

**UEH2749-1**

273.7 **ARTICLE 13**  
 273.8 **EDUCATION EXCELLENCE**

273.9 Section 1. Minnesota Statutes 2014, section 13.321, is amended by adding a  
 273.10 subdivision to read:

273.11 Subd. 11. **Student-user privacy requirements.** Section 125B.27 governs privacy

273.12 and information practices of online educational services.

38.10 **ARTICLE 8**  
 38.11 **EDUCATION EXCELLENCE**

38.12 Section 1. **[119A.035] SCHOOL CRISIS RESPONSE TEAMS.**

38.13 Subdivision 1. **Commissioner's duties.** To ensure timely responses to school crises,  
 38.14 the commissioner must work in cooperation with the Minnesota School Safety Center to  
 38.15 collect, maintain, and make available to schools contact information for crisis response  
 38.16 teams throughout the state.

38.17 Subd. 2. **Crisis response teams.** In regions of Minnesota where an existing crisis  
 38.18 response team has not been formed by a school district, county, or city, the commissioner,  
 38.19 in cooperation with the Minnesota School Safety Center, must convene a working group  
 38.20 in each region to develop a plan to form a crisis response team for that region. Team  
 38.21 members from the public and private sectors may represent various disciplines, including  
 38.22 school administrators, guidance counselors, psychologists, social workers, teachers,  
 38.23 nurses, security experts, media relations professionals, and other related areas.

38.24 Sec. 2. Minnesota Statutes 2014, section 120A.22, subdivision 12, is amended to read:

38.25 Subd. 12. **Legitimate exemptions.** (a) A parent, guardian, or other person having  
 38.26 control of a child may apply to a school district to have the child excused from ~~attendance~~  
 38.27 attending for the whole or any part of the time school is in session or participating in a  
 38.28 physical education class during any school year. Application may be made to any member  
 38.29 of the board, a truant officer, a principal, or the superintendent. The school district may  
 38.30 state in its school attendance policy that it may ask the student's parent or legal guardian to  
 38.31 verify in writing the reason for the child's absence from school or not participating in a  
 38.32 physical education class. A note from a physician or a licensed mental health professional  
 38.33 stating that the child cannot attend school or participate in a physical education class  
 39.1 is a valid excuse. The board of the district in which the child resides may approve the  
 39.2 application upon the following being demonstrated to the satisfaction of that board:

39.3 (1) that the child's physical or mental health is such as to prevent ~~attendance at~~  
 39.4 attending school or participating in a physical education class or application applying to  
 39.5 study for the period required, which includes:

- 39.6 (i) child illness, medical, dental, orthodontic, or counseling appointments;
- 39.7 (ii) family emergencies;
- 39.8 (iii) the death or serious illness or funeral of an immediate family member;
- 39.9 (iv) active duty in any military branch of the United States;
- 39.10 (v) the child has a condition that requires ongoing treatment for a mental health
- 39.11 diagnosis; or
- 39.12 (vi) other exemptions included in the district's school attendance policy;
- 39.13 (2) that the child has already completed state and district standards required for
- 39.14 graduation from high school; or
- 39.15 (3) that it is the wish of the parent, guardian, or other person having control of the
- 39.16 child, that the child attend for a period or periods not exceeding in the aggregate three
- 39.17 hours in any week, a school for religious instruction conducted and maintained by some
- 39.18 church, or association of churches, or any Sunday school association incorporated under
- 39.19 the laws of this state, or any auxiliary thereof. This school for religious instruction must
- 39.20 be conducted and maintained in a place other than a public school building, and it must
- 39.21 not, in whole or in part, be conducted and maintained at public expense. However, a child
- 39.22 may be absent from school on such days as the child attends upon instruction according to
- 39.23 the ordinances of some church.
- 39.24 (b) Notwithstanding subdivision 6, paragraph (a), a parent may withdraw a child
- 39.25 from an all-day, every day kindergarten program and put their child in a half-day program,
- 39.26 if offered, or an alternate-day program without being truant. A school board must excuse a
- 39.27 kindergarten child from a part of a school day at the request of the child's parent.
- 39.28 **EFFECTIVE DATE.** This section is effective the day following final enactment.
- 39.29 Sec. 3. Minnesota Statutes 2014, section 120A.42, is amended to read:
- 39.30 **120A.42 CONDUCT OF SCHOOL ON CERTAIN HOLIDAYS.**
- 39.31 (a) The governing body of any district may contract with any of the teachers of the
- 39.32 district for the conduct of schools, and may conduct schools, on either, or any, of the
- 39.33 following holidays, provided that a clause to this effect is inserted in the teacher's contract:
- 39.34 Martin Luther King's birthday, Lincoln's and Washington's birthdays, Columbus Day
- 40.1 and Veterans' Day. On Martin Luther King's birthday, Washington's birthday, Lincoln's
- 40.2 birthday, and Veterans' Day at least one hour of the school program must be devoted to a
- 40.3 patriotic observance of the day.

40.4 (b) A district may conduct a school program to honor Constitution Day and  
 40.5 Citizenship Day by providing opportunities for students to learn about the principles of  
 40.6 American democracy, the American system of government, American citizens' rights and  
 40.7 responsibilities, American history, and American geography, symbols, and holidays.  
 40.8 Among other activities under this paragraph, districts may administer to students the test  
 40.9 questions United States Citizenship and Immigration Services officers pose to applicants  
 40.10 for naturalization and may formally recognize students who are able to answer 80 or  
 40.11 more of the 100 questions correctly.

40.12 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and  
 40.13 later.

## S2744-2

4.3 Section 1. Minnesota Statutes 2014, section 120B.021, subdivision 1, is amended to  
 4.4 read:

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

4.7 (1) language arts;

4.8 (2) mathematics;

4.9 (3) science;

4.10 (4) social studies, including history, geography, economics, and government and

4.11 citizenship that includes civics consistent with section 120B.237;

4.12 (5) physical education;

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

4.14 (7) the arts, for which statewide or locally developed academic standards apply, as

4.15 determined by the school district. Public elementary and middle schools must offer at least

4.16 three and require at least two of the following four arts areas: dance; music; theater; and

4.17 visual arts. Public high schools must offer at least three and require at least one of the

4.18 following five arts areas: media arts; dance; music; theater; and visual arts.

4.19 (b) For purposes of applicable federal law, the academic standards for language arts,

4.20 mathematics, and science apply to all public school students, except the very few students

4.21 with extreme cognitive or physical impairments for whom an individualized education

4.22 program team has determined that the required academic standards are inappropriate. An

4.23 individualized education program team that makes this determination must establish

4.24 alternative standards.

4.25 (c) District efforts to develop, implement, or improve instruction or curriculum  
 4.26 as a result of the provisions of this section must be consistent with sections 120B.10,  
 4.27 120B.11, and 120B.20.

4.28 **EFFECTIVE DATE.** This section is effective for students enrolling in grade 9 in  
 4.29 the 2017-2018 school year or later.

## UEH2749-1

273.13 Sec. 2. Minnesota Statutes 2014, section 120B.021, subdivision 1, is amended to read:

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

273.16 (1) language arts;

273.17 (2) mathematics;

273.18 (3) science;

273.19 (4) social studies, including history, geography, economics, and government and  
 273.20 citizenship;

273.21 (5) physical education;

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

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

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

41.8 Sec. 5. Minnesota Statutes 2014, section 120B.021, subdivision 1, is amended to read:

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

41.11 (1) language arts;

41.12 (2) mathematics;

41.13 (3) science;

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

41.16 (5) physical education;

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

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

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

274.1 (c) The department must adopt the most recent National Association of Sport and  
 274.2 Physical Education kindergarten through grade 12 standards and benchmarks for physical  
 274.3 education as the required physical education academic standards. The department may  
 274.4 modify and adapt the national standards to accommodate state interest. The modification  
 274.5 and adaptations must maintain the purpose and integrity of the national standards. The  
 274.6 department must make available sample assessments for school districts to assess students'  
 274.7 mastery of the physical education standards beginning in the 2018-2019 school year.

274.8 (e) (d) District efforts to develop, implement, or improve instruction or curriculum  
 274.9 as a result of the provisions of this section must be consistent with sections 120B.10,  
 274.10 120B.11, and 120B.20.

274.11 Sec. 3. Minnesota Statutes 2014, section 120B.021, subdivision 3, is amended to read:

274.12 Subd. 3. **Rulemaking.** The commissioner, consistent with the requirements of  
 274.13 this section and section 120B.022, must adopt statewide rules under section 14.389 for  
 274.14 implementing statewide rigorous core academic standards in language arts, mathematics,  
 274.15 science, social studies, physical education, and the arts. After the rules authorized under  
 274.16 this subdivision are initially adopted, the commissioner may not amend or repeal these  
 274.17 rules nor adopt new rules on the same topic without specific legislative authorization. The  
 274.18 academic standards for language arts, mathematics, and the arts must be implemented for  
 274.19 all students beginning in the 2003-2004 school year. The academic standards for science  
 274.20 and social studies must be implemented for all students beginning in the 2005-2006 school  
 274.21 year.

274.22 Sec. 4. Minnesota Statutes 2015 Supplement, section 120B.021, subdivision 4, is  
 274.23 amended to read:

274.24 Subd. 4. **Revisions and reviews required.** (a) The commissioner of education must  
 274.25 revise and appropriately embed technology and information literacy standards consistent  
 274.26 with recommendations from school media specialists into the state's academic standards  
 274.27 and graduation requirements and implement a ten-year cycle to review and, consistent  
 274.28 with the review, revise state academic standards and related benchmarks, consistent with  
 274.29 this subdivision. During each ten-year review and revision cycle, the commissioner also  
 274.30 must examine the alignment of each required academic standard and related benchmark  
 274.31 with the knowledge and skills students need for career and college readiness and advanced  
 274.32 work in the particular subject area. The commissioner must include the contributions of  
 274.33 Minnesota American Indian tribes and communities as related to the academic standards  
 274.34 during the review and revision of the required academic standards.

41.29 (c) Consistent with section 120B.021, subdivision 4, paragraph (g), the department  
 41.30 must adopt the most recent Society of Health and Physical Education (SHAPE) America  
 41.31 or other nationally recognized kindergarten through grade 12 physical education standards  
 41.32 and benchmarks as the required Minnesota physical education academic standards. The  
 41.33 department may modify and adapt the national standards and benchmarks to accommodate  
 41.34 state interest so long as it maintains the purpose and integrity of the national standards. The  
 42.1 department must post on its Web site existing assessments available in the public domain  
 42.2 for school districts to use in assessing students' mastery of the physical education standards.

42.3 (e) (d) District efforts to develop, implement, or improve instruction or curriculum  
 42.4 as a result of the provisions of this section must be consistent with sections 120B.10,  
 42.5 120B.11, and 120B.20.

42.6 **EFFECTIVE DATE.** Paragraph (c) is effective for the 2020-2021 school year  
 42.7 and later.

42.8 Sec. 6. Minnesota Statutes 2014, section 120B.021, subdivision 3, is amended to read:

42.9 Subd. 3. **Rulemaking.** The commissioner, consistent with the requirements of  
 42.10 this section and section 120B.022, must adopt statewide rules under section 14.389 for  
 42.11 implementing statewide rigorous core academic standards in language arts, mathematics,  
 42.12 science, social studies, physical education, and the arts. After the rules authorized under  
 42.13 this subdivision are initially adopted, the commissioner may not amend or repeal these  
 42.14 rules nor adopt new rules on the same topic without specific legislative authorization. The  
 42.15 academic standards for language arts, mathematics, and the arts must be implemented for  
 42.16 all students beginning in the 2003-2004 school year. The academic standards for science  
 42.17 and social studies must be implemented for all students beginning in the 2005-2006 school  
 42.18 year.

42.19 Sec. 7. Minnesota Statutes 2015 Supplement, section 120B.021, subdivision 4, is  
 42.20 amended to read:

42.21 Subd. 4. **Revisions and reviews required.** (a) The commissioner of education must  
 42.22 revise and appropriately embed technology and information literacy standards consistent  
 42.23 with recommendations from school media specialists into the state's academic standards  
 42.24 and graduation requirements and implement a ten-year cycle to review and, consistent  
 42.25 with the review, revise state academic standards and related benchmarks, consistent with  
 42.26 this subdivision. During each ten-year review and revision cycle, the commissioner also  
 42.27 must examine the alignment of each required academic standard and related benchmark  
 42.28 with the knowledge and skills students need for career and college readiness and advanced  
 42.29 work in the particular subject area. The commissioner must include the contributions of  
 42.30 Minnesota American Indian tribes and communities as related to the academic standards  
 42.31 during the review and revision of the required academic standards.

275.1 (b) The commissioner must ensure that the statewide mathematics assessments  
 275.2 administered to students in grades 3 through 8 and 11 are aligned with the state academic  
 275.3 standards in mathematics, consistent with section 120B.30, subdivision 1, paragraph  
 275.4 (b). The commissioner must implement a review of the academic standards and related  
 275.5 benchmarks in mathematics beginning in the 2020-2021 school year and every ten years  
 275.6 thereafter.

275.7 (c) The commissioner must implement a review of the academic standards and related  
 275.8 benchmarks in arts beginning in the 2016-2017 school year and every ten years thereafter.

275.9 (d) The commissioner must implement a review of the academic standards and  
 275.10 related benchmarks in science beginning in the 2017-2018 school year and every ten  
 275.11 years thereafter.

275.12 (e) The commissioner must implement a review of the academic standards and  
 275.13 related benchmarks in language arts beginning in the 2018-2019 school year and every  
 275.14 ten years thereafter.

275.15 (f) The commissioner must implement a review of the academic standards and  
 275.16 related benchmarks in social studies beginning in the 2019-2020 school year and every  
 275.17 ten years thereafter.

275.18 (g) The commissioner must implement a review of the academic standards and  
 275.19 related benchmarks in physical education beginning in the 2024-2025 school year and  
 275.20 every ten years thereafter.

275.21 (h) School districts and charter schools must revise and align local academic  
 275.22 standards and high school graduation requirements in health, world languages, and career  
 275.23 and technical education to require students to complete the revised standards beginning  
 275.24 in a school year determined by the school district or charter school. School districts and  
 275.25 charter schools must formally establish a periodic review cycle for the academic standards  
 275.26 and related benchmarks in health, world languages, and career and technical education.

275.27 Sec. 5. **[120B.026] PHYSICAL EDUCATION.**

42.32 (b) The commissioner must ensure that the statewide mathematics assessments  
 42.33 administered to students in grades 3 through 8 and 11 are aligned with the state academic  
 42.34 standards in mathematics, consistent with section 120B.30, subdivision 1, paragraph  
 43.1 (b). The commissioner must implement a review of the academic standards and related  
 43.2 benchmarks in mathematics beginning in the 2020-2021 school year and every ten years  
 43.3 thereafter.

43.4 (c) The commissioner must implement a review of the academic standards and related  
 43.5 benchmarks in arts beginning in the 2016-2017 school year and every ten years thereafter.

43.6 (d) The commissioner must implement a review of the academic standards and  
 43.7 related benchmarks in science beginning in the 2017-2018 school year and every ten  
 43.8 years thereafter.

43.9 (e) The commissioner must implement a review of the academic standards and  
 43.10 related benchmarks in language arts beginning in the 2018-2019 school year and every  
 43.11 ten years thereafter.

43.12 (f) The commissioner must implement a review of the academic standards and  
 43.13 related benchmarks in social studies beginning in the 2019-2020 school year and every  
 43.14 ten years thereafter.

43.15 (g) The commissioner must adopt the most recent kindergarten through grade 12  
 43.16 physical education standards developed by the Society of Health and Physical Education  
 43.17 (SHAPE) America or other nationally recognized physical education association and  
 43.18 implement a review of the physical education standards and related benchmarks, consistent  
 43.19 with section 120B.021, subdivision 1, paragraph (c), beginning in the 2020-2021 school  
 43.20 year and every ten years thereafter.

43.21 (g) (h) School districts and charter schools must revise and align local academic  
 43.22 standards and high school graduation requirements in health, world languages, and career  
 43.23 and technical education to require students to complete the revised standards beginning  
 43.24 in a school year determined by the school district or charter school. School districts and  
 43.25 charter schools must formally establish a periodic review cycle for the academic standards  
 43.26 and related benchmarks in health, world languages, and career and technical education.

275.28 Subdivision 1. **Exclusion from class; recess.** A student may be excused from a  
 275.29 physical education class if the student submits written information signed by a physician  
 275.30 stating that physical activity will jeopardize the student's health. A student may be  
 275.31 excused from a physical education class if being excused meets the child's unique and  
 275.32 individualized needs according to the child's individualized education program, federal  
 275.33 504 plan, or individualized health plan. A student may be excused if a parent or guardian  
 275.34 requests an exemption on religious grounds. A student with a disability must be provided  
 275.35 with modifications or adaptations that allow physical education class to meet their needs.  
 276.1 Schools are strongly encouraged not to exclude students in kindergarten through grade  
 276.2 5 from recess due to punishment or disciplinary action.  
 276.3 Subd. 2. **Teachers.** Physical education must be taught by teachers who are licensed  
 276.4 to teach physical education. A physical education teacher shall be adequately prepared  
 276.5 and regularly participate in professional development activities under section 122A.60.

## S2744-2

4.30 Sec. 2. Minnesota Statutes 2014, section 120B.11, subdivision 1a, is amended to read:  
 4.31 Subd. 1a. **Performance measures.** Measures to determine school district and  
 4.32 school site progress in striving to create the world's best workforce must include at least:  
 4.33 ~~(1) student performance on the National Assessment of Education Progress where~~  
 4.34 ~~applicable;~~  
 5.1 ~~(2)~~ (1) the size of the academic achievement gap, rigorous course taking under  
 5.2 section 120B.35, subdivision 3, paragraph (c), clause (2), and enrichment experiences by  
 5.3 student subgroup;  
 5.4 ~~(3)~~ (2) student performance on the Minnesota Comprehensive Assessments;  
 5.5 ~~(4)~~ (3) high school graduation rates; and  
 5.6 ~~(5)~~ (4) career and college readiness under section 120B.30, subdivision 1.  
 5.7 Sec. 3. Minnesota Statutes 2014, section 120B.11, subdivision 2, is amended to read:  
 5.8 Subd. 2. **Adopting plans and budgets.** A school board, at a public meeting, shall  
 5.9 adopt a comprehensive, long-term strategic plan to support and improve teaching and  
 5.10 learning that is aligned with creating the world's best workforce and includes:  
 5.11 (1) clearly defined district and school site goals and benchmarks for instruction and  
 5.12 student achievement for all student subgroups identified in section 120B.35, subdivision 3,  
 5.13 paragraph (b), clause (2);

43.27 Sec. 8. Minnesota Statutes 2014, section 120B.11, subdivision 1a, is amended to read:  
 43.28 Subd. 1a. **Performance measures.** Measures to determine school district and  
 43.29 school site progress in striving to create the world's best workforce must include at least:  
 43.30 ~~(1) student performance on the National Assessment of Education Progress where~~  
 43.31 ~~applicable;~~  
 43.32 ~~(2)~~ (1) the size of the academic achievement gap, rigorous course taking under  
 43.33 section 120B.35, subdivision 3, paragraph (c), clause (2), and enrichment experiences by  
 43.34 student subgroup;  
 43.35 ~~(3)~~ (2) student performance on the Minnesota Comprehensive Assessments;  
 44.1 ~~(4)~~ (3) high school graduation rates; and  
 44.2 ~~(5)~~ (4) career and college readiness under section 120B.30, subdivision 1.  
 44.3 Sec. 9. Minnesota Statutes 2014, section 120B.11, subdivision 2, is amended to read:  
 44.4 Subd. 2. **Adopting plans and budgets.** A school board, at a public meeting, shall  
 44.5 adopt a comprehensive, long-term strategic plan to support and improve teaching and  
 44.6 learning that is aligned with creating the world's best workforce and includes:  
 44.7 (1) clearly defined district and school site goals and benchmarks for instruction and  
 44.8 student achievement for all student subgroups identified in section 120B.35, subdivision 3,  
 44.9 paragraph (b), clause (2);

5.14 (2) a process for assessing and evaluating each student's progress toward meeting  
 5.15 state and local academic standards, assessing and identifying students for participation in  
 5.16 gifted and talented programs and acceleration and early-admission procedures consistent  
 5.17 with section 120B.15, and identifying the strengths and weaknesses of instruction in  
 5.18 pursuit of student and school success and curriculum affecting students' progress and  
 5.19 growth toward career and college readiness and leading to the world's best workforce;

5.20 (3) a system to periodically review and evaluate the effectiveness of all instruction  
 5.21 and curriculum, taking into account strategies and best practices, student outcomes, school  
 5.22 principal evaluations under section 123B.147, subdivision 3, and teacher evaluations  
 5.23 under section 122A.40, subdivision 8, or 122A.41, subdivision 5;

5.24 (4) strategies for improving instruction, curriculum, and student achievement,  
 5.25 including the English and, where practicable, the native language development and the  
 5.26 academic achievement of English learners;

5.27 (5) a process to examine the equitable distribution of teachers and strategies to  
 5.28 ensure that low-income and minority children are not taught at higher rates than other  
 5.29 children by inexperienced, ineffective, or out-of-field teachers, consistent with section  
 5.30 1111(b)(8)(C) of the Elementary and Secondary Education Act;

5.31 (5) (6) education effectiveness practices that integrate high-quality instruction,  
 5.32 rigorous curriculum, technology, and a collaborative professional culture that develops  
 5.33 and supports teacher quality, performance, and effectiveness; and

5.34 (6) (7) an annual budget for continuing to implement the district plan.

44.10 (2) ~~a process for assessing and evaluating~~ to assess and evaluate each student's  
 44.11 progress toward meeting state and local academic standards, assess and identify students  
 44.12 to participate in gifted and talented programs and accelerate their instruction, and adopt  
 44.13 early-admission procedures consistent with section 120B.15, and identifying the strengths  
 44.14 and weaknesses of instruction in pursuit of student and school success and curriculum  
 44.15 affecting students' progress and growth toward career and college readiness and leading to  
 44.16 the world's best workforce;

44.17 (3) a system to periodically review and evaluate the effectiveness of all instruction  
 44.18 and curriculum, taking into account strategies and best practices, student outcomes, school  
 44.19 principal evaluations under section 123B.147, subdivision 3, students' access to effective  
 44.20 teachers who are members of populations underrepresented among the licensed teachers  
 44.21 in the district or school and who reflect the diversity of enrolled students under section  
 44.22 120B.35, subdivision 3, paragraph (b), clause (2), and teacher evaluations under section  
 44.23 122A.40, subdivision 8, or 122A.41, subdivision 5;

44.24 (4) strategies for improving instruction, curriculum, and student achievement,  
 44.25 including the English and, where practicable, the native language development and the  
 44.26 academic achievement of English learners;

44.27 (5) a process to examine the equitable distribution of teachers and strategies to  
 44.28 ensure low-income and minority children are not taught at higher rates than other children  
 44.29 by inexperienced, ineffective, or out-of-field teachers;

44.30 (5) (6) education effectiveness practices that integrate high-quality instruction,  
 44.31 rigorous curriculum, technology, and a collaborative professional culture that develops  
 44.32 and supports teacher quality, performance, and effectiveness; and

44.33 (6) (7) an annual budget for continuing to implement the district plan.

44.34 Sec. 10. Minnesota Statutes 2014, section 120B.11, subdivision 3, is amended to read:

45.1 Subd. 3. **District advisory committee.** Each school board shall establish an  
 45.2 advisory committee to ensure active community participation in all phases of planning  
 45.3 and improving the instruction and curriculum affecting state and district academic  
 45.4 standards, consistent with subdivision 2. A district advisory committee, to the extent  
 45.5 possible, shall reflect the diversity of the district and its school sites, include teachers,  
 45.6 parents, support staff, students, and other community residents, and provide translation  
 45.7 to the extent appropriate and practicable. The district advisory committee shall pursue  
 45.8 community support to accelerate the academic and native literacy and achievement of  
 45.9 English learners with varied needs, from young children to adults, consistent with section  
 45.10 124D.59, subdivisions 2 and 2a. The district may establish site teams as subcommittees  
 45.11 of the district advisory committee under subdivision 4. The district advisory committee  
 45.12 shall recommend to the school board rigorous academic standards, student achievement  
 45.13 goals and measures consistent with subdivision 1a and sections 120B.022, subdivisions 1a



6.1 Sec. 4. Minnesota Statutes 2014, section 120B.11, subdivision 4, is amended to read:

6.2 Subd. 4. **Site team.** A school ~~may~~ must establish a site team to develop and  
 6.3 implement strategies and education effectiveness practices to improve instruction,  
 6.4 curriculum, cultural competencies, including cultural awareness and cross-cultural  
 6.5 communication, and student achievement at the school site, consistent with subdivision  
 6.6 2. The site team must include an equal number of teachers and administrators, as well  
 6.7 as at least one parent. The site team advises the board and the advisory committee  
 6.8 about developing the annual budget and ~~revising~~ creates an instruction and curriculum  
 6.9 improvement plan that aligns curriculum, assessment of student progress, and growth in  
 6.10 meeting state and district academic standards and instruction.

6.11 Sec. 5. Minnesota Statutes 2014, section 120B.11, subdivision 5, is amended to read:

6.12 Subd. 5. **Report.** Consistent with requirements for school performance reports  
 6.13 under section 120B.36, subdivision 1, the school board shall publish a report in the local  
 6.14 newspaper with the largest circulation in the district, by mail, or by electronic means on the  
 6.15 district Web site. The school board shall hold an annual public meeting to review, and revise  
 6.16 where appropriate; (1) student achievement goals; (2) local assessment outcomes; (3)  
 6.17 plans, strategies, and practices for improving curriculum and instruction and; (4) cultural  
 6.18 competency; (5) the process to examine equitable distribution of effective, experienced,  
 6.19 and in-field teachers; and ~~to review~~ (6) district success in realizing the previously adopted  
 6.20 student achievement goals and related benchmarks and the improvement plans leading to  
 6.21 the world's best workforce. The school board must transmit an electronic summary of its  
 6.22 report to the commissioner in the form and manner the commissioner determines.

6.23 Sec. 6. Minnesota Statutes 2014, section 120B.12, subdivision 2, is amended to read:

45.14 and 1b, and 120B.35, district assessments, means to improve students' equitable access to  
 45.15 effective and more diverse teachers, and program evaluations. School sites may expand  
 45.16 upon district evaluations of instruction, curriculum, assessments, or programs. Whenever  
 45.17 possible, parents and other community residents shall comprise at least two-thirds of  
 45.18 advisory committee members.

45.19 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and  
 45.20 later.

45.21 Sec. 11. Minnesota Statutes 2014, section 120B.11, subdivision 4, is amended to read:

45.22 Subd. 4. **Site team.** A school ~~may~~ must establish a site team to develop and  
 45.23 implement strategies and education effectiveness practices to improve instruction,  
 45.24 curriculum, cultural competencies, including cultural awareness and cross-cultural  
 45.25 communication, and student achievement at the school site, consistent with subdivision 2.  
 45.26 The site team must include an equal number of teachers and administrators and at least  
 45.27 one parent. The site team advises the board and the advisory committee about developing  
 45.28 the annual budget and ~~revising~~ creates an instruction and curriculum improvement plan  
 45.29 ~~that aligns to align~~ curriculum, assessment of student progress, and growth in meeting  
 45.30 state and district academic standards and instruction.

45.31 Sec. 12. Minnesota Statutes 2014, section 120B.11, subdivision 5, is amended to read:

45.32 Subd. 5. **Report.** Consistent with requirements for school performance reports  
 45.33 under section 120B.36, subdivision 1, the school board shall publish a report in the  
 45.34 local newspaper with the largest circulation in the district, by mail, or by electronic  
 46.1 means on the district Web site. The school board shall hold an annual public meeting  
 46.2 to review, and revise where appropriate, student achievement goals, local assessment  
 46.3 outcomes, plans, strategies, and practices for improving curriculum and instruction and  
 46.4 cultural competency, and efforts to equitably distribute diverse, effective, experienced,  
 46.5 and in-field teachers, and to review district success in realizing the previously adopted  
 46.6 student achievement goals and related benchmarks and the improvement plans leading to  
 46.7 the world's best workforce. The school board must transmit an electronic summary of its  
 46.8 report to the commissioner in the form and manner the commissioner determines.

6.24 Subd. 2. **Identification; report.** For the 2011-2012 school year and later, each  
 6.25 school district shall identify before the end of kindergarten, grade 1, and grade 2 students  
 6.26 who are not reading at grade level before the end of the current school year. Reading  
 6.27 assessments in English, and in the predominant languages of district students where  
 6.28 practicable, must identify and evaluate students' areas of academic need related to literacy.  
 6.29 The district also must monitor the progress and provide reading instruction appropriate  
 6.30 to the specific needs of English learners. The district must use a locally adopted,  
 6.31 developmentally appropriate, and culturally responsive assessment and annually report  
 6.32 summary assessment results and a summary of the district's efforts to evaluate and identify  
 6.33 students with dyslexia or convergence insufficiency disorder to the commissioner by July 1.

7.1 Sec. 7. Minnesota Statutes 2014, section 120B.12, subdivision 3, is amended to read:

7.2 Subd. 3. **Intervention.** For each student identified under subdivision 2, the  
 7.3 district shall provide reading intervention to accelerate student growth and reach the  
 7.4 goal of reading at or above grade level by the end of the current grade and school year.  
 7.5 District intervention methods shall encourage family engagement and, where possible,  
 7.6 collaboration with appropriate school and community programs. Intervention methods  
 7.7 may include, but are not limited to, requiring attendance in summer school, intensified  
 7.8 reading instruction that may require that the student be removed from the regular  
 7.9 classroom for part of the school day, evaluation for dyslexia or convergence insufficiency  
 7.10 disorder, extended-day programs, or programs that strengthen students' cultural  
 7.11 connections. A student, other than a student under an individualized education program  
 7.12 (IEP), who is unable to demonstrate grade-level proficiency as measured by the statewide  
 7.13 reading assessment in grade 3 shall receive a personal learning plan in a format determined  
 7.14 by the school or school district in consultation with classroom teachers, and developed  
 7.15 and updated as needed in consultation, to the extent practicable, with the student and  
 7.16 the student's parents by the classroom teachers and other qualified school professionals  
 7.17 involved with the student's elementary school progress. A personal learning plan shall  
 7.18 address knowledge gaps and skill deficiencies through strategies such as specific exercises  
 7.19 and practices during and outside of the regular school days, periodic assessments and  
 7.20 timelines, and may include grade retention, if necessary, to meet the student's best interests.

7.21 Sec. 8. Minnesota Statutes 2015 Supplement, section 120B.125, is amended to read:

7.22 **120B.125 PLANNING FOR STUDENTS' SUCCESSFUL TRANSITION**  
 7.23 **TO POSTSECONDARY EDUCATION AND EMPLOYMENT; PERSONAL**  
 7.24 **LEARNING PLANS.**

7.25 (a) Consistent with sections 120B.13, 120B.131, 120B.132, 120B.14, 120B.15,  
 7.26 120B.30, subdivision 1, paragraph (c), 125A.08, and other related sections, school  
 7.27 districts, beginning in the 2013-2014 school year, must assist all students by no later  
 7.28 than grade 9 to explore their educational, college, and career interests, aptitudes, and  
 7.29 aspirations and develop a plan for a smooth and successful transition to postsecondary  
 7.30 education or employment. All students' plans must:

- 7.31 (1) provide a comprehensive plan to prepare for and complete a career and college  
7.32 ready curriculum by meeting state and local academic standards and developing career and  
7.33 employment-related skills such as team work, collaboration, creativity, communication,  
7.34 critical thinking, and good work habits;
- 8.1 (2) emphasize academic rigor and high expectations, and inform the student and  
8.2 their parent or guardian, if the student is a minor, of the student's achievement level score  
8.3 on the Minnesota Comprehensive Assessments that are administered during high school;
- 8.4 (3) help students identify interests, aptitudes, aspirations, and personal learning  
8.5 styles that may affect their career and college ready goals and postsecondary education  
8.6 and employment choices;
- 8.7 (4) set appropriate career and college ready goals with timelines that identify  
8.8 effective means for achieving those goals;
- 8.9 (5) help students access education and career options;
- 8.10 (6) integrate strong academic content into career-focused courses and applied and  
8.11 experiential learning opportunities and integrate relevant career-focused courses and  
8.12 applied and experiential learning opportunities into strong academic content;
- 8.13 (7) help identify and access appropriate counseling and other supports and assistance  
8.14 that enable students to complete required coursework, prepare for postsecondary education  
8.15 and careers, and obtain information about postsecondary education costs and eligibility  
8.16 for financial aid and scholarship;
- 8.17 (8) help identify collaborative partnerships among prekindergarten through grade  
8.18 12 schools, postsecondary institutions, economic development agencies, and local and  
8.19 regional employers that support students' transition to postsecondary education and  
8.20 employment and provide students with applied and experiential learning opportunities; and
- 8.21 (9) be reviewed and revised at least annually by the student, the student's parent or  
8.22 guardian, and the school or district to ensure that the student's course-taking schedule keeps  
8.23 the student making adequate progress to meet state and local academic standards and high  
8.24 school graduation requirements and with a reasonable chance to succeed with employment  
8.25 or postsecondary education without the need to first complete remedial course work.
- 8.26 (b) A school district may develop grade-level curricula or provide instruction that  
8.27 introduces students to various careers, but must not require any curriculum, instruction,  
8.28 or employment-related activity that obligates an elementary or secondary student to  
8.29 involuntarily select or pursue a career, career interest, employment goals, or related job  
8.30 training.
- 8.31 (c) Educators must possess the knowledge and skills to effectively teach all English  
8.32 learners in their classrooms. School districts must provide appropriate curriculum,  
8.33 targeted materials, professional development opportunities for educators, and sufficient  
8.34 resources to enable English learners to become career and college ready.

8.35 (d) When assisting students in developing a plan for a smooth and successful  
 8.36 transition to postsecondary education and employment, districts must recognize the unique  
 9.1 possibilities of each student and ensure that the contents of each student's plan reflect the  
 9.2 student's unique talents, skills, and abilities as the student grows, develops, and learns.

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

9.9 Sec. 9. Minnesota Statutes 2014, section 120B.15, is amended to read:

9.10 **120B.15 GIFTED AND TALENTED STUDENTS PROGRAMS.**

9.11 (a) School districts may identify students, locally develop programs addressing  
 9.12 instructional and affective needs, provide staff development, and evaluate programs to  
 9.13 provide gifted and talented students with challenging and appropriate educational programs.

