services if the school is unable to hire a new full-time equivalent position with the student support personnel aid provided under this section.</p> <p><b>Subd. 6. Report required.</b> Requires each school district, charter school, and cooperative unit receiving aid under this section to submit a written report to the commissioner of education indicating how the new positions affected at least two of the following measures:</p> <ul style="list-style-type: none"> <li>▪ school climate;</li> <li>▪ attendance rates;</li> <li>▪ academic achievement;</li> <li>▪ career and college readiness; and</li> <li>▪ postsecondary completion rates.</li> </ul> <p>Effective July 1, 2021.</p>		
			See Article 7, Facilities, for section 3.
8	<p><b>Appropriations.</b> See fiscal tracking worksheets.</p>	See fiscal worksheet.	Sec. 4. Appropriations. See fiscal tracking spreadsheets.

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Section	Article 7: Facilities		Article 6: Facilities, Fund Transfers, and Accounting
1	<p><b>Notification of environmental hazards.</b> Requires a school district, charter school, or nonpublic school to notify school staff, students, and parents when it receives notice of environmental hazards from the Department of Health or Pollution Control Agency.</p>	<p><b>Same.</b></p>	<p><b>Article 5, section 2. [121A.336] Notification of Environmental Hazards.</b> Requires a school district, charter school, or nonpublic school, upon notification by the Department of Health or Pollution Control Agency, to notify school staff, students, and parents of an environmental hazard that may affect the health of students or school staff. Requires the notice to include direction on how to obtain more information about the hazard.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 1. Consulting fees.</b> Requires a school board to post on its website a summary of consulting fees for professional services that exceeded \$25,000 under the UFARS object code 305. Requires the district to include a statement that more information is available upon request.</p>
2	<p><b>Intermediate districts and other cooperative units. [Long-term facilities maintenance revenue]</b> Expands the list of cooperative units that may issue deferred maintenance bonds backed by the member school districts' long-term facilities maintenance revenue to include other types of joint powers agreements.</p>	<p><b>Same</b></p>	<p><b>Section 2. Intermediate districts and other cooperative units.</b> For fiscal year 2023 and later, paragraph (a) makes joint powers districts eligible for long-term facilities maintenance revenue (LTFM). Allows the joint powers district to issue bonds and levy for LTFM costs through member districts. Makes the portion of lease costs attributable to the amortized cost of long-term facilities maintenance projects completed by the landlord on the leased facility an eligible use of LTFM.</p> <p>For fiscal year 2023 and later, paragraph (b) allows cooperatives and joint powers districts to specify which member districts will levy for LTFM pay-as-you-go projects. Requires that all member districts of the cooperative or joint powers districts levy for debt service costs.</p>



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Section	Article 7: Facilities		Article 6: Facilities, Fund Transfers, and Accounting
3	<p><b>To lease building or land. [Capital levies]</b>                      Authorizes a school district to levy up to \$65 per pupil per year for facilities needs for cooperative school units and school joint powers districts (under current law, this authority is currently available only for school districts that are members of an intermediate school district).</p>	<p><b>Similar, House strikes obsolete language regarding levy for TIES.</b></p>	<p><b>Section 3. To lease building or land.</b> For fiscal year 2023 and later, paragraph (h) makes cooperatives and joint powers districts eligible for \$65 per pupil of levy authority through its member districts for the lease of administrative and classroom space. Allows the intermediate school district, other cooperative unit, or joint powers district to specify which member districts will levy for lease costs.</p> <p>For fiscal year 2023 and later, paragraph (k) allows a district to levy for its share of deferred maintenance costs for a district-owned facility that is being leased to a cooperative or joint powers district for any instructional purposes or for school storage.</p>
4	<p><b>Safe schools levy.</b>                      Requires school districts to report safe school expenses by functional area in the form and manner specified by the commissioner (current law requires spending to be reported only by UFARS accounting category).</p> <p>Effective for fiscal year 2022 and later.</p>	<p><b>Senate increases safe schools revenue and adds revenue for charter schools, Tribal contract schools, and nonpublic schools. House has no change in revenue.</b></p>	<p><b>Article 5, section 3. Safe Schools Revenue.</b></p> <p><b>Subdivision 1. Safe schools revenue.</b> Increases safe schools revenue in fiscal year 2022 and fiscal year 2023 for a district to \$37, and for fiscal year 2024 and later for a district to \$47 multiplied by the district’s adjusted pupil units for the school year.</p> <p><b>Subd. 2. Safe schools levy.</b> (a) For fiscal year 2022, allows a school district to levy up to \$36 per adjusted pupil unit.</p> <p>(b) For fiscal year 2023 and later, allows a school district to levy up to \$37 per adjusted pupil unit. Provides for equalization of the safe schools levy. For fiscal year 2023 and later, sets a district’s maximum levy amount to be not more than the district’s safe schools revenue multiplied by the lesser of one or the ratio of its adjusted net tax capacity per adjusted pupil unit to the safe schools equalizing factor.</p>

