



## 2017 E-12 Education Agreement

Issue	Agreement
Overall Increase	Increase over base: \$483 million
Budget Highlights	<ul style="list-style-type: none"> <li>• Formula:</li> <li>2% formula increase per year</li> <li>FY 2018: \$6,188 (\$121 increase)</li> <li>FY 2019 and later: \$6,312 (\$124 increase from proposed FY 2018 increase)</li> </ul> <ul style="list-style-type: none"> <li>• Voluntary Pre-Kindergarten/School Readiness Plus: One-time funding of \$50 million for 2018-19 and \$2.910 million (2020-21)</li> <li>• Early Learning Scholarships (Pathway I): \$20.650 million (2018-19) and \$21.650 (2020-21)</li> <li>• Parent-Child Home Program: \$1.1 million for 2018-19 (in the base)</li> <li>• Makes Compensatory Pilot Grants Permanent</li> <li>• African American Registry: \$200,000 for 2018-19 (not in the base)</li> <li>• Ag Educator Grants: \$500,000 for 2018-19 (in the base)</li> <li>• Alternative Teacher Prep: \$750,000 in FY 2018 (not in the base)</li> <li>• Collaborative Urban Educator: \$440,000 for 2018-19 (in the base)</li> <li>• Concurrent Enrollment Teacher Training Grants: \$750,000 for 2018-19 (in the base)</li> <li>• Grow Your Own Paraprofessionals: \$1 million for 2018-19 (in the base)</li> <li>• Intermediate School District Mental Health: \$4.900 for 2018-19 (not in the base)</li> <li>• Reading Corps: \$2.65 million FY 2018-19 and \$4.65 million for 2020-21 biennium</li> <li>• Math Corps: \$500,000 for 2018-19 (in the base)</li> <li>• Recovery Programs: \$500,000 for 2018-19 (in the base)</li> <li>• Principals Academy: \$100,000 for 2018-19 (in the base)</li> <li>• Rock and Read: \$500,000 in FY 2018 (not in the base)</li> <li>• Rural CTE: \$3 million for 2018-19 and \$6 million for 2020-21</li> <li>• Sanneh Foundation: \$1 million for FY 2018 (not in the base)</li> <li>• AP/IB STEM: \$500,000 for 2018-19 (in the base)</li> <li>• Teacher Shortage Loan Forgiveness: \$500,000 in FY 2018 (not in the base)</li> <li>• Education Partnerships (St. Paul): \$200,000 for 2018-19 (in the base)</li> <li>• Education Partnerships (Northside Achievement): \$200,000 for 2018-19 (in the base)</li> <li>• Education Partnerships (Expansion): \$960,000 for 2018-19 (in the base)</li> <li>• Cuts ACT reimbursements by \$3 million</li> <li>• MDE IT Upgrades: \$3.25 million for 2018-19 (not in the base)</li> <li>• Tribal Contract Schools: \$3.728 million for 2018-19 and \$211,000 for 2020-21.</li> </ul>



## 2017 E-12 Education Agreement

Issue	Agreement
E-learning	<ul style="list-style-type: none"> <li>-Allows a school board's annual calendar to include plans for up to five days of instruction provided through an online instruction due to inclement weather.</li> <li>-Establishes definitions for E-learning days (an e-learning day is counted as a day of instruction and included in the hours of instruction).</li> <li>-A school board may adopt an e-learning plan after consulting with the exclusive bargaining representative of the teachers.</li> <li>-Plans must include accommodations for students without internet access.</li> <li>-The school's e-learning plan must provide accessible options for students with disabilities in accordance with chapter 125A.</li> <li>-A school district or charter school must notify students and families of the e-learning plan at the beginning of the school year.</li> <li>-Requires school districts and charters to notify parents and students at least two hours before school start time about following an e-learning plan for the day.</li> <li>-Each student's teacher must be accessible both online and by telephone during normal school hours on an e-learning day to assist students and parents.</li> <li>-Allows e-learning days to be counted the same as days when schools are in session for purposes of calculating average daily membership.</li> </ul> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718), Omnibus Education Policy bills (HF 1376/ SF 1222), and HF 1421 Draskowski/SF 1421 Clausen.</p>
Asthma Inhalers Exclusion, Possession and Use	<p>Original language from MDE's Policy Bill (HF 1376/SF 1222)</p> <p>Clarification of students' use of asthma inhalers compliance with the specific statute regarding possession and use of asthma inhalers. Statute clarification authorizing the use of asthma inhalers by students that is consistent with the general statute governing the administrative of drugs and medicine to students in terms of parental approval and written notice.</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718) and Omnibus Education Policy bills (HF 1376/ SF 1222).</p>
Textbook and Software or Other Educational Technology	<p>Expands the definition of textbooks to include annual subscription costs for online books, adds course registration fees for advanced placement courses to the definition of software or other educational technology.</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718) and HF 2145: Neu/SF 1558: Nelson.</p>
Pupil Transportation Shelter Care Facility	<p>Original language from MDE's Policy Bill (HF 1376/SF 1222)</p> <p>Adds transportation of a student to and from a shelter care facility as a reimbursable expenditure under the special education pupil transportation formula.</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718) and Omnibus Education Policy bills (HF 1376/ SF 1222).</p>
Extended Time	<p>Authorizes extended time revenue for students in a summer education program in the Wilmar school district.</p> <p>Included in the House Omnibus Education Finance Bill, HF 890.</p> <p>HF 535: Baker/SF 494: Lang</p>
Compensatory	<p>Makes Compensatory Revenue Pilot Projects permanent.</p>



## 2017 E-12 Education Agreement

Issue	Agreement
Revenue	A portion of compensatory revenue must now be used for extended time activities: 1.7 % for FY 2018, 3.5% for FY 2019, and for fiscal year 2020 and later, 3.5% plus the percentage change in the formula allowance from the previous year. Included in both Omnibus Education Finance Bills (HF 890/SF 718). SF 489: Nelson/HF 670: Scott
Referendum Notice First Class Mail	Removes the referendum notice requirement to send the notice by first class mail. Included in the Senate Omnibus Education Policy bill, SF 1222, the Senate Education Finance Bill, SF 718, and SF 1476: Pratt/HF 1549: Christensen.
Commissioner Audits	Not in previous bills. Allows the Commissioner to conduct audits that are not subject to chapter 14.
Payments to School Non-operating Funds	Original language from MDE's Policy Bill (HF 1376/SF 1222) Changes the metering schedule for the payment of school district nonoperating aids (nonoperating state aid includes debt service equalization aid) from 12 monthly payments to six monthly payments beginning in July. Included in both Omnibus Education Finance Bills (HF 890/SF 718) and Omnibus Education Policy bills (HF 1376/ SF 1222).
Nevis School District Levy Adjustment	Authorization for Nevis school district to adjust their levy over three years instead of fixing the error in one year. Included in both Omnibus Education Finance Bills (HF 890/SF 718) and HF 1220: Grossell/SF 1611: Utke.
Dissolution; Referendum Revenue	The treatment of referendum revenue of attaching districts is the same for voluntary or involuntary dissolutions. Repeals the statutory provision relating to the referendum revenue and authority for districts to which attached territory of a district is dissolved voluntarily. Included in both Omnibus Education Finance Bills (HF 890/SF 718) and SF 1829: Gazelka/HF 2308: Poston.
Pupil Transportation Adjustment	For FY 2018 and 2019 creates a new funding component for pupil transportation services. Included in the House Omnibus Education Finance Bill, HF 890.
Economics and Citizenship	Changes required "curriculum" to "knowledge and skills" and adds economics and citizenship to social studies requirements. Included in the House Omnibus Education Finance Bill, HF 890 and the House Omnibus Education Policy bill, HF 1376. Similar language in HF 731: Erickson/SF 773: Kiffmeyer and HF 1602: Urdahl/SF 1061: Cwodzinski
SHAPE America	Original language from MDE's Policy Bill (HF 1376/SF 1222) Replaces National Association of Sport and Physical Education standards with Society of Health and Physical Educator (SHAPE) standards as the required physical education standards. Included in both Omnibus Education Finance Bills (HF 890/SF 718) and included in Omnibus Education Policy bill, HF 1376.
Sexual Abuse Prevention Instruction and Training/ Erin's	-A school district may include sexual abuse prevention instruction in a health curriculum and may also provide parents information on the warning signs of sexual abuse. -Encourages districts to provide training to district staff and school board members on responding to a disclosure of a child sexual abuse and mandatory reporting requirements.



