

2017

LEGISLATIVE SUMMARY



2017 Legislative Session Summary

Contents	Page #	Contents	Page #
Budget		Higher Education – S.F. 943	22
E-12 Education Budget Appropriations	2	Education Related Provisions	
State Budget Overview	3	Taxes	23
Education Budget Overview	4	Elections	24
Highlights		Jobs	25
Teacher Shortage Act 2.0	5	Agriculture	25
Teacher Shortage Initiatives	6	Public Safety	26
Teacher Licensure Reform	8	Transportation	26
Professional Educator Licensing	9	State Government Finance	26
and Standards Board		Bonding	26
Tiered Teacher Licensure	10	Health and Human Services	26
		Environment	27
E-12 Education Finance and Policy – H.F. 2		New Requirements	28
General Education	12	Looking Ahead to 2018	
Learning and Technology	12	Issues to Watch in 2018	31
Education Excellence	13	What Did Not Pass	32
Dual Enrollment /College Credit Coursework	15	2017 Fall Advocacy Schedule	33
Personal Learning Plans	16		
Assessments/Accountability	17	Appendix	35
Unrequested Leave of Absence	18	General Education Revenue by District	
Early Childhood	18	School Building Bond Agriculture Credit	
Facilities	19	Governor Dayton’s End of Session	
Charter Schools	20	Letter to Leadership	
Nutrition	20		
Individual School District Provisions	20		



Indicates significant MSBA advocacy effort

E-12 Education Budget Appropriations

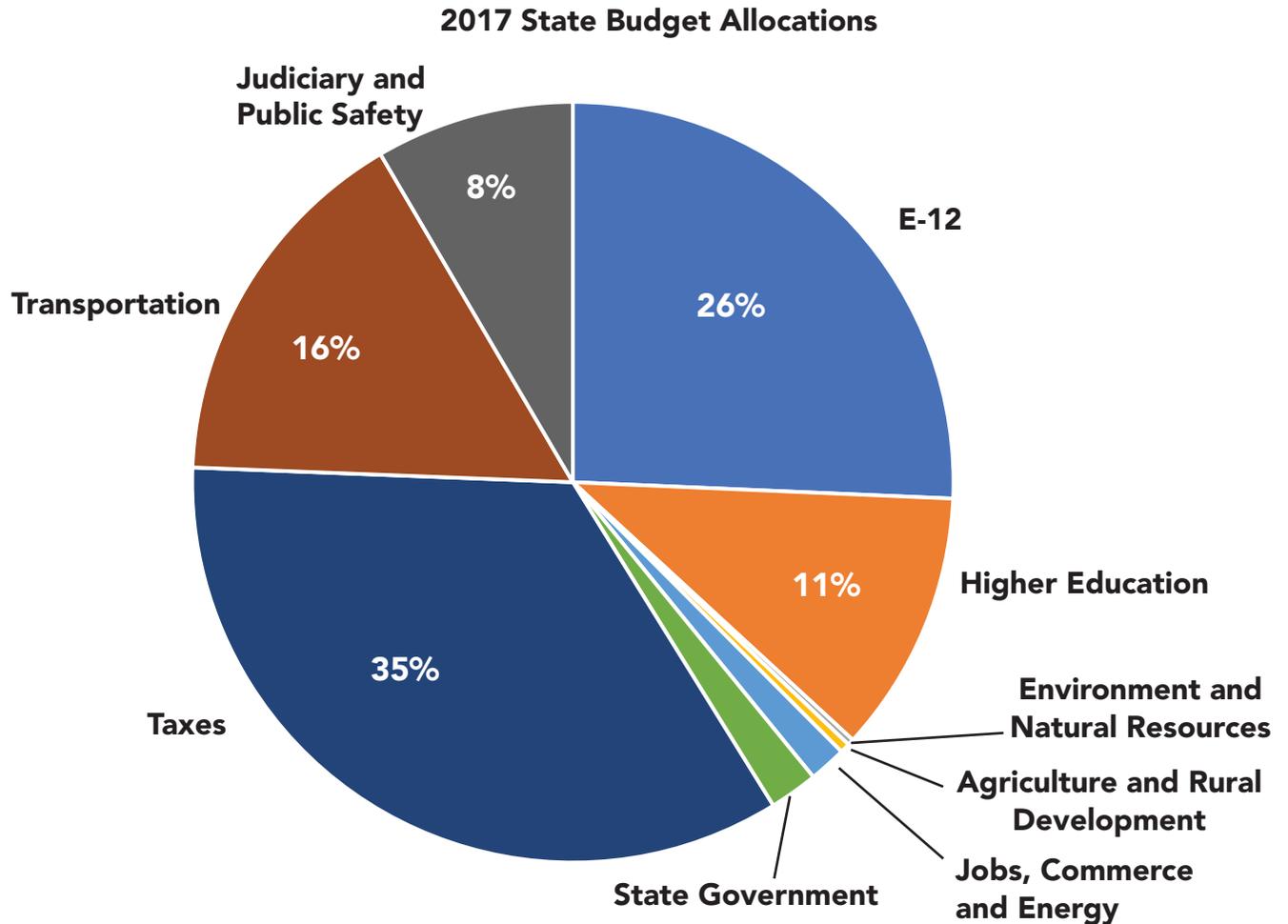
ITEM	Over Base (In Thousands)
Net General Fund Education Target	\$483,252
Basic Formula Allowance Increase (2%)	\$371,496
Compensatory Pilot Program	\$9,268
Pupil Transportation Adjustment	\$3,800
TEACHER SHORTAGE	
Concurrent Enrollment Teacher Training	\$750
Grow Your Own (Paraprofessionals)	\$1,000
Statewide Regional Partnership	\$750
Teacher Shortage Loan Forgiveness	\$500
Collaborative Urban Educator	\$440
Alternative Teacher Preparation	\$750
EDUCATION EXCELLENCE	
Agriculture Educators	\$500
Education Innovative Partners	\$410
Intermediate School District Mental Health	\$4,900
Math and Reading Corps	\$3,150
Principal's Academy	\$100
Recovery Program Grants	\$500
Rural Career and Technical Education Consortium	\$3,000
AP/IB STEM Grants	\$500
Tribal Contact Schools	\$3,728
EARLY CHILDHOOD AND FAMILY SUPPORT	
School Readiness Plus	\$50,000
Early Learning Scholarships	\$20,650
ECFE	\$2,918
Parent-Child Home Program	\$1,100
DEPARTMENT OF EDUCATION	
Agency Operating Activities/Update	\$6,000
Dyslexia Specialist	\$246
Funding for PELSB/MDE Staff	\$5,947
Update MDE Computer Main Frame	\$3,250
MINNESOTA STATE ACADEMIES	
Facility Staff and Operating Adjustment	\$1,253
Academy for the Blind and Deaf: Op. Adjustment	\$1,535
PERPICH CENTER FOR THE ARTS	
Perpich Center Turnaround for Arts	\$740
Crosswinds Facilities Transition	\$640