9.14 (b) School districts must adopt guidelines for assessing and identifying students for  
 9.15 participation in gifted and talented programs consistent with section 120B.11, subdivision  
 9.16 2, clause (2). The guidelines should include the use of:

9.17 (1) multiple and objective criteria; and

9.18 (2) assessments and procedures that are valid and reliable, fair, and based on current  
 9.19 theory and research. Assessments and procedures should be sensitive to underrepresented  
 9.20 groups, including, but not limited to, low-income, minority, twice-exceptional, and  
 9.21 English learners.

9.22 (c) School districts must adopt procedures for the academic acceleration of gifted  
 9.23 and talented students consistent with section 120B.11, subdivision 2, clause (2). These  
 9.24 procedures must include how the district will:

9.25 (1) assess a student's readiness and motivation for acceleration; and

9.26 (2) match the level, complexity, and pace of the curriculum to a student to achieve  
 9.27 the best type of academic acceleration for that student.

9.28 (d) School districts must adopt procedures consistent with section 124D.02,  
 9.29 subdivision 1, for early admission to kindergarten or first grade of gifted and talented  
 9.30 learners consistent with section 120B.11, subdivision 2, clause (2). The procedures must  
 9.31 be sensitive to underrepresented groups.

**UEH2749-1**

46.9 Sec. 13. Minnesota Statutes 2014, section 120B.15, is amended to read:

46.10 **120B.15 GIFTED AND TALENTED STUDENTS PROGRAMS.**

46.11 (a) School districts may identify students, locally develop programs addressing  
 46.12 instructional and affective needs, provide staff development, and evaluate programs to  
 46.13 provide gifted and talented students with challenging and appropriate educational programs.

46.14 (b) School districts must adopt guidelines for assessing and identifying students for  
 46.15 participation in gifted and talented programs consistent with section 120B.11, subdivision  
 46.16 2, clause (2). The guidelines should include the use of:

46.17 (1) multiple and objective criteria; and

46.18 (2) assessments and procedures that are valid and reliable, fair, and based on current  
 46.19 theory and research. Assessments and procedures should be sensitive to underrepresented  
 46.20 groups, including, but not limited to, low-income, minority, twice-exceptional, and  
 46.21 English learners.

46.22 (c) School districts must adopt procedures for the academic acceleration of gifted  
 46.23 and talented students consistent with section 120B.11, subdivision 2, clause (2). These  
 46.24 procedures must include how the district will:

46.25 (1) assess a student's readiness and motivation for acceleration; and

46.26 (2) match the level, complexity, and pace of the curriculum to a student to achieve  
 46.27 the best type of academic acceleration for that student.

46.28 (d) School districts must adopt procedures consistent with section 124D.02,  
 46.29 subdivision 1, for early admission to kindergarten or first grade of gifted and talented  
 46.30 learners consistent with section 120B.11, subdivision 2, clause (2). The procedures must  
 46.31 be sensitive to underrepresented groups.

276.6 Sec. 6. Minnesota Statutes 2014, section 120B.232, is amended to read:

276.7 **120B.232 CHARACTER DEVELOPMENT EDUCATION.**

276.8 Subdivision 1. **Character development education.** (a) The legislature encourages  
276.9 districts to integrate or offer instruction on character education including, but not limited  
276.10 to, character qualities such as attentiveness, truthfulness, respect for authority, diligence,  
276.11 gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and  
276.12 resourcefulness. Instruction should be integrated into a district's existing programs,  
276.13 curriculum, or the general school environment. The commissioner shall provide assistance  
276.14 at the request of a district to develop character education curriculum and programs.

276.15 (b) Character development education under paragraph (a) may include a voluntary  
276.16 elementary, middle, and high school program that incorporates the history and values of  
276.17 Congressional Medal of Honor recipients and may be offered as part of the social studies,  
276.18 English language arts, or other curriculum, as a schoolwide character building and veteran  
276.19 awareness initiative, or as an after-school program, among other possibilities.

276.20 Subd. 1a. **Staff development; continuing education.** (a) Staff development  
276.21 opportunities under section 122A.60 may include training in character development  
276.22 education that incorporates the history and values of Congressional Medal of Honor  
276.23 recipients under subdivision 1, paragraph (b), and is provided without cost to the interested  
276.24 school or district.

276.25 (b) Local continuing education and relicensure committees or other local relicensure  
276.26 committees under section 122A.18, subdivision 4, are encouraged to approve up to six  
276.27 clock hours of continuing education for licensed teachers who complete the training in  
276.28 character development education under paragraph (a).

276.29 Subd. 2. **Funding sources.** The commissioner must first use federal funds for  
276.30 character development education programs to the extent available under United States  
276.31 Code, title 20, section 7247. Districts may accept funds from private and other public  
276.32 sources for character development education programs developed and implemented under  
276.33 this section, including programs funded through the Congressional Medal of Honor  
276.34 Foundation, among other sources.

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

## S2744-2

9.32 Sec. 10. **[120B.237] CIVICS KNOWLEDGE AND UNDERSTANDING.**

40.14 Sec. 4. Minnesota Statutes 2014, section 120B.02, is amended by adding a subdivision  
40.15 to read:

9.33 (a) For purposes of this section, "civics test questions" means 50 of the 100 questions  
 9.34 that, as of January 1, 2015, United States Citizenship and Immigration Services officers  
 10.1 use to select the questions they pose to applicants for naturalization so the applicants can  
 10.2 demonstrate their knowledge and understanding of the fundamentals of United States  
 10.3 history and government, as required by United States Code, title 8, section 1423. The  
 10.4 Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers,  
 10.5 must select by July 1 each year 50 of the 100 questions under this paragraph to serve as  
 10.6 the state's civics test questions for the proximate school year and immediately transmit the  
 10.7 50 selected civics test questions to the Department of Education, which must post the 50  
 10.8 questions it receives on its Web site by August 1 of that year.

10.9 (b) School districts and charter schools may administer civics test questions as part  
 10.10 of the social studies curriculum. A charter school or district may record on a student's  
 10.11 transcript whether and when the student answered at least 30 of 50 civics test questions  
 10.12 correctly.

10.13 (c) The commissioner and a public school must not charge students any fees related  
 10.14 to this section.

10.15 **EFFECTIVE DATE.** This section is effective for students enrolling in grade 9 in  
 10.16 the 2017-2018 school year or later.

40.16 Subd. 3. **Required knowledge and understanding of civics.** (a) For purposes of  
 40.17 this subdivision, "civics test questions" means 50 of the 100 questions that, as of January 1,  
 40.18 2015, United States citizenship and immigration services officers use to select the questions  
 40.19 they pose to applicants for naturalization so the applicants can demonstrate their knowledge  
 40.20 and understanding of the fundamentals of United States history and government, as  
 40.21 required by United States Code, title 8, section 1423. The Learning Law and Democracy  
 40.22 Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year  
 40.23 50 of the 100 questions under this paragraph to serve as the state's civics test questions for  
 40.24 the proximate school year and immediately transmit the 50 selected civics test questions to  
 40.25 the department and to the Legislative Coordinating Commission, which must post the 50  
 40.26 questions it receives on the Minnesota's Legacy Web site by August 1 of that year.

40.27 (b) A student enrolled in a public school must correctly answer at least 30 of the 50  
 40.28 civics test questions. A school or district must record on a student's transcript whether  
 40.29 and when the student answered at least 30 of 50 civics test questions correctly. A school  
 40.30 or district may exempt a student with disabilities from this requirement if the student's  
 40.31 individualized education program team determines the requirement is inappropriate and  
 40.32 establishes an alternative requirement. A school or district may administer the civics test  
 40.33 questions in a language other than English to students who qualify for English learner  
 40.34 services.

41.1 (c) Schools and districts may administer civics test questions as part of the social  
 41.2 studies curriculum. A district must not prevent a student from graduating or deny a student  
 41.3 a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.

41.4 (d) The commissioner and public schools and school districts must not charge  
 41.5 students any fees related to this subdivision.

41.6 **EFFECTIVE DATE.** This section is effective for students enrolling in grade 9 in  
 41.7 the 2017-2018 school year or later.

46.32 Sec. 14. Minnesota Statutes 2015 Supplement, section 120B.30, subdivision 1, is  
46.33 amended to read:

47.1 Subdivision 1. **Statewide testing.** (a) The commissioner, with advice from experts  
47.2 with appropriate technical qualifications and experience and stakeholders, consistent with  
47.3 subdivision 1a, shall include in the comprehensive assessment system, for each grade  
47.4 level to be tested, state-constructed tests developed as computer-adaptive reading and  
47.5 mathematics assessments for students that are aligned with the state's required academic  
47.6 standards under section 120B.021, include multiple choice questions, and are administered  
47.7 annually to all students in grades 3 through 8. State-developed high school tests aligned  
47.8 with the state's required academic standards under section 120B.021 and administered  
47.9 to all high school students in a subject other than writing must include multiple choice  
47.10 questions. The commissioner shall establish one or more months during which schools  
47.11 shall administer the tests to students each school year.

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

47.18 (2) Students enrolled in grade 8 in the 2010-2011 or 2011-2012 school year are  
47.19 eligible to be assessed under (i) the graduation-required assessment for diploma in reading,  
47.20 mathematics, or writing under Minnesota Statutes 2012, section 120B.30, subdivision  
47.21 1, paragraph (c), clauses (1) and (2), (ii) the WorkKeys job skills assessment, (iii) the  
47.22 Compass college placement test, (iv) the ACT assessment for college admission, (v) a  
47.23 nationally recognized armed services vocational aptitude test.

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

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

47.28 (1) mathematics;

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

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

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

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

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

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

48.5 (2) achievement and career and college readiness in mathematics, reading, and  
48.6 writing, consistent with paragraph (j) (k) and to the extent available, to monitor students'  
48.7 continuous development of and growth in requisite knowledge and skills; analyze  
48.8 students' progress and performance levels, identifying students' academic strengths and  
48.9 diagnosing areas where students require curriculum or instructional adjustments, targeted  
48.10 interventions, or remediation; and, based on analysis of students' progress and performance  
48.11 data, determine students' learning and instructional needs and the instructional tools and  
48.12 best practices that support academic rigor for the student; and

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

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

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

48.24 A student under paragraph (c), clause (2), must receive targeted, relevant,  
48.25 academically rigorous, and resourced instruction, which may include a targeted instruction  
48.26 and intervention plan focused on improving the student's knowledge and skills in core  
48.27 subjects so that the student has a reasonable chance to succeed in a career or college  
48.28 without need for postsecondary remediation. Consistent with sections 120B.13, 124D.09,  
48.29 124D.091, 124D.49, and related sections, an enrolling school or district must actively  
48.30 encourage a student in grade 11 or 12 who is identified as academically ready for a career  
48.31 or college to participate in courses and programs awarding college credit to high school  
48.32 students. Students are not required to achieve a specified score or level of proficiency on  
48.33 an assessment under this subdivision to graduate from high school.



48.34 (e) Though not a high school graduation requirement, students are encouraged to  
48.35 participate in a nationally recognized college entrance exam. ~~With funding provided by~~  
48.36 ~~the~~ To the extent state funding for college entrance exam fees is available, a district must  
49.1 pay the cost, one time, for an interested student in grade 11 or 12 to take a nationally  
49.2 recognized college entrance exam before graduating. ~~A student must be able to take the~~  
49.3 ~~exam under this paragraph at the student's high school during the school day and at any~~  
49.4 ~~one of the multiple exam administrations available to students in the district.~~

49.5 (f) The commissioner and the chancellor of the Minnesota State Colleges and  
49.6 Universities must collaborate in aligning instruction and assessments for adult basic  
49.7 education students and English learners to provide the students with diagnostic information  
49.8 about any targeted interventions, accommodations, modifications, and supports they  
49.9 need so that assessments and other performance measures are accessible to them and  
49.10 they may seek postsecondary education or employment without need for postsecondary  
49.11 remediation. When administering formative or summative assessments used to measure  
49.12 the academic progress, including the oral academic development, of English learners  
49.13 and inform their instruction, schools must ensure that the assessments are accessible to  
49.14 the students and students have the modifications and supports they need to sufficiently  
49.15 understand the assessments.

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

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

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

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

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

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

50.18 (m) The 3rd through 8th grade computer-adaptive assessment results and high  
50.19 school test results shall be available to districts for diagnostic purposes affecting student  
50.20 learning and district instruction and curriculum, and for establishing educational  
50.21 accountability. The commissioner must establish empirically derived benchmarks on  
50.22 adaptive assessments in grades 3 through 8. The commissioner and the chancellor of the  
50.23 Minnesota State Colleges and Universities must establish empirically derived benchmarks  
50.24 on the high school tests that reveal a trajectory toward career and college readiness. The  
50.25 chancellor of the Minnesota State Colleges and Universities must review and confirm  
50.26 the benchmarks show that students are able to successfully complete credit-bearing  
50.27 coursework at a Minnesota state college or university, consistent with paragraph (p). The  
50.28 commissioner must disseminate to the public the computer-adaptive assessments and high  
50.29 school test results upon receiving those results.

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

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

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

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

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

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

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

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

51.21 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and  
51.22 later.

51.23 Sec. 15. Minnesota Statutes 2015 Supplement, section 120B.30, subdivision 1a,  
51.24 is amended to read:

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

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

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

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

51.32 (4) "Above-grade level" test items contain subject area content that is above the  
51.33 grade level of the student taking the assessment and is considered aligned with state  
51.34 academic standards to the extent it is aligned with content represented in state academic  
51.35 standards above the grade level of the student taking the assessment. Notwithstanding  
52.1 the student's grade level, administering above-grade level test items to a student does not  
52.2 violate the requirement that state assessments must be aligned with state standards.

52.3 (5) "Below-grade level" test items contain subject area content that is below the  
52.4 grade level of the student taking the test and is considered aligned with state academic  
52.5 standards to the extent it is aligned with content represented in state academic standards  
52.6 below the student's current grade level. Notwithstanding the student's grade level,  
52.7 administering below-grade level test items to a student does not violate the requirement  
52.8 that state assessments must be aligned with state standards.

52.9 (b) The commissioner must use fully adaptive mathematics and reading assessments  
52.10 for grades 3 through 8.

52.11 (c) For purposes of conforming with existing federal educational accountability  
52.12 requirements, the commissioner must develop and implement computer-adaptive reading  
52.13 and mathematics assessments for grades 3 through 8, state-developed high school reading  
52.14 and mathematics tests aligned with state academic standards, a high school writing  
52.15 test aligned with state standards when it becomes available, and science assessments  
52.16 under clause (2) that districts and sites must use to monitor student growth toward  
52.17 achieving those standards. The commissioner must not develop statewide assessments for  
52.18 academic standards in social studies, except a civics test consistent with section 120B.02,  
52.19 subdivision 3, health and physical education, and the arts. The commissioner must require:

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

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

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

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

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

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

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

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

53.7 (f) Reporting of state assessment results must:

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

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

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

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

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

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

## UEH2749-1

277.2 Sec. 7. Minnesota Statutes 2014, section 120B.30, subdivision 2, is amended to read:

277.3 Subd. 2. **Department of Education assistance.** (a) The Department of Education shall contract for professional and technical services according to competitive solicitation procedures under chapter 16C for purposes of this section.

277.6 (b) A proposal submitted under this section must include disclosures containing:

277.7 (1) comprehensive information regarding test administration monitoring practices;

277.8 and

277.9 (2) data privacy safeguards for student information to be transmitted to or used

277.10 by the proposing entity.

277.11 Information provided in the proposal is not security information or trade secret information  
 277.12 for purposes of section 13.37.

277.13 Sec. 8. Minnesota Statutes 2014, section 120B.30, is amended by adding a subdivision  
 277.14 to read:

277.15 Subd. 6. **Database.** The commissioner shall establish a reporting system for  
 277.16 teachers, administrators, and students to report service disruptions and technical  
 277.17 interruptions. The information reported through this system shall be maintained in a  
 277.18 database accessible through the department's Web site.

## S2744-2

10.17 Sec. 11. Minnesota Statutes 2014, section 120B.30, is amended by adding a subdivision  
 10.18 to read:

10.19 Subd. 6. **Retaliation prohibited.** A report to the commissioner concerning service  
 10.20 disruptions and technical interruptions to the assessments under this section is subject to  
 10.21 the protection of section 181.932, governing disclosure of information by employees.

10.22 Sec. 12. Minnesota Statutes 2015 Supplement, section 120B.301, is amended to read:  
 10.23 **120B.301 LIMITS ON LOCAL TESTING.**

10.24 (a) For students in grades 1 through 6, the cumulative total amount of time spent  
 10.25 taking locally adopted districtwide or schoolwide assessments must not exceed ten hours  
 10.26 per school year. For students in grades 7 through 12, the cumulative total amount of time  
 10.27 spent taking locally adopted districtwide or schoolwide assessments must not exceed 11  
 10.28 hours per school year. For purposes of this paragraph, International Baccalaureate and  
 10.29 Advanced Placement exams are not considered locally adopted assessments.

10.30 (b) A district or charter school is exempt from the requirements of paragraph (a),  
 10.31 if the district or charter school, in consultation with the exclusive representative of the  
 10.32 teachers or other teachers if there is no exclusive representative of the teachers, decides  
 11.1 to exceed a time limit in paragraph (a) and includes in the report required under section  
 11.2 120B.11, subdivision 5.

55.22 Sec. 20. Minnesota Statutes 2014, section 120B.31, is amended by adding a  
 55.23 subdivision to read:

55.24 Subd. 6. **Retaliation prohibited.** An employee who discloses information to the  
 55.25 commissioner or a parent or guardian about service disruptions or technical interruptions  
 55.26 related to administering assessments under this section is protected under section 181.932,  
 55.27 governing disclosure of information by employees.

55.28 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and  
 55.29 later.

53.25 Sec. 16. Minnesota Statutes 2015 Supplement, section 120B.301, is amended to read:  
 53.26 **120B.301 LIMITS ON LOCAL TESTING.**

53.27 (a) For students in grades 1 through 6, the cumulative total amount of time spent  
 53.28 taking locally adopted districtwide or schoolwide assessments must not exceed ten hours  
 53.29 per school year. For students in grades 7 through 12, the cumulative total amount of time  
 53.30 spent taking locally adopted districtwide or schoolwide assessments must not exceed 11  
 53.31 hours per school year. For purposes of this paragraph, International Baccalaureate and  
 53.32 Advanced Placement exams are not considered locally adopted assessments.

53.33 (b) A district or charter school is exempt from the requirements of paragraph (a),  
 53.34 if the district or charter school, in consultation with the exclusive representative of the  
 54.1 teachers or other teachers if there is no exclusive representative of the teachers, decides  
 54.2 to exceed a time limit in paragraph (a) and includes in the report required under section  
 54.3 120B.11, subdivision 5.

11.3 (c) A district or charter school must, prior to the first day of each school year, publish  
 11.4 on its Web site a comprehensive calendar of standardized tests to be administered in the  
 11.5 district or charter school for that school year. The calendar must provide the rationale for  
 11.6 administering each assessment and indicate whether the assessment is a local option, or is  
 11.7 required by state or federal law.

11.8 Sec. 13. **[120B.304] SCHOOL DISTRICT ASSESSMENT COMMITTEE.**

11.9 A school district that does not have an agreement between the school board and  
 11.10 the exclusive representative of the teachers regarding the selection of assessments must  
 11.11 establish a district assessment committee to advise the school board on the standardized  
 11.12 assessments administered to students, in addition to the required assessments under  
 11.13 section 120B.30 and applicable federal law. The committee must include an equal number  
 11.14 of teachers and administrators and at least one parent of a student in the district. The  
 11.15 committee makeup should include at least one representative from each school site in the  
 11.16 district. The district advisory committee, under section 120B.11, subdivision 3, may  
 11.17 provide advice to the school board in place of establishing an additional committee for this  
 11.18 purpose.

## UEH2749-1

277.19 Sec. 9. Minnesota Statutes 2015 Supplement, section 120B.31, subdivision 4, is  
 277.20 amended to read:

54.4 (c) A district or charter school, before the first day of each school year, must publish  
 54.5 on its Web site a comprehensive calendar of standardized tests to be administered in the  
 54.6 district or charter school during that school year. The calendar must provide the rationale  
 54.7 for administering each assessment and indicate whether the assessment is a local option or  
 54.8 required by state or federal law.

54.9 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and  
 54.10 later.

54.11 Sec. 17. **[120B.304] SCHOOL DISTRICT ASSESSMENT COMMITTEE.**

54.12 (a) A school district that does not have an agreement between the school board and  
 54.13 the exclusive representative of the teachers about selecting assessments must establish a  
 54.14 district assessment committee to advise the school board on administering standardized  
 54.15 assessments to students in addition to the assessments required under section 120B.30 and  
 54.16 applicable federal law unless paragraph (b) applies. The committee must include an equal  
 54.17 number of teachers and administrators and at least one parent of a student in the district  
 54.18 and may include at least one representative from each school site in the district.

54.19 (b) A school district may seek this assessment advice from the district advisory  
 54.20 committee under section 120B.11, subdivision 3, instead of establishing a committee  
 54.21 under this section.

54.22 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and  
 54.23 later.

54.24 Sec. 18. Minnesota Statutes 2015 Supplement, section 120B.31, subdivision 4, is  
 54.25 amended to read:

277.21 Subd. 4. **Student performance data.** In developing policies and assessment  
 277.22 processes to hold schools and districts accountable for high levels of academic standards  
 277.23 under section 120B.021, the commissioner shall aggregate and disaggregate student  
 277.24 data over time to report summary student performance and growth levels and, under  
 277.25 section 120B.11, subdivision 2, clause (2), student learning and outcome data measured  
 277.26 at the school, school district, and statewide level. ~~When collecting and reporting the~~  
 277.27 performance data; The commissioner shall use the student categories identified under  
 277.28 the federal Elementary and Secondary Education Act, as most recently reauthorized,  
 277.29 to organize and report the data so that state and local policy makers can understand  
 277.30 the educational implications of changes in districts' demographic profiles over time,  
 277.31 including student categories of homelessness; ethnicity; race; home language; immigrant;  
 277.32 refugee status; English language learners under section 124D.59; free or reduced-price  
 277.33 lunch; and other categories designated by federal law, as data are available, among other  
 278.1 demographic factors. Any report the commissioner disseminates containing summary data  
 278.2 on student performance must integrate student performance and the demographic factors  
 278.3 that strongly correlate with that performance.

278.4 **EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and  
 278.5 later.

## S2744-2

11.19 Sec. 14. Minnesota Statutes 2014, section 120B.31, is amended by adding a  
 11.20 subdivision to read:

11.21 Subd. 4a. **Student participation.** The commissioner shall create and publish a  
 11.22 form for a parent or guardian to complete if they refuse for their child to participate in  
 11.23 standardized testing. The form must state why there are academic standards, indicate  
 11.24 which tests are aligned with those standards, and what consequences, if any, the school  
 11.25 may face if students do not participate in standardized testing. This form must request  
 11.26 a reason for the refusal. A district may not impose an academic or other penalty upon a  
 11.27 student who does not participate in standardized testing or any surveys.

11.28 Sec. 15. Minnesota Statutes 2014, section 120B.31, subdivision 5, is amended to read:

54.26 Subd. 4. **Student performance data.** In developing policies and assessment  
 54.27 processes to hold schools and districts accountable for high levels of academic standards  
 54.28 under section 120B.021, the commissioner shall aggregate and disaggregate student  
 54.29 data over time to report summary student performance and growth levels and, under  
 54.30 section 120B.11, subdivision 2, clause (2), student learning and outcome data measured  
 54.31 at the school, school district, and statewide level. ~~When collecting and reporting the~~  
 54.32 performance data; The commissioner shall use the student categories identified under the  
 54.33 federal Elementary and Secondary Education Act, as most recently reauthorized, and  
 55.1 student categories of homelessness, ethnicity, race, home language, immigrant, refugee  
 55.2 status, English language learners under section 124D.59, free or reduced-price lunch,  
 55.3 and other categories designated by federal law to organize and report the data so that  
 55.4 state and local policy makers can understand the educational implications of changes in  
 55.5 districts' demographic profiles over time, ~~including student homelessness,~~ as data are  
 55.6 available, ~~among other demographic factors.~~ Any report the commissioner disseminates  
 55.7 containing summary data on student performance must integrate student performance and  
 55.8 the demographic factors that strongly correlate with that performance.

55.9 **EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and  
 55.10 later.

55.11 Sec. 19. Minnesota Statutes 2014, section 120B.31, is amended by adding a  
 55.12 subdivision to read:

55.13 Subd. 4a. **Student participation.** The commissioner shall create and publish a form  
 55.14 for parents and guardians to complete if they refuse to have their student participate in  
 55.15 state or locally required standardized testing. The form must state why there are state  
 55.16 academic standards, indicate which tests are aligned with state standards, and what  
 55.17 consequences, if any, the school or student may face if a student does not participate in  
 55.18 state or locally required standardized testing. This form must ask parents to indicate a  
 55.19 reason for their refusal.

55.20 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and  
 55.21 later.



11.29 Subd. 5. **Parent Access to information.** To ensure the effective involvement  
 11.30 of parents and to support a partnership between the school and parents, each district  
 11.31 shall annually provide parents and teachers a timely written summary, in an electronic  
 11.32 or other format, of their student's current and longitudinal performance and progress  
 11.33 on the state's academic content standards as measured by state assessments. Providing  
 12.1 parents with a summary prepared by the Department of Education fulfills the requirements  
 12.2 of this subdivision.

### UEH2749-1

278.6 Sec. 10. Minnesota Statutes 2014, section 120B.31, is amended by adding a  
 278.7 subdivision to read:

278.8 Subd. 6. **Test preparation costs.** The department must annually compile and  
 278.9 publish data relating to expenditures by school districts for preparation of all assessments  
 278.10 administered pursuant to section 120B.30, including the costs of materials and staff time.

55.30 Sec. 21. Minnesota Statutes 2014, section 120B.31, is amended by adding a  
 55.31 subdivision to read:

56.1 Subd. 7. **Shared settlements and reimbursements.** If a state testing contractor fails  
 56.2 to perform or otherwise violates a state testing contract, any payment the commissioner  
 56.3 receives from the testing contractor for failure to perform or other contract violation or  
 56.4 other contractual settlement must be distributed to affected schools. The commissioner  
 56.5 must allocate to each affected school that portion of the contractor's payment equal  
 56.6 to the number of pupils enrolled in that school compared to the total number of pupils  
 56.7 enrolled in all affected schools.

56.8 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and  
 56.9 later.

### S2744-2

12.3 Sec. 16. Minnesota Statutes 2014, section 120B.35, subdivision 1, is amended to read:

12.4 Subdivision 1. **School and student indicators of growth and achievement.**

12.5 The commissioner must develop and implement a system for measuring and reporting  
 12.6 academic achievement and individual student growth, consistent with the statewide  
 12.7 educational accountability and reporting system. The system components must measure  
 12.8 and separately report the ~~adequate-yearly progress~~ federal expectations of schools and the  
 12.9 growth of individual students: students' current achievement in schools under subdivision  
 12.10 2; and individual students' educational growth over time under subdivision 3. The  
 12.11 system also must include statewide measures of student academic growth that identify  
 12.12 schools with high levels of growth, and also schools with low levels of growth that need  
 12.13 improvement. When determining a school's effect, the data must include both statewide  
 12.14 measures of student achievement and, to the extent annual tests are administered,  
 12.15 indicators of achievement growth that take into account a student's prior achievement.  
 12.16 Indicators of achievement and prior achievement must be based on highly reliable  
 12.17 statewide or districtwide assessments. Indicators that take into account a student's prior  
 12.18 achievement must not be used to disregard a school's low achievement or to exclude a  
 12.19 school from a program to improve low achievement levels.

12.20 Sec. 17. Minnesota Statutes 2014, section 120B.35, subdivision 2, is amended to read:

12.21 Subd. 2. **Federal expectations for student academic achievement.** (a) Each  
 12.22 school year, a school district must determine if the student achievement levels at each  
 12.23 school site meet federal expectations. If student achievement levels at a school site do  
 12.24 not meet federal expectations ~~and the site has not made adequate yearly progress for two~~  
 12.25 ~~consecutive school years, beginning with the 2001-2002 school year~~, the district must  
 12.26 work with the school site to adopt a plan to raise student achievement levels to meet  
 12.27 federal expectations. The commissioner of education shall establish student academic  
 12.28 achievement levels to comply with this paragraph.

12.29 (b) School sites identified as not meeting federal expectations must develop  
 12.30 continuous improvement plans in order to meet federal expectations for student academic  
 12.31 achievement. The department, at a district's request, must assist the district and the school  
 12.32 site in developing a plan to improve student achievement. The plan must include parental  
 12.33 involvement components.

12.34 (c) The commissioner must:

13.1 (1) assist school sites and districts identified as not meeting federal expectations; and

13.2 (2) provide technical assistance to schools that integrate student achievement  
 13.3 measures into the school continuous improvement plan.

13.4 (d) The commissioner shall establish and maintain a continuous improvement Web  
 13.5 site designed to make data on every school and district available to parents, teachers,  
 13.6 administrators, community members, and the general public.

13.7 Sec. 18. Minnesota Statutes 2014, section 120B.35, subdivision 3, is amended to read:

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

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

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

13.23 (2) for all student categories, report and compare aggregated and disaggregated  
13.24 state growth data using ~~the nine student categories identified under the federal 2001 No~~  
13.25 Child Left Behind Act the student categories identified under the federal Elementary  
13.26 and Secondary Education Act and two student gender categories of male and female,  
13.27 respectively, following appropriate reporting practices to protect nonpublic student data.

13.28 The commissioner must report measures of student growth, consistent with this  
13.29 paragraph, including the English language development, academic progress, and oral  
13.30 academic development of English learners and their native language development if the  
13.31 native language is used as a language of instruction.

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

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

14.6 (2) a rigorous coursework measure indicating the number and percentage of high  
14.7 school graduates in the most recent school year who successfully completed one or more  
14.8 college-level advanced placement, international baccalaureate, postsecondary enrollment  
14.9 options including concurrent enrollment, other rigorous courses of study under section  
14.10 120B.021, subdivision 1a, or industry certification courses or programs.

14.11 When reporting the core measures under clauses (1) and (2), the commissioner must also  
14.12 analyze and report separate categories of information using ~~the nine student categories~~  
14.13 identified under the federal 2001 No Child Left Behind Act the student categories  
14.14 identified under the federal Elementary and Secondary Education Act and two student  
14.15 gender categories of male and female, respectively, following appropriate reporting  
14.16 practices to protect nonpublic student data.

14.17 (d) When reporting student performance under section 120B.36, subdivision 1, the  
14.18 commissioner annually, beginning July 1, 2014, must report summary data on school  
14.19 safety and students' engagement and connection at school. The summary data under this  
14.20 paragraph are separate from and must not be used for any purpose related to measuring  
14.21 or evaluating the performance of classroom teachers. The commissioner, in consultation  
14.22 with qualified experts on student engagement and connection and classroom teachers,  
14.23 must identify highly reliable variables that generate summary data under this paragraph.  
14.24 The summary data may be used at school, district, and state levels only. Any data on  
14.25 individuals received, collected, or created that are used to generate the summary data  
14.26 under this paragraph are nonpublic data under section 13.02, subdivision 9.

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

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

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

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

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

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

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

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

15.6 The commissioner may include in the annual report summary data on other education

15.7 providers serving a majority of students eligible to participate in a learning year program.

15.8 (f) The commissioner, in consultation with recognized experts with knowledge and  
 15.9 experience in assessing the language proficiency and academic performance of English  
 15.10 learners, must identify and report appropriate and effective measures to improve current  
 15.11 categories of language difficulty and assessments, and monitor and report data on students'  
 15.12 English proficiency levels, program placement, and academic language development,  
 15.13 including oral academic language.

## UEH2749-1

278.11 Sec. 11. Minnesota Statutes 2014, section 120B.35, is amended to read:

278.12 **120B.35 STUDENT ACADEMIC ACHIEVEMENT AND GROWTH.**

278.13 Subdivision 1. **School and Student indicators of growth and achievement.**

278.14 The commissioner must develop and implement a system for measuring and reporting  
 278.15 academic achievement and individual student growth, consistent with the statewide  
 278.16 educational accountability and reporting system. The system components must measure  
 278.17 and separately report the adequate yearly progress of schools and the growth of individual  
 278.18 students: students' current achievement in schools under subdivision 2; and individual  
 278.19 students' educational growth over time under subdivision 3. The system also must include  
 278.20 statewide measures of student academic growth that identify schools with high levels  
 278.21 of growth, and also schools with low levels of growth that need improvement. ~~When~~  
 278.22 ~~determining a school's effect~~, The data must include both statewide measures of student  
 278.23 achievement and, to the extent annual tests are administered, indicators of achievement  
 278.24 growth that take into account a student's prior achievement. Indicators of achievement and  
 278.25 prior achievement must be based on highly reliable statewide or districtwide summative,  
 278.26 interim, or formative assessments. Indicators that take into account a student's prior  
 278.27 achievement must not be used to disregard a school's low achievement or to exclude a  
 278.28 school from a program to improve low achievement levels.

278.29 Subd. 2. **Federal Expectations for student academic achievement.** (a) Each

278.30 school year, a school district must determine if the student achievement levels at each  
 278.31 school site meet federal expectations. If student achievement levels at a school site do  
 278.32 not meet federal expectations and the site has not made adequate yearly progress for two  
 278.33 consecutive school years, beginning with the 2001-2002 school year, the district must  
 279.1 work with the school site to adopt a plan to raise student achievement levels to meet  
 279.2 federal expectations. The commissioner of education shall establish student academic  
 279.3 achievement levels to comply with this paragraph.

279.4 (b) School sites identified as not meeting federal expectations must develop

279.5 continuous improvement plans in order to meet federal expectations for student academic  
 279.6 achievement. The department, at a district's request, must assist the district and the school  
 279.7 site sites in developing a plan to improve student achievement. The plan must include  
 279.8 parental involvement components.

56.10 Sec. 22. Minnesota Statutes 2014, section 120B.35, is amended to read:

56.11 **120B.35 STUDENT ACADEMIC ACHIEVEMENT AND GROWTH.**

56.12 Subdivision 1. **School and Student indicators of growth and achievement.**

56.13 The commissioner must develop and implement a system for measuring and reporting  
 56.14 academic achievement and individual student growth, consistent with the statewide  
 56.15 educational accountability and reporting system. The system components must measure  
 56.16 and separately report the ~~adequate yearly progress~~ federal expectations of schools and  
 56.17 the growth of individual students: students' current achievement in schools under  
 56.18 subdivision 2; and individual students' educational growth over time under subdivision  
 56.19 3. The system also must include statewide measures of student academic growth that  
 56.20 identify schools with high levels of growth, and also schools with low levels of growth  
 56.21 that need improvement. ~~When determining a school's effect~~, The data must include  
 56.22 both statewide measures of student achievement and, to the extent annual tests are  
 56.23 administered, indicators of achievement growth that take into account a student's prior  
 56.24 achievement. Indicators of achievement and prior achievement must be based on highly  
 56.25 reliable statewide or districtwide assessments. Indicators that take into account a student's  
 56.26 prior achievement must not be used to disregard a school's low achievement or to exclude  
 56.27 a school from a program to improve low achievement levels.

