

# Bill Comparison Summary of

## Senate: H.F. 890, First Unofficial Engrossment

### House: H.F. 890, Fourth Engrossment

### House: H.F. 140, Sixth Engrossment

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April 18, 2017

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Sec.	Article 1: General Education	Sec.	Article 1: General Education
1	<p><b>E-learning days.</b> Provides that a school board may optionally develop a plan for providing online instruction in cases of inclement weather and include up to five days of such instruction in its annual calendar. Requires the school board to consult with the teachers in the development of the plan. Provides certain requirements for annual and daily notice and student access to teachers during these days.</p>	<p><b>Art. 2, § 2</b></p>	<p><b>Length of school year; hours of instruction.</b> Allows school boards to include plans for up to five days of instruction provided through online instruction due to inclement weather.</p>
2	<p><b>E-learning days.</b> Provides that a school board may optionally develop a plan for providing online instruction in cases of inclement weather and include up to five days of such instruction in its annual calendar. Requires the school board to consult with the teachers in the development of the plan. Provides certain requirements for annual and daily notice and student access to teachers during these days.</p>	<p><b>Art. 2, § 3</b></p>	<p><b>E-learning days.</b></p> <p><b>Subd. 1. Days.</b> Defines “E-learning day” as a school day where a school offers full access to online instruction due to inclement weather. An e-learning day is counted as a day of instruction.</p> <p><b>Subd. 2. Plan.</b> Allows school boards and charter schools to adopt e-learning plans after consulting with teachers. Requires school boards and charter schools to adopt plans that include accommodations for students who lack access to internet at home or digital devices, and accessible options for children with disabilities.</p> <p><b>Subd. 3. Annual notice.</b> Requires school districts and charter schools to notify parents and students of the e-learning plan at the beginning of the school year.</p> <p><b>Subd. 4. Daily notice.</b> Requires school districts and charter schools to notify parents and students at least two hours before school start time that students need to follow e-learning day plan for the day.</p> <p><b>Subd. 5. Teacher access.</b> Requires teachers to be accessible online and by telephone during normal school hours on e-learning days.</p>
3	<p><b>Exclusions.</b> Connects the statute on parent authorization for a child to self-carry an inhaler with the statute for the assessment that the child can safely use and possess the medication.</p>	<p><b>1</b></p>	<p><b>Exclusions.</b> Clarifies that students’ use of asthma inhalers under the statute generally regulating administration of drugs and medicine to students in Minnesota school districts, must also comply with the specific statute regarding possession and use of asthma inhalers.</p>

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Sec.	Article 1: General Education	Sec.	Article 1: General Education
4	<b>Possession and use of asthma inhalers.</b> Connects the statute on parent authorization for a child to self-carry an inhaler with the statute for the assessment that the child can safely use and possess the medication.	2	<b>Possession and use of asthma inhalers.</b> Clarifies that use of asthma inhalers by students under specific statute must be consistent with the general statute governing the administration of drugs and medicine to students in terms of parental approval and written notice.
5	<b>Textbook.</b> Modifies the definition of textbook to include an online book with an annual subscription cost for the purposes of nonpublic pupil aids.	3	<b>Textbook; nonpublic pupil aid.</b> Includes in the definition of “textbook” an online book with an annual subscription cost (current law only grants authority for single year costs of online textbooks and does not include multi-year subscriptions).
6	<b>Software or other educational technology.</b> Modifies the definition of software or other educational technology to include course registration fees for online advanced placement courses for the purposes of nonpublic pupil aids.	4	<b>Software or other educational technology.</b> Includes online course registration fees for advanced placement courses taken online in the definition of “software or other educational technology.”
9	<b>Energy use reduction and reporting for public schools.</b> Requires a public school to enter and maintain monthly utility consumption data into the Minnesota B3 benchmarking program for all buildings under its custodial control.		<b>No comparable provision.</b>
10	<b>Definitions.</b> Maintains students awaiting foster care placement as eligible for transportation funding after the federal definition of homeless student removed students awaiting foster care placement.	5	<b>Definitions; pupil transportation aid; shelter care facility.</b> Adds transportation of a student to and from a shelter care facility as a reimbursable expenditure under the special education pupil transportation formula. Defines "shelter care facility" as a physically unrestricting facility, such as a hospital, a group home, or a licensed facility for foster care, used for the temporary care of a child pending court action. (Note: This change was necessitated by the federal definitional change in homeless pupil transportation which removed students awaiting foster care placement).
11	<b>Program requirements.</b> Clarifies the program requirements for voluntary prekindergarten programs.		<b>No comparable provision.</b>
12	<b>Average daily membership.</b> Makes conforming change to the calculation of average daily membership related to the “e-learning days” authorization.	<b>Art. 2, § 32</b>	<b>Average daily membership.</b> Allows e-learning days to be counted the same as days when schools are in session for purposes of calculating average daily membership.
	<b>No comparable provision.</b>	6	<b>Average daily membership.</b> Includes an additional qualifying condition for extended time revenue.

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Sec.	Article 1: General Education	Sec.	Article 1: General Education
13	<b>Basic revenue.</b> Increases the formula allowance to \$6,158 for fiscal year 2018 and \$6,249 for fiscal year 2019 and later. This is a 1.5 percent per year increase in the formula allowance.	7	<b>Basic formula allowance.</b> Increases the general education basic formula allowance \$76 per pupil unit in the first year and by an additional \$77 per pupil unit in the second year. This is a 1.25 percent per year increase in the basic formula allowance.
	<b>No comparable provision.</b>	8	<b>Extended time revenue.</b> Authorizes extended time revenue for students in a summer education program providing on-site services at care and treatment facilities located in the Willmar school district.
14	<b>Compensatory education revenue.</b> Modifies the calculation of general education compensatory revenue to include the amounts of the compensatory pilot grants for FY 2017. Strikes other obsolete language.	9	<b>Compensatory education revenue.</b> Delinks compensatory revenue from the basic formula allowance. Adds compensatory pilot grants to ongoing compensatory revenue. Funds the compensatory pilot grants at their baseline levels of funding, plus, for five years only, provides an additional funding amount equal to 75 percent of the fiscal year 2017 appropriation.
	<b>No comparable provision.</b>	10	<b>Operating capital levy.</b> Adjusts the operating capital levy to keep overall levies unchanged from the base.
	<b>No comparable provision.</b>	11	<b>Targeted compensatory revenue.</b> Creates a new category of compensation called targeted compensatory revenue. Sets a statewide revenue amount of \$11,000,000 for fiscal year 2018 and \$12,289,000 for fiscal year 2019 and later. Distributes the revenue to school sites based on the count of free and reduced-price eligible students at each site. Reduces the revenue for sites that have an MCA participation rate of 95 percent or lower.
15	<b>Referendum revenue.</b> Authorizes a district to send the required referendum notice by any class of mail.		<b>No comparable provision.</b>
	<b>No comparable provision.</b>	12	<b>Audits.</b> Authorizes MDE to set audit procedures without going through rulemaking.

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Sec.	Article 1: General Education	Sec.	Article 1: General Education
16	<b>Payments to school nonoperating funds.</b> Changes the current aid payment schedule for debt service aids to school districts from 12 monthly installments to six equal installments from July to December.	13	<b>Payments to school nonoperating funds.</b> Changes the metering schedule for the payment of school district nonoperating aids (nonoperating state aid includes debt service equalization aid) from 12 monthly payments to six monthly payments beginning in July. This means that school districts will receive their debt service equalization aid sooner which better matches their generally scheduled twice-annual payments to bondholders.
	<b>No comparable provision.</b>	14	<b>School finance legislative study group.</b> Establishes a study group to recommend changes to the legislature to make school finance formulas more equitable and efficient. Requires appointment of 12 members: six members of the house of representatives and six senators. Requires the study group to submit its recommendations to the legislature by February 1, 2018.
17	<b>Nevis school district; levy adjustment.</b> Authorizes the Nevis school district to spread a referendum levy adjustment over three years beginning with taxes payable in 2018.	15	<b>Nevis school district; levy adjustment.</b> Authorizes the Nevis school district to spread a levy adjustment related to a pupil count error out over three years instead of requiring the adjustment to be made in a single year.
18	<b>Direction to the commissioner; transportation report.</b> Directs the commissioner of education to prepare a report for the legislature relating to pupil transportation costs. Requires certain content elements in the report.		<b>No comparable provision.</b>
	<b>No comparable provision.</b>	16	<b>Pupil transportation adjustment.</b> For fiscal years 2018 and 2019, creates a new funding component for pupil transportation services. Sets the funding equal to 52 percent of the difference between each school district's to and from school transportation costs and the sum of its transportation sparsity revenue, charter school transportation adjustment, and 4.66 percent of its basic formula revenue.
19	<b>Appropriations.</b> See fiscal tracking sheets.	17	<b>Appropriations.</b> See House fiscal tracking sheet ( <a href="http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets">http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets</a> ). Includes in the appropriations section a onetime pupil aid of \$7.18 for fiscal year 2019 only.

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Sec.	Article 1: General Education	Sec.	Article 1: General Education
20	<b>Repealer.</b> Repeals an outdated definition of “American Indian child.”	18	<b>Repealer.</b> Repeals Minnesota Statutes, section: <ul style="list-style-type: none"> <li>• 124D.73, subdivision 2 – definition of “American Indian child” listed under the American Indian Education Act (sections 124D.71 to 124D.82) which defined “American Indian child” as a child enrolled or eligible for enrollment in a federally recognized tribe.</li> </ul>

Sec.	Article 2: Education Excellence	Sec.	Article 2: Education Excellence
	<b>No comparable provision.</b>	1	<b>Knowledge and skills.</b> Adds instruction in citizenship and economics to list of subject areas for compulsory instruction.
1	<b>Section 1. Required academic standards.</b> Corrects the reference to physical education standards to be adopted by the Department from National Association of Sport and Physical Education to Society of Health and Physical Educators. Allows the new assessments to be available for school districts in the same year the new standards are implemented.	4	<b>Required academic standards.</b> Modifies physical education standards. Allows a school district to include child sexual abuse prevention instruction in a health curriculum.
2	<b>Section 2. Rulemaking.</b> Strikes obsolete language.	5	<b>Rulemaking.</b> Eliminates obsolete language stating when language arts, mathematics, arts, science, and social studies standards must be implemented.
3	<b>Section 3. State bilingual and multilingual seals.</b> Allows students in nonpublic high schools to be eligible for bilingual and multilingual seals.	6	<b>State bilingual and multilingual seals.</b> Provides that seals recognize high school students in any school district, charter school, or nonpublic school with required proficiency.
4	<b>Section 4. Reading proficiently no later than the end of grade 3.</b>  <b>Subdivision 1. Literacy goal.</b> Clarifies that students receiving literacy interventions and in approved alternative delivery program are included in the state’s literacy goal of having all students reading at or above grade level by the end of grade 3.		

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Sec.	Article 2: Education Excellence	Sec.	Article 2: Education Excellence
	<p><b>Subd. 1a. Definitions.</b> Defines the following terms for the purposes of this section “core reading instruction,” “diagnostic,” “evidence-based,” “fidelity,” “multisensory instruction,” “multi-tiered system of supports,” “progress monitoring,” “screening,” “supplemental and intensive instruction,” and “systematic and explicit instruction.”</p> <p><b>Subd. 2. Identification; report.</b> Clarifies that districts must report on efforts to identify students likely to have dyslexia. Provides for a multi-tiered system of supports for students identified as needing reading interventions.</p> <p><b>Subd. 2a. Parent notification and involvement.</b> Prohibits a district from using this section to deny a student’s right to a special education evaluation.</p> <p><b>Subd. 3. Intervention.</b> Provides examples of a multi-tiered system of supports for reading interventions. Allows a student, other than a student with an individualized education program, unable to demonstrate grade-level proficiency on the third grade Minnesota Comprehensive Assessment (MCA) in reading, to receive a personal learning plan. The plan is required to address knowledge gaps and skill deficiencies through various strategies and may include grade retention, if necessary. Requires the intervention to continue after third grade until the student is reading at grade level.</p> <p><b>Effective Date.</b> Makes the section effective for fiscal year 2018 and later.</p>	7	<p><b>Identification; report.</b> Requires a school district to identify students in grade 3 or higher who have difficulty reading and report on efforts to identify students with dyslexia using screening tools identified by MDE.</p>
5	<p><b>Section 5. Dyslexia Specialist.</b> Directs the Commissioner to employ a dyslexia specialist. Requires the specialist to work to increase professional awareness and instructional competencies to meet the needs of students with dyslexia.</p>	8	<p><b>Dyslexia specialist.</b> Requires MDE to employ a dyslexia specialist to help schools address the needs of students with dyslexia and related disorders.</p>
6	<p><b>Section 6. Planning for students’ successful transition to postsecondary education and employment; personal learning plans.</b> (a) Requires the personal learning plans of students in grade 9 to inform the student’s parents of the student’s achievement levels score on the high school MCAs.</p> <p>(f) Requires students who do not meet or exceed Minnesota academic standards, as measured by the high school MCAs, to be informed that admission to public school is free and available to any resident under 21.</p>		<p><b>No comparable provision.</b></p>

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Sec.	Article 2: Education Excellence	Sec.	Article 2: Education Excellence
	<b>Effective Date.</b> Makes the section effective July 1, 2017.		
7	<b>Section 7. Raised Academic Achievement; Advanced Placement and International Baccalaureate Programs.</b> Allows the Commissioner to award AP/IB grants to school districts that plan to increase AP/IB science, technology, engineering, and math offerings to low-income and other disadvantaged students.		<b>No comparable provision.</b>
	<b>No comparable provision.</b>	9	<b>In-service training.</b> Encourages districts to train district staff and school board members on responding to a disclosure of child sexual abuse and complying with mandatory reporting requirements.
	<b>No comparable provision.</b>	10	<b>Grant awards.</b> Allows school districts and charter schools to accept funds from other sources for child sexual abuse prevention programs.
	<b>No comparable provision.</b>	11	<b>Character development education.</b> Adds language providing that character development education is shared responsibility of parents, teachers, and community members to current law that encourages districts to offer character education instruction. Encourages districts to integrate character development instruction into positive behavioral intervention strategies.
	<b>No comparable provision.</b>	12	<p><b>Child sexual abuse prevention education.</b></p> <p><b>Subd. 1. Purpose.</b> States that the purpose of this section is to encourage districts to offer instruction on child sexual abuse prevention to students and training to school personnel on preventing sexual abuse and sexual violence.</p> <p><b>Subd. 2. Curriculum.</b> Allows school districts to consult with other agencies and community organizations to identify child sexual abuse prevention tools, curricula, and programs.</p> <p><b>Subd. 3. Other state programs.</b> Identifies state activities aimed at preventing sexual violence against children.</p> <p><b>Subd. 4. Report.</b> Requires the commissioner of education to report by November 1, 2019, on child sexual abuse prevention programs developed and implemented by school districts and charter schools.</p>