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Section	Article 7: Facilities		Article 6: Facilities, Fund Transfers, and Accounting
			<p><b>Subd. 3. Safe schools aid.</b> States that a district’s safe schools aid is equal to its safe schools revenue minus its safe schools levy. Provides that aid must be in the same proportion as the actual amount the district levied to the permitted levy. Provides for fiscal year 2022, a district's safe schools aid equals basic safe schools aid. Provides for fiscal year 2023 and later, a district's safe schools aid equals basic safe schools aid plus safe schools equalization aid.</p> <p><b>Subd. 4. Cooperative safe schools revenue.</b> Allows a school district that is a member of a cooperative unit to receive safe schools revenue of \$16 for fiscal year 2022, \$20 for fiscal year 2023, and \$26 for fiscal year 2024 and later.</p> <p><b>Subd. 5. Cooperative safe schools levy.</b> For fiscal year 2022 only, allows the cooperative safe schools levy for a school district that is a member of an intermediate to levy up to \$15 per adjusted pupil unit.</p> <p>(b) For fiscal year 2023 and later, sets a school district that is a member of a cooperative unit’s maximum levy amount to be not more than \$20 multiplied by the lesser of one or the ratio of its adjusted net tax capacity per adjusted pupil unit to the safe schools equalizing factor.</p> <p><b>Subd. 6. Cooperative safe schools aid.</b> (a) States that basic cooperative safe schools aid is equal to its cooperative safe schools revenue minus its cooperative safe schools levy.</p> <p>(b) States that cooperative safe schools equalization aid is equal to its cooperative safe schools revenue minus its basic cooperative safe schools aid minus its cooperative safe</p>

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Section	Article 7: Facilities		Article 6: Facilities, Fund Transfers, and Accounting
			<p>schools levy. Requires cooperative safe schools equalization aid to be reduced to the proportion actually levied.</p> <p>(c) For fiscal year 2022, specifies that cooperative safe schools aid for a school district that is a member of a cooperative unit equals basic cooperative safe schools aid. For fiscal year 2023 and later, specifies that the cooperative safe schools aid for a school district that is a member of a cooperative unit equals basic cooperative safe schools aid plus cooperative safe schools equalization aid.</p> <p><b>Subd. 7. Safe schools aid for charter schools.</b> For fiscal year 2022 and fiscal year 2023, allows a charter school’s safe schools aid be \$37 per adjusted pupil unit. For fiscal year 2024 and later, allows a charter’s school safe school aid to be \$47 per adjusted pupil unit. Requires safe schools aid to be used to pay for the safe schools activities listed in <b>subdivision 10.</b></p> <p><b>Subd. 8. Safe schools aid for nonpublic schools.</b> For fiscal year 2022 and fiscal year 2023, allows a nonpublic school’s safe schools aid be \$37 per enrolled student. For fiscal year 2024 and later, allows a nonpublic school’s safe school aid to be \$47 per adjusted pupil unit. Requires safe schools aid to be used to pay for the safe schools activities listed in <b>subdivision 10.</b></p> <p><b>Subd. 9. Safe schools aid for American Indian tribal contract or grant schools.</b> For fiscal year 2022 and fiscal year 2023, allows an American Indian tribal contract or grant school’s safe school aid be \$37 per enrolled student. For fiscal year 2024 and later, allows an American Indian tribal contract or grant school’s school safe school aid to be \$47 per adjusted</p>

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Section	Article 7: Facilities		Article 6: Facilities, Fund Transfers, and Accounting
			<p>pupil unit. Requires safe schools aid to be used to pay for the safe schools activities listed in <b>subdivision 10</b>.</p> <p><b>Subd. 10. Uses of safe schools revenue.</b> Updates the uses of safe schools revenue for fiscal year 2021 and later. Adds two new allowable uses: (1) school-linked mental health services delivered by telemedicine, and (2) costs for enhancing cybersecurity in the district’s information system. Requires a school district, charter school, or cooperative unit receiving revenue under this section to annually report safe schools expenditures to the commissioner.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 4. Fund Transfers for fiscal years 2020 &amp; 2021 only; revenue redirection fiscal year 2021 only.</b> Allows a school district to redirect any reserved or restricted revenue to another use in fiscal year 2021 only. Prohibits revenue redirection for funds that are already dedicated to staff salaries and benefits or for funds already dedicated under federal law. Requires the school board to adopt a written resolution that approves the revenue redirection. Requires the board-approved resolution to specify the amount that will be redirected and how the funds will be used.</p>
<p><b>5</b></p>	<p><b>Appropriations.</b> Appropriates money for school facilities purposes. See fiscal tracking worksheets.</p>	<p><b>See fiscal worksheet.</b></p>	<p><b>Section 5. Appropriations.</b> See fiscal tracking spreadsheets.</p>

Section	Article 8: Nutrition and Libraries		Article 7: Nutrition and Libraries
<p><b>1</b></p>	<p><b>School meal policy; lunch aid; food service accounting.</b> <b>Subd. 1. School meal policy.</b> Requires sponsors in the school lunch or breakfast program to adopt and post a</p>	<p><b>Similar intent; language slightly different.</b></p>	<p><b>Section 1. School Meals Policies; Lunch Aid; Food Service Accounting.</b></p>

