Senate Language UEH2749-1

House Language H2749-2

UEH2749-1

ARTICLE 13
EDUCATION EXCELLENCE

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

Subd. 11. **Student-user privacy requirements.** Section 125B.27 governs privacy and information practices of online educational services.

ARTICLE 8
EDUCATION EXCELLENCE

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

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

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

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

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

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

(i) child illness, medical, dental, orthodontic, or counseling appointments;

(ii) family emergencies;

(iii) the death or serious illness or funeral of an immediate family member;

(iv) active duty in any military branch of the United States;

(v) the child has a condition that requires ongoing treatment for a mental health diagnosis; or

(vi) other exemptions included in the district's school attendance policy;

(2) that the child has already completed state and district standards required for graduation from high school; or

(3) that it is the wish of the parent, guardian, or other person having control of the child, that the child attend for a period or periods not exceeding in the aggregate three hours in any week, a school for religious instruction conducted and maintained by some church, or association of churches, or any Sunday school association incorporated under the laws of this state, or any auxiliary thereof. This school for religious instruction must be conducted and maintained in a place other than a public school building, and it must not, in whole or in part, be conducted and maintained at public expense. However, a child may be absent from school on such days as the child attends upon instruction according to the ordinances of some church.

(b) Notwithstanding subdivision 6, paragraph (a), a parent may withdraw a child from an all-day, every day kindergarten program and put their child in a half-day program, if offered, or an alternate-day program without being truant. A school board must excuse a kindergarten child from a part of a school day at the request of the child's parent.

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

Sec. 3. Minnesota Statutes 2014, section 120A.42, is amended to read:

120A.42 CONDUCT OF SCHOOL ON CERTAIN HOLIDAYS.

(a) The governing body of any district may contract with any of the teachers of the district for the conduct of schools, and may conduct schools, on either, or any, of the following holidays, provided that a clause to this effect is inserted in the teacher's contract: Martin Luther King's birthday, Lincoln's and Washington's birthdays, Columbus Day and Veterans' Day. On Martin Luther King's birthday, Washington's birthday, Lincoln's birthday, and Veterans' Day at least one hour of the school program must be devoted to a patriotic observance of the day.

Senate Language S2744-2

House Language H2749-2

S2744-2

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

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

(1) language arts;

(2) mathematics;

(3) science;

(4) social studies, including history, geography, economics, and government and citizenship that includes civics consistent with section 120B.237;

(5) physical education;

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

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

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

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

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

Senate Language UEH2749-1

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

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

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

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

273.16 (1) language arts;

273.17 (2) mathematics;

273.18 (3) science;

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

273.21 (5) physical education;

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

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

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

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

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

41.11 (1) language arts;

41.12 (2) mathematics;

41.13 (3) science;

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

41.16 (5) physical education;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Senate Language S2744-2

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Subdivision 1. **Exclusion from class; recess.** A student may be excused from a physical education class if the student submits written information signed by a physician stating that physical activity will jeopardize the student's health. A student may be excused from a physical education class if being excused meets the child's unique and individualized needs according to the child's individualized education program, federal 504 plan, or individualized health plan. A student may be excused if a parent or guardian requests an exemption on religious grounds. A student with a disability must be provided with modifications or adaptations that allow physical education class to meet their needs. Schools are strongly encouraged not to exclude students in kindergarten through grade 5 from recess due to punishment or disciplinary action.

Subd. 2. **Teachers.** Physical education must be taught by teachers who are licensed to teach physical education. A physical education teacher shall be adequately prepared and regularly participate in professional development activities under section 122A.60.

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Sec. 2. Minnesota Statutes 2014, section 120B.11, subdivision 1a, is amended to read:

Subd. 1a. **Performance measures.** Measures to determine school district and school site progress in striving to create the world's best workforce must include at least:

~~(1) student performance on the National Assessment of Education Progress where applicable;~~

~~(2)~~ (1) the size of the academic achievement gap, rigorous course taking under section 120B.35, subdivision 3, paragraph (c), clause (2), and enrichment experiences by student subgroup;

~~(3)~~ (2) student performance on the Minnesota Comprehensive Assessments;

~~(4)~~ (3) high school graduation rates; and

~~(5)~~ (4) career and college readiness under section 120B.30, subdivision 1.

Sec. 3. Minnesota Statutes 2014, section 120B.11, subdivision 2, is amended to read:

Subd. 2. **Adopting plans and budgets.** A school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes:

(1) clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause (2);

Sec. 8. Minnesota Statutes 2014, section 120B.11, subdivision 1a, is amended to read:

Subd. 1a. **Performance measures.** Measures to determine school district and school site progress in striving to create the world's best workforce must include at least:

~~(1) student performance on the National Assessment of Education Progress where applicable;~~

~~(2)~~ (1) the size of the academic achievement gap, rigorous course taking under section 120B.35, subdivision 3, paragraph (c), clause (2), and enrichment experiences by student subgroup;

~~(3)~~ (2) student performance on the Minnesota Comprehensive Assessments;

~~(4)~~ (3) high school graduation rates; and

~~(5)~~ (4) career and college readiness under section 120B.30, subdivision 1.

Sec. 9. Minnesota Statutes 2014, section 120B.11, subdivision 2, is amended to read:

Subd. 2. **Adopting plans and budgets.** A school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes:

(1) clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause (2);

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(5) help students access education and career options;

(6) integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;

(7) help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;

(8) help identify collaborative partnerships among prekindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transition to postsecondary education and employment and provide students with applied and experiential learning opportunities; and

(9) be reviewed and revised at least annually by the student, the student's parent or guardian, and the school or district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

(b) A school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.

(c) Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.

Senate Language S2744-2

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

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

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

120B.15 GIFTED AND TALENTED STUDENTS PROGRAMS.

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

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

(1) multiple and objective criteria; and

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

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

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

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

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

UEH2749-1

House Language H2749-2

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

120B.15 GIFTED AND TALENTED STUDENTS PROGRAMS.

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

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

(1) multiple and objective criteria; and

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

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

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

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

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

Senate Language S2744-2

House Language H2749-2

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

120B.232 CHARACTER DEVELOPMENT EDUCATION.

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

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

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

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

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

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

S2744-2

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

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

Senate Language S2744-2

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

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

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

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

House Language H2749-2

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

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

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

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

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

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

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

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

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

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

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

(1) mathematics;

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

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

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

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

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

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

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

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

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

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

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

Senate Language S2744-2

House Language H2749-2

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

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

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

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

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

Senate Language S2744-2

House Language H2749-2

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Senate Language S2744-2

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

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

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

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

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

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

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

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

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

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

Senate Language UEH2749-1

House Language H2749-2

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

(f) Reporting of state assessment results must:

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

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

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

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

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

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

UEH2749-1

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

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

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

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

(2) data privacy safeguards for student information to be transmitted to or used by the proposing entity.

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

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

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

S2744-2

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

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

Sec. 12. Minnesota Statutes 2015 Supplement, section 120B.301, is amended to read:

120B.301 LIMITS ON LOCAL TESTING.

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

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

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

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

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

Sec. 16. Minnesota Statutes 2015 Supplement, section 120B.301, is amended to read:

120B.301 LIMITS ON LOCAL TESTING.

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

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

Senate Language UEH2749-1

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

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

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

UEH2749-1

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

House Language H2749-2

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

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

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

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

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

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

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

Senate Language S2744-2

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

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

S2744-2

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

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

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

House Language H2749-2

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

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

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

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

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

Senate Language S2744-2

House Language H2749-2

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

UEH2749-1

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

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

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

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

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

S2744-2

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

Subdivision 1. **School and student indicators of growth and achievement.** The commissioner must develop and implement a system for measuring and reporting academic achievement and individual student growth, consistent with the statewide educational accountability and reporting system. The system components must measure and separately report the ~~adequate yearly progress~~ federal expectations of schools and the growth of individual students: students' current achievement in schools under subdivision 2; and individual students' educational growth over time under subdivision 3. The system also must include statewide measures of student academic growth that identify schools with high levels of growth, and also schools with low levels of growth that need improvement. When determining a school's effect, the data must include both statewide measures of student achievement and, to the extent annual tests are administered, indicators of achievement growth that take into account a student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. Indicators that take into account a student's prior achievement must not be used to disregard a school's low achievement or to exclude a school from a program to improve low achievement levels.

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

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

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

(c) The commissioner must:

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

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

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

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

Senate Language S2744-2

House Language H2749-2

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

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

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

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

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

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

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

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

Senate Language S2744-2

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

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

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

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

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

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

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

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

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

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

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

Senate Language UEH2749-1

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

UEH2749-1

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

120B.35 STUDENT ACADEMIC ACHIEVEMENT AND GROWTH.

Subdivision 1. **~~School and~~ Student indicators of growth and achievement.** The commissioner must develop and implement a system for measuring and reporting academic achievement and individual student growth, consistent with the statewide educational accountability and reporting system. The system components must measure and separately report the adequate yearly progress of schools and the growth of individual students: students' current achievement in schools under subdivision 2; and individual students' educational growth over time under subdivision 3. The system also must include statewide measures of student academic growth that identify schools with high levels of growth, and also schools with low levels of growth that need improvement. ~~When determining a school's effect,~~ The data must include both statewide measures of student achievement and, to the extent annual tests are administered, indicators of achievement growth that take into account a student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide summative, interim, or formative assessments. Indicators that take into account a student's prior achievement must not be used to disregard a school's low achievement or to exclude a school from a program to improve low achievement levels.

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

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

House Language H2749-2

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

120B.35 STUDENT ACADEMIC ACHIEVEMENT AND GROWTH.

Subdivision 1. **~~School and~~ Student indicators of growth and achievement.** The commissioner must develop and implement a system for measuring and reporting academic achievement and individual student growth, consistent with the statewide educational accountability and reporting system. The system components must measure and separately report the ~~adequate yearly progress~~ federal expectations of schools and the growth of individual students: students' current achievement in schools under subdivision 2; and individual students' educational growth over time under subdivision 3. The system also must include statewide measures of student academic growth that identify schools with high levels of growth, and also schools with low levels of growth that need improvement. ~~When determining a school's effect,~~ The data must include both statewide measures of student achievement and, to the extent annual tests are administered, indicators of achievement growth that take into account a student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. Indicators that take into account a student's prior achievement must not be used to disregard a school's low achievement or to exclude a school from a program to improve low achievement levels.

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

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

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(c) The commissioner must:

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

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

(d) The commissioner shall establish and maintain a continuous improvement Web site designed to make aggregated and disaggregated student growth and, under section 120B.11, subdivision 2, clause (2), student learning and outcome data on every school and district available to parents, teachers, administrators, community members, and the general public, consistent with this section.

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

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

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

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(c) The commissioner must:

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

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

(d) The commissioner shall establish and maintain a continuous improvement Web site designed to make aggregated and disaggregated student growth and, under section 120B.11, subdivision 2, clause (2), student learning and outcome data on every school and district available to parents, teachers, administrators, community members, and the general public, consistent with this section.

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

(2) For purposes of paragraphs (b), (c), and (d), the commissioner must analyze and report separate categories of information using the student categories identified under the federal Elementary and Secondary Education Act, as most recently reauthorized and, in addition to the Karen community, other student categories as determined by the total Minnesota population at or above the 1,000-person threshold based on the most recent decennial census, including ethnicity; race; refugee status; English language learners under section 124D.59; home language; free or reduced-price lunch; immigrant; and all students enrolled in a Minnesota public school who are currently or were previously in foster care, except that such disaggregation and cross tabulation is not required if the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Senate Language UEH2749-1

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

Sec. 12. Minnesota Statutes 2014, section 120B.36, as amended by Laws 2015, First Special Session chapter 3, article 2, section 8, is amended to read:

120B.36 SCHOOL ACCOUNTABILITY~~; APPEALS PROCESS~~.

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

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

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

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

House Language H2749-2

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

Sec. 23. Minnesota Statutes 2014, section 120B.36, as amended by Laws 2015, First Special Session chapter 3, article 2, section 8, is amended to read:

120B.36 SCHOOL ACCOUNTABILITY~~; APPEALS PROCESS~~.

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

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

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

(d) A school or district may appeal its ~~adequate yearly progress status in writing to the commissioner within 30 days of receiving the notice of its status~~ results in a form and manner determined by the commissioner and consistent with federal law. The commissioner's decision to uphold or deny an appeal is final.

Senate Language UEH2749-1

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

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

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

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

House Language H2749-2

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

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

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

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

Senate Language UEH2749-1

House Language H2749-2

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

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

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

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

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

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

S2744-2

Sec. 19. Minnesota Statutes 2014, section 120B.36, as amended by Laws 2015, First Special Session chapter 3, article 2, section 8, is amended to read:

120B.36 SCHOOL ACCOUNTABILITY; APPEALS PROCESS.

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

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

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

(d) A school or district may appeal its ~~adequate yearly progress status in writing to the commissioner within 30 days of receiving the notice of its status~~ results in a form and manner determined by the commissioner and consistent with federal law. The commissioner's decision to uphold or deny an appeal is final.

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

Senate Language S2744-2

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

House Language H2749-2

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

121A.53 REPORT TO COMMISSIONER OF EDUCATION.

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

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

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

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

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

Senate Language S2744-2

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Senate Language S2744-2

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

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

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

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

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

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

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

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

House Language H2749-2

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

121A.64 NOTIFICATION; TEACHERS' LEGITIMATE EDUCATIONAL INTEREST.

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

Senate Language UEH2749-1

House Language H2749-2

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

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

UEH2749-1

288.23 Sec. 19. Minnesota Statutes 2014, section 123B.04, subdivision 2, is amended to read:

288.24 Subd. 2. **Agreement.** (a) The school board and a school site may enter into an
288.25 agreement under this section solely to develop and implement an individualized learning
288.26 and achievement contract under subdivision 4.

288.27 (b) Upon the request of 60 percent of the licensed employees of a site or a school
288.28 site decision-making team, the school board shall enter into discussions to reach an
288.29 agreement concerning the governance, management, or control of the school. A school
288.30 site decision-making team may include the school principal, teachers in the school or their
288.31 designee, other employees in the school, representatives of pupils in the school, or other
288.32 members in the community. A school site decision-making team must include at least one
288.33 parent of a pupil in the school. For purposes of formation of a new site, a school site
288.34 decision-making team may be a team of teachers that is recognized by the board as a site.
289.1 The school site decision-making team shall include the school principal or other person
289.2 having general control and supervision of the school. The site decision-making team
289.3 must reflect the diversity of the education site. At least one-half of the members shall be
289.4 employees of the district, unless an employee is the parent of a student enrolled in the school
289.5 site, in which case the employee may elect to serve as a parent member of the site team.

