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18.28

ARTICLE 2  
EDUCATION EXCELLENCE

18.29

Section 1. Minnesota Statutes 2016, section 120B.021, subdivision 1, is amended to read:

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19.2

Subdivision 1. **Required academic standards.** (a) The following subject areas are required for statewide accountability:

19.3

(1) language arts;

19.4

(2) mathematics;

19.5

(3) science;

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(4) social studies, including history, geography, economics, and government and citizenship that includes civics consistent with section 120B.02, subdivision 3;

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(5) physical education;

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(6) health, for which locally developed academic standards apply; and

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(7) the arts, for which statewide or locally developed academic standards apply, as determined by the school district. Public elementary and middle schools must offer at least three and require at least two of the following four arts areas: dance; music; theater; and

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15.18

ARTICLE 2  
EDUCATION EXCELLENCE

15.19

Section 1. Minnesota Statutes 2016, section 120A.22, subdivision 9, is amended to read:

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Subd. 9. ~~Curriculum~~ **Knowledge and skills.** Instruction must be provided in at least the following subject areas:

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(1) basic communication skills including reading and writing, literature, and fine arts;

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(2) mathematics and science;

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(3) social studies including history, geography, ~~and~~ economics, government, and citizenship; and

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(4) health and physical education.

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Instruction, textbooks, and materials must be in the English language. Another language may be used pursuant to sections 124D.59 to 124D.61.

17.4

Sec. 4. Minnesota Statutes 2016, section 120B.021, subdivision 1, is amended to read:

17.5

17.6

Subdivision 1. **Required academic standards.** (a) The following subject areas are required for statewide accountability:

17.7

(1) language arts;

17.8

(2) mathematics;

17.9

(3) science;

17.10

17.11

(4) social studies, including history, geography, economics, and government and citizenship that includes civics consistent with section 120B.02, subdivision 3;

17.12

(5) physical education;

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(6) health, for which locally developed academic standards apply; and

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(7) the arts, for which statewide or locally developed academic standards apply, as determined by the school district. Public elementary and middle schools must offer at least three and require at least two of the following four arts areas: dance; music; theater; and

19.13 visual arts. Public high schools must offer at least three and require at least one of the  
19.14 following five arts areas: media arts; dance; music; theater; and visual arts.

19.15 (b) For purposes of applicable federal law, the academic standards for language arts,  
19.16 mathematics, and science apply to all public school students, except the very few students  
19.17 with extreme cognitive or physical impairments for whom an individualized education  
19.18 program team has determined that the required academic standards are inappropriate. An  
19.19 individualized education program team that makes this determination must establish  
19.20 alternative standards.

19.21 (c) Beginning in the 2016-2017 school year, the department must adopt the most recent  
19.22 National Association of Sport and Physical Education SHAPE America (Society of Health  
19.23 and Physical Educators) kindergarten through grade 12 standards and benchmarks for  
19.24 physical education as the required physical education academic standards. The department  
19.25 may modify and adapt the national standards to accommodate state interest. The modification  
19.26 and adaptations must maintain the purpose and integrity of the national standards. The  
19.27 department must make available sample assessments, which school districts may use as an  
19.28 alternative to local assessments, to assess students' mastery of the physical education  
19.29 standards beginning in the 2018-2019 school year that the standards must be implemented  
19.30 by all schools.

19.31 (d) District efforts to develop, implement, or improve instruction or curriculum as a  
19.32 result of the provisions of this section must be consistent with sections 120B.10, 120B.11,  
19.33 and 120B.20.

20.1 **EFFECTIVE DATE.** This section is effective the day following final enactment and  
20.2 is retroactive to July 1, 2016.

20.3 Sec. 2. Minnesota Statutes 2016, section 120B.021, subdivision 3, is amended to read:

20.4 Subd. 3. **Rulemaking.** The commissioner, consistent with the requirements of this section  
20.5 and section 120B.022, must adopt statewide rules under section 14.389 for implementing

17.17 visual arts. Public high schools must offer at least three and require at least one of the  
17.18 following five arts areas: media arts; dance; music; theater; and visual arts.

17.19 (b) For purposes of applicable federal law, the academic standards for language arts,  
17.20 mathematics, and science apply to all public school students, except the very few students  
17.21 with extreme cognitive or physical impairments for whom an individualized education  
17.22 program team has determined that the required academic standards are inappropriate. An  
17.23 individualized education program team that makes this determination must establish  
17.24 alternative standards.

17.25 (c) Beginning in the 2016-2017 school year, The department must adopt the most recent  
17.26 National Association of Sport and Physical Education SHAPE America (Society of Health  
17.27 and Physical Educators) kindergarten through grade 12 standards and benchmarks for  
17.28 physical education as the required physical education academic standards. The department  
17.29 may modify and adapt the national standards to accommodate state interest. The modification  
17.30 and adaptations must maintain the purpose and integrity of the national standards. The  
17.31 department must make available sample assessments, which school districts may use as an  
18.1 alternative to local assessments, to assess students' mastery of the physical education  
18.2 standards beginning in the 2018-2019 school year.

18.3 (d) A school district may include child sexual abuse prevention instruction in a health  
18.4 curriculum, consistent with paragraph (a), clause (6). Child sexual abuse prevention  
18.5 instruction may include age-appropriate instruction on recognizing sexual abuse and assault,  
18.6 boundary violations and unwanted forms of touching or contact, and ways offenders groom  
18.7 or desensitize victims, as well as strategies to promote disclosure, reduce self-blame, and  
18.8 mobilize bystanders. A school district may provide instruction under this paragraph in a  
18.9 variety of ways, including at an annual assembly or classroom presentation. A school district  
18.10 may also provide parents information on the warning signs of child sexual abuse and available  
18.11 resources.

18.12 ~~(d)~~ (e) District efforts to develop, implement, or improve instruction or curriculum as a  
18.13 result of the provisions of this section must be consistent with sections 120B.10, 120B.11,  
18.14 and 120B.20.

18.15 Sec. 5. Minnesota Statutes 2016, section 120B.021, subdivision 3, is amended to read:

18.16 Subd. 3. **Rulemaking.** The commissioner, consistent with the requirements of this section  
18.17 and section 120B.022, must adopt statewide rules under section 14.389 for implementing

20.6 statewide rigorous core academic standards in language arts, mathematics, science, social  
20.7 studies, physical education, and the arts. After the rules authorized under this subdivision  
20.8 are initially adopted, the commissioner may not amend or repeal these rules nor adopt new  
20.9 rules on the same topic without specific legislative authorization. ~~The academic standards~~  
20.10 ~~for language arts, mathematics, and the arts must be implemented for all students beginning~~  
20.11 ~~in the 2003-2004 school year. The academic standards for science and social studies must~~  
20.12 ~~be implemented for all students beginning in the 2005-2006 school year.~~

20.13 Sec. 3. Minnesota Statutes 2016, section 120B.022, subdivision 1b, is amended to read:

20.14 Subd. 1b. **State bilingual and multilingual seals.** (a) Consistent with efforts to strive  
20.15 for the world's best workforce under sections 120B.11 and 124E.03, subdivision 2, paragraph  
20.16 (i), and close the academic achievement and opportunity gap under sections 124D.861 and  
20.17 124D.862, voluntary state bilingual and multilingual seals are established to recognize high  
20.18 school students in any Minnesota public, charter, or nonpublic school who demonstrate an  
20.19 advanced-low level or an intermediate high level of functional proficiency in listening,  
20.20 speaking, reading, and writing on either assessments aligned with American Council on the  
20.21 Teaching of Foreign Languages' (ACTFL) proficiency guidelines or on equivalent valid  
20.22 and reliable assessments in one or more languages in addition to English. American Sign  
20.23 Language is a language other than English for purposes of this subdivision and a world  
20.24 language for purposes of subdivision 1a.

20.25 (b) In addition to paragraph (a), to be eligible to receive a seal:

20.26 (1) students must satisfactorily complete all required English language arts credits; and

20.27 (2) students must demonstrate mastery of Minnesota's English language proficiency  
20.28 standards.

20.29 (c) Consistent with this subdivision, a high school student who demonstrates an  
20.30 intermediate high ACTFL level of functional proficiency in one language in addition to  
20.31 English is eligible to receive the state bilingual gold seal. A high school student who  
20.32 demonstrates an intermediate high ACTFL level of functional native proficiency in more  
21.1 than one language in addition to English is eligible to receive the state multilingual gold  
21.2 seal. A high school student who demonstrates an advanced-low ACTFL level of functional  
21.3 proficiency in one language in addition to English is eligible to receive the state bilingual  
21.4 platinum seal. A high school student who demonstrates an advanced-low ACTFL level of  
21.5 functional proficiency in more than one language in addition to English is eligible to receive  
21.6 the state multilingual platinum seal.

21.7 (d) School districts and charter schools may give students periodic opportunities to  
21.8 demonstrate their level of proficiency in listening, speaking, reading, and writing in a  
21.9 language in addition to English. Where valid and reliable assessments are unavailable, a

18.18 statewide rigorous core academic standards in language arts, mathematics, science, social  
18.19 studies, physical education, and the arts. After the rules authorized under this subdivision  
18.20 are initially adopted, the commissioner may not amend or repeal these rules nor adopt new  
18.21 rules on the same topic without specific legislative authorization. ~~The academic standards~~  
18.22 ~~for language arts, mathematics, and the arts must be implemented for all students beginning~~  
18.23 ~~in the 2003-2004 school year. The academic standards for science and social studies must~~  
18.24 ~~be implemented for all students beginning in the 2005-2006 school year.~~

18.25 Sec. 6. Minnesota Statutes 2016, section 120B.022, subdivision 1b, is amended to read:

18.26 Subd. 1b. **State bilingual and multilingual seals.** (a) Consistent with efforts to strive  
18.27 for the world's best workforce under sections 120B.11 and 124E.03, subdivision 2, paragraph  
18.28 (i), and close the academic achievement and opportunity gap under sections 124D.861 and  
18.29 124D.862, voluntary state bilingual and multilingual seals are established to recognize high  
18.30 school students in any school district, charter school, or nonpublic school who demonstrate  
18.31 an advanced-low level or an intermediate high level of functional proficiency in listening,  
18.32 speaking, reading, and writing on either assessments aligned with American Council on the  
18.33 Teaching of Foreign Languages' (ACTFL) proficiency guidelines or on equivalent valid  
19.1 and reliable assessments in one or more languages in addition to English. American Sign  
19.2 Language is a language other than English for purposes of this subdivision and a world  
19.3 language for purposes of subdivision 1a.

19.4 (b) In addition to paragraph (a), to be eligible to receive a seal:

19.5 (1) students must satisfactorily complete all required English language arts credits; and

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19.7 standards.

19.8 (c) Consistent with this subdivision, a high school student who demonstrates an  
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19.10 English is eligible to receive the state bilingual gold seal. A high school student who  
19.11 demonstrates an intermediate high ACTFL level of functional native proficiency in more  
19.12 than one language in addition to English is eligible to receive the state multilingual gold  
19.13 seal. A high school student who demonstrates an advanced-low ACTFL level of functional  
19.14 proficiency in one language in addition to English is eligible to receive the state bilingual  
19.15 platinum seal. A high school student who demonstrates an advanced-low ACTFL level of  
19.16 functional proficiency in more than one language in addition to English is eligible to receive  
19.17 the state multilingual platinum seal.

19.18 (d) School districts and charter schools may give students periodic opportunities to  
19.19 demonstrate their level of proficiency in listening, speaking, reading, and writing in a  
19.20 language in addition to English. Where valid and reliable assessments are unavailable, a

21.10 school district or charter school may rely on evaluators trained in assessing under ACTFL  
21.11 proficiency guidelines to assess a student's level of foreign, heritage, or indigenous language  
21.12 proficiency under this section. School districts and charter schools must maintain appropriate  
21.13 records to identify high school students eligible to receive the state bilingual or multilingual  
21.14 gold and platinum seals. The school district or charter school must affix the appropriate seal  
21.15 to the transcript of each high school student who meets the requirements of this subdivision  
21.16 and may affix the seal to the student's diploma. A school district or charter school must not  
21.17 charge the high school student a fee for this seal.

21.18 (e) A school district or charter school may award elective course credits in world  
21.19 languages to a student who demonstrates the requisite proficiency in a language other than  
21.20 English under this section.

21.21 (f) A school district or charter school may award community service credit to a student  
21.22 who demonstrates an intermediate high or advanced-low ACTFL level of functional  
21.23 proficiency in listening, speaking, reading, and writing in a language other than English  
21.24 and who participates in community service activities that are integrated into the curriculum,  
21.25 involve the participation of teachers, and support biliteracy in the school or local community.

21.26 (g) The commissioner must list on the Web page those assessments that are aligned to  
21.27 ACTFL proficiency guidelines.

21.28 (h) By August 1, 2015, the colleges and universities of the Minnesota State Colleges  
21.29 and Universities system must establish criteria to translate the seals into college credits  
21.30 based on the world language course equivalencies identified by the Minnesota State Colleges  
21.31 and Universities faculty and staff and, upon request from an enrolled student, the Minnesota  
21.32 State Colleges and Universities may award foreign language credits to a student who receives  
21.33 a Minnesota World Language Proficiency Certificate under subdivision 1a. A student who  
21.34 demonstrated the requisite level of language proficiency in grade 10, 11, or 12 to receive a  
22.1 seal or certificate and is enrolled in a Minnesota State Colleges and Universities institution  
22.2 must request college credits for the student's seal or proficiency certificate within three  
22.3 academic years after graduating from high school. The University of Minnesota is encouraged  
22.4 to award students foreign language academic credits consistent with this paragraph.

22.5 Sec. 4. Minnesota Statutes 2016, section 120B.12, is amended to read:  
22.6 **120B.12 READING PROFICIENTLY NO LATER THAN THE END OF GRADE**  
22.7 **3.**

22.8 Subdivision 1. **Literacy goal.** The legislature seeks to have every child reading at or  
22.9 above grade level no later than the end of grade 3, including English learners, students  
22.10 receiving literacy interventions under section 125A.56, and students in an approved program

19.21 school district or charter school may rely on evaluators trained in assessing under ACTFL  
19.22 proficiency guidelines to assess a student's level of foreign, heritage, or indigenous language  
19.23 proficiency under this section. School districts and charter schools must maintain appropriate  
19.24 records to identify high school students eligible to receive the state bilingual or multilingual  
19.25 gold and platinum seals. The school district or charter school must affix the appropriate seal  
19.26 to the transcript of each high school student who meets the requirements of this subdivision  
19.27 and may affix the seal to the student's diploma. A school district or charter school must not  
19.28 charge the high school student a fee for this seal.

19.29 (e) A school district or charter school may award elective course credits in world  
19.30 languages to a student who demonstrates the requisite proficiency in a language other than  
19.31 English under this section.

19.32 (f) A school district or charter school may award community service credit to a student  
19.33 who demonstrates an intermediate high or advanced-low ACTFL level of functional  
19.34 proficiency in listening, speaking, reading, and writing in a language other than English  
20.1 and who participates in community service activities that are integrated into the curriculum,  
20.2 involve the participation of teachers, and support biliteracy in the school or local community.

20.3 (g) The commissioner must list on the Web page those assessments that are aligned to  
20.4 ACTFL proficiency guidelines.

20.5 (h) By August 1, 2015, the colleges and universities of the Minnesota State Colleges  
20.6 and Universities system must establish criteria to translate the seals into college credits  
20.7 based on the world language course equivalencies identified by the Minnesota State Colleges  
20.8 and Universities faculty and staff and, upon request from an enrolled student, the Minnesota  
20.9 State Colleges and Universities may award foreign language credits to a student who receives  
20.10 a Minnesota World Language Proficiency Certificate under subdivision 1a. A student who  
20.11 demonstrated the requisite level of language proficiency in grade 10, 11, or 12 to receive a  
20.12 seal or certificate and is enrolled in a Minnesota State Colleges and Universities institution  
20.13 must request college credits for the student's seal or proficiency certificate within three  
20.14 academic years after graduating from high school. The University of Minnesota is encouraged  
20.15 to award students foreign language academic credits consistent with this paragraph.

22.11 under section 125A.50, and that teachers provide comprehensive, scientifically based reading  
22.12 instruction consistent with section 122A.06, subdivision 4.

22.13 Subd. 1a. **Definitions.** (a) For the purposes of this section, the terms defined in this  
22.14 subdivision have the meanings given them.

22.15 (b) "Core reading instruction" means the curriculum, assessments, materials, and  
22.16 instructional practices with which all students are actively engaged to achieve and exceed  
22.17 proficiency standards.

22.18 (c) "Diagnostic" means assessments intended to identify students' specific areas of need  
22.19 related to literacy to inform instructional decisions.

22.20 (d) "Evidence-based" means demonstrating a statistically significant effect on improving  
22.21 student outcomes or other relevant outcomes based on strong evidence from one or more  
22.22 quality experimental studies, moderate evidence from one or more quasi-experimental  
22.23 studies, or promising evidence from one or more correlational studies with statistical controls  
22.24 for selection bias.

22.25 (e) "Fidelity" means the extent to which a practice, program, or strategy is implemented  
22.26 as designed.

22.27 (f) "Multisensory instruction" means instruction that incorporates opportunities to practice  
22.28 that include seeing, hearing, saying, and physically doing.

22.29 (g) "Multitiered system of supports" means a framework to improve outcomes for all  
22.30 students that organizes district-level resources to address each individual student's needs;  
22.31 such as academic or behavior needs or both, that includes: screening of all students using  
22.32 valid and reliable measures; tiers of instruction that vary in intensity; collaborative teams  
23.1 that review data, problem solve, and organize instruction; frequent progress monitoring  
23.2 using valid and reliable measures to determine the impact of evidence-based interventions;  
23.3 and a system to ensure that instruction including interventions are evidence-based and  
23.4 implemented with fidelity. For the purposes of this section, the multitiered system applies  
23.5 to the development of literacy to increase the number of students meeting proficiency  
23.6 standards.

23.7 (h) "Progress monitoring" means frequent assessment to examine a student's rate of  
23.8 progress on specific skills in order to guide decisions regarding the effectiveness of  
23.9 intervention programs, as well as assisting in making additional instructional decisions for  
23.10 a student.

23.11 (i) "Screening" means systematically assessing all students on literacy indicators for the  
23.12 purpose of identifying students who may require additional support and who are at risk of  
23.13 poor learning outcomes. Screening assessments are typically brief, conducted with all  
23.14 students at a grade level, and followed by additional testing or short-term progress monitoring  
23.15 to corroborate students' risk status.

23.16 (j) "Supplemental and intensive instruction" means instruction that increases the intensity  
23.17 and practice of an activity, which is accomplished primarily by increasing the instructional  
23.18 time, reducing the size of the group, and focusing the instruction.

23.19 (k) "Systematic and explicit instruction" means instruction that logically builds from  
23.20 the smallest to more complex concepts such that there is no confusion or doubt and includes  
23.21 specific design and delivery procedures.

23.22 Subd. 2. **Identification; report.** (a) Each school district shall identify before the end of  
23.23 kindergarten, grade 1, and grade 2 students who are not reading at grade level before the  
23.24 end of the current school year. ~~Reading~~ The district must use locally adopted,  
23.25 developmentally appropriate, and culturally responsive screening and diagnostic assessments  
23.26 in English; and in the predominant languages of district students, where practicable, ~~must~~  
23.27 to identify and evaluate students' areas of academic need related to literacy. The district  
23.28 also must monitor the progress and provide reading instruction appropriate to the specific  
23.29 needs of English learners. The district must ~~use a locally adopted, developmentally~~  
23.30 ~~appropriate, and culturally responsive assessment and~~ annually report each of the following  
23.31 to the commissioner by July 1:

23.32 (1) a summary of assessment results to the commissioner by July 1; and

24.1 (2) The district also must annually report a summary of the district's efforts to screen  
24.2 and identify students with dyslexia consistent with section 125A.01 or convergence  
24.3 insufficiency disorder to the commissioner by July 1.

24.4 (b) A student identified under this subdivision, including English learners, students with  
24.5 identified reading disorders, and students with disabilities, must be provided with alternate  
24.6 instruction under section 125A.56, subdivision 1 additional evidence-based literacy practices  
24.7 such as through a system of multitiered supports or specially designed instructional services  
24.8 as identified in an individualized education program.

20.16 Sec. 7. Minnesota Statutes 2016, section 120B.12, subdivision 2, is amended to read:

20.17 Subd. 2. **Identification; report.** (a) Each school district shall identify before the end of  
20.18 kindergarten, grade 1, and grade 2 students who are not reading at grade level before the  
20.19 end of the current school year and shall identify students in grade 3 or higher who  
20.20 demonstrate a reading difficulty to a classroom teacher. Reading assessments in English,  
20.21 and in the predominant languages of district students where practicable, must identify and  
20.22 evaluate students' areas of academic need related to literacy. The district also must monitor  
20.23 the progress and provide reading instruction appropriate to the specific needs of English  
20.24 learners. The district must use a locally adopted, developmentally appropriate, and culturally  
20.25 responsive assessment and annually report summary assessment results to the commissioner  
20.26 by July 1. The district also must annually report to the commissioner by July 1 a summary  
20.27 of the district's efforts to screen and identify students with:

20.28 (1) dyslexia, using screening tools such as those recommended by the department's  
20.29 dyslexia and literacy specialist; or

20.30 (2) convergence insufficiency disorder to the commissioner by July 1.

20.31 (b) A student identified under this subdivision must be provided with alternate instruction  
20.32 under section 125A.56, subdivision 1.

- 24.9 Subd. 2a. **Parent notification and involvement.** Schools, at least annually, must give  
24.10 the parent of each student who is not reading at or above grade level timely information  
24.11 about:
- 24.12 (1) the student's reading proficiency as measured by a locally adopted assessment;
- 24.13 (2) reading-related services currently being provided to the student and the student's  
24.14 progress; and
- 24.15 (3) strategies for parents to use at home in helping their student succeed in becoming  
24.16 grade-level proficient in reading in English and in their native language.
- 24.17 A district may not use this section to deny a student's right to a special education  
24.18 evaluation.
- 24.19 Subd. 3. **Intervention.** (a) For each student identified under subdivision 2, the district  
24.20 shall provide reading intervention, such as through a multitiered system of supports, to  
24.21 accelerate student growth and reach the goal of reading at or above grade level by the end  
24.22 of the current grade and school year consistent with sections 125A.50 and 125A.56,  
24.23 subdivision 2. Reading instruction and interventions must be appropriate to the specific  
24.24 needs of English learners.
- 24.25 (b) District intervention methods shall encourage family engagement and, where possible,  
24.26 collaboration with appropriate school and community programs.
- 24.27 (c) Intervention ~~methods~~ delivery options may include, but are not limited to, requiring  
24.28 attendance in summer school, intensified reading instruction that may require that the student  
24.29 be removed from the regular classroom for part of the school day, specially designed  
24.30 instruction for students who qualify for special education services, extended-day programs,  
24.31 or programs that strengthen students' cultural connections.
- 24.32 (d) Intervention methods matched to the needs, stage of development, and culture of the  
24.33 students engaging with the instruction must include, but are not limited to:
- 25.1 (1) evidence-based practices delivered with fidelity;
- 25.2 (2) systematic, explicit, multisensory instruction with sufficient practice;
- 25.3 (3) provision of timely error correction and positive feedback to students;
- 25.4 (4) use of progress monitoring data for decision making; and

- 25.5        (5) supplemental and intensive instruction.
- 25.6        (e) A student, other than a student under an individualized education program (IEP),  
25.7 who is unable to demonstrate grade-level proficiency as measured by the statewide reading  
25.8 assessment in grade 3 shall receive a personal learning plan in a format determined by the  
25.9 school or school district in consultation with classroom teachers, and developed and updated  
25.10 as needed in consultation, to the extent practicable, with the student and the student's parents  
25.11 by the classroom teachers and other qualified school professionals involved with the student's  
25.12 elementary school progress. A personal learning plan shall address knowledge gaps and  
25.13 skill deficiencies through strategies such as specific exercises and practices during and  
25.14 outside of the regular school day, periodic assessments and timelines, and may include grade  
25.15 retention, if necessary, to meet the student's best interests. Intervention must continue after  
25.16 grade 3 until the student is reading at grade level.
- 25.17        Subd. 4. **Staff development.** Each district shall use the data under subdivision 2 to  
25.18 identify the staff development needs so that:
- 25.19        (1) elementary teachers are able to implement comprehensive, scientifically based reading  
25.20 and oral language instruction in the five reading areas of phonemic awareness, phonics,  
25.21 fluency, vocabulary, and comprehension as defined in section 122A.06, subdivision 4, and  
25.22 other literacy-related areas including writing until the student achieves grade-level reading  
25.23 proficiency;
- 25.24        (2) elementary teachers have sufficient training to provide comprehensive, scientifically  
25.25 based reading and oral language instruction that meets students' developmental, linguistic,  
25.26 and literacy needs using the intervention methods or programs selected by the district for  
25.27 the identified students;
- 25.28        (3) licensed teachers employed by the district have regular opportunities to improve  
25.29 reading and writing instruction;
- 25.30        (4) licensed teachers recognize students' diverse needs in cross-cultural settings and are  
25.31 able to serve the oral language and linguistic needs of students who are English learners by  
25.32 maximizing strengths in their native languages in order to cultivate students' English language  
26.1 development, including oral academic language development, and build academic literacy;  
26.2 and
- 26.3        (5) licensed teachers are well trained in culturally responsive pedagogy that enables  
26.4 students to master content, develop skills to access content, and build relationships.
- 26.5        Subd. 4a. **Local literacy plan.** (a) Consistent with this section, a school district must  
26.6 adopt a local literacy plan to have every child reading at or above grade level no later than



26.7 the end of grade 3, including English learners. The plan must be consistent with section  
26.8 122A.06, subdivision 4, and include the following:

26.9 (1) a process to assess students' level of reading proficiency and data to support the  
26.10 effectiveness of an assessment used to screen and identify a student's level of reading  
26.11 proficiency;

26.12 (2) a process to notify and involve parents;

26.13 (3) a description of how schools in the district will determine the proper reading  
26.14 intervention strategy for a student and the process for intensifying or modifying the reading  
26.15 strategy in order to obtain measurable reading progress;

26.16 (4) evidence-based intervention methods for students who are not reading at or above  
26.17 grade level and progress monitoring to provide information on the effectiveness of the  
26.18 intervention; and

26.19 (5) identification of staff development needs, including a program to meet those needs.

26.20 (b) The district must post its literacy plan on the official school district Web site.

26.21 Subd. 5. **Commissioner.** The commissioner shall recommend to districts multiple  
26.22 assessment tools to assist districts and teachers with identifying students under subdivision  
26.23 2. The commissioner shall also make available examples of nationally recognized and  
26.24 research-based instructional methods or programs to districts to provide comprehensive,  
26.25 scientifically based reading instruction and intervention under this section.

26.26 **EFFECTIVE DATE.** This section is effective for fiscal year 2018 and later.

26.27 Sec. 5. **[120B.122] DYSLEXIA SPECIALIST.**

26.28 Subdivision 1. **Purpose.** The department must employ a dyslexia specialist to provide  
26.29 technical assistance for dyslexia and related disorders and to serve as the primary source of  
26.30 information and support for schools in addressing the needs of students with dyslexia and  
26.31 related disorders. The dyslexia specialist shall also act to increase professional awareness  
26.32 and instructional competencies to meet the educational needs of students with dyslexia or  
27.1 identified with risk characteristics associated with dyslexia and shall develop implementation  
27.2 guidance and make recommendations to the commissioner consistent with section 122A.06,  
27.3 subdivision 4, to be used to assist general education teachers and special education teachers  
27.4 to recognize educational needs and to improve literacy outcomes for students with dyslexia  
27.5 or identified with risk characteristics associated with dyslexia, including recommendations

21.1 Sec. 8. **[120B.122] DYSLEXIA SPECIALIST.**

21.2 Subdivision 1. **Purpose.** The department must employ a dyslexia specialist to provide  
21.3 technical assistance for dyslexia and related disorders and to serve as the primary source of  
21.4 information and support for schools in addressing the needs of students with dyslexia and  
21.5 related disorders. The dyslexia specialist shall also act to increase professional awareness  
21.6 and instructional competencies to meet the educational needs of students with dyslexia or  
21.7 identified with risk characteristics associated with dyslexia and shall develop implementation  
21.8 guidance and make recommendations to the commissioner consistent with section 122A.06,  
21.9 subdivision 4, to be used to assist general education teachers and special education teachers  
21.10 to recognize educational needs and to improve literacy outcomes for students with dyslexia  
21.11 or identified with risk characteristics associated with dyslexia.

27.6 related to increasing the availability of online and asynchronous professional development  
27.7 programs and materials.

27.8 Subd. 2. **Definition.** For purposes of this section, a "dyslexia specialist" means a dyslexia  
27.9 therapist, licensed psychologist, licensed speech-language pathologist, or certified dyslexia  
27.10 training specialist who has a minimum of three years of field experience in screening,  
27.11 identifying, and treating dyslexia and related disorders.

27.12 Subd. 3. **Requirements.** A dyslexia specialist shall be highly trained in dyslexia and  
27.13 related disorders and in using interventions and treatments that are evidence-based,  
27.14 multisensory, direct, explicit, structured, and sequential in the areas of phonics, phonemic  
27.15 awareness, vocabulary, fluency, and comprehension.

27.16 Sec. 6. Minnesota Statutes 2016, section 120B.125, is amended to read:

27.17 **120B.125 PLANNING FOR STUDENTS' SUCCESSFUL TRANSITION TO**  
27.18 **POSTSECONDARY EDUCATION AND EMPLOYMENT; PERSONAL LEARNING**  
27.19 **PLANS.**

27.20 (a) Consistent with sections 120B.13, 120B.131, 120B.132, 120B.14, 120B.15, 120B.30,  
27.21 subdivision 1, paragraph (c), 125A.08, and other related sections, school districts, beginning  
27.22 in the 2013-2014 school year, must assist all students by no later than grade 9 to explore  
27.23 their educational, college, and career interests, aptitudes, and aspirations and develop a plan  
27.24 for a smooth and successful transition to postsecondary education or employment. All  
27.25 students' plans must:

27.26 (1) provide a comprehensive plan to prepare for and complete a career and college ready  
27.27 curriculum by meeting state and local academic standards and developing career and  
27.28 employment-related skills such as team work, collaboration, creativity, communication,  
27.29 critical thinking, and good work habits;

27.30 (2) emphasize academic rigor and high expectations and inform the student and the  
27.31 student's parent or guardian, if the student is a minor, of the student's achievement level  
27.32 score on the Minnesota Comprehensive Assessments that are administered during high  
27.33 school;

28.1 (3) help students identify interests, aptitudes, aspirations, and personal learning styles  
28.2 that may affect their career and college ready goals and postsecondary education and  
28.3 employment choices;

28.4 (4) set appropriate career and college ready goals with timelines that identify effective  
28.5 means for achieving those goals;

21.12 Subd. 2. **Definition.** For purposes of this section, a "dyslexia specialist" means a dyslexia  
21.13 therapist, licensed psychologist, licensed speech-language pathologist, or certified dyslexia  
21.14 training specialist who has a minimum of three years of field experience in screening,  
21.15 identifying, and treating dyslexia and related disorders.

21.16 Subd. 3. **Requirements.** A dyslexia specialist shall be highly trained in dyslexia and  
21.17 related disorders and in using interventions and treatments that are evidence-based,  
21.18 multisensory, direct, explicit, structured, and sequential in the areas of phonics, phonemic  
21.19 awareness, vocabulary, fluency, and comprehension.