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Sec.	Article 2: Education Excellence	Sec.	Article 2: Education Excellence
8	<b>Section 8. Statewide testing.</b> Limits the ACT or SAT reimbursement to 11 <sup>th</sup> or 12 <sup>th</sup> grade students eligible for free or reduced-priced lunch.	13	<b>Statewide testing.</b> Modifies provisions on nationally normed college entrance exams. Modifies the definition of “cultural competence.” Eliminates requirement that district administer ACT or SAT at student’s high school during the school day.
9	<b>Section 9. Statewide and local assessments; results.</b> Removes the requirement for off-grade testing in grade 3 through 8 reading and math MCAs.		<b>No comparable provision.</b>
10	<b>Section 10. Rollout sites; report.</b> Directs the Commissioner to select up to six school districts or charter schools to rollout the disaggregated data reporting. Directs the Commissioner to consult stakeholders to develop recommendations for best practices for disaggregated data. Directs the Commissioner to consult the stakeholders on how to measure and report on a student’s background as an immigrant or a refugee. Requires the Commissioner to report to the legislature.	14	<b>Rollout sites; report.</b> Requires commissioner to designate rollout sites and develop recommendations for best practices for disaggregated data.
11	<b>Section 11. Student performance data.</b> Clarifies that data on race and ethnicity is governed by section 120B.35, subdivision 3, paragraph (a), clause (2).	15	<b>Student performance data.</b> Modifies student categories for performance data reporting. <b>Effective date.</b> Makes this section effective for the 2019-2020 school year and later.
12	<b>Section 12. State growth target; other state measures.</b> Directs the Commissioner to report additional student categories as “other” for each race and ethnicity, the Karen community, seven of the most populous Asian and Pacific Islander groups, three of the most populous Native groups, seven of the most populous Hispanic/Latino groups, and five of the most populous Black and African Heritage groups. Requires graduation rates to be disaggregated by the same student categories. <b>Effective Date.</b> Makes the section effective for the 2018-2019 school year and later for the rollout sites. Makes the section effective for the 2019-2020 school year and later for all other schools.	16	<b>State growth target, other state measures.</b> Modifies student categories for growth, college and career-readiness, and student engagement reporting. Requires data on four- and six-year graduation rates to be disaggregated by modified student categories. Requires notice to parents regarding data reporting. <b>Effective date.</b> Makes this section effective for the 2018-2019 school year for rollout sites and 2019-2020 school year and later for all other schools.
	<b>No comparable provision.</b>	17	<b>School performance reports and public reporting.</b> Requires school districts to include in school performance reports school performance reporting information and calculate proficiency rates required by ESSA. Requires school districts to

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Sec.	Article 2: Education Excellence	Sec.	Article 2: Education Excellence
			develop, update, and post school performance reports that comply with world’s best workforce requirements.
	<b>No comparable provision. See Article 11, section 10.</b>	<b>Art. 3, § 1</b>	<p><b>Teacher and administrator preparation and performance data report.</b> Requires certain data to be disaggregated by race, unless such disaggregation would not yield statistically reliable results or would reveal personally identifiable information about an individual. The following data must be disaggregated for teacher and administrator preparation programs:</p> <ul style="list-style-type: none"> <li>(1) the number and percent of students by program who graduated, received a teaching or administrator license, and were hired in a Minnesota district or school as a teacher or administrator; and</li> <li>(2) student and graduate survey results measuring student and graduate satisfaction with the program.</li> </ul> <p>For administrators, survey data also includes employer satisfaction.</p>
	<b>No comparable provision.</b>	<b>Art. 3, § 6</b>	<p><b>Negotiated unrequested leave of absence.</b> Requires the school board and the exclusive representative of the teachers to negotiate an unrequested leave of absence plan. Strikes language establishing a statutory plan for placing teachers on an unrequested leave of absence and prohibiting a provisionally licensed teacher from exercising seniority under a negotiated leave of absence plan. Applies to school districts outside cities of the first class.</p> <p><b>Effective date.</b> Makes this section effective July 1, 2018.</p>
	<b>No comparable provision.</b>	<b>Art. 3, § 7</b>	<p><b>Negotiated unrequested leave of absence.</b> Requires the school board and the exclusive representative of the teachers in a first class city school district to negotiate an unrequested leave of absence plan.</p> <p><b>Effective date.</b> Makes this section effective July 1, 2018.</p>
<b>13</b>	<b>Section 13. Alternative teacher professional pay system.</b> Amends the alternative teacher professional pay system to allow for the following: 1) hiring bonuses or other added compensation to provide students with equitable access to teachers who have demonstrated skills for being highly effective at closing achievement gaps; work in a high-need position; or are hired to work in hard-to-staff schools; 2)		<b>No comparable provision.</b>

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Sec.	Article 2: Education Excellence	Sec.	Article 2: Education Excellence
	incentives for teachers to obtain credits required for teaching concurrent enrollment or college in the schools courses; or 3) funding a grow your own new teacher initiative.		
14	<b>Section 14. Basic alternative teacher compensation aid.</b> Makes technical changes to the subdivision to create a paragraph (c) from the existing language.	<b>Art. 3, § 8</b>	<b>Basic alternative teacher compensation aid.</b> Divides paragraph (b) into two paragraphs.
15	<b>Section 15. Alternative teacher compensation revenue for St. Croix River Education District.</b> Allows the St. Croix River Education District to be eligible for alternative teacher compensation revenue.	<b>Art. 3, § 9</b>	<b>Alternative teacher compensation revenue for St. Croix River Education District.</b> Permits St. Croix River Education District to receive alternative teacher compensation revenue (Q-comp). Requires district to report its staffing and expenditures each year.
16	<b>Section 16. Positive behavioral interventions and supports.</b> Defines “positive behavioral interventions and supports” or “PBIS.”	<b>Art. 3, § 10</b>	<b>Positive behavior interventions and supports.</b> Defines “positive behavioral interventions and supports” (PBIS) as an evidence-based framework for preventing problem behavior. Lists key components of PBIS. Allows schools to use character education to support implementation of PBIS.
17	<b>Section 17. Teacher mentoring, induction, and retention programs.</b> Amends the teacher mentorship grant program to require the programs to support the teacher evaluation and peer review process. Allows the use of various funds to pay a stipend to a mentor.		<b>No comparable provision.</b>
	<b>No comparable provision.</b>	<b>18</b>	<b>Lotteries.</b> Modifies open enrollment lotteries by giving priority to a new group of students. Students who do not reside in the school district receive priority if they reside in a municipality where (1) the nonresident district operates a building, (2) the resident district does not operate a building, and (3) no other nonresident district operates a building.
18	<b>Section 18. Definitions.</b> Defines “concurrent enrollment.”	<b>19</b>	<b>Definitions.</b> Defines “concurrent enrollment.”
19	<b>Section 19. Authorization; notification.</b> Separates the current provisions on post-secondary enrollment options (PSEO) for 11 <sup>th</sup> and 12 <sup>th</sup> graders and concurrent enrollment for ninth and tenth graders.	<b>20</b>	<b>Authorization; notification.</b> Strikes provisions relating to 9th or 10th grade students enrolled in concurrent enrollment.
20	<b>Section 20. Authorization; notification.</b> Separates the current provisions on postsecondary enrollment options (PSEO) for 11 <sup>th</sup> and 12 <sup>th</sup> graders and concurrent enrollment for ninth and tenth graders.	<b>21</b>	<b>Authorization; notification.</b> Recodifies provisions relating to 9th or 10th grade students enrolled in concurrent enrollment in new subdivision.

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Sec.	Article 2: Education Excellence	Sec.	Article 2: Education Excellence
	<b>No comparable provision.</b>	<b>22</b>	<b>Enrollment priority; PSEO.</b> Eliminates limits on postsecondary institutions' ability to advertise or recruit high school students.
<b>21</b>	<b>Section 21. Courses according to agreements.</b> Encourages schools, school districts and postsecondary institutions to develop and offer an “introduction to teaching” or “introduction to education” concurrent enrollment courses. Requires an institution that receives a grant to annually report on student participation rates to the Commissioner.		<b>No comparable provision.</b>
	<b>No comparable provision.</b>	<b>23</b>	<b>Access to school buildings and technology.</b> Requires a school to allow a student enrolled in a PSEO course to remain at the school site during the regular school day and requires the school to adopt a policy that provides reasonable access to computers and technology during the school day.
	<b>No comparable provision.</b>	<b>24</b>	<b>Credits; grade point average weighting dispute.</b> Requires a school board to adopt a policy regarding weighted grade point averages for students in dual enrollment courses.
<b>22</b>	<b>Section 22. Financial arrangements.</b> Increases the amount of time from 30 to 45 days for the Department to calculate PSEO payments after receiving enrollment information.	<b>25</b>	<b>Financial arrangement.</b> Increases number of days MDE has to pay postsecondary institutions for concurrent enrollment students from 30 to 45.
	<b>No comparable provision.</b>	<b>26</b>	<b>Limitations on enrollment.</b> Prohibits discrimination by online learning programs.
	<b>No comparable provision.</b>	<b>27</b>	<b>Innovative delivery of career and technical education programs; sharing of district resources.</b> Codifies innovative pilot projects provisions enacted in 2012 and 2014 session laws.
<b>23</b>	<b>Section 23. Eligible pupils.</b> For fiscal year 2017 and 2018 only, allows an English learner with an interrupted formal education that was in an early middle college program during the previous school year, to participate in the graduation incentives program and in concurrent enrollment courses.	<b>28</b>	<b>Eligible pupils.</b> Extends for one year a fiscal year 2017 provision allowing districts to receive funding for certain early middle college program participants that remain enrolled until the student turns 22 years old.
<b>24</b>	<b>Section 24. Approved Recovery Program Funding.</b> Adds approved unreimbursed pupil transportation costs to the uses of the recovery program grant. <b>Effective Date.</b> Makes the section effective immediately.		<b>No comparable provision.</b>

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Sec.	Article 2: Education Excellence	Sec.	Article 2: Education Excellence
25	<p><b>Section 25. Literacy incentive aid.</b> Caps literacy incentive aid at the fiscal year 2017 entitlement amount of \$45,972,000.</p>		<p><b>No comparable provision.</b></p>
26	<p><b>Section 26. Innovation Zones.</b></p> <p><b>Subdivision 1. Establishment; requirements for participation; innovation zone plans.</b> (a) Establishes the innovation zone program to improve student and school outcomes consistent with The World’s Best Workforce requirements.</p> <p>(b) Allows one or more school districts or charter schools to form an innovation zone partnership. Nonschool partners may participate, too. The school's instructional staff must be involved in the development of the plan.</p> <p>(c) Requires innovation zone partners to research and implement innovation education programs and models. Examples of innovation zone research includes, but is not limited to:</p> <ol style="list-style-type: none"> <li>1. personalized learning;</li> <li>2. new approaches to evaluation and assessment;</li> <li>3. the use of competency outcomes;</li> <li>4. multidisciplinary, real-world, inquiry-based, student-directed models designed to make learning more engaging and relevant;</li> <li>5. models of instruction designed to close the achievement gap;</li> <li>6. new partnerships between secondary schools and postsecondary institutions, employers or career training institutions;</li> <li>7. new methods of collaborative leadership;</li> <li>8. new ways to enhance parental and community involvement in learning;</li> <li>9. new models of professional development for educators; or</li> <li>10. new models in other areas.</li> </ol> <p>(d) Requires the innovation zone plan to describe:</p>		<p><b>No comparable provision.</b></p>

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Sec.	Article 2: Education Excellence	Sec.	Article 2: Education Excellence
	<ol style="list-style-type: none"> <li>1. how the plan will improve student and school outcomes;</li> <li>2. the role of each partner;</li> <li>3. the research methodology used for each proposed action in the plan;</li> <li>4. the exemptions from state statute and rules that the partnership will use;</li> <li>5. a timeline for implementing the plan; and</li> <li>6. how results of the plan will be disseminated.</li> </ol> <p>(e) Requires the approval of the initial partners and the Commissioner of Education to extend membership to other partners.</p> <p>(f) Allows a school district or charter school participating in a partnership to continue to receive all revenue and maintain its taxation authority in the same manner as before the partnership existed. The partnership participants remain organized and governed by their respective boards with general powers under chapter 123B or 124E and remain subject to their employment agreements.</p> <p><b>Subd. 2. Exemptions from laws and rules.</b> Allows an innovation zone partner to be exempt from the following education laws and rules specifically identified in their plan:</p> <ol style="list-style-type: none"> <li>1. any law or rule a district-created, site-governed school is exempt from;</li> <li>2. any statute or rule the commissioner has granted exemption from to another district or school;</li> <li>3. student attendance reporting requiring more than one count each day;</li> <li>4. high school curricular or graduation requirements that may be met through the adult learning programs;</li> <li>5. individual course requirements for Algebra II for a student enrolled in a course in applied mathematics, science, technology, engineering, math or other learning experiences;</li> </ol>		

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Sec.	Article 2: Education Excellence	Sec.	Article 2: Education Excellence
	<p>6. online learning program approval if the district or school offers a course or program online combined with direct access to a teacher for a portion of that course or program;</p> <p>7. certain restrictions on extended time revenue;</p> <p>8. calendar and credit restrictions if the student meets the competencies required for graduation described in the plan and the student completes either a career certification or one or more years of postsecondary education; and</p> <p>9. any required hours of instructions in any class or subject areas for a student who is meeting all competencies consistent with the graduation standards described in the plan.</p> <p><b>Subd. 3. Planning and implementation grants.</b> (a) Allows a partnership to submit an application for approval of the plan, a planning grant, or an implementation grant.</p> <p>(b) Allows a partnership to submit its plan to the commissioner at any time. Requires the commissioner to approve or reject the plan after reviewing the recommendation of the Innovation Zone Advisory Panel.</p> <p>(c) Requires a planning grant application to include:</p> <ol style="list-style-type: none"> <li>1. the name of each member of the partnership;</li> <li>2. the hypotheses or practices the innovation zone will implement based upon the research and methodology design cited in the plan;</li> <li>3. how teachers and other educational staff from the affected schools sites will be included in the planning and implementation process;</li> <li>4. a proposed timeline of activities to develop an implementation plan; and</li> <li>5. the planning process budget.</li> </ol> <p>(d) Requires implementation grant applications to be submitted by April 1. Requires the commissioner to approve or reject applications by May 1. Allows grants to be awarded for up to four years and they may be</p>		

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Sec.	Article 2: Education Excellence	Sec.	Article 2: Education Excellence
	<p>renewed. A partnership may apply for an implementation grant without having first applied for a planning grant.</p> <p><b>Subd. 4. Innovation Zone Advisory Panel.</b> (a) Requires the commissioner to establish and convene a 14-member Innovation Zone Advisory Panel.</p> <p>(b) Requires the panel to be composed of one member appointed by each of the following organizations: Education Minnesota, Minnesota Association of Secondary School Principals, Minnesota Elementary School Principals' Association, Minnesota Association of School Administrators, Minnesota School Boards Association, Minnesota Association of Charter Schools, Center for Applied Research and Educational Improvement at the University of Minnesota, and the Office of Higher Education. Requires the commissioner to appoint six members, three with expertise in innovation and three with expertise in evaluation and research.</p> <p>(c) States the duties of the panel as:</p> <ol style="list-style-type: none"> <li>1. reviewing all innovation zone plans submitted for approval; and</li> <li>2. recommending planning and implementation grant amounts for each qualifying applicant.</li> </ol> <p><b>Subd. 5. Commissioner approval.</b> Allows the commissioner to approve plans and award implementation and planning grants to qualifying applicants. Requires the commissioner to consider geographical distribution in awarding grants. Requires the commissioner to alert an innovation zone partnership that fails to implement its plan as described in the application and provide them with an opportunity to remediate. If the implementation continues to fail, the commissioner must suspend or terminate the innovation zone plan.</p> <p><b>Subd. 6. Project evaluation, dissemination, and report to legislature.</b> Requires each partnership to submit project data to the commissioner. Requires the commissioner, once every two years, to analyze each innovation zone's progress in realizing the objectives of the</p>		



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Sec.	Article 2: Education Excellence	Sec.	Article 2: Education Excellence
	<p>partnership’s plan. Requires the commissioner to summarize and categorize innovation zone plans and submit a report to the legislature.</p> <p><b>Effective Date.</b> Makes the section effective immediately.</p>		
27	<p><b>Section 27. Certain, federal, state, and local requirements.</b> Includes the requirement for compliance with the Pupil Fair Dismissal Act in the list of requirements for charter schools. Regulates placement of charter school students in the classroom of a teacher who is on a performance plan or who has not had a summative evaluation.</p>	29	<p><b>Certain federal, state, and local requirements.</b> Regulates placement of charter school students in classroom of a teacher who is on performance plan or has not had summative evaluation. Recodifies requirement that charter schools comply with Pupil Fair Dismissal Act.</p>
28	<p><b>Section 28. Role, responsibilities, and requirements of authorizers.</b> (a) States the role of authorizers is to ensure their schools fulfill the purpose for chartered public schools and the agreed upon charter contracts in order to provide quality educational opportunities and maintain public trust and confidence.</p> <p>(b) Lists the following as the responsibilities of authorizers:</p> <ol style="list-style-type: none"> <li>1. review applications for new schools and grade and site expansions of current schools;</li> <li>2. negotiate and execute performance contracts with its schools;</li> <li>3. conduct ongoing monitoring and oversight of the school’s academic, operational and financial performance; and</li> <li>4. evaluate the academic, operational, and financial performance of the school.</li> </ol> <p>(c) Prohibits the Commissioner from requiring an authorizer to undertake a role or responsibility beyond what’s in statute or the charter contract.</p> <p>(d) Requires the authorizer to document the training its staff and consultants participated in during the previous school year related to chartering and authorizer role and responsibilities.</p> <p>(e) Requires an authorizer to participate in annual department approved training.</p>		<p><b>No comparable provision.</b></p>