289.6 (c) School site decision-making agreements must delegate powers, duties, and
289.7 broad management responsibilities to site teams and involve staff members, students as
289.8 appropriate, and parents in decision making.

289.9 (d) An agreement shall include a statement of powers, duties, responsibilities, and
289.10 authority to be delegated to and within the site.

Senate Language UEH2749-1

House Language H2749-2

(e) An agreement may include:

(1) an achievement contract according to subdivision 4;

(2) a mechanism to allow principals, a site leadership team, or other persons having general control and supervision of the school, to make decisions regarding how financial and personnel resources are best allocated at the site and from whom goods or services are purchased;

(3) a mechanism to implement parental involvement programs under section 124D.895 and to provide for effective parental communication and feedback on this involvement at the site level;

(4) a provision that would allow the team to determine who is hired into licensed and nonlicensed positions;

(5) a provision that would allow teachers to choose the principal or other person having general control;

(6) an amount of revenue allocated to the site under subdivision 3; and

(7) any other powers and duties determined appropriate by the board.

An agreement may assign such powers, duties, and management responsibilities to the licensed teachers at a school site to create teacher-governed schools and qualify the district and site for a grant under subdivision 2a.

The school board of the district remains the legal employer under clauses (4) and (5).

(f) Any powers or duties not delegated to the school site management team in the school site management agreement shall remain with the school board.

(g) Approved agreements shall be filed with the commissioner. If a school board denies a request or the school site and school board fail to reach an agreement to enter into a school site management agreement, the school board shall provide a copy of the request and the reasons for its denial to the commissioner.

(h) A site decision-making grant program is established, consistent with this subdivision, to allow sites to implement an agreement that at least:

(1) notwithstanding subdivision 3, allocates to the site all revenue that is attributable to the students at that site;

(2) includes a provision, consistent with current law and the collective bargaining agreement in effect, that allows the site team to decide who is selected from within the district for licensed and nonlicensed positions at the site and to make staff assignments in the site; and

(3) includes a completed performance agreement under subdivision 4.

The commissioner shall establish the form and manner of the application for a grant and annually, at the end of each fiscal year, report to the house of representatives and senate committees having jurisdiction over education on the progress of the program.

EFFECTIVE DATE. This section is effective for fiscal year 2017 and later.

Sec. 20. Minnesota Statutes 2014, section 123B.04, is amended by adding a subdivision to read:

Subd. 2a. **Teacher-governed schools.** (a) Consistent with subdivision 2 allowing a school board to agree to assign powers, duties, and management responsibilities to a school site, and subject to an agreement between the interested school board and the exclusive representative of the teachers, a grant program is established to encourage licensed teachers employed at a school site to explore and develop organizational models for teaching and learning, provide curriculum and corresponding formative, interim, and summative assessments, measure and evaluate teacher performance, assign teaching positions and restructure instructional work, provide professional development to support teachers restructuring their work, allocate revenue, assert autonomy and leadership, and pursue other such policies, strategies, and activities for creating teacher-governed schools.

(b) The commissioner, after receiving the approved agreement filed by the parties under subdivision 2, paragraph (g), shall award planning and start-up grants on a first-come, first-served basis until appropriated funds are expended, distributing the grants throughout Minnesota to the extent practicable and consistent with this subdivision. Subject to the content and projected expenditures of the parties' agreement, the commissioner shall award grants to eligible districts as follows:

(1) a planning grant of up to $20,000 during the first year of the parties' agreement; and

(2) an implementation grant of up to $100,000 during each of the next two years of the parties' agreement.

A grant recipient that terminates an agreement before the end of a school year must return a pro rata portion of the grant to the commissioner, the amount of which the commissioner must determine based upon the number of school days remaining in the school year after the agreement is terminated. Grant recipients are encouraged to seek matching funds or in-kind contributions from nonstate sources to supplement the grant awards.

(c) A school district receiving a grant must transmit to the commissioner in an electronic format and post on its Web site by the end of the school year readily accessible information about recommended best practices based on its experience and progress under this section. The commissioner must make information about these recommended best practices readily available to interested districts and schools throughout Minnesota.

Senate Language UEH2749-1

House Language H2749-2

291.11 **EFFECTIVE DATE.** This section is effective for fiscal year 2017 and later.

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

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

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

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

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

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

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

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

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

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

S2744-2

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

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

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

UEH2749-1

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

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

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

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

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

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

S2744-2

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(i) identification of challenges facing the school;

(ii) analysis of the student body, including:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(g) Each school site receiving funding under this section must establish at least two of the following types of programming:

(1) early childhood:

(i) early childhood education; and

(ii) child care services;

(2) academic:

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

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

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

(iv) programs that provide assistance to students who have been truant, suspended, or expelled; and

(v) specialized instructional support services;

(3) parental involvement:

(i) programs that promote parental involvement and family literacy~~, including the Reading First and Early Reading First programs authorized under part B of title I of the Elementary and Secondary Education Act of 1965, United States Code, title 20, section 6361, et seq.~~;

(ii) parent leadership development activities; and

(iii) parenting education activities;

(4) mental and physical health:

(i) mentoring and other youth development programs, including peer mentoring and conflict mediation;

(ii) juvenile crime prevention and rehabilitation programs;

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

(iv) developmentally appropriate physical education;

(v) nutrition services;

(vi) primary health and dental care; and

(vii) mental health counseling services;

(5) community involvement:

(i) service and service-learning opportunities;

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

(iii) homeless prevention services;

(6) positive discipline practices; and

(7) other programming designed to meet school and community needs identified in the baseline analysis and reflected in the full-service community school plan.

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(h) The school leadership team at each school site must develop a full-service community school plan detailing the steps the school leadership team will take, including:

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

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

(3) maintenance of measurable data showing annual participation and the impact of programming on the participating children and adults;

(4) documentation of meaningful and sustained collaboration between the school and community stakeholders, including local governmental units, civic engagement organizations, businesses, and social service providers;

(5) establishment and maintenance of partnerships with institutions, such as universities, hospitals, museums, or not-for-profit community organizations to further the development and implementation of community school programming;

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

(7) plan for school leadership team development.

UEH2749-1

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

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

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

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

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

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

House Language H2749-2

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

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

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

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

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

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

Senate Language UEH2749-1

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

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

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

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

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

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

(i) identification of challenges facing the school;

(ii) analysis of the student body, including:

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

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

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

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

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

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

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

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

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

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

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

(i) identification of challenges facing the school;

(ii) analysis of the student body, including:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

294.10 (g) Each school site receiving funding under this section must establish at least two
294.11 of the following types of programming:

294.12 (1) early childhood:

294.13 (i) early childhood education; and

294.14 (ii) child care services;

294.15 (2) academic:

House Language H2749-2

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

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

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

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

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

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

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

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

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

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

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

88.5 (g) Each school site receiving funding under this section must establish at least two
88.6 of the following types of programming:

88.7 (1) early childhood:

88.8 (i) early childhood education; and

88.9 (ii) child care services;

88.10 (2) academic:

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

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

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

(iv) programs that provide assistance to students who have been truant, suspended, or expelled; and

(v) specialized instructional support services;

(3) parental involvement:

(i) programs that promote parental involvement and family literacy, including the Reading First and Early Reading First programs authorized under part B of title I of the Elementary and Secondary Education Act of 1965, United States Code, title 20, section 6361, et seq.;

(ii) parent leadership development activities; and

(iii) parenting education activities;

(4) mental and physical health:

(i) mentoring and other youth development programs, including peer mentoring and conflict mediation;

(ii) juvenile crime prevention and rehabilitation programs;

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

(iv) developmentally appropriate physical education;

(v) nutrition services;

(vi) primary health and dental care; and

(vii) mental health counseling services;

(5) community involvement:

(i) service and service-learning opportunities;

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

(iii) homeless prevention services;

(6) positive discipline practices; and

(7) other programming designed to meet school and community needs identified in the baseline analysis and reflected in the full-service community school plan.

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

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

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

(iv) programs that provide assistance to students who have been truant, suspended, or expelled; and

(v) specialized instructional support services;

(3) parental involvement:

(i) programs that promote parental involvement and family literacy~~, including the Reading First and Early Reading First programs authorized under part B of title I of the Elementary and Secondary Education Act of 1965, United States Code, title 20, section 6361, et seq.~~;

(ii) parent leadership development activities; and

(iii) parenting education activities;

(4) mental and physical health:

(i) mentoring and other youth development programs, including peer mentoring and conflict mediation;

(ii) juvenile crime prevention and rehabilitation programs;

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

(iv) developmentally appropriate physical education;

(v) nutrition services;

(vi) primary health and dental care; and

(vii) mental health counseling services;

(5) community involvement:

(i) service and service-learning opportunities;

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

(iii) homeless prevention services;

(6) positive discipline practices; and

(7) other programming designed to meet school and community needs identified in the baseline analysis and reflected in the full-service community school plan.

Senate Language S2744-2

295.9 (h) The school leadership team at each school site must develop a full-service
295.10 community school plan detailing the steps the school leadership team will take, including:

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

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

295.13 (3) maintenance of measurable data showing annual participation and the impact
295.14 of programming on the participating children and adults;

295.15 (4) documentation of meaningful and sustained collaboration between the school
295.16 and community stakeholders, including local governmental units, civic engagement
295.17 organizations, businesses, and social service providers;

295.18 (5) establishment and maintenance of partnerships with institutions, such as
295.19 universities, hospitals, museums, or not-for-profit community organizations to further the
295.20 development and implementation of community school programming;

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

295.22 (7) plan for school leadership team development.

295.23 Sec. 24. Minnesota Statutes 2014, section 124D.59, is amended by adding a
295.24 subdivision to read:

295.25 Subd. 9. **English learner data.** When data on English learners are reported for
295.26 purposes of educational accountability, English learner data must include all pupils
295.27 enrolled in a Minnesota public school course or program who are currently or were
295.28 previously counted as an English learner under this section. Reported data must be
295.29 disaggregated by currently counted and previously counted English learners.

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

S2744-2

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

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

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

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

House Language H2749-2

89.4 (h) The school leadership team at each school site must develop a full-service
89.5 community school plan detailing the steps the school leadership team will take, including:

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

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

89.8 (3) maintenance of measurable data showing annual participation and the impact
89.9 of programming on the participating children and adults;

89.10 (4) documentation of meaningful and sustained collaboration between the school
89.11 and community stakeholders, including local governmental units, civic engagement
89.12 organizations, businesses, and social service providers;

89.13 (5) establishment and maintenance of partnerships with institutions, such as
89.14 universities, hospitals, museums, or not-for-profit community organizations to further the
89.15 development and implementation of community school programming;

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

89.17 (7) plan for school leadership team development.

89.18 Sec. 52. Minnesota Statutes 2014, section 124D.59, is amended by adding a
89.19 subdivision to read:

89.20 Subd. 9. **English learner data.** When data on English learners are reported for
89.21 purposes of educational accountability, English learner data must include all pupils
89.22 enrolled in a Minnesota public school course or program who are currently or were
89.23 previously counted as English learners under this section.

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

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

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

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

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

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

Senate Language S2744-2

House Language H2749-2

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

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

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

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

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

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

(b) "Racially isolated school district" means a district where the districtwide enrollment of protected students exceeds the enrollment of protected students of any adjoining district by more than 20 percentage points.

(c) "School" means a site in a public school district serving any of kindergarten through grade 12. For purposes of this section and section 124D.862, school does not mean:

(1) a charter school under chapter 124E;

(2) an area learning center under section 123A.05;

(3) a public alternative program under section 126C.05, subdivision 15;

(4) a contracted alternative program under section 124D.69;

(5) a school site specifically designed to address limited English proficiency;

(6) a school site specifically designed to address the needs of students with an individualized education program (IEP); or

(7) a secure or nonsecure treatment facility licensed by the Department of Human Services or the Department of Corrections.

(d) "Eligible district" means:

(1) a racially isolated independent, common, or special school district;

(2) an adjoining, independent, common, or special school district that files a plan with the commissioner; or

(3) an independent, common, or special school district that is a member of a multidistrict integration collaborative that files a plan with the commissioner.

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

Sec. 57. **[124D.8957] PREKINDERGARTEN THROUGH GRADE 12 PARENTAL RIGHTS CODED ELSEWHERE.**

Subdivision 1. **Scope.** The sections referred to in subdivisions 2 to 30 are codified outside this section. Those sections include many but not all the sections governing parental rights related to topics in prekindergarten through grade 12 education.

Subd. 2. **Compulsory instruction.** Parental rights related to compulsory instruction, including the right to withdraw a child from school; to receive notice related to transfer of disciplinary records; to excuse a child from school for illnesses, appointments, or religious events; and the right of noncustodial parents to access school records and conferences, among other rights, are governed by section 120A.22.

Subd. 3. **Longitudinal data.** The parental right to annual summary longitudinal performance and progress data is governed by section 120B.31.

Subd. 4. **Antibullying.** Parental rights related to school district antibullying policies, including the right to be involved in developing the policies, the right to be notified of incidents of prohibited conduct, and the right to be informed of data practices laws, are governed by section 121A.031.

Subd. 5. **Student discipline policies.** The parental right to notice in student discipline policies of rights under the Safe and Supportive Minnesota Schools Act is governed by section 121A.0311.

Subd. 6. **Early childhood development screening.** Parental rights to certain notice requirements related to early childhood development screening and to receive results of early childhood development screening are governed by section 121A.17. The parental right to provide consent before individual screening data may be disclosed to a school district is governed by section 121A.18.

Subd. 7. **Chemical abuse.** The parental right to be informed of a reported case of chemical abuse by a minor student is governed by section 121A.26.

Subd. 8. **Pesticides.** The parental right to be notified regarding the use of pesticides at a school is governed by the Janet B. Johnson Parents' Right-to-Know Act under section 121A.30.

Subd. 9. **Student dismissal.** The parental right to notice and a meeting regarding the removal of a student for more than ten days is governed by section 121A.45.

Subd. 10. **Exclusion and expulsion.** The parental right to be included in exclusion or expulsion hearing procedures, including access to records, ability to testify and present evidence, and inclusion in the student's readmission plan, is governed by section 121A.47.

Subd. 11. **Exclusion and expulsion appeal.** The parental right to notice of the right to appeal an exclusion or expulsion decision is governed by section 121A.49.

Subd. 12. **Reinstatement after termination of dismissal.** The parental right to notice of a student's right to be reinstated after the termination of dismissal is governed by section 121A.54.

Subd. 13. **Interdistrict cooperation.** The parental right to notice of an informational school board meeting relating to discontinuing interdistrict cooperation is governed by section 123A.32.

Subd. 14. **Background checks.** The parental right to notice of a school's background check policy for hiring teachers is governed by section 123B.03.