56.28 Subd. 2. **Federal Expectations for student academic achievement.** (a) Each

56.29 school year, a school district must determine if the student achievement levels at each  
 56.30 school site meet federal expectations. If student achievement levels at a school site do  
 56.31 not meet federal expectations ~~and the site has not made adequate yearly progress for two~~  
 56.32 ~~consecutive school years, beginning with the 2001-2002 school year~~, the district must  
 56.33 work with the school site to adopt a plan to raise student achievement levels to meet  
 57.1 federal expectations. The commissioner of education shall establish student academic  
 57.2 achievement levels to comply with this paragraph.

57.3 (b) School sites identified as not meeting federal expectations must develop

57.4 continuous improvement plans in order to meet federal expectations for student academic  
 57.5 achievement. The department, at a district's request, must assist the district and the school  
 57.6 site sites in developing a plan to improve student achievement. The plan must include  
 57.7 parental involvement components.

279.9 (c) The commissioner must:

279.10 (1) assist school sites and districts identified as not meeting federal expectations; and

279.11 (2) provide technical assistance to schools that integrate student achievement

279.12 measures into the school continuous improvement plan.

279.13 (d) The commissioner shall establish and maintain a continuous improvement Web

279.14 site designed to make aggregated and disaggregated student growth and, under section

279.15 120B.11, subdivision 2, clause (2), student learning and outcome data on every school

279.16 and district available to parents, teachers, administrators, community members, and the

279.17 general public, consistent with this section.

279.18 Subd. 3. **State growth target; other state measures.** (a) The state's educational

279.19 assessment system measuring individual students' educational growth is based on

279.20 indicators of achievement growth that show an individual student's prior achievement.

279.21 Indicators of achievement and prior achievement must be based on highly reliable

279.22 statewide or districtwide summative, interim, or formative assessments.

279.23 (b) The commissioner, in consultation with a stakeholder group that includes

279.24 assessment and evaluation directors, district staff, experts in culturally responsive teaching,

279.25 and researchers, must implement a model that uses a value-added growth indicator and

279.26 includes criteria for identifying schools and school districts that demonstrate medium and

279.27 high growth under section 120B.299, subdivisions 8 and 9, and may recommend other

279.28 value-added measures under section 120B.299, subdivision 3. The model may be used

279.29 to advance educators' professional development and replicate programs that succeed in

279.30 meeting students' diverse learning needs. Data on individual teachers generated under the

279.31 model are personnel data under section 13.43. The model must allow users to:

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

57.8 (c) The commissioner must:

57.9 (1) assist school sites and districts identified as not meeting federal expectations; and

57.10 (2) provide technical assistance to schools that integrate student achievement

57.11 measures into the school continuous improvement plan.

57.12 (d) The commissioner shall establish and maintain a continuous improvement Web

57.13 site designed to make aggregated and disaggregated student growth and, under section

57.14 120B.11, subdivision 2, clause (2), student learning and outcome data on every school

57.15 and district available to parents, teachers, administrators, community members, and the

57.16 general public, consistent with this section.

57.17 Subd. 3. **State growth target; other state measures.** (a)(1) The state's educational

57.18 assessment system measuring individual students' educational growth is based on

57.19 indicators of achievement growth that show an individual student's prior achievement.

57.20 Indicators of achievement and prior achievement must be based on highly reliable

57.21 statewide or districtwide assessments.

57.22 (2) For purposes of paragraphs (b), (c), and (d), the commissioner must analyze and

57.23 report separate categories of information using the student categories identified under the

57.24 federal Elementary and Secondary Education Act, as most recently reauthorized and, in

57.25 addition to the Karen community, other student categories as determined by the total

57.26 Minnesota population at or above the 1,000-person threshold based on the most recent

57.27 decennial census, including ethnicity; race; refugee status; English language learners

57.28 under section 124D.59; home language; free or reduced-price lunch; immigrant; and all

57.29 students enrolled in a Minnesota public school who are currently or were previously in

57.30 foster care, except that such disaggregation and cross tabulation is not required if the

57.31 number of students in a category is insufficient to yield statistically reliable information or

57.32 the results would reveal personally identifiable information about an individual student.

57.33 (b) The commissioner, in consultation with a stakeholder group that includes

57.34 assessment and evaluation directors, district staff, experts in culturally responsive teaching,

57.35 and researchers, must implement a model that uses a value-added growth indicator and

57.36 includes criteria for identifying schools and school districts that demonstrate medium and

58.1 high growth under section 120B.299, subdivisions 8 and 9, and may recommend other

58.2 value-added measures under section 120B.299, subdivision 3. The model may be used

58.3 to advance educators' professional development and replicate programs that succeed in

58.4 meeting students' diverse learning needs. Data on individual teachers generated under the

58.5 model are personnel data under section 13.43. The model must allow users to:

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

279.33 (2) for all student categories, report and compare aggregated and disaggregated state  
 279.34 student growth and, under section 120B.11, subdivision 2, clause (2), student learning  
 279.35 and outcome data using the nine student categories identified under the federal 2001 No  
 279.36 Child Left Behind Act and two student gender categories of male and female, respectively,  
 280.1 following appropriate reporting practices to protect nonpublic student data Elementary  
 280.2 and Secondary Education Act, as most recently reauthorized, and, in addition to the Karen  
 280.3 community, other student categories as determined by the total Minnesota population  
 280.4 at or above the 1,000-person threshold based on the most recent decennial census,  
 280.5 including ethnicity; race; refugee status; English language learners under section 124D.59;  
 280.6 home language; free or reduced-price lunch; immigrant; and all students enrolled in a  
 280.7 Minnesota public school who are currently or were previously in foster care, except that  
 280.8 such disaggregation and cross tabulation is not required if the number of students in a  
 280.9 category is insufficient to yield statistically reliable information or the results would reveal  
 280.10 personally identifiable information about an individual student.

280.11 The commissioner must report measures of student growth and, under section  
 280.12 120B.11, subdivision 2, clause (2), student learning and outcome data, consistent with  
 280.13 this paragraph, including the English language development, academic progress, and oral  
 280.14 academic development of English learners and their native language development if the  
 280.15 native language is used as a language of instruction, and include data on all pupils enrolled  
 280.16 in a Minnesota public school course or program who are currently or were previously  
 280.17 counted as an English learner under section 124D.59.

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

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

280.27 (2) a rigorous coursework measure indicating the number and percentage of high  
 280.28 school graduates in the most recent school year who successfully completed one or more  
 280.29 college-level advanced placement, international baccalaureate, postsecondary enrollment  
 280.30 options including concurrent enrollment, other rigorous courses of study under section  
 280.31 120B.021, subdivision 1a, or industry certification courses or programs.

58.7 (2) for all student categories, report and compare aggregated and disaggregated state  
 58.8 student growth and, under section 120B.11, subdivision 2, clause (2), student learning  
 58.9 and outcome data using the nine student categories identified under the federal 2001 No  
 58.10 Child Left Behind Act and two student gender categories of male and female, respectively,  
 58.11 following appropriate reporting practices to protect nonpublic student data Elementary  
 58.12 and Secondary Education Act, as most recently reauthorized, and other student categories  
 58.13 under paragraph (a), clause (2).

58.14 The commissioner must report measures of student growth and, under section  
 58.15 120B.11, subdivision 2, clause (2), student learning and outcome data, consistent with  
 58.16 this paragraph, including the English language development, academic progress, and oral  
 58.17 academic development of English learners and their native language development if the  
 58.18 native language is used as a language of instruction, and include data on all pupils enrolled  
 58.19 in a Minnesota public school course or program who are currently or were previously  
 58.20 counted as an English learner under section 124D.59.

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

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

58.30 (2) a rigorous coursework measure indicating the number and percentage of high  
 58.31 school graduates in the most recent school year who successfully completed one or more  
 58.32 college-level advanced placement, international baccalaureate, postsecondary enrollment  
 58.33 options including concurrent enrollment, other rigorous courses of study under section  
 58.34 120B.021, subdivision 1a, or industry certification courses or programs.

280.32 When reporting the core measures under clauses (1) and (2), the commissioner must also  
 280.33 analyze and report separate categories of information using the ~~nine~~ student categories  
 280.34 identified under the federal 2001 No Child Left Behind Act and two student gender  
 280.35 categories of male and female, respectively, following appropriate reporting practices  
 280.36 to protect nonpublic student data. Elementary and Secondary Education Act, as most  
 281.1 recently reauthorized, and, in addition to the Karen community, other student categories  
 281.2 as determined by the total Minnesota population at or above the 1,000-person threshold  
 281.3 based on the most recent decennial census, including ethnicity; race; refugee status;  
 281.4 English language learners under section 124D.59; home language; free or reduced-price  
 281.5 lunch; immigrant; and all students enrolled in a Minnesota public school who are currently  
 281.6 or were previously enrolled in foster care, except that such disaggregation and cross  
 281.7 tabulation is not required if the number of students in a category is insufficient to yield  
 281.8 statistically reliable information or the results would reveal personally identifiable  
 281.9 information about an individual student.

281.10 (d) When reporting student performance under section 120B.36, subdivision 1, the  
 281.11 commissioner annually, beginning July 1, 2014, must report summary data on school  
 281.12 safety and students' engagement and connection at school. The commissioner must  
 281.13 also analyze and report separate categories of information using the student categories  
 281.14 identified under the federal Elementary and Secondary Education Act, as most recently  
 281.15 reauthorized, and, in addition to the Karen community, other student categories as  
 281.16 determined by the total Minnesota population at or above the 1,000-person threshold based  
 281.17 on the most recent decennial census, including ethnicity; race; English language learners  
 281.18 under section 124D.59; home language; free or reduced-price lunch; immigrant; refugee  
 281.19 status; and all students enrolled in a Minnesota public school who are currently or were  
 281.20 previously enrolled in foster care, except that such disaggregation and cross tabulation  
 281.21 is not required if the number of students in a category is insufficient to yield statistically  
 281.22 reliable information or the results would reveal personally identifiable information about  
 281.23 an individual student. The summary data under this paragraph are separate from and  
 281.24 must not be used for any purpose related to measuring or evaluating the performance  
 281.25 of classroom teachers. The commissioner, in consultation with qualified experts on  
 281.26 student engagement and connection and classroom teachers, must identify highly reliable  
 281.27 variables that generate summary data under this paragraph. The summary data may be  
 281.28 used at school, district, and state levels only. Any data on individuals received, collected,  
 281.29 or created that are used to generate the summary data under this paragraph are nonpublic  
 281.30 data under section 13.02, subdivision 9.

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

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

58.35 When reporting the core measures under clauses (1) and (2), the commissioner must also  
 58.36 analyze and report separate categories of information using the ~~nine~~ student categories  
 59.1 identified under the federal 2001 No Child Left Behind Act and two student gender  
 59.2 categories of male and female, respectively, following appropriate reporting practices to  
 59.3 protect nonpublic student data. Elementary and Secondary Education Act, as most recently  
 59.4 reauthorized, and other student categories under paragraph (a), clause (2).

59.5 (d) When reporting student performance under section 120B.36, subdivision 1, the  
 59.6 commissioner annually, beginning July 1, 2014, must report summary data on school  
 59.7 safety and students' engagement and connection at school, consistent with the student  
 59.8 categories identified under paragraph (a), clause (2). The summary data under this  
 59.9 paragraph are separate from and must not be used for any purpose related to measuring  
 59.10 or evaluating the performance of classroom teachers. The commissioner, in consultation  
 59.11 with qualified experts on student engagement and connection and classroom teachers,  
 59.12 must identify highly reliable variables that generate summary data under this paragraph.  
 59.13 The summary data may be used at school, district, and state levels only. Any data on  
 59.14 individuals received, collected, or created that are used to generate the summary data  
 59.15 under this paragraph are nonpublic data under section 13.02, subdivision 9.

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

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



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

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

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

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

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

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

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

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

282.19 Subd. 4. **Improving schools.** Consistent with the requirements of this section,  
 282.20 beginning June 20, 2012, the commissioner of education must annually report to the  
 282.21 public and the legislature best practices implemented in those schools that demonstrate  
 282.22 high growth compared to the state growth target.

282.23 Subd. 5. **Improving graduation rates for students with emotional or behavioral**  
 282.24 **disorders.** (a) A district must develop strategies in conjunction with parents of students  
 282.25 with emotional or behavioral disorders and the county board responsible for implementing  
 282.26 sections 245.487 to 245.4889 to keep students with emotional or behavioral disorders in  
 282.27 school, when the district has a drop-out rate for students with an emotional or behavioral  
 282.28 disorder in grades 9 through 12 exceeding 25 percent.

282.29 (b) A district must develop a plan in conjunction with parents of students with  
 282.30 emotional or behavioral disorders and the local mental health authority to increase the  
 282.31 graduation rates of students with emotional or behavioral disorders. A district with a  
 282.32 drop-out rate for children with an emotional or behavioral disturbance in grades 9 through  
 282.33 12 that is in the top 25 percent of all districts shall submit a plan for review and oversight  
 282.34 to the commissioner.

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

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

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

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

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

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

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

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

60.4 Subd. 4. **Improving schools.** Consistent with the requirements of this section,  
 60.5 beginning June 20, 2012, the commissioner of education must annually report to the  
 60.6 public and the legislature best practices implemented in those schools that ~~demonstrate~~  
 60.7 high growth compared to the state growth target are identified as high performing under  
 60.8 federal expectations.

60.9 Subd. 5. **Improving graduation rates for students with emotional or behavioral**  
 60.10 **disorders.** (a) A district must develop strategies in conjunction with parents of students  
 60.11 with emotional or behavioral disorders and the county board responsible for implementing  
 60.12 sections 245.487 to 245.4889 to keep students with emotional or behavioral disorders in  
 60.13 school, when the district has a drop-out rate for students with an emotional or behavioral  
 60.14 disorder in grades 9 through 12 exceeding 25 percent.

60.15 (b) A district must develop a plan in conjunction with parents of students with  
 60.16 emotional or behavioral disorders and the local mental health authority to increase the  
 60.17 graduation rates of students with emotional or behavioral disorders. A district with a  
 60.18 drop-out rate for children with an emotional or behavioral disturbance in grades 9 through  
 60.19 12 that is in the top 25 percent of all districts shall submit a plan for review and oversight  
 60.20 to the commissioner.

282.35 **EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and  
282.36 later.

283.1 Sec. 12. Minnesota Statutes 2014, section 120B.36, as amended by Laws 2015, First

283.2 Special Session chapter 3, article 2, section 8, is amended to read:

283.3 **120B.36 SCHOOL ACCOUNTABILITY; APPEALS PROCESS.**

283.4 Subdivision 1. **School performance reports.** (a) The commissioner shall report  
283.5 student academic performance data under section 120B.35, ~~subdivision subdivisions~~  
283.6 2, paragraph (b), and 3; the percentages of students showing low, medium, and high  
283.7 growth under section 120B.35, subdivision 3, paragraph (b); school safety and student  
283.8 engagement and connection under section 120B.35, subdivision 3, paragraph (d); rigorous  
283.9 coursework under section 120B.35, subdivision 3, paragraph (c); the percentage of  
283.10 students under section 120B.35, subdivision 3, paragraph (b), clause (2), whose progress  
283.11 and performance levels are meeting career and college readiness benchmarks under  
283.12 sections 120B.30, subdivision 1, and 120B.35, subdivision 3, paragraph (e); longitudinal  
283.13 data on the progress of eligible districts in reducing disparities in students' academic  
283.14 achievement and realizing racial and economic integration under section 124D.861;  
283.15 the acquisition of English, and where practicable, native language academic literacy,  
283.16 including oral academic language, and the academic progress of all English learners  
283.17 ~~under section 124D.59, subdivisions 2 and 2a~~ enrolled in a Minnesota public school  
283.18 course or program who are currently or were previously counted as an English learner  
283.19 under section 124D.59; two separate student-to-teacher ratios that clearly indicate the  
283.20 definition of teacher consistent with sections 122A.06 and 122A.15 for purposes of  
283.21 determining these ratios; staff characteristics excluding salaries; student enrollment  
283.22 demographics; all students enrolled in a Minnesota public school course or program who  
283.23 are currently or were previously in foster care, student homelessness, and district mobility;  
283.24 and extracurricular activities. The report also must indicate a school's adequate yearly  
283.25 progress status under applicable federal law, and must not set any designations applicable  
283.26 to high- and low-performing schools due solely to adequate yearly progress status.

283.27 (b) The commissioner shall develop, annually update, and post on the department

283.28 Web site school performance reports.

283.29 (c) The commissioner must make available performance reports by the beginning

283.30 of each school year.

283.31 (d) A school or district may appeal its adequate yearly progress status in writing to

283.32 the commissioner within 30 days of receiving the notice of its status. The commissioner's

283.33 decision to uphold or deny an appeal is final.

60.21 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and  
60.22 later.

60.23 Sec. 23. Minnesota Statutes 2014, section 120B.36, as amended by Laws 2015, First

60.24 Special Session chapter 3, article 2, section 8, is amended to read:

60.25 **120B.36 SCHOOL ACCOUNTABILITY; APPEALS PROCESS.**

60.26 Subdivision 1. **School performance reports.** (a) The commissioner shall report  
60.27 student academic performance data under section 120B.35, ~~subdivision subdivisions~~  
60.28 2 and 3; the percentages of students showing low, medium, and high growth under  
60.29 section 120B.35, subdivision 3, paragraph (b); school safety and student engagement and  
60.30 connection under section 120B.35, subdivision 3, paragraph (d); rigorous coursework  
60.31 under section 120B.35, subdivision 3, paragraph (c); the percentage of students under  
60.32 section 120B.35, subdivision 3, paragraph (b), clause (2), whose progress and performance  
60.33 levels are meeting career and college readiness benchmarks under sections 120B.30,  
60.34 subdivision 1, and 120B.35, subdivision 3, paragraph (e); longitudinal data on the progress  
61.1 of eligible districts in reducing disparities in students' academic achievement and realizing  
61.2 racial and economic integration under section 124D.861; the acquisition of English, and  
61.3 where practicable, native language academic literacy, including oral academic language,  
61.4 and the academic progress of all English learners ~~under section 124D.59, subdivisions~~  
61.5 2 and 2a enrolled in a Minnesota public school course or program who are currently or  
61.6 were previously counted as English learners under section 124D.59; the total number of  
61.7 students by grade who correctly answered at least 30 of 50 civics test questions under  
61.8 section 120B.02, subdivision 3; two separate student-to-teacher ratios that clearly indicate  
61.9 the definition of teacher consistent with sections 122A.06 and 122A.15 for purposes  
61.10 of determining these ratios; staff characteristics excluding salaries; student enrollment  
61.11 demographics; foster care status, including all students enrolled in a Minnesota public  
61.12 school course or program who are currently or were previously in foster care, student  
61.13 homelessness, and district mobility; and extracurricular activities. The report also must  
61.14 indicate a school's adequate yearly progress status under applicable federal law, ~~and must~~  
61.15 ~~not set any designations applicable to high- and low-performing schools due solely to~~  
61.16 ~~adequate yearly progress status.~~

61.17 (b) The commissioner shall develop, annually update, and post on the department

61.18 Web site school performance reports.

61.19 (c) The commissioner must make available performance reports by the beginning

61.20 of each school year.

61.21 (d) A school or district may appeal its ~~adequate yearly progress status in writing~~

61.22 to the commissioner within 30 days of receiving the notice of its status results in a form

61.23 and manner determined by the commissioner and consistent with federal law. The

61.24 commissioner's decision to uphold or deny an appeal is final.

283.34 (e) School performance data are nonpublic data under section 13.02, subdivision 9, 283.35 until the commissioner publicly releases the data. The commissioner shall annually post 283.36 school performance reports to the department's public Web site no later than September 1, 284.1 except that in years when the reports reflect new performance standards, the commissioner 284.2 shall post the school performance reports no later than October 1.

284.3 Subd. 2. **Adequate yearly student progress and other data.** All data the 284.4 department receives, collects, or creates to determine adequate yearly progress status 284.5 under Public Law 107-110, section 1116, set state growth targets, and determine student 284.6 growth, learning, and outcomes under section 120B.35 are nonpublic data under section 284.7 13.02, subdivision 9, until the commissioner publicly releases the data. Districts must 284.8 provide parents sufficiently detailed summary data to permit parents to appeal under 284.9 Public Law 107-110, section 1116(b)(2). The commissioner shall annually post federal 284.10 adequate yearly progress data and state student growth, learning, and outcome data to the 284.11 department's public Web site no later than September 1, except that in years when adequate 284.12 yearly progress reflects new performance standards, the commissioner shall post federal 284.13 adequate yearly progress data and state student growth data no later than October 1.

284.14 **EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and 284.15 later.

284.16 Sec. 13. Minnesota Statutes 2015 Supplement, section 120B.36, subdivision 1, is 284.17 amended to read:

61.25 (e) School performance data are nonpublic data under section 13.02, subdivision 9, 61.26 until the commissioner publicly releases the data. The commissioner shall annually post 61.27 school performance reports to the department's public Web site no later than September 1, 61.28 except that in years when the reports reflect new performance standards, the commissioner 61.29 shall post the school performance reports no later than October 1.

61.30 Subd. 2. **Adequate yearly Student progress and other data.** (a) All data the 61.31 department receives, collects, or creates under section 120B.11, governing the world's 61.32 best workforce or to determine adequate yearly progress status under Public Law 107-110, 61.33 section 1116 federal expectations under the most recently reauthorized Elementary and 61.34 Secondary Education Act, set state growth targets, and determine student growth, learning, 61.35 and outcomes under section 120B.35 are nonpublic data under section 13.02, subdivision 61.36 9, until the commissioner publicly releases the data.

62.1 (b) Districts must provide parents sufficiently detailed summary data to permit 62.2 parents to appeal under Public Law 107-110, section 1116(b)(2) the most recently 62.3 reauthorized federal Elementary and Secondary Education Act. The commissioner shall 62.4 annually post federal adequate yearly progress data expectations and state student growth, 62.5 learning, and outcome data to the department's public Web site no later than September 1, 62.6 except that in years when adequate yearly progress reflects data or federal expectations 62.7 reflect new performance standards, the commissioner shall post federal adequate yearly 62.8 progress data on federal expectations and state student growth data no later than October 1.

62.9 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and 62.10 later, except the requirement to report civics test data is effective for the 2018-2019 school 62.11 year and later.

284.18 Subdivision 1. **School performance reports.** (a) The commissioner shall report  
284.19 student academic performance under section 120B.35, subdivision 2; the percentages of  
284.20 students showing low, medium, and high growth under section 120B.35, subdivision  
284.21 3, paragraph (b); school safety and student engagement and connection under section  
284.22 120B.35, subdivision 3, paragraph (d); rigorous coursework under section 120B.35,  
284.23 subdivision 3, paragraph (c); the percentage of students under section 120B.35, subdivision  
284.24 3, paragraph (b), clause (2), whose progress and performance levels are meeting career  
284.25 and college readiness benchmarks under sections 120B.30, subdivision 1, and 120B.35,  
284.26 subdivision 3, paragraph (e); longitudinal data on the progress of eligible districts in  
284.27 reducing disparities in students' academic achievement and realizing racial and economic  
284.28 integration under section 124D.861; the acquisition of English, and where practicable,  
284.29 native language academic literacy, including oral academic language, and the academic  
284.30 progress of English learners under section 124D.59, subdivisions 2 and 2a; the weekly  
284.31 amount of time students in kindergarten through grade 8 are scheduled to spend in physical  
284.32 education class, the percent of students in kindergarten through grade 12 who receive a  
284.33 passing grade in physical education, and the number of required physical education credits  
284.34 high school students must complete to graduate; two separate student-to-teacher ratios that  
284.35 clearly indicate the definition of teacher consistent with sections 122A.06 and 122A.15  
285.1 for purposes of determining these ratios; staff characteristics excluding salaries; student  
285.2 enrollment demographics; student homelessness and district mobility; and extracurricular  
285.3 activities. The report also must indicate a school's adequate yearly progress status  
285.4 under applicable federal law, and must not set any designations applicable to high- and  
285.5 low-performing schools due solely to adequate yearly progress status.

285.6 (b) The commissioner shall develop, annually update, and post on the department  
285.7 Web site school performance reports.

285.8 (c) The commissioner must make available performance reports by the beginning  
285.9 of each school year.

285.10 (d) A school or district may appeal its adequate yearly progress status in writing to  
285.11 the commissioner within 30 days of receiving the notice of its status. The commissioner's  
285.12 decision to uphold or deny an appeal is final.

285.13 (e) School performance data are nonpublic data under section 13.02, subdivision 9,  
285.14 until the commissioner publicly releases the data. The commissioner shall annually post  
285.15 school performance reports to the department's public Web site no later than September 1,  
285.16 except that in years when the reports reflect new performance standards, the commissioner  
285.17 shall post the school performance reports no later than October 1.

285.18 **EFFECTIVE DATE.** This section is effective the day following final enactment  
285.19 and applies to reports for the 2017-2018 school year and later.

**S2744-2**

15.14 Sec. 19. Minnesota Statutes 2014, section 120B.36, as amended by Laws 2015, First

15.15 Special Session chapter 3, article 2, section 8, is amended to read:

15.16 **120B.36 SCHOOL ACCOUNTABILITY; APPEALS PROCESS.**

15.17 Subdivision 1. **School performance reports.** (a) The commissioner shall report  
 15.18 student academic performance under section 120B.35, subdivision 2; the percentages of  
 15.19 students showing low, medium, and high growth under section 120B.35, subdivision  
 15.20 3, paragraph (b); school safety and student engagement and connection under section  
 15.21 120B.35, subdivision 3, paragraph (d); rigorous coursework under section 120B.35,  
 15.22 subdivision 3, paragraph (c); the percentage of students under section 120B.35,  
 15.23 subdivision 3, paragraph (b), clause (2), whose progress and performance levels are  
 15.24 meeting career and college readiness benchmarks under sections 120B.30, subdivision 1,  
 15.25 and 120B.35, subdivision 3, paragraph (e); longitudinal data on the progress of eligible  
 15.26 districts in reducing disparities in students' academic achievement and realizing racial  
 15.27 and economic integration under section 124D.861; the acquisition of English, and  
 15.28 where practicable, native language academic literacy, including oral academic language,  
 15.29 and the academic progress of English learners under section 124D.59, subdivisions  
 15.30 2 and 2a; two separate student-to-teacher ratios that clearly indicate the definition of  
 15.31 teacher consistent with sections 122A.06 and 122A.15 for purposes of determining these  
 15.32 ratios; staff characteristics excluding salaries; student enrollment demographics; student  
 15.33 homelessness and district mobility; and extracurricular activities. The report also must  
 15.34 indicate a school's ~~adequate yearly progress~~ status under applicable federal law, ~~and must~~  
 16.1 ~~not set any designations applicable to high- and low-performing schools due solely to~~  
 16.2 ~~adequate yearly progress status.~~

16.3 (b) The commissioner shall develop, annually update, and post on the department

16.4 Web site school performance reports.

16.5 (c) The commissioner must make available performance reports by the beginning

16.6 of each school year.

16.7 (d) A school or district may appeal its ~~adequate yearly progress status in writing~~

16.8 ~~to the commissioner within 30 days of receiving the notice of its status results in a form~~

16.9 ~~and manner determined by the commissioner and consistent with federal law.~~ The

16.10 commissioner's decision to uphold or deny an appeal is final.

16.11 (e) School performance data are nonpublic data under section 13.02, subdivision 9,

16.12 until the commissioner publicly releases the data. The commissioner shall annually post

16.13 school performance reports to the department's public Web site no later than September 1,

16.14 except that in years when the reports reflect new performance standards, the commissioner

16.15 shall post the school performance reports no later than October 1.

16.16 Subd. 2. ~~Adequate yearly progress~~ **Federal expectations and other data.** All  
 16.17 data the department receives, collects, or creates to determine ~~adequate yearly progress~~  
 16.18 ~~status~~ federal expectations under Public Law 107-110, section 1116 the Elementary  
 16.19 and Secondary Education Act, set state growth targets, and determine student growth  
 16.20 are nonpublic data under section 13.02, subdivision 9, until the commissioner publicly  
 16.21 releases the data. Districts must provide parents sufficiently detailed summary data  
 16.22 to permit parents to appeal under ~~Public Law 107-110, section 1116(b)(2) the federal~~  
 16.23 Elementary and Secondary Education Act. The commissioner shall annually post ~~federal~~  
 16.24 adequate yearly progress data on federal expectations and state student growth data to  
 16.25 the department's public Web site no later than September 1, except that in years when  
 16.26 ~~adequate yearly progress data on federal expectations~~ reflects new performance standards,  
 16.27 the commissioner shall post ~~federal adequate yearly progress data on federal expectations~~  
 16.28 and state student growth data no later than October 1.

65.1 Sec. 26. Minnesota Statutes 2014, section 121A.53, is amended to read:

65.2 **121A.53 REPORT TO COMMISSIONER OF EDUCATION.**

65.3 Subdivision 1. **Exclusions and expulsions; physical assaults.** The school board  
 65.4 must report through the department electronic reporting system each exclusion or  
 65.5 expulsion and each physical assault of a district employee by a student within 30 days  
 65.6 of the effective date of the dismissal action or assault to the commissioner of education.  
 65.7 This report must include a statement of alternative educational services, or other sanction,  
 65.8 intervention, or resolution in response to the assault given the pupil and the reason for,  
 65.9 the effective date, and the duration of the exclusion or expulsion or other sanction,  
 65.10 intervention, or resolution. The report must also include the student's age, grade, gender,  
 65.11 race, and special education status.

65.12 Subd. 2. **Report.** (a) The school board must include state student identification  
 65.13 numbers of affected pupils on all dismissal and other disciplinary reports required by the  
 65.14 department. The department must report annually to the commissioner summary data on the  
 65.15 number of dismissals and physical assaults of district employees by a student by age, grade,  
 65.16 gender, race, and special education status of the affected pupils. All dismissal and other  
 65.17 disciplinary reports must be submitted through the department electronic reporting system.

65.18 (b) The commissioner must aggregate the district data reported under this section and  
 65.19 include the aggregated data, including aggregated data on physical assaults of a district  
 65.20 employee by a student, in the annual school performance reports under section 120B.36.

65.21 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and

65.22 later.

65.23 Sec. 27. Minnesota Statutes 2014, section 121A.61, subdivision 1, is amended to read:

65.24 Subdivision 1. **Required policy.** Each school board must adopt a written  
 65.25 districtwide school discipline policy which includes written rules of conduct for  
 65.26 students, minimum consequences for violations of the rules, and grounds and procedures  
 65.27 for removal of a student from class. The policy must be developed in consultation  
 65.28 with administrators, teachers, employees, pupils, parents, community members, law  
 65.29 enforcement agencies, county attorney offices, social service agencies, and such other  
 65.30 individuals or organizations as the board determines appropriate. The policy must be  
 65.31 consistent with a teacher's authority for controlling and managing student behavior in the  
 65.32 classroom under section 122A.42. A school site council may adopt additional provisions  
 65.33 to the policy subject to the approval of the school board.

66.1 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and  
 66.2 later.

16.29 Sec. 20. Minnesota Statutes 2014, section 121A.61, subdivision 3, is amended to read:

16.30 Subd. 3. **Policy components.** The policy must include at least the following  
 16.31 components:

16.32 (a) rules governing student conduct and procedures for informing students of the  
 16.33 rules;

16.34 (b) the grounds for removal of a student from a class;

17.1 (c) the authority of the classroom teacher to remove students from the classroom  
 17.2 pursuant to procedures and rules established in the district's policy;

17.3 (d) the procedures for removal of a student from a class by a teacher, school  
 17.4 administrator, or other school district employee;

17.5 (e) the period of time for which a student may be removed from a class, which may  
 17.6 not exceed five class periods for a violation of a rule of conduct;

17.7 (f) provisions relating to the responsibility for and custody of a student removed  
 17.8 from a class;

17.9 (g) the procedures for return of a student to the specified class from which the  
 17.10 student has been removed;

17.11 (h) the procedures for notifying a student and the student's parents or guardian of  
 17.12 violations of the rules of conduct and of resulting disciplinary actions;

17.13 (i) any procedures determined appropriate for encouraging early involvement of  
 17.14 parents or guardians in attempts to improve a student's behavior;

17.15 (j) any procedures determined appropriate for encouraging early detection of  
 17.16 behavioral problems;

17.17 (k) any procedures determined appropriate for referring a student in need of special  
 17.18 education services to those services;

17.19 (l) the procedures for consideration of whether there is a need for a further  
 17.20 assessment or of whether there is a need for a review of the adequacy of a current  
 17.21 individualized education program of a student with a disability who is removed from class;

17.22 (m) procedures for detecting and addressing chemical abuse problems of a student  
 17.23 while on the school premises;

17.24 (n) the minimum consequences for violations of the code of conduct;

17.25 (o) procedures for immediate and appropriate interventions tied to violations of  
 17.26 the code;

17.27 (p) a provision that states that a teacher, school employee, school bus driver, or  
 17.28 other agent of a district may use reasonable force in compliance with section 121A.582  
 17.29 and other laws; ~~and~~

17.30 (q) an agreement regarding procedures to coordinate crisis services to the extent  
 17.31 funds are available with the county board responsible for implementing sections 245.487  
 17.32 to 245.4889 for students with a serious emotional disturbance or other students who  
 17.33 have an individualized education program whose behavior may be addressed by crisis  
 17.34 intervention; and

17.35 (r) a provision that states a student must be removed from class immediately if the  
 17.36 student engages in assault or violent behavior. For purposes of this paragraph, "assault"  
 18.1 has the meaning given it in section 609.02, subdivision 10. The removal shall be for a  
 18.2 period of time deemed appropriate by the principal, in consultation with the teacher.

66.3 Sec. 28. Minnesota Statutes 2014, section 121A.64, is amended to read:

66.4 **121A.64 NOTIFICATION; TEACHERS' LEGITIMATE EDUCATIONAL**  
 66.5 **INTEREST.**

66.6 (a) A classroom teacher has a legitimate educational interest in knowing which  
 66.7 students placed in the teacher's classroom have a history of violent behavior, including any  
 66.8 documented physical assault of a district employee by the student, and must be notified  
 66.9 before such students are placed in the teacher's classroom.