## 2017 E-12 Education Agreement

Issue	Agreement
Law	<ul style="list-style-type: none"> <li>-Allows school districts and charters to accept funds for child abuse prevention programs.</li> <li>-Names provision as Erin’s Law and establishes purpose, curriculum consultation, programs and requires the Commissioner to report on November 1, 2019 regarding child abuse programs developed by school districts.</li> <li>Included in the House Omnibus Education Finance Bill, HF 890 and HF 1680: Bennett/SF 1346: Ingebrigtsen.</li> </ul>
Rulemaking	<ul style="list-style-type: none"> <li>Original language from MDE’s Policy Bill (HF 1376/SF 1222)</li> <li>Obsolete language removed for language arts, math, arts, science, and social studies.</li> <li>Included in House Education Finance Bill, HF 890 and the House Omnibus Education Policy bill, HF 1376.</li> </ul>
Bilingual and Multilingual Seals	<ul style="list-style-type: none"> <li>Original language from MDE’s Policy Bill (HF 1376/SF 1222)</li> <li>Seals are recognized for high school students in any public, charter, or nonpublic school with required proficiency.</li> <li>Included in both Omnibus Education Finance Bills (HF 890/SF 718) and Omnibus Education Policy bills (HF 1376/ SF 1222).</li> </ul>
Reading Proficiently No Later than Third Grade/ Literacy	<ul style="list-style-type: none"> <li>-Requires a school district to identify students in grade 3 or higher who demonstrate a reading difficulty and report on efforts to identify students with dyslexia using screening tools identified by MDE.</li> <li>-Adds to the districts’ report by July 1, to the Commissioner, the screening tools used as recommended by the department’s dyslexia specialist.</li> <li>-Requires districts to report on a student’s progress for those students not reading at or above grade level. Prohibits a district from using the section to deny a student’s right to a special education evaluation.</li> <li>-If a student does not read at or above grade level by the end of grade 3, the district must continue to provide reading intervention until the student reads at grade level.</li> <li>-A district or charter school is strongly encouraged to provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency as measured by the statewide reading assessment in grade 3.</li> <li>-The personal learning plan should be developed by the school in consultation with the student’s parent or guardian. The personal learning plan must address knowledge gaps and skill deficiencies through strategies that may include grade retention, if in the student’s best interests.</li> <li>-A student who is identified as being unable to read at grade level must be provided with alternate instruction that is multisensory, systematic, sequential, cumulative and explicit.</li> <li>-A school must maintain and regularly update and modify the learning plan until the student reads at grade level.</li> <li>-Requires that MDE employ a dyslexia specialist and outlines duties and qualifications.</li> <li>-Students who do not meet or exceed Minnesota academic standards, as measured by the MCAs that are administered during high school, shall be informed that admission to public school is free and available to any resident under 21.</li> <li>Included in both Omnibus Education Finance Bills (HF 890/SF 718), the Senate Omnibus Education Policy bill (SF 1222), SF 468: Utke/HF 538: Christensen, and SF 453: Chamberlain/ HF 668: Daniels.</li> </ul>
Raised Academic Achievement; Advanced	<ul style="list-style-type: none"> <li>Adds to the priority list for funding, an intent to increase the advanced placement and international baccalaureate course offerings in science, technology, engineering, and math to low-income and other disadvantaged students. Stipulates that the maximum award per district is \$150,000. Adds to the funding uses, activities expanding low-income or disadvantaged access</li> </ul>



## 2017 E-12 Education Agreement

Issue	Agreement
Placement and International Baccalaureate Programs	and preparing and disseminating promotional materials to low-income, disadvantaged students and their families. A grant is available for three years from the date of the grant if the district meets the annual benchmarks in its plan. Included in the Senate Education Finance Bill (SF 718) and SF 1056: Nelson/HF 1289: Erickson.
Character Development Education	Adds language to character development education law regarding shared responsibility for character development education by parents, teachers, and members of the community. Also includes language that to the extent practicable, instruction should be integrated into positive behavioral intervention strategies. Included in the House Omnibus Education Finance Bills (HF 890), the Omnibus Education Policy bill, HF 1376 and HF 836: Erickson/SF 736: Pratt.
College Entrance Exam/ACT and Statewide Accountability Cultural Competency	-Removes the statement that “an opportunity to participate on a nationally normed college entrance exam, in grade 11 or grade 12” under students’ state graduation requirements. -To the extent funding is available, a district must pay the cost, one time, for an interested student in grade 11 or 12 who is eligible for a free or reduced-price meal to take a nationally recognized college entrance exam before graduating. -If a district administers only one of the tests (ACT or SAT) a free or reduced-price meal eligible student may opt to choose to take the other test and may take it at a different time or location and remains eligible for reimbursement. -A school district may require a student that is not eligible for a free or reduced-price meal to pay the costs of taking a nationally recognized college entrance exam. The district must waive the cost for a student unable to pay. Included in both Omnibus Education Finance Bills (HF 890/SF 718) and SF 736: Pratt/ HF 836: Erickson.  -For statewide accountability, cultural competency is defined as the ability of families and educators to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds. Included in Omnibus Education Policy bill, HF 1376 and HF 341: Thissen/No SF.
Disaggregated Data Rollout Sites	Requires the Commissioner of Education to designate up to six school districts or charter schools as disaggregated data rollout sites by August 1, 2017. The sites should represent urban, suburban and nonurban and charter school districts. The Commissioner must consult stakeholders and review the American Community Survey to develop recommendations for best practices for disaggregated data. Requires the Commissioner to report to the education committees by February 1, 2018 on the best practices from other states that have disaggregated data. Included in both Omnibus Education Finance Bills (HF 890/SF 718), Omnibus Education Policy bills (HF 1376/ SF 1222) and HF 2258: Moran/SF 1847: Kent.
Student Performance Disaggregated Data	Amends the student categories of ethnicity and race to include references to 120B.35, subdivision 3, paragraph (a), clause (2) regarding separate categories. Also removes immigrant and refugee status. Amended with new language as outlined in state growth target. Included in both Omnibus Education Finance Bills (HF 890/SF 718) and the House Education Policy bill (HF 1376).



## 2017 E-12 Education Agreement

Issue	Agreement
Student Participation on MCAs	<p>New language not in previous bills.</p> <p>Requires the Commissioner to create and publish a form for parents and guardians that 1) explains the need for state academic standards; 2) identifies the state assessments that are aligned with state standards; 3) identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments; 4) states that students who receive a college ready benchmark on the high school MCAs are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area; 5) summarizes the limits on local testing; and 6) notifies the parent of the right to not have the parent's child participate in the state and locally required academic assessments, and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.</p> <p>-A school district must post the form created by the commissioner on the district web page and include it in the district's student handbook.</p>
State Growth Target	<p>-Amends the separate categories of information for student categories that the Commissioner must analyze and report on. Adds, seven of the most populous Asian and Pacific Islander groups, three of the most populous Native groups, seven of the most populous Hispanic/Latino groups, and five of the most populous Black and African Heritage groups as determined by the total Minnesota population based on the most recent American Community Survey.</p> <p>-Requires the Commissioner to disaggregate data by student categories when reporting four and six-year graduation rates.</p> <p>-A school district must inform parents and guardians that volunteering information on student categories not required by the most recent reauthorization of ESSA but is optional and will not violate the privacy of students, their families, parents, or guardians. The notice must state the purpose for collecting the student data. Effective in 2018-19 school year and later for rollout sites and 2019-20 for all other schools.</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718) and the House Omnibus Education Policy bill (HF 1376).</p>
School Performance Reports and Public Reporting	<p>-The school performance report for a school site and a school district must include school performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.</p> <p>-Requires school districts to develop, update and post school performance reports to comply with WBWF.</p> <p>Included in the House Omnibus Education Finance Bill (HF 890), the House Omnibus Education Policy bill (HF 1376) and HF 1966: Peterson/SF 1748: Chamberlain.</p>
Unrequested Leave of Absence/LIFO	<p>Requires the school board and the exclusive representative of the teachers to negotiate an unrequested leave of absence plan. Effective for collective bargaining agreements effective July 1, 2019 and after.</p> <p>Included in the House Omnibus Education Finance Bill (HF 890) and HF 1478: Loon/SF 2127 Housley.</p>
Alternative Teacher Professional Pay System	<p>Amends the alternative teacher professional pay system to allow for hiring bonuses, incentives, or funding to grow your own teacher initiative.</p> <p>\$750,000 transfer to Higher Education for FY 2018 only.</p> <p>Included in the Senate Education Finance Bill (SF 718).</p>
Alternative Teacher	<p>Original language from MDE's Policy Bill (HF 1376/SF 1222)</p> <p>Allows St. Croix River Education District to receive alternative teacher compensation revenue (Q-comp).</p>