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Section	Article 8: Nutrition and Libraries		Article 7: Nutrition and Libraries
	<p>school meal policy. Lists required elements of policy, including a prohibition on withdrawing a meal from a student’s tray.</p> <p><b>Subd. 1a. School lunch aid amounts.</b> Makes technical changes.</p> <p><b>Subd. 2. Application.</b> Makes a technical change.</p> <p><b>Subd. 4. No fees.</b> Prohibits a sponsor that receives lunch aid from denying a school lunch or breakfast to a student who qualifies for free or reduced-price meals even if the student has an outstanding balance in a meal account.</p> <p><b>Subd. 5. Respectful treatment.</b> Requires a sponsor to provide meals to students in a respectful manner, and prohibits a sponsor from imposing certain restrictions or limiting a student’s participation in certain activities due to an unpaid student meal debt. Requires the commissioner to send a letter of noncompliance to a sponsor violating respectful treatment requirement; sponsor must respond and remedy the practice.</p> <p><b>Subd. 6. Definition.</b> Defines “a la carte” and “school meal.”</p> <p><b>Effective date:</b> This section is effective July 1, 2021.</p>		<p><b>Subdivision 1. School meals policies.</b> (a) Requires a participant in the national school lunch program to adopt and post a school meals policy.</p> <p>(b) Requires the policy to be in writing, reasonable, well-defined, and clearly communicate student meal charges when payment cannot be collected. Requires the policy to maintain the dignity of students by prohibiting lunch shaming.</p> <p>(c) Requires the policy to address whether a collections agency is used by the participant to collect unpaid school meals debt.</p> <p>(d) Requires the policy to ensure that once a meal is placed on a tray or otherwise served to a student that the meal is not withdrawn from the student.</p> <p>(e) Requires the policy to ensure that a student who is eligible for a free or reduced-price lunch is always served a reimbursable meal even if they have outstanding debt.</p> <p>(f) Requires a school to provide a vendor, if applicable, with its school meals policy and require the vendor to adhere to the policy for contracts entered or modified after July 1, 2021.</p> <p><b>Subd. 4. No fees.</b> Prohibits a participant that receives school lunch aid from denying a school lunch to a student who qualifies for free or reduced-price lunch whether the student has outstanding school meal debt attributable to a la carte purchases or for any other reason.</p> <p><b>Subd. 5. Respectful treatment.</b> (a) Requires the participant to provide meals to students in a respectful manner.</p>

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Section	Article 8: Nutrition and Libraries		Article 7: Nutrition and Libraries
			<p>Provides examples of prohibited activities, which include dumping meals, withdrawing a meal that has been served, announcing or listing students' names publicly, or affixing stickers, stamps, or pins. Prohibits a participant from imposing restrictions under section 123B.37 (Prohibited Fees) due to unpaid student meal balance.</p> <p>(b) Directs the commissioner to send a letter of noncompliance to the participant if the commissioner determines that they have violated the requirement to provide meals in a respectful manner.</p>
2	<p><b>School breakfast program.</b></p> <p>Makes school breakfast free for each early childhood special education student participating in the voluntary prekindergarten/school readiness program and reimburses school districts \$1.30 for each breakfast served to the students. (Note: This parallels the free breakfast funding available for all kindergarten pupils.)</p> <p>Effective for fiscal year 2022 and later.</p>	<p><b>No comparable provision.</b></p>	
3	<p><b>School libraries and media centers.</b></p> <p>Creates a statutory definition of a school district or charter school library or media center. Lists the characteristics of the library/media center including:</p> <ul style="list-style-type: none"> <li>▪ equitable access to resources;</li> <li>▪ ensuring the library/media center has collection development policy;</li> </ul>	<p><b>No comparable provision.</b></p>	

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Section	Article 8: Nutrition and Libraries		Article 7: Nutrition and Libraries
	<ul style="list-style-type: none"> <li>▪ centrally located physical space that provides an environment for expanded learning;</li> <li>▪ technology tools and broadband access; and</li> <li>▪ a licensed school library media specialist or licensed school librarian.</li> </ul>		
4	<p><b>Digital and online library database resources for K-12 students.</b></p> <p><b>Subd. 1. Digital and online library database resources.</b> Requires a vendor or other person or entity providing online library database resources to a school district, charter school, state agency, public library, or university for students in grades kindergarten to 12 to comply with subdivision 2.</p> <p><b>Subd. 2. Safety policies.</b> Requires digital or online library database resources offered to students in grades kindergarten through 12 to have safety policies and technology protection measures that prohibit and prevent a user from sending, receiving, viewing, or downloading materials that are deemed harmful to minors, and that filter or block access to obscene materials, materials harmful to minors, and materials that depict the sexual exploitation of a minor.</p> <p><b>Subd. 3. Payments.</b> Requires a district, charter school, state agency, public library, or university to withhold payments from a provider of digital or online library resources that does not comply with subdivision 2.</p>	No comparable provision.	