- 28.6 (5) help students access education and career options;
- 28.7 (6) integrate strong academic content into career-focused courses and applied and  
28.8 experiential learning opportunities and integrate relevant career-focused courses and applied  
28.9 and experiential learning opportunities into strong academic content;
- 28.10 (7) help identify and access appropriate counseling and other supports and assistance  
28.11 that enable students to complete required coursework, prepare for postsecondary education  
28.12 and careers, and obtain information about postsecondary education costs and eligibility for  
28.13 financial aid and scholarship;
- 28.14 (8) help identify collaborative partnerships among prekindergarten through grade 12  
28.15 schools, postsecondary institutions, economic development agencies, and local and regional  
28.16 employers that support students' transition to postsecondary education and employment and  
28.17 provide students with applied and experiential learning opportunities; and
- 28.18 (9) be reviewed and revised at least annually by the student, the student's parent or  
28.19 guardian, and the school or district to ensure that the student's course-taking schedule keeps  
28.20 the student making adequate progress to meet state and local academic standards and high  
28.21 school graduation requirements and with a reasonable chance to succeed with employment  
28.22 or postsecondary education without the need to first complete remedial course work.
- 28.23 (b) A school district may develop grade-level curricula or provide instruction that  
28.24 introduces students to various careers, but must not require any curriculum, instruction, or  
28.25 employment-related activity that obligates an elementary or secondary student to involuntarily  
28.26 select or pursue a career, career interest, employment goals, or related job training.
- 28.27 (c) Educators must possess the knowledge and skills to effectively teach all English  
28.28 learners in their classrooms. School districts must provide appropriate curriculum, targeted  
28.29 materials, professional development opportunities for educators, and sufficient resources  
28.30 to enable English learners to become career and college ready.
- 28.31 (d) When assisting students in developing a plan for a smooth and successful transition  
28.32 to postsecondary education and employment, districts must recognize the unique possibilities  
29.1 of each student and ensure that the contents of each student's plan reflect the student's unique  
29.2 talents, skills, and abilities as the student grows, develops, and learns.
- 29.3 (e) If a student with a disability has an individualized education program (IEP) or  
29.4 standardized written plan that meets the plan components of this section, the IEP satisfies  
29.5 the requirement and no additional transition plan is needed.

29.6 (f) Students who do not meet or exceed Minnesota academic standards, as measured by  
29.7 the Minnesota Comprehensive Assessments that are administered during high school, shall  
29.8 be informed that admission to a public school is free and available to any resident under 21  
29.9 years of age or who meets the requirements of section 120A.20, subdivision 1, paragraph  
29.10 (c). A student's plan under this section shall continue while the student is enrolled.

29.11 **EFFECTIVE DATE.** This section is effective July 1, 2017.

29.12 Sec. 7. Minnesota Statutes 2016, section 120B.132, is amended to read:

29.13 **120B.132 RAISED ACADEMIC ACHIEVEMENT; ADVANCED PLACEMENT**  
29.14 **AND INTERNATIONAL BACCALAUREATE PROGRAMS.**

29.15 Subdivision 1. **Establishment; eligibility.** A program is established to raise kindergarten  
29.16 through grade 12 academic achievement through increased student participation in  
29.17 preadvanced placement, advanced placement, and international baccalaureate programs,  
29.18 consistent with section 120B.13. Schools and charter schools eligible to participate under  
29.19 this section:

29.20 (1) must have a three-year plan approved by the local school board to establish a new  
29.21 international baccalaureate program leading to international baccalaureate authorization,  
29.22 expand an existing program that leads to international baccalaureate authorization, or expand  
29.23 an existing authorized international baccalaureate program; or

29.24 (2) must have a three-year plan approved by the local school board to create a new or  
29.25 expand an existing program to implement the college board advanced placement courses  
29.26 and exams or preadvanced placement initiative; and

29.27 (3) must propose to further raise students' academic achievement by:

29.28 (i) increasing the availability of and all students' access to advanced placement or  
29.29 international baccalaureate courses or programs;

29.30 (ii) expanding the breadth of advanced placement or international baccalaureate courses  
29.31 or programs that are available to students;

30.1 (iii) increasing the number and the diversity of the students who participate in advanced  
30.2 placement or international baccalaureate courses or programs and succeed;

30.3 (iv) providing low-income and other disadvantaged students with increased access to  
30.4 advanced placement or international baccalaureate courses and programs; or

30.5 (v) increasing the number of high school students, including low-income and other  
30.6 disadvantaged students, who receive college credit by successfully completing advanced  
30.7 placement or international baccalaureate courses or programs and achieving satisfactory  
30.8 scores on related exams.

30.9 Subd. 2. **Application and review process; funding priority.** (a) Charter schools and  
30.10 school districts in which eligible schools under subdivision 1 are located may apply to the  
30.11 commissioner, in the form and manner the commissioner determines, for competitive funding  
30.12 to further raise students' academic achievement. The application must detail the specific  
30.13 efforts the applicant intends to undertake in further raising students' academic achievement,  
30.14 consistent with subdivision 1, and a proposed budget detailing the district or charter school's  
30.15 current and proposed expenditures for advanced placement, preadvanced placement, and  
30.16 international baccalaureate courses and programs. The proposed budget must demonstrate  
30.17 that the applicant's efforts will support implementation of advanced placement, preadvanced  
30.18 placement, and international baccalaureate courses and programs. Expenditures for  
30.19 administration must not exceed five percent of the proposed budget. The commissioner may  
30.20 require an applicant to provide additional information.

30.21 (b) When reviewing applications, the commissioner must determine whether the applicant  
30.22 satisfied all the requirements in this subdivision and subdivision 1. The commissioner may  
30.23 give funding priority to an otherwise qualified applicant that demonstrates:

30.24 (1) a focus on developing or expanding preadvanced placement, advanced placement,  
30.25 or international baccalaureate courses or programs or increasing students' participation in,  
30.26 access to, or success with the courses or programs, including the participation, access, or  
30.27 success of low-income and other disadvantaged students;

30.28 (2) a compelling need for access to preadvanced placement, advanced placement, or  
30.29 international baccalaureate courses or programs;

30.30 (3) an effective ability to actively involve local business and community organizations  
30.31 in student activities that are integral to preadvanced placement, advanced placement, or  
30.32 international baccalaureate courses or programs;

31.1 (4) access to additional public or nonpublic funds or in-kind contributions that are  
31.2 available for preadvanced placement, advanced placement, or international baccalaureate  
31.3 courses or programs; ~~or~~

31.4 (5) an intent to implement activities that target low-income and other disadvantaged  
31.5 students; or

31.6 (6) an intent to increase the advanced placement and international baccalaureate course  
31.7 offerings in science, technology, engineering, and math to low-income and other  
31.8 disadvantaged students.

31.9 Subd. 3. **Funding; permissible funding uses.** (a) The commissioner shall award grants  
31.10 to applicant school districts and charter schools that meet the requirements of subdivisions  
31.11 1 and 2. The commissioner must award grants on an equitable geographical basis to the  
31.12 extent feasible and consistent with this section. Grant awards must not exceed the lesser of:

31.13 (1) \$85 times the number of pupils enrolled at the participating sites on October 1 of the  
31.14 previous fiscal year; ~~or~~

31.15 (2) the approved supplemental expenditures based on the budget submitted under  
31.16 subdivision 2. For charter schools in their first year of operation, the maximum funding  
31.17 award must be calculated using the number of pupils enrolled on October 1 of the current  
31.18 fiscal year. The commissioner may adjust the maximum funding award computed using  
31.19 prior year data for changes in enrollment attributable to school closings, school openings,  
31.20 grade level reconfigurations, or school district reorganizations between the prior fiscal year  
31.21 and the current fiscal year; or

31.22 (3) \$150,000 per district or charter school.

31.23 (b) School districts and charter schools that submit an application and receive funding  
31.24 under this section must use the funding, consistent with the application, to:

31.25 (1) provide teacher training and instruction to more effectively serve students, including  
31.26 low-income and other disadvantaged students, who participate in preadvanced placement,  
31.27 advanced placement, or international baccalaureate courses or programs;

31.28 (2) further develop preadvanced placement, advanced placement, or international  
31.29 baccalaureate courses or programs;

31.30 (3) improve the transition between grade levels to better prepare students, including  
31.31 low-income and other disadvantaged students, for succeeding in preadvanced placement,  
31.32 advanced placement, or international baccalaureate courses or programs;

32.1 (4) purchase books and supplies;

32.2 (5) pay course or program fees;

32.3 (6) increase students' participation in and success with preadvanced placement, advanced  
32.4 placement, or international baccalaureate courses or programs;

- 32.5 (7) expand students' access to preadvanced placement, advanced placement, or  
32.6 international baccalaureate courses or programs through online learning;
- 32.7 (8) hire appropriately licensed personnel to teach additional advanced placement or  
32.8 international baccalaureate courses or programs; or
- 32.9 (9) engage in other activity directly related activities to expanding expand low-income  
32.10 or disadvantaged students' access to, participation in, and success with preadvanced  
32.11 placement, advanced placement, or international baccalaureate courses or programs;  
32.12 including. Other activities may include but are not limited to preparing and disseminating  
32.13 promotional materials to low-income and other disadvantaged students and their families.
- 32.14 Subd. 4. **Grants; annual reports.** (a) Each school district and charter school that receives  
32.15 a grant under this section annually must collect demographic and other student data to  
32.16 demonstrate and measure the extent to which the district or charter school raised students'  
32.17 academic achievement under this program and must report the data to the commissioner in  
32.18 the form and manner the commissioner determines. The commissioner annually by February  
32.19 15 must make summary data about this program available to the education policy and finance  
32.20 committees of the legislature.
- 32.21 (b) Each school district and charter school that receives a grant under this section annually  
32.22 must report to the commissioner, consistent with the Uniform Financial Accounting and  
32.23 Reporting Standards, its actual expenditures for advanced placement, preadvanced placement,  
32.24 and international baccalaureate courses and programs. The report must demonstrate that  
32.25 the school district or charter school has maintained its effort from other sources for advanced  
32.26 placement, preadvanced placement, and international baccalaureate courses and programs  
32.27 compared with the previous fiscal year, and the district or charter school has expended all  
32.28 grant funds, consistent with its approved budget.
- 32.29 (c) Notwithstanding any law to the contrary, a grant under this section is available for  
32.30 three years from the date of the grant if the district or charter school meets the annual  
32.31 benchmarks in its plan under subdivision 1.

21.20 Sec. 9. Minnesota Statutes 2016, section 120B.22, subdivision 2, is amended to read:

21.21 Subd. 2. **In-service training.** Each district is encouraged to provide training for district  
21.22 staff and school board members to help on the following:

21.23 (1) helping students identify violence in the family and the community so that students  
21.24 may learn to resolve conflicts in effective, nonviolent ways;

- 21.25 (2) responding to a disclosure of child sexual abuse in a supportive, appropriate manner;  
21.26 and
- 21.27 (3) complying with mandatory reporting requirements under section 626.556.
- 21.28 The in-service training must be ongoing and involve experts familiar with sexual abuse,  
21.29 domestic violence, and personal safety issues.
- 22.1 Sec. 10. Minnesota Statutes 2016, section 120B.23, subdivision 3, is amended to read:
- 22.2 Subd. 3. **Grant awards.** (a) The commissioner may award grants for a violence  
22.3 prevention education program to eligible applicants as defined in subdivision 2. Grant  
22.4 amounts may not exceed \$3 per resident pupil unit in the district or group of districts in the  
22.5 prior school year. Grant recipients should be geographically distributed throughout the state.
- 22.6 (b) School districts and charter schools may accept funds from private and other public  
22.7 sources for child sexual abuse prevention programs developed and implemented under  
22.8 sections 120B.021, subdivision 1, paragraph (d), and 120B.234, including federal funding  
22.9 under the Every Student Succeeds Act.
- 22.10 Sec. 11. Minnesota Statutes 2016, section 120B.232, subdivision 1, is amended to read:
- 22.11 Subdivision 1. **Character development education.** (a) Character education is the shared  
22.12 responsibility of parents, teachers, and members of the community. The legislature  
22.13 encourages districts to integrate or offer instruction on character education including, but  
22.14 not limited to, character qualities such as attentiveness, truthfulness, respect for authority,  
22.15 diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking,  
22.16 and resourcefulness. Instruction should be integrated into a district's existing programs,  
22.17 curriculum, or the general school environment. To the extent practicable, instruction should  
22.18 be integrated into positive behavioral intervention strategies, under section 122A.627. The  
22.19 commissioner shall provide assistance at the request of a district to develop character  
22.20 education curriculum and programs.
- 22.21 (b) Character development education under paragraph (a) may include a voluntary  
22.22 elementary, middle, and high school program that incorporates the history and values of  
22.23 Congressional Medal of Honor recipients and may be offered as part of the social studies,  
22.24 English language arts, or other curriculum, as a schoolwide character building and veteran  
22.25 awareness initiative, or as an after-school program, among other possibilities.
- 22.26 Sec. 12. **[120B.234] CHILD SEXUAL ABUSE PREVENTION EDUCATION.**



33.1 Sec. 8. Minnesota Statutes 2016, section 120B.30, subdivision 1, is amended to read:

33.2 Subdivision 1. **Statewide testing.** (a) The commissioner, with advice from experts with  
33.3 appropriate technical qualifications and experience and stakeholders, consistent with  
33.4 subdivision 1a, shall include in the comprehensive assessment system, for each grade level  
33.5 to be tested, state-constructed tests developed as computer-adaptive reading and mathematics  
33.6 assessments for students that are aligned with the state's required academic standards under  
33.7 section 120B.021, include multiple choice questions, and are administered annually to all  
33.8 students in grades 3 through 8. State-developed high school tests aligned with the state's  
33.9 required academic standards under section 120B.021 and administered to all high school

22.27 Subdivision 1. **Purpose.** The purpose of this section, which may be cited as "Erin's  
22.28 Law," is to encourage districts to integrate or offer instruction on child sexual abuse  
22.29 prevention to students and training to all school personnel on recognizing and preventing  
22.30 sexual abuse and sexual violence.

22.31 Subd. 2. **Curriculum.** School districts may consult with other federal, state, or local  
22.32 agencies and community-based organizations, including the Child Information Gateway  
23.1 Web site maintained by the United States Department of Health and Human Services, to  
23.2 identify research-based tools, curricula, and programs to prevent child sexual abuse for use  
23.3 under section 120B.021, subdivision 1, paragraph (d).

23.4 Subd. 3. **Other state programs.** The child sexual abuse prevention instruction provided  
23.5 under this section is part of preventing sexual violence against children, which includes,  
23.6 but is not limited to, the following activities:

23.7 (1) training on mandated reporting requirements provided on the Department of  
23.8 Education's Web site;

23.9 (2) the Code of Ethics for Minnesota Teachers; and

23.10 (3) consultation by the commissioner of education with the commissioners of health,  
23.11 human services, and public safety, and other state agencies to prevent violence against  
23.12 children.

23.13 Subd. 4. **Report.** The commissioner of education must submit a report by November 1,  
23.14 2019, to the chairs and ranking minority members of the legislative committees with  
23.15 jurisdiction over kindergarten through grade 12 education, providing information regarding  
23.16 child sexual abuse prevention programs developed and implemented by school districts and  
23.17 charter schools. The report must include information regarding the students and personnel  
23.18 served, program activities, and program revenue sources and expenditures.

23.19 **EFFECTIVE DATE.** This section is effective the day following final enactment.

23.20 Sec. 13. Minnesota Statutes 2016, section 120B.30, subdivision 1, is amended to read:

23.21 Subdivision 1. **Statewide testing.** (a) The commissioner, with advice from experts with  
23.22 appropriate technical qualifications and experience and stakeholders, consistent with  
23.23 subdivision 1a, shall include in the comprehensive assessment system, for each grade level  
23.24 to be tested, state-constructed tests developed as computer-adaptive reading and mathematics  
23.25 assessments for students that are aligned with the state's required academic standards under  
23.26 section 120B.021, include multiple choice questions, and are administered annually to all  
23.27 students in grades 3 through 8. State-developed high school tests aligned with the state's  
23.28 required academic standards under section 120B.021 and administered to all high school

33.10 students in a subject other than writing must include multiple choice questions. The  
33.11 commissioner shall establish one or more months during which schools shall administer  
33.12 the tests to students each school year.

33.13 (1) Students enrolled in grade 8 through the 2009-2010 school year are eligible to be  
33.14 assessed under (i) the graduation-required assessment for diploma in reading, mathematics,  
33.15 or writing under Minnesota Statutes 2012, section 120B.30, subdivision 1, paragraphs (c),  
33.16 clauses (1) and (2), and (d), (ii) the WorkKeys job skills assessment, (iii) the Compass  
33.17 college placement test, (iv) the ACT assessment for college admission, (v) a nationally  
33.18 recognized armed services vocational aptitude test.

33.19 (2) Students enrolled in grade 8 in the 2010-2011 or 2011-2012 school year are eligible  
33.20 to be assessed under (i) the graduation-required assessment for diploma in reading,  
33.21 mathematics, or writing under Minnesota Statutes 2012, section 120B.30, subdivision 1,  
33.22 paragraph (c), clauses (1) and (2), (ii) the WorkKeys job skills assessment, (iii) the Compass  
33.23 college placement test, (iv) the ACT assessment for college admission, (v) a nationally  
33.24 recognized armed services vocational aptitude test.

33.25 (3) For students under clause (1) or (2), a school district may substitute a score from an  
33.26 alternative, equivalent assessment to satisfy the requirements of this paragraph.

33.27 (b) The state assessment system must be aligned to the most recent revision of academic  
33.28 standards as described in section 120B.023 in the following manner:

33.29 (1) mathematics;

33.30 (i) grades 3 through 8 beginning in the 2010-2011 school year; and

33.31 (ii) high school level beginning in the 2013-2014 school year;

33.32 (2) science; grades 5 and 8 and at the high school level beginning in the 2011-2012  
33.33 school year; and

34.1 (3) language arts and reading; grades 3 through 8 and high school level beginning in the  
34.2 2012-2013 school year.

34.3 (c) For students enrolled in grade 8 in the 2012-2013 school year and later, students'  
34.4 state graduation requirements, based on a longitudinal, systematic approach to student  
34.5 education and career planning, assessment, instructional support, and evaluation, include  
34.6 the following:

23.29 students in a subject other than writing must include multiple choice questions. The  
23.30 commissioner shall establish one or more months during which schools shall administer  
23.31 the tests to students each school year.

23.32 (1) Students enrolled in grade 8 through the 2009-2010 school year are eligible to be  
23.33 assessed under (i) the graduation-required assessment for diploma in reading, mathematics,  
24.1 or writing under Minnesota Statutes 2012, section 120B.30, subdivision 1, paragraphs (c),  
24.2 clauses (1) and (2), and (d), (ii) the WorkKeys job skills assessment, (iii) the Compass  
24.3 college placement test, (iv) the ACT assessment for college admission, (v) a nationally  
24.4 recognized armed services vocational aptitude test.

24.5 (2) Students enrolled in grade 8 in the 2010-2011 or 2011-2012 school year are eligible  
24.6 to be assessed under (i) the graduation-required assessment for diploma in reading,  
24.7 mathematics, or writing under Minnesota Statutes 2012, section 120B.30, subdivision 1,  
24.8 paragraph (c), clauses (1) and (2), (ii) the WorkKeys job skills assessment, (iii) the Compass  
24.9 college placement test, (iv) the ACT assessment for college admission, (v) a nationally  
24.10 recognized armed services vocational aptitude test.

24.11 (3) For students under clause (1) or (2), a school district may substitute a score from an  
24.12 alternative, equivalent assessment to satisfy the requirements of this paragraph.

24.13 (b) The state assessment system must be aligned to the most recent revision of academic  
24.14 standards as described in section 120B.023 in the following manner:

24.15 (1) mathematics;

24.16 (i) grades 3 through 8 beginning in the 2010-2011 school year; and

24.17 (ii) high school level beginning in the 2013-2014 school year;

24.18 (2) science; grades 5 and 8 and at the high school level beginning in the 2011-2012  
24.19 school year; and

24.20 (3) language arts and reading; grades 3 through 8 and high school level beginning in the  
24.21 2012-2013 school year.

24.22 (c) For students enrolled in grade 8 in the 2012-2013 school year and later, students'  
24.23 state graduation requirements, based on a longitudinal, systematic approach to student  
24.24 education and career planning, assessment, instructional support, and evaluation, include  
24.25 the following:

34.7 (1) ~~an opportunity to participate on a nationally normed college entrance exam, in grade~~  
34.8 ~~11 or grade 12;~~

34.9 (2) achievement and career and college readiness in mathematics, reading, and writing,  
34.10 consistent with paragraph (k) and to the extent available, to monitor students' continuous  
34.11 development of and growth in requisite knowledge and skills; analyze students' progress  
34.12 and performance levels, identifying students' academic strengths and diagnosing areas where  
34.13 students require curriculum or instructional adjustments, targeted interventions, or  
34.14 remediation; and, based on analysis of students' progress and performance data, determine  
34.15 students' learning and instructional needs and the instructional tools and best practices that  
34.16 support academic rigor for the student; and

34.17 (3) (2) consistent with this paragraph and section 120B.125, age-appropriate exploration  
34.18 and planning activities and career assessments to encourage students to identify personally  
34.19 relevant career interests and aptitudes and help students and their families develop a regularly  
34.20 reexamined transition plan for postsecondary education or employment without need for  
34.21 postsecondary remediation.

34.22 Based on appropriate state guidelines, students with an individualized education program  
34.23 may satisfy state graduation requirements by achieving an individual score on the  
34.24 state-identified alternative assessments.

34.25 (d) Expectations of schools, districts, and the state for career or college readiness under  
34.26 this subdivision must be comparable in rigor, clarity of purpose, and rates of student  
34.27 completion.

34.28 A student under paragraph (c), clause (2) (1), must receive targeted, relevant, academically  
34.29 rigorous, and resourced instruction, which may include a targeted instruction and intervention  
34.30 plan focused on improving the student's knowledge and skills in core subjects so that the  
34.31 student has a reasonable chance to succeed in a career or college without need for  
34.32 postsecondary remediation. Consistent with sections 120B.13, 124D.09, 124D.091, 124D.49,  
34.33 and related sections, an enrolling school or district must actively encourage a student in  
34.34 grade 11 or 12 who is identified as academically ready for a career or college to participate  
35.1 in courses and programs awarding college credit to high school students. Students are not  
35.2 required to achieve a specified score or level of proficiency on an assessment under this  
35.3 subdivision to graduate from high school.

35.4 (e) Though not a high school graduation requirement, students are encouraged to  
35.5 participate in a nationally recognized college entrance exam. To the extent state funding  
35.6 for college entrance exam fees is available, a district must ~~pay the cost~~ reimburse a student  
35.7 in grade 11 or 12 who is eligible for a free or reduced-price meal, one time, ~~for an interested~~  
35.8 ~~student in grade 11 or 12 to take~~ for the registration fees associated with a nationally

24.26 (1) ~~an opportunity to participate on a nationally normed college entrance exam, in grade~~  
24.27 ~~11 or grade 12;~~

24.28 (2) achievement and career and college readiness in mathematics, reading, and writing,  
24.29 consistent with paragraph (k) and to the extent available, to monitor students' continuous  
24.30 development of and growth in requisite knowledge and skills; analyze students' progress  
24.31 and performance levels, identifying students' academic strengths and diagnosing areas where  
24.32 students require curriculum or instructional adjustments, targeted interventions, or  
25.1 remediation; and, based on analysis of students' progress and performance data, determine  
25.2 students' learning and instructional needs and the instructional tools and best practices that  
25.3 support academic rigor for the student; and

25.4 (3) (2) consistent with this paragraph and section 120B.125, age-appropriate exploration  
25.5 and planning activities and career assessments to encourage students to identify personally  
25.6 relevant career interests and aptitudes and help students and their families develop a regularly  
25.7 reexamined transition plan for postsecondary education or employment without need for  
25.8 postsecondary remediation.

25.9 Based on appropriate state guidelines, students with an individualized education program  
25.10 may satisfy state graduation requirements by achieving an individual score on the  
25.11 state-identified alternative assessments.

25.12 (d) Expectations of schools, districts, and the state for career or college readiness under  
25.13 this subdivision must be comparable in rigor, clarity of purpose, and rates of student  
25.14 completion.

25.15 A student under paragraph (c), clause (2) (1), must receive targeted, relevant, academically  
25.16 rigorous, and resourced instruction, which may include a targeted instruction and intervention  
25.17 plan focused on improving the student's knowledge and skills in core subjects so that the  
25.18 student has a reasonable chance to succeed in a career or college without need for  
25.19 postsecondary remediation. Consistent with sections 120B.13, 124D.09, 124D.091, 124D.49,  
25.20 and related sections, an enrolling school or district must actively encourage a student in  
25.21 grade 11 or 12 who is identified as academically ready for a career or college to participate  
25.22 in courses and programs awarding college credit to high school students. Students are not  
25.23 required to achieve a specified score or level of proficiency on an assessment under this  
25.24 subdivision to graduate from high school.

25.25 (e) Though not a high school graduation requirement, students are encouraged to  
25.26 participate in a nationally recognized college entrance exam. To the extent state funding  
25.27 for college entrance exam fees is available, a district must ~~pay the cost~~ reimburse a student  
25.28 in grade 11 or 12 who is eligible for a free or reduced-price meal, one time, ~~for an interested~~  
25.29 ~~student in grade 11 or 12 to take~~ for the registration fees associated with a nationally

35.9 recognized college entrance exam before graduating. ~~A student must be able to take the~~  
35.10 ~~exam under this paragraph at the student's high school during the school day and at any one~~  
35.11 ~~of the multiple exam administrations available to students in the district. In order to comply~~  
35.12 ~~with this subdivision, a district may administer the ACT or SAT or both the ACT and SAT~~  
35.13 ~~to comply with this paragraph at the student's high school or arrange for the student to take~~  
35.14 ~~the exam at another location. If the district administers only one of these two tests and a~~  
35.15 ~~student opts not to take that test and chooses instead to take the other of the two tests, the~~  
35.16 ~~A free or reduced-price meal eligible student may take the other test exam at a different~~  
35.17 ~~time or location and remains eligible for the examination fee reimbursement.~~

35.18 (f) The commissioner and the chancellor of the Minnesota State Colleges and Universities  
35.19 must collaborate in aligning instruction and assessments for adult basic education students  
35.20 and English learners to provide the students with diagnostic information about any targeted  
35.21 interventions, accommodations, modifications, and supports they need so that assessments  
35.22 and other performance measures are accessible to them and they may seek postsecondary  
35.23 education or employment without need for postsecondary remediation. When administering  
35.24 formative or summative assessments used to measure the academic progress, including the  
35.25 oral academic development, of English learners and inform their instruction, schools must  
35.26 ensure that the assessments are accessible to the students and students have the modifications  
35.27 and supports they need to sufficiently understand the assessments.

35.28 (g) Districts and schools, on an annual basis, must use career exploration elements to  
35.29 help students, beginning no later than grade 9, and their families explore and plan for  
35.30 postsecondary education or careers based on the students' interests, aptitudes, and aspirations.  
35.31 Districts and schools must use timely regional labor market information and partnerships,  
35.32 among other resources, to help students and their families successfully develop, pursue,  
35.33 review, and revise an individualized plan for postsecondary education or a career. This  
35.34 process must help increase students' engagement in and connection to school, improve  
35.35 students' knowledge and skills, and deepen students' understanding of career pathways as  
36.1 a sequence of academic and career courses that lead to an industry-recognized credential,  
36.2 an associate's degree, or a bachelor's degree and are available to all students, whatever their  
36.3 interests and career goals.

36.4 (h) A student who demonstrates attainment of required state academic standards, which  
36.5 include career and college readiness benchmarks, on high school assessments under  
36.6 subdivision 1a is academically ready for a career or college and is encouraged to participate  
36.7 in courses awarding college credit to high school students. Such courses and programs may  
36.8 include sequential courses of study within broad career areas and technical skill assessments  
36.9 that extend beyond course grades.

36.10 (i) As appropriate, students through grade 12 must continue to participate in targeted  
36.11 instruction, intervention, or remediation and be encouraged to participate in courses awarding  
36.12 college credit to high school students.

25.30 recognized college entrance exam before graduating. ~~A student must be able to take the~~  
25.31 ~~exam under this paragraph at the student's high school during the school day and at any one~~  
25.32 ~~of the multiple exam administrations available to students in the district. In order to comply~~  
25.33 ~~with this subdivision, a district may administer the ACT or SAT or both the ACT and SAT~~  
25.34 ~~to comply with this paragraph at the student's high school or arrange for the student to take~~  
26.1 ~~the exam at another location. If the district administers only one of these two tests and a~~  
26.2 ~~student opts not to take that test and chooses instead to take the other of the two tests, the~~  
26.3 ~~A free or reduced-price meal eligible student may take the other test exam at a different~~  
26.4 ~~time or location and remains eligible for the examination fee reimbursement.~~

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26.6 must collaborate in aligning instruction and assessments for adult basic education students  
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26.8 interventions, accommodations, modifications, and supports they need so that assessments  
26.9 and other performance measures are accessible to them and they may seek postsecondary  
26.10 education or employment without need for postsecondary remediation. When administering  
26.11 formative or summative assessments used to measure the academic progress, including the  
26.12 oral academic development, of English learners and inform their instruction, schools must  
26.13 ensure that the assessments are accessible to the students and students have the modifications  
26.14 and supports they need to sufficiently understand the assessments.

26.15 (g) Districts and schools, on an annual basis, must use career exploration elements to  
26.16 help students, beginning no later than grade 9, and their families explore and plan for  
26.17 postsecondary education or careers based on the students' interests, aptitudes, and aspirations.  
26.18 Districts and schools must use timely regional labor market information and partnerships,  
26.19 among other resources, to help students and their families successfully develop, pursue,  
26.20 review, and revise an individualized plan for postsecondary education or a career. This  
26.21 process must help increase students' engagement in and connection to school, improve  
26.22 students' knowledge and skills, and deepen students' understanding of career pathways as  
26.23 a sequence of academic and career courses that lead to an industry-recognized credential,  
26.24 an associate's degree, or a bachelor's degree and are available to all students, whatever their  
26.25 interests and career goals.

26.26 (h) A student who demonstrates attainment of required state academic standards, which  
26.27 include career and college readiness benchmarks, on high school assessments under  
26.28 subdivision 1a is academically ready for a career or college and is encouraged to participate  
26.29 in courses awarding college credit to high school students. Such courses and programs may  
26.30 include sequential courses of study within broad career areas and technical skill assessments  
26.31 that extend beyond course grades.

26.32 (i) As appropriate, students through grade 12 must continue to participate in targeted  
26.33 instruction, intervention, or remediation and be encouraged to participate in courses awarding  
26.34 college credit to high school students.

36.13 (j) In developing, supporting, and improving students' academic readiness for a career  
36.14 or college, schools, districts, and the state must have a continuum of empirically derived,  
36.15 clearly defined benchmarks focused on students' attainment of knowledge and skills so that  
36.16 students, their parents, and teachers know how well students must perform to have a  
36.17 reasonable chance to succeed in a career or college without need for postsecondary  
36.18 remediation. The commissioner, in consultation with local school officials and educators,  
36.19 and Minnesota's public postsecondary institutions must ensure that the foundational  
36.20 knowledge and skills for students' successful performance in postsecondary employment  
36.21 or education and an articulated series of possible targeted interventions are clearly identified  
36.22 and satisfy Minnesota's postsecondary admissions requirements.

36.23 (k) For students in grade 8 in the 2012-2013 school year and later, a school, district, or  
36.24 charter school must record on the high school transcript a student's progress toward career  
36.25 and college readiness, and for other students as soon as practicable.

36.26 (l) The school board granting students their diplomas may formally decide to include a  
36.27 notation of high achievement on the high school diplomas of those graduating seniors who,  
36.28 according to established school board criteria, demonstrate exemplary academic achievement  
36.29 during high school.

36.30 (m) The 3rd through 8th grade computer-adaptive assessment results and high school  
36.31 test results shall be available to districts for diagnostic purposes affecting student learning  
36.32 and district instruction and curriculum, and for establishing educational accountability. The  
36.33 commissioner must establish empirically derived benchmarks on adaptive assessments in  
36.34 grades 3 through 8. The commissioner, in consultation with the chancellor of the Minnesota  
37.1 State Colleges and Universities, must establish empirically derived benchmarks on the high  
37.2 school tests that reveal a trajectory toward career and college readiness consistent with  
37.3 section 136F.302, subdivision 1a. The commissioner must disseminate to the public the  
37.4 computer-adaptive assessments and high school test results upon receiving those results.

37.5 (n) The grades 3 through 8 computer-adaptive assessments and high school tests must  
37.6 be aligned with state academic standards. The commissioner shall determine the testing  
37.7 process and the order of administration. The statewide results shall be aggregated at the site  
37.8 and district level, consistent with subdivision 1a.

37.9 (o) The commissioner shall include the following components in the statewide public  
37.10 reporting system:

37.11 (1) uniform statewide computer-adaptive assessments of all students in grades 3 through  
37.12 8 and testing at the high school levels that provides appropriate, technically sound  
37.13 accommodations or alternate assessments;

27.1 (j) In developing, supporting, and improving students' academic readiness for a career  
27.2 or college, schools, districts, and the state must have a continuum of empirically derived,  
27.3 clearly defined benchmarks focused on students' attainment of knowledge and skills so that  
27.4 students, their parents, and teachers know how well students must perform to have a  
27.5 reasonable chance to succeed in a career or college without need for postsecondary  
27.6 remediation. The commissioner, in consultation with local school officials and educators,  
27.7 and Minnesota's public postsecondary institutions must ensure that the foundational  
27.8 knowledge and skills for students' successful performance in postsecondary employment  
27.9 or education and an articulated series of possible targeted interventions are clearly identified  
27.10 and satisfy Minnesota's postsecondary admissions requirements.