66.10 (b) Representatives of the school board and the exclusive representative of the  
66.11 teachers shall discuss issues related to the model policy on student records adopted under  
66.12 Laws 1999, chapter 241, article 9, section 50, and any modifications adopted under Laws  
66.13 2003, First Special Session chapter 9, for notifying classroom teachers and other school  
66.14 district employees having a legitimate educational interest in knowing about students with  
66.15 a history of violent behavior, including any documented physical assault of a district  
66.16 employee by students placed in classrooms. The representatives of the school board and  
66.17 the exclusive representative of the teachers also may discuss the need for intervention  
66.18 services or conflict resolution or training for staff related to placing students with a history  
66.19 of violent behavior in teachers' classrooms.

66.20 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and  
66.21 later.

**UEH2749-1**

85.3 Sec. 50. Minnesota Statutes 2014, section 123B.49, subdivision 4, is amended to read:

85.4 Subd. 4. **Board control of extracurricular activities.** (a) The board may take  
85.5 charge of and control all extracurricular activities of the teachers and children of the public  
85.6 schools in the district. Extracurricular activities means all direct and personal services for  
85.7 pupils for their enjoyment that are managed and operated under the guidance of an adult  
85.8 or staff member. The board shall allow all resident pupils receiving instruction in a home  
85.9 school as defined in section 123B.36, subdivision 1, paragraph (a), and all resident pupils  
85.10 enrolled full-time in an online public school program to be eligible to fully participate in  
85.11 extracurricular activities on the same basis as public school students.

85.12 (b) Extracurricular activities have all of the following characteristics:

85.13 (1) they are not offered for school credit nor required for graduation;

85.14 (2) they are generally conducted outside school hours, or if partly during school  
85.15 hours, at times agreed by the participants, and approved by school authorities;

85.16 (3) the content of the activities is determined primarily by the pupil participants  
85.17 under the guidance of a staff member or other adult.

85.18 (c) If the board does not take charge of and control extracurricular activities, these  
 85.19 activities shall be self-sustaining with all expenses, except direct salary costs and indirect  
 85.20 costs of the use of school facilities, met by dues, admissions, or other student fund-raising  
 85.21 events. The general fund must reflect only those salaries directly related to and readily  
 85.22 identified with the activity and paid by public funds. Other revenues and expenditures for  
 85.23 extra curricular activities must be recorded according to the Manual for Activity Fund  
 85.24 Accounting. Extracurricular activities not under board control must have an annual  
 85.25 financial audit and must also be audited annually for compliance with this section.

85.26 (d) If the board takes charge of and controls extracurricular activities, any or all  
 85.27 costs of these activities may be provided from school revenues and all revenues and  
 85.28 expenditures for these activities shall be recorded in the same manner as other revenues  
 85.29 and expenditures of the district.

85.30 (e) If the board takes charge of and controls extracurricular activities, the teachers or  
 85.31 pupils in the district must not participate in such activity, nor shall the school name or any  
 85.32 allied name be used in connection therewith, except by consent and direction of the board.

85.33 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and  
 85.34 later.

## S2744-2

24.17 Sec. 32. Minnesota Statutes 2014, section 124D.03, subdivision 5a, is amended to read:

24.18 Subd. 5a. **Lotteries.** If a school district has more applications than available seats at  
 24.19 a specific grade level, it must hold an impartial lottery following the January 15 deadline  
 24.20 to determine which students will receive seats. Siblings of currently enrolled students and,  
 24.21 applications related to an approved integration and achievement plan, and children of the  
 24.22 school district's staff must receive priority in the lottery. The process for the school district  
 24.23 lottery must be established in school district policy, approved by the school board, and  
 24.24 posted on the school district's Web site.

24.25 **EFFECTIVE DATE.** This section is effective the day following final enactment for  
 24.26 nonresident pupil applications not yet accepted or rejected by the school district.

## UEH2749-1

291.12 Sec. 21. Minnesota Statutes 2014, section 124D.091, subdivision 2, is amended to read:

291.13 Subd. 2. **Eligibility.** A district that offers a concurrent enrollment course according  
 291.14 to an agreement under section 124D.09, subdivision 10, is eligible to receive aid for the  
 291.15 costs of providing postsecondary courses at the high school. ~~Beginning in fiscal year 2011,~~  
 291.16 Districts only are eligible for aid if the college or university concurrent enrollment courses  
 291.17 offered by the district are accredited by the National Alliance of Concurrent Enrollment  
 291.18 Partnership, in the process of being accredited, or are shown by clear evidence to be of  
 291.19 comparable standard to accredited courses, or are technical courses within a recognized  
 291.20 career and technical education program of study approved by the commissioner of  
 291.21 education and the chancellor of the Minnesota State Colleges and Universities.

291.22 Sec. 22. Minnesota Statutes 2014, section 124D.091, subdivision 3, is amended to read:

291.23 Subd. 3. **Aid; tuition reimbursement.** (a) An eligible district shall receive \$150  
 291.24 ~~\$300~~ per pupil enrolled in a concurrent enrollment course. The money must be used  
 291.25 to defray the cost of delivering the course at the high school. The commissioner shall  
 291.26 establish application procedures and deadlines for receipt of aid payments.

291.27 (b) ~~Notwithstanding paragraph (a), by mutual agreement of the school board and the~~  
 291.28 ~~exclusive representative of the teachers, up to 25 percent of the aid under this subdivision~~  
 291.29 ~~may be reserved to offset tuition paid to an accredited higher education institution for~~  
 291.30 ~~coursework necessary for secondary teachers to meet a postsecondary institution's~~  
 291.31 ~~accrediting body's requirements to teach concurrent enrollment courses.~~

291.32 (c) ~~A teacher receiving tuition reimbursement under this subdivision must repay the~~  
 291.33 ~~school district if the teacher does not complete the training. If 50 percent or more of a~~  
 291.34 ~~teacher's tuition is reimbursed by the school district, the teacher must continue to teach in~~  
 292.1 ~~the school district for two years after receiving an endorsement under section 122A.09,~~  
 292.2 ~~subdivision 12, or repay the district for the tuition reimbursement.~~

## S2744-2

24.27 Sec. 33. Minnesota Statutes 2014, section 124D.15, subdivision 3a, is amended to read:

24.28 Subd. 3a. **Application and reporting requirements.** (a) A school readiness  
 24.29 program provider must ~~submit include~~ a biennial plan ~~for approval by the commissioner~~  
 24.30 ~~before receiving aid under section 124D.16. The plan must describe in the district's~~  
 24.31 ~~world's best workforce plan under section 120B.11, describing how the school readiness~~  
 24.32 ~~program meets the program requirements under subdivision 3. A school district by April 1~~  
 24.33 ~~must submit the plan for approval by the commissioner in the form and manner prescribed~~  
 24.34 ~~by the commissioner. One-half the districts must first submit the plan by April 1, 2006,~~  
 25.1 ~~and one-half the districts must first submit the plan by April 1, 2007, as determined by~~  
 25.2 ~~the commissioner.~~

25.3 (b) Programs receiving school readiness funds annually must submit a report to  
 25.4 the department.

25.5 **EFFECTIVE DATE.** This section is effective July 1, 2016.

25.6 Sec. 34. Minnesota Statutes 2015 Supplement, section 124D.231, subdivision 2,  
25.7 is amended to read:

25.8 Subd. 2. **Full-service community school program.** (a) The commissioner shall  
25.9 provide funding to eligible school sites to plan, implement, and improve full-service  
25.10 community schools. Eligible school sites must meet one of the following criteria:

25.11 (1) the school is on a development plan for continuous improvement under section  
25.12 120B.35, subdivision 2; or

25.13 (2) the school is in a district that has an achievement and integration plan approved  
25.14 by the commissioner of education under sections 124D.861 and 124D.862.

25.15 (b) An eligible school site may receive up to \$100,000 annually. School sites  
25.16 receiving funding under this section shall hire or contract with a partner agency to hire a  
25.17 site coordinator to coordinate services at each covered school site.

25.18 (c) Implementation funding of up to \$20,000 must be available for up to one year for  
25.19 planning for school sites. At the end of this period, the school must submit a full-service  
25.20 community school plan, pursuant to paragraph (g).

25.21 (d) The commissioner shall dispense the funds to schools with significant populations  
25.22 of students receiving free or reduced-price lunches. Schools with significant homeless and  
25.23 highly mobile students shall also be a priority. The commissioner must also dispense the  
25.24 funds in a manner to ensure equity among urban, suburban, and greater Minnesota schools.

25.25 (e) A school site must establish a school leadership team responsible for developing  
25.26 school-specific programming goals, assessing program needs, and overseeing the process  
25.27 of implementing expanded programming at each covered site. The school leadership team  
25.28 shall have between 12 to 15 members and shall meet the following requirements:

25.29 (1) at least 30 percent of the members are parents and 30 percent of the members  
25.30 are teachers at the school site and must include the school principal and representatives  
25.31 from partner agencies; and

25.32 (2) the school leadership team must be responsible for overseeing the baseline  
25.33 analyses under paragraph (f). A school leadership team must have ongoing responsibility  
25.34 for monitoring the development and implementation of full-service community school  
25.35 operations and programming at the school site and shall issue recommendations to schools  
26.1 on a regular basis and summarized in an annual report. These reports shall also be made  
26.2 available to the public at the school site and on school and district Web sites.

26.3 (f) School sites must complete a baseline analysis prior to beginning programming  
26.4 as a full-service community school. The analysis shall include:

26.5 (1) a baseline analysis of needs at the school site, led by the school leadership team,  
26.6 which shall include the following elements:

26.7 (i) identification of challenges facing the school;

26.8 (ii) analysis of the student body, including:

26.9 (A) number and percentage of students with disabilities and needs of these students;

26.10 (B) number and percentage of students who are English learners and the needs of  
26.11 these students;

26.12 (C) number of students who are homeless or highly mobile; and

26.13 (D) number and percentage of students receiving free or reduced-price lunch and the  
26.14 needs of these students;

26.15 (iii) analysis of enrollment and retention rates for students with disabilities,  
26.16 English learners, homeless and highly mobile students, and students receiving free or  
26.17 reduced-price lunch;

26.18 (iv) analysis of suspension and expulsion data, including the justification for such  
26.19 disciplinary actions and the degree to which particular populations, including, but not  
26.20 limited to, students of color, students with disabilities, students who are English learners,  
26.21 and students receiving free or reduced-price lunch are represented among students subject  
26.22 to such actions;

26.23 (v) analysis of school achievement data disaggregated by major demographic  
26.24 categories, including, but not limited to, race, ethnicity, English learner status, disability  
26.25 status, and free or reduced-price lunch status;

26.26 (vi) analysis of current parent engagement strategies and their success; and

26.27 (vii) evaluation of the need for and availability of wraparound services, including,  
26.28 but not limited to:

26.29 (A) mechanisms for meeting students' social, emotional, and physical health needs,  
26.30 which may include coordination of existing services as well as the development of new  
26.31 services based on student needs; and

26.32 (B) strategies to create a safe and secure school environment and improve school  
26.33 climate and discipline, such as implementing a system of positive behavioral supports, and  
26.34 taking additional steps to eliminate bullying;

26.35 (2) a baseline analysis of community assets and a strategic plan for utilizing  
26.36 and aligning identified assets. This analysis should include, but is not limited to, a  
27.1 documentation of individuals in the community, faith-based organizations, community and  
27.2 neighborhood associations, colleges, hospitals, libraries, businesses, and social service  
27.3 agencies who may be able to provide support and resources; and

- 27.4 (3) a baseline analysis of needs in the community surrounding the school, led by  
 27.5 the school leadership team, including, but not limited to:
- 27.6 (i) the need for high-quality, full-day child care and early childhood education  
 27.7 programs;
- 27.8 (ii) the need for physical and mental health care services for children and adults; and
- 27.9 (iii) the need for job training and other adult education programming.
- 27.10 (g) Each school site receiving funding under this section must establish at least two  
 27.11 of the following types of programming:
- 27.12 (1) early childhood:
- 27.13 (i) early childhood education; and
- 27.14 (ii) child care services;
- 27.15 (2) academic:
- 27.16 (i) academic support and enrichment activities, including expanded learning time;
- 27.17 (ii) summer or after-school enrichment and learning experiences;
- 27.18 (iii) job training, internship opportunities, and career counseling services;
- 27.19 (iv) programs that provide assistance to students who have been truant, suspended,  
 27.20 or expelled; and
- 27.21 (v) specialized instructional support services;
- 27.22 (3) parental involvement:
- 27.23 (i) programs that promote parental involvement and family literacy; ~~including the~~  
 27.24 ~~Reading First and Early Reading First programs authorized under part B of title I of the~~  
 27.25 ~~Elementary and Secondary Education Act of 1965, United States Code, title 20, section~~  
 27.26 ~~6364, et seq.;~~
- 27.27 (ii) parent leadership development activities; and
- 27.28 (iii) parenting education activities;
- 27.29 (4) mental and physical health:
- 27.30 (i) mentoring and other youth development programs, including peer mentoring and  
 27.31 conflict mediation;
- 27.32 (ii) juvenile crime prevention and rehabilitation programs;
- 27.33 (iii) home visitation services by teachers and other professionals;
- 27.34 (iv) developmentally appropriate physical education;

- 27.35 (v) nutrition services;
- 27.36 (vi) primary health and dental care; and
- 28.1 (vii) mental health counseling services;
- 28.2 (5) community involvement:
- 28.3 (i) service and service-learning opportunities;
- 28.4 (ii) adult education, including instruction in English as a second language; and
- 28.5 (iii) homeless prevention services;
- 28.6 (6) positive discipline practices; and
- 28.7 (7) other programming designed to meet school and community needs identified in
- 28.8 the baseline analysis and reflected in the full-service community school plan.
- 28.9 (h) The school leadership team at each school site must develop a full-service
- 28.10 community school plan detailing the steps the school leadership team will take, including:
- 28.11 (1) timely establishment and consistent operation of the school leadership team;
- 28.12 (2) maintenance of attendance records in all programming components;
- 28.13 (3) maintenance of measurable data showing annual participation and the impact
- 28.14 of programming on the participating children and adults;
- 28.15 (4) documentation of meaningful and sustained collaboration between the school
- 28.16 and community stakeholders, including local governmental units, civic engagement
- 28.17 organizations, businesses, and social service providers;
- 28.18 (5) establishment and maintenance of partnerships with institutions, such as
- 28.19 universities, hospitals, museums, or not-for-profit community organizations to further the
- 28.20 development and implementation of community school programming;
- 28.21 (6) ensuring compliance with the district nondiscrimination policy; and
- 28.22 (7) plan for school leadership team development.

### UEH2749-1

292.3 Sec. 23. Minnesota Statutes 2015 Supplement, section 124D.231, subdivision 2,  
292.4 is amended to read:

292.5 Subd. 2. **Full-service community school program.** (a) The commissioner shall  
292.6 provide funding to eligible school sites to plan, implement, and improve full-service  
292.7 community schools. Eligible school sites must meet one of the following criteria:

86.1 Sec. 51. Minnesota Statutes 2015 Supplement, section 124D.231, subdivision 2,  
86.2 is amended to read:

86.3 Subd. 2. **Full-service community school program.** (a) The commissioner shall  
86.4 provide funding to eligible school sites to plan, implement, and improve full-service  
86.5 community schools. Eligible school sites must meet one of the following criteria:

292.8 (1) the school is on a development plan for continuous improvement under section  
 292.9 120B.35, subdivision 2; or

292.10 (2) the school is in a district that has an achievement and integration plan approved  
 292.11 by the commissioner of education under sections 124D.861 and 124D.862.

292.12 (b) An eligible school site may receive up to ~~\$100,000~~ \$150,000 annually. School  
 292.13 sites receiving funding under this section shall hire or contract with a partner agency to  
 292.14 hire a site coordinator to coordinate services at each covered school site.

292.15 (c) Of grants awarded, implementation funding of up to \$20,000 must be available  
 292.16 for up to one year for planning for school sites. At the end of this period, the school must  
 292.17 submit a full-service community school plan, pursuant to paragraph (g). If the site decides  
 292.18 not to use planning funds, the plan must be submitted with the application.

292.19 (d) The commissioner shall ~~dispense the funds to~~ consider additional school factors  
 292.20 when dispensing funds including: schools with significant populations of students  
 292.21 receiving free or reduced-price lunches. ~~Schools with~~ significant homeless and highly  
 292.22 mobile students shall also be a priority. ~~The commissioner must also dispense the funds in a~~  
 292.23 ~~manner to ensure rates; and~~ equity among urban, suburban, and greater Minnesota schools.

292.24 (e) A school site must establish a school leadership team responsible for developing  
 292.25 school-specific programming goals, assessing program needs, and overseeing the process  
 292.26 of implementing expanded programming at each covered site. The school leadership team  
 292.27 shall have between 12 to 15 members and shall meet the following requirements:

292.28 (1) at least 30 percent of the members are parents and 30 percent of the members  
 292.29 are teachers at the school site and must include the school principal and representatives  
 292.30 from partner agencies; and

292.31 (2) the school leadership team must be responsible for overseeing the baseline  
 292.32 analyses under paragraph (f). A school leadership team must have ongoing responsibility  
 292.33 for monitoring the development and implementation of full-service community school  
 292.34 operations and programming at the school site and shall issue recommendations to schools  
 293.1 on a regular basis and summarized in an annual report. These reports shall also be made  
 293.2 available to the public at the school site and on school and district Web sites.

293.3 (f) School sites must complete a baseline analysis prior to beginning programming  
 293.4 as a full-service community school. The analysis shall include:

293.5 (1) a baseline analysis of needs at the school site, led by the school leadership team,  
 293.6 which shall include the following elements:

293.7 (i) identification of challenges facing the school;

293.8 (ii) analysis of the student body, including:

293.9 (A) number and percentage of students with disabilities and needs of these students;

86.6 (1) the school is on a development plan for continuous improvement under section  
 86.7 120B.35, subdivision 2; or

86.8 (2) the school is in a district that has an achievement and integration plan approved  
 86.9 by the commissioner of education under sections 124D.861 and 124D.862.

86.10 (b) An eligible school site may receive up to \$100,000 annually. School sites  
 86.11 receiving funding under this section shall hire or contract with a partner agency to hire a  
 86.12 site coordinator to coordinate services at each covered school site.

86.13 (c) Implementation funding of up to \$20,000 must be available for up to one year for  
 86.14 planning for school sites. At the end of this period, the school must submit a full-service  
 86.15 community school plan, pursuant to paragraph (g).

86.16 (d) The commissioner shall dispense the funds to schools with significant populations  
 86.17 of students receiving free or reduced-price lunches. Schools with significant homeless and  
 86.18 highly mobile students shall also be a priority. The commissioner must also dispense the  
 86.19 funds in a manner to ensure equity among urban, suburban, and greater Minnesota schools.

86.20 (e) A school site must establish a school leadership team responsible for developing  
 86.21 school-specific programming goals, assessing program needs, and overseeing the process  
 86.22 of implementing expanded programming at each covered site. The school leadership team  
 86.23 shall have between 12 to 15 members and shall meet the following requirements:

86.24 (1) at least 30 percent of the members are parents and 30 percent of the members  
 86.25 are teachers at the school site and must include the school principal and representatives  
 86.26 from partner agencies; and

86.27 (2) the school leadership team must be responsible for overseeing the baseline  
 86.28 analyses under paragraph (f). A school leadership team must have ongoing responsibility  
 86.29 for monitoring the development and implementation of full-service community school  
 86.30 operations and programming at the school site and shall issue recommendations to schools  
 86.31 on a regular basis and summarized in an annual report. These reports shall also be made  
 86.32 available to the public at the school site and on school and district Web sites.

86.33 (f) School sites must complete a baseline analysis prior to beginning programming  
 86.34 as a full-service community school. The analysis shall include:

86.35 (1) a baseline analysis of needs at the school site, led by the school leadership team,  
 86.36 which shall include the following elements:

87.1 (i) identification of challenges facing the school;

87.2 (ii) analysis of the student body, including:

87.3 (A) number and percentage of students with disabilities and needs of these students;



293.10 (B) number and percentage of students who are English learners and the needs of  
293.11 these students;

293.12 (C) number of students who are homeless or highly mobile; and

293.13 (D) number and percentage of students receiving free or reduced-price lunch and the  
293.14 needs of these students;

293.15 (iii) analysis of enrollment and retention rates for students with disabilities,  
293.16 English learners, homeless and highly mobile students, and students receiving free or  
293.17 reduced-price lunch;

293.18 (iv) analysis of suspension and expulsion data, including the justification for such  
293.19 disciplinary actions and the degree to which particular populations, including, but not  
293.20 limited to, students of color, students with disabilities, students who are English learners,  
293.21 and students receiving free or reduced-price lunch are represented among students subject  
293.22 to such actions;

293.23 (v) analysis of school achievement data disaggregated by major demographic  
293.24 categories, including, but not limited to, race, ethnicity, English learner status, disability  
293.25 status, and free or reduced-price lunch status;

293.26 (vi) analysis of current parent engagement strategies and their success; and

293.27 (vii) evaluation of the need for and availability of wraparound services, including,  
293.28 but not limited to:

293.29 (A) mechanisms for meeting students' social, emotional, and physical health needs,  
293.30 which may include coordination of existing services as well as the development of new  
293.31 services based on student needs; and

293.32 (B) strategies to create a safe and secure school environment and improve school  
293.33 climate and discipline, such as implementing a system of positive behavioral supports, and  
293.34 taking additional steps to eliminate bullying;

293.35 (2) a baseline analysis of community assets and a strategic plan for utilizing  
293.36 and aligning identified assets. This analysis should include, but is not limited to, a  
294.1 documentation of individuals in the community, faith-based organizations, community and  
294.2 neighborhood associations, colleges, hospitals, libraries, businesses, and social service  
294.3 agencies who may be able to provide support and resources; and

294.4 (3) a baseline analysis of needs in the community surrounding the school, led by  
294.5 the school leadership team, including, but not limited to:

294.6 (i) the need for high-quality, full-day child care and early childhood education  
294.7 programs;

294.8 (ii) the need for physical and mental health care services for children and adults; and

87.4 (B) number and percentage of students who are English learners and the needs of  
87.5 these students;

87.6 (C) number of students who are homeless or highly mobile; and

87.7 (D) number and percentage of students receiving free or reduced-price lunch and the  
87.8 needs of these students;

87.9 (iii) analysis of enrollment and retention rates for students with disabilities,  
87.10 English learners, homeless and highly mobile students, and students receiving free or  
87.11 reduced-price lunch;

87.12 (iv) analysis of suspension and expulsion data, including the justification for such  
87.13 disciplinary actions and the degree to which particular populations, including, but not  
87.14 limited to, students of color, students with disabilities, students who are English learners,  
87.15 and students receiving free or reduced-price lunch are represented among students subject  
87.16 to such actions;

87.17 (v) analysis of school achievement data disaggregated by major demographic  
87.18 categories, including, but not limited to, race, ethnicity, English learner status, disability  
87.19 status, and free or reduced-price lunch status;

87.20 (vi) analysis of current parent engagement strategies and their success; and

87.21 (vii) evaluation of the need for and availability of wraparound services, including,  
87.22 but not limited to:

87.23 (A) mechanisms for meeting students' social, emotional, and physical health needs,  
87.24 which may include coordination of existing services as well as the development of new  
87.25 services based on student needs; and

87.26 (B) strategies to create a safe and secure school environment and improve school  
87.27 climate and discipline, such as implementing a system of positive behavioral supports, and  
87.28 taking additional steps to eliminate bullying;

87.29 (2) a baseline analysis of community assets and a strategic plan for utilizing  
87.30 and aligning identified assets. This analysis should include, but is not limited to, a  
87.31 documentation of individuals in the community, faith-based organizations, community and  
87.32 neighborhood associations, colleges, hospitals, libraries, businesses, and social service  
87.33 agencies who may be able to provide support and resources; and

87.34 (3) a baseline analysis of needs in the community surrounding the school, led by  
87.35 the school leadership team, including, but not limited to:

88.1 (i) the need for high-quality, full-day child care and early childhood education  
88.2 programs;

88.3 (ii) the need for physical and mental health care services for children and adults; and

294.9 (iii) the need for job training and other adult education programming.

294.10 (g) Each school site receiving funding under this section must establish at least two

294.11 of the following types of programming:

294.12 (1) early childhood:

294.13 (i) early childhood education; and

294.14 (ii) child care services;

294.15 (2) academic:

294.16 (i) academic support and enrichment activities, including expanded learning time;

294.17 (ii) summer or after-school enrichment and learning experiences;

294.18 (iii) job training, internship opportunities, and career counseling services;

294.19 (iv) programs that provide assistance to students who have been truant, suspended,

294.20 or expelled; and

294.21 (v) specialized instructional support services;

294.22 (3) parental involvement:

294.23 (i) programs that promote parental involvement and family literacy, including the

294.24 Reading First and Early Reading First programs authorized under part B of title I of the

294.25 Elementary and Secondary Education Act of 1965, United States Code, title 20, section

294.26 6361, et seq.;

294.27 (ii) parent leadership development activities; and

294.28 (iii) parenting education activities;

294.29 (4) mental and physical health:

294.30 (i) mentoring and other youth development programs, including peer mentoring and

294.31 conflict mediation;

294.32 (ii) juvenile crime prevention and rehabilitation programs;

294.33 (iii) home visitation services by teachers and other professionals;

294.34 (iv) developmentally appropriate physical education;

294.35 (v) nutrition services;

294.36 (vi) primary health and dental care; and

295.1 (vii) mental health counseling services;

295.2 (5) community involvement:

88.4 (iii) the need for job training and other adult education programming.

88.5 (g) Each school site receiving funding under this section must establish at least two

88.6 of the following types of programming:

88.7 (1) early childhood:

88.8 (i) early childhood education; and

88.9 (ii) child care services;

88.10 (2) academic:

88.11 (i) academic support and enrichment activities, including expanded learning time;

88.12 (ii) summer or after-school enrichment and learning experiences;

88.13 (iii) job training, internship opportunities, and career counseling services;

88.14 (iv) programs that provide assistance to students who have been truant, suspended,

88.15 or expelled; and

88.16 (v) specialized instructional support services;

88.17 (3) parental involvement:

88.18 (i) programs that promote parental involvement and family literacy, ~~including the~~

88.19 ~~Reading First and Early Reading First programs authorized under part B of title I of the~~

88.20 ~~Elementary and Secondary Education Act of 1965, United States Code, title 20, section~~

88.21 ~~6361, et seq.;~~

88.22 (ii) parent leadership development activities; and

88.23 (iii) parenting education activities;

88.24 (4) mental and physical health:

88.25 (i) mentoring and other youth development programs, including peer mentoring and

88.26 conflict mediation;

88.27 (ii) juvenile crime prevention and rehabilitation programs;

88.28 (iii) home visitation services by teachers and other professionals;

88.29 (iv) developmentally appropriate physical education;

88.30 (v) nutrition services;

88.31 (vi) primary health and dental care; and

88.32 (vii) mental health counseling services;

88.33 (5) community involvement:

295.3 (i) service and service-learning opportunities;

295.4 (ii) adult education, including instruction in English as a second language; and

295.5 (iii) homeless prevention services;

295.6 (6) positive discipline practices; and

295.7 (7) other programming designed to meet school and community needs identified in

295.8 the baseline analysis and reflected in the full-service community school plan.

295.9 (h) The school leadership team at each school site must develop a full-service

295.10 community school plan detailing the steps the school leadership team will take, including:

295.11 (1) timely establishment and consistent operation of the school leadership team;

295.12 (2) maintenance of attendance records in all programming components;

295.13 (3) maintenance of measurable data showing annual participation and the impact

295.14 of programming on the participating children and adults;

295.15 (4) documentation of meaningful and sustained collaboration between the school

295.16 and community stakeholders, including local governmental units, civic engagement

295.17 organizations, businesses, and social service providers;

295.18 (5) establishment and maintenance of partnerships with institutions, such as

295.19 universities, hospitals, museums, or not-for-profit community organizations to further the

295.20 development and implementation of community school programming;

295.21 (6) ensuring compliance with the district nondiscrimination policy; and

295.22 (7) plan for school leadership team development.

295.23 Sec. 24. Minnesota Statutes 2014, section 124D.59, is amended by adding a

295.24 subdivision to read:

295.25 Subd. 9. **English learner data.** When data on English learners are reported for

295.26 purposes of educational accountability, English learner data must include all pupils

295.27 enrolled in a Minnesota public school course or program who are currently or were

295.28 previously counted as an English learner under this section. Reported data must be

295.29 disaggregated by currently counted and previously counted English learners.

295.30 **EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and

295.31 later.

**S2744-2**

88.34 (i) service and service-learning opportunities;

88.35 (ii) adult education, including instruction in English as a second language; and

88.36 (iii) homeless prevention services;

89.1 (6) positive discipline practices; and

89.2 (7) other programming designed to meet school and community needs identified in

89.3 the baseline analysis and reflected in the full-service community school plan.

89.4 (h) The school leadership team at each school site must develop a full-service

89.5 community school plan detailing the steps the school leadership team will take, including:

89.6 (1) timely establishment and consistent operation of the school leadership team;

89.7 (2) maintenance of attendance records in all programming components;

89.8 (3) maintenance of measurable data showing annual participation and the impact

89.9 of programming on the participating children and adults;

89.10 (4) documentation of meaningful and sustained collaboration between the school

89.11 and community stakeholders, including local governmental units, civic engagement

89.12 organizations, businesses, and social service providers;

89.13 (5) establishment and maintenance of partnerships with institutions, such as

89.14 universities, hospitals, museums, or not-for-profit community organizations to further the

89.15 development and implementation of community school programming;

89.16 (6) ensuring compliance with the district nondiscrimination policy; and

89.17 (7) plan for school leadership team development.

89.18 Sec. 52. Minnesota Statutes 2014, section 124D.59, is amended by adding a

89.19 subdivision to read:

89.20 Subd. 9. **English learner data.** When data on English learners are reported for

89.21 purposes of educational accountability, English learner data must include all pupils

89.22 enrolled in a Minnesota public school course or program who are currently or were

89.23 previously counted as English learners under this section.

89.24 **EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and

89.25 later.

28.23 Sec. 35. Minnesota Statutes 2015 Supplement, section 124D.73, subdivision 4, is amended to read:

28.25 Subd. 4. **Participating school; American Indian school.** "Participating school" 28.26 and "American Indian school" mean a school that:

28.27 (1) is not operated by a school district; and

28.28 (2) is eligible for a grant under federal Title ~~VH~~ VI of the Elementary and Secondary 28.29 Education Act for the education of American Indian children.

89.26 Sec. 53. Minnesota Statutes 2015 Supplement, section 124D.73, subdivision 4, is amended to read:

89.28 Subd. 4. **Participating school; American Indian school.** "Participating school" 89.29 and "American Indian school" mean a school that:

89.30 (1) is not operated by a school district; and

89.31 (2) is eligible for a grant under federal Title ~~VH~~ VI of the Elementary and Secondary 89.32 Education Act for the education of American Indian children.

89.33 Sec. 54. Minnesota Statutes 2014, section 124D.861, subdivision 1, is amended to read:

90.1 Subdivision 1. **Program to close the academic achievement and opportunity gap;** 90.2 **revenue uses.** (a) The "Achievement and Integration for Minnesota" program is established 90.3 to pursue racial and economic integration and increase student academic achievement, 90.4 create equitable educational opportunities, and reduce academic disparities based on 90.5 students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

90.6 (b) For purposes of this section and section 124D.862, "eligible district" ~~means a~~ 90.7 ~~district required to submit a plan to the commissioner under Minnesota Rules governing~~ 90.8 ~~school desegregation and integration, or be a member of a multidistrict integration~~ 90.9 ~~collaborative that files a plan with the commissioner~~ has the meaning given in subdivision 90.10 1a.

90.11 (c) Eligible districts must use the revenue under section 124D.862 to pursue 90.12 academic achievement and racial and economic integration through: (1) integrated 90.13 learning environments that prepare all students to be effective citizens and enhance 90.14 social cohesion; (2) policies and curricula and trained instructors, administrators, school 90.15 counselors, and other advocates to support and enhance integrated learning environments 90.16 under this section, including through magnet schools, innovative, research-based 90.17 instruction, differentiated instruction, and targeted interventions to improve achievement; 90.18 and (3) rigorous career and college readiness programs for underserved student 90.19 populations, consistent with section 120B.30, subdivision 1; integrated learning 90.20 environments to increase student academic achievement; cultural fluency, competency, 90.21 and interaction; graduation and educational attainment rates; and parent involvement.

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

90.23 Sec. 55. Minnesota Statutes 2014, section 124D.861, is amended by adding a 90.24 subdivision to read:

90.25 Subd. 1a. **Definitions.** (a) "Racially identifiable school within a district" means a 90.26 school where the enrollment of protected students at the school within a district is more 90.27 than 20 percentage points above the enrollment of protected students in the entire district 90.28 for the grade levels served by that school.

- 90.29 (b) "Racially isolated school district" means a district where the districtwide  
90.30 enrollment of protected students exceeds the enrollment of protected students of any  
90.31 adjoining district by more than 20 percentage points.
- 90.32 (c) "School" means a site in a public school district serving any of kindergarten  
90.33 through grade 12. For purposes of this section and section 124D.862, school does not mean:
- 90.34 (1) a charter school under chapter 124E;
- 90.35 (2) an area learning center under section 123A.05;
- 91.1 (3) a public alternative program under section 126C.05, subdivision 15;
- 91.2 (4) a contracted alternative program under section 124D.69;
- 91.3 (5) a school site specifically designed to address limited English proficiency;
- 91.4 (6) a school site specifically designed to address the needs of students with an  
91.5 individualized education program (IEP); or
- 91.6 (7) a secure or nonsecure treatment facility licensed by the Department of Human  
91.7 Services or the Department of Corrections.
- 91.8 (d) "Eligible district" means:
- 91.9 (1) a racially isolated independent, common, or special school district;
- 91.10 (2) an adjoining, independent, common, or special school district that files a plan  
91.11 with the commissioner; or
- 91.12 (3) an independent, common, or special school district that is a member of a  
91.13 multidistrict integration collaborative that files a plan with the commissioner.
- 91.14 **EFFECTIVE DATE.** This section is effective the day following final enactment.
- 94.15 Sec. 57. **[124D.8957] PREKINDERGARTEN THROUGH GRADE 12**  
94.16 **PARENTAL RIGHTS CODED ELSEWHERE.**
- 94.17 Subdivision 1. **Scope.** The sections referred to in subdivisions 2 to 30 are codified  
94.18 outside this section. Those sections include many but not all the sections governing  
94.19 parental rights related to topics in prekindergarten through grade 12 education.
- 94.20 Subd. 2. **Compulsory instruction.** Parental rights related to compulsory instruction,  
94.21 including the right to withdraw a child from school; to receive notice related to transfer of  
94.22 disciplinary records; to excuse a child from school for illnesses, appointments, or religious  
94.23 events; and the right of noncustodial parents to access school records and conferences,  
94.24 among other rights, are governed by section 120A.22.