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Section	Article 8: Nutrition and Libraries		Article 7: Nutrition and Libraries
	<p><b>Subd. 4. Noncompliance.</b> Requires a district, charter school, state agency, public library, or university to consider a provider’s failure to timely verify compliance with subdivision 2 a breach of contract.</p> <p><b>Subd. 5. Report.</b> Requires libraries to report to the legislature any issues related to provider compliance with technology protection measures under subdivision 2.</p> <p><b>Effective July 1, 2021.</b></p>		
5	<p><b>Local support levels. [Regional library basic system support aid; requirements]</b></p> <p>States that library basic system support aid provided to a regional public library system is subject to the reduced maintenance of effort requirements in section 275.761.</p> <p>Effective July 1, 2021.</p>	No comparable provision.	
6	<p><b>Basic aid distribution. [Regional library system; support]</b></p> <p>Increases the percentage of the total regional public library aid paid equally to each system from five to 15 percent. Note that the Regional Library Basic System Support aid is increased in the appropriations section by \$2 million per year.</p> <p>Effective for state aid for fiscal year 2022 and later.</p>	Same	<p><b>Section 2. Base aid distribution.</b> Increases the basic aid distribution from five percent to 15 percent of the available funds being paid to each regional public library system as their base aid for basic system services.</p>
7	<p><b>Adjusted net tax capacity distribution. [Regional library system; support]</b></p> <p>Decreases the portion of regional public library system aid based upon the region’s relative tax base from 25 to 15</p>	Same	<p><b>Section 3. Adjusted net tax capacity per capita distribution.</b> Reduces the adjusted net tax capacity per capita distribution from 25 percent to 15 percent of the available aid funds being paid to regional public library systems. Modifies the</p>



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Section	Article 8: Nutrition and Libraries		Article 7: Nutrition and Libraries
	<p>percent of the total allocation. Lags by one more year, the measure of tax base used so that the tax base ratios are final when the aid is calculated.</p> <p>Effective for state aid for fiscal year 2022 and later.</p>		<p>adjusted net tax capacity calculation data from the second to the third year preceding the fiscal year for which aid is provided. Makes technical corrections.</p>
8	<p><b>Population calculation. [Regional library system; support]</b></p> <p>Clarifies that the population used to compute population aid is the most recently available population count.</p> <p>Effective for state aid for fiscal year 2022 and later.</p>	Same	<p><b>Section 4. Population determination.</b> Amends the regional public library’s population calculation to use the most recent estimate available under section 477A.011, subdivision 3, at the time the aid amounts are calculated.</p>
9	<p><b>Community eligibility provision (CEP) school sites; supplemental state funding.</b></p> <p>Creates a onetime state aid to fund a portion of a school site’s revenue gap when the school site enters into the CEP program. Under the federal CEP program, a school site provides free school lunch and breakfasts to all students attending that site. The federal government pays the full cost of the meals for school sites where more than 61.2 percent of the students are eligible for free or reduced-price meals. For qualifying school sites with a free and reduced-price meal percentage between 40 and 61.2 percent, the federal aid is not sufficient to cover the full school meal costs. This section provides \$2.5 million of additional aid to partially fill the gap for schools that enter into the CEP program. Requires the aid to be prorated if the \$2.5 million aid entitlement is not sufficient to fully fund the unreimbursed amount.</p>	No comparable provision.	

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Section	Article 8: Nutrition and Libraries		Article 7: Nutrition and Libraries
<b>10</b>	<b>Appropriations.</b> Appropriates money for school meals and regional library services. See fiscal tracking worksheets.	<b>See fiscal worksheet.</b>	<b>Section 5. Appropriations.</b> See fiscal tracking spreadsheets.

Section	Article 9: Early Education		Article 8: Early Childhood
<b>1</b>	<b>Distribution of appropriation. [Head Start]</b> Designates 10.72 percent of the total state appropriation to Head Start for federally designated tribal Head Start programs.	<b>No comparable provision.</b>	
<b>2</b>	<b>Prekindergarten, school readiness, preschool, and early education programs; licensure requirement.</b> Requires that an individual providing instruction in a school-based early education program meets the state’s teacher licensure requirements that apply to K-12 teachers. Allows individuals providing instruction in school-based early education programs during the 2020-2021 school year who do not have a Minnesota teaching license to continue teaching without a license until July 1, 2026, and includes these individuals in the teacher’s bargaining unit regardless of licensure status.	<b>No comparable provision.</b>	
<b>3</b>	<b>Program requirements. [ECFE]</b> Allows alloparents to participate in ECFE programs.	<b>No comparable provision.</b>	
<b>4</b>	<b>Quality rating and improvement system.</b> Directs DHS to arrange an independent evaluation of Minnesota’s quality rating and improvement system (QRIS), commonly known as Parent Aware. The evaluation must examine Parent Aware’s effectiveness and impact on	<b>No comparable provision.</b>	