## 2017 E-12 Education Agreement

Issue	Agreement
Compensation Revenue	Included in both Omnibus Education Finance Bills (HF 890/SF 718) and the Omnibus Education Policy bills (HF 1376/ SF 1222).
Behavioral Interventions and Support	Original language from MDE's Policy Bill (HF 1376/SF 1222) -Defines "positive behavioral interventions and supports" (PBIS) as an evidence-based framework for preventing problem behavior and outlines six key components of PBIS. -Amends special education statute to include cross-reference for new definition of PBIS. Included in both Omnibus Education Finance Bills (HF 890/SF 718) and the Omnibus Education Policy bills (HF 1376/ SF 1222).
Enrollment Lotteries	Changes lottery priorities for school district open enrollment and proposes a new fourth priority. The fourth priority establishes that students who do not reside in the school district receive priority if they reside in a municipality where the nonresident district operates a building, the resident district does not operate a building, and no other nonresident district operates a building. Included in the House Omnibus Education Finance Bill (HF 890), the House Omnibus Education Policy bill (HF 1376) and HF 1083: Anselmo/SF 1053: Franzen.
Concurrent Enrollment Definition, Language recodified, and Financial arrangement	Original language from MDE's Policy Bill (HF 1376/SF 1222) -Defines concurrent enrollment as nonsectarian courses in which an eligible pupil enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid. -Recodifies language about 9th and 10th grade students. - Increases number of days the department has to pay postsecondary institutions for concurrent enrollment students from 30 to 45.  Encourages schools, districts, and postsecondary institutions to develop and offer an "introduction to teaching or education" concurrent enrollment courses. Those institutions receiving grants must report to the Commissioner on student participation rates. \$375,000 each year (in the base).  Included in both Omnibus Education Finance Bills (HF 890/SF 718) and the Omnibus Education Policy bills (HF 1376/ SF 1222).
PSEO Access to Building and Technology	-Requires a school to allow a student enrolled in a PSEO course to remain at the school site during the regular school day and requires the school to adopt a policy that provides reasonable access to computers and technology during the school day. - Requires a school board to adopt a policy regarding weighted grade point averages for students in dual enrollment courses. The policy must state whether the district offers weighted grades. A school board must annually publish on its Web page a list of courses for which a student may earn a weighted grade. Included in the House Omnibus Education Finance Bill (HF 890) and HF 1906: Loon/SF 570: Nelson.



## 2017 E-12 Education Agreement

Issue	Agreement
Innovative Delivery of Career and Technical Education Programs	<ul style="list-style-type: none"> <li>-Codifies the Innovation Pilot Projects provisions enacted in session laws in 2012 and 2014.</li> <li>-This proposal adds to the partnership plans to increase 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.</li> <li>-Requires the Commissioner to convene an advisory panel to advise on the applicants' qualifications to participate in the program.</li> <li>-Districts already approved for an innovation zone pilot may continue to operate.</li> </ul> <p>Included in the House Omnibus Education Finance Bill (HF 890), Omnibus Education Policy bill (HF 1376) and HF 877: Erickson/SF 1070: Dahms.</p>
Eligible Pupils/Graduation Incentives	<p>Extends a onetime provision from 2016-17 to 2017 and 2018 that allows certain early middle college program participants to remain enrolled until the student turns 22 years old.</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718) and HF 1661: Lee/SF 1489: Torres Ray</p>
Recovery Program Funding	<p>Expands the uses of approved recovery program funding to include unreimbursed transportation costs incurred by students attending approved recovery programs.</p> <p>Included in the Senate Omnibus Education Finance Bill (SF 718) and SF 877: Relph/HF 1052: Theis.</p>
Charter Schools	<ul style="list-style-type: none"> <li>-Regulates placement of students in classroom of a teacher who is on performance plan or has not had summative evaluation.</li> <li>-Requires charter schools to comply with Pupil Fair Dismissal Act.</li> <li>-Includes language that authorizers must provide a letter to the school for distribution to families that explains withdrawal.</li> <li>-Clarifies that charter school admission requirements apply to charter schools offering preschool or prekindergarten program.</li> <li>-Allows a charter school to include students participating in PSEO in their pupil count for generating lease aid.</li> </ul>
Alternative Teacher Preparation Grant Program	<ul style="list-style-type: none"> <li>-Establishes grant program (\$750,000 in FY 2018, no funding in the tails).</li> <li>-Requires alternative teacher preparation programs to report to the Commissioner and BOT.</li> </ul> <p>Included in the House Omnibus Education Finance Bill (HF 890) and HF 1663: Erickson/SF 1725: Nelson.</p>
Teacher Shortage Loan Forgiveness and Student Teachers in Shortage Areas	<ul style="list-style-type: none"> <li>- Adds economic development regions where there is a shortage of teachers of color to definition of "teacher shortage area."</li> <li>-A teacher is eligible for the program if the teacher is teaching in an identified teacher shortage area.</li> <li>-Requires the Commissioner to report on the number of persons who received loan forgiveness and their race or ethnicity.</li> </ul> <p>\$500,000 transfer to Higher Ed in FY 2018.</p> <p>Included in the House Omnibus Education Finance Bill (HF 890) and in HF 1663: Erickson/SF 1725: Nelson</p>
Concurrent Enrollment Teaching Program	<p>Expands Northwest Regional Partnership Program to other voluntary associations and teachers throughout Minnesota.</p> <p>Requires a report by January 15, 2018 on the progress of its activities.</p> <p>\$375,000 each year and built into the base.</p> <p>Included in the House Omnibus Education Finance Bill (HF 890) and HF 1663: Erickson/SF 1725: Nelson</p>





## 2017 E-12 Education Agreement

Issue	Agreement
Education Innovation Partners Cooperative Center	<p>Extends the time that the Education Innovation Partners Cooperative Center can spend up to \$310,000 of its remaining state grant during fiscal year 2018 and fiscal year 2019.</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718) and HF 1324: Metsa/SF 1300: Eichorn.</p>
Agricultural Educator Grants	<p>Establishes a grant program to support school districts in paying agricultural education teachers for work over the summer with high school students in extended programs.</p> <p>\$250,000 each year (in the base).</p>
Innovation Zones	<ul style="list-style-type: none"> <li>-Establishes the innovation zone program to improve student and school outcomes consistent with WBWF requirements. Innovation zone partnerships allow school districts and charter schools to research and implement innovative education programming models.</li> <li>-One or more districts or charter schools may join together to form an innovation zone partnership.</li> <li>-An innovation zone partnership must research and implement innovative education programs and models that are based on proposed hypotheses.</li> <li>-Outlines examples of possible research, description requirements for the Commissioner, and approval, membership and application details.</li> <li>-Outlines the exemptions for an innovation zone with an approved plan.</li> <li>-Innovation Zones cannot be exempt from the Minnesota Comprehensive Assessments.</li> <li>-Plans may be submitted to the Commissioner in the form and manner outlined by the Commissioner. The Commissioner may approve or reject the application after reviewing the recommendations from the advisory panel.</li> <li>-Applications for grants must be submitted by April 1 of any year in the form and manner required by the Commissioner. The Commissioner must approve or reject the application by May 1.</li> <li>-Creates an Innovation Zone Advisory Panel that reviews plans submitted for approval and recommends grants for applicants.</li> <li>-Each innovation zone partnership must submit project data to the Commissioner in the form and manner provided for in the approved application. At least once every two years, the Commissioner must analyze each innovation zone's progress. Requires the Commissioner to submit a report every other year to the Legislature.</li> <li>-Allows the commissioner to approve up to three plans in the seven-county metropolitan area and up to three in greater Minnesota.</li> </ul> <p>Included in the Senate Omnibus Education Finance Bill (SF 718) and SF 1474: Eichorn/HF 1639: Peterson</p>
Submit ESSA Plan to Legislature	<p>Requires the commissioner of education to submit the department's ESSA plan to the education committees of the legislature at least 30 days before submitting the plan to the US Department of Education.</p> <p>Requires the state plan to be consistent and aligned to the extent practicable, with the performance accountability measures required under section 120B.11, subdivision 1a (WBWF), to create a single accountability system for all public schools.</p>
Educational Stability for	<p>Establishes a pilot project to provide incentives for school districts and county governments to develop partnership agreements and implement transportation plans to help keep foster care students enrolled in their school of origin when a</p>