2017 STATE BUDGET OVERVIEW

The Legislative Session began on January 3 with \$1.65 billion budget surplus. The expectation was that education, taxes and transportation funding would dominate and create tensions among budget priorities. The next five months were spent hearing, advocating and debating major omnibus bills. As shown below, education funding was one of the top two areas funded this session.

The political landscape was sure to add interesting dynamics to the session – a Democratic Governor not running for re-election, Republicans in control of both the House and Senate, with only a one-vote margin in the Senate, and the Speaker of the House rumored to be vying for Governor in 2018. All agreed to accelerated deadlines, with a commitment to complete the session on time. As the session drew to a close, there was no agreement on three-way targets. Consequently, the House and Senate passed omnibus bills based on their two-way targets and sent them to the Governor. The Governor vetoed each one.

In the 11th hour of the 2017 session, it was clear the work would not be completed on time. The Governor called for a Special Session, beginning at 12:01 a.m. What was promised to be a seven-hour Special Session turned into 72-hours of theatrics and politics. Six omnibus budget bills passed, but the political trust between the leaders had eroded. All six budget bills were signed by the Governor with grave reservations and a line-item veto to eliminate funding for the Legislative Branch of government. The letter Governor Dayton submitted to leadership explaining his actions is included in the Appendix. As of this publication, it is still uncertain how this disagreement will be resolved, whether in negotiations, a Special Session or in the courts.