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Section	Article 9: Early Education		Article 8: Early Childhood
	<p>outcomes, including children’s progress toward school readiness, the quality of the early care and education workforce, and parents’ ability to access and use meaningful information about the quality of early care and education programs. The evaluation findings and the commissioner’s recommendations for revisions and potential future evaluations must be reported to legislature by December 31, 2024.</p> <p>Requires DHS to conduct outreach to a racially, ethnically, and geographically diverse group of early care and education providers to identify any barriers that prevent them from pursuing a Parent Aware rating. DHS must report its findings and a plan for reducing the barriers to the legislature by February 1, 2022.</p>		
5	<p><b>Program requirements. [VPK]</b> Provides that VPK programs must have at least one licensed teacher. Under current law, a VPK program is not required to include licensed teachers.</p>	<p><b>No comparable provision.</b></p>	
6	<p><b>Application process; priority for high poverty schools. [VPK]</b> Deletes obsolete language and references to the school readiness plus program. Provides that a VPK program or a school readiness plus program that received aid in fiscal year 2021 continues to remain eligible for the aid regardless of changes in the concentration of students eligible for free or reduced-price lunch.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 9: Early Education		Article 8: Early Childhood
7	<p><b>Participation limits. [VPK]</b>                      Provides that the VPK program has 7,160 seats in fiscal year 2022 and onward and deletes references to the school readiness plus program.</p>	<p><b>No comparable provision.</b></p>	
8	<p><b>Kindergarten readiness assessment.</b>                      Requires MDE to implement a kindergarten readiness assessment to incoming kindergartners. Under current law, schools are permitted, but not required, to implement a kindergarten readiness assessment. Directs MDE to provide assessment tools to schools. Requires schools to use the MDE-provided process for assessment beginning in the 2022-2023 school year. Requires MDE to integrate the assessment data in the statewide longitudinal educational data systems.</p>	<p><b>No comparable provision.</b></p>	
9	<p><b>Family eligibility. [Early learning scholarships]</b>                      Modifies children’s age eligibility for early learning scholarships to provide that scholarships are available to children who are under five years of age on September 1 of the current school year.</p>	<p><b>No comparable provision.</b></p>	
10	<p><b>Administration. [Early learning scholarships]</b>                      Paragraph (a) modifies how MDE is to prioritize scholarship applications to provide that first priority is children who are in a high-risk group, second priority is children who are two years old or younger, and third priority is children who are age three or four.                       Paragraph (c) lifts the cap on the amount of money MDE can designate to Pathway II scholarships.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 9: Early Education		Article 8: Early Childhood
	<p>Paragraph (d) provides that an early learning scholarship cancels if a recipient has not enrolled in an eligible program within three months of receiving the scholarship. Allows a family to request an extension of the three-month period based on criteria developed under the commissioner of education’s authority. Under current law, a scholarship recipient has ten months to enroll in an eligible program before the scholarship cancels.</p>		
<p><b>11</b></p>	<p><b>Limit on screen time for children in preschool and kindergarten.</b> Prohibits children in publicly funded preschools or kindergartens from using an individual-use screen, such as a tablet or smartphone, without engagement from a teacher or other student. Children who have an individualized education program (IEP) or individualized family service plan are not subject to the prohibition.</p>	<p>Same intent; wording slightly different.</p>	<p><b>Section 1. Limit on Screen Time for Children in Preschool and Kindergarten.</b> Prohibits a child in a publicly funded preschool or kindergarten program from using an individual-use screen without engagement from a teacher or other students. Excludes a child with an individualized family service plan or an individualized education program from the application of this section.</p>
<p><b>12</b></p>	<p><b>Pupil unit.</b> Removes references to the school readiness plus program.  This section is effective for revenue for fiscal year 2022 and later.</p>	<p>No comparable provision.</p>	
<p><b>13</b></p>	<p><b>Compensation revenue pupil units.</b> Makes a technical correction that corresponds with the proposal to retain the funded seats for the VPK and SRP programs in fiscal year 2022 and onward.</p>	<p>No comparable provision.</p>	

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Section	Article 9: Early Education		Article 8: Early Childhood
	This section is effective for revenue for fiscal year 2022 and later.		
14	<p><b>Affordable, high-quality early care and education for all families.</b></p> <p>Provides that it is a goal of the state for all families to have access to high-quality, affordable early care and education for children from birth up to age five.</p>	No comparable provision.	
15	<p><b>Great Start for All Minnesota Children Task Force.</b></p> <p>Establishes the Great Start for All Minnesota Children Task Force to develop strategies that meet the goal of all families in the state having access to affordable, high-quality early care and education for children from birth up to age five.</p>	No comparable provision.	
16	<p><b>Direction to the Children’s Cabinet; early childhood governance report.</b></p> <p>Requires the Children’s Cabinet to develop recommendations relating to early childhood development, care, and learning and how early care and education programs could be consolidated into an existing state agency or a new department. The Children’s Cabinet must submit a report to the governor and relevant committees of the legislature by February 1, 2022.</p>	No comparable provision.	
17	<p><b>Direction to the Children’s Cabinet; evaluation of the use of federal money.</b></p> <p>Directs the Children’s Cabinet to evaluate the use of federal money received pursuant to three laws related to coronavirus relief to address the state’s needs in the area of early care and education. The Children’s Cabinet must submit interim findings</p>	No comparable provision.	

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Section	Article 9: Early Education		Article 8: Early Childhood
	of the evaluation to the governor and the legislature on an annual basis beginning February 1, 2022 and must submit a final report by February 1, 2025.		
18	<b>Appropriations; Minnesota Management and Budget</b> See the House Fiscal analysis tracking worksheet at: <a href="https://www.house.leg.state.mn.us/Fiscal/Download/3328">https://www.house.leg.state.mn.us/Fiscal/Download/3328</a> .	<b>No comparable provision.</b>	
19	<b>Appropriations; Department of Education</b> See the House Fiscal analysis tracking worksheet at: <a href="https://www.house.leg.state.mn.us/Fiscal/Download/3328">https://www.house.leg.state.mn.us/Fiscal/Download/3328</a> .	<b>See fiscal worksheet.</b>	<b>Section 2. Appropriations.</b> See fiscal tracking spreadsheets.
20	<b>Repealer.</b> Repeals the law establishing the school readiness plus program.	<b>No comparable provision.</b>	

Section	Article 10: Community Education and Lifelong Learning		Article 9: Community Education and Lifelong Learning
		<b>No comparable provision.</b>	<b>Section 1. Advisory Council.</b> Requires that each district’s community education advisory council create a system to receive and review feedback and input on the use of general community education revenue. Requires that each district’s community education advisory council make written recommendations to the community education director and to the school board on the use of general community education revenue.
		<b>No comparable provision.</b>	<b>Section 2. General Community Education Revenue.</b> For fiscal year 2023 and later, increases the general community education revenue allowance from \$5.42 to \$5.97.