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Sec.	Article 2: Education Excellence	Sec.	Article 2: Education Excellence
29	<b>Section 29. Application content.</b> Strikes a requirement that the authorizer’s application to the Commissioner to become an authorizer include an assurance that the organization is committed to serving as an authorizer for the full five-year term.		<b>No comparable provision.</b>
30	<b>Section 30. Withdrawal.</b> Requires an authorizer to provide a letter to the school for distribution to families that explains the decision to withdraw as an authorizer, and outlines the process the authorizer will take to assist the school’s transfer to another authorizer.		<b>No comparable provision.</b>
31	<b>Section 31. Merger.</b> Allows a charter school that’s been notified that it’s contract is not being renewed or terminated to merge with another school under these circumstances: the school proposing to take over the school has a compatible academic or learning program; had a net positive unreserved general fund balance for at least three fiscal years; and submits a plan for assimilation of the schools into a merged school that’s approved by the authorizers.		<b>No comparable provision.</b>
32	<b>Section 32. Membership criteria.</b> Strikes a reference to the chief financial officer as a nonvoting board member.		<b>No comparable provision.</b>
33	<b>Section 33. Board structure.</b> Makes technical changes to the subdivision.		<b>No comparable provision.</b>
34	<b>Section 34. Training.</b> Includes voting and nonvoting ex-officio board members in the required annual training. Requires new board members to begin initial training within three months of being seated and complete the training within nine months.		<b>No comparable provision.</b>
35	<b>Section 35. School Transfer of authorizers.</b> (a) Requires a joint letter to the Commissioner of the intent to mutually not renew a charter contract. A proposed authorizer must be informed by the existing authorizer of the school’s fiscal, operational, and student performance status. If the Commissioner does not approve the transfer, and the school and the authorizer enter into a new contract without withdrawing the letter of nonrenewal, the school must be dissolved.  (b) Requires a charter school board that votes to not renew its contract with the authorizer to notify the Commissioner and the authorizer that it doesn’t plan to renew the contract. A proposed authorizer must be informed by the existing authorizer of the school’s fiscal, operational, and student performance status. If the Commissioner does not approve the transfer, and		<b>No comparable provision.</b>

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Sec.	Article 2: Education Excellence	Sec.	Article 2: Education Excellence
	<p>the school and the authorizer do not enter into a new contract, the school must be dissolved.</p> <p>(c) Allows the Commissioner 20 business days to review a transfer of authorizer request and notify the proposed authorizer and school of the decision. Allows the proposed authorizer and school to address issues identified in the Commissioner’s review.</p> <p>(d) Requires the Commissioner to develop a transfer of authorizer plan when the Commissioner withdraws the authority of the authorizer.</p> <p>(e) Requires transfer of authorizer requests under paragraphs (a) and (b) to be submitted to the Commissioner 105 business days before the end of the existing contract. Allows the Commissioner 30 days to review the transfer request and notify the proposed authorizer and the school of the Commissioner’s decision. Allows the proposed authorizer and the school 15 days to address issued identified by the Commissioner.</p>		
36	<p><b>Section 36. Admission Requirements and Enrollment.</b> Adds a charter school’s free preschool or prekindergarten program to the admission requirements and enrollment provisions. Clarifies that a student is considered enrolled in a school until the school receives a request for transfer of educational records from another school, or a written election of withdrawal from the school, or the student is expelled. Strikes the reference to compliance with the Pupil Fair Dismissal Act. The reference was moved to <b>Minnesota Statutes, section 124E.03, subdivision 2.</b></p>	30	<p><b>Admissions requirements and enrollment.</b> Clarifies that charter school admission requirements apply to charter schools offering free preschool or prekindergarten program. Strikes the reference to the Pupil Fair dismissal Act (recodified in section 124E.03, subdivision 2).</p>
37	<p><b>Section 37. Charter school information.</b> Requires a charter school to document their efforts to disseminate information under this subdivision in their annual report.</p>		<p><b>No comparable provision.</b></p>
38	<p><b>Section 38. Building Lease Aid.</b> Allows a charter school to include students participating in PSEO in their pupil count for generating lease aid.</p> <p><b>Effective Date.</b> Makes the section effective for fiscal year 2018 and later.</p>		<p><b>No comparable provision.</b></p>

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Sec.	Article 2: Education Excellence	Sec.	Article 2: Education Excellence
39	<b>Section 39. Requirement.</b> Requires the alternate instruction, for a student identified as being unable to read at grade level, to be multisensory, systemic, sequential, cumulative, and explicit.	31	<b>Requirement.</b> Modifies alternate instruction requirements for students unable to read at grade level by the end of kindergarten, grade 1, and grade 2.
	<b>No comparable provision.</b>	<b>Art. 3, § 11</b>	<p><b>Alternative teacher preparation grant program.</b></p> <p><b>Subd. 1. Definitions.</b> Defines terms, including:</p> <p>“Alternative teacher preparation program” means an alternative teacher preparation program under section 122A.245, subdivision 2, or an experimental teacher preparation program under section 122A.09, subdivision 10.</p> <p>“Program” means a teacher preparation curriculum leading to specific licensure areas.</p> <p>“Shortage area” means both licensure fields and economic development regions experiencing a teacher shortage and economic development regions where there is a shortage of teachers of color.</p> <p>“Unit” means an institution or subdivision of an institution that oversees teacher preparation programs.</p> <p><b>Subd. 2. Establishment; eligibility.</b> Establishes a grant program for alternative teacher programs that fill teacher shortage areas.</p> <p><b>Subd. 3. Use of grants.</b> Allows grants to be used in specific ways.</p> <p><b>Subd. 4. Report.</b> Requires grant recipients to report on ability to fill shortage areas.</p>
	<b>No comparable provision.</b>	<b>Art. 3, § 12</b>	<b>Teacher shortage loan forgiveness program definitions.</b> Adds economic development regions where there is a shortage of teachers of color to definition of “teacher shortage area.”
	<b>No comparable provision.</b>	<b>Art. 3, § 13</b>	<b>Teacher shortage loan forgiveness program administration.</b> Expands teacher shortage loan forgiveness program eligibility to include teachers of color.

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Sec.	Article 2: Education Excellence	Sec.	Article 2: Education Excellence
	<b>No comparable provision.</b>	<b>Art. 3, § 14</b>	<b>Teacher shortage loan forgiveness program reporting.</b> Expands reporting requirement to include information on the race or ethnicity of teachers participating in the program.
	<b>No comparable provision.</b>	<b>Art. 3, § 15</b>	<p><b>Statewide concurrent enrollment teacher training program.</b> Expands Northwest Regional Partnership Program to other voluntary associations and teachers throughout Minnesota.</p> <p><b>Subd. 1. Definitions.</b> Defines terms used in program, including: “State Partnership” means a voluntary association of the Northwest Regional Partnership and the Metropolitan Educational Cooperative Service Unit.</p> <p><b>Subd. 2. Establishment.</b> Allows the State Partnership to contract with a postsecondary institution to establish a continuing education credit program to allow teachers that teach concurrent enrollment classes to earn graduate credits.</p> <p><b>Subd. 3. Curriculum development.</b> Requires the program to use flexible delivery models and post information about the curriculum.</p> <p><b>Subd. 4. Funding for course development; scholarships; stipends.</b> Requires State Partnership to provide funding for course development for up to 18 credits in subject areas, provide scholarships to teachers to enroll in the courses, and develop criteria to award educator stipends to incentivize participating in the program.</p> <p><b>Subd. 6. Private funding.</b> Provides that partnerships may receive private resources to supplement public money. Money received in fiscal year 2018 will be administered by the State Partnership.</p> <p><b>Subd. 7. Report required.</b> Requires the Northwest Regional Partnership and State Partnership to report yearly.</p>
<b>40</b>	<b>Section 40. Education Innovation Partners Cooperative Center.</b> Extends the appropriation to June 30, 2019.	<b>33</b>	<b>Education Innovation Partners Cooperative Center.</b> Extends the time that the Education Innovation Partners Cooperative Center can spend up to \$310,000 of its remaining state grant during fiscal year 2018 and fiscal year 2019.

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Sec.	Article 2: Education Excellence	Sec.	Article 2: Education Excellence
	See S.F. 2214.	Art. 3, § 16	<b>Student teachers in shortage areas.</b> Authorizes the Office of Higher Education to spend up to two percent of the program’s \$2.8 million appropriation on administrative costs.
41	<b>Section 41. Agricultural Educator Grants.</b> Establishes a grant program to pay agricultural education teachers for work over the summer with high school students in extended programs.	Art. 3, § 17	<b>Agricultural educator grants.</b> Establishes a grant program to pay agricultural educators for summer work with high school students in extended programs.
42	<b>Section 42. Commissioner of Education Must Submit ESSA Plan to Legislature.</b> Requires the Commissioner to submit the state Every Student Succeeds Act plan to the legislature before submitting the plan to the United States Department of Education.	35	<b>Commissioner to submit ESSA plan to state legislature.</b> Requires the commissioner of education to submit the department’s ESSA plan to the legislature and requires the legislature to approve the plan before it can be implemented. Adopts requirements that state plan must meet.
43	<p><b>Section 43. Educational Stability for Students in Foster Care.</b></p> <p><b>Subdivision 1. Establishment.</b> Establishes the pilot project to provide incentives to school districts and county governments to form partnerships that help to keep foster care students enrolled in their school of origin.</p> <p><b>Subd. 2. Qualifying plans.</b> Requires a school district to apply to participate in the pilot project. To participate in the project, a school district and the local child welfare agency must have a written interagency agreement describing the plan for ensuring educational stability for foster care students.</p> <p><b>Subd. 3. Pilot project; funding.</b> Directs the Commissioner to reimburse partnerships with a qualifying plan at the end of the school year and to prorate the funds if the appropriation is insufficient to fully fund all qualifying funds.</p> <p><b>Subd. 4. Report.</b> Directs the Commissioner to report to the legislature on the number of local agreements interesting into for this project, the number of school districts and counties participating in the agreements, baseline data showing the number of foster care students who were able to remain in their school of origin, data on expenditures for school stability transportation and federal reimbursements received for the pilot project, and projected costs for statewide implementation of the program.</p>		<b>No comparable provision.</b>

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Sec.	Article 2: Education Excellence	Sec.	Article 2: Education Excellence
44	<p><b>Section 44. Federal Every Student Succeeds Act Funding for Science, Technology, Engineering, and Math (STEM) activities.</b> Encourages school districts to use certain federal funding for:</p> <ol style="list-style-type: none"> <li>1. mentor-led, hands-on STEM education and engagements;</li> <li>2. student participation in STEM competitions; and</li> <li>3. mentor-led, classroom-based, after-school activities with informal STEM instruction and education.</li> </ol> <p><b>Effective Date.</b> Makes the section effective July 1, 2017.</p>		<p><b>No comparable provision.</b></p>
45	<p><b>Section 45. Rural Career and Technical Education Consortium Grants.</b></p> <p><b>Subdivision 1. Definition.</b> Defines “rural career and technical education (CTE) consortium” as a voluntary collaboration of a service cooperative and other regional public and private partners that work together to provide career and technical education opportunities within the service cooperative’s multicounty service area.</p> <p><b>Subd. 2. Establishment.</b> (a) Requires a rural CTE consortium to:</p> <ol style="list-style-type: none"> <li>1. focus on development of courses and programs that encourage collaboration;</li> <li>2. develop new CTE programs that focus on the industry sectors that fuel the regional economy;</li> <li>3. facilitate the development of highly trained and knowledgeable students equipped with technical and workplace skills;</li> <li>4. improve access to CTE programs for students who attend sparsely populated rural school districts;</li> <li>5. increase family and student awareness of the availability and benefit of CTE courses; and</li> <li>6. provide capital start-up costs.</li> </ol>		<p><b>No comparable provision.</b></p>

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Sec.	Article 2: Education Excellence	Sec.	Article 2: Education Excellence
	<p>(b) A rural CTE consortium may address the teacher shortage through incentive funding and training programs; and transportation reimbursement grants.</p> <p><b>Subd. 3. Rural career and technical education advisory committee.</b> Requires a service cooperative to establish a rural career and technical education advisory committee to advise the cooperative on the administration of the rural CTE consortium.</p> <p><b>Subd. 4. Private funding.</b> Allows a rural CTE consortium to receive other sources of funds to supplement state funding.</p> <p><b>Subd. 5. Reporting requirements.</b> Requires a rural CTE consortium to submit an annual report on the progress of its activities to the Commissioner and the legislature.</p>		
	<b>No comparable provision.</b>	<b>36</b>	<b>After-school community learning grants.</b> Establishes competitive grant program to support after-school programs.
	<b>No comparable provision.</b>	<b>38</b>	<b>Appropriations; mental health grants.</b> Appropriates \$2,450,000 for fiscal year 2018 and fiscal year 2019 only for grants to intermediate school districts and the Southwest West Central Service Cooperative for school-based mental health grants.
<b>46</b>	<b>Section 46. Appropriations.</b> See fiscal tracking sheets.	<b>37</b>	<b>Appropriations; MDE.</b> See House fiscal tracking sheet ( <a href="http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets">http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets</a> ).
<b>47</b>	<b>Section 47. Repealer.</b> Repeals section 124E.10, subdivision 5 (charter school mutual nonrenewal).		<b>No comparable provision.</b>

Sec.	Article 3: Teachers	Sec.	Article 3: Teachers
<b>1</b>	<b>Section 1. Endorsement; dual enrollment instruction.</b> Directs the Board of Teaching to issue an endorsement for dual enrollment instruction to a high school teacher who complete the requirements for providing dual enrollment instruction in the teacher’s licensure field.		<b>No comparable provision.</b>



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Sec.	Article 3: Teachers	Sec.	Article 3: Teachers
	<b>Effective Date.</b> Makes the section effective immediately.		
2	<p><b>Section 2. Validity of Certificates or Licenses.</b> Allows all teacher licenses in effect on January 1, 2018 to remain valid for an additional year after the scheduled expiration date.</p> <p><b>Effective Date.</b> Makes the section effective January 1, 2018.</p>	<p><b>H.F. 140, Art. 2, § 1</b></p>	<p><b>Validity of certificates or licenses.</b> Substitutes PELSB name. Provides that licenses in effect on September 1, 2017, will be valid for one year longer than scheduled.</p> <p><b>Effective date.</b> Makes this section effective September 1, 2017.</p>
3	<p><b>Section 3. Authority to license.</b> Substitutes the PELSB for the Board of Teaching. Strikes language authorizing the Commissioner of Education to issue licenses under the jurisdiction of the Board of Teaching and the Board of School Administrators.</p> <p><b>Effective Date.</b> Makes the section effective January 1, 2018.</p>	<p><b>H.F. 140, Art. 2, § 2</b></p>	<p><b>Authority to license.</b> Requires PELSB to license teachers according to tiers in sections 122A.181 to 122A.184. Eliminates provision requiring licenses under jurisdiction of PELSB and BOSA to be issued through Department of Education. Substitutes PELSB name in provisions relating to data sharing.</p> <p><b>Effective date.</b> Makes this section effective July 1, 2018.</p>
4	<p><b>Section 4. Support personnel qualifications.</b> (a) Substitutes the PELSB for the Board of Teaching.</p> <p>(b) Directs the board to adopt rules to establish a passing score on a board-adopted skills examination for a tier 2, 3, or 4 teaching license.</p> <p>(c) Strikes reference to the board granting professional five-year licenses.</p> <p><b>Effective Date.</b> Makes the section effective July 1, 2018.</p>	<p><b>H.F. 140, Art. 2, § 3</b></p>	<p><b>Support personnel qualifications.</b> Requires PELSB to issue licenses and credentials to support personnel. Language regarding teacher qualifications and preparation programs is recoded in section 122A.185. Eliminates language regarding one-year license.</p> <p><b>Effective date.</b> Makes this section effective July 1, 2018.</p>
5	<p><b>Section 5. Reading specialist.</b> Substitutes the PELSB for the Board of Teaching.</p> <p><b>Effective Date.</b> Makes the section effective July 1, 2018.</p>	<p><b>H.F. 140, Art. 2, § 4</b></p>	<p><b>Reading specialist.</b> Substitutes PELSB name in provision regarding reading teacher licensure rules.</p> <p><b>Effective date.</b> Makes this section effective July 1, 2018.</p>
6	<p><b>Section 6. Supervisory and coach qualifications; code of ethics.</b> Substitutes the PELSB for the commissioner of education.</p> <p><b>Effective Date.</b> Makes the section effective July 1, 2018.</p>		<p><b>Repealed.</b> See H.F. 140, article 2, section 15.</p>
7	<p><b>Section 7. Technology Strategies.</b> Strikes a reference to the Board of Teaching to be the board.</p> <p><b>Effective Date.</b> Makes the section effective January 1, 2018.</p>		<p><b>Repealed.</b> Recodified at section 122A.092, subdivision 6. See H.F. 140, article 1, section 14.</p>