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27.12 charter school must record on the high school transcript a student's progress toward career  
27.13 and college readiness, and for other students as soon as practicable.

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27.15 notation of high achievement on the high school diplomas of those graduating seniors who,  
27.16 according to established school board criteria, demonstrate exemplary academic achievement  
27.17 during high school.

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27.19 test results shall be available to districts for diagnostic purposes affecting student learning  
27.20 and district instruction and curriculum, and for establishing educational accountability. The  
27.21 commissioner must establish empirically derived benchmarks on adaptive assessments in  
27.22 grades 3 through 8. The commissioner, in consultation with the chancellor of the Minnesota  
27.23 State Colleges and Universities, must establish empirically derived benchmarks on the high  
27.24 school tests that reveal a trajectory toward career and college readiness consistent with  
27.25 section 136F.302, subdivision 1a. The commissioner must disseminate to the public the  
27.26 computer-adaptive assessments and high school test results upon receiving those results.

27.27 (n) The grades 3 through 8 computer-adaptive assessments and high school tests must  
27.28 be aligned with state academic standards. The commissioner shall determine the testing  
27.29 process and the order of administration. The statewide results shall be aggregated at the site  
27.30 and district level, consistent with subdivision 1a.

27.31 (o) The commissioner shall include the following components in the statewide public  
27.32 reporting system:

28.1 (1) uniform statewide computer-adaptive assessments of all students in grades 3 through  
28.2 8 and testing at the high school levels that provides appropriate, technically sound  
28.3 accommodations or alternate assessments;

37.14 (2) educational indicators that can be aggregated and compared across school districts  
37.15 and across time on a statewide basis, including average daily attendance, high school  
37.16 graduation rates, and high school drop-out rates by age and grade level;

37.17 (3) state results on the American College Test; and

37.18 (4) state results from participation in the National Assessment of Educational Progress  
37.19 so that the state can benchmark its performance against the nation and other states, and,  
37.20 where possible, against other countries, and contribute to the national effort to monitor  
37.21 achievement.

37.22 (p) For purposes of statewide accountability, "career and college ready" means a high  
37.23 school graduate has the knowledge, skills, and competencies to successfully pursue a career  
37.24 pathway, including postsecondary credit leading to a degree, diploma, certificate, or  
37.25 industry-recognized credential and employment. Students who are career and college ready  
37.26 are able to successfully complete credit-bearing coursework at a two- or four-year college  
37.27 or university or other credit-bearing postsecondary program without need for remediation.

37.28 (q) For purposes of statewide accountability, "cultural competence," "cultural  
37.29 competency," or "culturally competent" means the ability and will to interact effectively  
37.30 with people of different cultures, native languages, and socioeconomic backgrounds.

38.1 Sec. 9. Minnesota Statutes 2016, section 120B.30, subdivision 1a, is amended to read:

38.2 Subd. 1a. **Statewide and local assessments; results.** (a) For purposes of this section,  
38.3 the following definitions have the meanings given them.

38.4 (1) "Computer-adaptive assessments" means fully adaptive assessments.

38.5 (2) "Fully adaptive assessments" include "Adaptive assessments" means test items that  
38.6 are on-grade level and items that may be above or below a student's grade level.

38.7 (3) "On-grade level" test items contain subject area content that is aligned to state  
38.8 academic standards for the grade level of the student taking the assessment.

38.9 (4) "Above-grade level" test items contain subject area content that is above the grade  
38.10 level of the student taking the assessment and is considered aligned with state academic  
38.11 standards to the extent it is aligned with content represented in state academic standards  
38.12 above the grade level of the student taking the assessment. Notwithstanding the student's

28.4 (2) educational indicators that can be aggregated and compared across school districts  
28.5 and across time on a statewide basis, including average daily attendance, high school  
28.6 graduation rates, and high school drop-out rates by age and grade level;

28.7 (3) state results on the American College Test; and

28.8 (4) state results from participation in the National Assessment of Educational Progress  
28.9 so that the state can benchmark its performance against the nation and other states, and,  
28.10 where possible, against other countries, and contribute to the national effort to monitor  
28.11 achievement.

28.12 (p) For purposes of statewide accountability, "career and college ready" means a high  
28.13 school graduate has the knowledge, skills, and competencies to successfully pursue a career  
28.14 pathway, including postsecondary credit leading to a degree, diploma, certificate, or  
28.15 industry-recognized credential and employment. Students who are career and college ready  
28.16 are able to successfully complete credit-bearing coursework at a two- or four-year college  
28.17 or university or other credit-bearing postsecondary program without need for remediation.

28.18 (q) For purposes of statewide accountability, "cultural competence," "cultural  
28.19 competency," or "culturally competent" means the ability and will of families and educators  
28.20 to interact effectively with people of different cultures, native languages, and socioeconomic  
28.21 backgrounds.

38.13 ~~grade level, administering above-grade level test items to a student does not violate the~~  
38.14 ~~requirement that state assessments must be aligned with state standards.~~

38.15 ~~(5) "Below-grade level" test items contain subject area content that is below the grade~~  
38.16 ~~level of the student taking the test and is considered aligned with state academic standards~~  
38.17 ~~to the extent it is aligned with content represented in state academic standards below the~~  
38.18 ~~student's current grade level. Notwithstanding the student's grade level, administering~~  
38.19 ~~below-grade level test items to a student does not violate the requirement that state~~  
38.20 ~~assessments must be aligned with state standards.~~

38.21 (b) The commissioner must use ~~fully~~ adaptive mathematics and reading assessments for  
38.22 grades 3 through 8.

38.23 (c) For purposes of conforming with existing federal educational accountability  
38.24 requirements, the commissioner must develop and implement computer-adaptive reading  
38.25 and mathematics assessments for grades 3 through 8, state-developed high school reading  
38.26 and mathematics tests aligned with state academic standards, a high school writing test  
38.27 aligned with state standards when it becomes available, and science assessments under  
38.28 clause (2) that districts and sites must use to monitor student growth toward achieving those  
38.29 standards. The commissioner must not develop statewide assessments for academic standards  
38.30 in social studies, health and physical education, and the arts. The commissioner must require:

38.31 (1) annual computer-adaptive reading and mathematics assessments in grades 3 through  
38.32 8, and high school reading, writing, and mathematics tests; and

39.1 (2) annual science assessments in one grade in the grades 3 through 5 span, the grades  
39.2 6 through 8 span, and a life sciences assessment in the grades 9 through 12 span, and the  
39.3 commissioner must not require students to achieve a passing score on high school science  
39.4 assessments as a condition of receiving a high school diploma.

39.5 (d) The commissioner must ensure that for annual computer-adaptive assessments:

39.6 (1) individual student performance data and achievement reports are available within  
39.7 three school days of when students take an assessment except in a year when an assessment  
39.8 reflects new performance standards;

39.9 (2) growth information is available for each student from the student's first assessment  
39.10 to each proximate assessment using a constant measurement scale;

39.11 (3) parents, teachers, and school administrators are able to use elementary and middle  
39.12 school student performance data to project students' secondary and postsecondary  
39.13 achievement; and

39.14 (4) useful diagnostic information about areas of students' academic strengths and  
39.15 weaknesses is available to teachers and school administrators for improving student  
39.16 instruction and indicating the specific skills and concepts that should be introduced and  
39.17 developed for students at given performance levels, organized by strands within subject  
39.18 areas, and aligned to state academic standards.

39.19 (e) The commissioner must ensure that all state tests administered to elementary and  
39.20 secondary students measure students' academic knowledge and skills and not students'  
39.21 values, attitudes, and beliefs.

39.22 (f) Reporting of state assessment results must:

39.23 (1) provide timely, useful, and understandable information on the performance of  
39.24 individual students, schools, school districts, and the state;

39.25 (2) include a growth indicator of student achievement; and

39.26 (3) determine whether students have met the state's academic standards.

39.27 (g) Consistent with applicable federal law, the commissioner must include appropriate,  
39.28 technically sound accommodations or alternative assessments for the very few students with  
39.29 disabilities for whom statewide assessments are inappropriate and for English learners.

39.30 (h) A school, school district, and charter school must administer statewide assessments  
39.31 under this section, as the assessments become available, to evaluate student progress toward  
39.32 career and college readiness in the context of the state's academic standards. A school,  
40.1 school district, or charter school may use a student's performance on a statewide assessment  
40.2 as one of multiple criteria to determine grade promotion or retention. A school, school  
40.3 district, or charter school may use a high school student's performance on a statewide  
40.4 assessment as a percentage of the student's final grade in a course, or place a student's  
40.5 assessment score on the student's transcript.

40.6 Sec. 10. Minnesota Statutes 2016, section 120B.31, is amended by adding a subdivision  
40.7 to read:

40.8 Subd. 3a. **Rollout sites; report.** The commissioner of education shall designate up to  
40.9 six school districts or charter schools as rollout sites.

40.10 (a) The rollout sites should represent urban school districts, suburban school districts,  
40.11 nonurban school districts, and charter schools. The commissioner shall designate rollout

28.22 Sec. 14. Minnesota Statutes 2016, section 120B.31, is amended by adding a subdivision  
28.23 to read:

28.24 Subd. 3a. **Rollout sites; report.** The commissioner of education shall designate up to  
28.25 six school districts or charter schools as rollout sites.

28.26 (a) The rollout sites should represent urban school districts, suburban school districts,  
28.27 nonurban school districts, and charter schools. The commissioner shall designate rollout



40.12 sites and notify the schools by August 1, 2017, and the designated school districts or charter  
40.13 schools shall have the right to opt-out or opt-in as rollout sites by September 1, 2017.

40.14 (b) The commissioner must consult stakeholders and review the American Community  
40.15 Survey to develop recommendations for best practices for disaggregated data. Stakeholders  
40.16 consulted under this paragraph include at least:

40.17 (1) the rollout sites;

40.18 (2) parent groups; and

40.19 (3) community representatives.

40.20 (c) The commissioner shall report to the legislative committees having jurisdiction over  
40.21 kindergarten through grade 12 education policy and finance by February 1, 2018. The  
40.22 commissioner may research best practices from other states that have disaggregated data  
40.23 beyond the requirements of the most recent reauthorization of the Elementary and Secondary  
40.24 Education Act. The commissioner must consult with the stakeholders on how to measure  
40.25 a student's background as an immigrant or a refugee and provide a recommendation in the  
40.26 report on how to include the data in the statewide rollout. The recommendations may address:

40.27 (1) the most meaningful use of disaggregated data, including but not limited to which  
40.28 reports should include further disaggregated data;

40.29 (2) collection of additional student characteristics, including but not limited to ensuring  
40.30 enhanced enrollment forms;

40.31 (i) provide context and the objective of additional data;

41.1 (ii) are designed to convey respect and acknowledgment of the sensitive nature of the  
41.2 additional data; and

41.3 (iii) are designed to collect data consistent with user feedback;

41.4 (3) efficient data-reporting approaches when reporting additional information to the  
41.5 department;

41.6 (4) the frequency by which districts and schools must update enrollment forms to meet  
41.7 the needs of the state's changing racial and ethnic demographics; and

28.28 sites and notify the schools by August 1, 2017, and the designated school districts or charter  
28.29 schools shall have the right to opt-out or opt-in as rollout sites by September 1, 2017.

28.30 (b) The commissioner must consult stakeholders and review the American Community  
28.31 Survey to develop recommendations for best practices for disaggregated data. Stakeholders  
28.32 consulted under this paragraph include at least:

29.1 (1) the rollout sites;

29.2 (2) parent groups; and

29.3 (3) community representatives.

29.4 (c) The commissioner shall report to the legislative committees having jurisdiction over  
29.5 kindergarten through grade 12 education policy and finance by February 1, 2018. The  
29.6 commissioner may research best practices from other states that have disaggregated data  
29.7 beyond the requirements of the most recent reauthorization of the Elementary and Secondary  
29.8 Education Act. The recommendations may address:

29.9 (1) the most meaningful use of disaggregated data, including but not limited to which  
29.10 reports should include further disaggregated data;

29.11 (2) collection of additional student characteristics, including but not limited to ensuring  
29.12 enhanced enrollment forms;

29.13 (i) provide context and the objective of additional data;

29.14 (ii) are designed to convey respect and acknowledgment of the sensitive nature of the  
29.15 additional data; and

29.16 (iii) are designed to collect data consistent with user feedback;

29.17 (3) efficient data-reporting approaches when reporting additional information to the  
29.18 department;

29.19 (4) the frequency by which districts and schools must update enrollment forms to meet  
29.20 the needs of the state's changing racial and ethnic demographics; and

41.8 (5) the criteria for determining additional data. This recommendation should include a  
41.9 recommendation for frequency of reviews and updates of the additional data and should  
41.10 also identify the approach of updating any additional census data and data on new enrollees.  
41.11 This recommendation must consider additional student groups that may face education  
41.12 disparities and must take into account maintaining student privacy and providing  
41.13 nonidentifiable student level data.

41.14 **EFFECTIVE DATE.** This section is effective the day following final enactment.

41.15 Sec. 11. Minnesota Statutes 2016, section 120B.31, subdivision 4, is amended to read:

41.16 Subd. 4. **Student performance data.** In developing policies and assessment processes  
41.17 to hold schools and districts accountable for high levels of academic standards under section  
41.18 120B.021, the commissioner shall aggregate and disaggregate student data over time to  
41.19 report summary student performance and growth levels and, under section 120B.11,  
41.20 subdivision 2, clause (2), student learning and outcome data measured at the school, school  
41.21 district, and statewide level. The commissioner shall use the student categories identified  
41.22 under the federal Elementary and Secondary Education Act, as most recently reauthorized,  
41.23 and student categories of homelessness, ethnicity under section 120B.35, subdivision 3,  
41.24 paragraph (a), clause (2), race under section 120B.35, subdivision 3, paragraph (a), clause  
41.25 (2), home language, immigrant, refugee status, English learners under section 124D.59, free  
41.26 or reduced-price lunch, and other categories designated by federal law to organize and report  
41.27 the data so that state and local policy makers can understand the educational implications  
41.28 of changes in districts' demographic profiles over time as data are available. Any report the  
41.29 commissioner disseminates containing summary data on student performance must integrate  
41.30 student performance and the demographic factors that strongly correlate with that  
41.31 performance.

29.21 (5) the criteria for determining additional data. This recommendation should include a  
29.22 recommendation for frequency of reviews and updates of the additional data and should  
29.23 also identify the approach of updating any additional census data and data on new enrollees.  
29.24 This recommendation must consider additional student groups that may face education  
29.25 disparities and must take into account maintaining student privacy and providing  
29.26 nonidentifiable student level data.

29.27 **EFFECTIVE DATE.** This section is effective for the 2018-2019 school year and later.

29.28 Sec. 15. Minnesota Statutes 2016, section 120B.31, subdivision 4, is amended to read:

29.29 Subd. 4. **Student performance data.** In developing policies and assessment processes  
29.30 to hold schools and districts accountable for high levels of academic standards under section  
29.31 120B.021, the commissioner shall aggregate and disaggregate student data over time to  
30.1 report summary student performance and growth levels and, under section 120B.11,  
30.2 subdivision 2, clause (2), student learning and outcome data measured at the school, school  
30.3 district, and statewide level. The commissioner shall use the student categories identified  
30.4 under the federal Elementary and Secondary Education Act, as most recently reauthorized,  
30.5 and student categories of:

30.6 (1) homelessness;

30.7 (2) ethnicity; under section 120B.35, subdivision 3, paragraph (a), clause (2);

30.8 (3) race; under section 120B.35, subdivision 3, paragraph (a), clause (2);

30.9 (4) home language, immigrant, refugee status;

30.10 (5) English learners under section 124D.59;

30.11 (6) free or reduced-price lunch; and

41.32 **EFFECTIVE DATE.** This section is effective for the 2019-2020 school year and later.

42.1 Sec. 12. Minnesota Statutes 2016, section 120B.35, subdivision 3, is amended to read:

42.2 Subd. 3. **State growth target; other state measures.** (a)(1) The state's educational  
42.3 assessment system measuring individual students' educational growth is based on indicators  
42.4 of achievement growth that show an individual student's prior achievement. Indicators of  
42.5 achievement and prior achievement must be based on highly reliable statewide or districtwide  
42.6 assessments.

42.7 (2) For purposes of paragraphs (b), (c), and (d), the commissioner must analyze and  
42.8 report separate categories of information using the student categories identified under the  
42.9 federal Elementary and Secondary Education Act, as most recently reauthorized, and, in  
42.10 addition to "other" for each race and ethnicity and the Karen community, ~~other student~~  
42.11 ~~categories as determined by the total Minnesota population at or above the 1,000-person~~  
42.12 ~~threshold based on the most recent decennial census, including ethnicity, race, refugee status,~~  
42.13 ~~seven of the most populous Asian and Pacific Islander groups, three of the most populous~~  
42.14 ~~Native groups, seven of the most populous Hispanic/Latino groups, and five of the most~~  
42.15 ~~populous Black and African Heritage groups as determined by the total Minnesota population~~  
42.16 ~~based on the most recent state demographer's report;~~ English learners under section 124D.59;  
42.17 home language; free or reduced-price lunch; ~~immigrant~~; and all students enrolled in a  
42.18 Minnesota public school who are currently or were previously in foster care, except that  
42.19 such disaggregation and cross tabulation is not required if the number of students in a  
42.20 category is insufficient to yield statistically reliable information or the results would reveal  
42.21 personally identifiable information about an individual student.

42.22 (b) The commissioner, in consultation with a stakeholder group that includes assessment  
42.23 and evaluation directors, district staff, experts in culturally responsive teaching, and  
42.24 researchers, must implement a model that uses a value-added growth indicator and includes  
42.25 criteria for identifying schools and school districts that demonstrate medium and high growth  
42.26 under section 120B.299, subdivisions 8 and 9, and may recommend other value-added  
42.27 measures under section 120B.299, subdivision 3. The model may be used to advance  
42.28 educators' professional development and replicate programs that succeed in meeting students'  
42.29 diverse learning needs. Data on individual teachers generated under the model are personnel  
42.30 data under section 13.43. The model must allow users to:

30.12 (7) other categories designated by federal law to organize and report the data so that  
30.13 state and local policy makers can understand the educational implications of changes in  
30.14 districts' demographic profiles over time as data are available.

30.15 Any report the commissioner disseminates containing summary data on student performance  
30.16 must integrate student performance and the demographic factors that strongly correlate with  
30.17 that performance.

30.18 **EFFECTIVE DATE.** This section is effective for the 2019-2020 school year and later.

30.19 Sec. 16. Minnesota Statutes 2016, section 120B.35, subdivision 3, is amended to read:

30.20 Subd. 3. **State growth target; other state measures.** (a)(1) The state's educational  
30.21 assessment system measuring individual students' educational growth is based on indicators  
30.22 of achievement growth that show an individual student's prior achievement. Indicators of  
30.23 achievement and prior achievement must be based on highly reliable statewide or districtwide  
30.24 assessments.

30.25 (2) For purposes of paragraphs (b), (c), and (d), the commissioner must analyze and  
30.26 report separate categories of information using the student categories identified under the  
30.27 federal Elementary and Secondary Education Act, as most recently reauthorized, and, in  
30.28 addition to "other" for each race and ethnicity, and the Karen community, ~~other student~~  
30.29 ~~categories as determined by the total Minnesota population at or above the 1,000-person~~  
30.30 ~~threshold based on the most recent decennial census, including ethnicity, race, refugee status,~~  
30.31 ~~seven of the most populous Asian and Pacific Islander groups, three of the most populous~~  
30.32 ~~Native groups, seven of the most populous Hispanic/Latino groups, and five of the most~~  
31.1 ~~populous Black and African Heritage groups as determined by the total Minnesota population~~  
31.2 ~~based on the most recent state demographer's report;~~ English learners under section  
31.3 124D.59; home language; free or reduced-price lunch; ~~immigrant~~; and all students enrolled  
31.4 in a Minnesota public school who are currently or were previously in foster care, except  
31.5 that such disaggregation and cross tabulation is not required if the number of students in a  
31.6 category is insufficient to yield statistically reliable information or the results would reveal  
31.7 personally identifiable information about an individual student.

31.8 (b) The commissioner, in consultation with a stakeholder group that includes assessment  
31.9 and evaluation directors, district staff, experts in culturally responsive teaching, and  
31.10 researchers, must implement a model that uses a value-added growth indicator and includes  
31.11 criteria for identifying schools and school districts that demonstrate medium and high growth  
31.12 under section 120B.299, subdivisions 8 and 9, and may recommend other value-added  
31.13 measures under section 120B.299, subdivision 3. The model may be used to advance  
31.14 educators' professional development and replicate programs that succeed in meeting students'  
31.15 diverse learning needs. Data on individual teachers generated under the model are personnel  
31.16 data under section 13.43. The model must allow users to:

42.31 (1) report student growth consistent with this paragraph; and

42.32 (2) for all student categories, report and compare aggregated and disaggregated state  
42.33 student growth and, under section 120B.11, subdivision 2, clause (2), student learning and  
42.34 outcome data using the student categories identified under the federal Elementary and  
43.1 Secondary Education Act, as most recently reauthorized, and other student categories under  
43.2 paragraph (a), clause (2).

43.3 The commissioner must report measures of student growth and, under section 120B.11,  
43.4 subdivision 2, clause (2), student learning and outcome data, consistent with this paragraph,  
43.5 including the English language development, academic progress, and oral academic  
43.6 development of English learners and their native language development if the native language  
43.7 is used as a language of instruction, and include data on all pupils enrolled in a Minnesota  
43.8 public school course or program who are currently or were previously counted as an English  
43.9 learner under section 124D.59.

43.10 (c) When reporting student performance under section 120B.36, subdivision 1, the  
43.11 commissioner annually, beginning July 1, 2011, must report two core measures indicating  
43.12 the extent to which current high school graduates are being prepared for postsecondary  
43.13 academic and career opportunities:

43.14 (1) a preparation measure indicating the number and percentage of high school graduates  
43.15 in the most recent school year who completed course work important to preparing them for  
43.16 postsecondary academic and career opportunities, consistent with the core academic subjects  
43.17 required for admission to Minnesota's public colleges and universities as determined by the  
43.18 Office of Higher Education under chapter 136A; and

43.19 (2) a rigorous coursework measure indicating the number and percentage of high school  
43.20 graduates in the most recent school year who successfully completed one or more  
43.21 college-level advanced placement, international baccalaureate, postsecondary enrollment  
43.22 options including concurrent enrollment, other rigorous courses of study under section  
43.23 120B.021, subdivision 1a, or industry certification courses or programs.

43.24 When reporting the core measures under clauses (1) and (2), the commissioner must also  
43.25 analyze and report separate categories of information using the student categories identified  
43.26 under the federal Elementary and Secondary Education Act, as most recently reauthorized,  
43.27 and other student categories under paragraph (a), clause (2).

43.28 (d) When reporting student performance under section 120B.36, subdivision 1, the  
43.29 commissioner annually, beginning July 1, 2014, must report summary data on school safety  
43.30 and students' engagement and connection at school, consistent with the student categories  
43.31 identified under paragraph (a), clause (2). The summary data under this paragraph are

31.17 (1) report student growth consistent with this paragraph; and

31.18 (2) for all student categories, report and compare aggregated and disaggregated state  
31.19 student growth and, under section 120B.11, subdivision 2, clause (2), student learning and  
31.20 outcome data using the student categories identified under the federal Elementary and  
31.21 Secondary Education Act, as most recently reauthorized, and other student categories under  
31.22 paragraph (a), clause (2).

31.23 The commissioner must report measures of student growth and, under section 120B.11,  
31.24 subdivision 2, clause (2), student learning and outcome data, consistent with this paragraph,  
31.25 including the English language development, academic progress, and oral academic  
31.26 development of English learners and their native language development if the native language  
31.27 is used as a language of instruction, and include data on all pupils enrolled in a Minnesota  
31.28 public school course or program who are currently or were previously counted as an English  
31.29 learner under section 124D.59.

31.30 (c) When reporting student performance under section 120B.36, subdivision 1, the  
31.31 commissioner annually, beginning July 1, 2011, must report two core measures indicating  
31.32 the extent to which current high school graduates are being prepared for postsecondary  
31.33 academic and career opportunities:

32.1 (1) a preparation measure indicating the number and percentage of high school graduates  
32.2 in the most recent school year who completed course work important to preparing them for  
32.3 postsecondary academic and career opportunities, consistent with the core academic subjects  
32.4 required for admission to Minnesota's public colleges and universities as determined by the  
32.5 Office of Higher Education under chapter 136A; and

32.6 (2) a rigorous coursework measure indicating the number and percentage of high school  
32.7 graduates in the most recent school year who successfully completed one or more  
32.8 college-level advanced placement, international baccalaureate, postsecondary enrollment  
32.9 options including concurrent enrollment, other rigorous courses of study under section  
32.10 120B.021, subdivision 1a, or industry certification courses or programs.

32.11 When reporting the core measures under clauses (1) and (2), the commissioner must also  
32.12 analyze and report separate categories of information using the student categories identified  
32.13 under the federal Elementary and Secondary Education Act, as most recently reauthorized,  
32.14 and other student categories under paragraph (a), clause (2).

32.15 (d) When reporting student performance under section 120B.36, subdivision 1, the  
32.16 commissioner annually, beginning July 1, 2014, must report summary data on school safety  
32.17 and students' engagement and connection at school, consistent with the student categories  
32.18 identified under paragraph (a), clause (2). The summary data under this paragraph are

43.32 separate from and must not be used for any purpose related to measuring or evaluating the  
43.33 performance of classroom teachers. The commissioner, in consultation with qualified experts  
43.34 on student engagement and connection and classroom teachers, must identify highly reliable  
44.1 variables that generate summary data under this paragraph. The summary data may be used  
44.2 at school, district, and state levels only. Any data on individuals received, collected, or  
44.3 created that are used to generate the summary data under this paragraph are nonpublic data  
44.4 under section 13.02, subdivision 9.

44.5 (e) For purposes of statewide educational accountability, the commissioner must identify  
44.6 and report measures that demonstrate the success of learning year program providers under  
44.7 sections 123A.05 and 124D.68, among other such providers, in improving students'  
44.8 graduation outcomes. The commissioner, beginning July 1, 2015, must annually report  
44.9 summary data on:

44.10 (1) the four- and six-year graduation rates of students under this paragraph;

44.11 (2) the percent of students under this paragraph whose progress and performance levels  
44.12 are meeting career and college readiness benchmarks under section 120B.30, subdivision  
44.13 1; and

44.14 (3) the success that learning year program providers experience in:

44.15 (i) identifying at-risk and off-track student populations by grade;

44.16 (ii) providing successful prevention and intervention strategies for at-risk students;

44.17 (iii) providing successful recuperative and recovery or reenrollment strategies for off-track  
44.18 students; and

44.19 (iv) improving the graduation outcomes of at-risk and off-track students.

44.20 The commissioner may include in the annual report summary data on other education  
44.21 providers serving a majority of students eligible to participate in a learning year program.

44.22 (f) The commissioner, in consultation with recognized experts with knowledge and  
44.23 experience in assessing the language proficiency and academic performance of all English  
44.24 learners enrolled in a Minnesota public school course or program who are currently or were  
44.25 previously counted as an English learner under section 124D.59, must identify and report  
44.26 appropriate and effective measures to improve current categories of language difficulty and  
44.27 assessments, and monitor and report data on students' English proficiency levels, program  
44.28 placement, and academic language development, including oral academic language.

32.19 separate from and must not be used for any purpose related to measuring or evaluating the  
32.20 performance of classroom teachers. The commissioner, in consultation with qualified experts  
32.21 on student engagement and connection and classroom teachers, must identify highly reliable  
32.22 variables that generate summary data under this paragraph. The summary data may be used  
32.23 at school, district, and state levels only. Any data on individuals received, collected, or  
32.24 created that are used to generate the summary data under this paragraph are nonpublic data  
32.25 under section 13.02, subdivision 9.

32.26 (e) For purposes of statewide educational accountability, the commissioner must identify  
32.27 and report measures that demonstrate the success of learning year program providers under  
32.28 sections 123A.05 and 124D.68, among other such providers, in improving students'  
32.29 graduation outcomes. The commissioner, beginning July 1, 2015, must annually report  
32.30 summary data on:

32.31 (1) the four- and six-year graduation rates of students under this paragraph;

32.32 (2) the percent of students under this paragraph whose progress and performance levels  
32.33 are meeting career and college readiness benchmarks under section 120B.30, subdivision  
32.34 1; and

33.1 (3) the success that learning year program providers experience in:

33.2 (i) identifying at-risk and off-track student populations by grade;

33.3 (ii) providing successful prevention and intervention strategies for at-risk students;

33.4 (iii) providing successful recuperative and recovery or reenrollment strategies for off-track  
33.5 students; and

33.6 (iv) improving the graduation outcomes of at-risk and off-track students.

33.7 The commissioner may include in the annual report summary data on other education  
33.8 providers serving a majority of students eligible to participate in a learning year program.

33.9 (f) The commissioner, in consultation with recognized experts with knowledge and  
33.10 experience in assessing the language proficiency and academic performance of all English  
33.11 learners enrolled in a Minnesota public school course or program who are currently or were  
33.12 previously counted as an English learner under section 124D.59, must identify and report  
33.13 appropriate and effective measures to improve current categories of language difficulty and  
33.14 assessments, and monitor and report data on students' English proficiency levels, program  
33.15 placement, and academic language development, including oral academic language.

44.29 (g) When reporting four- and six-year graduation rates, the commissioner or school  
44.30 district must disaggregate the data by student categories according to paragraph (a), clause  
44.31 (2).

45.1 (h) A school district must inform parents and guardians that volunteering information  
45.2 on student categories not required by the most recent reauthorization of the Elementary and  
45.3 Secondary Education Act is optional and will not violate the privacy of students or their  
45.4 families, parents, or guardians. The notice must state the purpose for collecting the student  
45.5 data.

45.6 **EFFECTIVE DATE.** This section is effective for the 2018-2019 school year and later  
45.7 for rollout sites under Minnesota Statutes, section 120B.31, subdivision 3a. This section is  
45.8 effective for the 2019-2020 school year and later for all other schools.

33.16 (g) When reporting four- and six-year graduation rates, the commissioner or school  
33.17 district must disaggregate the data by student categories according to paragraph (a), clause  
33.18 (2).

33.19 (h) A school district must inform parents and guardians that volunteering information  
33.20 on student categories not required by the most recent reauthorization of the Elementary and  
33.21 Secondary Education Act is optional and will not violate the privacy of students or their  
33.22 families, parents, or guardians. The notice must state the purpose for collecting the student  
33.23 data.

33.24 **EFFECTIVE DATE.** This section is effective for the 2018-2019 school year and later  
33.25 for rollout sites under Minnesota Statutes, section 120B.31, subdivision 3a. This section is  
33.26 effective for the 2019-2020 school year and later for all other schools.

33.27 Sec. 17. Minnesota Statutes 2016, section 120B.36, subdivision 1, is amended to read:

33.28 Subdivision 1. **School performance reports and public reporting.** (a) The commissioner  
33.29 shall report student academic performance data under section 120B.35, subdivisions 2 and  
33.30 3; the percentages of students showing low, medium, and high growth under section 120B.35,  
33.31 subdivision 3, paragraph (b); school safety and student engagement and connection under  
33.32 section 120B.35, subdivision 3, paragraph (d); rigorous coursework under section 120B.35,  
34.1 subdivision 3, paragraph (e); the percentage of students under section 120B.35, subdivision  
34.2 3, paragraph (b), clause (2), whose progress and performance levels are meeting career and  
34.3 college readiness benchmarks under sections 120B.30, subdivision 1, and 120B.35,  
34.4 subdivision 3, paragraph (e); longitudinal data on the progress of eligible districts in reducing  
34.5 disparities in students' academic achievement and realizing racial and economic integration  
34.6 under section 124D.861; the acquisition of English, and where practicable, native language  
34.7 academic literacy, including oral academic language, and the academic progress of all  
34.8 English learners enrolled in a Minnesota public school course or program who are currently  
34.9 or were previously counted as English learners under section 124D.59; two separate  
34.10 student-to-teacher ratios that clearly indicate the definition of teacher consistent with sections  
34.11 122A.06 and 122A.15 for purposes of determining these ratios; staff characteristics excluding  
34.12 salaries; student enrollment demographics; foster care status, including all students enrolled  
34.13 in a Minnesota public school course or program who are currently or were previously in  
34.14 foster care, student homelessness, and district mobility; and extracurricular activities. ~~The~~  
34.15 ~~report also must indicate a school's status under applicable federal law.~~

34.16 (b) The school performance report for a school site and a school district must include  
34.17 school performance reporting information and calculate proficiency rates as required by the  
34.18 most recently reauthorized Elementary and Secondary Education Act.