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Section	Article 10: Community Education and Lifelong Learning		Article 9: Community Education and Lifelong Learning
		No comparable provision.	<b>Section 3. Community education aid.</b> Adds supplemental community education aid equal to \$3.90 for fiscal year 2023 and \$16.94 for fiscal year 2024 and later, times the district’s average daily membership for the school year.
		No comparable provision.	<b>Section 4. Uses of General Revenue.</b> Authorizes the use of community education revenue for other programs, such as those offered by non-school organizations. Requires that funds used for other programs be consistent with the purpose of community education programs.
1	<p><b>State total ABE aid.</b> Ensures that state total ABE aid does not decline from one year to the next. [Note: The current inflator allows an increase in the state total ABE aid of up to 3 percent per year, based on the change in total contact hours over the previous ten-year period, but does not prevent ABE aid from decreasing if total contact hours (hours of instruction provided to students) fall.]</p> <p>Effective July 1, 2021.</p>	Different; House adds growth in the basic formula allowance as another factor in the statewide aid calculation. Senate and House ensure statewide aid amount does not go negative.	<b>Section 5. State total adult basic education aid.</b> Clarifies the calculation of adult basic education aid growth rate.
2	<p><b>Commissioner-selected high school equivalency test (GED) fees.</b> Makes permanent the requirement that the commissioner of education pay for one full battery of high school equivalency tests (like the GED test) for a test taker not more than once per year (under current law the rate falls back to 60 percent of the test costs for fiscal year 2022 and later).</p>	No comparable provision.	
3	<p><b>Appropriations.</b> See fiscal tracking worksheets.</p>	See fiscal worksheet.	<b>Section 6. Appropriations.</b> See fiscal tracking spreadsheets.



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Section	Article 11: State Agencies		Article 10: State Agencies
		No comparable provision.	<b>Section 1. Specific authority.</b> Precludes the Governor from relying on emergency management powers under Minnesota Statutes, section 12.21, for authority to order or authorize the commissioner of education to alter school schedules, curtail school activities, or order schools closed. This section applies to elementary schools, middle schools, secondary schools, vocational center schools, charter schools, and elementary schools enrolling prekindergarten pupils in district programs. Precludes the Governor from relying on emergency management powers under section 12.21 to prevent the typical presence of students in school buildings. Permits the Governor to advise and consult with school leaders regarding actions needed for emergency management purposes.
		No comparable provision.	<b>Sections 2 to 6. Unclassified positions.</b> Makes conforming changes to reflect that the Perpich Center for Arts Education is abolished in other sections of the bill.
1	<b>Appointment of members. [PELSB membership]</b> Increases the number of PELSB members from 11 to 13. Prohibits a member from serving more than two consecutive terms.  Effective July 1, 2021.	No comparable provision.	
2	<b>Eligibility; board composition. [PELSB membership]</b> Increases the minimum number of teachers on the board from six to seven, and modifies the teacher member qualifications. Adds two teachers in licensure areas that represent current or	No comparable provision.	