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Sec.	Article 3: Teachers	Sec.	Article 3: Teachers
8	<p><b>Section 8. Permission to substitute teach.</b> Substitutes the PELSB for the Board of Teaching. Allows a retired teacher who held a Tier 3 or 4 teaching license to receive a lifetime qualified short-call or long-call substitute teaching license. Allows a person holding this lifetime license to reapply to the board for a Tier 1, Tier 3 or Tier 4 license.</p> <p><b>Effective Date.</b> Makes the section effective July 1, 2018.</p>	<p><b>H.F. 140, Art. 2, § 5</b></p>	<p><b>Permission to substitute teach.</b> Substitutes PELSB name. Replaces references to five-year professional licenses with references to Tier 3 or Tier 4 licenses. Allows teachers holding lifetime short-call substitute teaching licenses to apply for Tier 1 or Tier 2 licenses under certain circumstances.</p> <p><b>Effective date.</b> Makes this section effective July 1, 2018.</p>
9	<p><b>Section 9. Temporary military license.</b> Substitutes the PELSB for the Board of Teaching. Directs the board to provide candidates with information about the tiered licensure system.</p> <p><b>Effective Date.</b> Makes the section effective July 1, 2018.</p>	<p><b>H.F. 140, Art. 2, § 6</b></p>	<p><b>Temporary military license.</b> Substitutes PELSB name. Requires PELSB to provide candidates for military licenses with information regarding tiered licensure system.</p> <p><b>Effective date.</b> Makes this section effective July 1, 2018.</p>
10	<p><b>Section 10. Background checks.</b> Substitutes the PELSB for the Board of Teaching. Substitutes the Board of School Administrators for the Commissioner of Education. Requires a candidate that has their license revoked due to the background check results to notify their employing school district or charter school that their license has been revoked.</p> <p><b>Effective Date.</b> Makes the section effective July 1, 2018.</p>	<p><b>H.F. 140, Art. 2, § 7</b></p>	<p><b>Background checks.</b> Substitutes PELSB name, and expands background check requirements to BOSA; eliminates responsibilities of commissioner of education. Requires PELSB to notify school district or charter school that license has been issued pending completion of background check.</p> <p><b>Effective date.</b> Makes this section effective July 1, 2018.</p>
11	<p><b>Section 11. Tiered Licensure System.</b></p> <p><b>Subdivision 1. Professional Educator Licensing and Standards Board to issue licenses.</b> (a) Directs the PELSB to license teachers. Declares that the tiered licensure system supersedes the current teacher licensure system.</p> <p>(b) Requires the board to issue licenses to qualified candidates.</p> <p><b>Subd. 2. Licensure tiers.</b> Establishes a table for the tiered licensure system. Provides for four tiers and their respective qualifications, durations and renewal limits.</p> <p><b>Subd. 3. Assessment Alternatives.</b> Allows a Tier 3 or Tier 4 licensure candidate who, after two attempts, has not passed the skill examination to demonstrate that they have the required skills by either completing a portfolio or teaching for three years in a Minnesota school and having</p>	<p><b>H.F. 140, Art. 2, §§ 9, 10, 11, &amp; 12</b></p>	<p><b>Section 9. Tier 1 license.</b></p> <p><b>Subd. 1. Requirements.</b> Establishes general requirements for a Tier 1 license.</p> <p><b>Subd. 2. Coursework.</b> Establishes coursework requirements for a Tier 1 license.</p> <p><b>Subd. 3. Term of license.</b> Provides term and renewal of Tier 1 license.</p> <p><b>Subd. 4. Application.</b> Provides application deadlines for Tier 1 license.</p> <p><b>Subd. 5. Limitations on license.</b> Establishes limits on Tier 1 license. Provisions of sections 122A.40 and 122A.41 do not apply to teachers with Tier 1 license.</p> <p><b>Section 10. Tier 2 license.</b></p>

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Sec.	Article 3: Teachers	Sec.	Article 3: Teachers
	<p>received a summative evaluation and showing satisfactory evidence of successful teaching.</p> <p><b>Effective Date.</b> Makes the section effective July 1, 2018.</p>		<p><b>Subd. 1. Requirements.</b> Establishes general requirements for a Tier 2 license.</p> <p><b>Subd. 2. Coursework.</b> Establishes coursework requirements for a Tier 2 license. Includes coursework within field-specific methods of training in clause 2.</p> <p><b>Subd. 3. Term of license.</b> Provides term and renewal of Tier 2 license.</p> <p><b>Subd. 4. Limitations on license.</b> Provisions of sections 122A.40 and 122A.41 do not apply to teachers with Tier 2 license.</p> <p><b>Subd. 5. Application towards probationary period.</b> Requires time spent teaching with a Tier 2 license while in a teacher preparation program to count towards a three-year probationary period.</p> <p><b>Section 11. Tier 3 license.</b></p> <p><b>Subd. 1. Requirements.</b> Establishes general requirements for a Tier 3 license.</p> <p><b>Subd. 2. Coursework.</b> Establishes coursework requirements for a Tier 3 license. Allows two years of teaching experience to substitute for field-specific student teaching requirements.</p> <p><b>Subd. 3. Term of license.</b> Provides term and renewal of Tier 3 license.</p> <p><b>Section 12. Tier 4 license.</b></p> <p><b>Subd. 1. Requirements.</b> Establishes general requirements for a Tier 4 license.</p> <p><b>Subd. 2. Term of license.</b> Provides term and renewal of Tier 4 license.</p> <p><b>Effective date.</b> Makes this section effective July 1, 2018.</p>
	<p><b>No comparable provision.</b></p>	<p><b>H.F. 140, Art. 2, § 13</b></p>	<p><b>Teacher licensure assessments.</b> Consolidates teacher licensure assessment provisions that were previously at sections 122A.09 and 122A.18. Modifies prekindergarten licensing requirements, and makes technical changes. Eliminates provision that requirement to pass exams does not apply to nonnative English</p>

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Sec.	Article 3: Teachers	Sec.	Article 3: Teachers
			<p>speakers that apply for license to teach their native language or a world language. Eliminates skills exam requirement for Tier 3 licenses.</p> <p><b>Subd. 1. Tests.</b> Requires Tier 4 candidates to pass skills exams. Requires Tier 3 and Tier 4 candidates to pass pedagogy and reading instruction exams. Eliminates testing requirement for prekindergarten teachers.</p> <p><b>Subd. 2. Passing scores.</b> Requires PELSB to establish passing scores in all required examinations.</p> <p><b>Subd. 3. Testing accommodations.</b> Requires testing accommodations.</p> <p><b>Subd. 4. Remedial assistance.</b> Requires teacher preparation programs to provide remedial assistance to candidates that have not passed required examinations. School districts may provide remedial assistance.</p>
	<p><b>No comparable provision.</b></p>	<p><b>H.F. 140, Art. 2, § 14</b></p>	<p><b>Human relations.</b> Recodifies language previously under section 122A.18; requires PELSB rules.</p>
<p><b>12</b></p>	<p><b>Section 12. Expiration and Renewal.</b></p> <p><b>Subdivision 1. License form requirements.</b> Requires each license to have the date of issue and the name of the teacher preparation provider on it. Establishes renewal requirements for Tier 3 or Tier 4 licensees to show satisfactory evidence of successful teaching or administrative experience for at least one school year in the grades or subjects for which the license is valid or completing additional preparation.</p> <p><b>Subd. 2. Professional Growth.</b> (a) Requires Tier 3 or Tier 4 license holders, as a condition of renewal, to demonstrate to the PELSB evidence of professional reflection and growth in best teaching practices, including practices in meeting the needs of English learners.</p> <p>(b) Requires the PELSB requirements for license renewal to include the items in paragraph (a).</p>	<p><b>H.F. 140, Art. 2, § 15</b></p>	<p><b>Expiration and renewal.</b> Consolidates language regarding expiration and renewal previously in sections 122A.09 and 122A.18; clarifies applicable tiers.</p> <p><b>Subd. 1. License form requirements.</b> Provides license form and renewal requirements. Requires BOSA to establish renewal requirements for supervisory personnel and PELSB to establish renewal requirements for coaches.</p> <p><b>Subd. 2. Professional growth.</b> Requires teachers to show professional growth. Allows a teacher to meet requirements by submitting most recent summative evaluation or improvement plan.</p> <p><b>Subd. 3. Behavior interventions.</b> Requires teachers to train in behavior interventions.</p> <p><b>Subd. 4. Reading preparation.</b> Requires teachers to train in reading preparation.</p>

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Sec.	Article 3: Teachers	Sec.	Article 3: Teachers
	<b>Effective Date.</b> Makes the section effective July 1, 2018.		<b>Subd. 5. Mental illness.</b> Requires teachers to train in suicide prevention and mental illness. <b>Effective date.</b> Makes the section effective July 1, 2018.
13	<b>Section 13. Licensure Denial; Appeal.</b> <b>Subdivision 1. Denial letter.</b> (a) Requires the PELSB to inform licensure candidates within 30 days on whether their initial application or renewal of a teaching license has been approved or denied. A denial letter must inform the candidate of the process for seeking review of the denial and of the appeals process. (b) Defines “denial” as denial of an initial license or a denial of a renewal license. <b>Subd. 2. Review of denial.</b> Establishes a process for the PELSB to review a candidate’s application. Allows the board 60 days from the date the request for review is received to review the denial. <b>Subd. 3. Appeal.</b> Allows a candidate whose application for license or license renewal has been denied to appeal the decision by filing a written request with the PELSB.	H.F. 140, Art. 2, § 16	<b>Licensure denial and appeal.</b> Establishes process to appeal licensure denial. <b>Subd. 1. Denial letter.</b> Requires denial letters to include certain information. <b>Subd. 2. Review of denial.</b> Establishes process for PELSB to review denial decisions. <b>Subd. 3. Appeal.</b> Establishes appeal process under Administrative Procedure Act.
14	<b>Section 14. Bilingual and English as a second language licenses.</b> Substitutes the PELSB for the Board of Teaching. Provides a reference to the tiered licensure section. <b>Effective Date.</b> Makes the section effective July 1, 2018.	H.F. 140, Art. 2, § 17	<b>Bilingual and English as a second language teachers.</b> Substitutes PELSB name. Clarifies requirements for programs that prepare English as a second language teachers. <b>Effective date.</b> Makes the section effective July 1, 2018.
15 & 16	<b>Sections 15 and 16. Suspension or revocation of licenses; mandatory reporting.</b> Substitutes the PELSB for the Board of Teaching. <b>Effective Date.</b> Makes the section effective July 1, 2018.	H.F. 140, Art. 2, § 18	<b>Suspension or revocation of licenses.</b> Substitutes PELSB name. Requires PELSB and BOSA to report suspensions, revocations, and agreements involving loss of license relating to sexual conduct with a minor to law enforcement authorities. Board report does not modify mandatory reporting responsibilities.
17	<b>Section 17. Licensure via portfolio.</b> Substitutes the PELSB for the Board of Teaching. Requires a candidate to submit one portfolio demonstrating pedagogical competence and one portfolio demonstrating content competence. If the candidate	H.F. 140,	<b>Licensure via portfolio.</b> Recodes language from section 122A.09, subdivision 8; substitutes PELSB name, requires PELSB to adopt rules. <b>Effective date.</b> Makes the section effective July 1, 2018.

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Sec.	Article 3: Teachers	Sec.	Article 3: Teachers
	is adding a licensure field, they are required to submit one portfolio for each field they seek to add.	<b>Art. 2, § 8</b>	
<b>18</b>	<b>Section 18. Teacher licensure agreements with adjoining states.</b> Substitutes the PELSB for the Board of Teaching. <b>Effective Date.</b> Makes the section effective July 1, 2018.	<b>H.F. 140, Art. 2, § 19</b>	<b>Teacher licensure agreements with adjoining states.</b> Substitutes PELSB name. <b>Effective date.</b> Makes the section effective July 1, 2018.
<b>19</b>	<b>Section 19. Alternative teacher preparation providers and programs.</b> <b>Subdivision 1. Definitions.</b> Defines “provider” or “unit” and “program”. <b>Subd. 2. Purpose.</b> State the purpose of the alternative teacher preparation program as a means to provide pathways to teacher licensure outside the traditional methods, improve ethnical and cultural diversity in the classroom, and to close the achievement gap. <b>Subd. 3. Eligibility.</b> Allows a school district, charter school, or certain nonprofit corporations to be eligible to participate as a provider under this section. <b>Subd. 4. Provider approval.</b> Requires approval of a provider before they can operate an approved program. In order to be approved by the PELSB, the provider must meet the following requirements: 1. have evidence and history of fiscal solvency, capacity, and operation; 2. have evidence of necessary infrastructure to provide accurate, timely, and secure data for the purposes of admission, candidate monitoring, testing, background checks, and license recommendations; 3. have policies and procedures in place ensuring the security of candidate records; 4. have instructional capacity of provide an adequate instructional phase; and 5. meets other board-adopted rules for teacher preparation providers.	<b>H.F. 140, Art. 2, § 20</b>	<b>Alternative teacher preparation program requirements.</b> Substitutes PELSB name and clarifies application of tiered licenses. Modifies list of entities that may establish alternative teacher preparation programs and eliminates candidate requirements.