- 94.25 Subd. 3. **Longitudinal data.** The parental right to annual summary longitudinal  
94.26 performance and progress data is governed by section 120B.31.
- 94.27 Subd. 4. **Antibullying.** Parental rights related to school district antibullying  
94.28 policies, including the right to be involved in developing the policies, the right to be  
94.29 notified of incidents of prohibited conduct, and the right to be informed of data practices  
94.30 laws, are governed by section 121A.031.
- 94.31 Subd. 5. **Student discipline policies.** The parental right to notice in student  
94.32 discipline policies of rights under the Safe and Supportive Minnesota Schools Act is  
94.33 governed by section 121A.0311.
- 94.34 Subd. 6. **Early childhood development screening.** Parental rights to certain notice  
94.35 requirements related to early childhood development screening and to receive results of  
95.1 early childhood development screening are governed by section 121A.17. The parental  
95.2 right to provide consent before individual screening data may be disclosed to a school  
95.3 district is governed by section 121A.18.
- 95.4 Subd. 7. **Chemical abuse.** The parental right to be informed of a reported case of  
95.5 chemical abuse by a minor student is governed by section 121A.26.
- 95.6 Subd. 8. **Pesticides.** The parental right to be notified regarding the use of pesticides  
95.7 at a school is governed by the Janet B. Johnson Parents' Right-to-Know Act under section  
95.8 121A.30.
- 95.9 Subd. 9. **Student dismissal.** The parental right to notice and a meeting regarding  
95.10 the removal of a student for more than ten days is governed by section 121A.45.
- 95.11 Subd. 10. **Exclusion and expulsion.** The parental right to be included in exclusion  
95.12 or expulsion hearing procedures, including access to records, ability to testify and present  
95.13 evidence, and inclusion in the student's readmission plan, is governed by section 121A.47.
- 95.14 Subd. 11. **Exclusion and expulsion appeal.** The parental right to notice of the right  
95.15 to appeal an exclusion or expulsion decision is governed by section 121A.49.
- 95.16 Subd. 12. **Reinstatement after termination of dismissal.** The parental right to  
95.17 notice of a student's right to be reinstated after the termination of dismissal is governed  
95.18 by section 121A.54.
- 95.19 Subd. 13. **Interdistrict cooperation.** The parental right to notice of an  
95.20 informational school board meeting relating to discontinuing interdistrict cooperation  
95.21 is governed by section 123A.32.
- 95.22 Subd. 14. **Background checks.** The parental right to notice of a school's  
95.23 background check policy for hiring teachers is governed by section 123B.03.
- 95.24 Subd. 15. **Textbook fees.** The parental right to notice of a school board's policy to  
95.25 charge fees for textbooks lost or destroyed by students is governed by section 123B.37.

95.26 Subd. 16. **Transportation privileges.** The parental right to surrender a student's  
95.27 privilege to receive transportation services from a school district is governed by section  
95.28 123B.88.

95.29 Subd. 17. **Nonresident district policies.** The parental right to receive notice of: a  
95.30 decision on an application by a student to attend school in a nonresident district; the  
95.31 transportation policies of the nonresident district; and the right to be reimbursed for costs  
95.32 of transportation to the nonresident district's border are governed by section 124D.03.

95.33 Subd. 18. **Out-of-state districts.** Under section 124D.04, the parental rights related  
95.34 to a student attending a nonresident district under section 124D.03 apply to a student  
95.35 attending an out-of-state district.

96.1 Subd. 19. **Free or reduced-price lunch eligibility.** The parental right to opt a child  
96.2 out of disclosing a child's eligibility for free or reduced-price lunch to the Department of  
96.3 Education and the Department of Human Services is governed by section 124D.1115.

96.4 Subd. 20. **Learning year programs.** The parental right to notice of optional  
96.5 learning year programs is governed by section 124D.128.

96.6 Subd. 21. **English learners programs.** Parental rights related to student enrollment  
96.7 in programs for English learners, including notice, withdrawal, and parental involvement,  
96.8 are governed by section 124D.60.

96.9 Subd. 22. **Charter school transportation.** The parental right to receive  
96.10 pupil transportation information from the charter school or school district providing  
96.11 transportation services to a charter school student is governed by section 123B.88.

96.12 Subd. 23. **Services for children with disabilities.** The parental right to be included  
96.13 in determining the appropriate and necessary services for students with disabilities is  
96.14 governed by section 125A.027.

96.15 Subd. 24. **Data on children with disabilities.** The parental right to notice and  
96.16 involvement regarding online reporting of data related to children with disabilities is  
96.17 governed by section 125A.085.

96.18 Subd. 25. **Special education alternative dispute resolution.** Parental rights  
96.19 regarding notice, participation, and due process related to special education alternative  
96.20 dispute resolution procedures are governed by section 125A.091.

96.21 Subd. 26. **Third-party reimbursement for children with disabilities.** The  
96.22 parental right to notice of a school district seeking reimbursement from medical assistance  
96.23 or MinnesotaCare for services rendered to a student with a disability is governed by  
96.24 section 125A.21.

96.25 Subd. 27. **Services provided to children with disabilities.** Parental rights  
 96.26 related to services provided to students eligible for Part C services under the Individuals  
 96.27 with Disabilities Education Act and the right to receive written materials regarding the  
 96.28 implementation of Part C services are governed by sections 125A.42 and 125A.48. The  
 96.29 parental right to use mediation to resolve disputes under section 125A.42 is governed  
 96.30 by section 125A.43.

96.31 Subd. 28. **Minnesota State Academies discharge.** The parental right to notice of a  
 96.32 student's discharge from the Minnesota State Academies is governed by section 125A.68.

96.33 Subd. 29. **Education records for military children.** The parental right to education  
 96.34 records under the Interstate Compact on Educational Opportunity for Military Children  
 96.35 is governed by section 127A.85.

97.1 Subd. 30. **Appeal adverse school board decision.** The parental right to appeal a  
 97.2 school board decision adversely affecting an academic program of an enrolled student is  
 97.3 governed by section 129C.10, subdivision 36.

97.4 Sec. 58. Minnesota Statutes 2014, section 124D.896, is amended to read:

97.5 **124D.896 DESEGREGATION/INTEGRATION AND INCLUSIVE**

97.6 **EDUCATION RULES.**

97.7 (a) The commissioner shall propose rules relating to desegregation/integration and  
 97.8 inclusive education, consistent with sections 124D.861 and 124D.862.

97.9 (b) In adopting a rule related to school desegregation/integration, the commissioner  
 97.10 shall address the need for equal educational opportunities for all students and racial  
 97.11 balance as defined by the commissioner.

97.12 (c) The commissioner must not adopt or enforce by rule a definition of "eligible  
 97.13 district" that expands or conflicts with the statutory definition of eligible district.

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

## UEH2749-1

295.32 Sec. 25. **[125B.27] STUDENT-USER PRIVACY IN EDUCATION RIGHTS.**

295.33 Subdivision 1. **Definitions.** (a) The definitions in this subdivision and section 13.32,

295.34 subdivision 1, apply to this section.

296.1 (b) "Online educational service" means a Web site, online service or application, or  
 296.2 mobile application that a student or the student's parent or legal guardian can access via  
 296.3 the Internet for school purposes. Online educational service includes a cloud computing  
 296.4 service.

97.15 Sec. 59. **[125B.27] STUDENT-USER PRIVACY IN EDUCATION RIGHTS.**

97.16 Subdivision 1. **Definitions.** (a) The definitions in this subdivision and section 13.32,

97.17 subdivision 1, apply to this section.

97.18 (b) "Online educational service" means a Web site, online service or application,  
 97.19 or mobile application accessible to a student or the student's parent or legal guardian  
 97.20 via the Internet for school purposes. An online educational service includes a cloud  
 97.21 computing service.



296.5 (c) "Operator" means, to the extent it is operating in this capacity, a person who  
 296.6 operates an online educational service with actual knowledge that it is used primarily for  
 296.7 school purposes and was designed and marketed for these purposes. Operator includes  
 296.8 a vendor.

296.9 (d) "Protected information" means personally identifiable information or materials  
 296.10 or information that is linked to personally identifiable information or materials, in any  
 296.11 media or format that is not publicly available, and:

296.12 (1) is created or provided by a student or the student's parent or legal guardian to an  
 296.13 operator in the course of the use of the operator's site, service, or application for school  
 296.14 purposes;

296.15 (2) is created or provided by an employee or agent of the school to an operator in the  
 296.16 course of the use of the operator's site, service, or application for school purposes; or

296.17 (3) is gathered by an operator through the operation of an online educational service  
 296.18 and personally identifies a student, including but not limited to information in the student's  
 296.19 educational record or e-mail, first and last name, home address, telephone number, e-mail  
 296.20 address, or other information that allows physical or online contact, discipline records,  
 296.21 test results, special education data, juvenile records, grades, evaluations, criminal records,  
 296.22 health records, Social Security number, biometric information, disabilities, socioeconomic  
 296.23 information, food purchases, political affiliations, religious information, text messages,  
 296.24 documents, student identifiers, search activity, photos, voice recordings, or geolocation  
 296.25 information.

296.26 (e) "School purposes" means purposes that (1) are directed by or customarily take  
 296.27 place at the direction of the school, teacher, or school district or aid in the administration  
 296.28 of school activities, including instruction in the classroom or at home, administrative  
 296.29 activities, and collaboration between students, school personnel, or parents or legal  
 296.30 guardians, or (2) are for the use and benefit of the school.

296.31 (f) "Student" means a student in prekindergarten through grade 12.

296.32 (g) "Vendor" means a person who enters into a contract with a school to provide an  
 296.33 online educational service.

296.34 (h) "Targeted advertising" means presenting advertisements to a student where  
 296.35 the advertisement is selected based on information obtained or inferred over time from  
 296.36 that student's online behavior, usage of applications, or covered information. It does not  
 297.1 include advertising to a student at an online location based upon that student's current  
 297.2 visit to that location, or in response to that student's request for information or feedback,  
 297.3 without the retention of that student's online activities or requests over time for the  
 297.4 purpose of targeting subsequent ads.

97.22 (c) "Operator" means a person, to the extent a person operates in this capacity, who  
 97.23 operates an online educational service with actual knowledge that it is used primarily for  
 97.24 school purposes and is designed and marketed for these purposes. An operator includes  
 97.25 a vendor.

97.26 (d) "Protected information" means personally identifiable information or materials  
 97.27 or information that is linked to personally identifiable information or materials, in any  
 97.28 media or format that is not publicly available, and:

97.29 (1) is created or provided by a student or the student's parent or legal guardian to  
 97.30 an operator in the course of using the operator's site, service, or application for school  
 97.31 purposes;

97.32 (2) is created or provided by an employee or agent of the school to an operator in the  
 97.33 course of using the operator's site, service, or application for school purposes; or

98.1 (3) is gathered by an operator through operating an online educational service  
 98.2 and personally identifies a student, including but not limited to such information in the  
 98.3 student's educational record or e-mail as first and last name, home address, telephone  
 98.4 number, e-mail address, other information that allows physical or online contact, discipline  
 98.5 records, test results, special education data, juvenile records, grades, evaluations, criminal  
 98.6 records, health records, Social Security number, biometric information, disabilities,  
 98.7 socioeconomic information, food purchases, political affiliations, religious information,  
 98.8 text messages, documents, student identifiers, search activity, photos, voice recordings, or  
 98.9 geolocation information.

98.10 (e) "School purposes" means purposes that (1) are directed by or customarily take  
 98.11 place at the direction of the school, teacher, or school district or help administer school  
 98.12 activities, including instruction in the classroom or at home, administrative activities, and  
 98.13 collaboration between students, school personnel, or parents or legal guardians, or (2)  
 98.14 are for the use and benefit of the school.

98.15 (f) "Student" means a student in prekindergarten through grade 12.

98.16 (g) "Vendor" means a person who enters into a contract with a school to provide an  
 98.17 online educational service.

98.18 (h) "Targeted advertising" means presenting advertisements to a student where  
 98.19 the advertisement is selected based on information obtained or inferred over time from  
 98.20 that student's online behavior, use of applications, or covered information. It does not  
 98.21 include advertising to a student at an online location based upon that student's current  
 98.22 visit to that location, or in response to that student's request for information or feedback,  
 98.23 without retaining that student's online activities or requests over time for the purpose of  
 98.24 targeting subsequent ads.

297.5 Subd. 2. **Prohibited activities; targeted advertising; creation of student profiles;**  
 297.6 **sale or unauthorized disclosure of information.** (a) An operator must not engage in  
 297.7 any of the following activities:

297.8 (1)(i) targeted advertising on the operator's online educational service; or  
 297.9 (ii) targeted advertising on any other site, service, or application when the targeting  
 297.10 of the advertising is based upon information, including protected information and unique  
 297.11 identifiers, that the operator has acquired or created because of the use of that operator's  
 297.12 online educational service;

297.13 (2) gather, use, or share information, including persistent unique identifiers, acquired  
 297.14 or created by the operator's online educational service, to create a profile about a student,  
 297.15 except in furtherance of school purposes. "Create a profile" does not include the collection  
 297.16 and retention of account information that remains under the control of the student, the  
 297.17 student's parent or guardian, or kindergarten through grade 12 school;

297.18 (3) sell a student's information, including protected information. This prohibition  
 297.19 does not apply to the purchase, merger, or other type of acquisition of an operator by  
 297.20 another person, provided that the operator or successor continues to be subject to this  
 297.21 section with respect to previously acquired student information or to national assessment  
 297.22 providers if the provider secures the express written consent of the parent or student, given  
 297.23 in response to clear and conspicuous notice, solely to provide access to employment,  
 297.24 educational scholarships or financial aid, or postsecondary educational opportunities; or

297.25 (4) disclose protected information, unless the disclosure:  
 297.26 (i) is made in furtherance of the educational purpose of the site, service, or  
 297.27 application, provided the recipient of the protected information must not further disclose  
 297.28 the information unless done to allow or improve operability and functionality of the  
 297.29 operator's online educational service;

297.30 (ii) is legally required to comply with subdivision 3;

297.31 (iii) is made to ensure legal and regulatory compliance, to respond to or participate  
 297.32 in judicial process, or to protect the safety of users or others or the security or integrity  
 297.33 of the site;

297.34 (iv) is for a school, educational, or employment purpose requested by the student  
 297.35 or the student's parent or guardian, provided that the information is not used or further  
 297.36 disclosed for any other purposes; or

298.1 (v) is made pursuant to a contract between the operator and a service provider. A  
 298.2 contract must prohibit the service provider from using protected information for any  
 298.3 purpose other than providing the contracted service to, or on behalf of, the operator;  
 298.4 prohibit the service provider from disclosing protected information provided by the  
 298.5 operator to third parties; and require the service provider to implement and maintain  
 298.6 reasonable security procedures and practices as provided in subdivision 3.

98.25 Subd. 2. **Prohibited activities; targeted advertising; creating student profiles;**  
 98.26 **sale or unauthorized disclosure of information.** (a) An operator must not engage in  
 98.27 any of the following activities:

98.28 (1)(i) targeted advertising on the operator's online educational service; or  
 98.29 (ii) targeted advertising on any other site, service, or application when the targeted  
 98.30 advertising is based upon information, including protected information and unique  
 98.31 identifiers, that the operator acquired or created because a student used that operator's  
 98.32 online educational service;

98.33 (2) gather, use, or share information, including persistent unique identifiers, acquired  
 98.34 or created by the operator's online educational service, to create a profile about a student,  
 98.35 except to further school purposes. "Create a profile" does not include collecting or  
 99.1 retaining account information that remains under the control of the student, the student's  
 99.2 parent or guardian, or a school offering any grades kindergarten through grade 12;

99.3 (3) sell a student's information, including protected information. This prohibition  
 99.4 does not apply to the purchase, merger, or other type of acquisition of an operator by  
 99.5 another person, if the operator or successor remains subject to this section with respect to  
 99.6 previously acquired student information or to national assessment providers if the provider  
 99.7 obtains the express written consent of the parent or student, given in response to clear and  
 99.8 conspicuous notice, solely to provide access to employment, educational scholarships or  
 99.9 financial aid, or postsecondary educational opportunities; or

99.10 (4) disclose protected information, unless the disclosure:  
 99.11 (i) is made to further the educational purpose of the site, service, or application,  
 99.12 provided the recipient of the protected information must not further disclose the  
 99.13 information unless to allow or improve operability or functionality of the operator's online  
 99.14 educational service;

99.15 (ii) is legally required to comply with subdivision 3;

99.16 (iii) is made to ensure legal and regulatory compliance, to respond to or participate  
 99.17 in a judicial process, or to protect the safety of users or others or the security or integrity  
 99.18 of the site;

99.19 (iv) is for a school, educational, or employment purpose and at the request of the  
 99.20 student or the student's parent or guardian, provided the information is not used or further  
 99.21 disclosed for any other purposes; or

99.22 (v) is made under a contract between the operator and a service provider. A contract  
 99.23 must prohibit the service provider from using protected information for any purpose  
 99.24 other than providing the contracted service to, or on behalf of, the operator; prohibit the  
 99.25 service provider from disclosing protected information provided by the operator to third  
 99.26 parties; and require the service provider to implement and maintain reasonable security  
 99.27 procedures and practices under subdivision 3.

298.7 (b) This subdivision does not prohibit the operator's use of information for  
 298.8 maintaining, developing, supporting, improving, or diagnosing the operator's site, service,  
 298.9 or application.

298.10 Subd. 3. **Security procedures and practices.** An operator shall:

298.11 (1) implement and maintain reasonable security procedures and practices appropriate  
 298.12 to the nature of the protected information designed to protect that information from  
 298.13 unauthorized access, destruction, use, modification, or disclosure; and

298.14 (2) delete a student's protected information within a reasonable period of time  
 298.15 and in any case within 60 days if the school requests deletion of data under the control  
 298.16 of the school.

298.17 Subd. 4. **Permissible disclosures.** Notwithstanding subdivision 2, paragraph (a),  
 298.18 clause (4), an operator may use or disclose protected information of a student under the  
 298.19 following circumstances:

298.20 (1) if other provisions of federal or state law require the operator to disclose the  
 298.21 information and the operator complies with the requirements of federal or state law in  
 298.22 protecting and disclosing that information;

298.23 (2) as long as no covered information is used for advertising or to create a profile on  
 298.24 the student for purposes other than educational purposes, for legitimate research purposes:

298.25 (i) as required by state or federal law and subject to the restrictions under applicable  
 298.26 law; or

298.27 (ii) as allowed by state or federal law and in furtherance of educational purposes or  
 298.28 postsecondary educational purposes; and

298.29 (3) to a state or local educational agency, including schools and school districts, for  
 298.30 school purposes as permitted by state or federal law.

298.31 Subd. 5. **Use of information by operator.** This section does not prohibit an  
 298.32 operator from doing any of the following:

298.33 (1) using protected information within the operator's site, service, or application or  
 298.34 other sites, services, or applications owned by the operator to improve educational products;

298.35 (2) using protected information that is not associated with an identified student to  
 298.36 demonstrate the effectiveness of the operator's products or services, including marketing;

299.1 (3) sharing aggregate information that does not directly, indirectly, or in combination  
 299.2 with other information identify a student for the development and improvement of  
 299.3 educational sites, services, or applications;

299.4 (4) using recommendation engines to recommend to a student either of the following:

99.28 (b) This subdivision does not prohibit the operator from using information to  
 99.29 maintain, develop, support, improve, or diagnose the operator's site, service, or application.

99.30 Subd. 3. **Security procedures and practices.** An operator shall:

99.31 (1) implement and maintain reasonable security procedures and practices appropriate  
 99.32 to the nature of the protected information and designed to protect that information from  
 99.33 unauthorized access, destruction, use, modification, or disclosure; and

99.34 (2) delete a student's protected information within a reasonable period of time and in  
 99.35 any case within 60 days if the school asks to delete the data under the control of the school.

100.1 Subd. 4. **Permissible disclosures.** Notwithstanding subdivision 2, paragraph (a),  
 100.2 clause (4), an operator may use or disclose a student's protected information under the  
 100.3 following circumstances:

100.4 (1) if other provisions of federal or state law require the operator to disclose the  
 100.5 information and the operator complies with the requirements of federal or state law in  
 100.6 protecting and disclosing that information;

100.7 (2) as long as no covered information is used for advertising or to create a profile on  
 100.8 the student for purposes other than educational purposes or for legitimate research purposes:

100.9 (i) as required by state or federal law and subject to the restrictions under that law; or

100.10 (ii) as allowed by state or federal law and to further educational purposes or  
 100.11 postsecondary educational purposes; and

100.12 (3) to a state or local educational agency, including schools and school districts, for  
 100.13 school purposes as permitted by state or federal law.

100.14 Subd. 5. **Use of information by operator.** This section does not prohibit an  
 100.15 operator from:

100.16 (1) using protected information within the operator's site, service, or application or  
 100.17 other sites, services, or applications owned by the operator to improve educational products;

100.18 (2) using protected information that is not associated with an identified student to  
 100.19 demonstrate the effectiveness of the operator's products or services, including marketing;

100.20 (3) sharing aggregate information that does not directly, indirectly, or in combination  
 100.21 with other information identify a student in order to develop or improve educational  
 100.22 sites, services, or applications;

100.23 (4) using recommendation engines to recommend to a student either of the following:

299.5 (i) additional content relating to an educational, other learning, or employment  
 299.6 opportunity purpose within an online site, service, or application if the recommendation is  
 299.7 not determined in whole or in part by payment or other consideration from a third party; or

299.8 (ii) additional services relating to an educational, other learning, or employment  
 299.9 opportunity purpose within an online site, service, or application if the recommendation is  
 299.10 not determined in whole or in part by payment or other consideration from a third party; or

299.11 (5) responding to a student's request for information or for feedback without the  
 299.12 information or response being determined in whole or in part by payment or other  
 299.13 consideration from a third party.

299.14 Subd. 6. **Certain activities not affected.** (a) This section does not limit the  
 299.15 authority of a law enforcement agency to obtain information from an operator as  
 299.16 authorized by law or pursuant to a court order.

299.17 (b) This section does not limit the ability of an operator to use student information,  
 299.18 including protected information, for adaptive learning or customized student learning  
 299.19 purposes.

299.20 (c) This section does not apply to general audience Web sites, general audience  
 299.21 online services, general audience online applications, or general audience mobile  
 299.22 applications, even if log-in credentials created for an operator's online educational service  
 299.23 may be used to access those general audience Web sites, services, or applications.

299.24 (d) This section does not limit Internet service providers from providing Internet  
 299.25 connectivity to schools or students and their families.

299.26 (e) This section does not prohibit an operator of a Web site, online service, online  
 299.27 application, or mobile application from the general marketing of educational products to  
 299.28 parents or legal guardians so long as the marketing is not based on the use of protected  
 299.29 information obtained by the operator through the provision of services governed by this  
 299.30 section.

299.31 (f) This section does not impose a duty upon a provider of an electronic store, gateway,  
 299.32 marketplace, or other means of purchasing or downloading software or applications to  
 299.33 review or enforce compliance with this section on those applications or software.

299.34 (g) This section does not impose a duty on a provider of an interactive computer  
 299.35 service, as defined in United States Code, title 47, section 230, to review or enforce  
 299.36 compliance with this section by third-party content providers.

300.1 (h) This section does not impede the ability of students to download, transfer, export,  
 300.2 or otherwise save or maintain their own data or documents.

100.24 (i) additional content relating to an educational, other learning, or employment  
 100.25 opportunity purpose within an online site, service, or application if the recommendation is  
 100.26 not determined in whole or in part by payment or other consideration from a third party; or

100.27 (ii) additional services relating to an educational, other learning, or employment  
 100.28 opportunity purpose within an online site, service, or application if the recommendation is  
 100.29 not determined in whole or in part by payment or other consideration from a third party; or

100.30 (5) responding to a student's request for information or for feedback without the  
 100.31 information or response being determined in whole or in part by payment or other  
 100.32 consideration from a third party.

100.33 Subd. 6. **Certain activities not affected.** (a) This section does not limit the  
 100.34 authority of a law enforcement agency to obtain information from an operator as  
 100.35 authorized by law or under a court order.

101.1 (b) This section does not limit the ability of an operator to use student information,  
 101.2 including protected information, for adaptive learning or customized student learning  
 101.3 purposes.

101.4 (c) This section does not apply to general audience Web sites, general audience  
 101.5 online services, general audience online applications, or general audience mobile  
 101.6 applications, even if log-in credentials created for an operator's online educational service  
 101.7 may be used to access those general audience Web sites, services, or applications.

101.8 (d) This section does not limit Internet service providers from providing Internet  
 101.9 connectivity to schools or students and their families.

101.10 (e) This section does not prohibit an operator of a Web site, online service, online  
 101.11 application, or mobile application from the general marketing of educational products to  
 101.12 parents or legal guardians so long as the marketing is not based on the use of protected  
 101.13 information obtained by the operator through the provision of services governed by this  
 101.14 section.

101.15 (f) This section does not impose a duty upon a provider of an electronic store, gateway,  
 101.16 marketplace, or other means of purchasing or downloading software or applications to  
 101.17 review or enforce compliance with this section on those applications or software.

101.18 (g) This section does not impose a duty on a provider of an interactive computer  
 101.19 service, as defined in United States Code, title 47, section 230, to review or enforce  
 101.20 compliance with this section by third-party content providers.

101.21 (h) This section does not impede the ability of students to download, transfer, export,  
 101.22 or otherwise save or maintain their own data or documents.

101.23 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and  
 101.24 later.

**S2744-2**

53.17 Sec. 17. **[125B.27] STUDENT-USER PRIVACY IN EDUCATION RIGHTS.**

53.18 Subdivision 1. **Definitions.** (a) The definitions in this subdivision and section 13.32,

53.19 subdivision 1, apply to this section.

53.20 (b) "Online educational service" means a Web site, online service or application, or

53.21 mobile application that a student or the student's parent or legal guardian can access via

53.22 the Internet for school purposes. Online educational service includes a cloud computing

53.23 service.

53.24 (c) "Operator" means, to the extent it is operating in this capacity, a person who

53.25 operates an online educational service with actual knowledge that it is used primarily for

53.26 school purposes and was designed and marketed for these purposes. Operator includes

53.27 a vendor.

53.28 (d) "Protected information" means materials or information that is linked to

53.29 personally identifiable information or materials, in any media or format that is not publicly

53.30 available; and

53.31 (1) is created or provided by a student or the student's parent or legal guardian to an

53.32 operator in the course of the use of the operator's site, service, or application for school

53.33 purposes;

53.34 (2) is created or provided by an employee or agent of the school to an operator in the

53.35 course of the use of the operator's site, service, or application for school purposes; or

54.1 (3) is gathered by an operator through the operation of an online educational

54.2 service and personally identifies a student, including, but not limited to, information

54.3 in the student's educational record or e-mail, first and last name, home address,

54.4 telephone number, e-mail address, or other information that allows physical or online

54.5 contact, discipline records, test results, special education data, juvenile records, grades,

54.6 evaluations, criminal records, health records, Social Security number, biometric

54.7 information, disabilities, socioeconomic information, food purchases, political affiliations,

54.8 religious information, text messages, documents, student identifiers, search activity,

54.9 photos, voice recordings, or geolocation information.

54.10 (e) "School purposes" means purposes that (1) are directed by or customarily take

54.11 place at the direction of the school, teacher, or school district or aid in the administration

54.12 of school activities, including instruction in the classroom or at home, administrative

54.13 activities, and collaboration between students, school personnel, or parents or legal

54.14 guardians, or (2) are for the use and benefit of the school.

54.15 (f) "Student" means a student in prekindergarten through grade 12.

- 54.16 (g) "Vendor" means a person who enters into a contract with a school to provide an  
54.17 online educational service.
- 54.18 (h) "Targeted advertising" means presenting advertisements to a student where  
54.19 the advertisement is selected based on information obtained or inferred over time from  
54.20 that student's online behavior, usage of applications, or covered information. It does not  
54.21 include advertising to a student at an online location based upon that student's current  
54.22 visit to that location, or in response to that student's request for information or feedback,  
54.23 without the retention of that student's online activities or requests over time for the  
54.24 purpose of targeting subsequent ads.
- 54.25 **Subd. 2. Prohibited activities; targeted advertising; creation of student profiles;**  
54.26 **sale or unauthorized disclosure of information.** (a) An operator must not engage in  
54.27 any of the following activities:
- 54.28 (1)(i) targeted advertising on the operator's online educational service; or
- 54.29 (ii) targeted advertising on any other site, service, or application when the targeting  
54.30 of the advertising is based upon information, including protected information and unique  
54.31 identifiers, that the operator has acquired or created because of the use of that operator's  
54.32 online educational service;
- 54.33 (2) gather, use, or share information, including persistent unique identifiers, acquired  
54.34 or created by the operator's online educational service, to create a profile about a student,  
54.35 except in furtherance of school purposes. "Create a profile" does not include the collection  
55.1 and retention of account information that remains under the control of the student, the  
55.2 student's parent or guardian, or kindergarten through grade 12 school;
- 55.3 (3) sell a student's information, including protected information. This prohibition  
55.4 does not apply to the purchase, merger, or other type of acquisition of an operator by  
55.5 another person, provided that the operator or successor continues to be subject to this  
55.6 section with respect to previously acquired student information or to national assessment  
55.7 providers if the provider secures the express written consent of the parent or student, given  
55.8 in response to clear and conspicuous notice, solely to provide access to employment,  
55.9 educational scholarships or financial aid, or postsecondary educational opportunities; or
- 55.10 (4) disclose protected information, unless the disclosure:
- 55.11 (i) is made in furtherance of the educational purpose of the site, service, or  
55.12 application, provided the recipient of the protected information must not further disclose  
55.13 the information unless done to allow or improve operability and functionality of the  
55.14 operator's online educational service;
- 55.15 (ii) is legally required to comply with subdivision 3;
- 55.16 (iii) is made to ensure legal and regulatory compliance, to respond to or participate  
55.17 in judicial process, or to protect the safety of users or others or the security or integrity  
55.18 of the site;

55.19 (iv) is for a school, educational, or employment purpose requested by the student  
55.20 or the student's parent or guardian, provided that the information is not used or further  
55.21 disclosed for any other purposes; or

55.22 (v) is made pursuant to a contract between the operator and a service provider. A  
55.23 contract must prohibit the service provider from using protected information for any  
55.24 purpose other than providing the contracted service to, or on behalf of, the operator;  
55.25 prohibit the service provider from disclosing protected information provided by the  
55.26 operator to third parties; and require the service provider to implement and maintain  
55.27 reasonable security procedures and practices as provided in subdivision 3.

55.28 (b) This subdivision does not prohibit the operator's use of information for  
55.29 maintaining, developing, supporting, improving, or diagnosing the operator's site, service,  
55.30 or application.

55.31 Subd. 3. **Security procedures and practices.** An operator shall:

55.32 (1) implement and maintain reasonable security procedures and practices appropriate  
55.33 to the nature of the protected information designed to protect that information from  
55.34 unauthorized access, destruction, use, modification, or disclosure; and

56.1 (2) delete a student's protected information within a reasonable period of time  
56.2 and in any case within 45 days if the school requests deletion of data under the control  
56.3 of the school.

56.4 Subd. 4. **Permissible disclosures.** Notwithstanding subdivision 2, paragraph (a),  
56.5 clause (4), an operator may use or disclose protected information of a student under the  
56.6 following circumstances:

56.7 (1) if other provisions of federal or state law require the operator to disclose the  
56.8 information and the operator complies with the requirements of federal or state law in  
56.9 protecting and disclosing that information;

56.10 (2) as long as no covered information is used for advertising or to create a profile on  
56.11 the student for purposes other than educational purposes, for legitimate research purposes;

56.12 (i) as required by state or federal law and subject to the restrictions under applicable  
56.13 law; or

56.14 (ii) as allowed by state or federal law and in furtherance of educational purposes or  
56.15 postsecondary educational purposes; and

56.16 (3) to a state or local educational agency, including schools and school districts, for  
56.17 school purposes as permitted by state or federal law.

56.18 Subd. 5. **Use of information by operator.** This section does not prohibit an  
56.19 operator from doing any of the following:

- 56.20 (1) using protected information within the operator's site, service, or application or  
56.21 other sites, services, or applications owned by the operator to improve educational products;
- 56.22 (2) using protected information that is not associated with an identified student to  
56.23 demonstrate the effectiveness of the operator's products or services, including marketing;
- 56.24 (3) sharing aggregate information that does not directly, indirectly, or in combination  
56.25 with other information identify a student for the development and improvement of  
56.26 educational sites, services, or applications;
- 56.27 (4) using recommendation engines to recommend to a student either of the following:
- 56.28 (i) additional content relating to an educational, other learning, or employment  
56.29 opportunity purpose within an online site, service, or application if the recommendation is  
56.30 not determined in whole or in part by payment or other consideration from a third party; or
- 56.31 (ii) additional services relating to an educational, other learning, or employment  
56.32 opportunity purpose within an online site, service, or application if the recommendation is  
56.33 not determined in whole or in part by payment or other consideration from a third party; or
- 56.34 (5) responding to a student's request for information or for feedback without the  
56.35 information or response being determined in whole or in part by payment or other  
56.36 consideration from a third party.
- 57.1 Subd. 6. **Certain activities not affected.** (a) This section does not limit the  
57.2 authority of a law enforcement agency to obtain information from an operator as  
57.3 authorized by law or pursuant to a court order.
- 57.4 (b) This section does not limit the ability of an operator to use student information,  
57.5 including protected information, for adaptive learning or customized student learning  
57.6 purposes.
- 57.7 (c) This section does not apply to general audience Web sites, general audience  
57.8 online services, general audience online applications, or general audience mobile  
57.9 applications, even if log-in credentials created for an operator's online educational service  
57.10 may be used to access those general audience Web sites, services, or applications.
- 57.11 (d) This section does not limit Internet service providers from providing Internet  
57.12 connectivity to schools or students and their families.
- 57.13 (e) This section does not prohibit an operator of a Web site, online service, online  
57.14 application, or mobile application from the general marketing of educational products to  
57.15 parents or legal guardians so long as the marketing is not based on the use of protected  
57.16 information obtained by the operator through the provision of services governed by this  
57.17 section.



57.18 (f) This section does not impose a duty upon a provider of an electronic store, gateway,  
 57.19 marketplace, or other means of purchasing or downloading software or applications to  
 57.20 review or enforce compliance with this section on those applications or software.

57.21 (g) This section does not impose a duty on a provider of an interactive computer  
 57.22 service, as defined in United States Code, title 47, section 230, to review or enforce  
 57.23 compliance with this section by third-party content providers.

57.24 (h) This section does not impede the ability of students to download, transfer, export,  
 57.25 or otherwise save or maintain their own data or documents.