34.19 (c) The commissioner shall develop, annually update, and post on the department Web  
34.20 site school performance reports consistent with paragraph (a) and section 120B.11.

- 34.21 ~~(d)~~ (d) The commissioner must make available performance reports by the beginning of  
34.22 each school year.
- 34.23 ~~(d)~~ (e) A school or district may appeal its results in a form and manner determined by  
34.24 the commissioner and consistent with federal law. The commissioner's decision to uphold  
34.25 or deny an appeal is final.
- 34.26 ~~(f)~~ (f) School performance data are nonpublic data under section 13.02, subdivision 9,  
34.27 until the commissioner publicly releases the data. The commissioner shall annually post  
34.28 school performance reports to the department's public Web site no later than September 1,  
34.29 except that in years when the reports reflect new performance standards, the commissioner  
34.30 shall post the school performance reports no later than October 1.
- 34.31 **EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and later.

**FROM ARTICLE 3:**

- 59.3 Section 1. Minnesota Statutes 2016, section 122A.09, subdivision 4a, is amended to read:
- 59.4 Subd. 4a. **Teacher and administrator preparation and performance data; report.**  
59.5 (a) The Board of Teaching and the Board of School Administrators, in cooperation with the  
59.6 Minnesota Association of Colleges of Teacher Education and Minnesota colleges and  
59.7 universities offering board-adopted teacher or administrator preparation programs, annually  
59.8 must collect and report summary data on teacher and administrator preparation and  
59.9 performance outcomes, consistent with this subdivision. The Board of Teaching and the  
59.10 Board of School Administrators annually by June 1 must update and post the reported  
59.11 summary preparation and performance data on teachers and administrators from the preceding  
59.12 school years on a Web site hosted jointly by the boards.
- 59.13 (b) Publicly reported summary data on teacher preparation programs must include:  
59.14 student entrance requirements for each Board of Teaching-approved program, including  
59.15 grade point average for enrolling students in the preceding year; the average board-adopted  
59.16 skills examination or ACT or SAT scores of students entering the program in the preceding  
59.17 year; summary data on faculty qualifications, including at least the content areas of faculty  
59.18 undergraduate and graduate degrees and their years of experience either as kindergarten  
59.19 through grade 12 classroom teachers or school administrators; the average time resident  
59.20 and nonresident program graduates in the preceding year needed to complete the program;  
59.21 the current number and percent of students by program who graduated, received a standard  
59.22 Minnesota teaching license, and were hired to teach full time in their licensure field in a  
59.23 Minnesota district or school in the preceding year, disaggregated by race, except when such  
59.24 disaggregation would not yield statistically reliable results or would reveal personally  
59.25 identifiable information about an individual; the number of content area credits and other  
59.26 credits by undergraduate program that students in the preceding school year needed to

59.27 complete to graduate; students' pass rates on skills and subject matter exams required for  
59.28 graduation in each program and licensure area in the preceding school year; survey results  
59.29 measuring student and graduate satisfaction with the program in the preceding school year;  
59.30 disaggregated by race, except when such disaggregation would not yield statistically reliable  
59.31 results or would reveal personally identifiable information about an individual; a standard  
59.32 measure of the satisfaction of school principals or supervising teachers with the student  
59.33 teachers assigned to a school or supervising teacher; and information under paragraphs (d)  
59.34 and (e). Program reporting must be consistent with subdivision 11.

60.1 (c) Publicly reported summary data on administrator preparation programs approved by  
60.2 the Board of School Administrators must include: summary data on faculty qualifications,  
60.3 including at least the content areas of faculty undergraduate and graduate degrees and their  
60.4 years of experience either as kindergarten through grade 12 classroom teachers or school  
60.5 administrators; the average time program graduates in the preceding year needed to complete  
60.6 the program; the current number and percent of students who graduated, received a standard  
60.7 Minnesota administrator license, and were employed as an administrator in a Minnesota  
60.8 school district or school in the preceding year, disaggregated by race, except when such  
60.9 disaggregation would not yield statistically reliable results or would reveal personally  
60.10 identifiable information about an individual; the number of credits by graduate program  
60.11 that students in the preceding school year needed to complete to graduate; survey results  
60.12 measuring student, graduate, and employer satisfaction with the program in the preceding  
60.13 school year, disaggregated by race, except when such disaggregation would not yield  
60.14 statistically reliable results or would reveal personally identifiable information about an  
60.15 individual; and information under paragraphs (f) and (g). Program reporting must be  
60.16 consistent with section 122A.14, subdivision 10.

60.17 (d) School districts annually by October 1 must report to the Board of Teaching the  
60.18 following information for all teachers who finished the probationary period and accepted  
60.19 a continuing contract position with the district from September 1 of the previous year through  
60.20 August 31 of the current year: the effectiveness category or rating of the teacher on the  
60.21 summative evaluation under section 122A.40, subdivision 8, or 122A.41, subdivision 5;  
60.22 the licensure area in which the teacher primarily taught during the three-year evaluation  
60.23 cycle; and the teacher preparation program preparing the teacher in the teacher's primary  
60.24 areas of instruction and licensure.

60.25 (e) School districts annually by October 1 must report to the Board of Teaching the  
60.26 following information for all probationary teachers in the district who were released or  
60.27 whose contracts were not renewed from September 1 of the previous year through August  
60.28 31 of the current year: the licensure areas in which the probationary teacher taught; and the  
60.29 teacher preparation program preparing the teacher in the teacher's primary areas of instruction  
60.30 and licensure.



60.31 (f) School districts annually by October 1 must report to the Board of School  
60.32 Administrators the following information for all school principals and assistant principals  
60.33 who finished the probationary period and accepted a continuing contract position with the  
60.34 district from September 1 of the previous year through August 31 of the current year: the  
60.35 effectiveness category or rating of the principal or assistant principal on the summative  
61.1 evaluation under section 123B.147, subdivision 3; and the principal preparation program  
61.2 providing instruction to the principal or assistant principal.

61.3 (g) School districts annually by October 1 must report to the Board of School  
61.4 Administrators all probationary school principals and assistant principals in the district who  
61.5 were released or whose contracts were not renewed from September 1 of the previous year  
61.6 through August 31 of the current year.

61.7 (h) Data that must be disaggregated by race under this section must be reported in the  
61.8 following categories:

61.9 (1) American Indian or Alaskan Native;

61.10 (2) Asian;

61.11 (3) Black or African American;

61.12 (4) Hispanic or Latino;

61.13 (5) Native Hawaiian or Other Pacific Islander;

61.14 (6) White; and

61.15 (7) two or more races.

**FROM ARTICLE 3:**

63.23 Sec. 6. Minnesota Statutes 2016, section 122A.40, subdivision 10, is amended to read:

63.24 Subd. 10. **Negotiated unrequested leave of absence.** The school board and the exclusive  
63.25 bargaining representative of the teachers ~~may~~ must negotiate a plan providing for unrequested  
63.26 leave of absence without pay or fringe benefits for as many teachers as may be necessary  
63.27 because of discontinuance of position, lack of pupils, financial limitations, or merger of  
63.28 classes caused by consolidation of districts. ~~Failing to successfully negotiate such a plan,~~  
63.29 ~~the provisions of subdivision 11 shall apply. The negotiated plan must not include provisions~~  
63.30 ~~which would result in the exercise of seniority by a teacher holding a provisional license,~~  
63.31 ~~other than a vocational education license, contrary to the provisions of subdivision 11,~~

45.9     Sec. 13. Minnesota Statutes 2016, section 122A.414, subdivision 2, is amended to read:

45.10             Subd. 2. **Alternative teacher professional pay system.** (a) To participate in this program,

45.11     a school district, an intermediate school district consistent with paragraph (d), a school site,

45.12     or a charter school must have a world's best workforce plan under section 120B.11 and an

45.13     alternative teacher professional pay system agreement under paragraph (b). A charter school

45.14     participant also must comply with subdivision 2a.

45.15             (b) The alternative teacher professional pay system agreement must:

45.16             (1) describe how teachers can achieve career advancement and additional compensation;

45.17             (2) describe how the school district, intermediate school district, school site, or charter

45.18     school will provide teachers with career advancement options that allow teachers to retain

45.19     primary roles in student instruction and facilitate site-focused professional development

45.20     that helps other teachers improve their skills;

45.21             (3) reform the "steps and lanes" salary schedule, prevent any teacher's compensation

45.22     paid before implementing the pay system from being reduced as a result of participating in

45.23     this system, base at least 60 percent of any compensation increase on teacher performance

45.24     using:

63.32     ~~paragraph (c), or the reinstatement of a teacher holding a provisional license, other than a~~

64.1     ~~vocational education license, contrary to the provisions of subdivision 11, paragraph (c).~~

64.2     ~~The provisions of section 179A.16 do not apply for the purposes of this subdivision.~~

64.3             **EFFECTIVE DATE.** This section is effective July 1, 2018.

**FROM ARTICLE 3:**

64.4     Sec. 7. Minnesota Statutes 2016, section 122A.41, is amended by adding a subdivision to

64.5     read:

64.6             Subd. 14a. **Negotiated unrequested leave of absence.** The school board and the exclusive

64.7     bargaining representative of the teachers must negotiate a plan providing for unrequested

64.8     leave of absence without pay or fringe benefits for as many teachers as may be necessary

64.9     because of discontinuance of position, lack of pupils, financial limitations, or merger of

64.10     classes caused by consolidation of districts.

64.11             **EFFECTIVE DATE.** This section is effective July 1, 2018.

- 45.25 (i) schoolwide student achievement gains under section 120B.35 or locally selected  
45.26 standardized assessment outcomes, or both;
- 45.27 (ii) measures of student growth and literacy that may include value-added models or  
45.28 student learning goals, consistent with section 122A.40, subdivision 8, paragraph (b), clause  
45.29 (9), or 122A.41, subdivision 5, paragraph (b), clause (9), and other measures that include  
45.30 the academic literacy, oral academic language, and achievement of English learners under  
45.31 section 122A.40, subdivision 8, paragraph (b), clause (10), or 122A.41, subdivision 5,  
45.32 paragraph (b), clause (10); and
- 46.1 (iii) an objective evaluation program under section 122A.40, subdivision 8, paragraph  
46.2 (b), clause (2), or 122A.41, subdivision 5, paragraph (b), clause (2);
- 46.3 (4) provide for participation in job-embedded learning opportunities such as professional  
46.4 learning communities to improve instructional skills and learning that are aligned with  
46.5 student needs under section 120B.11, consistent with the staff development plan under  
46.6 section 122A.60 and led during the school day by trained teacher leaders such as master or  
46.7 mentor teachers;
- 46.8 (5) allow any teacher in a participating school district, intermediate school district, school  
46.9 site, or charter school that implements an alternative pay system to participate in that system  
46.10 without any quota or other limit; and
- 46.11 (6) encourage collaboration rather than competition among teachers.
- 46.12 (c) The alternative teacher professional pay system may:
- 46.13 (1) include a hiring bonus or other added compensation ~~for~~ to provide students with  
46.14 equitable access to teachers who, consistent with section 120B.11, subdivision 2, clause  
46.15 (3);
- 46.16 (i) are identified as effective or highly effective under the local teacher professional  
46.17 review cycle ~~and~~ or, when being considered for hire as first-year teachers, have demonstrated  
46.18 skills during student teaching for being highly effective at closing achievement gaps;
- 46.19 (ii) work in a high-need or hard-to-fill position; or
- 46.20 (iii) are hired to work in a hard-to-staff school such as a school with a majority of students  
46.21 whose families meet federal poverty guidelines, a geographically isolated school, or a school  
46.22 identified by the state as eligible for targeted programs or services for its students; ~~and~~

46.23 (2) include incentives for teachers to obtain a master's degree or other advanced  
46.24 certification with at least 18 credits in their content field of licensure required for teaching  
46.25 concurrent enrollment or college in the schools courses, or to pursue the training or education  
46.26 necessary to obtain an additional licensure in shortage areas identified by the district or  
46.27 charter school; or

46.28 (3) help fund a "grow your own" Grow Your Own new teacher initiative involving  
46.29 nonlicensed educational professionals, including paraprofessionals and cultural liaisons,  
46.30 who are of color or who are American Indian.

47.1 (d) An intermediate school district under this subdivision must demonstrate in a form  
47.2 and manner determined by the commissioner that it uses the aid it receives under this section  
47.3 for activities identified in the alternative teacher professional pay system agreement.

47.4 Sec. 14. Minnesota Statutes 2016, section 122A.415, subdivision 4, is amended to read:

47.5 Subd. 4. **Basic alternative teacher compensation aid.** (a) The basic alternative teacher  
47.6 compensation aid for a school with a plan approved under section 122A.414, subdivision  
47.7 2b, equals 65 percent of the alternative teacher compensation revenue under subdivision 1.  
47.8 The basic alternative teacher compensation aid for a charter school with a plan approved  
47.9 under section 122A.414, subdivisions 2a and 2b, equals \$260 times the number of pupils  
47.10 enrolled in the school on October 1 of the previous year, or on October 1 of the current year  
47.11 for a charter school in the first year of operation, times the ratio of the sum of the alternative  
47.12 teacher compensation aid and alternative teacher compensation levy for all participating  
47.13 school districts to the maximum alternative teacher compensation revenue for those districts  
47.14 under subdivision 1.

47.15 (b) Notwithstanding paragraph (a) and subdivision 1, the state total basic alternative  
47.16 teacher compensation aid entitlement must not exceed \$75,840,000 for fiscal year 2016 and  
47.17 \$88,118,000 for fiscal year 2017 and later. The commissioner must limit the amount of  
47.18 alternative teacher compensation aid approved under this section so as not to exceed these  
47.19 limits by not approving new participants or by prorating the aid among participating districts,  
47.20 intermediate school districts, school sites, and charter schools. The commissioner may also  
47.21 reallocate a portion of the allowable aid for the biennium from the second year to the first  
47.22 year to meet the needs of approved participants.

47.23 (c) Basic alternative teacher compensation aid for an intermediate district or other  
47.24 cooperative unit equals \$3,000 times the number of licensed teachers employed by the  
47.25 intermediate district or cooperative unit on October 1 of the previous school year.

**FROM ARTICLE 3:**

64.12 Sec. 8. Minnesota Statutes 2016, section 122A.415, subdivision 4, is amended to read:

64.13 Subd. 4. **Basic alternative teacher compensation aid.** (a) The basic alternative teacher  
64.14 compensation aid for a school with a plan approved under section 122A.414, subdivision  
64.15 2b, equals 65 percent of the alternative teacher compensation revenue under subdivision 1.  
64.16 The basic alternative teacher compensation aid for a charter school with a plan approved  
64.17 under section 122A.414, subdivisions 2a and 2b, equals \$260 times the number of pupils  
64.18 enrolled in the school on October 1 of the previous year, or on October 1 of the current year  
64.19 for a charter school in the first year of operation, times the ratio of the sum of the alternative  
64.20 teacher compensation aid and alternative teacher compensation levy for all participating  
64.21 school districts to the maximum alternative teacher compensation revenue for those districts  
64.22 under subdivision 1.

64.23 (b) Notwithstanding paragraph (a) and subdivision 1, the state total basic alternative  
64.24 teacher compensation aid entitlement must not exceed \$75,840,000 for fiscal year 2016 and  
64.25 \$88,118,000 for fiscal year 2017 and later. The commissioner must limit the amount of  
64.26 alternative teacher compensation aid approved under this section so as not to exceed these  
64.27 limits by not approving new participants or by prorating the aid among participating districts,  
64.28 intermediate school districts, school sites, and charter schools. The commissioner may also  
64.29 reallocate a portion of the allowable aid for the biennium from the second year to the first  
64.30 year to meet the needs of approved participants.

65.1 (c) Basic alternative teacher compensation aid for an intermediate district or other  
65.2 cooperative unit equals \$3,000 times the number of licensed teachers employed by the  
65.3 intermediate district or cooperative unit on October 1 of the previous school year.

**FROM ARTICLE 3:**

47.26 Sec. 15. [122A.417] ALTERNATIVE TEACHER COMPENSATION REVENUE  
47.27 FOR ST. CROIX RIVER EDUCATION DISTRICT.

47.28       Notwithstanding section 122A.415, subdivision 4, paragraph (c), the St. Croix River  
47.29 Education District, No. 6009-61, is eligible to receive alternative teacher compensation  
47.30 revenue based on its staffing as of October 1 of the previous fiscal year. To qualify for  
47.31 alternative teacher compensation revenue, the St. Croix River Education District must meet  
47.32 all the requirements of sections 122A.414 and 122A.415 that apply to cooperative units,  
47.33 must report its staffing as of October 1 of each year to the department in a manner determined  
48.1 by the commissioner, and must annually report to the department by November 30 its  
48.2 expenditures for the alternative teacher professional pay system consistent with the uniform  
48.3 financial accounting and reporting standards.

48.4 Sec. 16. [122A.627] POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS.

48.5       "Positive behavioral interventions and supports" or "PBIS" means an evidence-based  
48.6 framework for preventing problem behavior, providing instruction and support for positive  
48.7 and prosocial behaviors, and supporting social, emotional, and behavioral needs for all  
48.8 students. Schoolwide implementation of PBIS requires training, coaching, and evaluation  
48.9 for school staff to consistently implement the key components that make PBIS effective for  
48.10 all students, including:

48.11       (1) establishing, defining, teaching, and practicing three to five positively stated  
48.12 schoolwide behavioral expectations that are representative of the local community and  
48.13 cultures;

48.14       (2) developing and implementing a consistent system used by all staff to provide positive  
48.15 feedback and acknowledgment for students who display schoolwide behavioral expectations;

48.16       (3) developing and implementing a consistent and specialized support system for students  
48.17 who do not display behaviors representative of schoolwide positive expectations;

48.18       (4) developing a system to support decisions based on data related to student progress,  
48.19 effective implementation of behavioral practices, and screening for students requiring  
48.20 additional behavior supports;

65.4 Sec. 9. [122A.417] ALTERNATIVE TEACHER COMPENSATION REVENUE  
65.5 FOR ST. CROIX RIVER EDUCATION DISTRICT.

65.6       Notwithstanding section 122A.415, subdivision 4, paragraph (c), the St. Croix River  
65.7 Education District, No. 6009-61, is eligible to receive alternative teacher compensation  
65.8 revenue based on its staffing as of October 1 of the previous fiscal year as reported to the  
65.9 department in a manner determined by the commissioner. To qualify for alternative teacher  
65.10 compensation revenue, the St. Croix River Education District must meet all the requirements  
65.11 of sections 122A.414 and 122A.415 that apply to cooperative units, must report its staffing  
65.12 as of October 1 of each year to the department in a manner determined by the commissioner,  
65.13 and must annually report to the department by November 30 its expenditures for the  
65.14 alternative teacher professional pay system consistent with the uniform financial accounting  
65.15 and reporting standards.

**FROM ARTICLE 3:**

65.16 Sec. 10. [122A.627] POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS.

65.17       "Positive behavioral interventions and supports" or "PBIS" means an evidence-based  
65.18 framework for preventing problem behavior, providing instruction and support for positive  
65.19 and prosocial behaviors, and supporting social, emotional, and behavioral needs for all  
65.20 students. Schoolwide implementation of PBIS requires training, coaching, and evaluation  
65.21 for school staff to consistently implement the key components that make PBIS effective for  
65.22 all students, including:

65.23       (1) establishing, defining, teaching, and practicing three to five positively stated  
65.24 schoolwide behavioral expectations that are representative of the local community and  
65.25 cultures;

65.26       (2) developing and implementing a consistent system used by all staff to provide positive  
65.27 feedback and acknowledgment for students who display schoolwide behavioral expectations;

65.28       (3) developing and implementing a consistent and specialized support system for students  
65.29 who do not display behaviors representative of schoolwide positive expectations;

65.30       (4) developing a system to support decisions based on data related to student progress,  
65.31 effective implementation of behavioral practices, and screening for students requiring  
65.32 additional behavior supports;

48.21 (5) using a continuum of evidence-based interventions that is integrated and aligned to  
48.22 support academic and behavioral success for all students; and

48.23 (6) using a team-based approach to support effective implementation, monitor progress,  
48.24 and evaluate outcomes.

48.25 Sec. 17. Minnesota Statutes 2016, section 122A.70, subdivision 1, is amended to read:

48.26 Subdivision 1. **Teacher mentoring, induction, and retention programs.** (a) School  
48.27 districts are encouraged to develop teacher mentoring, induction, and retention programs  
48.28 for teachers new to the profession or district, including teaching residents, teachers in  
48.29 high-need fields, teachers of color, teachers who are American Indian, teachers with special  
48.30 needs, or experienced teachers in need of peer coaching.

49.1 (b) Teacher mentoring programs must support districts' teacher evaluation and peer  
49.2 review processes under sections 122A.40, subdivision 8, and 122A.41, subdivision 5. A  
49.3 district may use staff development revenue under sections 122A.60 and 122A.61, special  
49.4 grant programs established by the legislature, or another funding source to pay a stipend of  
49.5 up to \$500 to a mentor.

66.1 (5) using a continuum of evidence-based interventions that is integrated and aligned to  
66.2 support academic and behavioral success for all students; and

66.3 (6) using a team-based approach to support effective implementation, monitor progress,  
66.4 and evaluate outcomes.

66.5 Consistent with section 120B.232, subdivision 1, character education curriculum and  
66.6 programs may be used to support implementation of the key components of PBIS.

35.1 Sec. 18. Minnesota Statutes 2016, section 124D.03, subdivision 5a, is amended to read:

35.2 Subd. 5a. **Lotteries.** If a school district has more applications than available seats at a  
35.3 specific grade level, it must hold an impartial lottery following the January 15 deadline to  
35.4 determine which students will receive seats. The district must give priority to enrolling  
35.5 siblings of currently enrolled students, students whose applications are related to an approved  
35.6 integration and achievement plan, and children of the school district's staff must receive  
35.7 priority in the lottery, and students residing in that part of a municipality, defined under  
35.8 section 469.1812, subdivision 3, where:

35.9 (1) the student's resident district does not operate a school building;

35.10 (2) the nonresident district in which the student seeks to enroll operates one or more  
35.11 school buildings within the municipality; and

35.12 (3) no other nonresident district operates a school building within the municipality.

49.6 Sec. 18. Minnesota Statutes 2016, section 124D.09, subdivision 3, is amended to read:

49.7 Subd. 3. **Definitions.** For purposes of this section, the following terms have the meanings  
49.8 given to them.

49.9 (a) "Eligible institution" means a Minnesota public postsecondary institution, a private,  
49.10 nonprofit two-year trade and technical school granting associate degrees, an opportunities  
49.11 industrialization center accredited by the North Central Association of Colleges and Schools,  
49.12 or a private, residential, two-year or four-year, liberal arts, degree-granting college or  
49.13 university located in Minnesota.

49.14 (b) "Course" means a course or program.

49.15 (c) "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under  
49.16 subdivision 5 or 6 enrolls to earn both secondary and postsecondary credits, are taught by  
49.17 a secondary teacher or a postsecondary faculty member, and are offered at a high school  
49.18 for which the district is eligible to receive concurrent enrollment program aid under section  
49.19 124D.091.

49.20 Sec. 19. Minnesota Statutes 2016, section 124D.09, subdivision 5, is amended to read:

49.21 Subd. 5. **Authorization; notification.** Notwithstanding any other law to the contrary,  
49.22 an 11th or 12th grade pupil enrolled in a school or an American Indian-controlled tribal  
49.23 contract or grant school eligible for aid under section 124D.83, except a foreign exchange  
49.24 pupil enrolled in a district under a cultural exchange program, may apply to an eligible  
49.25 institution, as defined in subdivision 3, to enroll in nonsectarian courses offered by that  
49.26 postsecondary institution. ~~Notwithstanding any other law to the contrary, a 9th or 10th grade~~  
49.27 ~~pupil enrolled in a district or an American Indian-controlled tribal contract or grant school~~  
49.28 ~~eligible for aid under section 124D.83, except a foreign exchange pupil enrolled in a district~~  
49.29 ~~under a cultural exchange program, may apply to enroll in nonsectarian courses offered~~  
49.30 ~~under subdivision 10, if (1) the school district and the eligible postsecondary institution~~  
49.31 ~~providing the course agree to the student's enrollment or (2) the course is a world language~~  
49.32 ~~course currently available to 11th and 12th grade students, and consistent with section~~  
49.33 ~~120B.022 governing world language standards, certificates, and seals. If an institution~~  
50.1 accepts a secondary pupil for enrollment under this section, the institution shall send written  
50.2 notice to the pupil, the pupil's school or school district, and the commissioner ~~within ten~~  
50.3 ~~days of acceptance.~~ The notice must indicate the course and hours of enrollment of that

35.13 The process for the school district lottery must be established in school district policy,  
35.14 approved by the school board, and posted on the school district's Web site.

35.15 **EFFECTIVE DATE.** This section is effective for lotteries conducted beginning July  
35.16 1, 2017.

35.17 Sec. 19. Minnesota Statutes 2016, section 124D.09, subdivision 3, is amended to read:

35.18 Subd. 3. **Definitions.** For purposes of this section, the following terms have the meanings  
35.19 given to them.

35.20 (a) "Eligible institution" means a Minnesota public postsecondary institution, a private,  
35.21 nonprofit two-year trade and technical school granting associate degrees, an opportunities  
35.22 industrialization center accredited by the North Central Association of Colleges and Schools,  
35.23 or a private, residential, two-year or four-year, liberal arts, degree-granting college or  
35.24 university located in Minnesota.

35.25 (b) "Course" means a course or program.

35.26 (c) "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under  
35.27 subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by  
35.28 a secondary teacher or a postsecondary faculty member, and are offered at a high school  
35.29 for which the district is eligible to receive concurrent enrollment program aid under section  
35.30 124D.091.

36.1 Sec. 20. Minnesota Statutes 2016, section 124D.09, subdivision 5, is amended to read:

36.2 Subd. 5. **Authorization; notification.** Notwithstanding any other law to the contrary,  
36.3 an 11th or 12th grade pupil enrolled in a school or an American Indian-controlled tribal  
36.4 contract or grant school eligible for aid under section 124D.83, except a foreign exchange  
36.5 pupil enrolled in a district under a cultural exchange program, may apply to an eligible  
36.6 institution, as defined in subdivision 3, to enroll in nonsectarian courses offered by that  
36.7 postsecondary institution. ~~Notwithstanding any other law to the contrary, a 9th or 10th grade~~  
36.8 ~~pupil enrolled in a district or an American Indian-controlled tribal contract or grant school~~  
36.9 ~~eligible for aid under section 124D.83, except a foreign exchange pupil enrolled in a district~~  
36.10 ~~under a cultural exchange program, may apply to enroll in nonsectarian courses offered~~  
36.11 ~~under subdivision 10, if (1) the school district and the eligible postsecondary institution~~  
36.12 ~~providing the course agree to the student's enrollment or (2) the course is a world language~~  
36.13 ~~course currently available to 11th and 12th grade students, and consistent with section~~  
36.14 ~~120B.022 governing world language standards, certificates, and seals. If an institution~~  
36.15 accepts a secondary pupil for enrollment under this section, the institution shall send written  
36.16 notice to the pupil, the pupil's school or school district, and the commissioner ~~within ten~~  
36.17 ~~days of acceptance.~~ The notice must indicate the course and hours of enrollment of that

50.4 pupil. If the pupil enrolls in a course for postsecondary credit, the institution must notify  
50.5 the pupil about payment in the customary manner used by the institution.

50.6 Sec. 20. Minnesota Statutes 2016, section 124D.09, is amended by adding a subdivision  
50.7 to read:

50.8 Subd. 5b. **Authorization; 9th or 10th grade pupil.** Notwithstanding any other law to  
50.9 the contrary, a 9th or 10th grade pupil enrolled in a district or an American Indian-controlled  
50.10 tribal contract or grant school eligible for aid under section 124D.83, except a foreign  
50.11 exchange pupil enrolled in a district under a cultural exchange program, may apply to enroll  
50.12 in nonsectarian courses offered under subdivision 10, if:

50.13 (1) the school district and the eligible postsecondary institution providing the course  
50.14 agree to the student's enrollment; or

50.15 (2) the course is a world language course currently available to 11th and 12th grade  
50.16 students, and consistent with section 120B.022 governing world language standards,  
50.17 certificates, and seals.

36.18 pupil. If the pupil enrolls in a course for postsecondary credit, the institution must notify  
36.19 the pupil about payment in the customary manner used by the institution.

36.20 Sec. 21. Minnesota Statutes 2016, section 124D.09, is amended by adding a subdivision  
36.21 to read:

36.22 Subd. 5b. **Authorization; 9th or 10th grade pupil.** Notwithstanding any other law to  
36.23 the contrary, a 9th or 10th grade pupil enrolled in a district or an American Indian-controlled  
36.24 tribal contract or grant school eligible for aid under section 124D.83, except a foreign  
36.25 exchange pupil enrolled in a district under a cultural exchange program, may apply to enroll  
36.26 in nonsectarian courses offered under subdivision 10, if:

36.27 (1) the school district and the eligible postsecondary institution providing the course  
36.28 agree to the student's enrollment; or

36.29 (2) the course is a world language course currently available to 11th and 12th grade  
36.30 students, and consistent with section 120B.022 governing world language standards,  
36.31 certificates, and seals.

37.1 Sec. 22. Minnesota Statutes 2016, section 124D.09, subdivision 9, is amended to read:

37.2 Subd. 9. **Enrollment priority.** (a) A postsecondary institution shall give priority to its  
37.3 postsecondary students when enrolling 10th, 11th, and 12th grade pupils in its courses. A  
37.4 postsecondary institution may provide information about its programs to a secondary school  
37.5 or to a pupil or parent and it may advertise or otherwise recruit or solicit a secondary pupil  
37.6 to enroll in its programs on educational and programmatic grounds only except,  
37.7 notwithstanding other law to the contrary, and for the 2014-2015 through 2019-2020 school  
37.8 years only, an eligible postsecondary institution may advertise or otherwise recruit or solicit  
37.9 a secondary pupil residing in a school district with 700 students or more in grades 10, 11,  
37.10 and 12, to enroll in its programs on educational, programmatic, or financial grounds.

37.11 (b) An institution must not enroll secondary pupils, for postsecondary enrollment options  
37.12 purposes, in remedial, developmental, or other courses that are not college level except  
37.13 when a student eligible to participate and enrolled in the graduation incentives program  
37.14 under section 124D.68 enrolls full time in a middle or early college program. A middle or  
37.15 early college program must be specifically designed to allow the student to earn dual high  
37.16 school and college credit with a well-defined pathway to allow the student to earn a  
37.17 postsecondary degree or credential. In this case, the student shall receive developmental  
37.18 college credit and not college credit for completing remedial or developmental courses.

37.19 (c) Once a pupil has been enrolled in any postsecondary course under this section, the  
37.20 pupil shall not be displaced by another student.



50.18 Sec. 21. Minnesota Statutes 2016, section 124D.09, subdivision 10, is amended to read:

50.19 Subd. 10. **Courses according to agreements.** (a) An eligible pupil, according to  
50.20 subdivision 5, may enroll in a nonsectarian course taught by a secondary teacher or a  
50.21 postsecondary faculty member and offered at a secondary school, or another location,  
50.22 according to an agreement between a public school board and the governing body of an  
50.23 eligible public postsecondary system or an eligible private postsecondary institution, as  
50.24 defined in subdivision 3. All provisions of this section shall apply to a pupil, public school  
50.25 board, district, and the governing body of a postsecondary institution, except as otherwise  
50.26 provided.

50.27 (b) To encourage students, especially American Indian students and students of color,  
50.28 to consider teaching as a profession, participating schools, school districts, and postsecondary  
50.29 institutions are encouraged to develop and offer an "Introduction to Teaching" or  
50.30 "Introduction to Education" course under this subdivision. An institution that receives a  
50.31 grant to develop a course under this paragraph must annually report to the commissioner  
50.32 in a form and manner determined by the commissioner on the participation rates of students  
51.1 in courses under this paragraph, including the number of students who apply for admission  
51.2 to colleges or universities with teacher preparation programs.

37.21 (d) If a postsecondary institution enrolls a secondary school pupil in a course under this  
37.22 section, the postsecondary institution also must enroll in the same course an otherwise  
37.23 enrolled and qualified postsecondary student who qualifies as a veteran under section  
37.24 197.447, and demonstrates to the postsecondary institution's satisfaction that the institution's  
37.25 established enrollment timelines were not practicable for that student.