Subd. 15. **Textbook fees.** The parental right to notice of a school board's policy to charge fees for textbooks lost or destroyed by students is governed by section 123B.37.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Senate Language UEH2749-1

House Language H2749-2

97.4 Sec. 58. Minnesota Statutes 2014, section 124D.896, is amended to read:
97.5 **124D.896 DESEGREGATION/INTEGRATION AND INCLUSIVE**
97.6 **EDUCATION RULES.**

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

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

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

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

UEH2749-1

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(1)(i) targeted advertising on the operator's online educational service; or

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

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

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

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

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

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

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

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

(1)(i) targeted advertising on the operator's online educational service; or

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

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

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

297.25 (4) disclose protected information, unless the disclosure:

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

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

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

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

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

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

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

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

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

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

99.10 (4) disclose protected information, unless the disclosure:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

House Language H2749-2

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

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

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

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

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

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

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

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

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

Senate Language S2744-2

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

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

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

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

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

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

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

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

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

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

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

(1)(i) targeted advertising on the operator's online educational service; or

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

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

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

(4) disclose protected information, unless the disclosure:

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

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

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

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

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

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

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

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

(2) delete a student's protected information within a reasonable period of time and in any case within 45 days if the school requests deletion of data under the control of the school.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sec. 36. Minnesota Statutes 2014, section 127A.095, is amended to read:

127A.095 IMPLEMENTATION OF ~~NO CHILD LEFT BEHIND ACT~~ ELEMENTARY AND SECONDARY EDUCATION ACT.

Subdivision 1. **Continued implementation.** The Department of Education shall continue to implement the federal ~~No Child Left Behind Act, Public Law 107-110,~~ Elementary and Secondary Education Act without interruption.

~~Subd. 2. **No Child Left Behind review.** (a) The legislature intends to require the Department of Education to conduct a comprehensive review of the consolidated state plan the state submitted to the federal Department of Education to implement the No Child Left Behind Act. The Minnesota Department of Education shall seek waivers under paragraph (b). If the Department of Education is unable to obtain waivers under paragraph (b), it should recommend in its report under paragraph (b) whether the state should opt out of the No Child Left Behind Act.~~

~~(b) The commissioner, by January 15, 2008, shall report to the house of representatives and senate committees having jurisdiction over kindergarten through grade 12 education policy and finance whether the department has received approval from the federal Department of Education to:~~

~~(1) participate in the growth model pilot program;~~

~~(2) exclude from sanctions schools that have not made adequate yearly progress due solely to a subgroup of students with disabilities not testing at a proficient level;~~

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Sec. 61. **[127A.053] STATE ADMINISTRATION OF STUDENT SURVEY INSTRUMENTS GENERALLY PROHIBITED.**

Notwithstanding other law to the contrary, and with the exception of section 120B.35, subdivision 3, paragraph (d), the commissioner must not develop, coordinate, assist with, or use a statewide student survey seeking information about a student's activities, opinions, behaviors, or experiences related to substance abuse, tobacco use, connections with family, healthy eating, high school students' gambling and sexual activities, or out-of-school activities, among other topics.

Sec. 62. Minnesota Statutes 2014, section 127A.095, is amended to read:

127A.095 IMPLEMENTATION OF ~~NO CHILD LEFT BEHIND ACT~~ ELEMENTARY AND SECONDARY EDUCATION ACT.

Subdivision 1. **Continued implementation.** The Department of Education shall continue to implement the federal ~~No Child Left Behind Act, Public Law 107-110,~~ Elementary and Secondary Education Act without interruption.

~~Subd. 2. **No Child Left Behind review.** (a) The legislature intends to require the Department of Education to conduct a comprehensive review of the consolidated state plan the state submitted to the federal Department of Education to implement the No Child Left Behind Act. The Minnesota Department of Education shall seek waivers under paragraph (b). If the Department of Education is unable to obtain waivers under paragraph (b), it should recommend in its report under paragraph (b) whether the state should opt out of the No Child Left Behind Act.~~

~~(b) The commissioner, by January 15, 2008, shall report to the house of representatives and senate committees having jurisdiction over kindergarten through grade 12 education policy and finance whether the department has received approval from the federal Department of Education to:~~

~~(1) participate in the growth model pilot program;~~

~~(2) exclude from sanctions schools that have not made adequate yearly progress due solely to a subgroup of students with disabilities not testing at a proficient level;~~

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~~(3) identify a school as not making adequate yearly progress only after the school has missed the adequate yearly progress targets in the same subgroup for two consecutive years;~~

~~(4) determine when to hold schools accountable for including an English learner in adequate yearly progress calculations;~~

~~(5) allow a district not making adequate yearly progress to offer supplemental educational services as an option before offering school choice;~~

~~(6) allow a district not making adequate yearly progress to also be the supplemental educational services provider;~~

~~(7) allow the state to maintain a subgroup size to 40 for the purposes of calculating adequate yearly progress for subgroups of English learners and subgroups of students with disabilities; and~~

~~(8) create flexibility to enable the state to define and identify highly qualified teachers.~~

Subd. 3. **Department of Management and Budget certification.** ~~If the federal Department of Education does not transmit to the commissioner of education its approval of the conditions in subdivision 2, paragraph (b),~~ The commissioner of management and budget shall certify and report to the legislature annually beginning January 1, 2008, the amount of federal revenue, if any, that the federal government may withhold as a result of a potential state decision to discontinue implementation of the ~~No Child Left Behind Act~~ Elementary and Secondary Education Act. The report shall also specify the intended purpose of the federal revenue and the amount of revenue that the federal government may withhold from the state, each school district, and each charter school in each fiscal year.

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~~(3) identify a school as not making adequate yearly progress only after the school has missed the adequate yearly progress targets in the same subgroup for two consecutive years;~~

~~(4) determine when to hold schools accountable for including an English learner in adequate yearly progress calculations;~~

~~(5) allow a district not making adequate yearly progress to offer supplemental educational services as an option before offering school choice;~~

~~(6) allow a district not making adequate yearly progress to also be the supplemental educational services provider;~~

~~(7) allow the state to maintain a subgroup size to 40 for the purposes of calculating adequate yearly progress for subgroups of English learners and subgroups of students with disabilities; and~~

~~(8) create flexibility to enable the state to define and identify highly qualified teachers.~~

Subd. 3. **Department of Management and Budget certification.** ~~If the federal Department of Education does not transmit to the commissioner of education its approval of the conditions in subdivision 2, paragraph (b),~~ The commissioner of management and budget shall certify and report to the legislature annually beginning January 1, 2008, the amount of federal revenue, if any, that the federal government may withhold as a result of a potential state decision to discontinue implementation of the ~~No Child Left Behind Act~~ Elementary and Secondary Education Act. The report shall also specify the intended purpose of the federal revenue and the amount of revenue that the federal government may withhold from the state, each school district, and each charter school in each fiscal year.

Sec. 63. Minnesota Statutes 2014, section 129C.10, subdivision 1, is amended to read:

Subdivision 1. **Governance.** (a) The board of the Perpich Center for Arts Education shall consist of ~~15~~ 13 persons, one of whom must have served as a school administrator or as an elected school board member, one of whom is a locally or regionally recognized professional artist, one of whom is a secondary or postsecondary arts educator, and a licensed secondary arts teacher and a licensed secondary teacher teaching a core academic subject area, one of whom is a Crosswinds school employee, and one of whom is a Perpich Center for Arts Education employee. The members of the board shall be appointed by the governor with the advice and consent of the senate. At least one member must be appointed from each congressional district.

(b) A seven-member nominating committee composed of one member appointed by the Minnesota Association of School Administrators, one member appointed by the Minnesota State Arts Board, one member appointed by the Minnesota School Boards Association, one member appointed by the Minnesota Music Educators Association, one member appointed by the Arts Educators of Minnesota, one member appointed jointly by the exclusive representatives of the employees of the Perpich Center for Arts Education, all six appointees of whom are subject to the governor's approval, and one member appointed by the governor shall meet at least 60 days before the date on which the next expiring board member's term is set to expire or within 15 days of receiving notice of a board vacancy occurring at a time other than at the end of a board member's term to prepare and submit a list of recommended candidates to the governor for the governor to consider when appointing members of the Perpich Center for Arts Education Board. Board members' terms must be staggered, consistent with section 15.0575, subdivision 2.

(c) All board members must complete board training requirements consistent with section 127A.19.

(d) The terms of existing board members expire on September 1, 2016, but board members may continue to serve until the governor appoints their successors.

EFFECTIVE DATE. This section is effective the day following final enactment and applies to board member terms and appointments made after that date.

Sec. 64. **[129C.12] PUBLIC INFORMATION.**

Subdivision 1. **Board minutes.** The board must post the minutes of its meetings on its official Web site and supplemental board materials, information, and budget documents consistent with Minnesota Management and Budget financial management and reporting requirements.

Subd. 2. **Annual report.** Consistent with section 123B.10, requiring school boards to annually publish financial information on the district's official Web site, the board must prepare and post on its official Web site an annual report summarizing Perpich Center finances and, consistent with section 120B.36, subdivision 1, requiring school and district accountability data, also post on its official Web site longitudinal data on student enrollment and students' congressional districts of residence, graduation rates, and postgraduation student placements.

Subd. 3. **World's best workforce.** Consistent with section 120B.11, governing the world's best workforce, the board must prepare and post a comprehensive, long-term strategic improvement plan and report plan strategies, activities, practices, and outcomes on its official Web site.

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104.30 Subd. 4. **Audit report.** (a) The Perpich Center for Arts Education is subject to an
104.31 annual independent audit. The audit must be conducted in compliance with generally
104.32 accepted governmental auditing standards and the federal Single Audit Act, if applicable.
104.33 The legislative auditor or Department of Education may conduct financial, program, or
104.34 compliance audits, and may direct the Perpich Center for Arts Education to include any
104.35 additional items in its annual independent audit.

105.1 (b) Upon approval from the Department of Education, the Perpich Center for Arts
105.2 Education may combine this audit with its required annual audit of the Crosswinds Arts
105.3 and Science School.

105.4 (c) The Perpich Center for Arts Education must post its most recent audit on its
105.5 Web site.

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

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300.3 Sec. 26. **[136A.1275] GRANTS TO STUDENT TEACHERS IN SHORTAGE**
300.4 **AREAS.**

300.5 Subdivision 1. **Establishment.** The commissioner of the Office of Higher Education
300.6 must establish a grant program for student teachers.

300.7 Subd. 2. **Eligibility.** In order to receive a grant, the applicant must:

300.8 (1) be enrolled in a Minnesota teacher preparation program at an eligible institution
300.9 that would enable the applicant, upon graduation, to teach in a Minnesota school district
300.10 in a shortage area. "Shortage area" has the same meaning given in section 122A.18,
300.11 subdivision 4a;

300.12 (2) be a teacher candidate completing a student-teacher requirement by teaching in a
300.13 shortage area; and

300.14 (3) demonstrate financial need in the form and manner prescribed by the
300.15 commissioner of the Office of Higher Education.

113.7 Sec. 77. **GRANTS TO STUDENT TEACHERS IN SHORTAGE AREAS.**

113.8 Subdivision 1. **Establishment.** The commissioner of the Office of Higher Education
113.9 must establish a grant program for student teaching stipends for low-income students
113.10 enrolled in a Board of Teaching-approved teacher preparation program who are interested
113.11 in teaching in a high needs subject area or region after graduating and receiving their
113.12 teaching license. For purposes of this section, "high needs subject area or region" means a
113.13 shortage of teachers teaching in particular subject areas or a shortage of teachers teaching
113.14 in particular regions of the state identified in the commissioner of education's biennial
113.15 survey of districts under Minnesota Statutes, section 127A.05, subdivision 6, or in another
113.16 Department of Education survey on teacher shortages.

113.17 Subd. 2. **Eligibility** To be eligible for a grant under this section, a teacher candidate
113.18 must:

113.19 (1) be enrolled in a Board of Teaching-approved teacher preparation program that
113.20 requires at least 12 weeks of student teaching and results in the teacher candidate receiving
113.21 a full professional teaching license enabling the licensee to teach in a high needs subject
113.22 area or region; and

113.23 (2) demonstrate financial need based on criteria established by the commissioner
113.24 under subdivision 3.

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300.16 Subd. 3. **Administration.** The office must determine the time and manner of
300.17 applications. The office must determine the stipend amount based on the money available
300.18 and the number of eligible applicants each academic year.

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113.25 Subd. 3. **Administration; repayment.** (a) The commissioner must establish an
113.26 application process and other guidelines for implementing this program.

113.27 (b) The commissioner must determine each academic year the stipend amount based
113.28 on the amount of available funding and the number of eligible applicants.

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

105.7 Sec. 65. Minnesota Statutes 2015 Supplement, section 136F.302, subdivision 1,
105.8 is amended to read:

105.9 Subdivision 1. **ACT college ready score; Minnesota Comprehensive Assessment**
105.10 **career and college-ready benchmarks.** A state college or university ~~may~~ must not
105.11 require an individual to take a remedial, noncredit course in a subject area if the individual
105.12 has received a college ready ACT score or met a career and college-ready Minnesota
105.13 Comprehensive Assessment benchmark in that subject area. Only the ACT scores an
105.14 individual received and the Minnesota Comprehensive Assessment benchmarks an
105.15 individual met in the previous five years are valid for purposes of this section. Each state
105.16 college and university must post notice of the exemption from remedial course taking on
105.17 its Web page explaining student course placement requirements.

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

105.20 Sec. 66. **[136F.3025] MINNESOTA COMPREHENSIVE ASSESSMENTS;**
105.21 **CAREER AND COLLEGE-READY BENCHMARKS.**

105.22 A state college or university must not require an individual to take a remedial,
105.23 noncredit course in a subject area if the individual met a career and college-ready Minnesota
105.24 Comprehensive Assessment benchmark in that subject area, consistent with section
105.25 120B.30, subdivision 1, paragraph (m). When notifying students and their families about
105.26 test results under section 120B.30, subdivision 1, paragraph (m), the commissioner shall
105.27 include a statement indicating that students who meet a career and college-ready Minnesota
105.28 Comprehensive Assessment benchmark are not required to take a remedial, noncredit
105.29 course at a Minnesota state college or university in the corresponding subject area.