28.30 Sec. 36. Minnesota Statutes 2014, section 127A.095, is amended to read:  
 28.31 **127A.095 IMPLEMENTATION OF NO CHILD LEFT BEHIND ACT**  
 28.32 **ELEMENTARY AND SECONDARY EDUCATION ACT.**

29.1 Subdivision 1. **Continued implementation.** The Department of Education shall  
 29.2 continue to implement the federal No Child Left Behind Act, Public Law 107-110,  
 29.3 Elementary and Secondary Education Act without interruption.

29.4 Subd. 2. **No Child Left Behind review.** (a) The legislature intends to require  
 29.5 the Department of Education to conduct a comprehensive review of the consolidated  
 29.6 state plan the state submitted to the federal Department of Education to implement the  
 29.7 No Child Left Behind Act. The Minnesota Department of Education shall seek waivers  
 29.8 under paragraph (b). If the Department of Education is unable to obtain waivers under  
 29.9 paragraph (b), it should recommend in its report under paragraph (b) whether the state  
 29.10 should opt out of the No Child Left Behind Act.

29.11 (b) The commissioner, by January 15, 2008, shall report to the house of  
 29.12 representatives and senate committees having jurisdiction over kindergarten through grade  
 29.13 12 education policy and finance whether the department has received approval from  
 29.14 the federal Department of Education to:

29.15 (1) participate in the growth model pilot program;

29.16 (2) exclude from sanctions schools that have not made adequate yearly progress due  
 29.17 solely to a subgroup of students with disabilities not testing at a proficient level;

102.4 Sec. 61. **[127A.053] STATE ADMINISTRATION OF STUDENT SURVEY**  
 102.5 **INSTRUMENTS GENERALLY PROHIBITED.**

102.6 Notwithstanding other law to the contrary, and with the exception of section  
 102.7 120B.35, subdivision 3, paragraph (d), the commissioner must not develop, coordinate,  
 102.8 assist with, or use a statewide student survey seeking information about a student's  
 102.9 activities, opinions, behaviors, or experiences related to substance abuse, tobacco use,  
 102.10 connections with family, healthy eating, high school students' gambling and sexual  
 102.11 activities, or out-of-school activities, among other topics.

102.12 Sec. 62. Minnesota Statutes 2014, section 127A.095, is amended to read:  
 102.13 **127A.095 IMPLEMENTATION OF NO CHILD LEFT BEHIND ACT**  
 102.14 **ELEMENTARY AND SECONDARY EDUCATION ACT.**

102.15 Subdivision 1. **Continued implementation.** The Department of Education shall  
 102.16 continue to implement the federal No Child Left Behind Act, Public Law 107-110,  
 102.17 Elementary and Secondary Education Act without interruption.

102.18 Subd. 2. **No Child Left Behind review.** (a) The legislature intends to require  
 102.19 the Department of Education to conduct a comprehensive review of the consolidated  
 102.20 state plan the state submitted to the federal Department of Education to implement the  
 102.21 No Child Left Behind Act. The Minnesota Department of Education shall seek waivers  
 102.22 under paragraph (b). If the Department of Education is unable to obtain waivers under  
 102.23 paragraph (b), it should recommend in its report under paragraph (b) whether the state  
 102.24 should opt out of the No Child Left Behind Act.

102.25 (b) The commissioner, by January 15, 2008, shall report to the house of  
 102.26 representatives and senate committees having jurisdiction over kindergarten through grade  
 102.27 12 education policy and finance whether the department has received approval from  
 102.28 the federal Department of Education to:

102.29 (1) participate in the growth model pilot program;

102.30 (2) exclude from sanctions schools that have not made adequate yearly progress due  
 102.31 solely to a subgroup of students with disabilities not testing at a proficient level;

29.18 ~~(3) identify a school as not making adequate yearly progress only after the school has~~  
 29.19 ~~missed the adequate yearly progress targets in the same subgroup for two consecutive years;~~

29.20 ~~(4) determine when to hold schools accountable for including an English learner~~  
 29.21 ~~in adequate yearly progress calculations;~~

29.22 ~~(5) allow a district not making adequate yearly progress to offer supplemental~~  
 29.23 ~~educational services as an option before offering school choice;~~

29.24 ~~(6) allow a district not making adequate yearly progress to also be the supplemental~~  
 29.25 ~~educational services provider;~~

29.26 ~~(7) allow the state to maintain a subgroup size to 40 for the purposes of calculating~~  
 29.27 ~~adequate yearly progress for subgroups of English learners and subgroups of students~~  
 29.28 ~~with disabilities; and~~

29.29 ~~(8) create flexibility to enable the state to define and identify highly qualified teachers.~~

29.30 Subd. 3. **Department of Management and Budget certification.** If the federal  
 29.31 Department of Education does not transmit to the commissioner of education its approval  
 29.32 of the conditions in subdivision 2, paragraph (b); The commissioner of management and  
 29.33 budget shall certify and report to the legislature annually beginning January 1, 2008, the  
 29.34 amount of federal revenue, if any, that the federal government may withhold as a result  
 29.35 of a potential state decision to discontinue implementation of the ~~No Child Left Behind~~  
 29.36 ~~Act~~ Elementary and Secondary Education Act. The report shall also specify the intended  
 30.1 purpose of the federal revenue and the amount of revenue that the federal government may  
 30.2 withhold from the state, each school district, and each charter school in each fiscal year.

102.32 ~~(3) identify a school as not making adequate yearly progress only after the school has~~  
 102.33 ~~missed the adequate yearly progress targets in the same subgroup for two consecutive years;~~

103.1 ~~(4) determine when to hold schools accountable for including an English learner~~  
 103.2 ~~in adequate yearly progress calculations;~~

103.3 ~~(5) allow a district not making adequate yearly progress to offer supplemental~~  
 103.4 ~~educational services as an option before offering school choice;~~

103.5 ~~(6) allow a district not making adequate yearly progress to also be the supplemental~~  
 103.6 ~~educational services provider;~~

103.7 ~~(7) allow the state to maintain a subgroup size to 40 for the purposes of calculating~~  
 103.8 ~~adequate yearly progress for subgroups of English learners and subgroups of students~~  
 103.9 ~~with disabilities; and~~

103.10 ~~(8) create flexibility to enable the state to define and identify highly qualified teachers.~~

103.11 Subd. 3. **Department of Management and Budget certification.** If the federal  
 103.12 Department of Education does not transmit to the commissioner of education its approval  
 103.13 of the conditions in subdivision 2, paragraph (b); The commissioner of management and  
 103.14 budget shall certify and report to the legislature annually beginning January 1, 2008, the  
 103.15 amount of federal revenue, if any, that the federal government may withhold as a result  
 103.16 of a potential state decision to discontinue implementation of the ~~No Child Left Behind~~  
 103.17 ~~Act~~ Elementary and Secondary Education Act. The report shall also specify the intended  
 103.18 purpose of the federal revenue and the amount of revenue that the federal government may  
 103.19 withhold from the state, each school district, and each charter school in each fiscal year.

103.20 Sec. 63. Minnesota Statutes 2014, section 129C.10, subdivision 1, is amended to read:

103.21 Subdivision 1. **Governance.** (a) The board of the Perpich Center for Arts Education  
 103.22 shall consist of 13 persons, one of whom must have served as a school administrator or  
 103.23 as an elected school board member, one of whom is a locally or regionally recognized  
 103.24 professional artist, one of whom is a secondary or postsecondary arts educator, and a  
 103.25 licensed secondary arts teacher and a licensed secondary teacher teaching a core academic  
 103.26 subject area, one of whom is a Crosswinds school employee, and one of whom is a Perpich  
 103.27 Center for Arts Education employee. The members of the board shall be appointed by  
 103.28 the governor with the advice and consent of the senate. At least one member must be  
 103.29 appointed from each congressional district.

103.30 (b) A seven-member nominating committee composed of one member appointed  
103.31 by the Minnesota Association of School Administrators, one member appointed by the  
103.32 Minnesota State Arts Board, one member appointed by the Minnesota School Boards  
103.33 Association, one member appointed by the Minnesota Music Educators Association, one  
103.34 member appointed by the Arts Educators of Minnesota, one member appointed jointly by  
103.35 the exclusive representatives of the employees of the Perpich Center for Arts Education,  
104.1 all six appointees of whom are subject to the governor's approval, and one member  
104.2 appointed by the governor shall meet at least 60 days before the date on which the next  
104.3 expiring board member's term is set to expire or within 15 days of receiving notice of a  
104.4 board vacancy occurring at a time other than at the end of a board member's term to  
104.5 prepare and submit a list of recommended candidates to the governor for the governor  
104.6 to consider when appointing members of the Perpich Center for Arts Education Board.  
104.7 Board members' terms must be staggered, consistent with section 15.0575, subdivision 2.

104.8 (c) All board members must complete board training requirements consistent with  
104.9 section 127A.19.

104.10 (d) The terms of existing board members expire on September 1, 2016, but board  
104.11 members may continue to serve until the governor appoints their successors.

104.12 **EFFECTIVE DATE.** This section is effective the day following final enactment  
104.13 and applies to board member terms and appointments made after that date.

104.14 Sec. 64. **[129C.12] PUBLIC INFORMATION.**

104.15 Subdivision 1. **Board minutes.** The board must post the minutes of its meetings on  
104.16 its official Web site and supplemental board materials, information, and budget documents  
104.17 consistent with Minnesota Management and Budget financial management and reporting  
104.18 requirements.

104.19 Subd. 2. **Annual report.** Consistent with section 123B.10, requiring school boards  
104.20 to annually publish financial information on the district's official Web site, the board  
104.21 must prepare and post on its official Web site an annual report summarizing Perpich  
104.22 Center finances and, consistent with section 120B.36, subdivision 1, requiring school  
104.23 and district accountability data, also post on its official Web site longitudinal data on  
104.24 student enrollment and students' congressional districts of residence, graduation rates, and  
104.25 postgraduation student placements.

104.26 Subd. 3. **World's best workforce.** Consistent with section 120B.11, governing the  
104.27 world's best workforce, the board must prepare and post a comprehensive, long-term  
104.28 strategic improvement plan and report plan strategies, activities, practices, and outcomes  
104.29 on its official Web site.

104.30 Subd. 4. **Audit report.** (a) The Perpich Center for Arts Education is subject to an  
 104.31 annual independent audit. The audit must be conducted in compliance with generally  
 104.32 accepted governmental auditing standards and the federal Single Audit Act, if applicable.  
 104.33 The legislative auditor or Department of Education may conduct financial, program, or  
 104.34 compliance audits, and may direct the Perpich Center for Arts Education to include any  
 104.35 additional items in its annual independent audit.

105.1 (b) Upon approval from the Department of Education, the Perpich Center for Arts  
 105.2 Education may combine this audit with its required annual audit of the Crosswinds Arts  
 105.3 and Science School.

105.4 (c) The Perpich Center for Arts Education must post its most recent audit on its  
 105.5 Web site.

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

## UEH2749-1

300.3 Sec. 26. **[136A.1275] GRANTS TO STUDENT TEACHERS IN SHORTAGE**

300.4 **AREAS.**

300.5 Subdivision 1. **Establishment.** The commissioner of the Office of Higher Education  
 300.6 must establish a grant program for student teachers.

300.7 Subd. 2. **Eligibility.** In order to receive a grant, the applicant must:

300.8 (1) be enrolled in a Minnesota teacher preparation program at an eligible institution  
 300.9 that would enable the applicant, upon graduation, to teach in a Minnesota school district  
 300.10 in a shortage area. "Shortage area" has the same meaning given in section 122A.18,  
 300.11 subdivision 4a;

300.12 (2) be a teacher candidate completing a student-teacher requirement by teaching in a  
 300.13 shortage area; and

300.14 (3) demonstrate financial need in the form and manner prescribed by the  
 300.15 commissioner of the Office of Higher Education.

113.7 Sec. 77. **GRANTS TO STUDENT TEACHERS IN SHORTAGE AREAS.**

113.8 Subdivision 1. **Establishment.** The commissioner of the Office of Higher Education  
 113.9 must establish a grant program for student teaching stipends for low-income students  
 113.10 enrolled in a Board of Teaching-approved teacher preparation program who are interested  
 113.11 in teaching in a high needs subject area or region after graduating and receiving their  
 113.12 teaching license. For purposes of this section, "high needs subject area or region" means a  
 113.13 shortage of teachers teaching in particular subject areas or a shortage of teachers teaching  
 113.14 in particular regions of the state identified in the commissioner of education's biennial  
 113.15 survey of districts under Minnesota Statutes, section 127A.05, subdivision 6, or in another  
 113.16 Department of Education survey on teacher shortages.

113.17 Subd. 2. **Eligibility** To be eligible for a grant under this section, a teacher candidate  
 113.18 must:

113.19 (1) be enrolled in a Board of Teaching-approved teacher preparation program that  
 113.20 requires at least 12 weeks of student teaching and results in the teacher candidate receiving  
 113.21 a full professional teaching license enabling the licensee to teach in a high needs subject  
 113.22 area or region; and

113.23 (2) demonstrate financial need based on criteria established by the commissioner  
 113.24 under subdivision 3.

300.16 Subd. 3. **Administration.** The office must determine the time and manner of  
 300.17 applications. The office must determine the stipend amount based on the money available  
 300.18 and the number of eligible applicants each academic year.

113.25 Subd. 3. **Administration; repayment.** (a) The commissioner must establish an  
 113.26 application process and other guidelines for implementing this program.

113.27 (b) The commissioner must determine each academic year the stipend amount based  
 113.28 on the amount of available funding and the number of eligible applicants.

113.29 **EFFECTIVE DATE.** This section is effective July 1, 2016.

105.7 Sec. 65. Minnesota Statutes 2015 Supplement, section 136F.302, subdivision 1,  
 105.8 is amended to read:

105.9 Subdivision 1. **ACT college ready score; Minnesota Comprehensive Assessment**  
 105.10 **career and college-ready benchmarks.** A state college or university ~~may~~ must not  
 105.11 require an individual to take a remedial, noncredit course in a subject area if the individual  
 105.12 has received a college ready ACT score or met a career and college-ready Minnesota  
 105.13 Comprehensive Assessment benchmark in that subject area. Only the ACT scores an  
 105.14 individual received and the Minnesota Comprehensive Assessment benchmarks an  
 105.15 individual met in the previous five years are valid for purposes of this section. Each state  
 105.16 college and university must post notice of the exemption from remedial course taking on  
 105.17 its Web page explaining student course placement requirements.

105.18 **EFFECTIVE DATE.** This section is effective for the 2016-2017 school year and  
 105.19 later.

105.20 Sec. 66. **[136F.3025] MINNESOTA COMPREHENSIVE ASSESSMENTS;**  
 105.21 **CAREER AND COLLEGE-READY BENCHMARKS.**

105.22 A state college or university must not require an individual to take a remedial,  
 105.23 noncredit course in a subject area if the individual met a career and college-ready Minnesota  
 105.24 Comprehensive Assessment benchmark in that subject area, consistent with section  
 105.25 120B.30, subdivision 1, paragraph (m). When notifying students and their families about  
 105.26 test results under section 120B.30, subdivision 1, paragraph (m), the commissioner shall  
 105.27 include a statement indicating that students who meet a career and college-ready Minnesota  
 105.28 Comprehensive Assessment benchmark are not required to take a remedial, noncredit  
 105.29 course at a Minnesota state college or university in the corresponding subject area.

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

106.11 Sec. 68. Laws 2010, chapter 396, section 7, the effective date, is amended to read:

300.19 Sec. 27. Laws 2012, chapter 263, section 1, as amended by Laws 2014, chapter 312, 300.20 article 15, section 24, is amended to read:

300.21 Section 1. **INNOVATIVE DELIVERY OF EDUCATION SERVICES AND**  
300.22 **SHARING OF SCHOOL OR DISTRICT RESOURCES; PILOT PROJECT.**

300.23 Subdivision 1. **Establishment; requirements for participation.** (a) A pilot project  
300.24 is established to improve student ~~and~~, career and college readiness, and school outcomes  
300.25 by allowing ~~groups of one or more school districts or charter schools~~ to work together or  
300.26 with postsecondary institutions or employers to:

300.27 (1) provide innovative education programs and activities that are consistent with  
300.28 Minnesota Statutes, section 124D.52, subdivision 9, governing the standard adult high  
300.29 school diploma, or with Minnesota Statutes, section 124D.085, governing experiential and  
300.30 applied learning opportunities;

300.31 (2) conduct research with rigorous methodology on these innovative education  
300.32 programs and activities that may include career and college readiness assessments and  
300.33 interim assessments that comply with the federal Every Student Succeeds Act; and

301.1 (3) share district or school and other resources, with the goal of improving students'  
301.2 career and college readiness as defined under Minnesota Statutes, section 120B.30,  
301.3 subdivision 1, paragraph (p), and consistent with the requirements of the world's best  
301.4 workforce under Minnesota Statutes, section 120B.11.

301.5 The pilot project may last until June 30, 2018 2021, or for up to five years, whichever is less  
301.6 earlier, except that innovation partnerships formed during the period of the pilot project  
301.7 may continue past June 30, 2018 2021, with the agreement of the partnership members.

106.12 **EFFECTIVE DATE.** This section is effective the day following final enactment,  
106.13 including subdivision 3 which is effective through the 2020-2021 school year.

106.14 Sec. 69. Laws 2012, chapter 263, section 1, as amended by Laws 2014, chapter 312,  
106.15 article 15, section 24, is amended to read:

106.16 Section 1. **INNOVATIVE DELIVERY OF CAREER AND TECHNICAL**  
106.17 **EDUCATION PROGRAMS AND SERVICES AND SHARING OF DISTRICT**  
106.18 **RESOURCES; ~~PILOT PROJECT.~~**

106.19 Subdivision 1. **Establishment; requirements for participation.** (a) A ~~pilot project~~  
106.20 program is established to improve student, career and college readiness, and school  
106.21 outcomes by allowing groups of school districts to work together in partnership with local  
106.22 and regional postsecondary institutions and programs, community institutions, and other  
106.23 private, public, for-profit, and nonprofit workplace partners to:

106.24 (1) provide innovative education programs and activities that integrate core  
106.25 academic and career and technical subjects in students' programs of study through  
106.26 coordinated secondary and postsecondary career and technical programs leading to an  
106.27 industry certification or other credential;

106.28 (2) provide embedded professional development for program participants;

106.29 (3) use performance assessments in authentic settings to measure students' technical  
106.30 skills and progress toward attaining an industry certification or other credential; and

106.31 (4) efficiently share district, institution, and workplace resources. The pilot project  
106.32 may last until June 30, 2018, or for up to five years, whichever is less, except that  
107.1 innovation partnerships formed during the period of the pilot project may continue past  
107.2 June 30, 2018, with the agreement of the partnership members.

301.8 (b) To participate in this pilot project to improve student ~~and~~, school, and career and  
 301.9 college readiness outcomes, a group of two or more school districts or charter schools, one  
 301.10 or more school districts and charter schools, one or more school districts or charter schools  
 301.11 and postsecondary institutions, or one or more school districts or charter schools and  
 301.12 employers must collaborate with school staff ~~and~~, postsecondary faculty, or employees,  
 301.13 as appropriate, to form a partnership, prepare a plan, and complete an application to  
 301.14 participate in a pilot project. A school district partner must receive formal school board  
 301.15 approval to form a partnership and a charter school partner must receive formal approval  
 301.16 from its board of directors to form a partnership. The partnership must ~~develop~~ a plan to  
 301.17 provide challenging programmatic options for students, create professional development  
 301.18 opportunities for educators, increase student engagement and connection and challenging  
 301.19 learning opportunities for students, or demonstrate efficiencies in delivering financial and  
 301.20 other services. The plan evaluations must provide for a rigorous evaluation premised on  
 301.21 returns on investment, program effectiveness, or beat-the-odds analysis and may offer  
 301.22 career and college readiness assessments or other interim assessments.

301.23 (c) An interested partnership may structure its application and plan to:

301.24 (1) reduce duplicative assessments that educators and psychometricians identify as  
 301.25 less useful for informing instruction or identifying and diagnosing areas where students  
 301.26 require targeted interventions under Minnesota Statutes, section 120B.30, subdivision 1,  
 301.27 paragraphs (c), clause (2), and (d);

301.28 (2) establish expectations for career and college readiness under Minnesota Statutes,  
 301.29 section 120B.30, subdivision 1, paragraphs (d) and (g);

301.30 (3) use fully adaptive, on and off-grade assessments under Minnesota Statutes,  
 301.31 section 120B.30, subdivision 1;

301.32 (4) provide students with predictive information to enable them to successfully  
 301.33 explore and realize their educational, career, and college interests, aptitudes, and  
 301.34 aspirations under Minnesota Statutes, section 120B.125;

302.1 (5) use career and college readiness assessments or other interim or formative  
 302.2 assessments highly correlated with the Minnesota comprehensive assessments in reading  
 302.3 and math;

302.4 (6) notwithstanding Minnesota Statutes, section 120B.024, allow a student to use a  
 302.5 course in applied mathematics or STEM as an equivalent to algebra II; or

302.6 (7) include student assessment data under this section in the district's annual world's  
 302.7 best workforce report, consistent with Minnesota Statutes, section 120B.11, subdivisions 5  
 302.8 and 9, paragraph (a).

107.3 (b) To participate in this ~~pilot project~~ program to improve student, career and college  
 107.4 readiness, and school outcomes, a group of two or more school districts must collaborate  
 107.5 with school staff and project partners and receive formal school board approval to form a  
 107.6 partnership. The partnership must develop a plan to provide challenging programmatic  
 107.7 options for students under paragraph (a), create professional development opportunities  
 107.8 for educators and other program participants, increase student engagement and connection  
 107.9 and challenging learning opportunities for diverse populations of students that are focused  
 107.10 on employability skills and technical, job-specific skills related to a specific career  
 107.11 pathway, or demonstrate efficiencies in delivering financial and other services needed to  
 107.12 realize plan goals and objectives. The plan must establish include:

302.9 Notwithstanding Minnesota Statutes, section 120B.30, or any other law to the  
 302.10 contrary, a participating school district or charter school may use alternative assessments  
 302.11 under this paragraph in place of the Minnesota comprehensive assessments administered  
 302.12 in high school. A participating school district or charter school, whose approved program  
 302.13 under this section lasts longer than four years for a high school student, may count those  
 302.14 students in the four-year graduation rate upon completion of all state and local graduation  
 302.15 requirements even though the student continues in an innovative postsecondary program.  
 302.16 Notwithstanding other law to the contrary, a participating school district or charter school  
 302.17 may take attendance only once per school day so long as the district or charter school  
 302.18 ensures that students in attendance are not otherwise identified as truant. The plan must  
 302.19 establish include:  
 302.20 (1) collaborative educational goals and objectives;  
 302.21 (2) strategies and processes to implement those goals and objectives, including a  
 302.22 budget process with periodic expenditure reviews;  
 302.23 (3) valid and reliable measures to evaluate progress in realizing the goals and  
 302.24 objectives;  
 302.25 (4) an implementation timeline; and  
 302.26 (5) other applicable conditions, regulations, responsibilities, duties, provisions, fee  
 302.27 schedules, and legal considerations needed to fully implement the plan.  
 302.28 A partnership may invite additional districts eligible partners to join the partnership  
 302.29 during the pilot project term after notifying and must notify the commissioner when  
 302.30 additional partners intend to join the partnership. The commissioner may reject the  
 302.31 addition of an eligible partner if the addition causes the state to become out of compliance  
 302.32 with federal requirements.  
 302.33 ~~(e)~~ (d) A school district member or a charter school member of an interested  
 302.34 partnership ~~of interested districts~~ must apply by February 1 of any year submit an  
 302.35 application to the education commissioner in the form and manner the commissioner  
 302.36 determines, consistent with the requirements of this section. The application must contain  
 303.1 the formal approval adopted by the school board in each district or by the charter school  
 303.2 board of directors to participate in the plan.  
 303.3 ~~(d)~~ (e) Notwithstanding other law to the contrary, a participating school district  
 303.4 under this section continues to: receive revenue and maintain its taxation authority; be  
 303.5 organized and governed by an elected school board with general powers under Minnesota  
 303.6 Statutes, section 123B.02; and be subject to employment agreements under Minnesota  
 303.7 Statutes, chapter 122A, and Minnesota Statutes, section 179A.20; and district employees  
 303.8 continue to remain employees of the employing school district.

107.13 (1) collaborative educational goals and objectives;  
 107.14 (2) strategies and processes to implement those goals and objectives, including a  
 107.15 budget process with periodic expenditure reviews;  
 107.16 (3) valid and reliable measures, including performance assessments in authentic  
 107.17 settings and progress toward attaining an industry certification or other credential, among  
 107.18 other measures, to evaluate progress in realizing the goals and objectives;  
 107.19 (4) an implementation timeline; and  
 107.20 (5) other applicable conditions, regulations, responsibilities, duties, provisions, fee  
 107.21 schedules, and legal considerations needed to fully implement the plan.  
 107.22 A partnership may invite additional districts or other participants under paragraph  
 107.23 (a) to join the partnership ~~during the pilot project term~~ after notifying the commissioner.  
 107.24 (c) A partnership of interested districts must ~~apply by February 1 of any year~~ submit  
 107.25 an application to the education commissioner in the form and manner the commissioner  
 107.26 determines, consistent with the requirements of this section. The application must contain  
 107.27 the formal approval adopted by the school board in each district to participate in the plan.  
 107.28 (d) Notwithstanding other law to the contrary, a participating school district under  
 107.29 this section continues to: receive revenue and maintain its taxation authority; be organized  
 107.30 and governed by an elected school board with general powers under Minnesota Statutes,  
 107.31 section 123B.02; and be subject to employment agreements under Minnesota Statutes,  
 107.32 chapter 122A, and Minnesota Statutes, section 179A.20; and district employees continue  
 107.33 to remain employees of the employing school district.



303.9 (f) Participating school district and charter schools must submit a biennial evaluation  
 303.10 by February 1 in each odd-numbered year to the chairs and the ranking minority members  
 303.11 of the legislative committees with primary jurisdiction over kindergarten through grade  
 303.12 12 education and the education commissioner that includes longitudinal data under  
 303.13 Minnesota Statutes, section 127A.70, subdivision 2, paragraph (b), governing SLEDS,  
 303.14 and is premised on return on investment, program effectiveness, or beat-the-odds analysis  
 303.15 in the context of students' career and college readiness.

303.16 Subd. 2. **Commissioner's role.** Interested groups of school districts ~~partnerships~~  
 303.17 must submit a completed application to the commissioner by March 1 of any year in the  
 303.18 form and manner determined by the commissioner, consistent with the requirements of this  
 303.19 section. For 2016 only, the school district member or charter school member must submit  
 303.20 an application by July 1. The education commissioner must convene an advisory panel  
 303.21 composed of a teacher appointed by Education Minnesota, a school principal appointed  
 303.22 by the Minnesota Association of Secondary School Principals, a school board member  
 303.23 appointed by the Minnesota School Boards Association, a researcher appointed by the  
 303.24 commissioner of the Office of Higher Education, a researcher appointed by the University  
 303.25 of Minnesota Educational Psychology Department, and a school superintendent appointed  
 303.26 by the Minnesota Association of School Administrators to advise the commissioner on  
 303.27 applicants' qualifications to participate in this pilot project. The commissioner may  
 303.28 select, for the period encompassing the 2016-2017 through 2020-2021 school years, must  
 303.29 authorize up to six ~~eight~~ qualified applicants under subdivision 1 by April 1 of any year to  
 303.30 participate in this pilot project, ensuring seeking an equitable geographical distribution of  
 303.31 project participants to the extent practicable. ~~The commissioner may approve no more~~  
 303.32 ~~than two partnerships applying to conduct research using alternative measures in place of~~  
 303.33 ~~the Minnesota comprehensive assessments under subdivision 1, paragraph (c), clause (7),~~  
 303.34 ~~and those partnerships may include up to three school districts or charter schools. The~~  
 303.35 commissioner must ~~select~~ authorize only those applicants that fully comply with the  
 303.36 requirements in subdivision 1. The commissioner must terminate a project participant that  
 304.1 fails to effectively implement the goals and objectives contained in its application and  
 304.2 according to its stated timeline.

107.34 (e) Participating districts must submit a biennial report by February 1 of each  
 107.35 odd-numbered year to the committees of the legislature with jurisdiction over kindergarten  
 107.36 through grade 12 education and the commissioner of education that includes performance  
 108.1 assessment, high school graduation, and career and technical certification data to show the  
 108.2 success of the partnership in preparing diverse populations of students for careers and jobs.

108.3 Subd. 2. **Commissioner's role.** Interested groups of school districts must submit  
 108.4 a completed application to the commissioner by ~~March 1 of~~ in any year in the form and  
 108.5 manner determined by the commissioner. The education commissioner must convene  
 108.6 an advisory panel ~~composed of a teacher appointed by Education Minnesota, a school~~  
 108.7 ~~principal appointed by the Minnesota Association of Secondary School Principals, a~~  
 108.8 ~~school board member appointed by the Minnesota School Boards Association, and a~~  
 108.9 ~~school superintendent appointed by the Minnesota Association of School Administrators~~  
 108.10 to advise the commissioner on applicants' qualifications to participate in this ~~pilot project~~  
 108.11 ~~program~~. The commissioner may select up to six qualified applicants under subdivision 1  
 108.12 by April 1 of any year to participate in this pilot project, ensuring must ensure an equitable  
 108.13 geographical distribution of ~~project program~~ participants to the extent practicable. The  
 108.14 commissioner must select only those applicants that fully comply with the requirements in  
 108.15 subdivision 1. The commissioner ~~must~~ may terminate a ~~project program~~ participant that  
 108.16 fails to effectively implement the goals and objectives contained in its application and  
 108.17 according to its stated timeline.

304.3 Subd. 3. **Pilot project evaluation.** Participating school districts and charter  
 304.4 schools must submit pilot project data to the ~~education commissioner in the form and~~  
 304.5 ~~manner determined by the commissioner and the legislature, consistent with this section.~~  
 304.6 Consistent with Minnesota Statutes, section 13.05, on the duties of state agencies regarding  
 304.7 the use and dissemination of data on individuals, the education commissioner must analyze  
 304.8 the data on participating districts' progress and on participating charter schools' progress  
 304.9 in realizing their educational goals and objectives to work together in providing provide  
 304.10 innovative education programs and activities and sharing share resources to improve  
 304.11 students' career and college readiness. The commissioner must include the analysis of  
 304.12 best practices in a report to the legislative committees with jurisdiction over kindergarten  
 304.13 through grade 12 education finance and policy on the efficacy of this pilot project. The  
 304.14 commissioner shall submit an interim project report by February 1, 2016 March 30, 2019,  
 304.15 and must submit a final report to the legislature by February 1, 2019, recommending  
 304.16 whether or not to continue or expand the pilot project 2022.

304.17 **EFFECTIVE DATE.** This section is effective the day following final enactment  
 304.18 and applies to those applications submitted to the commissioner after that date. Districts  
 304.19 already approved for an innovation zone pilot project may continue to operate under Laws  
 304.20 2012, chapter 263, section 1, as amended by Laws 2014, chapter 312, article 15, section 24.

304.21 Sec. 28. Laws 2012, chapter 263, section 2, is amended to read:

304.22 Sec. 2. **APPROPRIATION.**

304.23 \$25,000 is appropriated in fiscal year 2013 from the general fund to the commissioner  
 304.24 of education for the review of applicants, selection of participants, and evaluation of  
 304.25 the pilot projects authorized in section 1. The base for the Department of Education is  
 304.26 increased by \$25,000 for fiscal year 2014 through fiscal year ~~2018~~ 2021.

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

108.18 Subd. 3. **Pilot project evaluation.** Participating school districts must submit pilot  
 108.19 project data to the commissioner in the form and manner determined by the commissioner.  
 108.20 The education commissioner must analyze participating districts' progress in realizing  
 108.21 their educational goals and objectives to work together in providing innovative education  
 108.22 programs and activities and sharing resources. The commissioner must include the  
 108.23 analysis of best practices in a report to the legislative committees with jurisdiction over  
 108.24 kindergarten through grade 12 education finance and policy on the efficacy of this pilot  
 108.25 project. The commissioner shall submit an interim project report by February 1, 2016, and  
 108.26 must submit a final report to the legislature by February 1, 2019, recommending whether  
 108.27 or not to continue or expand the pilot project.

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

108.30 (b) Districts already approved for an innovation zone pilot project may continue to  
 108.31 operate under Laws 2012, chapter 263, section 1, as amended by Laws 2014, chapter  
 108.32 312, article 15, section 24.

108.33 Sec. 70. Laws 2015, chapter 69, article 1, section 3, subdivision 28, is amended to read:

108.34			200,000
108.35	Subd. 28. <b>Teacher Shortage Loan Forgiveness</b>	200,000	<u>2,200,000</u>

109.1 For the loan forgiveness program under  
 109.2 Minnesota Statutes, section 136A.1791.

304.28 Sec. 29. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision 304.29 2, is amended to read:

304.30 Subd. 2. **Alternative compensation.** For alternative teacher compensation aid 304.31 under Minnesota Statutes, section 122A.415, subdivision 4:

305.1		<del>78,331,000</del>		
305.2	\$	<u>78,656,000</u>	.....	2016

305.3		<del>87,147,000</del>		
305.4	\$	<u>98,159,000</u>	.....	2017

305.5 The 2016 appropriation includes \$7,766,000 for 2015 and ~~\$70,565,000~~ \$70,890,000 305.6 for 2016.

305.7 The 2017 appropriation includes ~~\$7,840,000~~ \$7,876,000 for 2016 and ~~\$79,307,000~~ 305.8 \$90,283,000 for 2017.

305.9 Sec. 30. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision 305.10 3, is amended to read:

305.11 Subd. 3. **Achievement and integration aid.** For achievement and integration aid 305.12 under Minnesota Statutes, section 124D.862:

305.13		<del>65,539,000</del>		
305.14	\$	<u>65,439,000</u>	.....	2016

305.15		<del>68,745,000</del>		
305.16	\$	<u>69,372,000</u>	.....	2017

109.3 The commissioner may use no more  
109.4 than three percent of this appropriation  
109.5 to administer the program under this  
109.6 subdivision. The base for the program for  
109.7 fiscal year 2018 and later is \$200,000.

109.8 **EFFECTIVE DATE.** This section is effective the day following final enactment,  
109.9 and any unexpended funds in fiscal year 2017 do not cancel and remain available until  
109.10 June 30, 2019.

109.11 Sec. 71. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision 109.12 2, is amended to read:

109.13 Subd. 2. **Alternative compensation.** For alternative teacher compensation aid 109.14 under Minnesota Statutes, section 122A.415, subdivision 4:

109.15		<del>78,331,000</del>		
109.16	\$	<u>78,667,000</u>	.....	2016

109.17		<del>87,147,000</del>		
109.18	\$	<u>89,049,000</u>	.....	2017

109.19 The 2016 appropriation includes \$7,766,000 for 2015 and ~~\$70,565,000~~ \$70,901,000 109.20 for 2016.

109.21 The 2017 appropriation includes ~~\$7,840,000~~ \$7,876,000 for 2016 and ~~\$79,307,000~~ 109.22 \$81,173,000 for 2017.