37.26 Sec. 23. Minnesota Statutes 2016, section 124D.09, is amended by adding a subdivision  
37.27 to read:

37.28 Subd. 11a. **Access to building and technology.** (a) A school district must allow a student  
37.29 enrolled in a course under this section to remain at the school site during regular school  
37.30 hours.

37.31 (b) A school district must adopt a policy that provides a student enrolled in a course  
37.32 under this section with reasonable access during regular school hours to a computer and  
38.1 other technology resources that the student needs to complete coursework for a postsecondary  
38.2 enrollment course.

38.3 Sec. 24. Minnesota Statutes 2016, section 124D.09, subdivision 12, is amended to read:

38.4 Subd. 12. **Credits; grade point average weighting policy.** (a) A pupil must not audit  
38.5 a course under this section.

38.6 (b) A district shall grant academic credit to a pupil enrolled in a course for secondary  
38.7 credit if the pupil successfully completes the course. Seven quarter or four semester college  
38.8 credits equal at least one full year of high school credit. Fewer college credits may be  
38.9 prorated. A district must also grant academic credit to a pupil enrolled in a course for  
38.10 postsecondary credit if secondary credit is requested by a pupil. If no comparable course is  
38.11 offered by the district, the district must, as soon as possible, notify the commissioner, who  
38.12 shall determine the number of credits that shall be granted to a pupil who successfully  
38.13 completes a course. If a comparable course is offered by the district, the school board shall  
38.14 grant a comparable number of credits to the pupil. If there is a dispute between the district  
38.15 and the pupil regarding the number of credits granted for a particular course, the pupil may  
38.16 appeal the board's decision to the commissioner. The commissioner's decision regarding  
38.17 the number of credits shall be final.

38.18 (c) A school board must adopt a policy regarding weighted grade point averages for any  
38.19 high school or dual enrollment course. The policy must state whether the district offers  
38.20 weighted grades. A school board must annually publish on its Web site a list of courses for  
38.21 which a student may earn a weighted grade.

38.22 (d) The secondary credits granted to a pupil must be counted toward the graduation  
38.23 requirements and subject area requirements of the district. Evidence of successful completion  
38.24 of each course and secondary credits granted must be included in the pupil's secondary  
38.25 school record. A pupil shall provide the school with a copy of the pupil's grade in each  
38.26 course taken for secondary credit under this section. Upon the request of a pupil, the pupil's  
38.27 secondary school record must also include evidence of successful completion and credits  
38.28 granted for a course taken for postsecondary credit. In either case, the record must indicate  
38.29 that the credits were earned at a postsecondary institution.

38.30 (e) If a pupil enrolls in a postsecondary institution after leaving secondary school, the  
38.31 postsecondary institution must award postsecondary credit for any course successfully  
38.32 completed for secondary credit at that institution. Other postsecondary institutions may  
38.33 award, after a pupil leaves secondary school, postsecondary credit for any courses  
39.1 successfully completed under this section. An institution may not charge a pupil for the  
39.2 award of credit.

39.3 (f) The Board of Trustees of the Minnesota State Colleges and Universities and the  
39.4 Board of Regents of the University of Minnesota must, and private nonprofit and proprietary  
39.5 postsecondary institutions should, award postsecondary credit for any successfully completed  
39.6 courses in a program certified by the National Alliance of Concurrent Enrollment Partnerships  
39.7 offered according to an agreement under subdivision 10. Consistent with section 135A.101,  
39.8 subdivision 3, all MnSCU institutions must give full credit to a secondary pupil who

51.3 Sec. 22. Minnesota Statutes 2016, section 124D.09, subdivision 13, is amended to read:

51.4 Subd. 13. **Financial arrangements.** For a pupil enrolled in a course under this section,  
51.5 the department must make payments according to this subdivision for courses that were  
51.6 taken for secondary credit.

51.7 The department must not make payments to a school district or postsecondary institution  
51.8 for a course taken for postsecondary credit only. The department must not make payments  
51.9 to a postsecondary institution for a course from which a student officially withdraws during  
51.10 the first 14 days of the quarter or semester or who has been absent from the postsecondary  
51.11 institution for the first 15 consecutive school days of the quarter or semester and is not  
51.12 receiving instruction in the home or hospital.

51.13 A postsecondary institution shall receive the following:

51.14 (1) for an institution granting quarter credit, the reimbursement per credit hour shall be  
51.15 an amount equal to 88 percent of the product of the formula allowance minus \$425, multiplied  
51.16 by 1.2, and divided by 45; or

51.17 (2) for an institution granting semester credit, the reimbursement per credit hour shall  
51.18 be an amount equal to 88 percent of the product of the general revenue formula allowance  
51.19 minus \$425, multiplied by 1.2, and divided by 30.

51.20 The department must pay to each postsecondary institution 100 percent of the amount  
51.21 in clause (1) or (2) within ~~30~~ 45 days of receiving initial enrollment information each quarter  
51.22 or semester. If changes in enrollment occur during a quarter or semester, the change shall  
51.23 be reported by the postsecondary institution at the time the enrollment information for the  
51.24 succeeding quarter or semester is submitted. At any time the department notifies a  
51.25 postsecondary institution that an overpayment has been made, the institution shall promptly  
51.26 remit the amount due.

39.9 completes for postsecondary credit a postsecondary course or program that is part or all of  
39.10 a goal area or a transfer curriculum at a MnSCU institution when the pupil enrolls in a  
39.11 MnSCU institution after leaving secondary school. Once one MnSCU institution certifies  
39.12 as completed a secondary student's postsecondary course or program that is part or all of a  
39.13 goal area or a transfer curriculum, every MnSCU institution must consider the student's  
39.14 course or program for that goal area or the transfer curriculum as completed.

39.15 Sec. 25. Minnesota Statutes 2016, section 124D.09, subdivision 13, is amended to read:

39.16 Subd. 13. **Financial arrangements.** For a pupil enrolled in a course under this section,  
39.17 the department must make payments according to this subdivision for courses that were  
39.18 taken for secondary credit.

39.19 The department must not make payments to a school district or postsecondary institution  
39.20 for a course taken for postsecondary credit only. The department must not make payments  
39.21 to a postsecondary institution for a course from which a student officially withdraws during  
39.22 the first 14 days of the quarter or semester or who has been absent from the postsecondary  
39.23 institution for the first 15 consecutive school days of the quarter or semester and is not  
39.24 receiving instruction in the home or hospital.

39.25 A postsecondary institution shall receive the following:

39.26 (1) for an institution granting quarter credit, the reimbursement per credit hour shall be  
39.27 an amount equal to 88 percent of the product of the formula allowance minus \$425, multiplied  
39.28 by 1.2, and divided by 45; or

39.29 (2) for an institution granting semester credit, the reimbursement per credit hour shall  
39.30 be an amount equal to 88 percent of the product of the general revenue formula allowance  
39.31 minus \$425, multiplied by 1.2, and divided by 30.

39.32 The department must pay to each postsecondary institution 100 percent of the amount  
39.33 in clause (1) or (2) within ~~30~~ 45 days of receiving initial enrollment information each quarter  
40.1 or semester. If changes in enrollment occur during a quarter or semester, the change shall  
40.2 be reported by the postsecondary institution at the time the enrollment information for the  
40.3 succeeding quarter or semester is submitted. At any time the department notifies a  
40.4 postsecondary institution that an overpayment has been made, the institution shall promptly  
40.5 remit the amount due.

40.6 Sec. 26. Minnesota Statutes 2016, section 124D.095, subdivision 3, is amended to read:

40.7 Subd. 3. **Authorization; notice; limitations on enrollment.** (a) A student may apply  
40.8 for full-time enrollment in an approved online learning program under section 124D.03 or

40.9 124D.08 or chapter 124E. Notwithstanding sections 124D.03 and 124D.08 and chapter  
40.10 124E, procedures for enrolling in supplemental online learning are as provided in this  
40.11 subdivision. A student age 17 or younger must have the written consent of a parent or  
40.12 guardian to apply. No school district or charter school may prohibit a student from applying  
40.13 to enroll in online learning. In order to enroll in online learning, the student and the student's  
40.14 parents must submit an application to the online learning provider and identify the student's  
40.15 reason for enrolling. An online learning provider that accepts a student under this section  
40.16 must notify the student and the enrolling district in writing within ten days if the enrolling  
40.17 district is not the online learning provider. The student and the student's parent must notify  
40.18 the online learning provider of the student's intent to enroll in online learning within ten  
40.19 days of being accepted, at which time the student and the student's parent must sign a  
40.20 statement indicating that they have reviewed the online course or program and understand  
40.21 the expectations of enrolling in online learning. The online learning provider must use a  
40.22 form provided by the department to notify the enrolling district of the student's application  
40.23 to enroll in online learning.

40.24 (b) The supplemental online learning notice to the enrolling district when a student  
40.25 applies to the online learning provider will include the courses or program, credits to be  
40.26 awarded, and the start date of the online course or program. An online learning provider  
40.27 must make available the supplemental online course syllabus to the enrolling district. Within  
40.28 15 days after the online learning provider makes information in this paragraph available to  
40.29 the enrolling district, the enrolling district must notify the online provider whether the  
40.30 student, the student's parent, and the enrolling district agree or disagree that the course meets  
40.31 the enrolling district's graduation requirements. A student may enroll in a supplemental  
40.32 online learning course up to the midpoint of the enrolling district's term. The enrolling  
40.33 district may waive this requirement for special circumstances and with the agreement of  
40.34 the online provider. An online learning course or program that meets or exceeds a graduation  
40.35 standard or the grade progression requirement of the enrolling district as described in the  
41.1 provider's online course syllabus meets the corresponding graduation requirements applicable  
41.2 to the student in the enrolling district. If the enrolling district does not agree that the course  
41.3 or program meets its graduation requirements, then:

41.4 (1) the enrolling district must make available an explanation of its decision to the student,  
41.5 the student's parent, and the online provider; and

41.6 (2) the online provider may make available a response to the enrolling district, showing  
41.7 how the course or program meets the graduation requirements of the enrolling district.

41.8 (c) An online learning provider must notify the commissioner that it is delivering online  
41.9 learning and report the number of online learning students it accepts and the online learning  
41.10 courses and programs it delivers.

- 41.11 (d) An online learning provider may limit enrollment if the provider's school board or  
41.12 board of directors adopts by resolution specific standards for accepting and rejecting students'  
41.13 applications. Limits to enrollment must not discriminate against any group under chapter  
41.14 363A.
- 41.15 (e) An enrolling district may reduce an online learning student's regular classroom  
41.16 instructional membership in proportion to the student's membership in online learning  
41.17 courses.
- 41.18 (f) The online provider must report or make available information on an individual  
41.19 student's progress and accumulated credit to the student, the student's parent, and the enrolling  
41.20 district in a manner specified by the commissioner unless the enrolling district and the online  
41.21 provider agree to a different form of notice and notify the commissioner. The enrolling  
41.22 district must designate a contact person to help facilitate and monitor the student's academic  
41.23 progress and accumulated credits towards graduation.
- 41.24 Sec. 27. [124D.4535] INNOVATIVE DELIVERY OF CAREER AND TECHNICAL  
41.25 EDUCATION PROGRAMS; SHARING OF DISTRICT RESOURCES.
- 41.26 Subdivision 1. **Establishment; requirements for participation.** (a) A program is  
41.27 established to improve student, career and college readiness, and school outcomes by  
41.28 allowing groups of school districts to work together in partnership with local and regional  
41.29 postsecondary institutions and programs, community institutions, and other private, public,  
41.30 for-profit, and nonprofit workplace partners, to:
- 41.31 (1) provide innovative education programs and activities that integrate core academic  
41.32 and career and technical subjects in students' programs of study through coordinated  
42.1 secondary and postsecondary career and technical programs leading to an industry  
42.2 certification or other credential;
- 42.3 (2) provide embedded professional development for program participants;
- 42.4 (3) use performance assessments in authentic settings to measure students' technical  
42.5 skills and progress toward attaining an industry certification or other credential; and
- 42.6 (4) efficiently share district, institution, and workplace resources.
- 42.7 (b) To participate in this program to improve student, career and college readiness, and  
42.8 school outcomes, a group of two or more school districts must collaborate with school staff  
42.9 and project partners and receive formal school board approval to form a partnership. The  
42.10 partnership must develop a plan to provide challenging programmatic options for students  
42.11 under paragraph (a); create professional development opportunities for educators and other

- 42.12 program participants; increase student engagement and connection and challenging learning  
42.13 opportunities for diverse populations of students that are focused on employability skills  
42.14 and technical, job-specific skills related to a specific career pathway; or demonstrate  
42.15 efficiencies in delivering financial and other services needed to realize plan goals and  
42.16 objectives. The plan must include:
- 42.17 (1) collaborative education goals and objectives;
- 42.18 (2) strategies and processes to implement those goals and objectives, including a budget  
42.19 process with periodic expenditure reviews;
- 42.20 (3) valid and reliable measures including performance assessments in authentic settings  
42.21 and progress toward attaining an industry certification or other credential, among other  
42.22 measures, to evaluate progress in realizing plan goals and objectives;
- 42.23 (4) an implementation timeline; and
- 42.24 (5) other applicable conditions, regulations, responsibilities, duties, provisions, fee  
42.25 schedules, and legal considerations needed to fully implement the plan.
- 42.26 A partnership may invite additional districts or other participants under paragraph (a) to  
42.27 join the partnership after notifying the commissioner.
- 42.28 (c) A partnership of interested districts must submit an application to the commissioner  
42.29 of education in the form and manner the commissioner determines, consistent with the  
42.30 requirements of this section. The application must contain the formal approval adopted by  
42.31 the school board in each district to participate in the plan.
- 43.1 (d) Notwithstanding any other law to the contrary, a participating school district under  
43.2 this section continues to: receive revenue and maintain its taxation authority; be organized  
43.3 and governed by an elected school board with general powers under section 123B.02; and  
43.4 be subject to employment agreements under chapter 122A, and section 179A.20; and district  
43.5 employees continue to remain employees of the employing school district.
- 43.6 (e) Participating districts must submit a biennial report by February 1 in each  
43.7 odd-numbered year to the education committees of the legislature and the commissioner of  
43.8 education that includes performance assessment, high school graduation, and career and  
43.9 technical certification data to show the success of the partnership in preparing diverse  
43.10 populations of students for careers and jobs.
- 43.11 Subd. 2. **Commissioner's role.** The commissioner of education must convene an advisory  
43.12 panel to advise the commissioner on applicants' qualifications to participate in this program.

51.27 Sec. 23. Minnesota Statutes 2016, section 124D.68, subdivision 2, is amended to read:

51.28       Subd. 2. **Eligible pupils.** (a) A pupil under the age of 21 or who meets the requirements  
51.29 of section 120A.20, subdivision 1, paragraph (c), is eligible to participate in the graduation  
51.30 incentives program, if the pupil:

51.31       (1) performs substantially below the performance level for pupils of the same age in a  
51.32 locally determined achievement test;

52.1       (2) is behind in satisfactorily completing coursework or obtaining credits for graduation;

52.2       (3) is pregnant or is a parent;

52.3       (4) has been assessed as chemically dependent;

52.4       (5) has been excluded or expelled according to sections 121A.40 to 121A.56;

52.5       (6) has been referred by a school district for enrollment in an eligible program or a  
52.6 program pursuant to section 124D.69;

52.7       (7) is a victim of physical or sexual abuse;

52.8       (8) has experienced mental health problems;

52.9       (9) has experienced homelessness sometime within six months before requesting a  
52.10 transfer to an eligible program;

52.11       (10) speaks English as a second language or is an English learner; or

43.13 The commissioner must ensure an equitable geographical distribution of program participants  
43.14 to the extent practicable. The commissioner must select only those applicants that fully  
43.15 complies with subdivision 1. The commissioner may terminate a program participant that  
43.16 fails to effectively implement the goals and objectives contained in its application and  
43.17 according to its stated timeline.

43.18       **EFFECTIVE DATE.** (a) This section is effective the day following final enactment  
43.19 and applies to those applications submitted after that date.

43.20       (b) Districts already approved for an innovation zone pilot project under Laws 2012,  
43.21 chapter 263, section 1, as amended by Laws 2014, chapter 312, article 15, section 24, may  
43.22 continue to operate.

43.23 Sec. 28. Minnesota Statutes 2016, section 124D.68, subdivision 2, is amended to read:

43.24       Subd. 2. **Eligible pupils.** (a) A pupil under the age of 21 or who meets the requirements  
43.25 of section 120A.20, subdivision 1, paragraph (c), is eligible to participate in the graduation  
43.26 incentives program, if the pupil:

43.27       (1) performs substantially below the performance level for pupils of the same age in a  
43.28 locally determined achievement test;

43.29       (2) is behind in satisfactorily completing coursework or obtaining credits for graduation;

43.30       (3) is pregnant or is a parent;

43.31       (4) has been assessed as chemically dependent;

43.32       (5) has been excluded or expelled according to sections 121A.40 to 121A.56;

44.1       (6) has been referred by a school district for enrollment in an eligible program or a  
44.2 program pursuant to section 124D.69;

44.3       (7) is a victim of physical or sexual abuse;

44.4       (8) has experienced mental health problems;

44.5       (9) has experienced homelessness sometime within six months before requesting a  
44.6 transfer to an eligible program;

44.7       (10) speaks English as a second language or is an English learner; or

52.12 (11) has withdrawn from school or has been chronically truant; or

52.13 (12) is being treated in a hospital in the seven-county metropolitan area for cancer or

52.14 other life threatening illness or is the sibling of an eligible pupil who is being currently

52.15 treated, and resides with the pupil's family at least 60 miles beyond the outside boundary

52.16 of the seven-county metropolitan area.

52.17 (b) ~~For the 2016-2017 school year~~ fiscal years 2017 and 2018 only, a pupil otherwise

52.18 qualifying under paragraph (a) who is at least 21 years of age and not yet 22 years of age,

52.19 is an English learner with an interrupted formal education according to section 124D.59,

52.20 subdivision 2a, and was in an early middle college program during the previous school year

52.21 is eligible to participate in the graduation incentives program under section 124D.68 and

52.22 in concurrent enrollment courses offered under section 124D.09, subdivision 10, and is

52.23 funded in the same manner as other pupils under this section.

52.24 Sec. 24. Minnesota Statutes 2016, section 124D.695, is amended to read:

52.25 **124D.695 APPROVED RECOVERY PROGRAM FUNDING.**

52.26 Subdivision 1. **Approved recovery program.** "Approved recovery program" means a

52.27 course of instruction offered by a recovery school that provides academic services, assistance

52.28 with recovery, and continuing care to students recovering from substance abuse or

52.29 dependency. A recovery program may be offered in a transitional academic setting designed

52.30 to meet graduation requirements. A recovery program must be approved by the commissioner

52.31 of education. The commissioner may specify the manner and form of the application for

53.1 the approval of a recovery school or recovery program. The commissioner must also approve

53.2 any unreimbursed pupil transportation costs incurred by students participating in an approved

53.3 recovery program.

53.4 Subd. 2. **Eligibility.** (a) An approved recovery program is eligible for an annual recovery

53.5 program grant of up to \$125,000 to pay for a portion of the costs of under this section for

53.6 recovery program support staff under this section and approved pupil transportation expenses.

53.7 (b) "Recovery program support staff" means licensed alcohol and chemical dependency

53.8 counselors, licensed school counselors, licensed school psychologists, licensed school

53.9 nurses, and licensed school social workers.

53.10 **EFFECTIVE DATE.** This section is effective the day following final enactment.

53.11 Sec. 25. Minnesota Statutes 2016, section 124D.98, subdivision 1, is amended to read:

53.12 Subdivision 1. **Literacy incentive aid.** (a) A district's literacy incentive aid equals the

53.13 sum of the proficiency aid under subdivision 2, and the growth aid under subdivision 3.

44.8 (11) has withdrawn from school or has been chronically truant; or

44.9 (12) is being treated in a hospital in the seven-county metropolitan area for cancer or

44.10 other life threatening illness or is the sibling of an eligible pupil who is being currently

44.11 treated, and resides with the pupil's family at least 60 miles beyond the outside boundary

44.12 of the seven-county metropolitan area.

44.13 (b) ~~For the 2016-2017 school year only,~~ For fiscal years 2017 and 2018 only, a pupil

44.14 otherwise qualifying under paragraph (a) who is at least 21 years of age and not yet 22 years

44.15 of age, is an English learner with an interrupted formal education according to section

44.16 124D.59, subdivision 2a, and was in an early middle college program during the previous

44.17 school year is eligible to participate in the graduation incentives program under section

44.18 124D.68 and in concurrent enrollment courses offered under section 124D.09, subdivision

44.19 10, and is funded in the same manner as other pupils under this section.



53.14 (b) For fiscal year 2018 and later, the commissioner must prorate the aid under this  
53.15 subdivision to ensure that the aid entitlement does not exceed \$45,972,000.

53.16 **EFFECTIVE DATE.** This section is effective for revenue in fiscal year 2018 and later.

53.17 Sec. 26. **[124D.99] INNOVATION ZONES.**

53.18 Subdivision 1. **Establishment; requirements for participation; innovation zone plans.**

53.19 (a) The innovation zone program is established to improve student and school outcomes  
53.20 consistent with the world's best workforce requirements under section 120B.11. Innovation  
53.21 zone partnerships allow school districts and charter schools to research and implement  
53.22 innovative education programming models designed to better prepare students for the world  
53.23 of the 21st century.

53.24 (b) One or more school districts or charter schools may join together to form an innovation  
53.25 zone partnership. The partnership may include other nonschool partners, including  
53.26 postsecondary institutions, other units of local government, nonprofit organizations, and  
53.27 for-profit organizations. An innovation zone plan must be collaboratively developed in  
53.28 concert with the school's instructional staff.

53.29 (c) An innovation zone partnership must research and implement innovative education  
53.30 programs and models that are based on proposed hypotheses. An innovation zone plan may  
54.1 include an emerging practice not yet supported by peer-reviewed research. Examples of  
54.2 innovation zone research may include, but are not limited to:

54.3 (1) personalized learning, allowing students to excel at their own pace and according to  
54.4 their interests, aspirations, and unique needs;

54.5 (2) new approaches to evaluation and assessment, including reducing duplicative  
54.6 assessments, using fully adaptive on- and off-grade assessments, and using assessments to  
54.7 identify early targeted interventions;

54.8 (3) the use of competency outcomes rather than seat time and course completion to fulfill  
54.9 standards, credits, and other graduation requirements;

54.10 (4) multidisciplinary, real-world, inquiry-based, student-directed models designed to  
54.11 make learning more engaging and relevant, including documenting and validating learning  
54.12 that takes place beyond the school day and school walls;

- 54.13 (5) models of instruction designed to close the achievement gap, including new models  
54.14 for prekindergarten learners, age three to grade 3 models, English as a second language  
54.15 models, early identification and prevention of mental health issues, and others;
- 54.16 (6) new partnerships between secondary schools and postsecondary institutions,  
54.17 employers, or career training institutions enabling students to complete industry certifications,  
54.18 postsecondary education credits, and other credentials;
- 54.19 (7) new methods of collaborative leadership including the expansion of schools where  
54.20 teachers have larger professional roles;
- 54.21 (8) new ways to enhance parental and community involvement in learning;
- 54.22 (9) new models of professional development for educators including embedded  
54.23 professional development; or
- 54.24 (10) new models in other areas such as whole child instruction, social-emotional skill  
54.25 development, technology-based or blended learning, parent and community involvement,  
54.26 professional development and mentoring, and models that increase the return on investment.
- 54.27 (d) An innovation zone plan submitted to the commissioner must describe:
- 54.28 (1) how the plan will improve student and school outcomes consistent with the world's  
54.29 best workforce requirements under section 120B.11;
- 54.30 (2) the role of each partner in the zone;
- 54.31 (3) the research methodology used for each proposed action in the plan;
- 55.1 (4) the exemptions from statutes and rules in subdivision 2 that the innovation zone  
55.2 partnership will use;
- 55.3 (5) a timeline for implementing the plan; and
- 55.4 (6) how results of the plan will be disseminated.
- 55.5 The governing board for each partner must approve the innovation zone plan. Innovation  
55.6 zone partnerships may, but are not required to, submit an implementation grant application  
55.7 with their plan under subdivision 3.

55.8       (e) Upon unanimous approval of the initial innovation zone partners and approval of the  
55.9 commissioner of education, the innovation zone partnership may extend membership to  
55.10 other partners. A new partner's membership is effective 30 days after the innovation zone  
55.11 partnership notifies the commissioner of the proposed change in membership unless the  
55.12 commissioner disapproves the new partner's membership.

55.13       (f) Notwithstanding other law to the contrary, a school district or charter school  
55.14 participating in an innovation zone partnership under this section continues to receive all  
55.15 revenue and maintains its taxation authority in the same manner as before its participation  
55.16 in the innovation zone partnership. The innovation zone school district and charter school  
55.17 partners remain organized and governed by their respective school boards with general  
55.18 powers under chapter 123B or 124E, and remain subject to any employment agreements  
55.19 under chapters 122A and 179A. School district and charter school employees participating  
55.20 in an innovation zone partnership remain employees of their respective school district or  
55.21 charter school.

55.22       Subd. 2. **Exemptions from laws and rules.** Notwithstanding any law to the contrary,  
55.23 an innovation zone partner with an approved plan is exempt from each of the following  
55.24 state education laws and rules specifically identified in its plan, none of which may be  
55.25 construed as exempting an innovation zone partner from the Minnesota Comprehensive  
55.26 Assessments:

55.27       (1) any law or rule a district-created, site-governed school under section 123B.045 is  
55.28 exempt from;

55.29       (2) any statute or rule that the commissioner has granted exemption from to another  
55.30 district or charter school;

55.31       (3) student attendance recording requiring more than one count each day;

56.1       (4) high school curricular or graduation requirements that may be met through the adult  
56.2 learning programs provided under sections 124D.52, subdivision 9, and 126C.05, subdivision  
56.3 15, paragraph (b), clause (i);

56.4       (5) individual course requirements under sections 120B.021 and 120B.024 for Algebra  
56.5 II for a student if enrolled in a course in applied mathematics, science, technology,  
56.6 engineering, math, or other learning experience determined by the innovation zone plan to  
56.7 be equivalent to Algebra II, and that is aligned with that student's career plans;

- 56.8 (6) online learning program approval under section 124D.095, subdivision 7, if the  
56.9 school district or charter school offers a course or program online combined with direct  
56.10 access to a teacher for a portion of that course or program;
- 56.11 (7) restrictions on extended time revenue under section 126C.10, subdivision 2a, for a  
56.12 student who meets the criteria of section 124D.68, subdivision 2;
- 56.13 (8) calendar and credit restrictions under section 120B.024 and related rules if the student  
56.14 meets the competencies required for graduation described in the innovation zone plan and  
56.15 the student completes either a career certification or one or more years of postsecondary  
56.16 education; and
- 56.17 (9) any required hours of instruction in any class or subject area, measured by Carnegie  
56.18 units or otherwise, for a student who is meeting all competencies consistent with the  
56.19 graduation standards described in the innovation zone plan.
- 56.20 Subd. 3. **Planning and implementation grants.** (a) An innovation zone partnership  
56.21 may submit an application for approval of the innovation zone plan, a planning grant, or an  
56.22 implementation grant.
- 56.23 (b) An innovation zone partnership may submit its plan at any time to the commissioner  
56.24 in the form and manner specified by the commissioner. The commissioner must approve  
56.25 or reject the plan after reviewing the recommendation of the Innovation Zone Advisory  
56.26 Panel. An initial innovation zone plan that has been rejected by the commissioner may be  
56.27 resubmitted to the commissioner after the innovation zone partnership has modified the  
56.28 plan to meet each individually identified objection.
- 56.29 (c) An application for an innovation zone planning grant may be submitted to the  
56.30 commissioner at any time in the form and manner specified by the commissioner. The  
56.31 planning grant application must:
- 56.32 (1) name each member of the partnership;
- 57.1 (2) identify the hypotheses or practices the innovation zone will implement based upon  
57.2 the research and methodology design cited in the plan;
- 57.3 (3) describe how teachers and other educational staff from the affected school sites will  
57.4 be included in the planning and implementation process;
- 57.5 (4) propose a timeline of activities to develop an implementation plan; and

57.6 (5) describe the planning process budget.

57.7 In any year in which funds are available, the commissioner must approve or reject the  
57.8 planning grant application based on the recommendations of the Innovation Zone Advisory  
57.9 Panel. A planning grant may be awarded for up to two years.

57.10 (d) An application for an implementation grant must be submitted by April 1 of any year  
57.11 in the form and manner specified by the commissioner. An application for an implementation  
57.12 grant must include all of the information included in the planning grant, describe how the  
57.13 plan will be implemented, and include a detailed budget. By May 1 of each year, the  
57.14 commissioner must approve or reject the grant application based on the recommendation  
57.15 of the Innovation Zone Advisory Panel and the availability of funds. An implementation  
57.16 grant may be awarded for up to four years and may be renewed. An innovation zone  
57.17 partnership may apply for an implementation grant without having first applied for a planning  
57.18 grant.

57.19 Subd. 4. **Innovation Zone Advisory Panel.** (a) The commissioner must establish and  
57.20 convene an Innovation Zone Advisory Panel.

57.21 (b) The panel must be composed of 14 members. One member must be appointed by  
57.22 each of the following organizations: Education Minnesota, Minnesota Association of  
57.23 Secondary School Principals, Minnesota Elementary School Principals' Association,  
57.24 Minnesota Association of School Administrators, Minnesota School Boards Association,  
57.25 Minnesota Association of Charter Schools, Center for Applied Research and Educational  
57.26 Improvement at the University of Minnesota, and the Office of Higher Education. Six  
57.27 members must be appointed by the commissioner of education, three of whom must have  
57.28 expertise in innovation and three must have expertise in evaluation and research.

57.29 (c) The panel must:

57.30 (1) review all innovation zone plans submitted for approval; and

57.31 (2) recommend planning and implementation grant amounts for each qualifying applicant.

58.1 Subd. 5. **Commissioner approval.** Upon review of the evidence submitted, the  
58.2 commissioner may approve an innovation zone plan. Upon recommendation of the Innovation  
58.3 Zone Advisory Panel, and subject to available appropriations, the commissioner shall award  
58.4 planning and implementation grants to qualifying applicants. The commissioner shall  
58.5 consider geographical distribution when awarding grants. If an innovation zone partnership  
58.6 fails to implement its innovation zone plan as described in its application and according to  
58.7 the stated timeline, upon recommendation of the Innovation Zone Advisory Panel, the  
58.8 commissioner must alert the partnership members and provide the opportunity to remediate.

58.9 If implementation continues to fail, the commissioner must suspend or terminate the  
58.10 innovation zone plan.

58.11 Subd. 6. **Project evaluation, dissemination, and report to legislature.** Each innovation  
58.12 zone partnership must submit project data to the commissioner in the form and manner  
58.13 provided for in the approved application. At least once every two years, the commissioner  
58.14 must analyze each innovation zone's progress in realizing the objectives of the innovation  
58.15 zone partnership's plan. The commissioner must summarize and categorize innovation zone  
58.16 plans and submit a report to the education committees of the legislature by February 1 of  
58.17 each odd-numbered year. The report may include recommendations for improving this  
58.18 section and describe additional statutes and rules from which innovation zone partnerships  
58.19 may be exempt.

58.20 **EFFECTIVE DATE.** This section is effective the day following final enactment.

58.21 Sec. 27. Minnesota Statutes 2016, section 124E.03, subdivision 2, is amended to read:

58.22 Subd. 2. **Certain federal, state, and local requirements.** (a) A charter school shall  
58.23 meet all federal, state, and local health and safety requirements applicable to school districts.

58.24 (b) A school must comply with statewide accountability requirements governing standards  
58.25 and assessments in chapter 120B.

58.26 (c) A charter school must comply with the Minnesota Public School Fee Law, sections  
58.27 123B.34 to 123B.39.

58.28 (d) A charter school is a district for the purposes of tort liability under chapter 466.

58.29 (e) A charter school must comply with the Pledge of Allegiance requirement under  
58.30 section 121A.11, subdivision 3.

58.31 (f) A charter school and charter school board of directors must comply with chapter 181  
58.32 governing requirements for employment.

59.1 (g) A charter school must comply with continuing truant notification under section  
59.2 260A.03.

59.3 (h) A charter school must develop and implement a teacher evaluation and peer review  
59.4 process under section 122A.40, subdivision 8, paragraph (b), clauses (2) to (13), and  
59.5 paragraph (d). The teacher evaluation process in this paragraph does not create any additional  
59.6 employment rights for teachers.