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Sec.	Article 3: Teachers	Sec.	Article 3: Teachers
	<p><b>Subd. 8. Candidate program completion; teacher licensure.</b> (a) Requires the board to issue a Tier 3 license to a candidate that has successfully completed a licensure program with a recommendation from the provider.</p> <p>(b) Requires the board to issue a Tier 4 license to a candidate that has successfully completed a licensure program, obtains a qualifying score on board-adopted licensure exams or demonstrate qualifications to the board their qualifications for licensure.</p> <p>(c) Allows a person who has successfully completed an out-of-state alternative teacher preparation program to apply to the board for a Tier 3 license.</p> <p><b>Subd. 9. Reports.</b> Requires an approved provider to report to the PELSB on program candidates, completions rates, and effectiveness. Requires the PELSB to report to the legislature on the program and providers.</p>	<p><b>H.F. 140, Art. 2, §§ 23 &amp; 24</b></p> <p><b>H.F. 140, Art. 2, §§ 25 &amp; 26</b></p>	<p><b>Section 23. Alternative teacher preparation program and Tier 3 license.</b> Replaces process for recommending program participants for licensure with provision that participants can apply for a Tier 3 license.</p> <p><b>Section 24. Alternative teacher preparation programs in other states.</b> Substitutes PELSB name and clarifies application of tiered licenses. Strikes reference to §122A.23 (applicable subdivisions repealed).</p> <p><b>Section 25. Alternative teacher preparation program best practices.</b> Substitutes PELSB name and removes postsecondary institutions' responsibility for report.</p> <p><b>Section 26. Alternative teacher preparation program report.</b> Requires PELSB to report on programs.</p>
	<p><b>No comparable provision.</b></p>	<p><b>2</b></p>	<p><b>Alternative teacher preparation program requirements.</b> Eliminates requirement that a school district, charter school, or nonprofit entity form a partnership with a college or university that already has a board-approved teacher preparation program. Eliminates requirement that candidates have a bachelor's degree with minimum grade point average, and pass skills and content exams.</p> <p><b>(See also language in H.F. 140, article 2, section 20.)</b></p>
	<p><b>No comparable provision.</b></p>	<p><b>3</b></p>	<p><b>Alternative teacher preparation program characteristics.</b> Eliminates requirement that program include student teaching and replaces it with observed classroom experience.</p> <p><b>(See also language in H.F. 140, article 2, section 21.)</b></p>



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Sec.	Article 3: Teachers	Sec.	Article 3: Teachers
	<b>No comparable provision.</b>	<b>4</b>	<b>Alternative teacher preparation program approval; disapproval.</b> Eliminates language allowing board to establish criteria for approval, and requires approval if program meets requirements in statute.  <b>(See also language in H.F. 140, article 2, section 22.)</b>
	<b>No comparable provision.</b>	<b>5</b>	<b>Alternative teacher preparation program reports.</b> Changes reporting requirement from interim reports in 2013 and 2015 to biennial report.  <b>(See also language in H.F. 140, article 2, section 26.)</b>
<b>20</b>	<b>Section 20. Exceptions.</b> Substitutes the PELSB for the Board of Teaching.  <b>Effective Date.</b> Makes the section effective July 1, 2018.	<b>H.F. 140, Art. 2, § 27</b>	<b>Community education teachers exceptions.</b> Substitutes PELSB name.  <b>Effective date.</b> Makes the section effective July 1, 2018.
<b>21</b>	<b>Section 21. Teachers of deaf and hard-of-hearing students; licensure requirements.</b> Substitutes the PELSB for the Board of Teaching.  <b>Effective Date.</b> Makes the section effective July 1, 2018.	<b>H.F. 140, Art. 2, § 28</b>	<b>Teachers of deaf and hard-of-hearing students.</b> Substitutes PELSB name.  <b>Effective date.</b> Makes the section effective July 1, 2018.
<b>22</b>	<b>Section 22. Teachers of blind and visually impaired students; licensure requirements.</b>  Substitutes the PELSB for the Board of Teaching.  <b>Effective Date.</b> Makes the section effective July 1, 2018.	<b>H.F. 140, Art. 2, § 29</b>	<b>Teachers of blind and visually impaired students.</b> Substitutes PELSB name.  <b>Effective date.</b> Makes the section effective July 1, 2018.
<b>23</b>	<b>Section 23. Exemption for career and technical education instructors.</b> Allows someone teaching under the exception to apply for a teaching license once the section expires in June 30, 2020.  <b>Effective Date.</b> Makes the section effective July 1, 2018.	<b>H.F. 140, Art. 2, § 30</b>	<b>Technical education instructions.</b> Provides that after June 30, 2020, part-time vocational or career and technical education program can apply for teaching license in tiered system.  <b>Effective date.</b> Makes the section effective July 1, 2018.
<b>24</b>	<b>Section 24. Teachers.</b> Strikes language related to variances for teacher in early childhood family education programs.  <b>Effective Date.</b> Makes the section effective July 1, 2018.	<b>H.F. 140, Art. 2, § 31</b>	<b>Early childhood family education teachers.</b> Eliminates language permitting variance for licensure requirement.

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Sec.	Article 3: Teachers	Sec.	Article 3: Teachers
25	<p><b>Section 25. Compliance with rules.</b> Substitutes the PELSB for the Board of Teaching and the Commissioner for career and technical education programs for children with a disability.</p> <p><b>Effective Date.</b> Makes the section effective July 1, 2018.</p>	<p><b>H.F. 140, Art. 2, § 32</b></p>	<p><b>Transition system for children with a disability.</b> Substitutes PELSB name.</p> <p><b>Effective date.</b> Makes the section effective July 1, 2018.</p>
26	<p><b>Section 26. American Indian language and culture education licenses.</b> Substitutes the PELSB for the Board of Teaching.</p> <p><b>Effective Date.</b> Makes the section effective January 1, 2018.</p>	<p><b>H.F. 140, Art. 2, § 33</b></p>	<p><b>American Indian language and culture education licenses.</b> Substitutes PELSB name.</p> <p><b>Effective date.</b> Makes the section effective September 1, 2017.</p>
27	<p><b>Section 27. Persons eligible for employment; exemptions.</b> Substitutes the PELSB for the Board of Teaching and the Commissioner for American Indian language and culture education licenses.</p> <p><b>Effective Date.</b> Makes the section effective January 1, 2018.</p>	<p><b>H.F. 140, Art. 2, § 34</b></p>	<p><b>American Indian language and culture education licenses and exemptions.</b> Substitutes PELSB name, and eliminates commissioner of education responsibility for granting exemptions.</p> <p><b>Effective date.</b> Makes the section effective September 1, 2017.</p>
28	<p><b>Section 28. Teacher standards.</b> Substitutes the PELSB for the Board of Teaching to teachers at the state academies. Requires an administrator at the state academies to be subject to the licensure standards of the Board of School Administrators.</p> <p><b>Effective Date.</b> Makes the section effective July 1, 2018.</p>	<p><b>H.F. 140, Art. 2, § 35</b></p>	<p><b>Academies teacher standards.</b> Applies PELSB standards to teachers and BOSA standards to administrators.</p> <p><b>Effective date.</b> Makes the section effective July 1, 2018.</p>
29	<p><b>Section 29. Definitions.</b> Substitutes the PELSB for the Board of Teaching.</p> <p><b>Effective Date.</b> Makes the section effective July 1, 2018.</p>	<p><b>H.F. 140, Art. 2, § 36</b></p>	<p><b>Teacher shortage loan forgiveness program; definitions.</b> Substitutes PELSB name, and eliminates commissioner of education responsibility for issuing licenses in definition of “teacher.”</p> <p><b>Effective date.</b> Makes the section effective July 1, 2018.</p>
30	<p><b>Section 30. Licenses under jurisdiction of the Board of Teaching.</b></p> <p><b>Subdivision 1. One-year license.</b> Requires a one-year license to be treated as a Tier 1 license.</p> <p><b>Subd. 2. Two-year license.</b> Requires a two-year license to be treated as a Tier 2 license.</p> <p><b>Subd. 3. Three-year license.</b> Requires a three-year license to be treated as a Tier 3 license.</p>	<p><b>H.F. 140, Art. 2, § 37</b></p>	<p><b>Licenses under jurisdiction of Board of Teaching.</b> Provides how licenses issued by Board of Teaching must be treated under tiered licensure system.</p> <p><b>Subd. 1. One-year license.</b> One-year licenses must be treated as Tier 1 license.</p> <p><b>Subd. 2. Two-year license.</b> Two-year license must be treated as Tier 2 license.</p>

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Sec.	Article 3: Teachers	Sec.	Article 3: Teachers
	<p><b>Subd. 4. Five-year license.</b> Requires a five-year license to be treated as a Tier 4 license.</p> <p><b>Effective Date.</b> Makes the section effective January 1, 2018.</p>		<p><b>Subd. 4. Five-year license.</b> Five-year license must be treated as Tier 4 license.</p> <p><b>Effective date.</b> Makes the section effective July 1, 2018.</p>
	<p><b>No comparable provision.</b></p>	<p><b>H.F. 140, Art. 2, § 38</b></p>	<p><b>Permissions, waivers, exceptions, and variances.</b> Allows PELSB to grant a one-year extension for a permission, waiver, variance, or temporary limited license in effect on September 1, 2017.</p>
<p><b>31</b></p>	<p><b>Section 31. Rule Change; Academic and Behavioral Strategist Licensure.</b> Directs the Board of Teaching to amend Minnesota Rules, part 8710.5050, subpart 4, so that academic and behavioral strategist continuing licenses may be issued and renewed without the requirement for the candidate to hold a license in any other licensure field.</p> <p><b>Effective Date.</b> Makes the section effective immediately.</p>		<p><b>No comparable provision.</b></p>
<p><b>32</b></p>	<p><b>Section 32. Teacher of Special Education License Review.</b> Directs the PELSB to conduct a review of all the available teacher of special education licenses and determine the options for cross-categorical licenses for teachers of special education.</p>		<p><b>No comparable provision.</b></p>
<p><b>33</b></p>	<p><b>Section 33. Repealer.</b> Repeals 122A.162 (Licensure Rules); 122A.163 (Teacher Rule Variances; Commissioner); 122A.18, subdivisions 4, 4a, and 7 (Expiration and renewal and Limited provisional licenses); 122A.23, subdivisions 1 and 2 (Preparation equivalency and Applicants licensed in other states); 122A.245 (Alternative teacher preparation program and preliminary teacher license) and 122A.25 (Nonlicensed community experts; variance).</p>	<p><b>19</b></p> <p><b>H.F. 140, Art. 2, § 39</b></p>	<p><b>Repealer.</b> Repeals Minnesota Statutes, sections 122A.40, subdivision 11, and 122A.41, subdivision 14, establishing statutory leave of absence provisions, effective July 1, 2018.</p> <p><b>Repealer.</b> Repeals the following sections:</p> <ul style="list-style-type: none"> <li>• Section 122A.14, subdivision 5 – commissioner of education must comment on proposed BOSA rules.</li> <li>• Section 122A.162 – commissioner of education may make rules relating to school personnel not licensed by Board of Teaching or BOSA.</li> <li>• Section 122A.163 – commissioner of education may to grant variances to Board of Teaching and BOSA licensure rules.</li> </ul>

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Sec.	Article 3: Teachers	Sec.	Article 3: Teachers
			<ul style="list-style-type: none"> <li>• Section 122A.18, subdivision 2a – recodified in section 122A.092, subdivision 5; subdivision 3 – commissioner of education must license qualified persons, and may adopt code of ethics for supervisory personnel; subdivision 3a – recodified in section 122A.092, subdivision 6; subdivision 4 – consolidated with other expiration and renewal requirements in section 122A.187; subdivision 4a – limited provisional licenses; subdivision 6 – recodified in section 122A.186; subdivision 7 – limited provisional licenses, definition of “shortage” recodified in section 122A.06, subdivision 5; and subdivision 7b – temporary limited licenses and personnel variances.</li> <li>• Section 122A.21, subdivision 2 – licensure via portfolio recodified in section 122A.18, subdivision 10.</li> <li>• Section 122A.23, subdivisions 1 and 2 – applicants trained in other states.</li> <li>• Section 122A.245, subdivisions 7 and 8 – alternative teacher preparation program and preliminary teacher license.</li> <li>• 122A.25 – nonlicensed community experts.</li> </ul>

Sec.	Article 4: Special Education	Sec.	Article 4: Special Education
	<b>No comparable provision.</b>	<b>1</b>	<b>Individualized education programs.</b> Requires that school boards provide cultural competency training to paraprofessionals that work with students with disabilities and special education teachers.
	<b>No comparable provision.</b>	<b>2</b>	<b>Data review.</b> Requires school districts and school sites to review data on the number of students referred for emotional behavioral disorder evaluation, disaggregated by race, ethnicity, and gender. Encourages school districts to consult with teachers and other staff on strategies to reduce disproportionate representation of students by race, gender, or ethnicity in evaluation referrals.
<b>1</b>	<b>Section 1. Definitions.</b> Provides a cross reference to the definition of "Positive behavioral interventions and supports" or "PBIS."	<b>3</b>	<b>Definitions; positive behavioral interventions and supports.</b> Amends the existing statutory definition of “positive behavioral interventions and supports” in

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Sec.	Article 4: Special Education	Sec.	Article 4: Special Education
			the special education statutes, to include a cross reference to the components of the newly proposed definition of “positive behavioral interventions and supports”.
2	<b>Section 2. Nonresident tuition rate; other costs.</b> Provides that a site in the St. Francis school district for court-placed adolescents is eligible to apply to the commissioner for the authority to recover additional unreimbursed special education costs from resident districts.	4	<b>Nonresident tuition rates; other costs.</b> Restores the statutory authority for the commissioner of education to approve adding certain general education costs to the nonresident tuition bill amounts sent to the resident districts.
3	<b>Section 3. Third-party reimbursement.</b> Clarifies that the district must give parents notice of the district’s intent to seek reimbursement from medical assistance or MinnesotaCare for special education evaluations required as a part of the individualized education program process or individualized family service plan process.	5	<b>Third-party reimbursement.</b> Requires a school district to provide notice to the parent of a child enrolled in medical assistance (MA) or MinnesotaCare of its intent to seek reimbursement from the public health coverage plan for evaluations required as part of the individualized education program (IEP) or family service plan (FSP) process, and for health-related services provided by the district in accordance with the IEP or FSP.
4	<b>Section 4. Placement of students; approval of education program.</b> Clarifies that the department is only authorized to approve onsite education programs. Removes “approved” to clarify that the Departments of Corrections or Human Services licenses children’s residential facilities, not MDE. Replaces the term “care and treatment facility” with “children’s residential facility” to also clarify that under this statute facilities are licensed by DOC and DHS.	6	<b>Placement of students; approval of on-site education programs.</b> Clarifies that MDE is responsible for the approval of “on-site” education programs for facilities licensed by the Department of Human Services and the Department of Corrections. Changes the terminology in this section for the facility from a “care and treatment” facility to a “children’s residential facility.”
5	<b>Section 5. Eligibility.</b> Clarifies that a district may enroll as a provider in the medical assistance program and receive medical assistance payments for covered evaluations and special education services provided to persons eligible for medical assistance.	7	<b>Eligibility.</b> Allows a district enrolled as a provider in the MA program to receive MA payments for covered evaluations.
6	<b>Section 6. Special education aid.</b> Directs the Department of Education to establish procedures to adjust the prior year data and fiscal year 2016 old formula aid used in calculating special education aid to exclude costs that have been eliminated for districts where programs have closed or where a substantial portion of the program has been transferred to a cooperative unit.		<b>No comparable provision.</b>
7	<b>Section 7. Special education services.</b> Provides that medical assistance covers evaluations necessary in making a determination for eligibility for individualized education program (IEP) and individualized family service plan (IFSP) services	8	<b>Special education services.</b> Requires MA coverage for evaluations necessary in making a determination for eligibility for IEP and FSP services, and for medical services in an IEP or FSP.

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Sec.	Article 4: Special Education	Sec.	Article 4: Special Education
	and for medical services identified in a recipient's IEP and IFSP and covered under the medical assistance state plan.		
<b>8</b>	<b>Section 8. Southwest Minnesota State University special education teacher education program.</b> Clarifies the purpose and eligibility of the program and cancels and reappropriates a portion of the money appropriated in Laws 2016.	<b>Art. 2, § 34</b>	<b>Southwest Minnesota State University special education teacher program.</b> Broadens the eligible program participants beyond special education paraprofessionals to include persons who are teaching special education either under a variance or as a community expert. <b>Effective date.</b> Makes this section effective the day following final enactment.
<b>9</b>	<b>Section 9. Special education assistive technology study.</b> Requires the commissioner to examine the use of assistive technology in Minnesota schools and make a report and recommendations to the legislature by February 2018.	<b>9</b>	<b>Special education assistive technology study.</b> Requires the commissioner to examine use of assistive technology in school districts and report to the legislature by February 15, 2018.
<b>10</b>	<b>Section 10. Appropriations.</b> See fiscal tracking sheets.	<b>10</b>	<b>Appropriations.</b> See House fiscal tracking sheet ( <a href="http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets">http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets</a> ).
<b>11</b>	<b>Section 11. Repealer.</b> Repeals obsolete special education aid formulas.		<b>No comparable provision.</b>

Sec.	Article 5: Facilities and Technology	Sec.	Article 5: Facilities Technology
	<b>No comparable provision.</b>	<b>1</b>	<b>Unclassified positions.</b> Strikes the Perpich Center from statute relating to state employees in the unclassified service. <b>Effective date.</b> Makes this section effective June 30, 2018.
	<b>No comparable provision.</b>	<b>2</b>	<b>Additional unclassified positions.</b> Strikes the Perpich Center from statute relating to state employees in the unclassified service. <b>Effective date.</b> Makes this section effective June 30, 2018.
	<b>No comparable provision.</b>	<b>3</b>	<b>Lead in school drinking water.</b> <b>Subd. 1. Model plan.</b> Requires the commissioners of health and education to develop a model plan to require school districts to test for lead in school drinking water.