180.21 Sec. 6. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision 3, 180.22 is amended to read:

180.23 Subd. 3. **Achievement and integration aid.** For achievement and integration aid 180.24 under Minnesota Statutes, section 124D.862:

180.25		<del>65,539,000</del>		
180.26	\$	<u>65,439,000</u>	.....	2016

180.27		<del>68,745,000</del>		
180.28	\$	<u>69,255,000</u>	.....	2017

305.17 The 2016 appropriation includes \$6,382,000 for 2015 and ~~\$59,157,000~~ \$59,057,000  
305.18 for 2016.

305.19 The 2017 appropriation includes ~~\$6,573,000~~ \$6,561,000 for 2016 and ~~\$62,172,000~~  
305.20 \$62,811,000 for 2017.

305.21 Sec. 31. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision  
305.22 6, is amended to read:

305.23 Subd. 6. **Reading Corps.** For grants to ServeMinnesota for the Minnesota Reading  
305.24 Corps under Minnesota Statutes, section 124D.42, subdivision 8:

305.25 \$ 6,125,000 ..... 2016

305.26 ~~6,125,000~~  
305.27 \$ 9,125,000 ..... 2017

305.28 Any balance in the first year does not cancel but is available in the second year. The  
305.29 base appropriation for fiscal year 2018 and later years is \$5,625,000.

305.30 Sec. 32. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision  
305.31 9, is amended to read:

305.32 Subd. 9. **Concurrent enrollment program.** For concurrent enrollment programs  
305.33 under Minnesota Statutes, section 124D.091:

306.1 \$ \$4,000,000 ..... 2016

306.2 ~~\$4,000,000~~  
306.3 \$ 6,250,000 ..... 2017

306.4 If the appropriation is insufficient, the commissioner must proportionately reduce  
306.5 the aid payment to each district.

306.6 Any balance in the first year does not cancel but is available in the second year. The  
306.7 base for this appropriation in fiscal year 2018 is \$5,000,000.

306.8 Sec. 33. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision  
306.9 12, is amended to read:

306.10 Subd. 12. **Collaborative urban educator.** For the collaborative urban educator  
306.11 grant program:

180.29 The 2016 appropriation includes \$6,382,000 for 2015 and ~~\$59,157,000~~ \$59,057,000  
180.30 for 2016.

180.31 The 2017 appropriation includes ~~\$6,573,000~~ \$6,561,000 for 2016 and ~~\$62,172,000~~  
180.32 \$62,694,000 for 2017.

109.23 Sec. 72. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision  
109.24 6, is amended to read:

109.25 Subd. 6. **Reading Corps.** For grants to ServeMinnesota for the Minnesota Reading  
109.26 Corps under Minnesota Statutes, section 124D.42, subdivision 8:

109.27 \$ 6,125,000 ..... 2016

109.28 ~~6,125,000~~  
109.29 \$ 7,625,000 ..... 2017

109.30 Any balance ~~in the first year does not cancel but~~ is available in the second year through  
109.31 June 30, 2019. The base appropriation for fiscal year 2018 and later years is \$5,625,000.

125.29 Subd. 11. **Concurrent enrollment teacher training grants.** For concurrent  
125.30 enrollment teacher training grants under Minnesota Statutes, section 124D.091,  
125.31 subdivision 4:

125.32 \$ 750,000 ..... 2017

126.1 This is a onetime appropriation. This appropriation is available until June 30, 2019.

109.32 Sec. 73. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision  
109.33 12, is amended to read:

110.1 Subd. 12. **Collaborative urban educator.** (a) For the collaborative urban educator  
110.2 grant program:

## Senate Language UEH2749-1

## House Language H2749-2

306.12 \$ 780,000 ..... 2016  
 306.13 ~~780,000~~  
 306.14 \$ 1,090,000 ..... 2017

306.15 Grants shall be awarded in equal amounts: ~~\$195,000~~ \$272,500 each year is for the  
 306.16 Southeast Asian teacher program at Concordia University, St. Paul; ~~\$195,000~~ \$272,500  
 306.17 each year is for the collaborative urban educator program at the University of St. Thomas;  
 306.18 ~~\$195,000~~ \$272,500 each year is for the Center for Excellence in Urban Teaching at  
 306.19 Hamline University; and ~~\$195,00~~ \$272,500 each year is for the East Africa Student to  
 306.20 Teacher program at Augsburg College.

306.21 Any balance in the first year does not cancel but is available in the second year.

306.22 Each institution shall prepare for the legislature, by January 15 of each year, a  
 306.23 detailed report regarding the funds used. The report must include the number of teachers  
 306.24 prepared as well as the diversity for each cohort of teachers produced. The report must  
 306.25 also include the graduation rate for each cohort of teacher candidates, the placement rate  
 306.26 for each graduating cohort of teacher candidates, and the retention rate for each graduating  
 306.27 cohort of teacher candidates, among other program outcomes.

110.3 \$ 780,000 ..... 2016  
 110.4 ~~780,000~~  
 110.5 \$ 2,780,000 ..... 2017

110.6 (b) Grants shall be awarded in equal amounts: \$195,000 each year is for the Southeast  
 110.7 Asian teacher program at Concordia University, St. Paul; \$195,000 each year is for the  
 110.8 collaborative urban educator program at the University of St. Thomas; \$195,000 each year  
 110.9 is for the Center for Excellence in Urban Teaching at Hamline University; and ~~\$195,00~~  
 110.10 \$195,000 each year is for the East Africa Student to Teacher program at Augsburg College.  
 110.11 In fiscal year 2017 only, in addition to the amounts awarded under this paragraph, the  
 110.12 institutions identified in this paragraph may receive additional funding under paragraph (c).

110.13 ~~Any balance in the first year does not cancel but is available in the second year.~~

110.14 ~~Each institution shall prepare for the legislature, by January 15 of each year, a~~  
 110.15 ~~detailed report regarding the funds used. The report must include the number of teachers~~  
 110.16 ~~prepared as well as the diversity for each cohort of teachers produced.~~

110.17 (c) A Minnesota teacher preparation program, a district Grow Your Own teacher  
 110.18 program, a nonconventional teacher preparation program under Minnesota Rules, part  
 110.19 8705.2300, or an alternative teacher preparation program under Minnesota Statutes,  
 110.20 section 122A.245, may apply to the commissioner of education for a grant in the form and  
 110.21 manner determined by the commissioner. The commissioner may award grants of up to  
 110.22 two years to the extent funds are available. The commissioner annually must award at  
 110.23 least 50 percent of grant funds to nonconventional and alternative preparation programs,  
 110.24 giving priority to funding programs that:

110.25 (1) recruit, retain, graduate, and place teacher candidates who reflect the  
 110.26 demographic diversity of the students enrolled in the district where the teacher candidate  
 110.27 is placed and provide the teachers with well-qualified mentor teachers; or

110.28 (2) train and place teacher candidates in subject areas or regions of the state  
 110.29 identified by the commissioner as shortage areas under Minnesota Statutes, section  
 110.30 127A.05, subdivision 6.

110.31 (d) A grant recipient under this subdivision, annually by January 15, must prepare a  
 110.32 report for the commissioner of education and the kindergarten through grade 12 and  
 110.33 higher education committees of the legislature in the form and manner determined by the  
 110.34 commissioner. At a minimum, the report must detail grant expenditures for the previous  
 110.35 year and summarize program outcomes based on teacher preparation and performance  
 111.1 data consistent with paragraph (c) and Minnesota Statutes, section 122A.09, subdivision  
 111.2 4a, paragraph (b).

111.3 (e) This appropriation is available until June 30, 2019. The base appropriation  
 111.4 for fiscal year 2018 and later is \$780,000.

306.28 Sec. 34. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision  
 306.29 15, is amended to read:

306.30 Subd. 15. **Museums and Education Centers.** For grants to museums and education  
 306.31 centers:

306.32 \$ 351,000 ..... 2016

306.33 ~~351,000~~  
 306.34 \$ 701,000 ..... 2017

307.1 (a) ~~\$260,000 each year is in fiscal year 2016 and \$560,000 in fiscal year 2017 are for~~  
 307.2 the Minnesota Children's Museum. The base amount in fiscal year 2018 is \$260,000.

307.3 (b) \$50,000 each year is for the Duluth Children's Museum.

307.4 (c) \$41,000 each year is for the Minnesota Academy of Science.

307.5 (d) \$50,000 in fiscal year 2017 and later is for the Headwaters Science Center for  
 307.6 hands-on science, technology, engineering, and math (STEM) education.

307.7 Any balance in the first year does not cancel but is available in the second year.

307.8 The base in fiscal year 2018 is \$401,000.

307.9 Sec. 35. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision  
 307.10 19, is amended to read:

307.11 Subd. 19. **Full-service community schools.** For full-service community schools  
 307.12 under Minnesota Statutes, section 124D.231:

Senate Language UEH2749-1

House Language H2749-2

307.13 \$ 250,000 ..... 2016

307.14 ~~250,000~~

307.15 \$ 2,450,000 ..... 2017

307.16 This is a onetime appropriation. Up to \$100,000 each year is for administration of this  
 307.17 program. Any balance in the first year does not cancel but is available in the second year.

307.18 Sec. 36. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision  
 307.19 21, is amended to read:

307.20 Subd. 21. **American Indian teacher preparation grants.** For joint grants to assist  
 307.21 American Indian people to become teachers under Minnesota Statutes, section 122A.63:

307.22 \$ 190,000 ..... 2016

307.23 ~~190,000~~

307.24 \$ 1,250,000 ..... 2017

307.25 Sec. 37. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision  
 307.26 24, is amended to read:

307.27 Subd. 24. **Race 2 Reduce.** For grants to support expanded Race 2 Reduce water  
 307.28 conservation programming in Minnesota schools:

307.29 \$ 81,000 ..... 2016

307.30 ~~69,000~~

307.31 \$ 219,000 ..... 2017

307.32 In the first year, \$28,000 is for H2O for Life; \$38,000 is for Independent School  
 307.33 District No. 624, White Bear Lake; and \$15,000 is for Independent School District No.  
 307.34 832, Mahtomedi. In the second year, ~~\$32,000~~ \$102,000 is for H2O for Life; ~~\$22,000~~  
 308.1 \$70,000 is for Independent School District No. 624, White Bear Lake; and ~~\$15,000~~  
 308.2 \$47,000 is for Independent School District No. 832, Mahtomedi.

308.3 Any balance in the first year does not cancel but is available in the second year. ~~The~~  
 308.4 ~~base appropriation for fiscal year 2018 and later is \$0.~~

308.5 Sec. 38. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision  
308.6 26, is amended to read:

308.7 Subd. 26. **Education partnership pilots.** (a) For education partnership pilot grants:

308.8 \$ 501,000 ..... 2016

308.9 ~~501,000~~

308.10 \$ 531,000 ..... 2017

308.11 (b) Of this amount, \$167,000 in fiscal year 2016 and \$177,000 in each fiscal year  
308.12 2017 is for the Northfield Healthy Community Initiative for a pilot site in Northfield;  
308.13 \$167,000 in fiscal year 2016 and \$177,000 in each fiscal year 2017 is for the Jones Family  
308.14 Foundation for a pilot site in Red Wing; and \$167,000 in fiscal year 2016 and \$177,000 in  
308.15 each fiscal year 2017 is for Independent School District No. 742, St. Cloud, for a pilot  
308.16 site in St. Cloud. Each partnership pilot program shall support community collaborations  
308.17 focused on academic achievement and youth development, use a comprehensive and  
308.18 data-driven approach to increase student success, and measure outcomes, such as  
308.19 kindergarten readiness, reading proficiency at third grade, high school graduation, and  
308.20 college and career readiness. By February 15, 2016, and by February 15 of every  
308.21 subsequent even-numbered year, each partnership pilot grant recipient shall submit to  
308.22 the chairs and ranking minority members of the legislative committees with primary  
308.23 jurisdiction over kindergarten through grade 12 education a report describing the activities  
308.24 funded by the grant, changes in outcome measures attributable to the grant-funded  
308.25 activities, and the recipient's program plan for the following year.

308.26 ~~This is a onetime appropriation.~~

308.27 (c) The base for this program is \$501,000 for fiscal year 2018 and later. Annual

308.28 grants of \$167,000 shall be awarded to each grant recipient named in paragraph (b).

308.29 (d) Any balance from the first year may carry forward into the second year.

308.30 Sec. 39. Laws 2015, First Special Session chapter 3, article 3, section 15, subdivision  
308.31 3, is amended to read:

308.32 Subd. 3. ~~ACT test~~ **College entrance examination reimbursement.** To reimburse  
308.33 districts for students who qualify under Minnesota Statutes, section 120B.30, subdivision  
308.34 1, paragraph (e), for onetime payment of their ~~ACT~~ college entrance examination fee:

111.5 Sec. 74. Laws 2015, First Special Session chapter 3, article 3, section 15, subdivision  
111.6 3, is amended to read:

111.7 Subd. 3. ~~ACT test~~ **College entrance examination reimbursement.** To reimburse  
111.8 districts for students who qualify under Minnesota Statutes, section 120B.30, subdivision  
111.9 1, paragraph (e), for onetime payment of their ~~ACT~~ college entrance examination fee:



## Senate Language UEH2749-1

## House Language H2749-2

309.1 \$ 3,011,000 ..... 2016

309.2 \$ 3,011,000 ..... 2017

309.3 The Department of Education must reimburse districts for their onetime payments  
 309.4 on behalf of students. Any balance in the first year does not cancel but is available in the  
 309.5 second year. This appropriation is available until October 1, 2017. For examinations taken  
 309.6 before July 1, 2016, the department may reimburse districts only for ACT examination fees.

309.7 Sec. 40. Laws 2015, First Special Session chapter 3, article 10, section 3, subdivision  
 309.8 6, is amended to read:

309.9 Subd. 6. **Northside Achievement Zone.** For a grant to the Northside Achievement  
 309.10 Zone:

309.11 \$ 1,200,000 ..... 2016

309.12 ~~1,200,000~~

309.13 \$ 1,210,000 ..... 2017

309.14 Funds appropriated in this section are to reduce multigenerational poverty and the  
 309.15 educational achievement gap through increased enrollment of families within the zone,  
 309.16 and may be used for Northside Achievement Zone programming and services consistent  
 309.17 with federal Promise Neighborhood program agreements and requirements.

309.18 The base for this program is \$1,200,000 for fiscal year 2018 and later.

309.19 Sec. 41. Laws 2015, First Special Session chapter 3, article 10, section 3, subdivision  
 309.20 7, is amended to read:

309.21 Subd. 7. **St. Paul Promise Neighborhood.** For a grant to the St. Paul Promise  
 309.22 Neighborhood:

111.10 \$ 3,011,000 ..... 2016

111.11 \$ 3,011,000 ..... 2017

111.12 The Department of Education must reimburse districts for their onetime payments  
 111.13 on behalf of students.

111.14 **EFFECTIVE DATE.** This section applies to college entrance exams administered  
 111.15 after July 1, 2016.

309.23	\$	1,200,000	.....	2016
309.24		<del>1,200,000</del>		
309.25	\$	<u>1,210,000</u>	.....	2017

309.26 Funds appropriated in this section are to reduce multigenerational poverty and the  
 309.27 educational achievement gap through increased enrollment of families within the zone,  
 309.28 and may be used for St. Paul Promise Neighborhood programming and services consistent  
 309.29 with federal Promise Neighborhood program agreements and requirements.

309.30 The base for this program is \$1,200,000 for fiscal year 2018 and later.

309.31 Sec. 42. **AGRICULTURAL EDUCATOR GRANTS.**

310.1 Subdivision 1. **Grant program established.** A grant program is established to  
 310.2 support school districts in paying agricultural education teachers for work over the  
 310.3 summer with high school students in extended projects.

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

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

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

310.16 Sec. 43. **EXCELLENCE IN TEACHING INCENTIVE GRANTS.**

310.17 The Board of Teaching shall award a onetime incentive grant of \$2,000 to any  
 310.18 Minnesota teacher who achieves National Board Certification after June 30, 2016, as long  
 310.19 as funds are available. A teacher may apply for a grant in the form and manner determined  
 310.20 by the Board of Teaching. The grants must be awarded on a first-come, first-served basis.

310.21 Sec. 44. **OUTDOOR PLACE-BASED EDUCATION ADVISORY GROUP.**

- 310.22 Subdivision 1. **Definitions.** For purposes of this section, "outdoor place-based  
310.23 education" means the process of using the local community and outdoor environment as  
310.24 a starting point to teach concepts in language arts, mathematics, social studies, science,  
310.25 history, and other subjects across the curriculum.
- 310.26 Subd. 2. **Advisory group creation.** The outdoor place-based education advisory  
310.27 group consists of the following 14 members:
- 310.28 (1) the commissioner or director of the following agencies or their designees:
- 310.29 (i) the Department of Education;
- 310.30 (ii) the Department of Natural Resources; and
- 310.31 (iii) the Minnesota Historical Society;
- 310.32 (2) 11 public members who have demonstrated an interest in outdoor skills and  
310.33 education:
- 310.34 (i) one member appointed by Education Minnesota;
- 311.1 (ii) one member appointed by the Minnesota Rural Education Association;
- 311.2 (iii) one member appointed by the Minnesota School Boards Association;
- 311.3 (iv) one member appointed by the Minnesota Association of Charter Schools;
- 311.4 (v) one member appointed by the Parks and Trails Council of Minnesota;
- 311.5 (vi) one public member appointed by the majority leader of the senate;
- 311.6 (vii) one public member appointed by the minority leader of the senate;
- 311.7 (viii) one public member appointed by the speaker of the house;
- 311.8 (ix) one public member appointed by the minority leader of the house of  
311.9 representatives; and
- 311.10 (x) two public members appointed by the governor.
- 311.11 Subd. 3. **Advisory group duties; report required.** (a) The advisory group must  
311.12 develop recommendations for the design and implementation of a statewide outdoor  
311.13 place-based education plan for students in prekindergarten through grade 12. The advisory  
311.14 group must report proposed recommendations to the chairs and ranking minority members  
311.15 of the legislative committees with primary jurisdiction over kindergarten through grade 12  
311.16 education policy by February 15, 2017.
- 311.17 (b) The report required under this subdivision must, at a minimum:

311.18 (1) recommend strategies for the integration of outdoor place-based education in  
 311.19 each of the subject areas required for statewide accountability under Minnesota Statutes,  
 311.20 section 120B.021, subdivision 1, including any staff development required to support  
 311.21 such integration;

311.22 (2) identify grades or grade ranges in which outdoor place-based education may  
 311.23 have the greatest impact, given limited staff and financial resources;

311.24 (3) recommend an assessment instrument that districts may use in order to evaluate  
 311.25 the impact of outdoor place-based education; and

311.26 (4) estimate the financial and human resources required to implement the  
 311.27 recommendations on a statewide basis.

311.28 Subd. 4. **Administrative provisions.** (a) The commissioner of education or the  
 311.29 commissioner's designee must convene the initial meeting of the advisory group by  
 311.30 September 15, 2016. Upon request of the advisory group, the commissioner must provide  
 311.31 meeting space and administrative services for the advisory group. The members of the  
 311.32 advisory group must elect a chair or cochair from the members of the advisory group at  
 311.33 the initial meeting.

311.34 (b) Public members of the advisory group serve without compensation, but may be  
 311.35 reimbursed for travel expenses.

312.1 (c) The advisory group expires February 15, 2017, or upon submission of the report  
 312.2 required under this section, whichever is earlier.

312.3 Subd. 5. **Deadline for appointments and designations.** The appointments and  
 312.4 designations authorized under this section must be completed by August 15, 2016.

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

312.6 Sec. 45. **PARAPROFESSIONAL PATHWAY TO TEACHER LICENSURE.**

312.7 The commissioner of education must establish a grant program for school districts  
 312.8 to design, establish, and maintain a paraprofessional pathway to teacher licensure or  
 312.9 a grow your own new teacher program. The programs must allow a current school  
 312.10 district paraprofessional to pursue their teaching license while still being employed by  
 312.11 the school district. A school district may apply in the form and manner prescribed by  
 312.12 the commissioner.

121.1 Sec. 85. **GROW YOUR OWN TEACHER RESIDENCY PILOT PROGRAM.**

121.2 (a) For fiscal years 2017, 2018, and 2019 only, a nonconventional teacher residency  
 121.3 pilot program under Minnesota Statutes, section 122A.09, subdivision 10, paragraph (a),  
 121.4 is established to provide tuition scholarships or stipends to enable education or teaching  
 121.5 assistants or other nonlicensed district employees who hold a bachelor's degree from an  
 121.6 accredited college or university and who seek an elementary education license or a license  
 121.7 in a subject area for which a shortage exists under Minnesota Statutes, section 127A.05,  
 121.8 subdivision 6, to participate in a Board of Teaching-approved nonconventional teacher  
 121.9 residency program under this section.

121.10 (b) School districts or charter schools not participating under paragraph (a) may  
 121.11 use funds under this section to pay for tuition scholarships or stipends on behalf of  
 121.12 paraprofessionals employed in the school or district who are enrolled in a Board of  
 121.13 Teaching-approved teacher preparation program and who are making satisfactory progress

121.14 toward attaining teacher licensure.

121.15 (c) The commissioner of education and the commissioner of the Office of Higher

121.16 Education must evaluate the outcomes and efficacy of the program and, by February 1,

121.17 2017, submit written program recommendations to the committees of the legislature with

121.18 jurisdiction over kindergarten through grade 12 education and higher education, including

121.19 how to continue and expand the program throughout Minnesota.

**THIS HOUSE LANGUAGE IS DUPLICATED IN THE SIDE BY SIDE  
COMPARISON FOR UEH2749-1, ARTICLE 6**

312.13 Sec. 46. **SUPPORT OUR STUDENTS GRANT PROGRAM.**

312.14 Subdivision 1. **Definitions.** For the purposes of this section, the following terms

312.15 have the meanings given them:

312.16 (1) "student support services personnel" includes individuals licensed to serve as a

312.17 school counselor, school psychologist, school social worker, school nurse, or chemical

312.18 dependency counselor in Minnesota; and

312.19 (2) "new position" means a student support services personnel full-time or part-time

312.20 position not under contract by a school at the start of the 2015-2016 school year.

312.21 Subd. 2. **Purpose.** The purpose of the support our students grant program is to:

312.22 (1) address shortages of student support services personnel within Minnesota schools;

312.23 (2) decrease caseloads for existing student support services personnel to ensure

312.24 effective services;

312.25 (3) ensure that students receive effective academic guidance and integrated and

312.26 comprehensive services to improve kindergarten through grade 12 school outcomes and

312.27 career and college readiness;

312.28 (4) ensure that student support services personnel serve within the scope and practice

312.29 of their training and licensure;

312.30 (5) fully integrate learning supports, instruction, and school management within a

312.31 comprehensive approach that facilitates interdisciplinary collaboration; and

312.32 (6) improve school safety and school climate to support academic success and

312.33 career and college readiness.

313.1 Subd. 3. **Grant eligibility and application.** (a) A school district, charter school,

313.2 intermediate school district, or other cooperative unit is eligible to apply for a six-year

313.3 matching grant under this section.

62.12 Sec. 24. **[121A.3951] STUDENT SUPPORT SERVICES PERSONNEL GRANT**

62.13 **PROGRAM.**

62.14 Subdivision 1. **Definitions.** For the purposes of sections 121A.395 to 121A.3952,

62.15 the following terms have the meanings given them:

62.16 (1) "student support services personnel" includes individuals licensed as a

62.17 school counselor, school psychologist, school social worker, school nurse, or chemical

62.18 dependency counselor in Minnesota; and

62.19 (2) "new position" means a full-time or part-time student support services personnel

62.20 position not under contract by a school at the start of the school year preceding the first

62.21 year of funding under this section.

62.22 Subd. 2. **Purpose.** The student support services personnel grant program must:

62.23 (1) address shortages of student support services personnel within Minnesota schools;

62.24 (2) decrease caseloads for existing student support services personnel to ensure

62.25 effective services;

62.26 (3) ensure K-12 students receive effective academic guidance and integrated and

62.27 comprehensive services to improve student and school outcomes and students' career and

62.28 college readiness;

62.29 (4) ensure student support services personnel serve within the scope and practice of

62.30 their training and licensure;

62.31 (5) fully integrate learning supports, instruction, and school management within a

62.32 comprehensive approach that facilitates interdisciplinary collaboration; and

62.33 (6) improve school safety and school climate to support academic success and

62.34 career and college readiness.

63.1 Subd. 3. **Grant eligibility and application.** (a) To the extent funds are available, a

63.2 school district, charter school, intermediate school district, or other cooperative unit may

63.3 apply for a six-year grant under this section.

313.4 (b) The commissioner of education shall specify the form and manner of the grant  
 313.5 application. In awarding grants, the commissioner must give priority to schools in  
 313.6 which student support services personnel positions do not currently exist. To the extent  
 313.7 practicable, the commissioner must award grants equally between applicants in metro  
 313.8 counties and nonmetro counties. Additional criteria must include at least the following:

313.9 (1) existing student support services personnel caseloads;

313.10 (2) school demographics;

313.11 (3) Title 1 revenue;

313.12 (4) Minnesota student survey data;

313.13 (5) graduation rates; and

313.14 (6) postsecondary completion rates.

313.15 Subd. 4. **Allowed uses; match requirements.** A grant under this section must be  
 313.16 used to hire a new position. A school that receives a grant must match the grant with local  
 313.17 funds in each year of the grant. In each of the first four years of the grant, the local match  
 313.18 equals \$1 for every \$1 awarded in the same year. In years five and six of the grant, the  
 313.19 local match equals \$3 for every \$1 awarded in the same year. The local match may not  
 313.20 include federal reimbursements attributable to the new position.

313.21 Subd. 5. **Report required.** By February 1 following any fiscal year in which it  
 313.22 received a grant, a school must submit a written report to the commissioner indicating  
 313.23 how the new positions affected two or more of the following measures:

313.24 (1) school climate;

313.25 (2) attendance rates;

313.26 (3) academic achievement;

313.27 (4) career and college readiness; and

313.28 (5) postsecondary completion rates.

63.4 (b) The commissioner of education shall specify the form and manner of the grant  
 63.5 application. In awarding grants, the commissioner must give priority to schools where  
 63.6 student support services personnel positions do not currently exist. The commissioner also  
 63.7 must consider at least the following when awarding grants:

63.8 (1) existing student support services personnel caseloads;

63.9 (2) school demographics;

63.10 (3) Title 1 revenue;

63.11 (4) Minnesota student survey data;

63.12 (5) graduation rates; and

63.13 (6) postsecondary completion rates.

63.14 Subd. 4. **Allowed uses; match requirements.** Grant recipients must use the grant  
 63.15 under this section to hire a new position. A school that receives a grant must match the  
 63.16 grant with local funds in each year of the grant. In each of the first four years of the grant,  
 63.17 the local match equals \$1 for every \$1 awarded in the same year. In years five and six  
 63.18 of the grant, the local match equals \$3 for every \$1 awarded in the same year. The local  
 63.19 match may not include federal reimbursements attributable to the new position.

63.20 Subd. 5. **Report required.** By February 1 following any fiscal year in which a  
 63.21 recipient receives a grant, it must submit a written report to the commissioner indicating  
 63.22 how the new positions affected two or more of the following measures:

63.23 (1) school climate;

63.24 (2) attendance rates;

63.25 (3) academic achievement;

63.26 (4) career and college readiness; and

63.27 (5) postsecondary completion rates.

63.28 Subd. 6. **Appropriation.** Any amounts appropriated from the general fund to the  
 63.29 commissioner of education for support services grants under this section must be used  
 63.30 for the purposes of this section. Notwithstanding section 16A.28, any appropriation for  
 63.31 this purpose is available until June 30, 2024. Any balance remaining after June 30, 2024,  
 63.32 cancels to the general fund.

63.33 Subd. 7. **Report.** By February 15, 2017, the commissioner must report to the  
 63.34 education committees of the legislature about:

63.35 (1) the expected use of this program by school districts;

63.36 (2) the estimated annual funding necessary to implement this section; and

64.1 (3) the potential unfunded costs imposed on school districts by this section.

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

64.3 Sec. 25. **[121A.3952] STUDENT SUPPORT SERVICES PERSONNEL**

64.4 **TRAINING GRANTS.**

64.5 Subdivision 1. **Purpose.** Student support services personnel training grants are to  
64.6 increase the number of postsecondary graduates qualified to serve as student support  
64.7 services personnel in Minnesota schools.

64.8 Subd. 2. **Eligible institutions; application.** (a) Any Minnesota institution of higher  
64.9 education offering a preparation program that meets the requirements for licensure of  
64.10 student support services personnel is eligible to apply for a six-year grant in the form  
64.11 and manner specified by the commissioner.

64.12 (b) The commissioner of education shall develop criteria for awarding grants  
64.13 consistent with this section.

64.14 Subd. 3. **Allowed uses; match requirements.** An institution that receives a grant  
64.15 under this section must use the grant to hire staff as necessary to meet the purposes of  
64.16 this section, and must match the grant with local funds in each year of the grant. In each  
64.17 of the first four years of the grant, the local match equals \$1 for every \$1 awarded in  
64.18 the same year. In years five and six of the grant, the local match equals \$3 for every \$1  
64.19 awarded in the same year. A recipient must use the grant to supplement, not supplant,  
64.20 existing funding for the uses described under this subdivision.

64.21 Subd. 4. **Report required.** By February 1 following any fiscal year in which it  
64.22 received a grant, an institution must submit a written report to the commissioner indicating  
64.23 how the new positions affected:

64.24 (1) the number of students enrolled in programs leading to licensure of student  
64.25 support services personnel;

64.26 (2) the number of graduates of programs leading to licensure of student support  
64.27 services personnel; and

64.28 (3) employment outcomes for graduates of programs leading to licensure of student  
64.29 support services personnel, including employment in Minnesota schools.

64.30 Subd. 5. **Appropriation.** Any amounts annually appropriated from the general fund  
64.31 to the commissioner of education for grants received under this section must be used  
64.32 for the purposes of this section.

313.29 Sec. 47. **TEACHER DEVELOPMENT AND EVALUATION AID.**

313.30 (a) For fiscal year 2017 only, teacher development and evaluation aid for a school  
 313.31 district, intermediate school district, educational cooperative, education district, or charter  
 313.32 school with any school site that does not have an alternative professional pay system  
 313.33 agreement under Minnesota Statutes, section 122A.414, subdivision 2, equals \$400.68  
 313.34 times the number of full-time equivalent teachers employed on October 1 of the previous  
 313.35 school year in each school site without an alternative professional pay system under  
 314.1 Minnesota Statutes, section 122A.414, subdivision 2. Except for charter schools, aid under  
 314.2 this section must be reserved for teacher development and evaluation activities consistent  
 314.3 with Minnesota Statutes, section 122A.40, subdivision 8, or 122A.41, subdivision 5.  
 314.4 For the purposes of this section, "teacher" has the meaning given in Minnesota Statutes,  
 314.5 section 122A.40, subdivision 1, or 122A.41, subdivision 1.

314.6 (b) Notwithstanding paragraph (a), the state total teacher development and evaluation  
 314.7 aid entitlement must not exceed \$10,000,000 for fiscal year 2017. The commissioner must  
 314.8 limit the amount of aid under this section so as not to exceed this limit.

314.9 (c) One hundred percent of the teacher development and evaluation aid must be  
 314.10 paid in fiscal year 2017.

111.16 Sec. 75. **CONCURRENT ENROLLMENT TEACHER TRAINING GRANTS.**

111.17 For fiscal years 2017, 2018, and 2019 only, a high school teacher required to obtain  
 111.18 additional training to meet the partnering college's or university's academic requirements  
 111.19 to teach a concurrent enrollment course in a high school under Minnesota Statutes, section  
 111.20 124D.09, may be reimbursed for tuition for up to 18 graduate credits in furthering this  
 111.21 training. The commissioner shall establish application procedures and deadlines for  
 111.22 receiving grant payments under this subdivision.

111.23 **EFFECTIVE DATE.** This section is effective July 1, 2016.

111.24 Sec. 76. **MINNESOTA'S FUTURE TEACHERS; GRANT PROGRAM.**

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

111.27 (b) "Eligible institution" means a Minnesota public or nonpublic postsecondary  
 111.28 institution under Minnesota Statutes, section 136A.101, subdivision 4, providing a Board  
 111.29 of Teaching-approved teacher preparation program.

111.30 (c) "High needs area" means a shortage of teachers teaching in particular subject  
 111.31 areas and, or in particular regions of the state, identified in the commissioner of education's  
 112.1 biennial survey of districts under Minnesota Statutes, section 127A.05, subdivision 6, or  
 112.2 in another Department of Education survey on teacher shortages.



112.3 (d) "High needs school" means a school:

112.4 (1) designated as a low performing school under the most recently reauthorized  
112.5 federal Elementary and Secondary Education Act; or

112.6 (2) above the state average in the concentration of students qualifying for free and  
112.7 reduced-price lunch.

112.8 (e) "Qualified candidate" means a student enrolled in a Board of Teaching-approved  
112.9 teacher preparation program at an eligible institution meeting the criteria in subdivision 3.

112.10 Subd. 2. **Account.** An account is established under the control of the commissioner  
112.11 of the Office of Higher Education for grants to eligible institutions to provide financial  
112.12 and other support to qualified candidates interested in teaching in a high needs area or  
112.13 school. Unused funds appropriated to the Department of Education and transferred to the  
112.14 Office of Higher Education in any fiscal year do not cancel and are available for the  
112.15 purposes of this section.

112.16 Subd. 3. **Program requirements.** (a) The commissioner of the Office of Higher  
112.17 Education, beginning in the 2017-2018 school year, shall award grants to eligible  
112.18 institutions to help defray costs for qualified undergraduate and graduate candidates to  
112.19 become licensed teachers. The commissioner shall determine the maximum grant award  
112.20 available to each eligible institution, including the amount available for administrative and  
112.21 support services, and other terms and conditions related to administering the grant program.

112.22 (b) The eligible institution must provide grant funding to its teacher preparation  
112.23 programs for:

112.24 (1) reducing tuition, fees, and related education costs of qualified candidates;

112.25 (2) actively encouraging historically underserved students, students of color, and  
112.26 students to pursue teaching in a high needs area or school;

112.27 (3) supporting qualified candidates to persist in and complete their teacher  
112.28 preparation program and receive a full professional teaching license; and

112.29 (4) providing qualified candidates with experiential teaching opportunities.