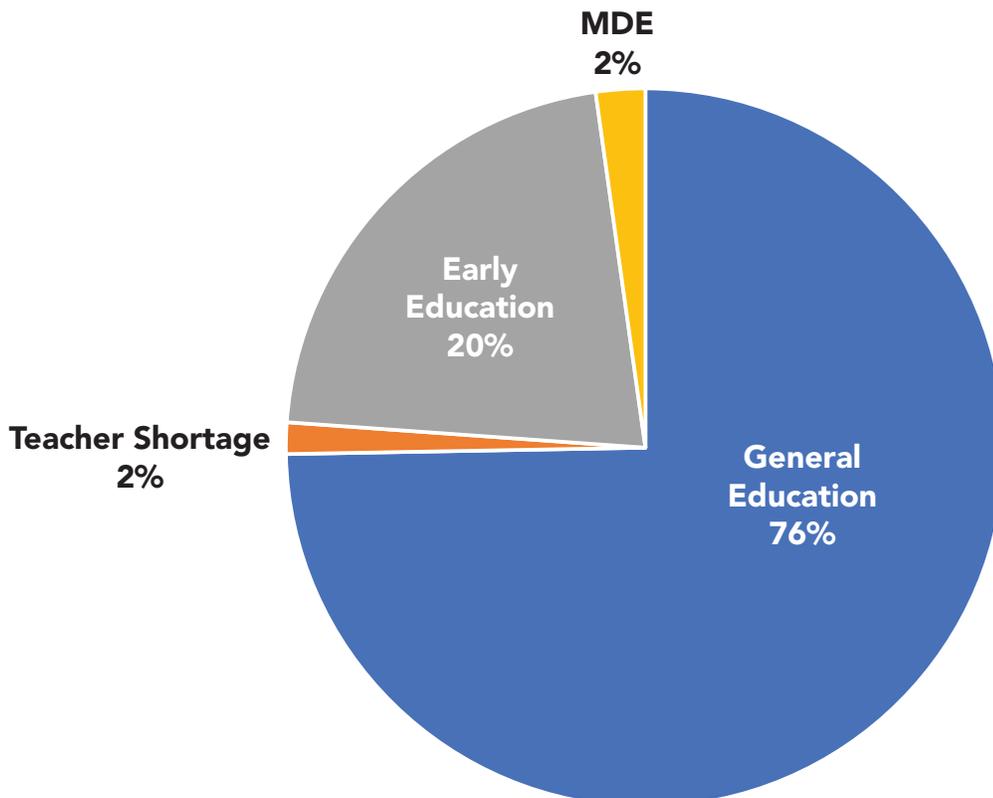
E-12 EDUCATION BUDGET OVERVIEW

MSBA's 2017 key legislative initiative was to increase the general education formula by at least 2 percent. To achieve this, early in the session, we asked Chair Loon and Chair Nelson to be the chief authors; both agreed and "at least 2% on the formula" became a common message heard over and over throughout session. When two-way targets were announced, clearly the target fell short of a 2 percent increase. As omnibus bills were put together, the general education formula target fluctuated from 1.5 percent to 1.25 percent, and finally landed on the promised 2 percent in the Special Session.

Once again this year, MSBA made teacher shortage a priority with the Teacher Shortage Act 2.0. Multiple initiatives and additional funding were included in the Special Session E-12 Education Omnibus Bill, as well as some support in the Higher Education Omnibus Bill. Another initiative supported by MSBA and considered historic reform, was the new teacher licensure governance model; we were very pleased it was funded.

The E-12 bill provided substantial increases in early learning. The Governor and both education chairs prioritized early education; however, their strongly held beliefs about which programs should be funded differed greatly, and this became the lynchpin issue in getting agreement on a budget resolution. Early in the session there was a proposal for consolidation of all early learning programs; instead the Special Session birthed a new early learning program called School Readiness Plus (SR+), which is a hybrid of the Governor's Voluntary Pre-K and the School Readiness Program. Additional money was appropriated for Early Childhood Family Education and an additional investment in Early Learning Scholarships.

Something we can all smile about, the Minnesota Department of Education has dedicated funding to upgrade their 50-year old software to today's standards.