## 2017 E-12 Education Agreement

Issue	Agreement
Students in Foster Care	<p>student is placed in a foster care setting outside the school of origin's boundaries. A school district must submit an application in the form and manner prescribed by the Commissioner of education to participate in the program. One or more school districts and the local child welfare agency must have a written interagency agreement that describes the local plan for ensuring educational stability for foster care students.</p> <p>By February 1, 2018, the Commissioner of Education shall report on the pilot project to the Legislature.</p> <p>\$1 million in 2018</p> <p>Included in the Senate Omnibus Education Finance Bill (SF 718) and SF 1397: Nelson/HF 1695: Kresha.</p>
Rural Career and Technical Education Consortium Grants	<p>Establishes a rural career and technical education (CTE) consortium, a voluntary collaboration of a service cooperative and other regional public and private partners including school districts and higher education institutions that work together to provide career and technical education opportunities within the service cooperative's multicounty service area.</p> <p>\$1.5 million each year and \$3 million each year in the base.</p> <p>Included in the Senate Omnibus Education Finance Bill (SF 718) and SF 310: Weber/HF 417: Schomacker</p>
Mental Health Grants Intermediate School Districts	<p>Grant program to fund innovative projects to improve mental health outcomes for youth attending an intermediate school district or service cooperative that provides instruction to students in a setting of federal instructional level four or higher.</p> <p>\$2.450 million for FY 2018 and FY 2019 (no funding in tails).</p> <p>Included in the House Omnibus Education Finance Bill (HF 890), HF 1255: Loon/SF 768: Clausen, and HF 2224: Loon/SF 2096: Clausen.</p>
Minnesota Center for the Book Programming Awards	<p>Grants for statewide programming for the Minnesota Book Awards. \$50,000 each year for FY 2018 and 2019 (no funding in the tails).</p>
Singing-based Pilot Project/ Rock 'n' Read	<p>Computer-based singing program to improve reading.</p> <p>\$500,000 in FY 2018.</p> <p>Included in the House Omnibus Education Finance Bill (HF 890), HF 429: Fischer/SF 13: Wiger and HF 2466: Loon.</p>
Starbase MN	<p>Extends the time that Starbase MN can spend up to \$398,000 of its remaining state grant during fiscal year 2018.</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718) and HF 1476: Dettmer/SF 1227: Simonson</p>
Principals Academy	<p>Increase of \$50,000 in base funding to the Principals Academy each year. Requires \$50,000 to be used to pay the costs of attendance for principals and school leaders identified for intervention under ESSSA. Encourages MDE to use additional Title II funds as available.</p>
Race 2 Reduce	<p>Grants to support Race 2 Reduce water conservation programming in Minnesota schools, specifically, White Bear Lake and Mahtomedi. \$307,000 in 2018.</p>
Grow Your Own: Paraprofessionals	<p>Grants for school districts with more than 30 percent minority students for a Board of Teaching-approved nonconventional teacher residency pilot program.</p> <p>\$500,000 each year and funding is built into the tails.</p>



## 2017 E-12 Education Agreement

Issue	Agreement
	Included in both Omnibus Education Finance Bills (HF 890/SF 718).
Collaborative Urban Educator Grants	Grants to Concordia, University of St. Thomas, Hamline University and Augsburg College. Increase of \$220,000 each year and built into the tails. Included in both Omnibus Education Finance Bills (HF 890/SF 718).
Raised Academic Achievement; Advanced Placement and International Baccalaureate Programs STEM	Grants to schools to encourage participation in advanced placement and international baccalaureate course offerings in science, technology, engineering, and math to low-income and other disadvantaged students. \$250,000 each year and built into the base. Included in the Senate Omnibus Education Finance Bill (SF 718) and SF 1056: Nelson/HF 1289: Erickson.
African American Registry	The African American Registry must use the grant funds to establish partnerships with Metropolitan State University and the University of St. Thomas to improve the cultural competency of candidates seeking a first teaching license. The African American Registry shall report to the legislature, by January 15 of each year, a detailed report regarding the funds used. The report must include the number of teachers prepared. \$100,000 each year, not built into the tails. Included in the Senate Omnibus Education Finance Bill (SF 718)
Sanneh Foundation	Academic and behavioral interventions for low-performing and chronically absent students. \$1 million for FY 2018.
Teacher Licensure	
Validity of Teacher Licenses	All teacher licenses in effect on January 1, 2018, shall remain valid for one additional year after the date the license is scheduled to expire.
Authority	PELSB is required to license teachers according to tiers. Adds to PELSB and MDE data sharing, STARS data for the purpose of managing and processing funding to school districts and other entities.
Support Personnel	Requires PELSB to issue licenses and credentials to support personnel.
Substitute Teachers	-References to five-year professional licenses have been replaced with references to Tier 3 or 4. Teachers holding lifetime short-call or long-call substitute teaching licenses may reapply for either Tier 3 or Tier 4 or a Tier 1 license provided the candidate's bachelor's degree or appropriate professional credential in the content area the candidate will teach.
Temporary Military License	Requires the Board to provide candidates for a license under this subdivision with information regarding the tiered licensure system.
Background Checks	Background checks are removed from the Commissioner of Education and added to responsibilities of BOSA. Requires notification to the individual and the school district or charter school employing the individual.
Licensure Via	Language is recodified.



## 2017 E-12 Education Agreement

Issue	Agreement	
Portfolio	PELSB must adopt a process for licensure via portfolio.	
Tier 1 License		
Term	One year.	
Renewal	Not more than three times unless the requesting district can show good cause for additional renewals. A Tier 1 license issued to teach 1) a class or course in a career and technical education or career pathway course of study or 2) in a shortage area, may be renewed without limitation.	
Requirements	<p>The Board must approve a request from a district or charter school to issue a Tier 1 license in a specified content area to a candidate if:</p> <ol style="list-style-type: none"> <li>1. The candidate meets professional requirements;</li> <li>2. The district or charter school affirms that the candidate has the necessary skills and knowledge to teach in the specified content area; and</li> <li>3. The district or charter school demonstrates that:               <ol style="list-style-type: none"> <li>a) a criminal background check has been completed on the candidate; and</li> <li>b) the district or charter has posted the teacher position but was unable to hire an acceptable teacher with a Tier 2, 3, or 4 license for the position.</li> </ol> </li> </ol> <ul style="list-style-type: none"> <li>• A candidate for a Tier 1 license must have a bachelor’s degree to teach a class outside a career and technical education or career pathways course of study.</li> <li>• A candidate for a Tier 1 license must have one of the following credentials in a relevant content area to teach a class in a career and technical education or career pathways course of study:               <ol style="list-style-type: none"> <li>1) an associate’s degree in the content area;</li> <li>2) a professional certification; or</li> </ol> </li> </ul> <p>five years of relevant work experience.</p>	
Additional Notes	<ul style="list-style-type: none"> <li>• The board may submit written comments to the district or charter school that requested the renewal regarding the candidate. PELSB must renew a candidate if 1) the district or charter school requesting the renewal demonstrates that it has posted the teacher position but was unable to hire an acceptable teacher with a Tier 2, 3, or 4 license for the position; 2) the teacher holding the Tier 1 license took a content examination and submitted the examination results to the teacher’s employing district or charter school within one year of the board approving the request for the initial Tier 1 license (does not apply to a teacher that teaches in a class in a career and technical education or career pathways course of study); and 3) the teacher holding the Tier 1 license participated in cultural competency training within one year of the board approving the request for the initial Tier 1 license.</li> <li>• PELSB must accept applications for a Tier 1 license beginning July 1 of the school year for which the license is</li> </ul>	



## 2017 E-12 Education Agreement

Issue	Agreement
	<p>requested and must issue or deny the Tier 1 license within 30 days.</p> <ul style="list-style-type: none"> <li>• A Tier 1 license is limited to the content matter indicated on the application for the initial Tier 1 license.</li> <li>• A Tier 1 license does not bring an individual within the definition of a teacher.</li> <li>• A teacher holding a Tier 1 license must participate in the employing district or charter school's mentorship and professional development program.</li> <li>• A teacher holding a Tier 1 license must participate in an evaluation aligned to the extent practicable with 122A.40, subdivision 8, or 122A.41, subdivision 5.</li> </ul>
Tier 2 License	
Term	Two years
Renewal	<p>Three times</p> <p>Before a Tier 2 license is renewed for the first time, a teacher holding a Tier 2 license must participate in cultural competency training. The board must issue rules setting forth the conditions for additional renewals after the initial license has been renewed three times.</p>
Requirements	<p>The Board must approve a request from a district or charter school to issue a Tier 2 license in a specified content area to a candidate if:</p> <ol style="list-style-type: none"> <li>1) The candidate meets the educational or professional requirements or</li> <li>2) The candidate: <ul style="list-style-type: none"> <li>• has completed the coursework required for a Tier 2 license;</li> <li>• is enrolled in a Minnesota-approved teacher preparation program; or</li> <li>• has a master's degree in the specified content area; and</li> </ul> </li> <li>3) The district or charter school demonstrates that a criminal background check has been completed on the candidate.</li> </ol> <ul style="list-style-type: none"> <li>• A candidate for a Tier 2 must have a bachelor's degree to teach a class outside a career and technical education or career pathways course of study.</li> <li>• A Candidate for a Tier 2 license must have one of the following credentials in a relevant content area to teach a class in a career and technical education or career pathways course of study: an associate's degree in the content area; a professional certification; or five years of relevant work experience.</li> </ul> <p><b>Coursework:</b> A candidate for a Tier 2 license must meet the coursework requirement by demonstrating completion of two of the following:</p> <ul style="list-style-type: none"> <li>• at least eight upper division credits in the relevant content area (upper division means classes normally taken at the</li> </ul>