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Section	Article 11: State Agencies		Article 10: State Agencies
	<p>emerging trends in education and an educator currently teaching in a Minnesota-approved teacher preparation program. Clarifies qualifications for superintendent and principal positions on the board.</p> <p>Effective July 1, 2021.</p>		
3	<p><b>Administration. [PELSB membership]</b> Eliminates obsolete language relating to PELSB office space.</p> <p>Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
4	<p><b>Licensing. [Duties]</b> Requires PELSB to approve teacher preparation providers seeking to prepare candidates for teacher licensure in Minnesota.</p> <p>Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
5	<p><b>Register of persons licensed. [Duties]</b> Amends requirements for register of licensed teachers.</p> <p>Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
6	<p><b>PELSB must adopt and revise rules. [Duties]</b> Require PELSB to revise rules, and adds sections that require rulemaking. Strikes requirement that PELSB adopt rules relating to grade levels a licensed teacher may teach.</p> <p>Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 11: State Agencies		Article 10: State Agencies
7	<p><b>Permissions. [Duties]</b>                      Eliminates annual review requirement for permission for alternative education program teacher to teach in other content areas.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
8	<p><b>Teacher and administrator preparation and performance data; report.</b>                      Changes date that PELSB must post report on teacher preparation programs from June to July. Modifies required summary data program providers must include.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
9	<p><b>Teacher preparation program reporting.</b>                      Clarifies reporting requirement on number of candidates who have not passed a content or pedagogy exam, and modifies requirement to disaggregate data by eligibility for financial aid.                       Effective July 1, 2021.</p>	<p><b>No comparable provision.</b></p>	
10	<p><b>Licensure applications.</b>                      Increases the teacher license application fee from \$57 to \$85 (most licenses are valid for five years). Creates an \$8 fee charged to each applicant who uses the online teacher licensing system. Deposits the \$8 fee in a special revenue fund and requires the funds in the special revenue fund to be used only for technology projects, services, and support.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 11: State Agencies		Article 10: State Agencies
	Effective July 1, 2021.		
		<b>No comparable provision.</b>	<p><b>Section 7. Lola and Rudy Perpich Arts Education Specialist.</b></p> <p><b>Subdivision 1. Establishment of arts education specialist position.</b> Requires the department of education to support services to school districts throughout Minnesota by establishing an arts education specialist position in the unclassified service.</p> <p><b>Subd. 2. Specialist duties.</b> Lists duties of the arts education specialist.</p>
<b>11</b>	<p><b>Evidence-based education grants.</b></p> <p>Requires all preK-12 education grants awarded after July 1, 2022, to be awarded through a framework that encourages the goals of the grants to be aligned to Minnesota’s world’s best workforce and the federal government’s student accountability systems. Requires grant recipients to use evidence-based practices and report on their activities to the commissioner of education and the legislature.</p> <p>Effective July 1, 2022.</p>	<b>Same intent; slightly different language.</b>	<p><b>Article 2, section 32. Evidence-based education grants.</b></p> <p><b>Subdivision 1. Purpose and applicability.</b> States that the purpose of this section is to create a process to evaluate the effectiveness of all prekindergarten through grade 12 education programs funded by the legislature to the commissioner of education for grants to organizations on or after July 1, 2022.</p> <p><b>Subd. 2. Goals.</b> Requires that each applicant applying for a grant must include in the grant application a statement of the goals of the education program and grant funds. Requires goals to be aligned to state and federal accountability plans, to the extent practicable.</p> <p><b>Subd. 3. Strategies and data.</b> Requires that the grant application must include a description of the strategies that will be used to meet the goals specified in the application, and a plan to collect data to measure the effectiveness of the strategies used.</p>

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Section	Article 11: State Agencies		Article 10: State Agencies
			<p><b>Subd. 4. Reporting.</b> Requires each grant recipient to create a report describing the data that was collected and the effectiveness of the strategies used within 180 days of the grant period ending. Requires that the report identify or propose alternative strategies.</p> <p><b>Subd. 5. Grant defined.</b> Defines “grant” as money appropriated from the state general fund to the commissioner of education for distribution to the grant recipients.</p>
		<b>No comparable provision.</b>	<b>Section. 8. Board.</b> Requires the Minnesota High School League to have at least a 20-member governing board. Makes technical corrections.
		<b>No comparable provision.</b>	<b>Sections 9 to 11. Sales to government.</b> Makes conforming changes to reflect that the Perpich Center for Arts Education is abolished in other sections of this article.
12	<p><b>Limitations of order effective January 1, 2015, and later. [Petition to expunge criminal records]</b></p> <p>Strikes obsolete reference to the licensing division of the Department of Education.</p> <p>Effective July 1, 2021.</p>	Same	<b>Section. 12. Limitations of order effective January 1, 2015, and later.</b> Strikes obsolete language.
13	<p><b>MDE; 2020-2021 appropriations.</b></p> <p>Cancels \$2 million of the \$4.7 million appropriation in fiscal year 2020 from the amount set aside for litigation expenses and cancels \$1.252 million of the fiscal year 2021 general agency operations appropriation.</p>	Same intent; wording slightly different.	<b>Section. 13. Department.</b> See fiscal tracking spreadsheets.

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Section	Article 11: State Agencies		Article 10: State Agencies
	Effective day following final enactment.		
		No comparable provision.	<p><b>Section 14. Perpich Center for Arts Education Closure.</b></p> <p><b>Subdivision 1. Perpich Center for Arts Education abolished.</b> Abolishes the Perpich Center on June 30, 2022. Funds appropriated to the Perpich Center that are unspent and unencumbered on June 30, 2022 will lapse to the fund or account from which they were appropriated. Money in a dedicated fund or account of the Perpich Center on June 30, 2022, is transferred to the general fund.</p> <p><b>Subd. 2. Library.</b> Transfers property in the Perpich Arts Library to the State Library Services Division of the department of education, on June 1, 2022.</p> <p><b>Subd. 3. Student enrollment.</b> Precludes students from enrolling in the Perpich Arts High School after the 2021-2022 school year.</p> <p><b>Subd. 4. Perpich Center property conveyance.</b> Requires the Perpich Center to submit a proposal to the legislature by January 15, 2022, that provides for the conveyance of real and personal property. If the Center does not submit a proposal to the legislature, the property is transferred to the department of administration on June 30, 2022.</p> <p><b>Subd. 5. Education records.</b> Requires the Perpich Center to transfer the education records of its students.</p>
		No comparable provision.	<p><b>Section 15. Waiver request.</b> Directs the commissioner to request waivers from the federal maintenance of effort</p>