44.20 Sec. 29. Minnesota Statutes 2016, section 124E.03, subdivision 2, is amended to read:

44.21 Subd. 2. **Certain federal, state, and local requirements.** (a) A charter school shall  
44.22 meet all federal, state, and local health and safety requirements applicable to school districts.

44.23 (b) A school must comply with statewide accountability requirements governing standards  
44.24 and assessments in chapter 120B.

44.25 (c) A charter school must comply with the Minnesota Public School Fee Law, sections  
44.26 123B.34 to 123B.39.

44.27 (d) A charter school is a district for the purposes of tort liability under chapter 466.

44.28 (e) A charter school must comply with the Pledge of Allegiance requirement under  
44.29 section 121A.11, subdivision 3.

44.30 (f) A charter school and charter school board of directors must comply with chapter 181  
44.31 governing requirements for employment.

45.1 (g) A charter school must comply with continuing truant notification under section  
45.2 260A.03.

45.3 (h) A charter school must develop and implement a teacher evaluation and peer review  
45.4 process under section 122A.40, subdivision 8, paragraph (b), clauses (2) to (13), and place  
45.5 students in classrooms in accordance with section 122A.40, subdivision 8, paragraph (d).  
45.6 The teacher evaluation process in this paragraph does not create any additional employment  
45.7 rights for teachers.

59.7 (i) A charter school must adopt a policy, plan, budget, and process, consistent with  
59.8 section 120B.11, to review curriculum, instruction, and student achievement and strive for  
59.9 the world's best workforce.

59.10 (j) A charter school is subject to and must comply with the Pupil Fair Dismissal Act,  
59.11 sections 121A.40 to 121A.56.

59.12 Sec. 28. Minnesota Statutes 2016, section 124E.05, is amended by adding a subdivision  
59.13 to read:

59.14 Subd. 2a. **Role, responsibilities, and requirements of authorizers.** (a) The role of an  
59.15 authorizer is to ensure that the schools it authorizes fulfill the purposes for chartered public  
59.16 schools and the agreed-upon terms of the charter contract in order to safeguard quality  
59.17 educational opportunities for students and maintain public trust and confidence.

59.18 (b) An authorizer has the following responsibilities:

59.19 (1) to review applications for new schools and grade and site expansions of current  
59.20 schools and determine whether to approve or deny the applications based on sound criteria  
59.21 and needs;

59.22 (2) to negotiate and execute performance charter contracts with the schools it authorizes;

59.23 (3) to conduct ongoing monitoring and oversight of the school's academic, operational,  
59.24 and financial performance commensurate with the school's circumstances during the term  
59.25 of the charter contract; and

59.26 (4) to evaluate the academic, operational, and financial performance of the school as  
59.27 defined in the charter contract prior to the end of the contract to determine the renewal status  
59.28 or termination of the contract.

59.29 (c) The commissioner shall not require an authorizer to undertake any role or  
59.30 responsibility beyond those in statute or the charter contract, or perform any oversight  
59.31 function which the department exercises in relation to any other public school.

60.1 (d) The authorizer shall document in the annual income and expenditure report under  
60.2 subdivision 8 the training its staff and consultants participated in during the previous school  
60.3 year relative to chartering and authorizer role and responsibilities.

60.4 (e) The authorizer must participate in annual department-approved training.

45.8 (i) A charter school must adopt a policy, plan, budget, and process, consistent with  
45.9 section 120B.11, to review curriculum, instruction, and student achievement and strive for  
45.10 the world's best workforce.

45.11 (j) A charter school is subject to and must comply with the Pupil Fair Dismissal Act,  
45.12 sections 121A.40 to 121A.56.

60.5 Sec. 29. Minnesota Statutes 2016, section 124E.05, subdivision 4, is amended to read:

60.6 Subd. 4. **Application content.** (a) To be approved as an authorizer, an applicant must  
60.7 include in its application to the commissioner at least the following:

60.8 (1) how the organization carries out its mission by chartering schools;

60.9 (2) a description of the capacity of the organization to serve as an authorizer, including  
60.10 the positions allocated to authorizing duties, the qualifications for those positions, the  
60.11 full-time equivalencies of those positions, and the financial resources available to fund the  
60.12 positions;

60.13 (3) the application and review process the authorizer uses to decide whether to grant  
60.14 charters;

60.15 (4) the type of contract it arranges with the schools it charters to meet the provisions of  
60.16 section 124E.10;

60.17 (5) the process for overseeing the school, consistent with clause (4), to ensure that the  
60.18 schools chartered comply with applicable law and rules and the contract;

60.19 (6) the criteria and process the authorizer uses to approve applications adding grades or  
60.20 sites under section 124E.06, subdivision 5; and

60.21 (7) the process for renewing or terminating the school's charter based on evidence  
60.22 showing the academic, organizational, and financial competency of the school, including  
60.23 its success in increasing student achievement and meeting the goals of the charter school  
60.24 agreement; ~~and.~~

60.25 ~~(8) an assurance specifying that the organization is committed to serving as an authorizer~~  
60.26 ~~for the full five-year term.~~

60.27 (b) Notwithstanding paragraph (a), an authorizer that is a school district may satisfy the  
60.28 requirements of paragraph (a), clauses (1) and (2), and any requirement governing a conflict  
60.29 of interest between an authorizer and its charter schools or ongoing evaluation or continuing  
60.30 education of an administrator or other professional support staff by submitting to the  
60.31 commissioner a written promise to comply with the requirements.

61.1 Sec. 30. Minnesota Statutes 2016, section 124E.05, subdivision 7, is amended to read:

61.2 Subd. 7. **Withdrawal.** If the governing board of an approved authorizer votes to withdraw  
61.3 as an approved authorizer for a reason unrelated to any cause under section 124E.10,



61.4 subdivision 4, the authorizer must notify all its chartered schools and the commissioner in  
61.5 writing by March 1 of its intent to withdraw as an authorizer on June 30 in the next calendar  
61.6 year, regardless of when the authorizer's five-year term of approval ends. Upon notification  
61.7 of the schools and commissioner, the authorizer must provide a letter to the school for  
61.8 distribution to families of students enrolled in the school that explains the decision to  
61.9 withdraw as an authorizer and outlines the process the authorizer will undertake to assist  
61.10 the school's transfer to another authorizer. The commissioner may approve the transfer of  
61.11 a charter school to a new authorizer under section 124E.10, subdivision ~~5~~ 5a.

61.12 Sec. 31. Minnesota Statutes 2016, section 124E.06, subdivision 7, is amended to read:

61.13 Subd. 7. **Merger.** (a) Two or more charter schools may merge under chapter 317A. The  
61.14 effective date of a merger must be July 1. The merged school must continue under the  
61.15 identity of one of the merging schools. The authorizer and the merged school must execute  
61.16 a new charter contract under section 124E.10, subdivision 1, by July 1. The authorizer must  
61.17 submit to the commissioner a copy of the new signed charter contract within ten business  
61.18 days of executing the contract.

61.19 (b) Each merging school must submit a separate year-end report for the previous fiscal  
61.20 year for that school only. After the final fiscal year of the premerger schools is closed out,  
61.21 each of those schools must transfer the fund balances and debts to the merged school.

61.22 (c) For its first year of operation, the merged school is eligible to receive aid from  
61.23 programs requiring approved applications equal to the sum of the aid of all of the merging  
61.24 schools. For aids based on prior year data, the merged school is eligible to receive aid for  
61.25 its first year of operation based on the combined data of all of the merging schools.

61.26 (d) A charter school notified that its contract is not being renewed or terminated under  
61.27 section 124E.10, subdivision 4, may merge with another school only if the school proposing  
61.28 to take over the school:

61.29 (1) has a compatible academic or learning program;

61.30 (2) had, as of June 30 of the previous year, a net positive unreserved general fund balance  
61.31 for at least three fiscal years; and

61.32 (3) submits a plan for the assimilation of the schools into a merged school that is approved  
61.33 by the authorizers of the schools involved in the merger.

62.1 After approving the school's plan for the assimilation of the schools into a merged school,  
62.2 the authorizer shall submit an affidavit in the form and manner prescribed by the  
62.3 commissioner at least 60 business days prior to contract nonrenewal or contract termination.

62.4 Sec. 32. Minnesota Statutes 2016, section 124E.07, subdivision 3, is amended to read:

62.5 Subd. 3. **Membership criteria.** (a) The ongoing charter school board of directors shall  
62.6 have at least five nonrelated members and include: (1) at least one licensed teacher who is  
62.7 employed as a teacher ~~at~~ by the school or provides instruction under contract between the  
62.8 charter school and a cooperative; (2) at least one parent or legal guardian of a student enrolled  
62.9 in the charter school who is not an employee of the charter school; and (3) at least one  
62.10 interested community member who resides in Minnesota, is not employed by the charter  
62.11 school, and does not have a child enrolled in the school. The board structure may include  
62.12 a majority of teachers under this paragraph or parents or community members, or it may  
62.13 have no clear majority. ~~The chief financial officer and the chief administrator may only~~  
62.14 ~~serve as ex-officio nonvoting board members.~~ No charter school employees shall serve on  
62.15 the board other than teachers under clause (1). Contractors providing facilities, goods, or  
62.16 services to a charter school shall not serve on the board of directors of the charter school.

62.17 (b) An individual is prohibited from serving as a member of the charter school board of  
62.18 directors if: (1) the individual, an immediate family member, or the individual's partner is  
62.19 a full or part owner or principal with a for-profit or nonprofit entity or independent contractor  
62.20 with whom the charter school contracts, directly or indirectly, for professional services,  
62.21 goods, or facilities; or (2) an immediate family member is an employee of the school. An  
62.22 individual may serve as a member of the board of directors if no conflict of interest exists  
62.23 under this paragraph, consistent with this section.

62.24 (c) A violation of paragraph (b) renders a contract voidable at the option of the  
62.25 commissioner or the charter school board of directors. A member of a charter school board  
62.26 of directors who violates paragraph (b) is individually liable to the charter school for any  
62.27 damage caused by the violation.

62.28 (d) Any employee, agent, or board member of the authorizer who participates in initially  
62.29 reviewing, approving, overseeing, evaluating, renewing, or not renewing the charter school  
62.30 is ineligible to serve on the board of directors of a school chartered by that authorizer.

63.1 Sec. 33. Minnesota Statutes 2016, section 124E.07, subdivision 4, is amended to read:

63.2 Subd. 4. **Board structure.** Board bylaws shall outline the process and procedures for  
63.3 changing the board's governance structure, consistent with chapter 317A. A board may  
63.4 change its governance structure only:

63.5 (1) by a majority vote of the board of directors ~~and;~~

63.6 (2) by a majority vote of the licensed teachers employed by the school as teachers,  
63.7 including licensed teachers providing instruction under a contract between the school and  
63.8 a cooperative; and

63.9 ~~(2)~~ (3) with the authorizer's approval.

63.10 Any change in board governance structure must conform with the board composition  
63.11 established under this section.

63.12 Sec. 34. Minnesota Statutes 2016, section 124E.07, subdivision 7, is amended to read:

63.13 Subd. 7. **Training.** Every charter school board member, including voting and nonvoting  
63.14 ex-officio members, shall attend annual training throughout the member's term. All new  
63.15 board members shall attend initial training on the board's role and responsibilities,  
63.16 employment policies and practices, and financial management. A new board member who  
63.17 does not begin the required initial training within ~~six~~ three months after being seated and  
63.18 complete that training within ~~12~~ nine months after being seated is automatically ineligible  
63.19 to continue to serve as a board member. The school shall include in its annual report the  
63.20 training each board member attended during the previous year.

63.21 Sec. 35. Minnesota Statutes 2016, section 124E.10, is amended by adding a subdivision  
63.22 to read:

63.23 Subd. 5a. **School transfer of authorizers.** (a) If the authorizer and the charter school  
63.24 board mutually agree to not renew the contract for a reason unrelated to any cause under  
63.25 subdivision 4, the authorizer and charter school must jointly submit to the commissioner a  
63.26 written and signed letter of their intent to mutually not renew the contract. The authorizer  
63.27 that is a party to the existing contract must inform the proposed authorizer about the fiscal,  
63.28 operational, and student performance status of the school, including unmet contract outcomes  
63.29 and other contractual obligations. The charter contract between the proposed authorizers  
63.30 and the school must identify and provide a plan to address any outstanding obligations. If  
63.31 the commissioner does not approve the transfer of authorizer, the current authorizer and the  
63.32 school may withdraw their letter of nonrenewal and enter into a new contract. If the  
64.1 commissioner does not approve the transfer and the authorizer and school enter into a new  
64.2 contract without withdrawing their letter of nonrenewal, the school must be dissolved  
64.3 according to applicable law and the terms of the contract.

64.4 (b) If, at the end of a contract, a charter school board votes to not renew its contract with  
64.5 the authorizer, is not subject to action under an authorizer's established corrective action or  
64.6 intervention plan as defined in their current contract, and is not subject to action of the  
64.7 authorizer under subdivision 4, the charter school board must notify the authorizer and

64.8 commissioner that it does not plan to renew the relationship with the authorizer. The  
64.9 authorizer that is party to the existing contract must inform the proposed authorizer about  
64.10 the fiscal, operational, and student performance status of the school. The charter contract  
64.11 between the proposed authorizer and the school must identify and provide a plan to address  
64.12 any performance issues identified by the current authorizer. If the commissioner does not  
64.13 approve the transfer of authorizers and the current authorizer and school do not enter into  
64.14 a new contract, the school must be dissolved according to applicable law and the terms of  
64.15 the contract.

64.16 (c) If the governing board of an approved authorizer votes to withdraw as an authorizer  
64.17 under section 124E.05, subdivision 7, the proposed authorizer may submit a transfer request  
64.18 to the commissioner at any time after the withdrawing authorizer has given proper notice  
64.19 to the commissioner and the schools it authorizes. The authorizer and school board of  
64.20 directors must, in a joint letter, notify families of students enrolled in the school of the date  
64.21 of the withdrawal, and outline the process to change authorizers, and the possible outcomes  
64.22 of that process. The commissioner shall have 20 business days to review the transfer request  
64.23 and notify the proposed authorizer and the school of the commissioner's decision. The  
64.24 proposed authorizer and the school have 15 business days to address any issues identified  
64.25 by the commissioner's review. The commissioner shall have 20 business days after the  
64.26 proposed authorizer and the school address any issues identified by the commissioner's  
64.27 initial review to make a final determination.

64.28 (d) If the commissioner withdraws the authority of the authorizer to authorize schools  
64.29 under section 124E.05, subdivision 6, the commissioner shall develop a transfer of authorizer  
64.30 plan with the authorizer, the charter school, and the proposed authorizer. This paragraph  
64.31 applies to schools not subject to nonrenewal for any cause under subdivision 4.

64.32 (e) Transfer requests with the proposed contracts under paragraphs (a) and (b) shall be  
64.33 submitted to the commissioner at least 105 business days before the end of an existing  
64.34 contract. The commissioner shall have 30 business days to review the transfer request and  
64.35 notify the proposed authorizer and the school of the commissioner's decision. The proposed  
65.1 authorizer and the school shall have 15 business days to address any issues identified by  
65.2 the commissioner's review. The commissioner shall make a final determination of the transfer  
65.3 request not later than 45 business days before the end of the current contract.

65.4 Sec. 36. Minnesota Statutes 2016, section 124E.11, is amended to read:  
65.5 **124E.11 ADMISSION REQUIREMENTS AND ENROLLMENT.**

65.6 (a) A charter school, including its free preschool or prekindergarten program established  
65.7 under section 124E.06, subdivision 3, paragraph (b), may limit admission to:

65.8 (1) pupils within an age group or grade level;

45.13 Sec. 30. Minnesota Statutes 2016, section 124E.11, is amended to read:  
45.14 **124E.11 ADMISSION REQUIREMENTS AND ENROLLMENT.**

45.15 (a) A charter school, including its free preschool or prekindergarten program established  
45.16 under section 124E.06, subdivision 3, paragraph (b), may limit admission to:

45.17 (1) pupils within an age group or grade level;

65.9 (2) pupils who are eligible to participate in the graduation incentives program under  
65.10 section 124D.68; or

65.11 (3) residents of a specific geographic area in which the school is located when the  
65.12 majority of students served by the school are members of underserved populations.

65.13 (b) A charter school, including its free preschool or prekindergarten program established  
65.14 under section 124E.06, subdivision 3, paragraph (b), shall enroll an eligible pupil who  
65.15 submits a timely application, unless the number of applications exceeds the capacity of a  
65.16 program, class, grade level, or building. In this case, pupils must be accepted by lot. The  
65.17 charter school must develop and publish, including on its Web site, a lottery policy and  
65.18 process that it must use when accepting pupils by lot.

65.19 (c) A charter school shall give enrollment preference to a sibling of an enrolled pupil  
65.20 and to a foster child of that pupil's parents and may give preference for enrolling children  
65.21 of the school's staff before accepting other pupils by lot. A charter school that is located in  
65.22 Duluth township in St. Louis County and admits students in kindergarten through grade 6  
65.23 must give enrollment preference to students residing within a five-mile radius of the school  
65.24 and to the siblings of enrolled children. A charter school may give enrollment preference  
65.25 to children currently enrolled in the school's free preschool or prekindergarten program  
65.26 under section 124E.06, subdivision 3, paragraph (a), who are eligible to enroll in kindergarten  
65.27 in the next school year.

65.28 (d) A person shall not be admitted to a charter school (1) as a kindergarten pupil, unless  
65.29 the pupil is at least five years of age on September 1 of the calendar year in which the school  
65.30 year for which the pupil seeks admission commences; or (2) as a first grade student, unless  
65.31 the pupil is at least six years of age on September 1 of the calendar year in which the school  
65.32 year for which the pupil seeks admission commences or has completed kindergarten; except  
65.33 that a charter school may establish and publish on its Web site a policy for admission of  
66.1 selected pupils at an earlier age, consistent with the enrollment process in paragraphs (b)  
66.2 and (c).

66.3 (e) Except as permitted in paragraph (d), a charter school, including its free preschool  
66.4 or prekindergarten program established under section 124E.06, subdivision 3, paragraph  
66.5 (b), may not limit admission to pupils on the basis of intellectual ability, measures of  
66.6 achievement or aptitude, or athletic ability and may not establish any criteria or requirements  
66.7 for admission that are inconsistent with this section.

66.8 (f) The charter school or any agent of the school shall not distribute any services ~~or~~  
66.9 goods, payments, or other incentives of value to students, parents, or guardians as an  
66.10 inducement, term, or condition of enrolling a student in a charter school.

45.18 (2) pupils who are eligible to participate in the graduation incentives program under  
45.19 section 124D.68; or

45.20 (3) residents of a specific geographic area in which the school is located when the  
45.21 majority of students served by the school are members of underserved populations.

45.22 (b) A charter school, including its free preschool or prekindergarten program established  
45.23 under section 124E.06, subdivision 3, paragraph (b), shall enroll an eligible pupil who  
45.24 submits a timely application, unless the number of applications exceeds the capacity of a  
45.25 program, class, grade level, or building. In this case, pupils must be accepted by lot. The  
45.26 charter school must develop and publish, including on its Web site, a lottery policy and  
45.27 process that it must use when accepting pupils by lot.

45.28 (c) A charter school shall give enrollment preference to a sibling of an enrolled pupil  
45.29 and to a foster child of that pupil's parents and may give preference for enrolling children  
45.30 of the school's staff before accepting other pupils by lot. A charter school that is located in  
45.31 Duluth township in St. Louis County and admits students in kindergarten through grade 6  
45.32 must give enrollment preference to students residing within a five-mile radius of the school  
46.1 and to the siblings of enrolled children. A charter school may give enrollment preference  
46.2 to children currently enrolled in the school's free preschool or prekindergarten program  
46.3 under section 124E.06, subdivision 3, paragraph (a), who are eligible to enroll in kindergarten  
46.4 in the next school year.

46.5 (d) A person shall not be admitted to a charter school (1) as a kindergarten pupil, unless  
46.6 the pupil is at least five years of age on September 1 of the calendar year in which the school  
46.7 year for which the pupil seeks admission commences; or (2) as a first grade student, unless  
46.8 the pupil is at least six years of age on September 1 of the calendar year in which the school  
46.9 year for which the pupil seeks admission commences or has completed kindergarten; except  
46.10 that a charter school may establish and publish on its Web site a policy for admission of  
46.11 selected pupils at an earlier age, consistent with the enrollment process in paragraphs (b)  
46.12 and (c).

46.13 (e) Except as permitted in paragraph (d), a charter school, including its free preschool  
46.14 or prekindergarten program established under section 124E.06, subdivision 3, paragraph  
46.15 (b), may not limit admission to pupils on the basis of intellectual ability, measures of  
46.16 achievement or aptitude, or athletic ability and may not establish any criteria or requirements  
46.17 for admission that are inconsistent with this section.

46.18 (f) The charter school shall not distribute any services or goods of value to students,  
46.19 parents, or guardians as an inducement, term, or condition of enrolling a student in a charter  
46.20 school.

66.11 (g) Once a student is enrolled in the school, the student is considered enrolled in the  
66.12 school until the student formally withdraws school receives a request for the transfer of  
66.13 educational records from another school or a written election by the parent or guardian of  
66.14 the student withdrawing the student, or the student is expelled under the Pupil Fair Dismissal  
66.15 Act in sections 121A.40 to 121A.56. ~~A charter school is subject to and must comply with~~  
66.16 ~~the Pupil Fair Dismissal Act, sections 121A.40 to 121A.56.~~

66.17 (h) A charter school with at least 90 percent of enrolled students who are eligible for  
66.18 special education services and have a primary disability of deaf or hard-of-hearing may  
66.19 enroll prekindergarten pupils with a disability under section 126C.05, subdivision 1,  
66.20 paragraph (a), and must comply with the federal Individuals with Disabilities Education  
66.21 Act under Code of Federal Regulations, title 34, section 300.324, subsection (2), clause  
66.22 (iv).

66.23 Sec. 37. Minnesota Statutes 2016, section 124E.17, subdivision 1, is amended to read:

66.24 Subdivision 1. **Charter school information.** (a) Charter schools must disseminate  
66.25 information about how to use the charter school offerings to targeted groups, among others.  
66.26 Targeted groups include low-income families and communities, students of color, and  
66.27 students who are at risk of academic failure.

66.28 (b) Authorizers and the commissioner must disseminate information to the public on  
66.29 how to form and operate a charter school. Authorizers, operators, and the commissioner  
66.30 also may disseminate information to interested stakeholders about the successful best  
66.31 practices in teaching and learning demonstrated by charter schools.

66.32 (c) A charter school must document its dissemination efforts in its annual report.

67.1 Sec. 38. Minnesota Statutes 2016, section 124E.22, is amended to read:

67.2 **124E.22 BUILDING LEASE AID.**

67.3 (a) When a charter school finds it economically advantageous to rent or lease a building  
67.4 or land for any instructional purpose and it determines that the total operating capital revenue  
67.5 under section 126C.10, subdivision 13, is insufficient for this purpose, it may apply to the  
67.6 commissioner for building lease aid. The commissioner must review and either approve or  
67.7 deny a lease aid application using the following criteria:

67.8 (1) the reasonableness of the price based on current market values;

67.9 (2) the extent to which the lease conforms to applicable state laws and rules; and

46.21 (g) Once a student is enrolled in the school, the student is considered enrolled in the  
46.22 school until the student formally withdraws or is expelled under the Pupil Fair Dismissal  
46.23 Act in sections 121A.40 to 121A.56. ~~A charter school is subject to and must comply with~~  
46.24 ~~the Pupil Fair Dismissal Act, sections 121A.40 to 121A.56.~~

46.25 (h) A charter school with at least 90 percent of enrolled students who are eligible for  
46.26 special education services and have a primary disability of deaf or hard-of-hearing may  
46.27 enroll prekindergarten pupils with a disability under section 126C.05, subdivision 1,  
46.28 paragraph (a), and must comply with the federal Individuals with Disabilities Education  
46.29 Act under Code of Federal Regulations, title 34, section 300.324, subsection (2), clause  
46.30 (iv).

67.10 (3) the appropriateness of the proposed lease in the context of the space needs and  
67.11 financial circumstances of the charter school. The commissioner must approve aid only for  
67.12 a facility lease that has (i) a sum certain annual cost and (ii) a closure clause to relieve the  
67.13 charter school of its lease obligations at the time the charter contract is terminated or not  
67.14 renewed. The closure clause under item (ii) must not be constructed or construed to relieve  
67.15 the charter school of its lease obligations in effect before the charter contract is terminated  
67.16 or not renewed.

67.17 (b) A charter school must not use the building lease aid it receives for custodial,  
67.18 maintenance service, utility, or other operating costs.

67.19 (c) The amount of annual building lease aid for a charter school shall not exceed the  
67.20 lesser of (1) 90 percent of the approved cost or (2) the product of the charter school building  
67.21 lease aid pupil units served for the current school year times \$1,314.

67.22 (d) A charter school's building lease aid pupil units equals the sum of the charter school  
67.23 pupil units under section 126C.05 and the pupil units for the portion of the day that the  
67.24 charter school's enrolled students are participating in the Postsecondary Enrollment Options  
67.25 Act under section 124D.09 and not otherwise included in the pupil count under section  
67.26 126C.05.

67.27 **EFFECTIVE DATE.** This section is effective for fiscal year 2018 and later.

67.28 Sec. 39. Minnesota Statutes 2016, section 125A.56, subdivision 1, is amended to read:

67.29 Subdivision 1. **Requirement.** (a) Before a pupil is referred for a special education  
67.30 evaluation, the district must conduct and document at least two instructional strategies,  
67.31 alternatives, or interventions using a system of scientific, research-based instruction and  
67.32 intervention in academics or behavior, based on the pupil's needs, while the pupil is in the  
68.1 regular classroom. The pupil's teacher must document the results. A special education  
68.2 evaluation team may waive this requirement when it determines the pupil's need for the  
68.3 evaluation is urgent. This section may not be used to deny a pupil's right to a special  
68.4 education evaluation.

68.5 (b) A school district shall use alternative intervention services, including the assurance  
68.6 of mastery program under section 124D.66, or an early intervening services program under  
68.7 subdivision 2 to serve at-risk pupils who demonstrate a need for alternative instructional  
68.8 strategies or interventions.

68.9 (c) A student identified as being unable to read at grade level under section 120B.12,  
68.10 subdivision 2, paragraph (a), must be provided with alternate instruction under this  
68.11 subdivision that is multisensory, systematic, sequential, cumulative, and explicit.

46.31 Sec. 31. Minnesota Statutes 2016, section 125A.56, subdivision 1, is amended to read:

46.32 Subdivision 1. **Requirement.** (a) Before a pupil is referred for a special education  
46.33 evaluation, the district must conduct and document at least two instructional strategies,  
47.1 alternatives, or interventions using a system of scientific, research-based instruction and  
47.2 intervention in academics or behavior, based on the pupil's needs, while the pupil is in the  
47.3 regular classroom. The pupil's teacher must document the results. A special education  
47.4 evaluation team may waive this requirement when it determines the pupil's need for the  
47.5 evaluation is urgent. This section may not be used to deny a pupil's right to a special  
47.6 education evaluation.

47.7 (b) A school district shall use alternative intervention services, including the assurance  
47.8 of mastery program under section 124D.66, or an early intervening services program under  
47.9 subdivision 2 to serve at-risk pupils who demonstrate a need for alternative instructional  
47.10 strategies or interventions.

47.11 (c) A student identified as being unable to read at grade level under section 120B.12,  
47.12 subdivision 2, paragraph (a), must be provided with alternate instruction under this  
47.13 subdivision that is multisensory, systematic, sequential, cumulative, and explicit.

**FROM ARTICLE 3:**

66.7 Sec. 11. ~~[136A.1276]~~ **ALTERNATIVE TEACHER PREPARATION GRANT**  
66.8 **PROGRAM.**

66.9 Subdivision 1. **Definitions.** (a) For purposes of this section, the following terms have  
66.10 the meanings given them.

66.11 (b) "Alternative teacher preparation program" means an alternative teacher preparation  
66.12 program under section 122A.245, subdivision 2, or an experimental teacher preparation  
66.13 program under section 122A.09, subdivision 10.

66.14 (c) "Commissioner" means the commissioner of the Office of Higher Education.

66.15 (d) "Program" means a teacher preparation curriculum leading to specific licensure areas.

66.16 (e) "Shortage area" means:

66.17 (1) licensure fields and economic development regions reported by the commissioner  
66.18 of education as experiencing a teacher shortage; and

66.19 (2) economic development regions where there is a shortage of licensed teachers who  
66.20 reflect the racial or ethnic diversity of students in the region.

66.21 (f) "Unit" means an institution or defined subdivision of the institution that has primary  
66.22 responsibility for overseeing and delivering teacher preparation programs.

66.23 Subd. 2. **Establishment; eligibility.** (a) The commissioner, in consultation with the  
66.24 Board of Teaching, must establish and administer a program annually awarding grants to  
66.25 eligible alternative teacher preparation programs consistent with this section.

66.26 (b) To be eligible to receive a grant, an alternative teacher preparation program must  
66.27 certify that it:

66.28 (1) is working to fill Minnesota's teacher shortage areas; and

66.29 (2) is a school district, charter school, or nonprofit corporation organized under chapter  
66.30 317A or under section 501(c)(3) of the Internal Revenue Code of 1986 for an  
67.1 education-related purpose that has been operating continuously for at least three years in  
67.2 Minnesota or any other state.



- 67.3 (c) The commissioner must give priority to applicants based in Minnesota when awarding  
67.4 grants under this section.
- 67.5 Subd. 3. **Use of grants.** (a) An alternative teacher preparation program receiving a grant  
67.6 under this section must use the grant to:
- 67.7 (1) establish initial unit approval to become an alternative teacher preparation program;
- 67.8 (2) expand alternative teacher preparation programs by expanding program approval to  
67.9 other licensure areas identified as shortage areas by the commissioner of education;
- 67.10 (3) recruit, select, and train teachers who reflect the racial or ethnic diversity of students  
67.11 in Minnesota; or
- 67.12 (4) establish professional development programs for teachers who have obtained teaching  
67.13 licenses through alternative teacher preparation programs.
- 67.14 An alternative teacher preparation program may expend grant funds on regional management  
67.15 and operations, development, and central support services, including financial support and  
67.16 support for technology and human services.
- 67.17 (b) An alternative teacher preparation program may use grant funds awarded under this  
67.18 section as a match for nonstate funds, subject to paragraph (a).
- 67.19 (c) Appropriations made to this program do not cancel and are available until expended.
- 67.20 Subd. 4. **Report.** An alternative teacher preparation program receiving a grant under  
67.21 this section must submit a report to the commissioner and the Board of Teaching on the  
67.22 grantee's ability to fill teacher shortage areas and positively impact student achievement  
67.23 where data are available and do not identify individual teachers. A grant recipient must  
67.24 submit the report required under this subdivision by January 31, 2018, and each  
67.25 even-numbered year thereafter. The report must include disaggregated data regarding:
- 67.26 (1) the racial and ethnic diversity of teachers and teacher candidates licensed through  
67.27 the program; and
- 67.28 (2) program participant placement.
- 67.29 **EFFECTIVE DATE.** This section is effective for revenue in fiscal year 2018 and later.

**FROM ARTICLE 3:**

- 68.1 Sec. 12. Minnesota Statutes 2016, section 136A.1791, subdivision 1, is amended to read:
- 68.2 Subdivision 1. **Definitions.** (a) The terms used in this section have the meanings given
- 68.3 them in this subdivision.
- 68.4 (b) "Qualified educational loan" means a government, commercial, or foundation loan
- 68.5 for actual costs paid for tuition and reasonable educational and living expenses related to a
- 68.6 teacher's preparation or further education.
- 68.7 (c) "School district" means an independent school district, special school district,
- 68.8 intermediate district, education district, special education cooperative, service cooperative,
- 68.9 a cooperative center for vocational education, or a charter school located in Minnesota.
- 68.10 (d) "Teacher" means an individual holding a teaching license issued by the licensing
- 68.11 division in the Department of Education on behalf of the Board of Teaching who is employed
- 68.12 by a school district to provide classroom instruction in a teacher shortage area.
- 68.13 (e) "Teacher shortage area" means:
- 68.14 (1) the licensure fields and economic development regions reported by the commissioner
- 68.15 of education as experiencing a teacher shortage; and
- 68.16 (2) economic development regions where there is a shortage of licensed teachers who
- 68.17 reflect the racial or ethnic diversity of students in the region as reported by the commissioner
- 68.18 of education.
- 68.19 (f) "Commissioner" means the commissioner of the Office of Higher Education unless
- 68.20 indicated otherwise.
- 68.21 **EFFECTIVE DATE.** This section is effective August 1, 2017.