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Sec.	Article 5: Facilities and Technology	Sec.	Article 5: Facilities Technology
			<p><b>Subd. 2. School plans.</b> Requires school districts and charter schools to either adopt the model plan or an alternative plan to test school water for lead.</p> <p><b>Subd. 3. Frequency of testing.</b> Requires testing schedule. Requires annual testing in 2018 and 2019, and at least every five years thereafter.</p> <p><b>Subd. 4. Ten-year facilities plan.</b> Allows school districts to include lead testing and remediation in plan used to qualify for long-term facilities maintenance revenue.</p> <p><b>Subd. 5. Report placed on its Website.</b> Requires school districts and charter schools to post lead test results on Website.</p>
	<b>No comparable provision.</b>	<b>4</b>	<p><b>Alternative teacher compensation revenue.</b> Strikes the Perpich Center from statute relating to alternative teacher compensation.</p> <p><b>Effective date.</b> Makes this section effective June 30, 2018.</p>
	<b>No comparable provision.</b>	<b>5</b>	<p><b>Severance pay.</b> Strikes the Perpich Center from statutes relating to board agreements on instruction of secondary pupils in other districts.</p> <p><b>Effective date.</b> Makes this section effective June 30, 2018.</p>
<b>1</b>	<b>Section 1. Dissolution; referendum revenue.</b> Provides that the treatment of referendum revenue of attaching districts is the same for voluntary or involuntary dissolutions.	<b>6</b>	<p><b>Dissolution; referendum revenue.</b> Cancels only a dissolving school district’s operating referendum authority and not the referendum authority of neighboring school districts in cases of a voluntary or involuntary dissolution.</p> <p><b>Effective date.</b> Makes this section effective retroactively to January 1, 2017.</p>
	<b>No comparable provision.</b>	<b>Art. 8, § 9</b>	<p><b>Long-term facilities maintenance revenue.</b> Strikes voluntary prekindergarten program from statutes relating to long-term facilities maintenance revenue. Provides that a district that qualified for alternative facilities revenue in 2010 remains eligible for fiscal year 2017 and later.</p>
	<b>No comparable provision.</b>	<b>7</b>	<p><b>Facilities plan.</b> Requires a school district or intermediate school to include remediation of lead hazards in facilities plan.</p> <p><b>Effective date.</b> Makes this section effective for fiscal year 2018 and later.</p>

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Sec.	Article 5: Facilities and Technology	Sec.	Article 5: Facilities Technology
2	<b>Section 2. Review of proposals.</b> Directs the commissioner to include comments from citizens in the school district about a proposed project.		<b>No comparable provision.</b>
3	<b>Section 3. Publication.</b> Requires a school board to hold a public meeting to review the commissioner's review and comment on a proposal before the bond election.		<b>No comparable provision.</b>
	<b>No comparable provision.</b>	8	<b>Severance pay.</b> Strikes the Perpich Center from statute relating to agreement on students attending school in another state. <b>Effective date.</b> Makes this section effective June 30, 2018.
4	<b>Section 4 and 5. Definitions.</b> Requires state payments for debt obligation to be spent on purposes consistent with proposal submitted to the commissioner for review and comments.		<b>No comparable provision.</b>
	<b>No comparable provision.</b>	9	<b>Lola and Rudy Perpich Arts Education Division.</b> <b>Subd. 1. Establishment of arts education division.</b> Establishes division within MDE to provide arts support services throughout Minnesota. <b>Subd. 2. Division responsibilities.</b> Requires division to offer resources and outreach services statewide to enhance arts education for elementary and secondary school students. <b>Effective date.</b> Makes this section effective July 1, 2017.
	<b>No comparable provision.</b>	10	<b>Sales to government.</b> Strikes the Perpich Center from statute relating to sales to government agencies. <b>Effective date.</b> Makes this section effective June 30, 2018.
5	<b>Section 4 and 5. Definitions.</b> Requires state payments for debt obligation to be spent on purposes consistent with proposal submitted to the commissioner for review and comments.		<b>No comparable provision.</b>
6	<b>Section 6. Early repayment aid incentive.</b> Amends Laws 2016 to appropriate money for an early repayment aid incentive for the Kelliher school district.		



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Sec.	Article 5: Facilities and Technology	Sec.	Article 5: Facilities Technology
7	<p><b>Section 7. Disposition of Crosswinds School; proceeds of sale.</b> Directs the commissioner of administration to offer the Crosswinds school for sale, consistent with existing law on the commissioner’s authority to manage surplus state property. Provides that the savings to the general fund be appropriated for a onetime payment to the Teachers Retirement Association.</p>	11 & 12	<p><b>Section 11. Crosswinds school conveyance.</b> Allows the Crosswinds school to be conveyed for continued use as an east metropolitan area integration school.</p> <p><b>Effective date.</b> Makes this section effective July 1, 2017.</p> <p><b>Section 12. Crosswinds contingency funds.</b> (a) Requires cancellation of the onetime pupil aid of \$7.18 per pupil and the second year of the teacher shortage loan forgiveness aid (\$3.2 million) if the Crosswinds facility is not sold by June 30, 2018.</p> <p>(b) Requires reductions in the teacher shortage loan forgiveness aid and then in the onetime pupil aid if Crosswinds is sold by June 30, 2018, but for an amount less than \$10 million.</p>
8	<p><b>Section 8. Transition requirements; Crosswinds school.</b> Provides that, if another district or charter school operates a school at the Crosswinds site after the 2016-2017 school year, a student may continue to enroll at that site. Clarifies the calculation of certain aids for a district that may operate a school at the Crosswinds site during the 2017-2018 school year.</p>		<p><b>No comparable provision.</b></p>
	<p><b>No comparable provision.</b></p>	13	<p><b>Perpich Center for Arts Education closure.</b></p> <p><b>Subd. 1. Perpich Center for Arts Education abolished.</b> Abolishes the Perpich Center effective June 30, 2018.</p> <p><b>Subd. 2. Library.</b> Transfers property in the Perpich Arts Library to MDE.</p> <p><b>Subd. 3. Student enrollment.</b> Allows students at Perpich Arts High School currently enrolled to continue to enroll for the 2017-2018 school year and prohibits enrollment after the 2071-2018 school year.</p> <p><b>Subd. 4. Education records.</b> Requires the Perpich Center to transfer student records according to Minnesota Statutes, section 120A.22, subdivision 7.</p> <p><b>Effective date.</b> Makes this section effective the day following final enactment.</p>
9	<p><b>Section 9. Appropriations.</b> See fiscal tracking sheets.</p>	14	<p><b>Appropriations.</b> See House fiscal tracking sheet (<a href="http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets">http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets</a>).</p>

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Sec.	Article 5: Facilities and Technology	Sec.	Article 5: Facilities Technology
10	<p><b>Section 10. Repealer.</b> (a) Repeals the statutory provision relating to the referendum revenue and authority for districts to which is attached territory of a district that is dissolved voluntarily.</p> <p>(b) Repeals the statutory authority for the Perpich Center to operate the Crosswinds school, effective July 1, 2017.</p>	15	<p><b>Repealer.</b> (a) Repeals statutes and rules related to the Perpich Center for Arts Education. This paragraph is effective June 30, 2018.</p> <p>(b) Repeals retroactively to January 1, 2017, the statutory section canceling each neighboring school district’s referendum authority when a school district voluntarily dissolves.</p>

Sec.	Article 6: Nutrition	Sec.	Article 6: Nutrition
	<p><b>Same as House.</b></p>	1	<p><b>Exception to contract limits.</b> Provides exception to rule that school district contracts must not exceed two years with an option on the part of the district to renew for an additional two years. Exception applies to contracts under section 2.</p>
	<p><b>Same as House.</b></p>	2	<p><b>Food service contracts.</b> Requires that a contract between a school board and a food service management company comply with federal regulation in order to be renewed after initial term for up to four additional years.</p> <p>Code of Federal Regulations, title 7, section 210.16, sets requirements for districts that participate in the National School Lunch Program and Commodity Schools Programs, and contract with food service management companies. The regulation provides the following:</p> <ul style="list-style-type: none"> <li>• Prohibits districts from contracting with a food service management company to operate an a la carte food service unless the company agrees to offer free, reduced price and paid reimbursable lunches to all eligible children.</li> <li>• Regulates district operation of the food service, including requiring adherence to procurement standards, monitoring the food service, and establishing an advisory board to assist in menu planning.</li> <li>• Regulates the districts’ invitations to bid.</li> <li>• Prohibits certain types of contracts, and requires certain provisions in the contracts.</li> </ul>

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Sec.	Article 6: Nutrition	Sec.	Article 6: Nutrition
			<ul style="list-style-type: none"> <li>Limits duration of contracts to one year, and options for renewal to no more than four additional years. Requires contracts to include a clause allowing termination by either party with 60-days' notice.</li> </ul>
	<b>No comparable provision.</b>	<b>Art. 8, § 10</b>	<b>Program reimbursement.</b> Strikes voluntary prekindergarten program from statute on breakfast reimbursement.
	<b>No comparable provision.</b>	<b>Art. 8, § 11</b>	<b>No fees.</b> Strikes voluntary prekindergarten program from statute on breakfast and lunch fees.
<b>1</b>	<b>Section 1. Appropriations.</b> See fiscal tracking sheets.	<b>3</b>	<b>Appropriations.</b> See House fiscal tracking sheet ( <a href="http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets">http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets</a> ).

Sec.	Article 7: Libraries	Sec.	Article 7: Libraries
<b>1</b>	<b>Section 1. Advice and instruction.</b> Clarifies that the department may provide advice and assistance on library administrative issues to school libraries.	<b>1</b>	<b>Advice and instruction.</b> Authorizes the Division of Library Services of MDE to, upon request, give advice and instruction to school district and charter school libraries.
<b>2</b>	<b>Section 2. Appropriations.</b> See fiscal tracking sheets.	<b>2</b>	<b>Appropriations.</b> See House fiscal tracking sheet ( <a href="http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets">http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets</a> ).

Sec.	Article 8: Early Childhood and Family Support	Sec.	Article 8: Early Childhood and Family Support
	<b>No comparable provision.</b>	<b>1</b>	<b>Educational data.</b> Allows the director of early education and development access to educational data in accordance with Minnesota Statutes, section 119C.03, subdivision 6.
	<b>No comparable provision.</b>	<b>2</b>	<b>Human services data.</b> Allows the director access to human services data in accordance with Minnesota Statutes, section 119C.03, subdivision 6.
	<b>No comparable provision.</b>	<b>3</b>	<b>Definitions.</b> Defines the following terms: <ul style="list-style-type: none"> <li>▶ “Commissioner” means the commissioner of administration.</li> </ul>

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Sec.	Article 8: Early Childhood and Family Support	Sec.	Article 8: Early Childhood and Family Support
			<ul style="list-style-type: none"> <li>▶ “Department” means the Department of Administration.</li> <li>▶ “Director” means the director of early education and development.</li> <li>▶ “Early education programs” includes the school readiness program, early learning scholarship program, and Head Start program.</li> </ul>
	<b>No comparable provision.</b>	<b>4</b>	<b>Policy and purpose.</b> The purpose of chapter 119C is to establish an office to coordinate early education and development programs and funding.
	<b>No comparable provision.</b>	<b>5</b>	<p><b>Director of early education and development.</b></p> <p><b>Subd. 1. Appointment.</b> Requires the governor to appoint the director of early education and development. Requires the commissioner of administration to provide administrative services to the director.</p> <p><b>Subd. 2. Qualifications.</b> Establishes the qualifications of the director, who serves in the unclassified service for a term of four years, and may be removed for cause.</p> <p><b>Subd. 3. Compensation.</b> Requires the compensation of the director to be established in accordance with chapter 15A.</p> <p><b>Subd. 4. Duties; powers.</b> Establishes the duties of the director, including setting policy, coordinating programs, and serving as executive director of the Children’s Cabinet. Authorizes the director to direct and control money, enter into agreements with other state agencies and direct the commissioner of education and the commissioner of human services on the administration of certain programs.</p> <p><b>Subd. 5. Coordination with other agencies.</b> Requires the director to coordinate program activities with the commissioner of human services and commissioner of education. Requires the commissioner of human services and commissioner of education to provide the director data, and coordinate on a data consent form.</p> <p><b>Subd. 6. Data practices.</b> Provides director access to specified educational data and data collected by the welfare system. Limits access to private data to</p>

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Sec.	Article 8: Early Childhood and Family Support	Sec.	Article 8: Early Childhood and Family Support
			<p>director’s employees and independent contractors that require access to fulfill official duties. Requires a data audit trail to record activities regarding the private data if the Office of Early Childhood and Development has three or more employees.</p> <p><b>Subd. 7. Annual report.</b> Requires the director to report annually to the legislature.</p>
	<p><b>No comparable provision.</b></p>	<p><b>6</b></p>	<p><b>Program administration.</b></p> <p><b>Subd. 1. Other funds.</b> Allows the director to apply for federal funds, and accept donations.</p> <p><b>Subd. 2. Sliding fee.</b> Allows the director to charge a sliding fee for programs.</p> <p><b>Subd. 3. Accountability.</b> Requires a child enrolled in early education and development programs to receive a kindergarten readiness assessment.</p> <p><b>Subd. 4. Program aid guarantee.</b> Guarantees that a program under chapter 119C will receive at least the same funding in fiscal year 2018 and later as it did in fiscal year 2017.</p>
	<p><b>No comparable provision.</b></p>	<p><b>7</b></p>	<p><b>Aid limits.</b></p> <p><b>Subd. 1. Director to establish limits.</b> Requires the director to limit the maximum aid a child may generate from a combination of programs based on family income level.</p> <p><b>Subd. 2. Aid limit effect.</b> Requires the director to reduce the aid to a child that generates aid that exceeds the aid limit.</p> <p><b>Subd. 3. Programs included in the limit.</b> Includes federal Head Start aids in the aid limit.</p> <p><b>Subd. 4. Limit waiver.</b> Allows the director to waive the aid limit in certain cases.</p> <p><b>Effective date.</b> Makes this section effective July 1, 2019.</p>

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Sec.	Article 8: Early Childhood and Family Support	Sec.	Article 8: Early Childhood and Family Support
	<b>No comparable provision.</b>	<b>8</b>	<b>Early education resource hubs.</b> Allows the director to establish education resource hubs throughout the state. Requires the director to contract with appropriate organizations to serve as resource hubs. The hubs must consult with program participant parents to develop strategies to support outreach to families, connection to resources, and program choice.  <b>Effective date.</b> Makes this section effective July 1, 2018.
	<b>No comparable provision.</b>	<b>9</b>	<b>Long-term facilities maintenance revenue.</b> Strikes voluntary prekindergarten program from statutes relating to long-term facilities maintenance revenue. Provides that a district that qualified for alternative facilities revenue in 2010 remains eligible for fiscal year 2017 and later.
	<b>No comparable provision.</b>	<b>10</b>	<b>Program reimbursement.</b> Strikes voluntary prekindergarten program from statute on breakfast reimbursement.  See article 6.
	<b>No comparable provision.</b>	<b>11</b>	<b>No fees.</b> Strikes voluntary prekindergarten program from statute on breakfast and lunch fees.  See article 6.
	<b>No comparable provision.</b>	<b>12</b>	<b>Revenue.</b> Delinks the formula allowance for the early childhood family education programs from the basic formula allowance. Increases the early childhood family education formula to \$140.77 for fiscal year 2018 and \$141.20 for fiscal year 2019 and later.
	<b>No comparable provision.</b>	<b>13</b>	<b>Establishment; purpose.</b> Allows a charter school or group of charter schools to establish a school readiness program.
	<b>No comparable provision.</b>	<b>14</b>	<b>Amount of aid.</b> Allows a charter school to receive aid for a school readiness program in the same manner as school districts. Increases the total regular school readiness aid entitlement in fiscal year 2018 by \$4,000,000 and by \$5,000,000 for fiscal year 2019 and later.
<b>1</b>	<b>Section 1. Establishment; purpose.</b> Clarifies the purpose of the early learning scholarship program.	<b>15</b>	<b>Establishment; purpose.</b> Modifies purpose of early learning scholarships.