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

106.11 Sec. 68. Laws 2010, chapter 396, section 7, the effective date, is amended to read:

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Sec. 27. Laws 2012, chapter 263, section 1, as amended by Laws 2014, chapter 312, article 15, section 24, is amended to read:

Section 1. **INNOVATIVE DELIVERY OF EDUCATION SERVICES AND SHARING OF SCHOOL OR DISTRICT RESOURCES; PILOT PROJECT.**

Subdivision 1. **Establishment; requirements for participation.** (a) A pilot project is established to improve student ~~and~~, career and college readiness, and school outcomes by allowing ~~groups of~~ one or more school districts or charter schools to work together or with postsecondary institutions or employers to:

(1) provide innovative education programs and activities that are consistent with Minnesota Statutes, section 124D.52, subdivision 9, governing the standard adult high school diploma, or with Minnesota Statutes, section 124D.085, governing experiential and applied learning opportunities;

(2) conduct research with rigorous methodology on these innovative education programs and activities that may include career and college readiness assessments and interim assessments that comply with the federal Every Student Succeeds Act; and

(3) share district or school and other resources, with the goal of improving students' career and college readiness as defined under Minnesota Statutes, section 120B.30, subdivision 1, paragraph (p), and consistent with the requirements of the world's best workforce under Minnesota Statutes, section 120B.11.

The pilot project may last until June 30, ~~2018~~ 2021, or for up to five years, whichever is ~~less~~ earlier, except that innovation partnerships formed during the period of the pilot project may continue past June 30, ~~2018~~ 2021, with the agreement of the partnership members.

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EFFECTIVE DATE. This section is effective the day following final enactment, including subdivision 3 which is effective through the 2020-2021 school year.

Sec. 69. Laws 2012, chapter 263, section 1, as amended by Laws 2014, chapter 312, article 15, section 24, is amended to read:

Section 1. **INNOVATIVE DELIVERY OF CAREER AND TECHNICAL EDUCATION PROGRAMS AND SERVICES AND SHARING OF DISTRICT RESOURCES~~; PILOT PROJECT~~.**

Subdivision 1. **Establishment; requirements for participation.** (a) A ~~pilot project~~ program is established to improve student, career and college readiness, and school outcomes by allowing groups of school districts to work together in partnership with local and regional postsecondary institutions and programs, community institutions, and other private, public, for-profit, and nonprofit workplace partners to:

(1) provide innovative education programs and activities that integrate core academic and career and technical subjects in students' programs of study through coordinated secondary and postsecondary career and technical programs leading to an industry certification or other credential;

(2) provide embedded professional development for program participants;

(3) use performance assessments in authentic settings to measure students' technical skills and progress toward attaining an industry certification or other credential; and

(4) efficiently share district, institution, and workplace resources. ~~The pilot project may last until June 30, 2018, or for up to five years, whichever is less, except that innovation partnerships formed during the period of the pilot project may continue past June 30, 2018, with the agreement of the partnership members.~~

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(b) To participate in this pilot project to improve student ~~and~~, school, and career and college readiness outcomes, a group of two or more school districts or charter schools, one or more school districts and charter schools, one or more school districts or charter schools and postsecondary institutions, or one or more school districts or charter schools and employers must collaborate with school staff ~~and~~, postsecondary faculty, or employees, as appropriate, to form a partnership, prepare a plan, and complete an application to participate in a pilot project. A school district partner must receive formal school board approval to form a partnership and a charter school partner must receive formal approval from its board of directors to form a partnership. The partnership must ~~develop a~~ plan to provide challenging programmatic options for students, create professional development opportunities for educators, increase student engagement and connection and challenging learning opportunities for students, or demonstrate efficiencies in delivering financial and other services. The plan evaluations must provide for a rigorous evaluation premised on returns on investment, program effectiveness, or beat-the-odds analysis and may offer career and college readiness assessments or other interim assessments.

(c) An interested partnership may structure its application and plan to:

(1) reduce duplicative assessments that educators and psychometricians identify as less useful for informing instruction or identifying and diagnosing areas where students require targeted interventions under Minnesota Statutes, section 120B.30, subdivision 1, paragraphs (c), clause (2), and (d);

(2) establish expectations for career and college readiness under Minnesota Statutes, section 120B.30, subdivision 1, paragraphs (d) and (g);

(3) use fully adaptive, on and off-grade assessments under Minnesota Statutes, section 120B.30, subdivision 1;

(4) provide students with predictive information to enable them to successfully explore and realize their educational, career, and college interests, aptitudes, and aspirations under Minnesota Statutes, section 120B.125;

(5) use career and college readiness assessments or other interim or formative assessments highly correlated with the Minnesota comprehensive assessments in reading and math;

(6) notwithstanding Minnesota Statutes, section 120B.024, allow a student to use a course in applied mathematics or STEM as an equivalent to algebra II; or

(7) include student assessment data under this section in the district's annual world's best workforce report, consistent with Minnesota Statutes, section 120B.11, subdivisions 5 and 9, paragraph (a).

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(b) To participate in this ~~pilot project~~ program to improve student, career and college readiness, and school outcomes, a group of two or more school districts must collaborate with school staff and project partners and receive formal school board approval to form a partnership. The partnership must develop a plan to provide challenging programmatic options for students under paragraph (a), create professional development opportunities for educators and other program participants, increase student engagement and connection and challenging learning opportunities for diverse populations of students that are focused on employability skills and technical, job-specific skills related to a specific career pathway, or demonstrate efficiencies in delivering financial and other services needed to realize plan goals and objectives. The plan must ~~establish~~ include:

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Notwithstanding Minnesota Statutes, section 120B.30, or any other law to the contrary, a participating school district or charter school may use alternative assessments under this paragraph in place of the Minnesota comprehensive assessments administered in high school. A participating school district or charter school, whose approved program under this section lasts longer than four years for a high school student, may count those students in the four-year graduation rate upon completion of all state and local graduation requirements even though the student continues in an innovative postsecondary program. Notwithstanding other law to the contrary, a participating school district or charter school may take attendance only once per school day so long as the district or charter school ensures that students in attendance are not otherwise identified as truant. The plan must ~~establish~~ include:	
(1) collaborative educational goals and objectives;	(1) collaborative educational goals and objectives;
(2) strategies and processes to implement those goals and objectives, including a budget process with periodic expenditure reviews;	(2) strategies and processes to implement those goals and objectives, including a budget process with periodic expenditure reviews;
(3) valid and reliable measures to evaluate progress in realizing the goals and objectives;	(3) valid and reliable measures, including performance assessments in authentic settings and progress toward attaining an industry certification or other credential, among other measures, to evaluate progress in realizing the goals and objectives;
(4) an implementation timeline; and	(4) an implementation timeline; and
(5) other applicable conditions, regulations, responsibilities, duties, provisions, fee schedules, and legal considerations needed to fully implement the plan.	(5) other applicable conditions, regulations, responsibilities, duties, provisions, fee schedules, and legal considerations needed to fully implement the plan.
A partnership may invite additional ~~districts~~ eligible partners to join the partnership during the pilot project term ~~after notifying~~ and must notify the commissioner when additional partners intend to join the partnership. The commissioner may reject the addition of an eligible partner if the addition causes the state to become out of compliance with federal requirements.	A partnership may invite additional districts or other participants under paragraph (a) to join the partnership ~~during the pilot project term~~ after notifying the commissioner.
~~(c)~~ (d) A school district member or a charter school member of an interested partnership ~~of interested districts~~ must ~~apply by February 1 of any year~~ submit an application to the education commissioner in the form and manner the commissioner determines, consistent with the requirements of this section. The application must contain the formal approval adopted by the school board in each district or by the charter school board of directors to participate in the plan.	(c) A partnership of interested districts must ~~apply by February 1 of any year~~ submit an application to the education commissioner in the form and manner the commissioner determines, consistent with the requirements of this section. The application must contain the formal approval adopted by the school board in each district to participate in the plan.
~~(d)~~ (e) Notwithstanding other law to the contrary, a participating school district under this section continues to: receive revenue and maintain its taxation authority; be organized and governed by an elected school board with general powers under Minnesota Statutes, section 123B.02; and be subject to employment agreements under Minnesota Statutes, chapter 122A, and Minnesota Statutes, section 179A.20; and district employees continue to remain employees of the employing school district.	(d) Notwithstanding other law to the contrary, a participating school district under this section continues to: receive revenue and maintain its taxation authority; be organized and governed by an elected school board with general powers under Minnesota Statutes, section 123B.02; and be subject to employment agreements under Minnesota Statutes, chapter 122A, and Minnesota Statutes, section 179A.20; and district employees continue to remain employees of the employing school district.

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(f) Participating school district and charter schools must submit a biennial evaluation by February 1 in each odd-numbered year to the chairs and the ranking minority members of the legislative committees with primary jurisdiction over kindergarten through grade 12 education and the education commissioner that includes longitudinal data under Minnesota Statutes, section 127A.70, subdivision 2, paragraph (b), governing SLEDS, and is premised on return on investment, program effectiveness, or beat-the-odds analysis in the context of students' career and college readiness.

Subd. 2. **Commissioner's role.** Interested ~~groups of school districts~~ partnerships must submit a completed application to the commissioner by March 1 of any year in the form and manner determined by the commissioner, consistent with the requirements of this section. For 2016 only, the school district member or charter school member must submit an application by July 1. The education commissioner must convene an advisory panel composed of a teacher appointed by Education Minnesota, a school principal appointed by the Minnesota Association of Secondary School Principals, a school board member appointed by the Minnesota School Boards Association, a researcher appointed by the commissioner of the Office of Higher Education, a researcher appointed by the University of Minnesota Educational Psychology Department, and a school superintendent appointed by the Minnesota Association of School Administrators to advise the commissioner on applicants' qualifications to participate in this pilot project. The commissioner ~~may select~~, for the period encompassing the 2016-2017 through 2020-2021 school years, must authorize up to ~~six~~ eight qualified applicants ~~under subdivision 1 by April 1 of any year~~ to participate in this pilot project, ~~ensuring~~ seeking an equitable geographical distribution of project participants to the extent practicable. The commissioner may approve no more than two partnerships applying to conduct research using alternative measures in place of the Minnesota comprehensive assessments under subdivision 1, paragraph (c), clause (7), and those partnerships may include up to three school districts or charter schools. The commissioner must ~~select~~ authorize only those applicants that fully comply with the requirements in subdivision 1. The commissioner must terminate a project participant that fails to effectively implement the goals and objectives contained in its application and according to its stated timeline.

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(e) Participating districts must submit a biennial report by February 1 of each odd-numbered year to the committees of the legislature with jurisdiction over kindergarten through grade 12 education and the commissioner of education that includes performance assessment, high school graduation, and career and technical certification data to show the success of the partnership in preparing diverse populations of students for careers and jobs.

Subd. 2. **Commissioner's role.** Interested groups of school districts must submit a completed application to the commissioner ~~by March 1 of~~ in any year in the form and manner determined by the commissioner. The education commissioner must convene an advisory panel ~~composed of a teacher appointed by Education Minnesota, a school principal appointed by the Minnesota Association of Secondary School Principals, a school board member appointed by the Minnesota School Boards Association, and a school superintendent appointed by the Minnesota Association of School Administrators~~ to advise the commissioner on applicants' qualifications to participate in this ~~pilot project~~ program. The commissioner ~~may select up to six qualified applicants under subdivision 1 by April 1 of any year to participate in this pilot project, ensuring~~ must ensure an equitable geographical distribution of ~~project~~ program participants to the extent practicable. The commissioner must select only those applicants that fully comply with the requirements in subdivision 1. The commissioner ~~must~~ may terminate a ~~project~~ program participant that fails to effectively implement the goals and objectives contained in its application and according to its stated timeline.

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Subd. 3. **Pilot project evaluation.** Participating school districts and charter schools must submit pilot project data to the education commissioner ~~in the form and manner determined by the commissioner~~ and the legislature, consistent with this section. Consistent with Minnesota Statutes, section 13.05, on the duties of state agencies regarding the use and dissemination of data on individuals, the education commissioner must analyze the data on participating districts' progress and on participating charter schools' progress in realizing their educational goals and objectives to ~~work together in providing~~ provide innovative education programs and activities and ~~sharing~~ share resources to improve students' career and college readiness. The commissioner must include the analysis of best practices in a report to the legislative committees with jurisdiction over kindergarten through grade 12 education finance and policy on the efficacy of this pilot project. The commissioner shall submit an interim project report by ~~February 1, 2016~~ March 30, 2019, and must submit a final report to the legislature by February 1, ~~2019, recommending whether or not to continue or expand the pilot project~~ 2022.

EFFECTIVE DATE. This section is effective the day following final enactment and applies to those applications submitted to the commissioner after that date. Districts already approved for an innovation zone pilot project may continue to operate under Laws 2012, chapter 263, section 1, as amended by Laws 2014, chapter 312, article 15, section 24.

Sec. 28. Laws 2012, chapter 263, section 2, is amended to read:

Sec. 2. **APPROPRIATION.**

$25,000 is appropriated in fiscal year 2013 from the general fund to the commissioner of education for the review of applicants, selection of participants, and evaluation of the pilot projects authorized in section 1. The base for the Department of Education is increased by $25,000 for fiscal year 2014 through fiscal year ~~2018~~ 2021.

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

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~~Subd. 3. **Pilot project evaluation.** Participating school districts must submit pilot project data to the commissioner in the form and manner determined by the commissioner. The education commissioner must analyze participating districts' progress in realizing their educational goals and objectives to work together in providing innovative education programs and activities and sharing resources. The commissioner must include the analysis of best practices in a report to the legislative committees with jurisdiction over kindergarten through grade 12 education finance and policy on the efficacy of this pilot project. The commissioner shall submit an interim project report by February 1, 2016, and must submit a final report to the legislature by February 1, 2019, recommending whether or not to continue or expand the pilot project.~~

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

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

Sec. 70. Laws 2015, chapter 69, article 1, section 3, subdivision 28, is amended to read:

		~~200,000~~
Subd. 28. **Teacher Shortage Loan Forgiveness**	200,000	2,200,000

For the loan forgiveness program under Minnesota Statutes, section 136A.1791.

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304.28 Sec. 29. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision
304.29 2, is amended to read:

304.30 Subd. 2. **Alternative compensation.** For alternative teacher compensation aid
304.31 under Minnesota Statutes, section 122A.415, subdivision 4:

305.1		~~78,331,000~~		
305.2	$	78,656,000	.....	2016
305.3		~~87,147,000~~		
305.4	$	98,159,000	.....	2017

305.5 The 2016 appropriation includes $7,766,000 for 2015 and ~~$70,565,000~~ $70,890,000
305.6 for 2016.

305.7 The 2017 appropriation includes ~~$7,840,000~~ $7,876,000 for 2016 and ~~$79,307,000~~
305.8 $90,283,000 for 2017.

305.9 Sec. 30. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision
305.10 3, is amended to read:

305.11 Subd. 3. **Achievement and integration aid.** For achievement and integration aid
305.12 under Minnesota Statutes, section 124D.862:

305.13		~~65,539,000~~		
305.14	$	65,439,000	.....	2016
305.15		~~68,745,000~~		
305.16	$	69,372,000	.....	2017

109.3 The commissioner may use no more
109.4 than three percent of this appropriation
109.5 to administer the program under this
109.6 subdivision. The base for the program for
109.7 fiscal year 2018 and later is $200,000.