**FROM ARTICLE 3:**

- 68.22 Sec. 13. Minnesota Statutes 2016, section 136A.1791, subdivision 2, is amended to read:
- 68.23 Subd. 2. **Program established; administration.** The commissioner shall establish and
- 68.24 administer a teacher shortage loan forgiveness program. A teacher is eligible for the program
- 68.25 if the teacher is teaching in a licensure field and in an economic development region with
- 68.26 an identified teacher shortage area under subdivision 3 and complies with the requirements
- 68.27 of this section.

68.28        **EFFECTIVE DATE.** This section is effective August 1, 2017.

**FROM ARTICLE 3:**

69.1        Sec. 14. Minnesota Statutes 2016, section 136A.1791, subdivision 9, is amended to read:

69.2                Subd. 9. **Annual reporting.** By February 1 of each year, the commissioner must report  
69.3 to the chairs of the K-12 kindergarten through grade 12 and higher education committees  
69.4 of the legislature on the number of individuals who received loan forgiveness under this  
69.5 section, the race or ethnicity of the teachers participating in the program, the licensure areas  
69.6 and economic development regions in which the teachers taught, the average amount paid  
69.7 to a teacher participating in the program, and other summary data identified by the  
69.8 commissioner as outcome indicators.

69.9        **EFFECTIVE DATE.** This section is effective August 1, 2017.

**FROM ARTICLE 3:**

69.10        Sec. 15. Laws 2016, chapter 189, article 25, section 58, is amended to read:

69.11        Sec. 58. ~~**NORTHWEST REGIONAL PARTNERSHIP STATEWIDE**~~  
69.12 ~~**CONCURRENT ENROLLMENT TEACHER TRAINING PROGRAM.**~~

69.13                Subdivision 1. **Definition.** (a) For purposes of this section, the following terms have the  
69.14 meanings given them.

69.15                (b) "Northwest Regional Partnership" means a voluntary association of the Lakes Country  
69.16 Service Cooperative, the Northwest Service Cooperative, and Minnesota State  
69.17 University-Moorhead that works together to provide coordinated higher learning opportunities  
69.18 for teachers.

69.19                (c) "State Partnership" means a voluntary association of the Northwest Regional  
69.20 Partnership and the Metropolitan Educational Cooperative Service Unit.

69.21                (d) "Eligible postsecondary institution" means a public or private postsecondary institution  
69.22 that awards graduate credits.

69.23                (e) "Eligible teacher" means a licensed teacher of secondary school courses for  
69.24 postsecondary credit.

69.25                Subd. 2. **Establishment.** (a) Lakes Country Service Cooperative, in consultation with  
69.26 the Northwest Service Cooperative, may develop a continuing education program to allow

- 69.27 eligible teachers to attain the requisite graduate credits necessary to be qualified to teach  
69.28 secondary school courses for postsecondary credit.
- 69.29 (b) If established, the State Partnership must contract with one or more eligible  
69.30 postsecondary institutions to establish a continuing education credit program to allow eligible  
69.31 teachers to attain sufficient graduate credits to qualify to teach secondary school courses  
69.32 for postsecondary credit. Members of the State Partnership must work to eliminate duplication  
70.1 of service and develop the continuing education credit program efficiently and  
70.2 cost-effectively.
- 70.3 Subd. 3. **Curriculum development.** ~~Minnesota State University-Moorhead may develop~~  
70.4 The continuing education program must use flexible delivery models, such as an online  
70.5 education curriculum to, that allow eligible secondary school teachers to attain graduate  
70.6 credit at a reduced credit rate. Information about the curriculum, including course length  
70.7 and course requirements, must be posted on the Web site of the eligible institution offering  
70.8 the course at least two weeks before eligible teachers are required to register for courses in  
70.9 the continuing education program.
- 70.10 Subd. 4. **Funding for course development; scholarships; stipends.** (a) Lakes Country  
70.11 Service Cooperative, in consultation with the other members of the Northwest Regional  
70.12 Partnership, shall:
- 70.13 (1) provide funding for course development for up to 18 credits in applicable  
70.14 postsecondary subject areas;
- 70.15 (2) provide scholarships for eligible teachers to enroll in the continuing education  
70.16 program; and
- 70.17 (3) develop criteria for awarding educator stipends on a per-credit basis to incentivize  
70.18 participation in the continuing education program.
- 70.19 (b) If established, the State Partnership must:
- 70.20 (1) provide funding for course development for up to 18 credits in applicable  
70.21 postsecondary subject areas;
- 70.22 (2) provide scholarships for eligible teachers to enroll in the continuing education  
70.23 program; and
- 70.24 (3) develop criteria for awarding educator stipends on a per-credit basis to incentivize  
70.25 participation in the continuing education program.

68.12    Sec. 40. Laws 2016, chapter 189, article 25, section 62, subdivision 7, is amended to read:

68.13           Subd. 7. **Education Innovation Partners Cooperative Center.** For a matching grant  
68.14 to Education Innovation Partners Cooperative Center, No. 6091-50, to provide research-based  
68.15 professional development services, on-site training, and leadership coaching to teachers  
68.16 and other school staff:

68.17           \$           500,000       .....   2017

70.26           Subd. 5. **Participant eligibility.** Participation in the continuing education program is  
70.27 reserved for teachers of secondary school courses for postsecondary credit. Priority must  
70.28 be given to teachers employed by a school district that is a member of the Lakes Country  
70.29 Service Cooperative or Northwest Service Cooperative. Teachers employed by a school  
70.30 district that is not a member of the Lakes Country Service Cooperative or Northwest Service  
70.31 Cooperative may participate in the continuing education program as space allows. A teacher  
70.32 participating in this program is ineligible to participate in other concurrent enrollment teacher  
70.33 training grant programs.

71.1           Subd. 6. **Private funding.** The partnership partnerships may receive private resources  
71.2 to supplement the available public money. All money received in fiscal year 2017 shall be  
71.3 administered by the Lakes Country Service Cooperative. All money received in fiscal year  
71.4 2018 and later shall be administered by the State Partnership.

71.5           Subd. 7. **Report required.** (a) The Northwest Regional Partnership must submit an  
71.6 annual report by January 15 of each year, 2018, on the progress of its activities to the  
71.7 legislature, commissioner of education, and Board of Trustees of the Minnesota State  
71.8 Colleges and Universities. The annual report shall contain a financial report for the preceding  
71.9 year. The first report is due no later than January 15, 2018.

71.10           (b) If established, the State Partnership must submit an annual joint report to the  
71.11 legislature and the Office of Higher Education by January 15 of each year on the progress  
71.12 of its activities. The report must include the number of teachers participating in the program,  
71.13 the geographic location of the teachers, the number of credits earned, and the subject areas  
71.14 of the courses in which participants earned credit. The report must include a financial report  
71.15 for the preceding year.

71.16           **EFFECTIVE DATE.** This section is effective the day following final enactment.

48.3        Sec. 33. Laws 2016, chapter 189, article 25, section 62, subdivision 7, is amended to read:

48.4           Subd. 7. **Education Innovation Partners Cooperative Center.** (a) For a matching  
48.5 grant to Education Innovation Partners Cooperative Center, No. 6091-50, to provide  
48.6 research-based professional development services, on-site training, and leadership coaching to  
48.7 teachers and other school staff:

48.8           \$           500,000  
48.9           \$           90,000       .....   2017  
48.10          \$           310,000       .....   2018

68.18 A grant under this subdivision must be matched with money or in-kind contributions  
68.19 from nonstate sources. This is a onetime appropriation. This appropriation is available until  
68.20 June 30, 2019.

68.21 **EFFECTIVE DATE.** This section is effective the day following final enactment.

68.22 Sec. 41. **AGRICULTURAL EDUCATOR GRANTS.**

68.23 Subdivision 1. **Grant program established.** A grant program is established to support  
68.24 school districts in paying agricultural education teachers for work over the summer with  
68.25 high school students in extended programs.

68.26 Subd. 2. **Application.** The commissioner of education shall develop the form and method  
68.27 for applying for the grants. The commissioner shall develop criteria for determining the  
68.28 allocation of the grants, including appropriate goals for the use of the grants.

48.11 (b) \$410,000 of the \$500,000 appropriation in Laws 2016, chapter 189, article 25, section  
48.12 62, subdivision 7, is canceled to the state general fund on June 30, 2017.

48.13 (c) A grant under this subdivision must be matched with money or in-kind contributions  
48.14 from nonstate sources. This is a onetime appropriation. This appropriation is available until  
48.15 June 30, 2019.

48.16 **EFFECTIVE DATE.** This section is effective the day following final enactment.

**FROM ARTICLE 3:**

71.17 Sec. 16. Laws 2016, chapter 189, article 25, section 62, subdivision 11, is amended to  
71.18 read:

71.19 Subd. 11. **Student teachers in shortage areas.** For transfer to the commissioner of the  
71.20 Office of Higher Education for the purpose of providing grants to student teachers in shortage  
71.21 areas under Minnesota Statutes, section 136A.1275:

71.22 \$ 2,800,000 .... 2017

71.23 Of this amount, up to two percent is for administration of the student teacher grant  
71.24 program in expectation that the Office of Higher Education will begin to disburse grants  
71.25 no later than September 1, 2017. This is a onetime appropriation. This appropriation is  
71.26 available until June 30, 2019.

71.27 **EFFECTIVE DATE.** This section is effective the day following final enactment.

**FROM ARTICLE 3:**

71.28 Sec. 17. **AGRICULTURAL EDUCATOR GRANTS.**

71.29 Subdivision 1. **Grant program established.** A grant program is established to support  
71.30 school districts in paying agricultural education teachers for work over the summer with  
71.31 high school students in extended programs.

72.1 Subd. 2. **Application.** The commissioner of education shall develop the form and method  
72.2 for applying for the grants. The commissioner shall develop criteria for determining the  
72.3 allocation of the grants, including appropriate goals for the use of the grants.

68.29 Subd. 3. **Grant awards.** Grant funding under this section must be matched by funding  
68.30 from the school district for the agricultural education teacher's summer employment. Grant  
68.31 funding for each teacher is limited to the one-half share of 40 working days.

69.1 Subd. 4. **Reports.** School districts that receive grant funds shall report to the  
69.2 commissioner of education no later than December 31 of each year regarding the number  
69.3 of teachers funded by the grant program and the outcomes compared to the goals established  
69.4 in the grant application. The Department of Education shall develop the criteria necessary  
69.5 for the reports.

69.6 Sec. 42. **COMMISSIONER OF EDUCATION MUST SUBMIT ESSA PLAN TO**  
69.7 **LEGISLATURE.**

69.8 The commissioner of education must submit the state plan developed pursuant to the  
69.9 Elementary and Secondary Education Act of 1965, as amended by the Every Student  
69.10 Succeeds Act, United States Code, title 20, section 6311, to the education policy and finance  
69.11 committees of the legislature before submitting the plan to the United States Department  
69.12 of Education. The commissioner of education must not implement the state plan until the  
69.13 legislature has approved it.

72.4 Subd. 3. **Grant awards.** Grant funding under this section must be matched by funding  
72.5 from the school district for the agricultural education teacher's summer employment. Grant  
72.6 funding for each teacher is limited to the one-half share of 40 working days.

72.7 Subd. 4. **Reports.** School districts that receive grant funds shall report to the  
72.8 commissioner of education no later than December 31 of each year regarding the number  
72.9 of teachers funded by the grant program and the outcomes compared to the goals established  
72.10 in the grant application. The Department of Education shall develop the criteria necessary  
72.11 for the reports.

49.2 Sec. 35. **COMMISSIONER OF EDUCATION MUST SUBMIT ESSA PLAN TO**  
49.3 **LEGISLATURE.**

49.4 (a) The commissioner of education must submit the state plan developed pursuant to the  
49.5 Elementary and Secondary Education Act of 1965, as amended by the Every Student  
49.6 Succeeds Act, United States Code, title 20, section 6311, to the education policy and finance  
49.7 committees of the legislature before submitting the plan to the United States Department  
49.8 of Education. The commissioner of education must not implement the state plan until the  
49.9 legislature has approved it.

49.10 (b) The state plan must be consistent and aligned, to the extent practicable, with the  
49.11 performance accountability measures required under Minnesota Statutes, section 120B.11,  
49.12 subdivision 1a, to create a single accountability system for all public schools.

49.13 (c) The state plan must include indicators of school quality or student success based on  
49.14 the following:

49.15 (1) for elementary and secondary schools:

49.16 (i) reading and math growth for students performing in the bottom quartile, as measured  
49.17 on the state accountability assessments, and using growth to proficiency standards;

49.18 (ii) third grade reading proficiency as measured on the state accountability assessments;

49.19 (iii) eighth grade mathematics proficiency as measured on state accountability  
49.20 assessments; and

49.21 (iv) science proficiency as measured on state accountability assessments.

49.22 (2) career and college readiness of high school students as measured by:

69.14 **EFFECTIVE DATE.** This section is effective the day following final enactment.

69.15 Sec. 43. **EDUCATIONAL STABILITY FOR STUDENTS IN FOSTER CARE.**

69.16 Subdivision 1. **Establishment.** A pilot project is established to provide incentives for  
69.17 school districts and county governments to develop partnership agreements and implement  
69.18 transportation plans to help keep foster care students enrolled in their school of origin when  
69.19 a student is placed in a foster care setting outside the school of origin's boundaries.

69.20 Subd. 2. **Qualifying plans.** A school district must submit an application in the form and  
69.21 manner prescribed by the commissioner of education to participate in the program. To  
69.22 qualify for participation, one or more school districts and the local child welfare agency  
69.23 must have a written interagency agreement that describes the local plan for ensuring  
69.24 educational stability for foster care students. The parties to the agreement must seek title  
69.25 IV-E reimbursement for eligible students and eligible transportation costs. The plan must  
69.26 describe:

69.27 (1) how transportation services will be arranged and provided; and

69.28 (2) how local transportation costs will be paid for if pilot project funds are insufficient  
69.29 to cover all costs.

69.30 Subd. 3. **Pilot project; funding.** The commissioner must reimburse partnerships with  
69.31 qualifying plans under subdivision 2 at the end of the school year based on allowable  
69.32 expenditures and reimbursements and compliance with other reporting requirements. If the  
70.1 available appropriation is insufficient to fully fund all qualifying plans, the commissioner  
70.2 may prorate the available funds statewide among all school districts with qualifying plans.

70.3 Subd. 4. **Report.** By February 1, 2018, the commissioner of education shall report on  
70.4 the pilot project to the legislative committees with jurisdiction over early childhood through  
70.5 grade 12 education. The report must include, at a minimum, the number of local agreements

49.23 (i) the high school accountability assessments;

49.24 (ii) student success or attainment on advanced placement or international baccalaureate  
49.25 examinations;

49.26 (iii) college-level examination program examinations;

49.27 (iv) credits under Minnesota Statutes, section 124D.09; and

49.28 (v) industry-recognized certifications.

49.29 **EFFECTIVE DATE.** This section is effective the day following final enactment.



70.6 entered into for this project along with the number of school districts and counties  
70.7 participating in the agreements, baseline data showing the number of foster care students  
70.8 who were able to remain in their school of origin and the changes in the ratio over the time  
70.9 of the pilot project, data on expenditures for school stability transportation and federal  
70.10 reimbursements received for the pilot project with a midyear projection of end-of-year costs  
70.11 and revenues, and projected costs for statewide implementation of the program.

70.12 Sec. 44. **FEDERAL EVERY STUDENT SUCCEEDS ACT FUNDING FOR**  
70.13 **SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM) ACTIVITIES.**

70.14 School districts are encouraged to use the funding provided for activities to support the  
70.15 effective use of technology under Title IV, Part A, of the federal Every Student Succeeds  
70.16 Act for:

70.17 (1) mentor-led, hands-on STEM education and engagement with materials that support  
70.18 inquiry-based and active learning;

70.19 (2) student participation in STEM competitions, including robotics competitions; and

70.20 (3) mentor-led, classroom-based, after-school activities with informal STEM instruction  
70.21 and education.

70.22 **EFFECTIVE DATE.** This section is effective July 1, 2017.

70.23 Sec. 45. **RURAL CAREER AND TECHNICAL EDUCATION CONSORTIUM**  
70.24 **GRANTS.**

70.25 Subdivision 1. **Definition.** "Rural career and technical education (CTE) consortium"  
70.26 means a voluntary collaboration of a service cooperative and other regional public and  
70.27 private partners, including school districts and higher education institutions, that work  
70.28 together to provide career and technical education opportunities within the service  
70.29 cooperative's multicounty service area.

70.30 Subd. 2. **Establishment.** (a) A rural CTE consortium shall:

71.1 (1) focus on the development of courses and programs that encourage collaboration  
71.2 between two or more school districts;

71.3 (2) develop new career and technical programs that focus on the industry sectors that  
71.4 fuel the rural regional economy;

- 71.5 (3) facilitate the development of highly trained and knowledgeable students who are  
71.6 equipped with technical and workplace skills needed by regional employers;
- 71.7 (4) improve access to career and technical education programs for students who attend  
71.8 sparsely populated rural school districts by developing public and private partnerships with  
71.9 business and industry leaders and by increasing coordination of high school and  
71.10 postsecondary program options;
- 71.11 (5) increase family and student awareness of the availability and benefit of career and  
71.12 technical education courses and training opportunities; and
- 71.13 (6) provide capital start-up costs for items including but not limited to a mobile welding  
71.14 lab, medical equipment and lab, and industrial kitchen equipment.
- 71.15 (b) In addition to the requirements in paragraph (a), a rural CTE consortium may:
- 71.16 (1) address the teacher shortage crisis in career and technical education through incentive  
71.17 funding and training programs; and
- 71.18 (2) provide transportation reimbursement grants to provide equitable opportunities  
71.19 throughout the region for students to participate in career and technical education.
- 71.20 Subd. 3. **Rural career and technical education advisory committee.** In order to be  
71.21 eligible for a grant under this section, a service cooperative must establish a rural career  
71.22 and technical education advisory committee to advise the cooperative on the administration  
71.23 of the rural CTE consortium.
- 71.24 Subd. 4. **Private funding.** A rural CTE consortium may receive other sources of funds  
71.25 to supplement state funding. All funds received shall be administered by the service  
71.26 cooperative that is a member of the consortium.
- 71.27 Subd. 5. **Reporting requirements.** A rural CTE consortium must submit an annual  
71.28 report on the progress of its activities to the commissioner of education and the legislative  
71.29 committees with jurisdiction over secondary and postsecondary education. The annual report  
71.30 must contain a financial report for the preceding fiscal year. The first report is due no later  
71.31 than January 15, 2019.

50.1 Sec. 36. **AFTER-SCHOOL COMMUNITY LEARNING GRANTS.**

- 50.2 Subdivision 1. **Grant program established.** A competitive grant program is established  
50.3 to support community-based organizations, schools, political subdivisions, or child care  
50.4 centers that service young people in kindergarten through grade 12 after school or during  
50.5 nonschool hours. Grants must be used to offer enrichment activities that promote positive  
50.6 youth development, including mentoring, leadership, community engagement, agriculture,  
50.7 art, music, literacy, science, technology, engineering, mathematics, health, and recreation  
50.8 programs.
- 50.9 Subd. 2. **Application.** The commissioner of education shall develop the form and method  
50.10 for applying for the grants. The application must include information on the applicant's  
50.11 outreach to children and youth that qualify for free or reduced-price lunch and two-year  
50.12 measurable goals and activities linked to research or best practices. The commissioner may  
50.13 consider the following criteria to allocate the grants:
- 50.14 (1) increasing access to protective factors that build young people's capacity to become  
50.15 productive adults, such as connections to a caring adult;
- 50.16 (2) developing children's skills and behaviors necessary to succeed in postsecondary  
50.17 education and career opportunities; and
- 50.18 (3) encouraging attendance and improving performance in school.
- 50.19 Subd. 3. **Grant awards.** To the extent practicable, the selection of applicants shall result  
50.20 in an equitable distribution of grant awards among geographic areas within Minnesota,  
50.21 including rural, suburban, and urban communities. The commissioner shall also give priority  
50.22 to programs that collaborate with and leverage existing community resources that have  
50.23 demonstrated effectiveness. Applicants selected as grantees are eligible to receive a two-year  
50.24 renewable grant, contingent upon satisfactory progress toward goals and objectives and the  
50.25 availability of funds.
- 57.15 Sec. 38. **INTERMEDIATE SCHOOL DISTRICT MENTAL HEALTH INNOVATION**  
57.16 **GRANT PROGRAM; APPROPRIATION.**
- 57.17 (a) \$2,450,000 in fiscal year 2018 and \$2,450,000 in fiscal year 2019 are appropriated  
57.18 from the general fund to the commissioner of human services for a grant program to fund  
57.19 innovative projects to improve mental health outcomes for youth attending a qualifying  
57.20 school unit.
- 57.21 (b) A "qualifying school unit" means an intermediate district organized under Minnesota  
57.22 Statutes, section 136D.01, or a service cooperative organized under Minnesota Statutes,  
57.23 section 123A.21, subdivision 1, paragraph (a), clause (2), that provides instruction to students  
57.24 in a setting of federal instructional level four or higher. Grants under paragraph (a) must be  
57.25 awarded to eligible applicants such that the services are proportionately provided among

- 57.26 qualifying school units. The commissioner shall calculate the share of the appropriation to  
57.27 be used in each qualifying school unit by dividing the qualifying school unit's average daily  
57.28 membership in a setting of federal instructional level 4 or higher for fiscal year 2016 by the  
57.29 total average daily membership in a setting of federal instructional level 4 or higher for the  
57.30 same year for all qualifying school units.
- 57.31 (c) An eligible applicant is an entity that has demonstrated capacity to serve the youth  
57.32 identified in paragraph (a) and that is:
- 58.1 (1) certified under Minnesota Rules, parts 9520.0750 to 9520.0870;
- 58.2 (2) a community mental health center under Minnesota Statutes, section 256B.0625,  
58.3 subdivision 5;
- 58.4 (3) an Indian health service facility or facility owned and operated by a tribe or tribal  
58.5 organization operating under United States Code, title 25, section 5321; or
- 58.6 (4) a provider of children's therapeutic services and supports as defined in Minnesota  
58.7 Statutes, section 256B.0943.
- 58.8 (d) An eligible applicant must employ or contract with at least two licensed mental health  
58.9 professionals as defined in Minnesota Statutes, section 245.4871, subdivision 27, clauses  
58.10 (1) to (6), who have formal training in evidence-based practices.
- 58.11 (e) A qualifying school unit must submit an application to the commissioner in the form  
58.12 and manner specified by the commissioner. The commissioner may approve an application  
58.13 that describes models for innovative projects to serve the needs of the schools and students.  
58.14 The commissioner may provide technical assistance to the qualifying school unit. The  
58.15 commissioner shall then solicit grant project proposals and award grant funding to the  
58.16 eligible applicants whose project proposals best meet the requirements of this section and  
58.17 most closely adhere to the models created by the intermediate districts and service  
58.18 cooperatives.
- 58.19 (f) To receive grant funding, an eligible applicant must obtain a letter of support for the  
58.20 applicant's grant project proposal from each qualifying school unit the eligible applicant is  
58.21 proposing to serve. An eligible applicant must also demonstrate the following:
- 58.22 (1) the ability to seek third-party reimbursement for services;
- 58.23 (2) the ability to report data and outcomes as required by the commissioner; and

72.1    Sec. 46. APPROPRIATIONS.

72.2           Subdivision 1. **Department of Education.** The sums indicated in this section are  
72.3 appropriated from the general fund to the Department of Education for the fiscal years  
72.4 designated.

72.5           Subd. 2. **Achievement and integration aid.** For achievement and integration aid under  
72.6 Minnesota Statutes, section 124D.862:

72.7           \$        71,249,000    .....   2018

72.8           \$        73,267,000    .....   2019

72.9           The 2018 appropriation includes \$6,725,000 for 2017 and \$64,524,000 for 2018.

72.10          The 2019 appropriation includes \$7,169,000 for 2018 and \$66,098,000 for 2019.

72.11          Subd. 3. **Literacy incentive aid.** For literacy incentive aid under Minnesota Statutes,  
72.12 section 124D.98:

72.13          \$        45,972,000    .....   2018

72.14          \$        45,972,000    .....   2019

72.15          The 2018 appropriation includes \$4,597,000 for 2017 and \$41,375,000 for 2018.

72.16          The 2019 appropriation includes \$4,597,000 for 2018 and \$41,375,000 for 2019.

58.24           (3) partnerships with counties, tribes, substance use disorder providers, and mental health  
58.25 service providers, including providers of mobile crisis services.

58.26           (g) Grantees shall obtain all available third-party reimbursement sources as a condition  
58.27 of receiving grant funds. For purposes of this grant program, a third-party reimbursement  
58.28 source does not include a public school as defined in Minnesota Statutes, section 120A.20,  
58.29 subdivision 1.

58.30           (h) The base budget for this program is \$0.

50.26    Sec. 37. APPROPRIATIONS.

50.27           Subdivision 1. **Department of Education.** The sums indicated in this section are  
50.28 appropriated from the general fund to the Department of Education for the fiscal years  
50.29 designated.

50.30           Subd. 2. **Achievement and integration aid.** For achievement and integration aid under  
50.31 Minnesota Statutes, section 124D.862:

50.32           \$        71,114,000    .....   2018

51.1           \$        73,117,000    .....   2019

51.2           The 2018 appropriation includes \$6,725,000 for 2017 and \$64,389,000 for 2018.

51.3           The 2019 appropriation includes \$7,154,000 for 2018 and \$65,963,000 for 2019.

51.4           Subd. 3. **Literacy incentive aid.** For literacy incentive aid under Minnesota Statutes,  
51.5 section 124D.98:

51.6           \$        47,264,000    .....   2018

51.7           \$        47,763,000    .....   2019

51.8           The 2018 appropriation includes \$4,597,000 for 2017 and \$42,667,000 for 2018.

51.9           The 2019 appropriation includes \$4,740,000 for 2018 and \$43,023,000 for 2019.

72.17	Subd. 4. <b>Interdistrict desegregation or integration transportation grants.</b> For				
72.18	interdistrict desegregation or integration transportation grants under Minnesota Statutes,				
72.19	<u>section 124D.87:</u>				
72.20	\$	<u>13,337,000</u>	<u>.....</u>	<u>2018</u>	
72.21	\$	<u>14,075,000</u>	<u>.....</u>	<u>2019</u>	
72.22	Subd. 5. <b>Tribal contract schools.</b> For tribal contract school aid under Minnesota Statutes,				
72.23	<u>section 124D.83:</u>				
72.24	\$	<u>1,983,000</u>	<u>.....</u>	<u>2018</u>	
72.25	\$	<u>1,930,000</u>	<u>.....</u>	<u>2019</u>	
72.26	<u>The 2018 appropriation includes \$323,000 for 2017 and \$1,660,000 for 2018.</u>				
72.27	<u>The 2019 appropriation includes \$184,000 for 2018 and \$1,746,000 for 2019.</u>				
72.28	Subd. 6. <b>American Indian education aid.</b> For American Indian education aid under				
72.29	<u>Minnesota Statutes, section 124D.81, subdivision 2a:</u>				
72.30	\$	<u>9,244,000</u>	<u>.....</u>	<u>2018</u>	
72.31	\$	<u>9,464,000</u>	<u>.....</u>	<u>2019</u>	
73.1	<u>The 2018 appropriation includes \$886,000 for 2017 and \$8,358,000 for 2018.</u>				
73.2	<u>The 2019 appropriation includes \$928,000 for 2018 and \$8,536,000 for 2019.</u>				
73.3	Subd. 7. <b>Reading corps.</b> For grants to ServeMinnesota for the Minnesota reading corps				
73.4	<u>under Minnesota Statutes, section 124D.42, subdivision 8:</u>				
73.5	\$	<u>8,625,000</u>	<u>.....</u>	<u>2018</u>	
73.6	\$	<u>8,625,000</u>	<u>.....</u>	<u>2019</u>	

51.10	Subd. 4. <b>Interdistrict desegregation or integration transportation grants.</b> For				
51.11	interdistrict desegregation or integration transportation grants under Minnesota Statutes,				
51.12	<u>section 124D.87:</u>				
51.13	\$	<u>14,198,000</u>	<u>.....</u>	<u>2018</u>	
51.14	\$	<u>14,936,000</u>	<u>.....</u>	<u>2019</u>	
51.15	Subd. 5. <b>Tribal contract schools.</b> For tribal contract school aid under Minnesota Statutes,				
51.16	<u>section 124D.83:</u>				
51.17	\$	<u>1,983,000</u>	<u>.....</u>	<u>2018</u>	
51.18	\$	<u>1,930,000</u>	<u>.....</u>	<u>2019</u>	
51.19	<u>The 2018 appropriation includes \$323,000 for 2017 and \$1,660,000 for 2018.</u>				
51.20	<u>The 2019 appropriation includes \$184,000 for 2018 and \$1,746,000 for 2019.</u>				
51.21	Subd. 6. <b>American Indian education aid.</b> For American Indian education aid under				
51.22	<u>Minnesota Statutes, section 124D.81, subdivision 2a:</u>				
51.23	\$	<u>9,244,000</u>	<u>.....</u>	<u>2018</u>	
51.24	\$	<u>9,464,000</u>	<u>.....</u>	<u>2019</u>	
51.25	<u>The 2018 appropriation includes \$886,000 for 2017 and \$8,358,000 for 2018.</u>				
51.26	<u>The 2019 appropriation includes \$928,000 for 2018 and \$8,536,000 for 2019.</u>				
56.1	Subd. 21. <b>Early childhood literacy programs.</b> For early childhood literacy programs				
56.2	<u>under Minnesota Statutes, section 119A.50, subdivision 3:</u>				
56.3	\$	<u>6,125,000</u>	<u>.....</u>	<u>2018</u>	
56.4	\$	<u>6,125,000</u>	<u>.....</u>	<u>2019</u>	

73.7        Any balance in the first year does not cancel but is available in the second year. The  
73.8        base for fiscal year 2020 is \$11,925,000

73.9        Subd. 8. **Concurrent enrollment program.** For concurrent enrollment programs under  
73.10       Minnesota Statutes, section 124D.091:

73.11       \$        4,000,000       .....       2018

73.12       \$        4,000,000       .....       2019

73.13       If the appropriation is insufficient, the commissioner must proportionately reduce the  
73.14       aid payment to each district.

73.15       Any balance in the first year does not cancel but is available in the second year.

73.16       Subd. 9. **Expanded concurrent enrollment grants.** For grants to institutions offering  
73.17       "introduction to teaching" or "introduction to education" college in the schools courses  
73.18       under Minnesota Statutes, section 124D.09, subdivision 10, paragraph (b):

73.19       \$        375,000       .....       2018

73.20       \$        375,000       .....       2019

73.21       The department may retain up to five percent of the appropriation amount to monitor  
73.22       and administer the grant program.

73.23       Subd. 10. **ServeMinnesota program.** For funding ServeMinnesota programs under  
73.24       Minnesota Statutes, sections 124D.37 to 124D.45:

73.25       \$        900,000       .....       2018

73.26       \$        900,000       .....       2019

56.5       Up to \$6,125,000 each year is for leveraging federal and private funding to support  
56.6       AmeriCorps members serving in the Minnesota reading corps program established by  
56.7       ServeMinnesota, including costs associated with training and teaching early literacy skills  
56.8       to children age three to grade 3 and evaluating the impact of the program under Minnesota  
56.9       Statutes, sections 124D.38, subdivision 2, and 124D.42, subdivision 6.

56.10       Any balance in the first year does not cancel but is available in the second year.

51.27       Subd. 7. **Concurrent enrollment program.** For concurrent enrollment programs under  
51.28       Minnesota Statutes, section 124D.091:

51.29       \$        4,000,000       .....       2018

51.30       \$        4,000,000       .....       2019

52.1       If the appropriation is insufficient, the commissioner must proportionately reduce the  
52.2       aid payment to each district.

52.3       Any balance in the first year does not cancel but is available in the second year.

52.4       Subd. 8. **ServeMinnesota program.** For funding ServeMinnesota programs under  
52.5       Minnesota Statutes, sections 124D.37 to 124D.45:

52.6       \$        900,000       .....       2018

52.7       \$        900,000       .....       2019

73.27        A grantee organization may provide health and child care coverage to the dependents  
73.28 of each participant enrolled in a full-time ServeMinnesota program to the extent such  
73.29 coverage is not otherwise available.

73.30        Subd. 11. **Student organizations.** For student organizations:

73.31            \$            725,000        .....    2018

73.32            \$            725,000        .....    2019

74.1            (a) \$46,000 each year is for student organizations serving health occupations (HOSA).