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Sec.	Article 8: Early Childhood and Family Support	Sec.	Article 8: Early Childhood and Family Support
2	<b>Section 2. Family eligibility.</b> Provides that a child who has not yet turned five on September 1 of the current school year is eligible for an early learning scholarship.	16	<b>Family eligibility.</b> Modifies eligibility requirements for early learning scholarships.
3	<b>Section 3. Administration.</b> Directs the commissioner to give highest priority for scholarships to children who: have a parent under 21 who is pursuing a diploma or GED, are in foster care or in need of protection or services, or have experienced homelessness in last two years. Strikes obsolete language.	17	<b>Administration.</b> Prohibits the commissioner of education from designating scholarships for use in predetermined programs (eliminating pathway II scholarships), and requires the commissioner to give highest priority for scholarships to certain children.
	<b>No comparable provision.</b>	18	<b>Early childhood program eligibility.</b> Postpones by six years the date by which a program must have a three- or four-star rating to accept an early learning scholarship.
	<b>No comparable provision.</b>	19	<b>English learner.</b> Strikes voluntary prekindergarten program from statute relating to English learners.
	<b>No comparable provision.</b>	21	<b>Pupil unit.</b> Strikes voluntary prekindergarten program form statute on pupils units.
4	<b>Section 4. Early childhood care and education program study.</b> Requires the Legislative Coordinating Commission (LCC) to provide for a study of early childhood care and education programs, including those housed at the departments of education, human services, and health. Requires the LCC to contract with a consultant to conduct the study. Requires the consultant to consult with various stakeholder groups. Requires certain content elements and recommendations in the study report.	22	<b>Report required.</b> Requires the commissioner of human services and the commissioner of education to submit a legislative report on early education and child care programs.
	<b>No comparable provision.</b>	23	<b>School readiness aid adjustment.</b> Increases each district’s school readiness aid in fiscal year 2018 by the amount equal to its total voluntary prekindergarten revenue. Increases each district’s school readiness aid for fiscal year 2019 by 90 percent of its total voluntary prekindergarten revenue for fiscal year 2017. Eliminates this aid for years following fiscal year 2019.
5	<b>Section 5 and 6. Appropriations.</b> See fiscal tracking sheets.	24	<b>Appropriations; MDE.</b> Appropriates money to the Department of Education. See House ( <a href="http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets">http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets</a> ). Includes a rider on the early learning scholarship program to increase the funding should the sale of the Crosswinds facility yield more than \$10 million.

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Sec.	Article 8: Early Childhood and Family Support	Sec.	Article 8: Early Childhood and Family Support
6	<b>Section 5 and 6. Appropriations.</b> See fiscal tracking sheets.	25	<b>Appropriations; Office of Early Education.</b> Appropriates money to the Office of Early Education and Development. See House fiscal tracking sheet ( <a href="http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets">http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets</a> ).
	<b>No comparable provision.</b>	26	<b>Revisor instruction.</b> Instructs the revisor to recodify school readiness, early learning scholarships, and Head Start early education programs in Minnesota Statutes, chapter 119C.
	<b>No comparable provision.</b>	27	<b>Repealer.</b> Repeals Minnesota Statutes, section 124D.151, voluntary prekindergarten program.

Sec.	Article 9: Community Education and Prevention	Sec.	Article 9: Community Education and Prevention
1	<b>Section 1. Community partnership coalition programs.</b> Authorizes school districts to establish community partnership coalition programs in their community education program to support the collaborative work of school organizations and other community organizations.	Art. 8, § 20	<p><b>Education partnerships program.</b> Establishes a program to support coordinated education partnerships to form a network of support services in neighborhoods experiencing poverty.</p> <p style="padding-left: 40px;"><b>Subd. 1. Program establishment.</b> Establishes education partnerships program.</p> <p style="padding-left: 40px;"><b>Subd. 2. Definitions.</b> Defines two tiers of grants:</p> <p style="padding-left: 80px;">(a) Tier 1 grants are sustaining grants to maintain the operations of existing program locations.</p> <p style="padding-left: 80px;">(b) Tier 2 grants are implementation grants to expand existing program locations.</p> <p style="padding-left: 40px;"><b>Subd. 3. Administration; design.</b> Requires commissioner of education to establish program requirements and a process for making grants.</p> <p style="padding-left: 40px;"><b>Subd. 4. Requirements.</b> Provides a program to provide supportive services within specific community and geographic areas, and evaluate outcomes.</p>



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Sec.	Article 9: Community Education and Prevention	Sec.	Article 9: Community Education and Prevention
			<p><b>Subd. 5. Grants.</b> Requires the commissioner to award grants to qualifying recipients that have nonstate funds, including in-kind contributions.</p> <p><b>Subd. 6. Legislative report.</b> Requires the commissioner to submit a legislative report on recipients and their activities.</p>
2	<p><b>Section 2. Use of general revenue.</b> Authorizes school districts to use general community education revenue for a community partnership coalition program. Authorizes a school district to seek grant funding from the commissioner for its community partnership coalition program.</p>		<p><b>No comparable provision.</b></p>
3	<p><b>Section 3. Appropriations.</b> See fiscal tracking sheets.</p>	1	<p><b>Appropriations.</b> See House fiscal tracking sheet (<a href="http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets">http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets</a>)</p>

Sec.	Article 10: Self-Sufficiency and Lifelong Learning	Sec.	Article 10: Self-Sufficiency and Lifelong Learning
1	<p><b>Section 1. Performance tracking system.</b> Aligns timelines and measures included in Minnesota adult basic education performance measures statute with changes in federal requirements.</p>		<p><b>No comparable provision.</b></p>
	<p><b>No comparable provision.</b></p>	1	<p><b>State adult basic education aid.</b> Lowers the annual aid formula inflator for adult basic education aid from three percent per year to one percent per year.</p>
2	<p><b>Section 2 to 5, 7 and 8. Commissioner-selected high school equivalency test.</b> Authorizes the commissioner to select a high school equivalency test, including a test other than the GED test. Makes other conforming changes. Repeals the administrative rule establishing minimum standard scores on the GED.</p>	2	<p><b>Commissioner-selected high school equivalency test.</b> Allows commissioner of education to select high-school equivalency test, and replaces the GED test with commissioner-selected equivalency test in provision allowing commissioner to adopt rules.</p>
3	<p><b>Section 2 to 5, 7 and 8. Commissioner-selected high school equivalency test.</b> Authorizes the commissioner to select a high school equivalency test, including a test other than the GED test. Makes other conforming changes. Repeals the administrative rule establishing minimum standard scores on the GED.</p>	3	<p><b>Commissioner-selected high school equivalency test fees.</b> Replaces GED test with commissioner-selected equivalency test in provision relating to test fees.</p>

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Sec.	Article 10: Self-Sufficiency and Lifelong Learning	Sec.	Article 10: Self-Sufficiency and Lifelong Learning
4	<b>Section 2 to 5, 7 and 8. Commissioner-selected high school equivalency test.</b> Authorizes the commissioner to select a high school equivalency test, including a test other than the GED test. Makes other conforming changes. Repeals the administrative rule establishing minimum standard scores on the GED.	4	<b>Full-time student.</b> Replaces GED test with commissioner-selected equivalency test in provision relating to definition of “full-time student” in chapter on Minnesota Family Investment Program.
5	<b>Section 2 to 5, 7 and 8. Commissioner-selected high school equivalency test.</b> Authorizes the commissioner to select a high school equivalency test, including a test other than the GED test. Makes other conforming changes. Repeals the administrative rule establishing minimum standard scores on the GED.	5	<b>Commissioner-selected high school equivalency.</b> Replaces GED test with commissioner-selected equivalency test in definition in chapter on Minnesota Family Investment Program.
6	<b>Section 6. Appropriations.</b> See fiscal tracking sheets.	6	<b>Appropriations.</b> See House fiscal tracking sheet ( <a href="http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets">http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets</a> ).
7	<b>Section 2 to 5, 7 and 8. Commissioner-selected high school equivalency test.</b> Authorizes the commissioner to select a high school equivalency test, including a test other than the GED test. Makes other conforming changes. Repeals the administrative rule establishing minimum standard scores on the GED.	7	<b>Revisor’s instruction.</b> Instructs revisor to substitute “commissioner-selected high school equivalency” or similar term for “general education development,” “GED” or similar terms.
8	<b>Section 2 to 5, 7 and 8. Commissioner-selected high school equivalency test.</b> Authorizes the commissioner to select a high school equivalency test, including a test other than the GED test. Makes other conforming changes. Repeals the administrative rule establishing minimum standard scores on the GED.	8	<b>Repealer.</b> Repeals Minnesota Rules, part 3500.3100, subpart 14, on GED tests.

Sec.	Article 11: State Agencies	Sec.	Article 11: State Agencies
1	<b>Section 1. Rulemaking.</b> Substitutes the PELSB for the Board of Teaching. <b>Effective Date.</b> Makes the section effective immediately.	<b>H.F. 140, Art. 3, § 1</b>	<b>Paraprofessional credential.</b> Substitutes PELSB name. <b>Effective date.</b> Makes this section effective the day following final enactment.

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Sec.	Article 11: State Agencies	Sec.	Article 11: State Agencies
2	<p><b>Section 2. Teacher.</b> Substitutes the Professional Educator Licensing and Standards Board (PELSB) for the Board of Teaching.</p>	<p><b>H.F. 140, Art. 1, § 1, subd. 2</b></p>	<p><b>Definitions.</b> Substitutes PELSB name and defines the following terms:</p> <ul style="list-style-type: none"> <li>• “Field” or “subject area” means the content area in which a teacher may be licensed to teach.</li> <li>• “Shortage” means an inadequate supply of licensed teachers in a given licensure field; definition was in section 122A.18, subdivision 7.</li> <li>• “Teacher preparation program” means a program approved by the PELSB to prepare teachers for special license fields.</li> <li>• “Teacher preparation program provider” or “unit” means the entity with primary responsibility for a teacher preparation program.</li> </ul>
3	<p><b>Section 3. Board.</b> Substitutes the PELSB for the Board of Teaching.</p>	<p><b>H.F. 140, Art. 1, § 1, subd. 3</b></p>	<p><b>Definitions.</b> Substitutes PELSB name and adds the following definitions:</p> <ul style="list-style-type: none"> <li>• “Field” or “subject area” means the content area in which a teacher may be licensed to teach.</li> <li>• “Shortage” means an inadequate supply of licensed teachers in a given licensure field; definition was in section 122A.18, subdivision 7.</li> <li>• “Teacher preparation program” means a program approved by the PELSB to prepare teachers for special license fields.</li> <li>• “Teacher preparation program provider” or “unit” means the entity with primary responsibility for a teacher preparation program.</li> </ul>
4	<p><b>Section 4. Professional Educator Licensing and Standards Board Membership.</b></p> <p><b>Subdivision 1. Appointment of members.</b> Establishes a nine-member board appointed by the Governor.</p> <p><b>Subd. 2. Eligibility; board composition.</b> Requires the board to be comprised of the following members:</p> <ol style="list-style-type: none"> <li>1. Five teachers, at least one of whom teaches in a charter school, one from a related service category licensed by the board, and one of whom is licensed in a geographic or license shortage area. None of the teacher</li> </ol>	<p><b>H.F. 140, Art. 1, § 2</b></p>	<p><b>PELSB membership.</b></p> <p><b>Subd. 1. Appointment of members.</b> The PELSB consists of 11 members appointed by the governor.</p> <p><b>Subd. 2. Eligibility; board composition.</b> Changes eligibility requirements for board membership and composition to:</p> <ol style="list-style-type: none"> <li>1. six teachers including one teacher in a charter school, one support professional, and one teacher licensed in a shortage area;</li> </ol>

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Sec.	Article 11: State Agencies	Sec.	Article 11: State Agencies
	<p>representatives may be serving in an administrative function or any position with the exclusive bargaining representative of teachers;</p> <ol style="list-style-type: none"> <li>2. One superintendent;</li> <li>3. One school district human resources director;</li> <li>4. One elementary or secondary school principal; and</li> <li>5. One member of the public that may be a current or former school board member.</li> </ol> <p><b>Subd. 2a. First appointments.</b> (a) Directs the governor to nominate all board members. Establishes the initial terms of the board members.</p> <p>(b) Declares current members of the Board of Teaching ineligible for first appointments to the PELSB for four years.</p> <p><b>Subd. 4. Terms, compensation; removal; vacancies.</b> Establishes chapter 214 as the controlling law for provisions related to board operations if they are not provided for in this chapter.</p> <p><b>Subd. 4a. Administration.</b> (a) Directs the board to appoint an executive director of the PELSB and review the director and set their salary.</p> <p>(b) Establishes the executive director as the chief administrative office for the board.</p> <p>(c) Requires the Department of Administration to provide administrative support services according to Minnesota Statutes, section 16B.371.</p> <p>(d) Requires the Department of Education to provide offices and other space at no cost until January 1, 2020. After that date, allows the board to contract with the Department of Education or the Department of Administration for offices and other space.</p> <p><b>Effective Date.</b> Makes the section effective January 1, 2018.</p>		<ol style="list-style-type: none"> <li>2. one superintendent from the metropolitan area;</li> <li>3. one superintendent for outside the metropolitan area;</li> <li>4. one teacher preparation program provider staff person;</li> <li>5. one principal; and</li> <li>6. one member of the public.</li> </ol> <p><b>Subd. 2a. First appointments.</b> Provides expiration dates for first appointment to PELSB, and ineligibility of current Board of Teaching members for first appointments.</p> <p><b>Subd. 3. Vacant position.</b> Defines when a position is deemed vacant.</p> <p><b>Subd. 4. Terms, compensation; removal; vacancies.</b> Eliminates provision of staff, administrative services, and office space from list of functions that are provided in chapter 214.</p>

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Sec.	Article 11: State Agencies	Sec.	Article 11: State Agencies
			<p><b>Subd. 4a. Administration.</b> Establishes executive director appointment, removal, and duties. Requires Department of Administration to provide administrative support services. Requires Department of Education to provide offices until January 1, 2020.</p> <p><b>Subd. 5. District reimbursement for costs of substitute teachers.</b> Substitutes PELSB name in provision relating to reimbursing districts for cost of substitute teachers.</p> <p><b>Effective date.</b> Makes this section September 1, 2017.</p>
5	<p><b>Section 5. Meetings.</b> Substitutes the PELSB for the Board of Teaching. Requires the executive director to fulfill the duties of section 122A.09, subdivision 9.</p> <p><b>Effective Date.</b> Makes the section effective January 1, 2018.</p>	<p><b>H.F. 140, Art. 1, § 3</b></p>	<p><b>Meetings.</b> Substitutes PELSB name, and adds language regarding duties of executive secretary.</p> <p><b>Effective date.</b> Makes this section September 1, 2017.</p>
6	<p><b>Section 6. Code of ethics.</b> Substitutes the PELSB for the Board of Teaching.</p> <p><b>Effective Date.</b> Makes the section effective July 1, 2018.</p>	<p><b>H.F. 140, Art. 1, § 4</b></p>	<p><b>Code of ethics.</b> Substitutes PELSB name.</p> <p><b>Effective date.</b> Makes this section September 1, 2017.</p>
7	<p><b>Section 7. Advise members of profession.</b> Substitutes the PELSB for the Board of Teaching.</p> <p><b>Effective Date.</b> Makes the section effective July 1, 2018.</p>	<p><b>H.F. 140, Art. 1, § 5</b></p>	<p><b>Advise members of profession.</b> Substitutes PELSB name.</p> <p><b>Effective date.</b> Makes this section September 1, 2017.</p>
8	<p><b>Section 8. Election of chair and officers.</b> Substitutes the PELSB for the Board of Teaching.</p> <p><b>Effective Date.</b> Makes the section effective January 1, 2018.</p>	<p><b>H.F. 140, Art. 1, § 6</b></p>	<p><b>Election of chairs and officers.</b> Substitutes PELSB name.</p> <p><b>Effective date.</b> Makes this section September 1, 2018.</p>
9	<p><b>Section 9. Licensing.</b> (a) Requires the PELSB to license teachers except for supervisory personnel. Prohibits the board from delegating its licensing authority. Directs the board to evaluate candidates for compliance with licensure requirements and to develop licensure verification requirements.</p>	<p><b>H.F. 140, Art. 1, § 7</b></p>	<p><b>Licensing.</b> Requires PELSB to license teachers. Prohibits board from delegating its authority to make licensing decisions. Eliminates board’s general authority to adopt teacher licensure rules.</p> <p>Language regarding approval of teacher preparation programs, license requirements, renewal, and teacher assessments is moved to other sections.</p>