109.8 **EFFECTIVE DATE.** This section is effective the day following final enactment,
109.9 and any unexpended funds in fiscal year 2017 do not cancel and remain available until
109.10 June 30, 2019.

109.11 Sec. 71. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision
109.12 2, is amended to read:

109.13 Subd. 2. **Alternative compensation.** For alternative teacher compensation aid
109.14 under Minnesota Statutes, section 122A.415, subdivision 4:

109.15		~~78,331,000~~		
109.16	$	78,667,000	.....	2016
109.17		~~87,147,000~~		
109.18	$	89,049,000	.....	2017

109.19 The 2016 appropriation includes $7,766,000 for 2015 and ~~$70,565,000~~ $70,901,000
109.20 for 2016.

109.21 The 2017 appropriation includes ~~$7,840,000~~ $7,876,000 for 2016 and ~~$79,307,000~~
109.22 $81,173,000 for 2017.

180.21 Sec. 6. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision 3,
180.22 is amended to read:

180.23 Subd. 3. **Achievement and integration aid.** For achievement and integration aid
180.24 under Minnesota Statutes, section 124D.862:

180.25		~~65,539,000~~		
180.26	$	65,439,000	.....	2016
180.27		~~68,745,000~~		
180.28	$	69,255,000	.....	2017

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The 2016 appropriation includes $6,382,000 for 2015 and ~~$59,157,000~~ $59,057,000 for 2016.

The 2017 appropriation includes ~~$6,573,000~~ $6,561,000 for 2016 and ~~$62,172,000~~ $62,811,000 for 2017.

Sec. 31. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision 6, is amended to read:

Subd. 6. **Reading Corps.** For grants to ServeMinnesota for the Minnesota Reading Corps under Minnesota Statutes, section 124D.42, subdivision 8:

$	6,125,000	.....	2016
	~~6,125,000~~		
$	9,125,000	.....	2017

Any balance in the first year does not cancel but is available in the second year. The base appropriation for fiscal year 2018 and later years is $5,625,000.

Sec. 32. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision 9, is amended to read:

Subd. 9. **Concurrent enrollment program.** For concurrent enrollment programs under Minnesota Statutes, section 124D.091:

$	~~$~~4,000,000	.....	2016
	~~$4,000,000~~		
$	6,250,000	.....	2017

If the appropriation is insufficient, the commissioner must proportionately reduce the aid payment to each district.

Any balance in the first year does not cancel but is available in the second year. The base for this appropriation in fiscal year 2018 is $5,000,000.

Sec. 33. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision 12, is amended to read:

Subd. 12. **Collaborative urban educator.** For the collaborative urban educator grant program:

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The 2016 appropriation includes $6,382,000 for 2015 and ~~$59,157,000~~ $59,057,000 for 2016.

The 2017 appropriation includes ~~$6,573,000~~ $6,561,000 for 2016 and ~~$62,172,000~~ $62,694,000 for 2017.

Sec. 72. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision 6, is amended to read:

Subd. 6. **Reading Corps.** For grants to ServeMinnesota for the Minnesota Reading Corps under Minnesota Statutes, section 124D.42, subdivision 8:

$	6,125,000	.....	2016
	~~6,125,000~~		
$	7,625,000	.....	2017

Any balance ~~in the first year does not cancel but~~ is available ~~in the second year~~ through June 30, 2019. The base appropriation for fiscal year 2018 and later years is $5,625,000.

Subd. 11. **Concurrent enrollment teacher training grants.** For concurrent enrollment teacher training grants under Minnesota Statutes, section 124D.091, subdivision 4:

$	750,000	.....	2017

This is a onetime appropriation. This appropriation is available until June 30, 2019.

Sec. 73. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision 12, is amended to read:

Subd. 12. **Collaborative urban educator.** (a) For the collaborative urban educator grant program:

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$ 780,000 2016

~~780,000~~

$ 1,090,000 2017

Grants shall be awarded in equal amounts: ~~$195,000~~ $272,500 each year is for the Southeast Asian teacher program at Concordia University, St. Paul; ~~$195,000~~ $272,500 each year is for the collaborative urban educator program at the University of St. Thomas; ~~$195,000~~ $272,500 each year is for the Center for Excellence in Urban Teaching at Hamline University; and ~~$195,00~~ $272,500 each year is for the East Africa Student to Teacher program at Augsburg College.

Any balance in the first year does not cancel but is available in the second year.

Each institution shall prepare for the legislature, by January 15 of each year, a detailed report regarding the funds used. The report must include the number of teachers prepared as well as the diversity for each cohort of teachers produced. The report must also include the graduation rate for each cohort of teacher candidates, the placement rate for each graduating cohort of teacher candidates, and the retention rate for each graduating cohort of teacher candidates, among other program outcomes.

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$ 780,000 2016

~~780,000~~

$ 2,780,000 2017

(b) Grants shall be awarded in equal amounts: $195,000 each year is for the Southeast Asian teacher program at Concordia University, St. Paul; $195,000 each year is for the collaborative urban educator program at the University of St. Thomas; $195,000 each year is for the Center for Excellence in Urban Teaching at Hamline University; and ~~$195,00~~ $195,000 each year is for the East Africa Student to Teacher program at Augsburg College. In fiscal year 2017 only, in addition to the amounts awarded under this paragraph, the institutions identified in this paragraph may receive additional funding under paragraph (c).

~~Any balance in the first year does not cancel but is available in the second year.~~

~~Each institution shall prepare for the legislature, by January 15 of each year, a detailed report regarding the funds used. The report must include the number of teachers prepared as well as the diversity for each cohort of teachers produced.~~

(c) A Minnesota teacher preparation program, a district Grow Your Own teacher program, a nonconventional teacher preparation program under Minnesota Rules, part 8705.2300, or an alternative teacher preparation program under Minnesota Statutes, section 122A.245, may apply to the commissioner of education for a grant in the form and manner determined by the commissioner. The commissioner may award grants of up to two years to the extent funds are available. The commissioner annually must award at least 50 percent of grant funds to nonconventional and alternative preparation programs, giving priority to funding programs that:

(1) recruit, retain, graduate, and place teacher candidates who reflect the demographic diversity of the students enrolled in the district where the teacher candidate is placed and provide the teachers with well-qualified mentor teachers; or

(2) train and place teacher candidates in subject areas or regions of the state identified by the commissioner as shortage areas under Minnesota Statutes, section 127A.05, subdivision 6.

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Sec. 34. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision 15, is amended to read:

Subd. 15. **Museums and Education Centers.** For grants to museums and education centers:

$	351,000	.....	2016
	~~351,000~~		
$	701,000	.....	2017

(a) $260,000 ~~each year is~~ in fiscal year 2016 and $560,000 in fiscal year 2017 are for the Minnesota Children's Museum. The base amount in fiscal year 2018 is $260,000.

(b) $50,000 each year is for the Duluth Children's Museum.

(c) $41,000 each year is for the Minnesota Academy of Science.

(d) $50,000 in fiscal year 2017 and later is for the Headwaters Science Center for hands-on science, technology, engineering, and math (STEM) education.

Any balance in the first year does not cancel but is available in the second year. The base in fiscal year 2018 is $401,000.

Sec. 35. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision 19, is amended to read:

Subd. 19. **Full-service community schools.** For full-service community schools under Minnesota Statutes, section 124D.231:

(d) A grant recipient under this subdivision, annually by January 15, must prepare a report for the commissioner of education and the kindergarten through grade 12 and higher education committees of the legislature in the form and manner determined by the commissioner. At a minimum, the report must detail grant expenditures for the previous year and summarize program outcomes based on teacher preparation and performance data consistent with paragraph (c) and Minnesota Statutes, section 122A.09, subdivision 4a, paragraph (b).

(e) This appropriation is available until June 30, 2019. The base appropriation for fiscal year 2018 and later is $780,000.

307.13	$	250,000	.....	2016
307.14		~~250,000~~		
307.15	$	2,450,000	.....	2017

307.16 This is a onetime appropriation. Up to $100,000 each year is for administration of this
307.17 program. Any balance in the first year does not cancel but is available in the second year.

307.18 Sec. 36. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision
307.19 21, is amended to read:

307.20 Subd. 21. **American Indian teacher preparation grants.** For joint grants to assist
307.21 American Indian people to become teachers under Minnesota Statutes, section 122A.63:

307.22	$	190,000	.....	2016
307.23		~~190,000~~		
307.24	$	1,250,000	.....	2017

307.25 Sec. 37. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision
307.26 24, is amended to read:

307.27 Subd. 24. **Race 2 Reduce.** For grants to support expanded Race 2 Reduce water
307.28 conservation programming in Minnesota schools:

307.29	$	81,000	.....	2016
307.30		~~69,000~~		
307.31	$	219,000	.....	2017

307.32 In the first year, $28,000 is for H2O for Life; $38,000 is for Independent School
307.33 District No. 624, White Bear Lake; and $15,000 is for Independent School District No.
307.34 832, Mahtomedi. In the second year, ~~$32,000~~ $102,000 is for H2O for Life; ~~$22,000~~
308.1 $70,000 is for Independent School District No. 624, White Bear Lake; and ~~$15,000~~
308.2 $47,000 is for Independent School District No. 832, Mahtomedi.

308.3 Any balance in the first year does not cancel but is available in the second year. ~~The~~
308.4 ~~base appropriation for fiscal year 2018 and later is $0.~~

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Sec. 38. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision 26, is amended to read:

Subd. 26. **Education partnership pilots.** (a) For education partnership pilot grants:

$	501,000	.....	2016
	~~501,000~~		
$	531,000	.....	2017

(b) Of this amount, $167,000 in fiscal year 2016 and $177,000 in ~~each~~ fiscal year 2017 is for the Northfield Healthy Community Initiative for a pilot site in Northfield; $167,000 in fiscal year 2016 and $177,000 in ~~each~~ fiscal year 2017 is for the Jones Family Foundation for a pilot site in Red Wing; and $167,000 in fiscal year 2016 and $177,000 in ~~each~~ fiscal year 2017 is for Independent School District No. 742, St. Cloud, for a pilot site in St. Cloud. Each partnership pilot program shall support community collaborations focused on academic achievement and youth development, use a comprehensive and data-driven approach to increase student success, and measure outcomes, such as kindergarten readiness, reading proficiency at third grade, high school graduation, and college and career readiness. By February 15, 2016, and by February 15 of every subsequent even-numbered year, each partnership pilot grant recipient shall submit to the chairs and ranking minority members of the legislative committees with primary jurisdiction over kindergarten through grade 12 education a report describing the activities funded by the grant, changes in outcome measures attributable to the grant-funded activities, and the recipient's program plan for the following year.

~~This is a onetime appropriation.~~

(c) The base for this program is $501,000 for fiscal year 2018 and later. Annual grants of $167,000 shall be awarded to each grant recipient named in paragraph (b).

(d) Any balance from the first year may carry forward into the second year.

Sec. 39. Laws 2015, First Special Session chapter 3, article 3, section 15, subdivision 3, is amended to read:

Subd. 3. ~~**ACT test**~~ **College entrance examination reimbursement.** To reimburse districts for students who qualify under Minnesota Statutes, section 120B.30, subdivision 1, paragraph (e), for onetime payment of their ~~ACT~~ college entrance examination fee:

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Sec. 74. Laws 2015, First Special Session chapter 3, article 3, section 15, subdivision 3, is amended to read:

Subd. 3. ~~**ACT test**~~ **College entrance examination reimbursement.** To reimburse districts for students who qualify under Minnesota Statutes, section 120B.30, subdivision 1, paragraph (e), for onetime payment of their ~~ACT~~ college entrance examination fee:

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309.1	$	3,011,000	.....	2016
309.2	$	3,011,000	.....	2017

309.3 The Department of Education must reimburse districts for their onetime payments
309.4 on behalf of students. Any balance in the first year does not cancel but is available in the
309.5 second year. This appropriation is available until October 1, 2017. For examinations taken
309.6 before July 1, 2016, the department may reimburse districts only for ACT examination fees.

309.7 Sec. 40. Laws 2015, First Special Session chapter 3, article 10, section 3, subdivision
309.8 6, is amended to read:

309.9 Subd. 6. **Northside Achievement Zone.** For a grant to the Northside Achievement
309.10 Zone:

309.11	$	1,200,000	.....	2016
309.12		~~1,200,000~~		
309.13	$	1,210,000	.....	2017

309.14 Funds appropriated in this section are to reduce multigenerational poverty and the
309.15 educational achievement gap through increased enrollment of families within the zone,
309.16 and may be used for Northside Achievement Zone programming and services consistent
309.17 with federal Promise Neighborhood program agreements and requirements.

309.18 The base for this program is $1,200,000 for fiscal year 2018 and later.

309.19 Sec. 41. Laws 2015, First Special Session chapter 3, article 10, section 3, subdivision
309.20 7, is amended to read:

309.21 Subd. 7. **St. Paul Promise Neighborhood.** For a grant to the St. Paul Promise
309.22 Neighborhood:

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111.10	$	3,011,000	.....	2016
111.11	$	3,011,000	.....	2017

111.12 The Department of Education must reimburse districts for their onetime payments
111.13 on behalf of students.

111.14 **EFFECTIVE DATE.** This section applies to college entrance exams administered
111.15 after July 1, 2016.

309.23	$	1,200,000	.....	2016
309.24		~~1,200,000~~		
309.25	$	1,210,000	.....	2017

309.26 Funds appropriated in this section are to reduce multigenerational poverty and the
309.27 educational achievement gap through increased enrollment of families within the zone,
309.28 and may be used for St. Paul Promise Neighborhood programming and services consistent
309.29 with federal Promise Neighborhood program agreements and requirements.

309.30 The base for this program is $1,200,000 for fiscal year 2018 and later.

309.31 Sec. 42. **AGRICULTURAL EDUCATOR GRANTS.**

310.1 Subdivision 1. **Grant program established.** A grant program is established to
310.2 support school districts in paying agricultural education teachers for work over the
310.3 summer with high school students in extended projects.

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

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

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

310.16 Sec. 43. **EXCELLENCE IN TEACHING INCENTIVE GRANTS.**

310.17 The Board of Teaching shall award a onetime incentive grant of $2,000 to any
310.18 Minnesota teacher who achieves National Board Certification after June 30, 2016, as long
310.19 as funds are available. A teacher may apply for a grant in the form and manner determined
310.20 by the Board of Teaching. The grants must be awarded on a first-come, first-served basis.