74.2            (b) \$100,000 each year is for student organizations serving trade and industry occupations  
74.3 (Skills USA, secondary and postsecondary).

74.4            (c) \$95,000 each year is for student organizations serving business occupations (BPA,  
74.5 secondary and postsecondary).

74.6            (d) \$193,000 each year is for student organizations serving agriculture occupations (FFA,  
74.7 PAS).

74.8            (e) \$142,000 each year is for student organizations serving family and consumer science  
74.9 occupations (FCCLA). Notwithstanding Minnesota Rules, part 3505.1000, subparts 28 and  
74.10 31, the student organizations serving FCCLA shall continue to serve students younger than  
74.11 grade 9.

74.12            (f) \$109,000 each year is for student organizations serving marketing occupations (DECA  
74.13 and DECA collegiate).

74.14            (g) \$40,000 each year is for the Minnesota Foundation for Student Organizations.

74.15            Any balance in the first year does not cancel but is available in the second year.

74.16            Subd. 12. **Museums and education centers.** For grants to museums and education  
74.17 centers:

74.18            \$            535,000        .....    2018

74.19            \$            460,000        .....    2019

52.8            A grantee organization may provide health and child care coverage to the dependents  
52.9 of each participant enrolled in a full-time ServeMinnesota program to the extent such  
52.10 coverage is not otherwise available.

52.11        Subd. 9. **Student organizations.** For student organizations:

52.12            \$            725,000        .....    2018

52.13            \$            725,000        .....    2019

52.14            (a) \$46,000 each year is for student organizations serving health occupations (HOSA).

52.15            (b) \$100,000 each year is for student organizations serving trade and industry occupations  
52.16 (Skills USA, secondary and postsecondary).

52.17            (c) \$95,000 each year is for student organizations serving business occupations (BPA,  
52.18 secondary and postsecondary).

52.19            (d) \$193,000 each year is for student organizations serving agriculture occupations (FFA,  
52.20 PAS).

52.21            (e) \$142,000 each year is for student organizations serving family and consumer science  
52.22 occupations (FCCLA).

52.23            (f) \$109,000 each year is for student organizations serving marketing occupations (DECA  
52.24 and DECA collegiate).

52.25            (g) \$40,000 each year is for the Minnesota Foundation for Student Organizations.

52.26            Any balance in the first year does not cancel but is available in the second year.

52.27            Subd. 10. **Museums and education centers.** For grants to museums and education  
52.28 centers:

52.29            \$            451,000        .....    2018

52.30            \$            451,000        .....    2019



- 74.20 (a) \$319,000 each year is for the Minnesota Children's Museum. Of the amount in this  
74.21 paragraph, \$50,000 in each year is for the Minnesota Children's Museum, Rochester.
- 74.22 (b) \$50,000 each year is for the Duluth Children's Museum.
- 74.23 (c) \$41,000 each year is for the Minnesota Academy of Science.
- 74.24 (d) \$50,000 each year is for the Headwaters Science Center.
- 74.25 (e) \$75,000 in fiscal year 2018 only is for the Works Museum.

74.26 Any balance in the first year does not cancel but is available in the second year.

- 52.31 (a) \$260,000 each year is for the Minnesota Children's Museum.
- 53.1 (b) \$50,000 each year is for the Duluth Children's Museum.
- 53.2 (c) \$41,000 each year is for the Minnesota Academy of Science.
- 53.3 (d) \$50,000 each year is for the Headwaters Science Center.

53.4 (e) \$50,000 for fiscal years 2018 and 2019 only is for the Children's Museum of Southern  
53.5 Minnesota. This is a onetime appropriation.

53.6 (f) Any balance in the first year does not cancel but is available in the second year.

53.7 (g) The budget base for this program is \$401,000 per year.

55.14 Subd. 19. Minnesota Center for the Book programming. For grants to the entity  
55.15 designated by the Library of Congress as the Minnesota Center for the Book to provide  
55.16 statewide programming related to the Minnesota Book Awards and for additional  
55.17 programming throughout the state related to the Center for the Book designation:

55.18 \$ 50,000 ..... 2018

55.19 \$ 50,000 ..... 2019

55.20 The base for fiscal year 2020 is \$0.

56.16 Subd. 23. Singing-based pilot program to improve student reading. (a) For a grant  
56.17 to pilot a research-supported, computer-based educational program that uses singing to  
56.18 improve the reading ability of students in grades 2 through 5:

56.19 \$ 500,000 ..... 2018

56.20 \$ 0 ..... 2019

74.27 Subd. 13. **Starbase MN.** For a grant to Starbase MN for rigorous science, technology,  
74.28 engineering, and math (STEM) program providing students in grades 4 to 6 with a  
74.29 multisensory learning experience and a hands-on curriculum in an aerospace environment  
74.30 using state-of-the-art technology:

74.31 \$ 1,398,000 ..... 2018

75.1 \$ 500,000 ..... 2019

75.2 Any balance in the first year does not cancel but is available in the second year. The  
75.3 base appropriation for fiscal year 2020 is \$500,000.

75.4 All unspent funds, estimated at \$898,000 from the Starbase MN appropriation under Laws  
75.5 2015, First Special Session chapter 3, article 2, section 70, subdivision 17, are canceled to  
75.6 the general fund on June 30, 2017.

75.7 Subd. 14. **Recovery program grants.** For recovery program grants under Minnesota  
75.8 Statutes, section 124D.695:

56.21 (b) The commissioner of education shall award a grant to the Rock 'n' Read Project to  
56.22 implement a research-supported, computer-based educational program that uses singing to  
56.23 improve the reading ability of students in grades 2 through 5. The grantee shall be responsible  
56.24 for selecting participating school sites; providing any required hardware and software,  
56.25 including software licenses, for the duration of the grant period; providing technical support,  
56.26 training, and staff to install required project hardware and software; providing on-site  
56.27 professional development and instructional monitoring and support for school staff and  
56.28 students; administering preintervention and postintervention reading assessments; evaluating  
56.29 the impact of the intervention; and other project management services as required. To the  
56.30 extent practicable, the grantee must select participating schools in urban, suburban, and  
56.31 greater Minnesota, and give priority to schools in which a high proportion of students do  
56.32 not read proficiently at grade level and are eligible for free or reduced-price lunch.

56.33 (c) By February 15, 2019, the grantee must submit a report detailing expenditures and  
56.34 outcomes of the grant to the commissioner of education and the chairs and ranking minority  
57.1 members of the legislative committees with primary jurisdiction over kindergarten through  
57.2 grade 12 education policy and finance.

57.3 (d) This is a onetime appropriation.

57.4 Subd. 24. **Starbase MN.** For a grant to Starbase MN for the operations and infrastructure  
57.5 for expanded, innovative, and academically rigorous science, technology, engineering, and  
57.6 math (STEM) programs in a hands-on and immersive technology-rich environment for  
57.7 students in grades 4 to 6:

57.8 \$ 1,398,000 ..... 2018

57.9 \$ -0- ..... 2019

57.10 Any balance in the first year does not cancel but is available in the second year.

57.11 The base for fiscal year 2020 is \$500,000.

57.12 \$898,000 from the Starbase MN appropriation under Laws 2015, First Special Session  
57.13 chapter 3, article 2, section 70, subdivision 17, is canceled the day following final enactment.

53.8 Subd. 11. **Recovery program grants.** For recovery program grants under Minnesota  
53.9 Statutes, section 124D.695:

75.9           \$           750,000   .....   2018

75.10          \$           750,000   .....   2019

75.11           Any balance in the first year does not cancel but is available in the second year.

75.12           Subd. 15. **Minnesota math corps program.** For the Minnesota math corps program  
75.13 under Minnesota Statutes, section 124D.42, subdivision 9:

75.14           \$           550,000   .....   2018

75.15           \$           550,000   .....   2019

75.16           Any balance in the first year does not cancel but is available in the second year. The  
75.17 base in fiscal year 2020 is \$2,000,000.

75.18           Subd. 16. **Civic education grants.** For grants to the Minnesota Civic Education Coalition,  
75.19 Minnesota Civic Youth, Learning Law and Democracy Foundation, and YMCA Youth in  
75.20 Government to provide civic education programs for Minnesota youth age 18 and younger.  
75.21 Civic education is the study of constitutional principles and the democratic foundation of  
75.22 our national, state, and local institutions, and the study of political processes and structures  
75.23 of government, grounded in the understanding of constitutional government under the rule  
75.24 of law.

75.25           \$           125,000   .....   2018

75.26           \$           125,000   .....   2019

75.27           Any balance in the first year does not cancel but is available in the second year.

75.28           Subd. 17. **Minnesota Principals Academy.** For a grant to the University of Minnesota  
75.29 College of Education and Human Development, for the operation of the Minnesota Principals  
75.30 Academy;

53.10           \$           500,000   .....   2018

53.11           \$           500,000   .....   2019

53.12           Any balance in the first year does not cancel but is available in the second year.

56.11           Subd. 22. **Minnesota math corps.** For the Minnesota math corps program under  
56.12 Minnesota Statutes, section 124D.42, subdivision 9:

56.13           \$           500,000   .....   2018

56.14           \$           500,000   .....   2019

56.15           Any balance in the first year does not cancel but is available in the second year.

53.13           Subd. 12. **Civic education grants.** For grants to the Minnesota Civic Education Coalition,  
53.14 Minnesota Civic Youth, Learning Law and Democracy Foundation, and YMCA Youth in  
53.15 Government to provide civic education programs for Minnesota youth age 18 and younger.  
53.16 Civic education is the study of constitutional principles and the democratic foundation of  
53.17 our national, state, and local institutions, and the study of political processes and structures  
53.18 of government, grounded in the understanding of constitutional government under the rule  
53.19 of law.

53.20           \$           125,000   .....   2018

53.21           \$           125,000   .....   2019

53.22           Any balance in the first year does not cancel but is available in the second year. The  
53.23 budget base for this program is \$0.

**FROM ARTICLE 3:**

73.28           Subd. 6. **Minnesota Principals Academy.** (a) For grants to the University of Minnesota  
73.29 College of Education and Human Development for the operation of the Minnesota Principals  
73.30 Academy;

75.31        \$            200,000    .....    2018  
75.32        \$            200,000    .....    2019

76.1        Any balance in the first year does not cancel but is available in the second year.  
  
76.2        Subd. 18. Educational stability for students living in foster care. For a pilot project  
76.3 to promote educational stability for students living in foster care:

76.4        \$            1,000,000    .....    2018

76.5        Up to five percent of the appropriation may be used for state and local administrative  
76.6 costs such as reporting, technical support, and establishing a title IV-E reimbursement  
76.7 claiming process. This is a onetime appropriation. This appropriation is available until June  
76.8 30, 2019.

76.9        Subd. 19. Charter school building lease aid. For building lease aid under Minnesota  
76.10 Statutes, section 124E.22:

76.11        \$            73,341,000    .....    2018  
76.12        \$            78,802,000    .....    2019

76.13        The 2018 appropriation includes \$6,850,000 for 2017 and \$66,491,000 for 2018.

76.14        The 2019 appropriation includes \$7,387,000 for 2018 and \$71,415,000 for 2019.

76.15        Subd. 20. Race 2 Reduce. (a) For grants to support expanded Race 2 Reduce water  
76.16 conservation programming in Minnesota schools:

73.31        \$            200,000    .....    2018  
73.32        \$            200,000    .....    2019

74.1        (b) Of these amounts, \$50,000 must be used to pay the costs of attendance for principals  
74.2 from schools designated as priority schools by the commissioner of education. To the extent  
74.3 funds are available, the Department of Education must use up to \$200,000 of federal Title  
74.4 II funds to support additional participation in the Principals Academy by principals from  
74.5 priority schools.

74.6        (c) Any balance in the first year does not cancel but is available in the second year.

53.24        Subd. 13. Charter school building lease aid. For building lease aid under Minnesota  
53.25 Statutes, section 124E.22:

53.26        \$            73,036,000    .....    2018  
53.27        \$            78,449,000    .....    2019

53.28        The 2018 appropriation includes \$6,850,000 for 2017 and \$66,186,000 for 2018.

53.29        The 2019 appropriation includes \$7,353,000 for 2018 and \$71,096,000 for 2019.

76.17        \$            307,000    .....    2018

76.18        \$            307,000    .....    2019

76.19        (b) In the first year, \$143,000 is for H2O for Life; \$98,000 is for Independent School  
76.20 District No. 624, White Bear Lake; and \$66,000 is for Independent School District No. 832,  
76.21 Mahtomedi.

76.22        (c) Any balance in the first year does not cancel but is available in the second year. The  
76.23 base appropriation for fiscal year 2020 is zero.

**FROM ARTICLE 3:**

76.24        Subd. 21. Paraprofessional pathway to teacher licensure. (a) For grants to school  
76.25 districts for Grow Your Own new teacher programs:

76.26        \$            1,375,000    .....    2018

76.27        \$            1,375,000    .....    2019

76.28        (b) The grants are for school districts where more than 25 percent of students are students  
76.29 of color or are American Indian to provide financial assistance, mentoring, and experiences  
76.30 to enable persons who are of color or who are American Indian and working or living in  
76.31 the local community to become teachers. Districts or schools providing financial support  
77.1 may require a commitment as determined by the district to teach in the district or school  
77.2 for a reasonable amount of time that does not exceed five years. Grants may be used for:

77.3        (1) tuition scholarships or stipends to eligible teaching assistants or other nonlicensed  
77.4 employees who are of color or who are American Indian participating in a Board of Teaching  
77.5 approved program under Minnesota Statutes, section 122A.09, subdivision 10, paragraph  
77.6 (a);

77.7        (2) a nonconventional teacher residency pilot program established under Minnesota  
77.8 Statutes, section 122A.09, subdivision 10, paragraph (a). The program shall provide tuition  
77.9 scholarships or stipends to enable education or teaching assistants or other nonlicensed  
77.10 employees of a first class city school district who hold a bachelor's degree from an accredited  
77.11 college or university and who seek an education license to participate in a Board of  
77.12 Teaching-approved nonconventional teacher residency program under Minnesota Statutes.

72.16        Subd. 2. Paraprofessional pathway to teacher licensure. (a) For grants to school  
72.17 districts for Grow Your Own teacher preparation programs:

72.18        \$            1,500,000    .....    2018

72.19        \$            1,500,000    .....    2019

72.20        (b) The grants are for school districts with more than 40 percent minority students for  
72.21 a Board of Teaching-approved nonconventional teacher residency pilot program. The  
72.22 program must provide tuition scholarships or stipends to enable school district employees  
72.23 or community members affiliated with a school district who seek an education license to  
72.24 participate in a nonconventional teacher preparation program.

77.13 section 122A.09, subdivision 10, paragraph (a). Any funds not awarded by June 1, 2019,  
77.14 may be reallocated among the remaining districts if the total cost of the program exceeds  
77.15 the original allocation; or

77.16 (3) supporting the development of residency programs at any school or district in the  
77.17 state where at least 25 percent of students are students of color or are American Indian for  
77.18 prospective teachers of color or who are American Indian who seek an education license  
77.19 to participate in a Board of Teaching-approved program under Minnesota Statutes, section  
77.20 122A.09, subdivision 10, paragraph (a).

77.21 (c) School districts and charter schools may also apply for grants to develop innovative  
77.22 expanded Grow Your Own programs that encourage secondary school students to pursue  
77.23 teaching, including:

77.24 (1) developing and supporting future teacher clubs focused on encouraging middle and  
77.25 high school students who are of color or who are American Indian to have experiential  
77.26 learning, support the success of younger students, and pursue a teaching career; and

77.27 (2) developing and offering dual-credit postsecondary course options in schools for  
77.28 "Introduction to Teaching" or "Introduction to Education" courses consistent with Minnesota  
77.29 Statutes, section 124D.09, subdivision 10.

77.30 (d) Programs must annually report to the commissioner by the date determined by the  
77.31 commissioner on their activities under this section, including the number of participants,  
77.32 the percentage of participants who are of color or who are American Indian, and an  
77.33 assessment of program effectiveness, including participant feedback, areas for improvement,  
78.1 the percentage of participants continuing to pursue teacher licensure, and the number of  
78.2 participants hired in the school or district as teachers after completing preparation programs.

78.3 (e) The department may retain up to five percent of the appropriation amount to monitor  
78.4 and administer the grant program.

78.5 (f) Any balance in the first year does not cancel but is available in the second year.

78.6 Subd. 22. **Statewide testing and reporting system.** For the statewide testing and  
78.7 reporting system under Minnesota Statutes, section 120B.30:

72.25 (c) A school district that receives a grant under this subdivision is ineligible to receive  
72.26 a grant for a Grow Your Own program in fiscal year 2020 and fiscal year 2021.

72.27 (~~d~~) Any balance in the first year does not cancel but is available in the second year.

53.30 Subd. 14. **Statewide testing and reporting system.** For the statewide testing and  
53.31 reporting system under Minnesota Statutes, section 120B.30:

78.8           \$           10,892,000   .....   2018

78.9           \$           10,892,000   .....   2019

78.10           Any balance in the first year does not cancel but is available in the second year.

78.11           Subd. 23. **College entrance examination reimbursement.** To reimburse districts for  
78.12 students who qualify under Minnesota Statutes, section 120B.30, subdivision 1, paragraph  
78.13 (e), for onetime payment of their college entrance examination fee:

78.14           \$           1,511,000   .....   2018

78.15           \$           1,511,000   .....   2019

78.16           The Department of Education must reimburse districts for their onetime payments on  
78.17 behalf of students. Any balance in the first year does not cancel but is available in the second  
78.18 year. This appropriation is available until October 1, 2019.

78.19           Subd. 24. **Alternative teacher compensation aid.** For alternative teacher compensation  
78.20 aid under Minnesota Statutes, section 122A.415, subdivision 4:

78.21           \$           89,863,000   .....   2018

78.22           \$           89,623,000   .....   2019

78.23           The 2018 appropriation includes \$8,917,000 for 2017 and \$80,946,000 for 2018.

78.24           The 2019 appropriation includes \$8,993,000 for 2018 and \$80,630,000 for 2019.

78.25           Subd. 25. **Collaborative urban and greater Minnesota educators of color program**  
78.26 grants. (a) For collaborative urban and greater Minnesota educators of color program grants:

54.1           \$           10,892,000   .....   2018

54.2           \$           10,892,000   .....   2019

54.3           Any balance in the first year does not cancel but is available in the second year.

54.4           Subd. 15. **College entrance examination reimbursement.** To reimburse districts for  
54.5 students who qualify under Minnesota Statutes, section 120B.30, subdivision 1, paragraph  
54.6 (e), for payment of their college entrance examination fee:

54.7           \$           1,511,000   .....   2018

54.8           \$           1,511,000   .....   2019

54.9           The commissioner must reimburse school districts for their costs of one-time payments  
54.10 to free or reduced-price meal eligible students who take the ACT or SAT test under  
54.11 Minnesota Statutes, section 120B.30, subdivision 1.

54.12           Any balance in the first year does not cancel but is available in the second year.

55.4           Subd. 17. **Alternative teacher compensation aid.** For alternative teacher compensation  
55.5 aid under Minnesota Statutes, section 122A.415, subdivision 4:

55.6           \$           89,666,000   .....   2018

55.7           \$           89,405,000   .....   2019

55.8           The 2018 appropriation includes \$8,917,000 for 2017 and \$80,749,000 for 2018.

55.9           The 2019 appropriation includes \$8,972,000 for 2018 and \$80,433,000 for 2019.

**FROM ARTICLE 3:**

73.9           Subd. 5. **Collaborative urban educator.** (a) For the collaborative urban educator grant  
73.10 program:

78.27       \$       1,030,000       .....   2018

78.28       \$       1,030,000       .....   2019

78.29       (b) For fiscal years 2018, 2019, and 2020, grants shall be awarded in equal amounts:  
78.30 \$206,000 each year is for the Southeast Asian Teacher program at Concordia University,  
78.31 St. Paul; \$206,000 each year is for the Collaborative Urban Educator program at the  
78.32 University of St. Thomas; \$206,000 each year is for the Center for Excellence in Urban  
79.1 Teaching at Hamline University; \$206,000 each year is for the East Africa Student to Teacher  
79.2 program at Augsburg College; and \$206,000 each year is for the Urban Teacher program  
79.3 at Metropolitan State University. Grants may be used to provide financial support to teacher  
79.4 candidates completing licensure programs and complement other scholarship and stipend  
79.5 programs created to address the shortage of teachers in Minnesota who are of color or who  
79.6 are American Indian.

79.7       (c) Any balance in the first year does not cancel but is available in the second year. The  
79.8 department may retain up to five percent of the appropriation in each year to monitor and  
79.9 administer the grant program.

79.10       (d) By January 15 of each year, each institution shall prepare for the legislature a detailed  
79.11 report regarding the funds used to recruit, retain, and induct teacher candidates who are of  
79.12 color or who are American Indian. The report must include the total number of teacher  
79.13 candidates of color, disaggregated by race or ethnic group, who are recruited to the institution,  
79.14 are newly admitted to the licensure program, are enrolled in the licensure program, have  
79.15 completed student teaching, have graduated, and are licensed and newly employed as  
79.16 Minnesota teachers in their licensure field. The total number of teacher candidates who are  
79.17 of color or who are American Indian at each stage from recruitment to licensed teaching  
79.18 must be reported as a percentage of total candidates seeking the same licensure at the  
79.19 institution. The report must include the graduation rate for each cohort of teacher candidates,  
79.20 the placement rate for each graduating cohort of teacher candidates, and the retention rate  
79.21 for each graduating cohort of teacher candidates, among other program outcomes.

79.22       (e) For fiscal year 2021 and later, grants shall be awarded only to programs that  
79.23 demonstrate success at recruiting, retaining, and inducting teacher candidates who are of  
79.24 color or who are American Indian. As funds are available, the commissioner may award  
79.25 competitive grants to Minnesota higher education institutions that apply to the commissioner  
79.26 in the form and manner determined by the commissioner.

73.11       \$       1,000,000       .....   2018

73.12       \$       1,000,000       .....   2019

73.13       (b) Grants shall be awarded in equal amounts: \$195,000 each year is for the Southeast  
73.14 Asian Teacher program at Concordia University, St. Paul; \$195,000 each year is for the  
73.15 Collaborative Urban Educator program at the University of St. Thomas; \$195,000 each year  
73.16 is for the Center for Excellence in Urban Teaching at Hamline University; and \$195,000  
73.17 each year is for the East Africa Student to Teacher program at Augsburg College.

73.22       (d) Any balance in the first year does not cancel but is available in the second year.

73.23       (e) Each institution shall prepare for the legislature by January 15 of each year a detailed  
73.24 report regarding the funds used. The report must include the number of teachers prepared  
73.25 as well as the diversity for each cohort of teachers produced.

73.18       (c) The commissioner must establish a competitive grant process to award \$220,000  
73.19 each year to Board of Teaching-approved teacher preparation programs, including alternative  
73.20 teacher preparation programs. The competitive process must award grants based on program  
73.21 benchmarks, including licensure rates, participation rates, and on-time graduation rates.

73.26       (f) For fiscal year 2020 and later, the commissioner must award all collaborative urban  
73.27 educator grants through the competitive grant program.



79.27 Subd. 26. **Examination fees; teacher training and support programs.** (a) For students'  
79.28 advanced placement and international baccalaureate examination fees under Minnesota  
79.29 Statutes, section 120B.13, subdivision 3, and the training and related costs for teachers and  
79.30 other interested educators under Minnesota Statutes, section 120B.13, subdivision 1:

79.31 \$ 4,500,000 ..... 2018  
79.32 \$ 4,500,000 ..... 2019

79.33 (b) The advanced placement program shall receive 75 percent of the appropriation each  
79.34 year and the international baccalaureate program shall receive 25 percent of the appropriation  
80.1 each year. The department, in consultation with representatives of the advanced placement  
80.2 and international baccalaureate programs selected by the Advanced Placement Advisory  
80.3 Council and **International Baccalaureate Minnesota**, respectively, shall determine the amounts  
80.4 of the expenditures each year for examination fees and training and support programs for  
80.5 each program.

80.6 (c) Notwithstanding Minnesota Statutes, section 120B.13, subdivision 1, at least \$500,000  
80.7 each year is for teachers to attend subject matter summer training programs and follow-up  
80.8 support workshops approved by the advanced placement or international baccalaureate  
80.9 programs. The amount of the subsidy for each teacher attending an advanced placement or  
80.10 international baccalaureate summer training program or workshop shall be the same. The  
80.11 commissioner shall determine the payment process and the amount of the subsidy.

80.12 (d) The commissioner shall pay all examination fees for all students of low-income  
80.13 families under Minnesota Statutes, section 120B.13, subdivision 3, and to the extent of  
80.14 available appropriations, shall also pay examination fees for students sitting for an advanced  
80.15 placement examination, international baccalaureate examination, or both.

80.16 Any balance in the first year does not cancel but is available in the second year.

80.17 Subd. 27. **Grants to increase science, technology, engineering, and math course**  
80.18 **offerings.** For grants to schools to encourage low-income and other underserved students  
80.19 to participate in advanced placement and international baccalaureate programs according  
80.20 to Minnesota Statutes, section 120B.132:

80.21 \$ 750,000 ..... 2018  
80.22 \$ 750,000 ..... 2019

54.13 Subd. 16. **Examination fees; teacher training and support programs.** (a) For students'  
54.14 advanced placement and international baccalaureate examination fees under Minnesota  
54.15 Statutes, section 120B.13, subdivision 3, and the training and related costs for teachers and  
54.16 other interested educators under Minnesota Statutes, section 120B.13, subdivision 1:

54.17 \$ 4,500,000 ..... 2018  
54.18 \$ 4,500,000 ..... 2019

54.19 (b) The advanced placement program shall receive 75 percent of the appropriation each  
54.20 year and the international baccalaureate program shall receive 25 percent of the appropriation  
54.21 each year. The department, in consultation with representatives of the advanced placement  
54.22 and international baccalaureate programs selected by the Advanced Placement Advisory  
54.23 Council and **IBMN**, respectively, shall determine the amounts of the expenditures each year  
54.24 for examination fees and training and support programs for each program.

54.25 (c) Notwithstanding Minnesota Statutes, section 120B.13, subdivision 1, at least \$500,000  
54.26 each year is for teachers to attend subject matter summer training programs and follow-up  
54.27 support workshops approved by the advanced placement or international baccalaureate  
54.28 programs. The amount of the subsidy for each teacher attending an advanced placement or  
54.29 international baccalaureate summer training program or workshop shall be the same. The  
54.30 commissioner shall determine the payment process and the amount of the subsidy.

54.31 (d) The commissioner shall pay all examination fees for all students of low-income  
54.32 families under Minnesota Statutes, section 120B.13, subdivision 3, and, to the extent of  
55.1 available appropriations, shall also pay examination fees for students sitting for an advanced  
55.2 placement examination, international baccalaureate examination, or both.

55.3 **(e)** Any balance in the first year does not cancel but is available in the second year.

80.23 Any balance in the first year does not cancel but is available in the second year. The  
80.24 base for fiscal year 2020 is \$815,000.

80.25 Subd. 28. **Agricultural educator grants.** For agricultural educator grants under section  
80.26 1:

80.27 \$ 250,000 ..... 2018

80.28 \$ 250,000 ..... 2019

80.29 Any balance in the first year does not cancel but is available in the second year. The  
80.30 base for fiscal year 2020 is \$500,000.

80.31 Subd. 29. **American Indian teacher preparation grants.** For joint grants to assist  
80.32 American Indian people to become teachers under Minnesota Statutes, section 122A.63:

81.1 \$ 460,000 ..... 2018

81.2 \$ 460,000 ..... 2019

81.3 Subd. 30. **African American Registry.** (a) For grants to the African American Registry  
81.4 for the Teacher's Forum:

81.5 \$ 132,000 ..... 2018

81.6 \$ 132,000 ..... 2019

81.7 (b) The African American Registry must use the grant funds to establish partnerships  
81.8 with Metropolitan State University and the University of St. Thomas to improve the cultural  
81.9 competency of candidates seeking a first teaching license. By January 15 of each year, the  
81.10 African American Registry shall report to the legislature a detailed report regarding the  
81.11 funds used. The report must include the number of teachers prepared. The base appropriation  
81.12 in fiscal year 2020 is \$0.

**FROM ARTICLE 3:**

73.4 Subd. 4. **Agricultural educator grants.** For agricultural educator grants under section  
73.5 16:

73.6 \$ 250,000 ..... 2018

73.7 \$ 0 ..... 2019

73.8 Any balance in the first year does not cancel but is available in the second year.

55.10 Subd. 18. **American Indian teacher preparation grants.** For joint grants to assist  
55.11 American Indian people to become teachers under Minnesota Statutes, section 122A.63:

55.12 \$ 460,000 ..... 2018

55.13 \$ 460,000 ..... 2019

81.13 Subd. 31. **Rural career and technical education consortium.** (a) For rural career and  
81.14 technical education consortium grants:

81.15       \$           1,500,000    ..... 2018

81.16       \$           1,500,000    ..... 2019

81.17       This appropriation is available until June 30, 2022. If the appropriation in the first year  
81.18 is insufficient, the 2019 appropriation is available.

81.19       (b) For fiscal year 2018 and 2019, the commissioner shall award a two-year grant to the  
81.20 consortium that is a collaboration of the Southwest/West Central Service Cooperative  
81.21 (SWWC), Southwest Minnesota State University, Minnesota West Community and Technical  
81.22 College, Ridgewater College, and other regional public and private partners. For fiscal year  
81.23 2020 and 2021, the commissioner shall award a two-year grant to an applicant consortium  
81.24 that includes the South Central Service Cooperative or Southeast Service Cooperative and  
81.25 a two-year grant to an applicant consortium that includes the Northwest Service Cooperative  
81.26 or Northeast Service Cooperative.

81.27       (c) The base appropriation in fiscal year 2020 is \$3,000,000.

81.28       Subd. 32. **Grants for high school transition teams.** For grants to support the planning  
81.29 and implementation of high school transition teams of teachers, guidance counselors, and  
81.30 high school students who assist students in grades 8 and 9 and their families to successfully  
81.31 navigate the transition to high school:

81.32       \$           500,000    ..... 2018

82.1       This is a onetime appropriation and is available until June 30, 2020. Of the amounts  
82.2 appropriated, \$250,000 is for a grant to Independent School District No. 622, North St.  
82.3 Paul-Maplewood-Oakdale, \$150,000 is for a grant to Independent School District No. 624,  
82.4 White Bear Lake, and \$100,000 is for a grant to Independent School District No. 832,  
82.5 Mahtomedi

55.21       Subd. 20. **Sanneh Foundation.** (a) For a grant to the Sanneh Foundation to provide  
55.22 all-day, in-school, and before- and after-school academic and behavioral interventions for  
55.23 low-performing and chronically absent students with a focus on low-income students and

- 55.24 students of color throughout the school year and during the summer to decrease absenteeism,  
55.25 encourage school engagement, and improve grades and graduation rates.
- 55.26        \$            1,000,000    ....    2018
- 55.27        (b) Funds appropriated in this section must be used to establish and provide services in  
55.28 schools where the Sanneh Foundation does not currently operate, and must not be used for  
55.29 programs operating in schools as of June 30, 2017.
- 55.30        (c) Any balance in the first year does not cancel but is available in the second year.
- 55.31        (d) The base for fiscal year 2020 is \$0.
- 57.14        **EFFECTIVE DATE.** This section is effective the day following final enactment.

**FROM ARTICLE 3:**

- 72.28        Subd. 3. **Alternative teacher preparation grant program.** (a) For transfer to the  
72.29 commissioner of the Office of Higher Education for alternative teacher preparation program  
72.30 grants under Minnesota Statutes, section 136A.1276:
- 73.1        \$            1,000,000    ....    2018
- 73.2        \$            0            ....    2019
- 73.3        (b) Any balance in the first year does not cancel but is available in the second year.

**FROM ARTICLE 3:**

- 74.7        Subd. 7. **Teacher shortage loan forgiveness.** (a) For transfer to the commissioner of  
74.8 the Office of Higher Education for the loan forgiveness program under Minnesota Statutes,  
74.9 section 136A.1791:
- 74.10       \$            800,000    ....    2018
- 74.11       \$            3,200,000    ....    2019

82.6    Sec. 47. **REPEALER.**

82.7       Minnesota Statutes 2016, section 124E.10, subdivision 5, is repealed.

74.12       (b) The commissioner may use no more than three percent of this appropriation to  
74.13 administer the program under this subdivision.

74.14       (c) Any balance in the first year does not cancel but is available in the second year.

74.15       (d) The base for fiscal year 2020 is \$0.