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Section	Article 11: State Agencies		Article 10: State Agencies
			requirements under the Consolidated Appropriations Act and the American Rescue Plan Act.
14	<p><b>Appropriations; MDE 2022-2023.</b>                      Appropriates \$36,684,000 in fiscal year 2022 and \$33,099,000 in fiscal year 2023 from the general fund to MDE for agency operations. Appropriations riders include:</p> <ul style="list-style-type: none"> <li>▪ \$319,000 per year for transfer to the Board of School Administrators;</li> <li>▪ \$1,000,000 per year for the regional centers of excellence;</li> <li>▪ \$250,000 per year to the School Finance Division to enhance financial data analysis;</li> <li>▪ \$720,000 per year for implementing Minnesota’s Learning for English Academic Proficiency (LEAPS) Act programs;</li> <li>▪ \$123,000 per year for a dyslexia specialist;</li> <li>▪ \$480,000 per year for the mainframe computer update;</li> <li>▪ \$4,500,000 in fiscal year 2022 for legal fees and costs associated with litigation;</li> <li>▪ \$455,000 in fiscal year 2022 and \$865,000 in fiscal year 2023 for data analytics for the state count of American Indian children (sets the base amounts for this program at \$510,000 in fiscal year 2024, \$355,000 for fiscal year 2025, and \$133,000 for fiscal year 2026 and later);</li> <li>▪ \$3,279,000 in fiscal year 2022 and \$4,484,000 in fiscal year 2023 for modernizing district data</li> </ul>	See fiscal worksheet.	<b>Section 16. Appropriations; Department of Education.</b> See fiscal tracking spreadsheets.

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Section	Article 11: State Agencies		Article 10: State Agencies
	<p>submissions (sets the base amount for this program at \$3,252,000 for fiscal year 2024 and later);</p> <ul style="list-style-type: none"> <li>▪ \$340,000 in each year for VPK program administration;</li> <li>▪ \$3,000,000 each year for translation services (sets aside \$2,000,000 per year for grants to school districts and charter schools); and</li> <li>▪ \$144,000 in fiscal year 2022 and \$148,000 in fiscal year 2023 for MDE's costs in incorporating ethnic studies into the state's curriculum standards.</li> </ul> <p>Approves and appropriates the expenditure of federal grants and aids as shown in the biennial budget document and its supplements.</p> <p>Effective for fiscal year 2022 and later.</p>		
<p><b>15</b></p>	<p><b>Appropriations; Minnesota State Academies.</b></p> <p>Appropriates \$14,056,000 in fiscal year 2022 and \$14,317,000 in fiscal year 2023 from the general fund to the Minnesota State Academies for the Deaf and Blind for the agency's operations.</p> <p>Effective for fiscal years 2022 and 2023.</p>	<p>See fiscal worksheet.</p>	<p><b>Section 17. Appropriations; Minnesota State Academies.</b></p> <p>See fiscal tracking spreadsheets.</p>
<p><b>16</b></p>	<p><b>Appropriations; Perpich Center for Arts Education.</b></p> <p>Appropriates \$7,406,000 in fiscal year 2022 and \$7,527,000 in fiscal year 2023 from the general fund to the Perpich Center for Arts Education for the agency's operations.</p>	<p>See fiscal worksheet.</p>	<p><b>Section 18. Appropriations; Perpich Center for Arts Education.</b> See fiscal tracking spreadsheets.</p>



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Section	Article 11: State Agencies		Article 10: State Agencies
	Effective for fiscal years 2022 and 2023.		
17	<p><b>Appropriations; PELSB.</b>                      Appropriates \$4,542,000 in fiscal year 2022 and \$4,581,000 in fiscal year 2023 from the general fund to PELSB for the agency’s operations funds. Appropriates \$34,000 per year from the licensure by portfolio special revenue fund to PELSB for licensure by portfolio activities.</p> <p>Effective for fiscal years 2022 and 2023.</p>	See fiscal worksheet.	<p><b>Section 19. Appropriations; Professional Educator Licensing and Standards Board.</b> See fiscal tracking spreadsheets.</p>
		No comparable provision.	<p><b>Section 20. Repealer.</b> Repeals Minnesota statutes and rules regarding the Perpich Center. In addition, this section repeals a subdivision that included an errant cross-reference to a Perpich Center statute repealed in this section.</p>

Section	Article 12: Forecast Adjustments		Article 11: Forecast Adjustments
	<p><b>Sections 1 to 22.</b> Makes adjustments to fiscal year 2021 appropriations to match the February 2021 Forecast data to match the best estimates of the state aid required for each K12 appropriation. Generally, a change in the estimated pupil counts, or a change in program participation is the most likely cause of a forecast adjustment. The changes in the appropriations are real, but they have no fiscal impact when measured against the K12 budget because the changes are built into the forecast estimate of the budget base.</p>	<p><b>Similar forecast adjustments; House does not include General Ed or Tribal Contract Aid in forecast adjustments as these two programs are substantively amended earlier in the bill or in H.F. 1064.</b></p>	<p><b>Sections 1 to 24.</b> Makes adjustments to fiscal year 2021 appropriations to match the February 2021 Forecast data to match the best estimates of the state aid required for each K12 appropriation. Generally, a change in the estimated pupil counts, or a change in program participation is the most likely cause of a forecast adjustment. The changes in the appropriations are real, but they have no fiscal impact when measured against the K12 budget because the changes are built into the forecast estimate of the budget base.</p>