310.21 Sec. 44. **OUTDOOR PLACE-BASED EDUCATION ADVISORY GROUP.**

Subdivision 1. **Definitions.** For purposes of this section, "outdoor place-based education" means the process of using the local community and outdoor environment as a starting point to teach concepts in language arts, mathematics, social studies, science, history, and other subjects across the curriculum.

Subd. 2. **Advisory group creation.** The outdoor place-based education advisory group consists of the following 14 members:

(1) the commissioner or director of the following agencies or their designees:

(i) the Department of Education;

(ii) the Department of Natural Resources; and

(iii) the Minnesota Historical Society;

(2) 11 public members who have demonstrated an interest in outdoor skills and education:

(i) one member appointed by Education Minnesota;

(ii) one member appointed by the Minnesota Rural Education Association;

(iii) one member appointed by the Minnesota School Boards Association;

(iv) one member appointed by the Minnesota Association of Charter Schools;

(v) one member appointed by the Parks and Trails Council of Minnesota;

(vi) one public member appointed by the majority leader of the senate;

(vii) one public member appointed by the minority leader of the senate;

(viii) one public member appointed by the speaker of the house;

(ix) one public member appointed by the minority leader of the house of representatives; and

(x) two public members appointed by the governor.

Subd. 3. **Advisory group duties; report required.** (a) The advisory group must develop recommendations for the design and implementation of a statewide outdoor place-based education plan for students in prekindergarten through grade 12. The advisory group must report proposed recommendations to the chairs and ranking minority members of the legislative committees with primary jurisdiction over kindergarten through grade 12 education policy by February 15, 2017.

(b) The report required under this subdivision must, at a minimum:

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(1) recommend strategies for the integration of outdoor place-based education in each of the subject areas required for statewide accountability under Minnesota Statutes, section 120B.021, subdivision 1, including any staff development required to support such integration;

(2) identify grades or grade ranges in which outdoor place-based education may have the greatest impact, given limited staff and financial resources;

(3) recommend an assessment instrument that districts may use in order to evaluate the impact of outdoor place-based education; and

(4) estimate the financial and human resources required to implement the recommendations on a statewide basis.

Subd. 4. **Administrative provisions.** (a) The commissioner of education or the commissioner's designee must convene the initial meeting of the advisory group by September 15, 2016. Upon request of the advisory group, the commissioner must provide meeting space and administrative services for the advisory group. The members of the advisory group must elect a chair or cochairs from the members of the advisory group at the initial meeting.

(b) Public members of the advisory group serve without compensation, but may be reimbursed for travel expenses.

(c) The advisory group expires February 15, 2017, or upon submission of the report required under this section, whichever is earlier.

Subd. 5. **Deadline for appointments and designations.** The appointments and designations authorized under this section must be completed by August 15, 2016.

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

Sec. 45. **PARAPROFESSIONAL PATHWAY TO TEACHER LICENSURE.**

The commissioner of education must establish a grant program for school districts to design, establish, and maintain a paraprofessional pathway to teacher licensure or a grow your own new teacher program. The programs must allow a current school district paraprofessional to pursue their teaching license while still being employed by the school district. A school district may apply in the form and manner prescribed by the commissioner.

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Sec. 85. **GROW YOUR OWN TEACHER RESIDENCY PILOT PROGRAM.**

(a) For fiscal years 2017, 2018, and 2019 only, a nonconventional teacher residency pilot program under Minnesota Statutes, section 122A.09, subdivision 10, paragraph (a), is established to provide tuition scholarships or stipends to enable education or teaching assistants or other nonlicensed district employees who hold a bachelor's degree from an accredited college or university and who seek an elementary education license or a license in a subject area for which a shortage exists under Minnesota Statutes, section 127A.05, subdivision 6, to participate in a Board of Teaching-approved nonconventional teacher residency program under this section.

(b) School districts or charter schools not participating under paragraph (a) may use funds under this section to pay for tuition scholarships or stipends on behalf of paraprofessionals employed in the school or district who are enrolled in a Board of Teaching-approved teacher preparation program and who are making satisfactory progress

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312.13 Sec. 46. **SUPPORT OUR STUDENTS GRANT PROGRAM.**

312.14 Subdivision 1. **Definitions.** For the purposes of this section, the following terms
312.15 have the meanings given them:

312.16 (1) "student support services personnel" includes individuals licensed to serve as a
312.17 school counselor, school psychologist, school social worker, school nurse, or chemical
312.18 dependency counselor in Minnesota; and

312.19 (2) "new position" means a student support services personnel full-time or part-time
312.20 position not under contract by a school at the start of the 2015-2016 school year.

312.21 Subd. 2. **Purpose.** The purpose of the support our students grant program is to:

312.22 (1) address shortages of student support services personnel within Minnesota schools;

312.23 (2) decrease caseloads for existing student support services personnel to ensure
312.24 effective services;

312.25 (3) ensure that students receive effective academic guidance and integrated and
312.26 comprehensive services to improve kindergarten through grade 12 school outcomes and
312.27 career and college readiness;

312.28 (4) ensure that student support services personnel serve within the scope and practice
312.29 of their training and licensure;

312.30 (5) fully integrate learning supports, instruction, and school management within a
312.31 comprehensive approach that facilitates interdisciplinary collaboration; and

312.32 (6) improve school safety and school climate to support academic success and
312.33 career and college readiness.

313.1 Subd. 3. **Grant eligibility and application.** (a) A school district, charter school,
313.2 intermediate school district, or other cooperative unit is eligible to apply for a six-year
313.3 matching grant under this section.

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121.14 toward attaining teacher licensure.

121.15 (c) The commissioner of education and the commissioner of the Office of Higher
121.16 Education must evaluate the outcomes and efficacy of the program and, by February 1,
121.17 2017, submit written program recommendations to the committees of the legislature with
121.18 jurisdiction over kindergarten through grade 12 education and higher education, including
121.19 how to continue and expand the program throughout Minnesota.

THIS HOUSE LANGUAGE IS DUPLICATED IN THE SIDE BY SIDE COMPARISON FOR UEH2749-1, ARTICLE 6

62.12 Sec. 24. **[121A.3951] STUDENT SUPPORT SERVICES PERSONNEL GRANT**
62.13 **PROGRAM.**

62.14 Subdivision 1. **Definitions.** For the purposes of sections 121A.395 to 121A.3952,
62.15 the following terms have the meanings given them:

62.16 (1) "student support services personnel" includes individuals licensed as a
62.17 school counselor, school psychologist, school social worker, school nurse, or chemical
62.18 dependency counselor in Minnesota; and

62.19 (2) "new position" means a full-time or part-time student support services personnel
62.20 position not under contract by a school at the start of the school year preceding the first
62.21 year of funding under this section.

62.22 Subd. 2. **Purpose.** The student support services personnel grant program must:

62.23 (1) address shortages of student support services personnel within Minnesota schools;

62.24 (2) decrease caseloads for existing student support services personnel to ensure
62.25 effective services;

62.26 (3) ensure K-12 students receive effective academic guidance and integrated and
62.27 comprehensive services to improve student and school outcomes and students' career and
62.28 college readiness;

62.29 (4) ensure student support services personnel serve within the scope and practice of
62.30 their training and licensure;

62.31 (5) fully integrate learning supports, instruction, and school management within a
62.32 comprehensive approach that facilitates interdisciplinary collaboration; and

62.33 (6) improve school safety and school climate to support academic success and
62.34 career and college readiness.

63.1 Subd. 3. **Grant eligibility and application.** (a) To the extent funds are available, a
63.2 school district, charter school, intermediate school district, or other cooperative unit may
63.3 apply for a six-year grant under this section.

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(b) The commissioner of education shall specify the form and manner of the grant application. In awarding grants, the commissioner must give priority to schools in which student support services personnel positions do not currently exist. To the extent practicable, the commissioner must award grants equally between applicants in metro counties and nonmetro counties. Additional criteria must include at least the following:

(1) existing student support services personnel caseloads;

(2) school demographics;

(3) Title 1 revenue;

(4) Minnesota student survey data;

(5) graduation rates; and

(6) postsecondary completion rates.

Subd. 4. **Allowed uses; match requirements.** A grant under this section must be used to hire a new position. A school that receives a grant must match the grant with local funds in each year of the grant. In each of the first four years of the grant, the local match equals $1 for every $1 awarded in the same year. In years five and six of the grant, the local match equals $3 for every $1 awarded in the same year. The local match may not include federal reimbursements attributable to the new position.

Subd. 5. **Report required.** By February 1 following any fiscal year in which it received a grant, a school must submit a written report to the commissioner indicating how the new positions affected two or more of the following measures:

(1) school climate;

(2) attendance rates;

(3) academic achievement;

(4) career and college readiness; and

(5) postsecondary completion rates.

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(b) The commissioner of education shall specify the form and manner of the grant application. In awarding grants, the commissioner must give priority to schools where student support services personnel positions do not currently exist. The commissioner also must consider at least the following when awarding grants:

(1) existing student support services personnel caseloads;

(2) school demographics;

(3) Title 1 revenue;

(4) Minnesota student survey data;

(5) graduation rates; and

(6) postsecondary completion rates.

Subd. 4. **Allowed uses; match requirements.** Grant recipients must use the grant under this section to hire a new position. A school that receives a grant must match the grant with local funds in each year of the grant. In each of the first four years of the grant, the local match equals $1 for every $1 awarded in the same year. In years five and six of the grant, the local match equals $3 for every $1 awarded in the same year. The local match may not include federal reimbursements attributable to the new position.

Subd. 5. **Report required.** By February 1 following any fiscal year in which a recipient receives a grant, it must submit a written report to the commissioner indicating how the new positions affected two or more of the following measures:

(1) school climate;

(2) attendance rates;

(3) academic achievement;

(4) career and college readiness; and

(5) postsecondary completion rates.

Subd. 6. **Appropriation.** Any amounts appropriated from the general fund to the commissioner of education for support services grants under this section must be used for the purposes of this section. Notwithstanding section 16A.28, any appropriation for this purpose is available until June 30, 2024. Any balance remaining after June 30, 2024, cancels to the general fund.

Subd. 7. **Report.** By February 15, 2017, the commissioner must report to the education committees of the legislature about:

(1) the expected use of this program by school districts;

(2) the estimated annual funding necessary to implement this section; and

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64.1 (3) the potential unfunded costs imposed on school districts by this section.

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

64.3 Sec. 25. **[121A.3952] STUDENT SUPPORT SERVICES PERSONNEL**
64.4 **TRAINING GRANTS.**

64.5 Subdivision 1. **Purpose.** Student support services personnel training grants are to
64.6 increase the number of postsecondary graduates qualified to serve as student support
64.7 services personnel in Minnesota schools.

64.8 Subd. 2. **Eligible institutions; application.** (a) Any Minnesota institution of higher
64.9 education offering a preparation program that meets the requirements for licensure of
64.10 student support services personnel is eligible to apply for a six-year grant in the form
64.11 and manner specified by the commissioner.

64.12 (b) The commissioner of education shall develop criteria for awarding grants
64.13 consistent with this section.

64.14 Subd. 3. **Allowed uses; match requirements.** An institution that receives a grant
64.15 under this section must use the grant to hire staff as necessary to meet the purposes of
64.16 this section, and must match the grant with local funds in each year of the grant. In each
64.17 of the first four years of the grant, the local match equals $1 for every $1 awarded in
64.18 the same year. In years five and six of the grant, the local match equals $3 for every $1
64.19 awarded in the same year. A recipient must use the grant to supplement, not supplant,
64.20 existing funding for the uses described under this subdivision.

64.21 Subd. 4. **Report required.** By February 1 following any fiscal year in which it
64.22 received a grant, an institution must submit a written report to the commissioner indicating
64.23 how the new positions affected:

64.24 (1) the number of students enrolled in programs leading to licensure of student
64.25 support services personnel;

64.26 (2) the number of graduates of programs leading to licensure of student support
64.27 services personnel; and

64.28 (3) employment outcomes for graduates of programs leading to licensure of student
64.29 support services personnel, including employment in Minnesota schools.

64.30 Subd. 5. **Appropriation.** Any amounts annually appropriated from the general fund
64.31 to the commissioner of education for grants received under this section must be used
64.32 for the purposes of this section.

313.29 Sec. 47. **TEACHER DEVELOPMENT AND EVALUATION AID.**

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(a) For fiscal year 2017 only, teacher development and evaluation aid for a school district, intermediate school district, educational cooperative, education district, or charter school with any school site that does not have an alternative professional pay system agreement under Minnesota Statutes, section 122A.414, subdivision 2, equals $400.68 times the number of full-time equivalent teachers employed on October 1 of the previous school year in each school site without an alternative professional pay system under Minnesota Statutes, section 122A.414, subdivision 2. Except for charter schools, aid under this section must be reserved for teacher development and evaluation activities consistent with Minnesota Statutes, section 122A.40, subdivision 8, or 122A.41, subdivision 5. For the purposes of this section, "teacher" has the meaning given in Minnesota Statutes, section 122A.40, subdivision 1, or 122A.41, subdivision 1.

(b) Notwithstanding paragraph (a), the state total teacher development and evaluation aid entitlement must not exceed $10,000,000 for fiscal year 2017. The commissioner must limit the amount of aid under this section so as not to exceed this limit.

(c) One hundred percent of the teacher development and evaluation aid must be paid in fiscal year 2017.

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Sec. 75. **CONCURRENT ENROLLMENT TEACHER TRAINING GRANTS.**

For fiscal years 2017, 2018, and 2019 only, a high school teacher required to obtain additional training to meet the partnering college's or university's academic requirements to teach a concurrent enrollment course in a high school under Minnesota Statutes, section 124D.09, may be reimbursed for tuition for up to 18 graduate credits in furthering this training. The commissioner shall establish application procedures and deadlines for receiving grant payments under this subdivision.

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

Sec. 76. **MINNESOTA'S FUTURE TEACHERS; GRANT PROGRAM.**

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

(b) "Eligible institution" means a Minnesota public or nonpublic postsecondary institution under Minnesota Statutes, section 136A.101, subdivision 4, providing a Board of Teaching-approved teacher preparation program.

(c) "High needs area" means a shortage of teachers teaching in particular subject areas and, or in particular regions of the state, identified in the commissioner of education's biennial survey of districts under Minnesota Statutes, section 127A.05, subdivision 6, or in another Department of Education survey on teacher shortages.

(d) "High needs school" means a school:

(1) designated as a low performing school under the most recently reauthorized federal Elementary and Secondary Education Act; or

(2) above the state average in the concentration of students qualifying for free and reduced-price lunch.

(e) "Qualified candidate" means a student enrolled in a Board of Teaching-approved teacher preparation program at an eligible institution meeting the criteria in subdivision 3.

Subd. 2. **Account.** An account is established under the control of the commissioner of the Office of Higher Education for grants to eligible institutions to provide financial and other support to qualified candidates interested in teaching in a high needs area or school. Unused funds appropriated to the Department of Education and transferred to the Office of Higher Education in any fiscal year do not cancel and are available for the purposes of this section.