## 2017 E-12 Education Agreement

Issue	Agreement
	<p>junior or senior level of college which require substantial knowledge and skill in the field);</p> <ul style="list-style-type: none"> <li>• field-specific methods of training, including coursework;</li> <li>• at least two years of teaching experience in a similar content area in any state as determined by the Board;</li> <li>• a passing score on the pedagogy and content exams; or</li> <li>• completion of a state-approved teacher preparation program.</li> </ul>
Additional Notes	<ul style="list-style-type: none"> <li>• PELSB must accept applications for a Tier 2 license beginning July 1 of the school year for which the license is requested and must issue or deny the Tier 2 license within 30 days.</li> <li>• A Tier 2 license is limited to the content matter indicated on the application for the initial Tier 2 license.</li> <li>• A Tier 2 license does not bring an individual within the definition of a teacher.</li> <li>• The time that a teacher with a Tier 2 license must be credited towards the three-year probationary period under section 122A.40, subdivision 5, or section 122A.41, subdivision 2. The timed credited must not exceed two years. The three years of the probationary period, including any time credited under this section must run consecutively.</li> <li>• A teacher holding a Tier 2 license must participate in the employing district or charter school's mentorship and evaluation program.</li> <li>• A teacher holding a Tier 2 license must participate in an evaluation aligned to the extent practicable with 122A.40, subdivision 8, or 122A.41, subdivision 5.</li> </ul>
Tier 3 License	
Term	Three years
Renewal	Every three years without limitation
Requirements	<p>The Board must issue a Tier 3 license to a candidate who provides information sufficient to demonstrate all of the following:</p> <ul style="list-style-type: none"> <li>• The candidate meets the educational or professional requirements;</li> <li>• the candidate has obtained a passing score on all required licensure exams; and</li> <li>• the candidate has completed the coursework required.</li> </ul> <ul style="list-style-type: none"> <li>• A candidate for a Tier 3 must have a bachelor's degree to teach a class outside a career and technical education or career pathways course of study.</li> <li>• A Candidate for a Tier 3 license must have one of the following credentials in a relevant content area to teach a class in a career and technical education or career pathways course of study: an associate's degree in the content area; a professional certification; or five years of relevant work experience.</li> </ul> <p>In consultation with the Governor's Workforce Development Council, the Board must establish a list of qualifying certifications,</p>



## 2017 E-12 Education Agreement

Issue	Agreement
	<p>and may add additional professional certifications in consultation with school administrators, teachers and other stakeholders.</p> <p><b>Coursework:</b> A candidate for a Tier 3 license must meet the coursework requirement by demonstrating completion of one of the following:</p> <ul style="list-style-type: none"> <li>• a Minnesota-approved teacher preparation program;</li> <li>• a state-approved teacher preparation program that includes field-specific student teaching equivalent to field-specific student teaching in Minnesota-approved teacher preparation programs. The field-specific student teaching requirement does not apply to a candidate that has two years of teaching experience;</li> <li>• submission of a content-specific portfolio;</li> <li>• a professional teaching license from another state, evidence that the candidate's license is in good standing, and two years of teaching experience; or</li> <li>• three years of teaching experience under a Tier 2 license, and evidence of summative teacher evaluations that did not result in placing or otherwise keeping the teacher on an improvement process.</li> </ul>
Additional Notes	<ul style="list-style-type: none"> <li>• A teacher holding a Tier 3 license must participate in the employing district or charter school's mentorship and evaluation program, including an individual growth and development plan.</li> </ul>
Tier 4 License	
Term	Five years
Renewal	Every five years without limitation
Requirements	<p>The Board must issue a Tier 4 license to a candidate who provides information sufficient to demonstrate all of the following:</p> <ul style="list-style-type: none"> <li>• the candidate meets all the requirements for a Tier 3 license and has completed a teacher preparation program;</li> <li>• the candidate has at least three years of teaching experience in Minnesota;</li> <li>• the candidate has obtained a passing score on all required licensure exams; and</li> <li>• the candidate's most recent summative teacher evaluation did not result in placing or otherwise keeping the teacher in an improvement process pursuant to section 122A.40, subdivision 8, or 122A.41, subdivision 5.</li> </ul>
Additional Notes	<ul style="list-style-type: none"> <li>• A teacher holding a Tier 4 license must participate in the employing district or charter school's mentorship and evaluation program, including an individual growth and development plan.</li> <li>• A five year license issued by the Commissioner before the effective date of this section must be treated as Tier 4 license. An expired five-year license issued by the Commissioner before the effective date of this section fulfills the requirements of the subdivision 1 for purposes of future licensure by PELSB.</li> </ul>
Teacher Licensure Assessment	<ul style="list-style-type: none"> <li>-Consolidates teacher licensure provisions in other statutes.</li> <li>-PELSB must adopt rules requiring a candidate to demonstrate a passing score on a board-adopted examination of skills in reading, writing, and mathematics before being granted a Tier 4 teaching license.</li> <li>-Allows Tier 1, Tier 2 and Tier 3 to meet other requirements than the board-adopted examination.</li> <li>-The Board must adopt rules requiring candidates for Tier 3 and Tier 4 pass an examination of general pedagogical knowledge</li> </ul>



## 2017 E-12 Education Agreement

Issue	Agreement
	<p>and examinations of licensure-specific teaching skills.</p> <ul style="list-style-type: none"> <li>-Specifies that the requirements for teaching elementary students as candidates for initial license under (c) are for Tier 3 and Tier 4 license candidates.</li> <li>-Eliminates testing requirement for prekindergarten teachers.</li> <li>-The requirement to pass a board-adopted reading, writing, and mathematics skills examination does not apply to nonnative English speakers, as verified by qualified Minnesota school district personnel or Minnesota higher education faculty, who after meeting the content and pedagogy requirements, apply for a teaching license to provide a direct instruction in their native language or world language.</li> <li>-Requires PELSB to establish passing scores.</li> <li>-Requires testing accommodations.</li> <li>-Requires teacher preparation programs to make available on request, remedial assistance that includes a formal diagnostic component to persons enrolled who did not receive a qualifying score on a board-adopted skills examination, including those for whom English is a second language.</li> <li>-School districts may make available upon request similar, appropriate and timely assistance that includes a formal diagnostic component to those persons employed by the district who completed their teacher education program, who did not receive a qualifying score on a board-adopted skills examination who received a Tier 1, Tier 2, or Tier 3 license.</li> </ul>
License Expiration and Renewal	Consolidates existing language. Adds to the professional growth section, that a teacher may satisfy the requirements of this section by submitting the teacher's most recent summative evaluation or improvement plan under 122A.40, subdivision 8 or 122A.41, subdivision 5.
License Denial; Appeal	<p>Establishes a process to appeal licensure denial.</p> <ul style="list-style-type: none"> <li>-PELSB must inform a candidate within 30 days of receiving a completed application whether the candidate's application has been approved or denied. The denial letter must inform the candidate of the process for seeking review of the denial and the appeals process, including deadlines, and the licensure requirements the candidate failed to meet.</li> <li>- A candidate may seek a review of the denial by submitting a letter to the PELSB within 30 calendar days of receipt of the denial letter. The candidate may include any documentation necessary to demonstrate that the candidate meets the licensure requirements. The Board must review the denial within 60 days of receipt of the letter seeking review. If the denial is affirmed the Board must send the candidate a letter identifying each licensure requirement that the candidate failed to meet.</li> <li>-A candidate whose application for license or license renewal has been denied and has sought a review, may appeal the decision by filing a written request with the PELSB within 30 days of notice that the Board has affirmed the denial of the license. The Board must then initiate a contested case under the Administrative Procedure Act.</li> </ul>
Suspension or Revocation of Licenses	Requires both PELSB and BOSA to report suspensions, revocations, and agreements involving loss of licensure relating to sexual conduct with a minor to law enforcement authorities.
Alternative	Recodifies section with new provisions.