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Sec.	Article 11: State Agencies	Sec.	Article 11: State Agencies
	<p>(b) Directs the board to adopt rules to establish a passing score on a board-adopted skills examination for a tier 2, 3, or 4 teaching license.</p> <p>(c) Directs the board to adopt rules to approve teacher preparation programs, alternative teacher preparation programs, and Montessori teacher training programs.</p> <p>(e) Directs the board to adopt rules establishing a passing score on pedagogy and licensure-specific teaching skills exams for Tier 2, 3, or 4 teaching licenses.</p> <p>(g) Provides licensure renewal requirements for Tier 3 and 4 teacher licensure candidates.</p> <p>(j) Strikes the provision for life licenses.</p> <p>(n) Strikes a requirement for the Board of Teaching to adopt rules related to applicants trained in other states and in alternative teaching licensure programs.</p> <p><b>Effective Date.</b> Makes the section effective July 1, 2018.</p>		<p><b>Effective date.</b> Makes this section September 1, 2018.</p>
10	<p><b>Section 10. Teacher and administrator preparation and performance data; report.</b> Substitutes the PELSB for the Board of Teaching. Requires the teacher and administrator preparation program survey results on student and graduate satisfaction to be disaggregated by race, except when disaggregation would reveal personally identifiable information or would not yield statistically reliable results.</p> <p><b>Effective Date.</b> Makes the section effective January 1, 2018.</p>	H.F. 140, Art. 1, § 8	<p><b>Section 8. Reports.</b> Requires PELSB to provide reports in accordance with section 122A.091.</p> <p>Language specifying reports is consolidated in section 122A.091.</p> <p><b>Effective date.</b> Makes this section September 1, 2018.</p>
11	<p><b>Section 11. Register of persons licensed.</b> Substitutes the PELSB for the Board of Teaching.</p> <p><b>Effective Date.</b> Makes the section effective January 1, 2018.</p>	H.F. 140, Art. 1, § 9	<p><b>Register of persons licensed.</b> Substitutes PELSB name.</p> <p><b>Effective date.</b> Makes this section September 1, 2017.</p>
12	<p><b>Section 12. Professional Educator Licensing and Standards Board money.</b> Substitutes the PELSB for the Board of Teaching.</p> <p><b>Effective Date.</b> Makes the section effective immediately.</p>	H.F. 140, Art. 1, § 10	<p><b>Board money.</b> Eliminates requirement that commissioner of education provide support to the board. Requires appropriations to board be used to administer section 120B.36 and sections in chapter 122A.</p> <p><b>Effective date.</b> Makes this section effective the day following final enactment.</p>

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Sec.	Article 11: State Agencies	Sec.	Article 11: State Agencies
13	<p><b>Section 13. Professional Educator Licensing and Standards Board must adopt rules.</b> (a) Requires the board to adopt rules to implement certain sections.</p> <p>(b) Declares that session law or statute prevail when a rule is in conflict with a session law or statute. Requires terms adopted in rule to be clearly defined and not construed to conflict with terms adopted in statute or session law.</p> <p><b>Effective Date.</b> Makes the section effective July 1, 2018.</p>	<p><b>H.F. 140, Art. 1, § 11</b></p>	<p><b>Board rules.</b> Requires PELSB name to adopt rules to implement certain sections. Provides that law prevails over board rules. Requires board to adopt rules relating to licensure fields and grade levels that a teacher may be licensed to teach. Requires board to consider proposed rule’s effect on teacher supply and demand. Clarifies that board has limited rulemaking authority.</p> <p><b>Effective date.</b> Makes this section effective July 1, 2018.</p>
14	<p><b>Section 14. Permissions.</b> Substitutes the PELSB for the Board of Teaching. Strikes language relating to one-year professional licenses for Montessori trained teachers teaching in a Montessori program. Strikes language relating to one-year waivers for certain career and technical education teachers. Allows a candidate that has a career and technical education certification to apply for a Tier 1 license.</p> <p><b>Effective Date.</b> Makes the section effective July 1, 2018.</p>	<p><b>H.F. 140, Art. 1, § 12</b></p>	<p><b>Permissions.</b> Substitutes PELSB name in provision allowing board to grant permissions, including waivers to rules for experimental programs implemented by a school district or charter school. Eliminates language regarding one-year license and one-year waiver. Provides that candidates with career and technical education certification may apply for a Tier 1 license under section 122A.181.</p> <p><b>Effective date.</b> Makes this section effective July 1, 2018.</p>
	<p><b>No comparable provision.</b></p>	<p><b>H.F. 140, Art. 1, § 14</b></p>	<p><b>Teacher preparation programs.</b> Consolidates requirements regarding teacher preparation program approval and other preparation program requirements.</p> <p><b>Subd. 1. Rules.</b> Requires PELSB to adopt rules to approve teacher preparation programs.</p> <p><b>Subd. 2. Requirements for board approval.</b> Provides requirements for program approval. Eliminates requirement for content-specific, board-approved, performance-based assessment that measures teacher candidates in three areas.</p> <p><b>Subd. 3. Specialized credentials.</b> Requires PELSB to adopt rules for specialized credentials.</p> <p><b>Subd. 4. Teacher educators.</b> Requires PELSB to adopt rules requiring teacher educators to work with elementary or secondary school teachers.</p> <p><b>Subd. 5. Reading strategies.</b> Requires teacher preparation programs to include instruction in reading strategies.</p>

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Sec.	Article 11: State Agencies	Sec.	Article 11: State Agencies
			<p><b>Subd. 6. Technology strategies.</b> Requires teacher preparation programs to include instruction in using technology.</p> <p><b>Subd. 7. Remain in effect.</b> Provides that a program approved by the Board of Teaching is approved until PELSB denies approval or reapproves the program.</p> <p><b>Subd. 8. Student teaching program.</b> Allows programs to provide one-year student teaching programs.</p>
	<b>No comparable provision.</b>	<b>H.F. 140, Art. 1, § 15</b>	<b>Fraud; gross misdemeanor.</b> Recodifies language from section 122A.09, subdivision 8, classifying a false claim to be a licensed teacher as a gross misdemeanor.
	<b>No comparable provision.</b>	<b>1</b>	<b>Fee.</b> Requires administrator license fees to be deposited in the special revenue fund.
	<b>No comparable provision.</b>	<b>2</b>	<p><b>Special revenue fund accounts; educator licensing and background checks.</b></p> <p><b>Subd. 1. Educator licensure account.</b> Establishes an educator licensure account in the special revenue fund.</p> <p><b>Subd. 2. Background check account.</b> Establishes an educator licensure background check account in the special revenue fund.</p>
	<b>No comparable provision.</b>	<b>3</b>	<b>Temporary military license.</b> Requires the Board of Teaching to deposit application fees in the special revenue fund.
	<b>No comparable provision.</b>	<b>4</b>	<b>Background check.</b> Requires background check payments to be deposited in the special revenue fund.
	<b>No comparable provision.</b>	<b>5</b>	<b>Licensure applications.</b> Requires application fees for issuance, revenue, or extension to be deposited in the special revenue fund.
<b>Art. 3, § 17</b>	<b>Section 17. Licensure via portfolio.</b> Substitutes the PELSB for the Board of Teaching. Requires a candidate to submit one portfolio demonstrating pedagogical competence and one portfolio demonstrating content competence. If the candidate	<b>6</b>	<b>Licensure via portfolio.</b> Requires portfolio fees to be deposited in the special revenue fund.



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Sec.	Article 11: State Agencies	Sec.	Article 11: State Agencies
	is adding a licensure field, they are required to submit one portfolio for each field they seek to add.		
	<b>No comparable provision.</b>	7	<b>Annual appropriations.</b> Requires that money deposited in the educator licensure account be appropriated annually to the Board of Teaching.
15	<b>Section 15. District Verification of Teacher Licenses.</b> Substitutes the PELSB for the Department. <b>Effective Date.</b> Makes the section effective January 1, 2018.	H.F. 140, Art. 1, § 16	<b>District verification of teacher licenses.</b> Substitutes PELSB name in provision requiring districts to verify teacher is qualified.
16	<b>Section 16. Survey of districts.</b> Ends the Commissioner’s survey of school districts and teacher preparation programs in 2020.	H.F. 140, Art. 1, § 17	<b>Survey of districts.</b> Limits Department of Education’s responsibility over teacher supply and demand report to end in 2020, when PELSB will take responsibility for report under section 122A.092, subdivision 5.
17	<b>Section 17. Services provided.</b> Strikes language relating to the Commissioner providing services to the Board of Teaching. <b>Effective Date.</b> Makes the section effective July 1, 2018.	H.F. 140, Art. 1, § 18	<b>Commissioner of education services.</b> Eliminates requirement that commissioner of education provide Board of Teaching offices and other space.
	<b>No comparable provision.</b>	H.F. 140, Art. 1, § 19	<b>Executive director and executive secretary hiring.</b> Removes Board of Teaching from list of boards where executive director, executive secretary, and other employees are hired by the board. Executive director is appointed as provided in section 122A.07. <b>Effective date.</b> Makes this section effective September 1, 2017.
18	<b>Section 18. Coordination with Professional Educator Licensing and Standards Board.</b> Substitutes the PELSB for the Board of Teaching. <b>Effective Date.</b> Makes the section effective January 1, 2018.	H.F. 140, Art. 1, § 20	<b>Coordination with other agencies.</b> Substitutes PELSB name in provision requiring agencies to coordinate regarding requirements for some school personnel. <b>Effective date.</b> Makes this section effective September 1, 2017.
19	<b>Section 19. Report; Perpich Center for Arts Education.</b> Requires the Perpich Center director to report to the legislature annually for the next five years on the center's progress in addressing the findings in the legislative auditor's audit and evaluation reports.		<b>No comparable provision.</b>

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Sec.	Article 11: State Agencies	Sec.	Article 11: State Agencies
20	<p><b>Section 20. Transfer of Powers.</b> (a) Transfers the responsibilities of the Board of Teaching and the Department of Education related to licensure and credentialing of teachers to the Professional Educator Licensing and Standards Board. Transfers all classified and unclassified positions associated with the transferred responsibilities to the PELSB.</p> <p>(b) Transfers the responsibilities of the Department of Education related to licensure of school administrators to the Board of School Administrators.</p> <p>(c) Requires the PELSB to review all Board of Teaching rules and amend or repeal the rules not consistent with statute. Requires the PELSB to review all teacher preparation programs approved by the Board of Teaching.</p> <p><b>Effective Date.</b> Makes the section effective January 1, 2018.</p>	<p><b>H.F. 140, Art. 1, § 21</b></p>	<p><b>Transfer of powers.</b> Transfers responsibilities for licensure and credentialing of teachers and school personnel from Board of Teaching and MDE to PELSB in accordance with section 15.039. Section 15.039 provides for effect of transfers on rules, court actions, contracts, obligations, unexpended funds, personnel, and transfer of property.</p> <p>Requires PELSB to review Board of Teaching rules, and approved teacher preparation programs.</p> <p><b>Effective date.</b> Makes this section effective September 1, 2017.</p>
21	<p><b>Section 21. First Appointments to the Professional Educator Licensing and Standards Board.</b> Requires the governor to make the first appointment to the board by September 1, 2017, for terms that begin January 1, 2018.</p>		<p><b>No comparable provision.</b></p>
22	<p><b>Section 22. Implementation Report.</b> Directs the PELSB to report to the legislature on the implementation of the teacher licensure system.</p> <p><b>Effective Date.</b> Makes the section effective January 1, 2018.</p>	<p><b>H.F. 140, Art. 1, § 13</b></p>	<p><b>Section 13. Reports.</b> Consolidates teacher-related reports by board and other entities under section 122A.091.</p> <p><b>Subd. 1. Teacher and administrator preparation and performance data; report.</b> Requires PELSB and Board of School Administrators (BOSA) to collect and report teacher and administration preparation and performance data.</p> <p><b>Subd. 2. Teacher preparation program reporting.</b> Requires PELSB to post on its website data related to teacher preparation programs.</p> <p><b>Subd. 3. School district reports.</b> Requires school districts to report certain teacher data to PELSB and BOSA.</p> <p><b>Subd. 4. State reports.</b> Requires PELSB to prepare reports on board activities under section 214.07.</p>

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Sec.	Article 11: State Agencies	Sec.	Article 11: State Agencies
			<p><b>Subd. 5. Survey of districts.</b> Requires PELSB to survey school districts and submit teacher supply and demand report starting in 2021; report is currently responsibility of Department of Education.</p> <p><b>Subd. 6. Implementation report.</b> Requires PELSB to report on implementation of tiered licensure system.</p> <p><b>Effective date.</b> Makes this section effective September 1, 2017.</p>
	<b>No comparable provision.</b>	<b>8</b>	<b>Transfers.</b> Requires the commissioner of management and budget to transfer money into the educator licensure account in the special revenue fund.
<b>23</b>	<b>Section 23. Appropriations; Department of Education.</b> Establishes the agency’s budget. See fiscal tracking sheets.	<b>9</b>	<b>Appropriations; MDE.</b> See House fiscal tracking sheet ( <a href="http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets">http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets</a> ).
<b>24</b>	<b>Section 24. Appropriations; Board of Teaching.</b> Establishes the Board of Teaching’s budget. See fiscal tracking sheets.	<b>10</b>	<b>Appropriations; BoT.</b> See House fiscal tracking sheet ( <a href="http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets">http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets</a> ).
		<b>11</b>	<b>Appropriations; BoSA.</b> See House fiscal tracking sheet ( <a href="http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets">http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets</a> ).
<b>25</b>	<b>Section 25. Appropriations; Minnesota State Academies.</b> Establishes the budget for the Minnesota State Academies for the Deaf and Blind. See fiscal tracking sheets.	<b>12</b>	<b>Appropriations; MN State Academies.</b> See House fiscal tracking sheet ( <a href="http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets">http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets</a> ).
<b>26</b>	<b>Section 26. Appropriations; Perpich Center for Arts Education (PCAE).</b> Establishes the PCAE’s budget. See fiscal tracking sheets.	<b>13</b>	<b>Appropriations; Perpich Center.</b> See House fiscal tracking sheet ( <a href="http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets">http://www.house.leg.state.mn.us/Fiscal/Home/TrackingSheets</a> ).
<b>27</b>	<b>Section 27. Revisor Instruction.</b> Directs the revisor to substitute the term “Professional Educator Licensing and Standards Board” for “Board of Teaching” in Minnesota statutes and rules.	<b>H.F. 140, Art. 1, § 22</b>	<b>Revisor instruction.</b> Instructs revisor to substitute PELSB name for Board of Teaching.
		<b>H.F. 140, Art. 1, § 23</b>	<b>Repealer.</b> Repeals section 122A.09, subdivisions 5, 8, and 11. Subdivision 5 requires commissioner of education to comment on rules proposed by Board of Teaching. Subdivision 8 contains language that is recoded under

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Sec.	Article 11: State Agencies	Sec.	Article 11: State Agencies
			section 122A.093. Subdivision 11 contains language recoded in section 122A.09, subdivision 2. <b>Effective date.</b> Makes this section effective September 1, 2017.

Sec.	Article 12: Forecast Adjustment	Sec.	Article 12: Forecast Adjustment
	See fiscal tracking sheets.		Same. See fiscal tracking sheets.