Subd. 3. **Program requirements.** (a) The commissioner of the Office of Higher Education, beginning in the 2017-2018 school year, shall award grants to eligible institutions to help defray costs for qualified undergraduate and graduate candidates to become licensed teachers. The commissioner shall determine the maximum grant award available to each eligible institution, including the amount available for administrative and support services, and other terms and conditions related to administering the grant program.

(b) The eligible institution must provide grant funding to its teacher preparation programs for:

(1) reducing tuition, fees, and related education costs of qualified candidates;

(2) actively encouraging historically underserved students, students of color, and students to pursue teaching in a high needs area or school;

(3) supporting qualified candidates to persist in and complete their teacher preparation program and receive a full professional teaching license; and

(4) providing qualified candidates with experiential teaching opportunities.

(c) A qualified candidate under this section must submit to the teacher preparation program a written statement indicating the qualified candidate's intent to teach in a high needs school or area after completing the teacher preparation program and receiving a teaching license.

(d) The teaching preparation program must provide mentoring to its qualified candidates that includes at least:

(1) good communication with the qualified candidate throughout the program;

(2) a personalized learning plan for the qualified candidate that describes the requirements for completing the program and obtaining a teaching position and the resources available for overcoming obstacles to completing the program;

(3) connections to campus resources and professional and personal development opportunities; and

(4) financial planning.

Sec. 81. **DATA SECURITY PLAN.**

Subdivision 1. **Plan components.** To protect education and related workforce data on individual students maintained by public schools, school districts, and state agencies, and consistent with Minnesota Statutes, chapter 13, and sections 116J.401, 120B.11, 120B.12, 120B.30, 120B.31, 120B.35, 120B.36, 124D.49, 124D.52, 124D.861, 125A.085, and 127A.70, subdivision 2, among other student data-related provisions, the commissioner of education must develop, publish, and oversee a detailed data security plan combining administrative, physical, and technical safeguards that includes:

(1) requirements for:

(i) authorizing access to the kindergarten through grade 12 data systems containing personally identifiable information on students;

(ii) authorizing data and system access for other agencies participating in the Statewide Longitudinal Education Data System and the Early Childhood Longitudinal Data System;

(iii) authenticating authorized access to and the processing of personally identifiable information on students;

(iv) protecting data that describes a student or otherwise identifies a student gathered by an operator of a Web site, online service, online application, or mobile application that operates a site, service, or application for kindergarten through grade 12 school purposes; and

(v) sanctions for employees, contractors, grantees, researchers, and vendors who fail to comply with the guidelines;

(2) minimum privacy compliance standards based on reasonable and enforceable security measures and practices, including background checks, training opportunities and resources, physical and technical safeguards, and privacy and security agreements for employees, contractors, grantees, researchers, and vendors with access to personally identifiable information on students, among other privacy and security measures and practices;

(3) regular privacy and security compliance audits of the Statewide Longitudinal Education Data System and other data systems; and

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117.3 (4) data retention, storage, disposal, and security policies and protocols that include:

117.4 (i) safeguards for protecting, managing, accessing, and destroying students'
117.5 personally identifiable data; and

117.6 (ii) plans, notices, and mitigation procedures for responding to data breaches, among
117.7 other policies and protocols.

117.8 Subd. 2. **Plan report.** The commissioner of education must submit a report by
117.9 January 10, 2017, to the committees of the legislature with jurisdiction over education
117.10 and data practices on the Department of Education's progress in developing the data
117.11 security plan and must include in the report estimates of the costs for further developing
117.12 and implementing the plan, including audit, background check, and training costs, among
117.13 other costs.

117.14 Subd. 3. **Plan costs.** The commissioner of education must proceed in developing the
117.15 data security plan under subdivision 1 using existing Department of Education resources.

117.16 Subd. 4. **Plan implementation.** The commissioner of education may not proceed to
117.17 implement the data security plan under this section until July 1, 2017.

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

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30.3 Sec. 37. **STUDENT DISCIPLINE WORKING GROUP.**

30.4 (a) A Student Discipline Working Group is created to review the substance,
30.5 application, and effect of Minnesota's Pupil Fair Dismissal Act under Minnesota Statutes,
30.6 sections 121A.40 to 121A.56, and related student discipline provisions in Minnesota
30.7 Statutes, chapter 121A, and submit written recommendations to the chairs and ranking
30.8 minority members of the committees in the house of representatives and the senate with
30.9 jurisdiction over education by February 1, 2017, on improving disciplinary policies,
30.10 practices, and procedures as they affect students and school officials and the effects on
30.11 student outcomes.

30.12 (b) Consistent with paragraph (a), the working group must analyze:

30.13 (1) available summary data on elementary and secondary students' removal from
30.14 class, suspensions, exclusions, and expulsions, disaggregated by categories of race,
30.15 ethnicity, poverty, disabilities, homelessness, English language proficiency, gender, age,
30.16 and foster care status;

30.17 (2) the meaning and effect of "willful" in establishing grounds for dismissal under
30.18 Minnesota Statutes, section 121A.45;

118.6 Sec. 83. **STUDENT DISCIPLINE WORKING GROUP.**

118.7 (a) A student discipline working group is created to review the substance,
118.8 application, and effect of Minnesota's Pupil Fair Dismissal Act under Minnesota Statutes,
118.9 sections 121A.40 to 121A.56, and related student discipline provisions in Minnesota
118.10 Statutes, chapter 121A, and submit written recommendations to the legislature by
118.11 February 1, 2017, on improving disciplinary policies, practices, and procedures as they
118.12 affect students and school officials and the effects on student outcomes.

118.13 (b) Consistent with paragraph (a), the working group must analyze:

118.14 (1) available summary data on elementary and secondary students' removal from
118.15 class, suspensions, exclusions, expulsions, and other disciplinary measures, disaggregated
118.16 by categories of race, ethnicity, poverty, disability, homelessness, English language
118.17 proficiency, gender, age, and foster care status;

118.18 (2) the meaning and effect of "willful" in establishing grounds for dismissal under
118.19 Minnesota Statutes, section 121A.45;

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(3) the impact of student misconduct on teacher safety;

(4) the impact of established policies and due process procedures on teacher safety and student outcomes;

(5) students' need for and access to professional support service providers such as school counselors, school social workers, school psychologists, and mental health professionals;

(6) the presence of school resource officers in school buildings, their role in effecting student discipline, and their impact on teacher safety and student outcomes;

(7) policies for retaining and destroying student disciplinary data;

(8) best practices for school discipline; and

(9) other related school discipline matters that are of concern to working group members.

(c) The working group consists of 21 members. By June 1, 2016, the executive director of each of the following organizations shall appoint one representative of that organization to serve as a member of the working group: the Minnesota School Boards Association; the Minnesota Association of School Administrators; Education Minnesota; the Minnesota Board of Peace Officer Standards and Training; the Minnesota Disability Law Center; the National Alliance of Mental Illness Minnesota; the Minnesota Association of Secondary School Principals; the Minnesota Elementary School Principals' Association; the Association of Metropolitan School Districts; the Minnesota Rural Education Association; the Minnesota School Counselors Association; the Minnesota School Psychologists Association; the Parent Advocacy Coalition for Educational Rights; Minnesota Administrators for Special Education; Schools for Equity in Education; Minnesota Education Equity Partnership; Educators for Excellence; the School Nurse Organization of Minnesota; the Minnesota Association of Charter Schools; the Minnesota Youth Council; and the Minnesota School Social Workers Association. Working group members must seek advice from experts and stakeholders in developing their recommendations.

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(3) the impact of positive behavioral interventions and supports and restorative practices on student behavior, student outcomes, and the school climate, including student engagement and connection, among other school climate measures;

(4) due process rights of students facing dismissal, including changes needed to ensure students' due process rights are fully observed and protected;

(5) students' need for and access to professional support service providers such as school counselors, school social workers, school psychologists, and mental health professionals;

(6) the presence of school resource officers in school buildings, their role in affecting student discipline, and their impact on teacher safety and student outcomes;

(7) policies for retaining and destroying student disciplinary data; and

(8) other related school discipline matters that are of concern to working group members.

(c) By June 1, 2016, the executive director of each of the following organizations shall appoint one representative to serve as a member of the working group: the Minnesota School Boards Association; the Minnesota Association of School Administrators; Education Minnesota; the Minnesota Board of Peace Officer Standards and Training; the Minnesota Disability Law Center; the National Alliance of Mental Illness Minnesota; the Parent Advocacy Coalition for Educational Rights (PACER) Center; the Minnesota Association of Secondary School Principals; the Minnesota Elementary School Principals' Association; the Association of Metropolitan School Districts; the Minnesota Rural Education Association; the Minnesota School Counselors Association; the Minnesota School Psychologists Association; the School Nurse Organization of Minnesota; the St. Paul Special Education Advisory Council; the Solutions Not Suspensions Coalition; the Minnesota Education Equity Partnership; MinnCAN; Students for Education Reform; the Minnesota Youth Council; Educators 4 Excellence; the African American Leadership Forum; the American Indian Opportunities Industrialization Center; the Minnesota Association of Charter Schools; the Minnesota Indian Affairs Council; and the Minnesota School Social Workers Association. Six legislators shall also be appointed by June 1, 2016, and serve as members of the working group: three duly elected and currently serving senators, two appointed by the senate majority leader and one appointed by the senate minority leader; and three duly elected and currently serving members of the house of representatives, two appointed by the speaker of the house and one appointed by the house of representatives minority leader. Only duly elected and currently serving members of the senate or house of representatives may be working group members. If a vacancy occurs, the leader of the caucus in the senate or house of representatives to which the vacating member belonged must fill the vacancy. Working group members must seek advice from experts and stakeholders in developing their recommendations.

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(d) The commissioner of education, or the commissioner's designee, must convene the first meeting of the working group. The working group must select a chair or cochairs from among its members at the first meeting. The working group must meet periodically. The commissioner must provide technical and administrative assistance to the working group upon request. Working group members are not eligible to receive expenses or per diem payments for serving on the working group.

(e) The working group expires February 2, 2017.

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

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(d) The commissioner of education, or the commissioner's designee, must convene the first meeting of the working group. The working group must select a chair or cochairs from among its members at the first meeting. The working group must meet periodically. The commissioner must provide technical and administrative assistance to the working group upon request. Working group members are not eligible to receive expenses or per diem payments for serving on the working group.

(e) The working group expires February 2, 2017.

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

Sec. 84. **NORTHWEST REGIONAL PARTNERSHIP CONCURRENT ENROLLMENT PROGRAM.**

Subdivision 1. **Definition.** "Northwest Regional Partnership" means a voluntary association of the Lakes Country Service Cooperative, the Northwest Service Cooperative, and Minnesota State University-Moorhead that works together to provide coordinated higher learning opportunities for teachers.

Subd. 2. **Establishment.** Lakes Country Service Cooperative, in consultation with the Northwest Service Cooperative, may develop a continuing education program to allow eligible teachers to attain the requisite graduate credits necessary to be qualified to teach secondary school courses for postsecondary credit.

Subd. 3. **Curriculum development.** Minnesota State University-Moorhead may develop an online education curriculum to allow eligible secondary school teachers to attain graduate credit at a reduced credit rate.

Subd. 4. **Funding for course development; scholarships; stipends.** Lakes Country Service Cooperative, in consultation with the other members of the Northwest Regional Partnership, shall:

(1) provide funding for course development for up to 18 credits in applicable postsecondary subject areas;

(2) provide scholarships for eligible teachers to enroll in the continuing education program; and

(3) develop criteria for awarding educator stipends on a per-credit basis to incentivize participation in the continuing education program.

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

Subd. 6. **Private funding.** The partnership may receive private resources to supplement the available public money. All money received shall be administered by the Lakes Country Service Cooperative.

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

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

Sec. 87. **LEGISLATIVE AUDITOR.**

The legislative auditor is requested to perform a financial audit of the Perpich Center for Arts Education in calendar year 2016, and at least every four calendar years thereafter.

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

Sec. 89. **CERTIFICATION INCENTIVE REVENUE.**

Subdivision 1. **Qualifying certificates.** As soon as practicable, the commissioner of education, in consultation with the Governor's Workforce Development Council established under Minnesota Statutes, section 116L.665, and the P-20 education partnership operating under Minnesota Statutes, section 127A.70, must establish the list of qualifying career and technical certificates and post the names of those certificates on the Department of Education's Web site. The certificates must be in fields where occupational opportunities exist.

Subd. 2. **School district participation.** (a) A school board may adopt a policy authorizing its students in grades 9 through 12, including its students enrolled in postsecondary enrollment options courses under Minnesota Statutes, section 124D.09, the opportunity to complete a qualifying certificate. The certificate may be completed as part of a regularly scheduled course.

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31.20 Sec. 38. **ASSESSMENT REPORT.**

31.21 By January 1, 2017, the commissioner of education must report to the chairs
31.22 and ranking minority members of the legislative committees having jurisdiction
31.23 over kindergarten through grade 12 education on whether to replace the Minnesota
31.24 Comprehensive Assessments (MCAs) that are administered to high school students with a
31.25 nationally recognized college entrance exam. The report must include the reason for the
31.26 recommendation. If the recommendation is to replace the MCAs, then the commissioner
31.27 must include in the report which nationally recognized college entrance exam should be
31.28 used as the replacement assessment, in what grade or grades the assessment should be
31.29 administered, and the cost for using the nationally recognized college entrance exam.

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

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314.11 Sec. 48. **APPROPRIATIONS.**

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123.10 (b) A school district may register a student for any assessment necessary to complete
123.11 a qualifying certificate and pay any associated registration fees for its students.

123.12 Subd. 3. **Incentive funding.** (a) A school district's career and technical certification
123.13 aid equals $500 times the district's number of students enrolled during the current fiscal
123.14 year who have obtained one or more qualifying certificates during the current fiscal year.

123.15 (b) The statewide total certificate revenue must not exceed $1,000,000. The
123.16 commissioner must proportionately reduce the initial aid provided under this subdivision
123.17 so that the statewide aid cap is not exceeded.

123.18 Subd. 4. **Reports to the legislature.** (a) The commissioner of education must
123.19 report to the committees of the legislature with jurisdiction over kindergarten through
123.20 grade 12 education and higher education by February 1, 2017, on the number and types
123.21 of certificates authorized for the 2016-2017 school year. The commissioner must also
123.22 recommend whether the pilot program should be continued.

123.23 (b) By February 1, 2018, the commissioner of education must report to the
123.24 committees of the legislature with jurisdiction over kindergarten through grade 12
123.25 education and higher education about the number and types of certificates earned by
123.26 Minnesota's students during the 2016-2017 school year.