## 2017 E-12 Education Agreement

Issue	Agreement
Teacher Preparation Program	-Includes new definitions for provider, program and unit. -PELSB must approve qualified teacher preparation and providers to acquire a Tier 2 and prepare for acquiring a Tier 3 license. -A school district, charter school or nonprofit corporation is eligible to participate.
Alternative Teacher Preparation Approval Criteria	Outlines new provider requirements and characteristics.
Alternative Teacher Preparation Licensure	A candidate that completes an approved program must apply for a license under the tiered licensure system according to section 122A.181.
Alternative Teacher Preparation Licensure Other States	A teacher candidate who has completed an alternative teacher preparation program in another state may apply for a Tier 3 teaching license.
Alternative Teacher Preparation Report	Requires a report by PELSB by January 15 of each odd-numbered year on the program.
Exemption for Technical Education Instructors	After June 30, 2020, part-time vocational or career and technical education program teachers may apply for a teacher license. Currently exempt from a teaching license.
Early Childhood Family Education Teachers	Eliminates language permitting a variance for licensure requirement.
Academies Teachers and administrators	Applies PELSB and BOSA standards to teachers and administrators.
Special Education License Review	PELSB must conduct a review of all the available teacher of special education licenses and determine the options for cross-categorical licenses for teachers of special education. The Board must report its findings and draft legislation to the education committees by December 14, 2018.
Exemption for Technical	After June 30, 2020, part-time vocational or career and technical education program teachers may apply for a teacher license. Currently exempt from a teaching license.



## 2017 E-12 Education Agreement

Issue	Agreement
Education Instructors	
Early Childhood Family Education Teachers	Eliminates language permitting a variance for licensure requirement.
Academies Teachers and administrators	Applies PELSB and BOSA standards to teachers and administrators.
Special Education License Review	PELSB must conduct a review of all the available teacher of special education licenses and determine the options for cross-categorical licenses for teachers of special education. The Board must report its findings and draft legislation to the education committees by December 14, 2018.
Academic and Behavioral Strategist Licensure	No later than September 1, 2017, the Board of Teaching must amend Minnesota Rules, part 8710.5050, subpart 4, so that the academic and behavioral strategist continuing licenses under that part may be issued and renewed according to rules of the Board of Teaching governing continuing licenses and without requiring the candidate to hold or be recommended for licensure in any other licensure field.
Teacher Licenses Under Board of Teaching	-A one-year license will be treated as a Tier 1 license -A two-year license will be treated as a Tier 2 license -Removed three-year license will be treated as a Tier 3 license section. -A five-year license will be treated as a Tier 4 license
Permissions, Waivers, Exceptions and Variances	PELSB may grant an extension of up to one year for a permission, waiver, variance, or temporary limited license in effect on January 1, 2018.
Teachers of English as a Second Language	A teacher may provide content instruction in a district or charter school until the end of the 2018-19 school year if the teacher: <ol style="list-style-type: none"> <li>1) held a kindergarten through grade 12 English as a second language (ESL) license during the 2016-17 school year;</li> <li>2) provided content instruction as a highly qualified teacher under the No Child Left Behind Act to English language learners; and</li> <li>3) taught in the classroom where both state content standards and English language development standards were satisfied.</li> </ol> For the 2019-20 school year and later, a teacher with an ESL license must meet all applicable licensing requirements in chapter 122A and rules adopted by PELSB.
Non Resident Tuition/St. Francis	Restores the statutory authority for the commissioner of education to approve adding certain general education costs to the nonresident tuition bill amounts sent to the resident districts. Included in both Omnibus Education Finance Bills (HF 890/SF 718) and HF 1428: Daudt/SF 1367: Benson



## 2017 E-12 Education Agreement

Issue	Agreement
Third-Party Reimbursement Eligibility Special Education	<p>-Requires a school district to provide notice to the parent of a child enrolled in medical assistance (MA) or MinnesotaCare of its intent to seek reimbursement from the public health coverage plan for evaluations required as part of the individualized education program (IEP) or family service plan (FSP) process, and for health- related services provided by the district in accordance with the IEP or FSP.</p> <p>-Allows a district enrolled as a provider in the MA program to receive MA payments for covered evaluations.</p> <p>- Requires MA coverage for evaluations necessary in making a determination for eligibility for IEP and FSP services, and for medical services in an IEP or FSP.</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718) and HF 1338: Thissen/SF 1207: Nelson</p>
Placement of Students On-Site Education Programs	<p>Original language from MDE's Policy Bill (HF 1376/SF 1222).</p> <p>MDE is responsible for the approval of "on-site" education programs for facilities licensed by the Department of Human Services and the Department of Corrections.</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718) and Omnibus Education Policy bills (HF 1376/ SF 1222).</p>
Special Education Adjustments	<p>Requires the Department to establish procedures to adjust the prior year data and fiscal year 2016 old formula aid used in calculating special education aid to exclude costs that have been eliminated for districts where programs have closed or where a substantial portion of the program has been transferred to a cooperative unit. Included in the Senate Omnibus Education Finance Bill (SF 718).</p>
Southwest Minnesota State University Special Education Teacher Program	<p>Expands program participants beyond special education paraprofessionals to include persons who are teaching special education either under a variance or as a community expert.</p> <p>\$253,000 in FY 2018 (not in the base).</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718) and HF 379: Swedzinski/SF 609: Dahms</p>
Special Education Assistive Technology Study	<p>Requires the Commissioner to examine the use of assistive technology in Minnesota school districts. Report due to the education committees of the Legislature by February 15, 2018.</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718) and Omnibus Education Policy bills (HF 1376/ SF 1222).</p>
Monticello Special Education Funding	<p>Not included in previous bills.</p> <p>Increases the special education aid payment to Monticello by \$800,000 to mitigate cash flow problems from a reduction in the district's special education aid.</p>
Online Special Education System	<p>Repeals 2014 legislation requiring the Commissioner to create an online system for special education-related data.</p>
Lead in Drinking Water	<p>-Requires the Commissioners of Health and Education to jointly develop a model plan to require school districts to accurately and efficiently test for the presence of lead in water in public school buildings serving Kindergarten through grade 12.</p> <p>-Requires school boards by July 1, 2018, to adopt the Commissioners' model plan or develop and adopt an alternative plan to accurately and efficiently test for the presence of lead in water in school buildings serving prekindergarten students and</p>



## 2017 E-12 Education Agreement

Issue	Agreement
	<p>students in Kindergarten through grade 12. The plan must include a testing schedule that requires testing for the presence of lead in water in all buildings serving school districts and charter school students where there is a source of water that may be consumed by students.</p> <ul style="list-style-type: none"> <li>-The testing schedule must require that each building be tested at least once every five years. A school district must begin testing school building by July 1, 2018 and complete testing all school buildings that serve students within five years.</li> <li>-A school district may include lead testing and remediation as a part of its ten-year facilities plan.</li> <li>-Requires school districts that has tested its building for the presence of lead shall make the results of the testing available to the public for review and must notify parents of the availability of the information. This section is effective July 1, 2017.</li> </ul> <p>Included in the House Omnibus Education Finance Bill (HF 890) and HF 1698: Fenton/SF 1561: Nelson.</p>
School District Bonds Review and Comment	<p>In reviewing each proposal, the commissioner shall submit to the school board, within 60 days of receiving the proposal, the review and comment about the educational and economic advisability of the project. The Commissioner must include comments from citizens in the school district about the proposal in question. The school board must also hold a public meeting to go over the details of the commissioner's review and comment before the bond election is held. Adds to the definition of debt obligation that to be eligible for state payment, a debt obligation for a project requiring review and comment must only be spent on purposes consistent with 123B.71, subdivision 9, clause (4): a description of the project, including the specification of site and outdoor space acreage and square footage allocations for classrooms, laboratories, and support spaces; estimated expenditures for the major portions of the project; and the dates the project will begin and be completed. The proceeds of obligations issues by a school district under this section for a project requiring review and comment under 123B.71, subdivision 8 must only be spent on purposes consistent with information required under 123B.71, subdivision 9, clause (4). Included in the Senate Omnibus Education Finance Bill (SF 718) and SF 1362: Housley/HF 1963: Lohmer.</p>
Perpich and Crosswinds	<ul style="list-style-type: none"> <li>-Adds the Commissioner of Education to the board of the Perpich Center for Arts Education.</li> <li>-Requires the director of the Center to hold a superintendent license.</li> <li>-Requires all persons employed as teachers to hold Minnesota teaching licenses in their respective fields or be approved by the BOT.</li> <li>-Requires all board meetings to be published on the center's web page.</li> <li>-Requires an annual director's report to the legislature by January 15.</li> <li>-Allows the Crosswinds school to be conveyed for continued use as an east metropolitan area integration school. The Commissioner of Administration must determine that the property is no longer needed to carry out the governmental program for which it was acquired or constructed.</li> <li>-Includes \$162,000 for the Department of Administration for costs associated with the sale of Crosswinds.</li> </ul> <p>The conveyance of Crosswinds was included in both Omnibus Education Finance Bills (HF 890/SF 718) .</p>
Kelliher Early Repayment	<p>Amends 2016 laws to appropriate money for early repayment aid incentive for Kelliher school district. Included in the Senate Omnibus Education Finance Bill (SF 718) and SF 1580: Utke/HF 1886: Grossell.</p>
Food Service	<p>Provides exception for food service contracts, to the rule that school district contracts not exceed two years with an option on</p>