112.30 (c) A qualified candidate under this section must submit to the teacher preparation  
112.31 program a written statement indicating the qualified candidate's intent to teach in a high  
112.32 needs school or area after completing the teacher preparation program and receiving  
112.33 a teaching license.

112.34 (d) The teaching preparation program must provide mentoring to its qualified  
112.35 candidates that includes at least:

112.36 (1) good communication with the qualified candidate throughout the program;

- 113.1 (2) a personalized learning plan for the qualified candidate that describes the  
 113.2 requirements for completing the program and obtaining a teaching position and the  
 113.3 resources available for overcoming obstacles to completing the program;
- 113.4 (3) connections to campus resources and professional and personal development  
 113.5 opportunities; and
- 113.6 (4) financial planning.
- 116.7 Sec. 81. **DATA SECURITY PLAN.**
- 116.8 Subdivision 1. **Plan components.** To protect education and related workforce  
 116.9 data on individual students maintained by public schools, school districts, and state  
 116.10 agencies, and consistent with Minnesota Statutes, chapter 13, and sections 116J.401,  
 116.11 120B.11, 120B.12, 120B.30, 120B.31, 120B.35, 120B.36, 124D.49, 124D.52, 124D.861,  
 116.12 125A.085, and 127A.70, subdivision 2, among other student data-related provisions, the  
 116.13 commissioner of education must develop, publish, and oversee a detailed data security  
 116.14 plan combining administrative, physical, and technical safeguards that includes:
- 116.15 (1) requirements for:
- 116.16 (i) authorizing access to the kindergarten through grade 12 data systems containing  
 116.17 personally identifiable information on students;
- 116.18 (ii) authorizing data and system access for other agencies participating in the  
 116.19 Statewide Longitudinal Education Data System and the Early Childhood Longitudinal  
 116.20 Data System;
- 116.21 (iii) authenticating authorized access to and the processing of personally identifiable  
 116.22 information on students;
- 116.23 (iv) protecting data that describes a student or otherwise identifies a student gathered  
 116.24 by an operator of a Web site, online service, online application, or mobile application  
 116.25 that operates a site, service, or application for kindergarten through grade 12 school  
 116.26 purposes; and
- 116.27 (v) sanctions for employees, contractors, grantees, researchers, and vendors who  
 116.28 fail to comply with the guidelines;
- 116.29 (2) minimum privacy compliance standards based on reasonable and enforceable  
 116.30 security measures and practices, including background checks, training opportunities  
 116.31 and resources, physical and technical safeguards, and privacy and security agreements  
 116.32 for employees, contractors, grantees, researchers, and vendors with access to personally  
 116.33 identifiable information on students, among other privacy and security measures and  
 116.34 practices;
- 117.1 (3) regular privacy and security compliance audits of the Statewide Longitudinal  
 117.2 Education Data System and other data systems; and

- 117.3 (4) data retention, storage, disposal, and security policies and protocols that include:
- 117.4 (i) safeguards for protecting, managing, accessing, and destroying students'  
117.5 personally identifiable data; and
- 117.6 (ii) plans, notices, and mitigation procedures for responding to data breaches, among  
117.7 other policies and protocols.
- 117.8 Subd. 2. **Plan report.** The commissioner of education must submit a report by  
117.9 January 10, 2017, to the committees of the legislature with jurisdiction over education  
117.10 and data practices on the Department of Education's progress in developing the data  
117.11 security plan and must include in the report estimates of the costs for further developing  
117.12 and implementing the plan, including audit, background check, and training costs, among  
117.13 other costs.
- 117.14 Subd. 3. **Plan costs.** The commissioner of education must proceed in developing the  
117.15 data security plan under subdivision 1 using existing Department of Education resources.
- 117.16 Subd. 4. **Plan implementation.** The commissioner of education may not proceed to  
117.17 implement the data security plan under this section until July 1, 2017.
- 117.18 **EFFECTIVE DATE.** This section is effective the day following final enactment.

**S2744-2**

- 30.3 Sec. 37. **STUDENT DISCIPLINE WORKING GROUP.**
- 30.4 (a) A Student Discipline Working Group is created to review the substance,  
30.5 application, and effect of Minnesota's Pupil Fair Dismissal Act under Minnesota Statutes,  
30.6 sections 121A.40 to 121A.56, and related student discipline provisions in Minnesota  
30.7 Statutes, chapter 121A, and submit written recommendations to the chairs and ranking  
30.8 minority members of the committees in the house of representatives and the senate with  
30.9 jurisdiction over education by February 1, 2017, on improving disciplinary policies,  
30.10 practices, and procedures as they affect students and school officials and the effects on  
30.11 student outcomes.
- 30.12 (b) Consistent with paragraph (a), the working group must analyze:
- 30.13 (1) available summary data on elementary and secondary students' removal from  
30.14 class, suspensions, exclusions, and expulsions, disaggregated by categories of race,  
30.15 ethnicity, poverty, disabilities, homelessness, English language proficiency, gender, age,  
30.16 and foster care status;
- 30.17 (2) the meaning and effect of "willful" in establishing grounds for dismissal under  
30.18 Minnesota Statutes, section 121A.45;

- 118.6 Sec. 83. **STUDENT DISCIPLINE WORKING GROUP.**
- 118.7 (a) A student discipline working group is created to review the substance,  
118.8 application, and effect of Minnesota's Pupil Fair Dismissal Act under Minnesota Statutes,  
118.9 sections 121A.40 to 121A.56, and related student discipline provisions in Minnesota  
118.10 Statutes, chapter 121A, and submit written recommendations to the legislature by  
118.11 February 1, 2017, on improving disciplinary policies, practices, and procedures as they  
118.12 affect students and school officials and the effects on student outcomes.
- 118.13 (b) Consistent with paragraph (a), the working group must analyze:
- 118.14 (1) available summary data on elementary and secondary students' removal from  
118.15 class, suspensions, exclusions, expulsions, and other disciplinary measures, disaggregated  
118.16 by categories of race, ethnicity, poverty, disability, homelessness, English language  
118.17 proficiency, gender, age, and foster care status;
- 118.18 (2) the meaning and effect of "willful" in establishing grounds for dismissal under  
118.19 Minnesota Statutes, section 121A.45;

- 30.19 (3) the impact of student misconduct on teacher safety;
- 30.20 (4) the impact of established policies and due process procedures on teacher safety  
30.21 and student outcomes;
- 30.22 (5) students' need for and access to professional support service providers such  
30.23 as school counselors, school social workers, school psychologists, and mental health  
30.24 professionals;
- 30.25 (6) the presence of school resource officers in school buildings, their role in effecting  
30.26 student discipline, and their impact on teacher safety and student outcomes;
- 30.27 (7) policies for retaining and destroying student disciplinary data;
- 30.28 (8) best practices for school discipline; and
- 30.29 (9) other related school discipline matters that are of concern to working group  
30.30 members.
- 30.31 (c) The working group consists of 21 members. By June 1, 2016, the executive  
30.32 director of each of the following organizations shall appoint one representative of  
30.33 that organization to serve as a member of the working group: the Minnesota School  
30.34 Boards Association; the Minnesota Association of School Administrators; Education  
30.35 Minnesota; the Minnesota Board of Peace Officer Standards and Training; the Minnesota  
31.1 Disability Law Center; the National Alliance of Mental Illness Minnesota; the Minnesota  
31.2 Association of Secondary School Principals; the Minnesota Elementary School Principals'  
31.3 Association; the Association of Metropolitan School Districts; the Minnesota Rural  
31.4 Education Association; the Minnesota School Counselors Association; the Minnesota  
31.5 School Psychologists Association; the Parent Advocacy Coalition for Educational Rights;  
31.6 Minnesota Administrators for Special Education; Schools for Equity in Education;  
31.7 Minnesota Education Equity Partnership; Educators for Excellence; the School Nurse  
31.8 Organization of Minnesota; the Minnesota Association of Charter Schools; the Minnesota  
31.9 Youth Council; and the Minnesota School Social Workers Association. Working  
31.10 group members must seek advice from experts and stakeholders in developing their  
31.11 recommendations.
- 118.20 (3) the impact of positive behavioral interventions and supports and restorative  
118.21 practices on student behavior, student outcomes, and the school climate, including student  
118.22 engagement and connection, among other school climate measures;
- 118.23 (4) due process rights of students facing dismissal, including changes needed to  
118.24 ensure students' due process rights are fully observed and protected;
- 118.25 (5) students' need for and access to professional support service providers such  
118.26 as school counselors, school social workers, school psychologists, and mental health  
118.27 professionals;
- 118.28 (6) the presence of school resource officers in school buildings, their role in affecting  
118.29 student discipline, and their impact on teacher safety and student outcomes;
- 118.30 (7) policies for retaining and destroying student disciplinary data; and
- 118.31 (8) other related school discipline matters that are of concern to working group  
118.32 members.
- 118.33 (c) By June 1, 2016, the executive director of each of the following organizations  
118.34 shall appoint one representative to serve as a member of the working group: the Minnesota  
118.35 School Boards Association; the Minnesota Association of School Administrators;  
119.1 Education Minnesota; the Minnesota Board of Peace Officer Standards and Training; the  
119.2 Minnesota Disability Law Center; the National Alliance of Mental Illness Minnesota;  
119.3 the Parent Advocacy Coalition for Educational Rights (PACER) Center; the Minnesota  
119.4 Association of Secondary School Principals; the Minnesota Elementary School Principals'  
119.5 Association; the Association of Metropolitan School Districts; the Minnesota Rural  
119.6 Education Association; the Minnesota School Counselors Association; the Minnesota  
119.7 School Psychologists Association; the School Nurse Organization of Minnesota; the St.  
119.8 Paul Special Education Advisory Council; the Solutions Not Suspensions Coalition; the  
119.9 Minnesota Education Equity Partnership; MinnCAN; Students for Education Reform; the  
119.10 Minnesota Youth Council; Educators 4 Excellence; the African American Leadership  
119.11 Forum; the American Indian Opportunities Industrialization Center; the Minnesota  
119.12 Association of Charter Schools; the Minnesota Indian Affairs Council; and the Minnesota  
119.13 School Social Workers Association. Six legislators shall also be appointed by June  
119.14 1, 2016, and serve as members of the working group: three duly elected and currently  
119.15 serving senators, two appointed by the senate majority leader and one appointed by the  
119.16 senate minority leader; and three duly elected and currently serving members of the  
119.17 house of representatives, two appointed by the speaker of the house and one appointed  
119.18 by the house of representatives minority leader. Only duly elected and currently serving  
119.19 members of the senate or house of representatives may be working group members. If a  
119.20 vacancy occurs, the leader of the caucus in the senate or house of representatives to which  
119.21 the vacating member belonged must fill the vacancy. Working group members must seek  
119.22 advice from experts and stakeholders in developing their recommendations.

- 31.12 (d) The commissioner of education, or the commissioner's designee, must convene  
 31.13 the first meeting of the working group. The working group must select a chair or cochair  
 31.14 from among its members at the first meeting. The working group must meet periodically.  
 31.15 The commissioner must provide technical and administrative assistance to the working  
 31.16 group upon request. Working group members are not eligible to receive expenses or per  
 31.17 diem payments for serving on the working group.
- 31.18 (e) The working group expires February 2, 2017.
- 31.19 **EFFECTIVE DATE.** This section is effective the day following final enactment.

- 119.23 (d) The commissioner of education, or the commissioner's designee, must convene  
 119.24 the first meeting of the working group. The working group must select a chair or cochair  
 119.25 from among its members at the first meeting. The working group must meet periodically.  
 119.26 The commissioner must provide technical and administrative assistance to the working  
 119.27 group upon request. Working group members are not eligible to receive expenses or per  
 119.28 diem payments for serving on the working group.
- 119.29 (e) The working group expires February 2, 2017.
- 119.30 **EFFECTIVE DATE.** This section is effective the day following final enactment.
- 119.31 Sec. 84. **NORTHWEST REGIONAL PARTNERSHIP CONCURRENT**  
 119.32 **ENROLLMENT PROGRAM.**
- 119.33 Subdivision 1. **Definition.** "Northwest Regional Partnership" means a voluntary  
 119.34 association of the Lakes Country Service Cooperative, the Northwest Service Cooperative,  
 120.1 and Minnesota State University-Moorhead that works together to provide coordinated  
 120.2 higher learning opportunities for teachers.
- 120.3 Subd. 2. **Establishment.** Lakes Country Service Cooperative, in consultation with  
 120.4 the Northwest Service Cooperative, may develop a continuing education program to allow  
 120.5 eligible teachers to attain the requisite graduate credits necessary to be qualified to teach  
 120.6 secondary school courses for postsecondary credit.
- 120.7 Subd. 3. **Curriculum development.** Minnesota State University-Moorhead may  
 120.8 develop an online education curriculum to allow eligible secondary school teachers to  
 120.9 attain graduate credit at a reduced credit rate.
- 120.10 Subd. 4. **Funding for course development; scholarships; stipends.** Lakes  
 120.11 Country Service Cooperative, in consultation with the other members of the Northwest  
 120.12 Regional Partnership, shall:
- 120.13 (1) provide funding for course development for up to 18 credits in applicable  
 120.14 postsecondary subject areas;
- 120.15 (2) provide scholarships for eligible teachers to enroll in the continuing education  
 120.16 program; and
- 120.17 (3) develop criteria for awarding educator stipends on a per-credit basis to  
 120.18 incentivize participation in the continuing education program.

120.19 Subd. 5. **Participant eligibility.** Participation in the continuing education program  
120.20 is reserved for teachers of secondary school courses for postsecondary credit. Priority  
120.21 must be given to teachers employed by a school district that is a member of the Lakes  
120.22 Country Service Cooperative or Northwest Service Cooperative. Teachers employed  
120.23 by a school district that is not a member of the Lakes Country Service Cooperative or  
120.24 Northwest Service Cooperative may participate in the continuing education program as  
120.25 space allows. A teacher participating in this program is ineligible to participate in other  
120.26 concurrent enrollment teacher training grant programs.

120.27 Subd. 6. **Private funding.** The partnership may receive private resources to  
120.28 supplement the available public money. All money received shall be administered by  
120.29 the Lakes Country Service Cooperative.

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

120.35 **EFFECTIVE DATE.** This section is effective July 1, 2016.

122.17 Sec. 87. **LEGISLATIVE AUDITOR.**

122.18 The legislative auditor is requested to perform a financial audit of the Perpich Center  
122.19 for Arts Education in calendar year 2016, and at least every four calendar years thereafter.

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

122.28 Sec. 89. **CERTIFICATION INCENTIVE REVENUE.**

122.29 Subdivision 1. **Qualifying certificates.** As soon as practicable, the commissioner  
122.30 of education, in consultation with the Governor's Workforce Development Council  
122.31 established under Minnesota Statutes, section 116L.665, and the P-20 education  
123.1 partnership operating under Minnesota Statutes, section 127A.70, must establish the list of  
123.2 qualifying career and technical certificates and post the names of those certificates on the  
123.3 Department of Education's Web site. The certificates must be in fields where occupational  
123.4 opportunities exist.

123.5 Subd. 2. **School district participation.** (a) A school board may adopt a policy  
123.6 authorizing its students in grades 9 through 12, including its students enrolled in  
123.7 postsecondary enrollment options courses under Minnesota Statutes, section 124D.09, the  
123.8 opportunity to complete a qualifying certificate. The certificate may be completed as part  
123.9 of a regularly scheduled course.

- 123.10 (b) A school district may register a student for any assessment necessary to complete  
 123.11 a qualifying certificate and pay any associated registration fees for its students.
- 123.12 Subd. 3. **Incentive funding.** (a) A school district's career and technical certification  
 123.13 aid equals \$500 times the district's number of students enrolled during the current fiscal  
 123.14 year who have obtained one or more qualifying certificates during the current fiscal year.
- 123.15 (b) The statewide total certificate revenue must not exceed \$1,000,000. The  
 123.16 commissioner must proportionately reduce the initial aid provided under this subdivision  
 123.17 so that the statewide aid cap is not exceeded.
- 123.18 Subd. 4. **Reports to the legislature.** (a) The commissioner of education must  
 123.19 report to the committees of the legislature with jurisdiction over kindergarten through  
 123.20 grade 12 education and higher education by February 1, 2017, on the number and types  
 123.21 of certificates authorized for the 2016-2017 school year. The commissioner must also  
 123.22 recommend whether the pilot program should be continued.
- 123.23 (b) By February 1, 2018, the commissioner of education must report to the  
 123.24 committees of the legislature with jurisdiction over kindergarten through grade 12  
 123.25 education and higher education about the number and types of certificates earned by  
 123.26 Minnesota's students during the 2016-2017 school year.
- 123.27 **EFFECTIVE DATE.** This section is effective the day following final enactment.

31.20 Sec. 38. **ASSESSMENT REPORT.**

- 31.21 By January 1, 2017, the commissioner of education must report to the chairs  
 31.22 and ranking minority members of the legislative committees having jurisdiction  
 31.23 over kindergarten through grade 12 education on whether to replace the Minnesota  
 31.24 Comprehensive Assessments (MCAs) that are administered to high school students with a  
 31.25 nationally recognized college entrance exam. The report must include the reason for the  
 31.26 recommendation. If the recommendation is to replace the MCAs, then the commissioner  
 31.27 must include in the report which nationally recognized college entrance exam should be  
 31.28 used as the replacement assessment, in what grade or grades the assessment should be  
 31.29 administered, and the cost for using the nationally recognized college entrance exam.

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

**UEH2749-1**

314.11 Sec. 48. **APPROPRIATIONS.**

123.28 Sec. 90. **APPROPRIATIONS.**

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

314.15 Subd. 2. **Teacher development and evaluation.** For teacher development and  
 314.16 evaluation aid:

314.17 \$ 10,000,000 ..... 2017

314.18 This is a onetime appropriation.

316.3 Subd. 10. **Staff development aid for cooperative units.** For payment of staff  
 316.4 development aid to intermediate school districts and other cooperative units under  
 316.5 Minnesota Statutes, section 122A.61, subdivision 1a:

316.6 \$ 1,493,000 ..... 2017

314.19 Subd. 3. **Support our students grants.** For support our students grants:

314.20 \$ 13,100,000 ..... 2017

314.21 This is a onetime appropriation.

314.22 Notwithstanding Minnesota Statutes, section 16A.28, this appropriation is available  
 314.23 until June 30, 2023. The commissioner may not allot more than \$2,600,000 of this  
 314.24 appropriation before July 1, 2019. Up to \$100,000 of this appropriation may be retained  
 314.25 by the commissioner for administration of the grant program. Any balance remaining after  
 314.26 June 30, 2023, shall cancel to the general fund.

123.29 Subdivision 1. **Department of Education.** The sums indicated in this section  
 123.30 are appropriated from the general fund to the Department of Education for the fiscal  
 123.31 year designated.

124.1 Subd. 2. **Staff development grants for cooperative units.** For payment of staff  
 124.2 development grants to intermediate school districts and other cooperative units providing  
 124.3 instruction to students in federal instructional settings of level 4 or higher:

124.4 \$ 6,000,000 ..... 2017

124.5 This is a onetime appropriation. This appropriation is available until June 30,  
 124.6 2019. To the extent practicable, this appropriation should fund staff development grants  
 124.7 for intermediate school districts and other cooperative units for fiscal years 2017, 2018,  
 124.8 and 2019.

127.6 Sec. 94. **APPROPRIATION; SCHOOL-LINKED MENTAL HEALTH**  
 127.7 **SERVICES.**



314.27 Subd. 4. **Paraprofessional pathway to teacher licensure.** For grants to school  
 314.28 districts for grow your own new teacher programs:

314.29 \$ 2,250,000 ..... 2017

314.30 The base in fiscal year 2018 is \$2,250,000.

314.31 Subd. 5. **Minnesota Council on Economic Education.** For a grant to the  
 314.32 Minnesota Council on Economic Education to provide staff development to teachers  
 315.1 for the implementation of the state graduation standards in learning areas relating to  
 315.2 economic education:

315.3 \$ 250,000 ..... 2017

315.4 The commissioner, in consultation with the council, shall develop expected results  
 315.5 of staff development, eligibility criteria for participants, an evaluation procedure, and  
 315.6 guidelines for direct and in-kind contributions by the council.

315.7 This is a onetime appropriation.

315.8 Subd. 6. **Education Innovation Partners Cooperative Center.** For a matching  
 315.9 grant to Education Innovation Partners Cooperative Center, No. 6091-50, to provide  
 315.10 research-based professional development services, on-site training, and leadership  
 315.11 coaching to teachers and other school staff:

315.12 \$ 500,000 ..... 2017

315.13 A grant under this subdivision must be matched with money or in-kind contributions  
 315.14 from nonstate sources. This is a onetime appropriation.

315.15 Subd. 7. **Teacher-governed school grants.** For grants to teacher-governed schools  
 315.16 under Minnesota Statutes, section 123B.04, subdivision 2a:

315.17 \$ 500,000 ..... 2017

127.8 \$5,000,000 in fiscal year 2017 is appropriated from the general fund to the  
 127.9 commissioner of human services for children's mental health grants under Minnesota  
 127.10 Statutes, section 245.4889, subdivision 1, paragraph (b), clause (8), for current grantees to  
 127.11 expand access to school-linked mental health services and to provide training to grantees  
 127.12 on the use of evidence-based practices. This appropriation is available until June 30, 2019.  
 127.13 To the extent practicable, the commissioner of human services is encouraged to expend  
 127.14 the fiscal year 2017 appropriation equally over fiscal years 2017, 2018, and 2019.

124.13 Subd. 4. **Grow Your Own tuition scholarships and stipends.** For a school district  
 124.14 to provide tuition scholarships and stipends to eligible employees under the Grow Your  
 124.15 Own teacher residency pilot program:

124.16 \$ 1,500,000 ..... 2017

124.17 This is a onetime appropriation. This appropriation is available until June 30, 2019.

126.2 Subd. 12. **Minnesota Council on Economic Education.** For a grant to the  
 126.3 Minnesota Council on Economic Education to provide staff development to teachers  
 126.4 for implementing the state graduation standards in learning areas relating to economic  
 126.5 education:

126.6 \$ 250,000 ..... 2017

126.7 The commissioner, in consultation with the council, shall develop expectations for  
 126.8 staff development outcomes, eligibility criteria for participants, an evaluation procedure,  
 126.9 and guidelines for direct and in-kind contributions by the council.

126.10 This is a onetime appropriation. This appropriation is available until June 30, 2019.

315.18 This is a onetime appropriation.

315.19 Subd. 8. **Outdoor place-based education program.** For an outdoor place-based

315.20 education literature review:

315.21 \$ 35,000 ..... 2017

315.22 The commissioner, in collaboration with outdoor place-based education providers,  
 315.23 shall provide for a literature review of the existing evidence of the effect of outdoor  
 315.24 place-based education on educational outcomes and development of core competencies  
 315.25 that lead to career and college success and deliver the literature review to the outdoor  
 315.26 place-based education advisory group no later than November 15, 2016. This is a onetime  
 315.27 appropriation. For purposes of this subdivision, "outdoor place-based education" means  
 315.28 the process of using the local community and outdoor environment as a starting point to  
 315.29 teach concepts in language arts, mathematics, social studies, science, history, and other  
 315.30 subjects across the curriculum.

315.31 Subd. 9. **Outdoor place-based education advisory group.** For the outdoor

315.32 place-based education advisory group:

316.1 \$ 50,000 ..... 2017

316.2 This is a onetime appropriation.

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

316.10 \$ 2,000,000 ..... 2017

316.11 Any balance in the first year does not cancel but is available in the second year.

127.1 Sec. 93. **APPROPRIATION; STUDENT TEACHERS IN SHORTAGE AREAS;**  
 127.2 **GRANTS.**

127.3 \$1,000,000 in fiscal year 2017 is appropriated from the general fund to the  
 127.4 commissioner of the Office of Higher Education for grants to student teachers in shortage  
 127.5 areas. This is a onetime appropriation. This appropriation is available until June 30, 2019.

121.20 Sec. 86. **PILOT PROJECT TO HELP STRUGGLING STUDENTS READ AT**  
 121.21 **GRADE LEVEL.**

121.22 (a) A pilot project for fiscal year 2017 is established to help struggling,  
 121.23 underperforming students in grades 3 through 5 read at grade level and close the academic  
 121.24 achievement gap. Under this pilot project, the commissioner of education shall make a  
 121.25 grant to a qualified and experienced nonprofit organization to provide three Minnesota  
 121.26 public schools with: a research-based intervention software program demonstrated to  
 121.27 effectively use singing to improve students' reading ability; technical training and staff to  
 121.28 install project software; on-site professional development and instructional monitoring  
 121.29 and support for school staff and students; preproject and postproject online reading  
 121.30 assessments developed by the University of Minnesota; and other project management  
 121.31 services. A participating school must identify a trained supervisor and other school staff  
 121.32 to work with students using the software in the computer lab and coordinate and review  
 121.33 students' weekly lab use.

122.1 (b) The commissioner, in consultation with the nonprofit organization receiving the  
 122.2 grant, must select three public elementary schools, located in an urban, suburban, and  
 122.3 greater Minnesota school district, respectively, to participate in the project based on:

122.4 (1) the number and percent of enrolled students in grades 3 through 5 whose  
 122.5 proficiency on the Minnesota Comprehensive Assessment in reading is below grade level  
 122.6 and who are eligible for free or reduced-price lunch;

122.7 (2) the interest of the school principal, teachers, and other school staff in  
 122.8 participating in the project; and

122.9 (3) the availability of a computer lab for the project and its software.

122.10 (c) The nonprofit organization receiving the grant must submit a  
 122.11 commissioner-reviewed report to the committees of the legislature with jurisdiction over  
 122.12 kindergarten through grade 12 education by February 1, 2017, using summary data to  
 122.13 compare and evaluate the reading gains of the third to fifth grade students in the three  
 122.14 schools that participated in the project and third to fifth grade students in schools that did  
 122.15 not participate in the project and recommend whether to continue or expand the project.

122.16 **EFFECTIVE DATE.** This section is effective July 1, 2016.

316.12 Subd. 12. **Singing-based pilot program to improve student reading.** (a) For a  
 316.13 grant to pilot a research-supported, computer-based educational program that uses singing  
 316.14 to improve the reading ability of students in grades three to five:

316.15 \$ 300,000 ..... 2017

125.4 Subd. 7. **Music pilot project appropriation.** For a grant to a qualified nonprofit  
 125.5 organization to provide three Minnesota public elementary schools with a research-based  
 125.6 intervention software program that effectively uses singing to improve students' reading  
 125.7 ability:

125.8 \$ 100,000 ..... 2017

316.16 (b) The commissioner of education shall award a grant to a 501(c)(3) nonprofit  
 316.17 organization to implement in at least three Minnesota school districts, charter schools,  
 316.18 or school sites, a research-supported, computer-based educational program that uses  
 316.19 singing to improve the reading ability of students in grades three to five. The grantee shall  
 316.20 be responsible for selecting participating school sites; providing any required hardware  
 316.21 and software, including software licenses, for the duration of the grant period; providing  
 316.22 technical support, training, and staff to install required project hardware and software;  
 316.23 providing on-site professional development and instructional monitoring and support for  
 316.24 school staff and students; administering pre- and post-intervention reading assessments;  
 316.25 evaluating the impact of the intervention; and other project management services as  
 316.26 required. To the extent practicable, the grantee must select participating schools in urban,  
 316.27 suburban, and greater Minnesota, and give priority to schools in which a high proportion  
 316.28 of students do not read proficiently at grade level and are eligible for free or reduced-price  
 316.29 lunch.

316.30 (c) By February 15, 2017, the grantee must submit a report detailing expenditures  
 316.31 and outcomes of the grant to the commissioner of education and the chairs and  
 316.32 ranking minority members of the legislative committees with primary jurisdiction over  
 316.33 kindergarten through grade 12 education policy and finance.

317.1 (d) This is a onetime appropriation.

125.9 This is a onetime appropriation.

317.2 Subd. 13. **Agricultural educator grants.** For agricultural educator grants:

317.3 \$ 250,000 ..... 2017

317.4 This is a onetime appropriation.

317.5 Subd. 14. **Grants for vision therapy pilot project.** (a) For a grant to Independent  
 317.6 School District No. 12, Centennial, to implement a neuro-optometric vision therapy  
 317.7 pilot project:

317.8 \$ 200,000 ..... 2017

317.9 This is a onetime appropriation and is available until June 30, 2019.

317.10 (b) In each year of the pilot project, second and third grade students identified by  
 317.11 a set of criteria created by the district shall be admitted into the pilot study. Identified  
 317.12 students shall have a comprehensive eye examination with written standard requirements  
 317.13 of testing. Students identified with a diagnosis of convergence insufficiency must undergo  
 317.14 a vision efficiency evaluation by a licensed optometrist or ophthalmologist trained in the  
 317.15 evaluation of learning-related vision problems. The results of this examination shall  
 317.16 determine whether a student will qualify for neuro-optometric vision therapy funded by  
 317.17 the grant. The parent or guardian of a student who qualifies for the pilot program under  
 317.18 this paragraph may submit a written notification to the school opting the student out  
 317.19 of the program. The district must establish guidelines to provide quality standards and  
 317.20 measures to ensure an appropriate diagnosis and treatment plan that is consistent with the  
 317.21 convergence insufficiency treatment trial study.

317.22 (c) The commissioner of education must provide for an evaluation of the pilot  
 317.23 project and make a report to the legislative committees with jurisdiction over kindergarten  
 317.24 through grade 12 education policy and finance by January 15, 2020.

124.9 Subd. 3. **Northwest Regional Partnership concurrent enrollment program.** For a  
 124.10 grant to the Lakes Country Service Cooperative to operate a continuing education program:

124.11 \$ 3,000,000 ..... 2017

124.12 This is a onetime appropriation. This appropriation is available until June 30, 2019.

124.18 Subd. 5. **Sanneh Foundation.** For a grant to the Sanneh Foundation:

124.19 \$ 1,500,000 ..... 2017

124.20 Funds appropriated in this section are to provide all-day, in-school, and after-school  
 124.21 academic and behavioral interventions for low-performing and chronically absent students  
 124.22 with a focus on low-income students and students of color throughout the school year and  
 124.23 during the summer to decrease absenteeism, encourage school engagement, and improve  
 124.24 grades and graduation rates. Funds appropriated in this section may be used to hire and  
 124.25 train staff in areas of youth mentorship, behavior support, and academic tutoring in group  
 124.26 and individual settings and to promote pathways for teachers of color.

124.27 This is a onetime appropriation. This appropriation is available until June 30, 2019.

124.28 Subd. 6. **Western Minnesota mobile manufacturing lab.** For a transfer to the  
 124.29 Pine to Prairie Cooperative Center:

124.30 \$ 900,000 ..... 2017

- 124.31 The funds in this subdivision must be used to establish a western Minnesota mobile  
 124.32 labs program, including manufacturing and welding labs to create interest in these careers  
 124.33 for secondary students. The program must be operated by Pine to Prairie Cooperative  
 125.1 Center in collaboration with Northland Community and Technical College, Lakes Country  
 125.2 Service Cooperative, and Minnesota State Community and Technical College.
- 125.3 This is a onetime appropriation. This appropriation is available until June 30, 2019.
- 125.10 Subd. 8. **School crisis response teams.** For school crisis response teams under  
 125.11 Minnesota Statutes, section 119A.035:
- 125.12     \$           100,000     ..... 2017
- 125.13 This is a onetime appropriation. This appropriation is available until June 30, 2019.
- 125.20 Subd. 10. **Girls in Action grant.** For a grant to the Girls in Action program to  
 125.21 enable Girls in Action to continue to provide and to expand Twin Cities metropolitan area  
 125.22 school and community-based programs that encourage and support low-income girls,  
 125.23 including low-income girls of color, to graduate from high school on time, complete a  
 125.24 postsecondary preparation program, become community leaders, and participate in service  
 125.25 learning opportunities in their communities. Girls in Action must expend \$500,000 of this  
 125.26 appropriation for community-based programs located in the Twin Cities metropolitan area:
- 125.27     \$           1,500,000     ..... 2017
- 125.28 This is a onetime appropriation. This appropriation is available until June 30, 2019.
- 126.11 Subd. 13. **Certificate incentive funding.** For the certificate incentive program:
- 126.12     \$           1,000,000     ..... 2017
- 126.13 This is a onetime appropriation. This appropriation is available until June 30, 2019.
- 126.14 Subd. 14. **Southwest Minnesota State University special education teacher**  
 126.15 education program. The following sums are appropriated in the fiscal years designated  
 126.16 from the general fund to the commissioner of education for the Southwest Minnesota State  
 126.17 University special education teacher education program to support special education  
 126.18 paraprofessionals working toward licensure in an online program:
- 126.19     \$           385,000     ..... 2017
- 126.20 The base for this program in fiscal year 2018 is \$0.

126.26 Sec. 92. **APPROPRIATION; FUTURE TEACHERS GRANT PROGRAM.**

126.27 \$4,500,000 in fiscal year 2017 is appropriated from the general fund to the  
 126.28 commissioner of the Office of Higher Education for the Minnesota future teachers grant  
 126.29 program. This is a onetime appropriation. This appropriation is available until June 30,  
 126.30 2019.

**THIS HOUSE LANGUAGE IS DUPLICATED IN THE SIDE BY SIDE  
COMPARISON FOR UEH2749-1, ARTICLE 6**

127.15 Sec. 95. **REVISOR'S INSTRUCTION.**

127.16 In the next and subsequent editions of Minnesota Statutes, the revisor of statutes  
 127.17 shall renumber the section on innovative delivery of career and technical education  
 127.18 programs as Minnesota Statutes, section 124D.339.

**S2744-2**

31.31 Sec. 39. **REPEALER.**

31.32 (a) Minnesota Statutes 2014, sections 120B.299, subdivision 5; 120B.35, subdivision  
 31.33 4; 122A.413, subdivision 3; 122A.43, subdivision 6; and 123B.06, are repealed.

32.1 (b) Minnesota Statutes 2015 Supplement, section 122A.413, subdivisions 1 and  
 32.2 2, are repealed.

127.19 Sec. 96. **REPEALER.**

127.20 (a) Minnesota Statutes 2014, sections 120B.299, subdivision 5; 122A.413,  
 127.21 subdivision 3; and 122A.74, are repealed.

127.22 (b) Minnesota Statutes 2015 Supplement, section 122A.413, subdivisions 1 and  
 127.23 2, are repealed.

127.24 (c) Minnesota Statutes 2014, sections 122A.40, subdivision 11; and 122A.41,  
 127.25 subdivision 14, are repealed effective July 1, 2017.

127.26 (d) Minnesota Rules, part 3535.0110, subparts 6, 7, and 8, are repealed.

127.27 **EFFECTIVE DATE.** Paragraph (d) is effective the day following final enactment.