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

123.28 Sec. 90. **APPROPRIATIONS.**

Senate Language UEH2749-1

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

Subd. 2. **Teacher development and evaluation.** For teacher development and evaluation aid:

$ 10,000,000 2017

This is a onetime appropriation.

Subd. 10. **Staff development aid for cooperative units.** For payment of staff development aid to intermediate school districts and other cooperative units under Minnesota Statutes, section 122A.61, subdivision 1a:

$ 1,493,000 2017

Subd. 3. **Support our students grants.** For support our students grants:

$ 13,100,000 2017

This is a onetime appropriation.

Notwithstanding Minnesota Statutes, section 16A.28, this appropriation is available until June 30, 2023. The commissioner may not allot more than $2,600,000 of this appropriation before July 1, 2019. Up to $100,000 of this appropriation may be retained by the commissioner for administration of the grant program. Any balance remaining after June 30, 2023, shall cancel to the general fund.

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

Subd. 2. **Staff development grants for cooperative units.** For payment of staff development grants to intermediate school districts and other cooperative units providing instruction to students in federal instructional settings of level 4 or higher:

$ 6,000,000 2017

This is a onetime appropriation. This appropriation is available until June 30, 2019. To the extent practicable, this appropriation should fund staff development grants for intermediate school districts and other cooperative units for fiscal years 2017, 2018, and 2019.

Sec. 94. **APPROPRIATION; SCHOOL-LINKED MENTAL HEALTH SERVICES.**

Senate Language UEH2749-1

Subd. 4. **Paraprofessional pathway to teacher licensure.** For grants to school districts for grow your own new teacher programs:

$ 2,250,000 2017

The base in fiscal year 2018 is $2,250,000.

Subd. 5. **Minnesota Council on Economic Education.** For a grant to the Minnesota Council on Economic Education to provide staff development to teachers for the implementation of the state graduation standards in learning areas relating to economic education:

$ 250,000 2017

The commissioner, in consultation with the council, shall develop expected results of staff development, eligibility criteria for participants, an evaluation procedure, and guidelines for direct and in-kind contributions by the council.

This is a onetime appropriation.

Subd. 6. **Education Innovation Partners Cooperative Center.** For a matching grant to Education Innovation Partners Cooperative Center, No. 6091-50, to provide research-based professional development services, on-site training, and leadership coaching to teachers and other school staff:

$ 500,000 2017

A grant under this subdivision must be matched with money or in-kind contributions from nonstate sources. This is a onetime appropriation.

Subd. 7. **Teacher-governed school grants.** For grants to teacher-governed schools under Minnesota Statutes, section 123B.04, subdivision 2a:

$ 500,000 2017

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$5,000,000 in fiscal year 2017 is appropriated from the general fund to the commissioner of human services for children's mental health grants under Minnesota Statutes, section 245.4889, subdivision 1, paragraph (b), clause (8), for current grantees to expand access to school-linked mental health services and to provide training to grantees on the use of evidence-based practices. This appropriation is available until June 30, 2019. To the extent practicable, the commissioner of human services is encouraged to expend the fiscal year 2017 appropriation equally over fiscal years 2017, 2018, and 2019.

Subd. 4. **Grow Your Own tuition scholarships and stipends.** For a school district to provide tuition scholarships and stipends to eligible employees under the Grow Your Own teacher residency pilot program:

$ 1,500,000 2017

This is a onetime appropriation. This appropriation is available until June 30, 2019.

Subd. 12. **Minnesota Council on Economic Education.** For a grant to the Minnesota Council on Economic Education to provide staff development to teachers for implementing the state graduation standards in learning areas relating to economic education:

$ 250,000 2017

The commissioner, in consultation with the council, shall develop expectations for staff development outcomes, eligibility criteria for participants, an evaluation procedure, and guidelines for direct and in-kind contributions by the council.

This is a onetime appropriation. This appropriation is available until June 30, 2019.

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This is a onetime appropriation.

Subd. 8. **Outdoor place-based education program.** For an outdoor place-based education literature review:

$	35,000	.....	2017

The commissioner, in collaboration with outdoor place-based education providers, shall provide for a literature review of the existing evidence of the effect of outdoor place-based education on educational outcomes and development of core competencies that lead to career and college success and deliver the literature review to the outdoor place-based education advisory group no later than November 15, 2016. This is a onetime appropriation. For purposes of this subdivision, "outdoor place-based education" means the process of using the local community and outdoor environment as a starting point to teach concepts in language arts, mathematics, social studies, science, history, and other subjects across the curriculum.

Subd. 9. **Outdoor place-based education advisory group.** For the outdoor place-based education advisory group:

$	50,000	.....	2017

This is a onetime appropriation.

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

$	2,000,000	.....	2017

Any balance in the first year does not cancel but is available in the second year.

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Sec. 93. **APPROPRIATION; STUDENT TEACHERS IN SHORTAGE AREAS; GRANTS.**

$1,000,000 in fiscal year 2017 is appropriated from the general fund to the commissioner of the Office of Higher Education for grants to student teachers in shortage areas. This is a onetime appropriation. This appropriation is available until June 30, 2019.

Sec. 86. **PILOT PROJECT TO HELP STRUGGLING STUDENTS READ AT GRADE LEVEL.**

Senate Language UEH2749-1

316.12 Subd. 12. **Singing-based pilot program to improve student reading.** (a) For a
316.13 grant to pilot a research-supported, computer-based educational program that uses singing
316.14 to improve the reading ability of students in grades three to five:

316.15 $ 300,000 2017

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121.22 (a) A pilot project for fiscal year 2017 is established to help struggling,
121.23 underperforming students in grades 3 through 5 read at grade level and close the academic
121.24 achievement gap. Under this pilot project, the commissioner of education shall make a
121.25 grant to a qualified and experienced nonprofit organization to provide three Minnesota
121.26 public schools with: a research-based intervention software program demonstrated to
121.27 effectively use singing to improve students' reading ability; technical training and staff to
121.28 install project software; on-site professional development and instructional monitoring
121.29 and support for school staff and students; preproject and postproject online reading
121.30 assessments developed by the University of Minnesota; and other project management
121.31 services. A participating school must identify a trained supervisor and other school staff
121.32 to work with students using the software in the computer lab and coordinate and review
121.33 students' weekly lab use.

122.1 (b) The commissioner, in consultation with the nonprofit organization receiving the
122.2 grant, must select three public elementary schools, located in an urban, suburban, and
122.3 greater Minnesota school district, respectively, to participate in the project based on:

122.4 (1) the number and percent of enrolled students in grades 3 through 5 whose
122.5 proficiency on the Minnesota Comprehensive Assessment in reading is below grade level
122.6 and who are eligible for free or reduced-price lunch;

122.7 (2) the interest of the school principal, teachers, and other school staff in
122.8 participating in the project; and

122.9 (3) the availability of a computer lab for the project and its software.

122.10 (c) The nonprofit organization receiving the grant must submit a
122.11 commissioner-reviewed report to the committees of the legislature with jurisdiction over
122.12 kindergarten through grade 12 education by February 1, 2017, using summary data to
122.13 compare and evaluate the reading gains of the third to fifth grade students in the three
122.14 schools that participated in the project and third to fifth grade students in schools that did
122.15 not participate in the project and recommend whether to continue or expand the project.

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

125.4 Subd. 7. **Music pilot project appropriation.** For a grant to a qualified nonprofit
125.5 organization to provide three Minnesota public elementary schools with a research-based
125.6 intervention software program that effectively uses singing to improve students' reading
125.7 ability:

125.8 $ 100,000 2017

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316.16 (b) The commissioner of education shall award a grant to a 501(c)(3) nonprofit 316.17 organization to implement in at least three Minnesota school districts, charter schools, 316.18 or school sites, a research-supported, computer-based educational program that uses 316.19 singing to improve the reading ability of students in grades three to five. The grantee shall 316.20 be responsible for selecting participating school sites; providing any required hardware 316.21 and software, including software licenses, for the duration of the grant period; providing 316.22 technical support, training, and staff to install required project hardware and software; 316.23 providing on-site professional development and instructional monitoring and support for 316.24 school staff and students; administering pre- and post-intervention reading assessments; 316.25 evaluating the impact of the intervention; and other project management services as 316.26 required. To the extent practicable, the grantee must select participating schools in urban, 316.27 suburban, and greater Minnesota, and give priority to schools in which a high proportion 316.28 of students do not read proficiently at grade level and are eligible for free or reduced-price 316.29 lunch.	
316.30 (c) By February 15, 2017, the grantee must submit a report detailing expenditures 316.31 and outcomes of the grant to the commissioner of education and the chairs and 316.32 ranking minority members of the legislative committees with primary jurisdiction over 316.33 kindergarten through grade 12 education policy and finance.	
317.1 (d) This is a onetime appropriation.	125.9 This is a onetime appropriation.
317.2 Subd. 13. **Agricultural educator grants.** For agricultural educator grants:	
317.3 $ 250,000 2017	
317.4 This is a onetime appropriation.	
317.5 Subd. 14. **Grants for vision therapy pilot project.** (a) For a grant to Independent 317.6 School District No. 12, Centennial, to implement a neuro-optometric vision therapy 317.7 pilot project:	
317.8 $ 200,000 2017	
317.9 This is a onetime appropriation and is available until June 30, 2019.	

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(b) In each year of the pilot project, second and third grade students identified by a set of criteria created by the district shall be admitted into the pilot study. Identified students shall have a comprehensive eye examination with written standard requirements of testing. Students identified with a diagnosis of convergence insufficiency must undergo a vision efficiency evaluation by a licensed optometrist or ophthalmologist trained in the evaluation of learning-related vision problems. The results of this examination shall determine whether a student will qualify for neuro-optometric vision therapy funded by the grant. The parent or guardian of a student who qualifies for the pilot program under this paragraph may submit a written notification to the school opting the student out of the program. The district must establish guidelines to provide quality standards and measures to ensure an appropriate diagnosis and treatment plan that is consistent with the convergence insufficiency treatment trial study.

(c) The commissioner of education must provide for an evaluation of the pilot project and make a report to the legislative committees with jurisdiction over kindergarten through grade 12 education policy and finance by January 15, 2020.

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Subd. 3. **Northwest Regional Partnership concurrent enrollment program.** For a grant to the Lakes Country Service Cooperative to operate a continuing education program:

$	3,000,000	.....	2017

This is a onetime appropriation. This appropriation is available until June 30, 2019.

Subd. 5. **Sanneh Foundation.** For a grant to the Sanneh Foundation:

$	1,500,000	.....	2017

Funds appropriated in this section are to provide all-day, in-school, and after-school academic and behavioral interventions for low-performing and chronically absent students with a focus on low-income students and students of color throughout the school year and during the summer to decrease absenteeism, encourage school engagement, and improve grades and graduation rates. Funds appropriated in this section may be used to hire and train staff in areas of youth mentorship, behavior support, and academic tutoring in group and individual settings and to promote pathways for teachers of color.

This is a onetime appropriation. This appropriation is available until June 30, 2019.

Subd. 6. **Western Minnesota mobile manufacturing lab.** For a transfer to the Pine to Prairie Cooperative Center:

$	900,000	.....	2017

The funds in this subdivision must be used to establish a western Minnesota mobile labs program, including manufacturing and welding labs to create interest in these careers for secondary students. The program must be operated by Pine to Prairie Cooperative Center in collaboration with Northland Community and Technical College, Lakes Country Service Cooperative, and Minnesota State Community and Technical College.

This is a onetime appropriation. This appropriation is available until June 30, 2019.

Subd. 8. **School crisis response teams.** For school crisis response teams under Minnesota Statutes, section 119A.035:

$	100,000	.....	2017

This is a onetime appropriation. This appropriation is available until June 30, 2019.

Subd. 10. **Girls in Action grant.** For a grant to the Girls in Action program to enable Girls in Action to continue to provide and to expand Twin Cities metropolitan area school and community-based programs that encourage and support low-income girls, including low-income girls of color, to graduate from high school on time, complete a postsecondary preparation program, become community leaders, and participate in service learning opportunities in their communities. Girls in Action must expend $500,000 of this appropriation for community-based programs located in the Twin Cities metropolitan area:

$	1,500,000	.....	2017

This is a onetime appropriation. This appropriation is available until June 30, 2019.

Subd. 13. **Certificate incentive funding.** For the certificate incentive program:

$	1,000,000	.....	2017

This is a onetime appropriation. This appropriation is available until June 30, 2019.

Subd. 14. **Southwest Minnesota State University special education teacher education program.** The following sums are appropriated in the fiscal years designated from the general fund to the commissioner of education for the Southwest Minnesota State University special education teacher education program to support special education paraprofessionals working toward licensure in an online program:

$	385,000	.....	2017

The base for this program in fiscal year 2018 is $0.

Senate Language S2744-2

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126.26 Sec. 92. **APPROPRIATION; FUTURE TEACHERS GRANT PROGRAM.**

126.27 $4,500,000 in fiscal year 2017 is appropriated from the general fund to the
126.28 commissioner of the Office of Higher Education for the Minnesota future teachers grant
126.29 program. This is a onetime appropriation. This appropriation is available until June 30,
126.30 2019.

THIS HOUSE LANGUAGE IS DUPLICATED IN THE SIDE BY SIDE COMPARISON FOR UEH2749-1, ARTICLE 6

127.15 Sec. 95. **REVISOR'S INSTRUCTION.**

127.16 In the next and subsequent editions of Minnesota Statutes, the revisor of statutes
127.17 shall renumber the section on innovative delivery of career and technical education
127.18 programs as Minnesota Statutes, section 124D.339.

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31.31 Sec. 39. **REPEALER.**

31.32 (a) Minnesota Statutes 2014, sections 120B.299, subdivision 5; 120B.35, subdivision
31.33 4; 122A.413, subdivision 3; 122A.43, subdivision 6; and 123B.06, are repealed.

32.1 (b) Minnesota Statutes 2015 Supplement, section 122A.413, subdivisions 1 and
32.2 2, are repealed.

127.19 Sec. 96. **REPEALER.**

127.20 (a) Minnesota Statutes 2014, sections 120B.299, subdivision 5; 122A.413,
127.21 subdivision 3; and 122A.74, are repealed.

127.22 (b) Minnesota Statutes 2015 Supplement, section 122A.413, subdivisions 1 and
127.23 2, are repealed.

127.24 (c) Minnesota Statutes 2014, sections 122A.40, subdivision 11; and 122A.41,
127.25 subdivision 14, are repealed effective July 1, 2017.

127.26 (d) Minnesota Rules, part 3535.0110, subparts 6, 7, and 8, are repealed.

127.27 **EFFECTIVE DATE.** Paragraph (d) is effective the day following final enactment.