## 2017 E-12 Education Agreement

Issue	Agreement
Contracts	<p>the part of the district to renew for an additional two years. Allows a school board and a food service management company to renew a contract annually for not more than four additional years. Requires contracts to include a clause allowing termination by either party with 60-days notice.</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718), Omnibus Education Policy bills (HF 1376/ SF 1222) and HF 652: Kresha/SF 587: Dahms.</p>
Division of Library Services	<p>Original language from MDE's Policy Bill (HF 1376/SF 1222) The Division of Library Services of MDE, upon request, may give advice and instruction to school district and charter school libraries.</p> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718), Omnibus Education Policy bills (HF 1376/ SF 1222).</p>
Voluntary Pre-Kindergarten (VPK) and School Readiness Plus (SR+)	<p>-Creates a new School Readiness Plus program for FY 2018 and FY 2019 only. -Changes the VPK cap from a limit on the state total aid entitlement to a limit on number of participants.</p> <ul style="list-style-type: none"> <li>• For FY 2018, creates a combined cap of 6,160 participants for VPK and SR+</li> <li>• The cap of 6,160 covers the 3,160 FY 2017 VPK participants that have renewed their application for FY 2018, plus 3,000 new participants</li> <li>• For FY 2019, creates a combined cap of 7,160 participants for VPK and SR+.</li> <li>• For FY 2020 and later, SR+ sunsets and the cap for VPK is set at 3,160 participants.</li> </ul> <p>-Application Process:</p> <ul style="list-style-type: none"> <li>• All applications submitted in January to renew a FY 2017 VPK program will be funded first (3,160 slots)</li> <li>• Applications received in January 2017 for new or expanded VPK programs are still valid; however, these districts and charter schools may opt to apply for SR+ instead.</li> <li>• No <u>new</u> applications will be accepted for VPK for FY 2018.</li> <li>• New applications will be accepted for SR+ until July 1.</li> <li>• All applications received in January for new or expanded VPK programs and received by July 1 for SR+ will be combined into a single priority list for each group (Minneapolis / St Paul districts, suburban districts, nonmetro districts, charter schools)</li> <li>• All applications meeting program requirements will be rank-ordered based on three criteria:             <ul style="list-style-type: none"> <li>• Free and reduced lunch concentration of students in kindergarten at the site* as of October 1 of the previous fiscal year;</li> <li>• Proximity of a three- or four-star Parent Aware rated program; and</li> <li>• Whether the district has implemented a mixed delivery program.</li> </ul> </li> </ul> <p>*However, a school site may contract to partner with a community based provider or Head Start, or establish an early childhood center, and use the free and reduced lunch concentration of students in kindergarten at the school site as long as</p>



## 2017 E-12 Education Agreement

Issue	Agreement	
	<p>those eligible children are prioritized and guaranteed services at the mixed-delivery site or early education center.</p> <ul style="list-style-type: none"><li>• The number of new participants in each program will depend entirely on how the applicants rank on these three criteria within their respective groups.</li><li>• There is no set portion of new slots for VPK or SR+</li><li>• MDE must notify applicants by August 1, 2017 whether they have been selected for participation.</li><li>• For sites first qualifying in FY 2018 or 2019, under VPK or SR+, the new funding must be used to supplement not supplant existing spending for prekindergarten activities.</li></ul> <p>A School Readiness Plus program provider must:</p> <ol style="list-style-type: none"><li>(1) assess each child's cognitive and language skills with a comprehensive child assessment instrument when the child enters and again before the child leaves the program to improve program planning and implementation, communicate with parents, and promote kindergarten readiness;</li><li>(2) provide comprehensive program content and intentional instructional practice aligned with the state early childhood learning guidelines and kindergarten standards and based on early childhood research and professional practice that is focused on children's cognitive, social, emotional, and physical skills and development and prepares children for the transition kindergarten, including early literacy and language skills;</li><li>(3) coordinate appropriate kindergarten transition with parents and kindergarten teachers;</li><li>(4) involve parents in program planning and decision making;</li><li>(5) coordinate with relevant community-based services;</li><li>(6) cooperate with adult basic education programs and other adult literacy programs;</li><li>(7) ensure staff-to-child ratios of one-to-ten and a maximum group size of 20 children with at least one licensed teacher;</li><li>(8) have teachers knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction; and</li><li>(9) provide instructional content and activities that are of sufficient length and intensity to address learning needs including offering a program with at least 350 hours of instruction per school year.</li></ol> <p>Establishes the School Readiness Plus program. A district, a charter school, or a group of districts and charter schools may establish a school readiness plus program for children age four to kindergarten entrance. The purpose of a school readiness plus program is to prepare children for success as they enter kindergarten in the following year.</p> <p>-A district or charter school may contract with a charter school, Head Start or child care center, family child care program</p>	



## 2017 E-12 Education Agreement

Issue	Agreement
	<p>licensed under Minnesota Statutes section 245A.03, or a community-based organization to provide eligible children with developmentally appropriate services that meet the program requirements.</p> <p>A child who is four years of age as of September 1 in the calendar year in which the school year commences and has one or more risk factors is eligible to participate in a school readiness plus program free of charge. A child who is four years of age as of September 1 in the calendar year in which the school year commences and does not have one or more of the eligible risk factors may participate on a fee-for-service basis. A district must adopt a sliding fee schedule based on a family's income but must waive a fee for a participant unable to pay. School districts and charter schools must use school readiness plus aid for eligible children. Each eligible child must complete a health and developmental screening within 90 days of program enrollment.</p>
Early Learning Scholarships	<ul style="list-style-type: none"> <li>-Changes the purpose of the early learning scholarship to close the opportunity gap by increasing access to high quality early childhood programs.</li> <li>-Eligible children are not yet in Kindergarten and is between the ages of three and five; a sibling from birth to age five; a child of a parent under age 21 who is pursuing a high school degree or a course of study for a high school equivalency test; or homeless, in foster care, or in need of child protective services.</li> <li>-Allows the Commissioner to set the target for the average scholarship amount per child.</li> <li>-Freezes Pathway II scholarships amount.</li> <li>-Requires Commissioner to give highest priority for scholarships to children who have a parent under age 21 who is pursuing a high school diploma or a course of study for a high school equivalency test; are in foster care or otherwise in need of protection or services; or have experienced homelessness in the last 24 months, as defined by McKinney-Vento Homeless Assistance Act. The Commissioner may prioritize additional factors.</li> <li>-Delays until 2020, the date by which eligible programs must be rated with a three or four-star rating (date in statute was July 1, 2016).</li> </ul>
Education Partnerships Coalition Fund	<p>Establishes a grant program for education partnerships in communities designed to close opportunity gaps to improve educational and developmental outcomes of children and their families. Establishes Tier 1 (sustaining grant for the ongoing operations and expansion of existing education partnership) and Tier 2 (implementation grant for expanding activity in education partnership program). Requires the Commissioner to report on the educational partnership program by December 15 of each odd-numbered year. Included in the House Omnibus Education Finance Bill (HF 890).</p>
Data Collection and Performance Tracking ABE	<p>Original MDE Policy language included.            Clarifies data collection procedures for ABE.            Included in the Senate Omnibus Education Finance Bill (SF 718) and the Senate Omnibus Education Policy bill (SF 1222).</p>
Commissioner-	<p>-Allows Commissioner in consultation with adult basic education stakeholders to select a high school equivalency test</p>



## 2017 E-12 Education Agreement

Issue	Agreement
Selected High School Equivalency	<p>including a test other than the GED test. The Commissioner may issue a high school equivalency diploma to a MN resident 19 years of age or older who has not earned a high school diploma and who has not previously been issued a GED and who has exceeded or achieved a minimum passing score on the equivalency test. The Commissioner may waive age requirement.</p> <ul style="list-style-type: none"> <li>-Replaces GED test with commissioner-selected equivalency test in provision relating to test fees.</li> <li>-Makes changes to replace GED test with Commissioner-selected equivalency test in provision relating to definition of “full-time student” in chapter on Minnesota Family Investment Program.</li> <li>-Replaces GED test with commissioner-selected equivalency test in chapter on Minnesota Family Investment Program.</li> <li>-Repeals the administrative rule establishing minimum standard scores on the GED.</li> </ul> <p>Included in both Omnibus Education Finance Bills (HF 890/SF 718), Omnibus Education Policy bills (HF 1376/ SF 1222) and HF 1398: Jessup/SF 953: Nelson.</p>
Teacher Licensure Governance	
Definitions	<p>Adds definitions and references to PELSB for teacher, field/subject area, teacher shortage, teacher preparation program, and teacher preparation program provider in statute.</p> <p>Of note, shortage is defined as 1) licensure fields and economic development regions reported by the commissioner of education or the PELSB as experiencing a teacher shortage; and 2) economic development regions where there is a shortage of licensed teachers who reflect the racial or ethnic diversity of students in the region.</p>
PELSB Membership	<ul style="list-style-type: none"> <li>-11 members appointed by the Governor with the advice and consent of the Senate (current process and number).</li> <li>-One member from board-approved teacher preparation program.</li> <li>-Six teachers. Changes requirements for teachers serving on the Board. Currently, a teacher representative must be currently teaching in a Minnesota school, fully licensed, and have five years of teaching experience in Minnesota including two years immediately preceding their appointment. This proposal changes the teacher membership on PELSB to a person that must have at least five years of teaching experience, and were not serving in an administrative function at a school district or school when appointed.</li> <li>-Specifies that one of the six teachers serving on PELSB must be a teacher in a charter school, one teacher from the seven-county metro area, one teacher from outside the metro area, one teacher from a related service category licensed by the board, one special education teacher; and one teacher from a teacher preparation program.</li> <li>-One superintendent, who alternates each term between a superintendent from the seven-county metro area and a superintendent from outside the seven-county metro area.</li> <li>-One district human resources director.</li> <li>-One administrator of an intermediate school district or service cooperative.</li> <li>-One elementary or secondary school principal (alternate terms).</li> <li>-One member of the public that may be a current or former school board member.</li> <li>-Members shall be appointed in staggered terms (2019, 2020, 2021, and 2022).</li> </ul>





## 2017 E-12 Education Agreement

Issue	Agreement
	<ul style="list-style-type: none"> <li>-Current members of the Board of Teaching as of January 1, 2017 are ineligible for first appointments to PELSB for four years from September 1, 2017. Except that two members of the Board of Teaching as of January 1, 2017, are eligible for appointment.</li> <li>-Requires PELSB to have an executive director who is not a member of the Board.</li> <li>-The board must review the performance of the executive director and set the salary of the executive director.</li> </ul>
PELSB First Appointments and Transition	<ul style="list-style-type: none"> <li>-The governor shall make the appointments to PELSB by September 1, 2017 for terms that begin January 1, 2018.</li> <li>-The governor shall designate one member of the board to convene the first meeting by February 1, 2018, and to act as chair until the board elects a chair at its first meeting.</li> <li>-The first superintendent appointed must be from outside the metropolitan area. The Governor is encouraged to consider eligible candidates that have previously served on the Board of Teaching for appointment to PELSB.</li> <li>-Initial terms do not count towards the term limit if the term applies before 2022.</li> </ul> <p>Beginning October 2, 2017, the board members appointed by the Governor, may informally organize and prepare for their term. The superintendent member must convene the first meeting. At the first meeting the appointees must select a chairperson to lead the transition meetings. Between October 2 and January 1, 2018, the board members must begin the selection process for the executive director. The meetings are subject to the open meeting law.</p>
PELSB Executive Director	<ul style="list-style-type: none"> <li>-The executive director of PELSB is the chief administrative officer for the board but shall not be a member of the board. The executive director shall maintain the records of the board, account for all fees received by the board, supervise and direct employees servicing the board, and perform other services as directed by the board.</li> </ul>
Licensing Duties	<p>Requires PELSB to license teachers. Prohibits the Board from delegating its authority to make licensing decisions. The Board's authority to adopt teacher licensure rules is removed. The board must evaluate candidates for compliance with statutory or rule requirements for licensure and develop licensure verification requirements.</p> <p>Transfers all responsibilities for licensing and credentialing of teachers and school personnel from BOT and MDE to PELSB.</p>
PELSB Reports	<ul style="list-style-type: none"> <li>-Requires PELSB to provide reports.</li> <li>-Consolidates teacher and administrator preparation and performance data-related reports.</li> <li>-PELSB shall report annually starting December 31, 2018, on its web page the cumulative summary results of at least three consecutive years of data reported to the board.</li> <li>-Requires the PELSB to survey the state's school districts and teacher prep programs with a report to the legislature by February 1, 2019 (Teacher Supply and Demand Report that is currently produced by MDE)</li> <li>-Requires the PELSB to report to the legislature on the implementation of the teacher licensure system by January 1, 2019.</li> <li>-Transfers Staff Automated Reporting (STAR) system to PELSB.</li> </ul>
PELSB Funding and Support	<ul style="list-style-type: none"> <li>-Requires all money received by PELSB to be paid into the state treasury.</li> <li>-Appropriates funds to PELSB for teacher and support personnel licensure and credentialing activities.</li> <li>-Requires the Department of Administration to provide the Board with administrative support. Requires MDE to provide space and support at reasonable cost until January 1, 2020.</li> </ul>



## 2017 E-12 Education Agreement

Issue	Agreement
	-Eliminates the requirement that the Commissioner of Education provide the Board with offices and other space.
PELSB Rule Adoption	<ul style="list-style-type: none"> <li>-Requires PELSB to adopt rules and adds sections of law including rules related to licensure, including a process for granting permission to a licensed teacher to teach in a field that is different from the teacher’s field of licensure, and rules related to the grade levels that a licensed teacher may teach.</li> <li>-If a rule adopted by the board is in conflict session law or statute, the law or statute prevails. Terms adopted in rule must be clearly defined and must not be construed to conflict with terms adopted in statute or session law.</li> <li>-The Board must include a description of a proposed rule’s probable effect on teacher supply and demand in the board’s statement of need and reasonableness.</li> <li>-The Board must adopt rules only under the specific statutory authority.</li> </ul>
Permissions	<ul style="list-style-type: none"> <li>-Candidates who have obtained career and technical education certification may apply for a Tier 1 license.</li> <li>-The Board must strongly encourage approved college or university-based teacher preparation programs throughout Minnesota to develop alternative pathways for certifying and licensing high school career and technical education instructors and teachers.</li> </ul>
School District Reports to PELSB	<p>Current school district reports are consolidated into a new section. Current school district reports:</p> <ul style="list-style-type: none"> <li>-Requires school districts to report to PELSB annually by October 1, information for all teachers who finished the probationary period and accepted a continuing contract position with the district from Sept. 1 of the previous year through August 31 of the current year: 1) effectiveness category or rating of the teacher on the summative evaluation; 2) the licensure area in which the teacher primarily taught during the three-year evaluation cycle; and 3) the teacher preparation program preparing the teacher in the teacher’s primary areas of instruction and licensure.</li> <li>-Requires school districts to report to PELSB annually by October 1, information for all probationary teachers in the district who were released or whose contracts were not renewed from Sept. 1 of the previous year through August 31 of the current year: 1) the licensure area in which the teacher primarily taught; and 2) the teacher preparation program preparing the teacher in the teacher’s primary areas of instruction and licensure.</li> <li>-Requires school districts to report to BOSA annually by October 1, the following information for all school principals and assistant principals who finished the probationary period and accepted a continuing contract position with the district from September 1 of the previous year through August 31 of the current year: 1) the effectiveness category or rating of the principal or assistant principal on the summative evaluation; 2) the principal preparation program providing instruction to the principal or assistant principal.</li> <li>-Requires school districts to report to BOSA annually by October 1, all probationary school principals and assistant principals in the district who were released or whose contracts were not renewed from September 1 of the previous year through August 31.</li> </ul>
Teacher Preparation Programs	<p>Consolidates teacher preparation programs into a new section.</p> <ul style="list-style-type: none"> <li>-Requires PELSB to adopt rules to approve teacher preparation programs including alternative teacher preparation programs.</li> <li>-Provides requirements for program approval. Eliminates requirement for content-specific, board-approved, performance-</li> </ul>



## 2017 E-12 Education Agreement

Issue	Agreement	
	<p>based assessment that measures teacher candidates in three areas.</p> <ul style="list-style-type: none"><li>-Requires PELSB to adopt specialized credentials creating flexible, specialized teaching licenses, credentials, and other endorsement forms to increase students' participation.</li><li>-Requires PELSB to adopt rules requiring teacher educators to work directly with elementary or secondary school teachers in elementary or secondary schools to obtain exposure to these teaching environments.</li><li>-Requires teacher preparation programs to include instruction in reading strategies.</li><li>-Requires teacher preparation programs to include instruction in using technology.</li><li>-Allows programs to provide a one-year student teaching program that combines clinical opportunities with academic coursework.</li><li>-Provides that programs approved by BOT before the effective date of this section must remain in effect unless and until the PELSB denies or reapproves the program.</li></ul>	
Gross Misdemeanor	Recodifies language that makes it a gross misdemeanor to claim to be a licensed teacher without a valid license or to use fraud or deception in license application.	