TEACHER SHORTAGE ACT (TSA) 2.0

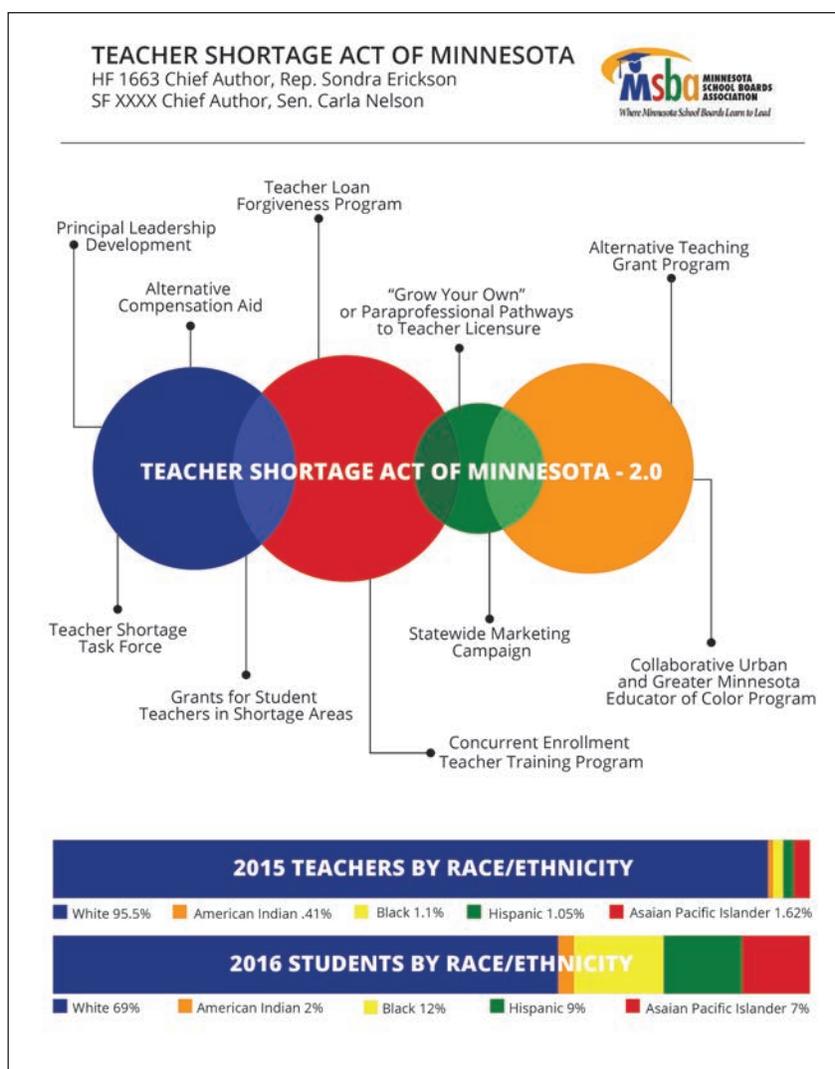
MSBA continued our efforts in the 2017 legislative session to combat the teacher shortage in Minnesota. The Delegate Assembly (DA) once again made this issue a part of the 2017 Legislative Priorities.

Education chairs, in both the House and Senate, chief authored the Teacher Shortage Act 2.0 bill. Rep. Sondra Erickson and Sen. Carla Nelson are both former teachers who not only understand, but also are tremendous advocates of recruiting and retaining the best teachers for our classrooms. MSBA received widespread support from a diverse group of education stakeholders and geographic regions. We sincerely appreciate those who provided information and testimony along the way.

The TSA 2.0 bill included ten provisions to recruit, prepare and retain teacher candidates and teachers in Minnesota. The graphic to the right outlines the initiatives supported by many advocates.

Over \$3 million of funding for initiatives to address teacher shortage was included in the final education bill, H.F. 2. The complete list and description of the initiatives passed are included in the next section.

MSBA understands there is more work to be done and is committed to once again pursuing finance and policy positions to help attract and retain quality teachers, especially in shortage areas. This includes hiring staff who reflect diverse student populations and retaining existing teachers.



Teacher Shortage Initiatives

Alternative teacher professional pay system (QComp): Allows QComp revenue to be used for the following: (1) hiring bonuses to provide students with equitable access to teachers who have demonstrated skills for being effective at closing achievement gap; working in high-need positions; (2) incentives for teachers to obtain credits for required concurrent enrollment courses; and (3) funding a “Grow Your Own” new teacher initiative.



Alternative teacher preparation grants program (\$750,000): Establishes a grant program for alternative teacher programs working to fill teacher shortage areas. School districts, charter schools or nonprofits may seek approval to run a program. The grant must be used to get approval to become a program; recruit, select and train teachers who reflect the racial or ethnic diversity of students; and establish professional development programs for teachers.



Teacher loan forgiveness program (\$500,000 one-time): Adds to the definition of teacher shortage: “economic development regions where there is a shortage of licensed teachers who reflect the racial diversity of students in the region of color.” Expands reporting requirements to include information on the race or ethnicity of teachers participating in the program.



Student teachers in shortage areas: Authorizes the Office of Higher Education to spend up to 2 percent of a \$2.8 million grant on administrative costs to implement the program authorized in 2016.

“Introduction to Education” concurrent enrollment courses: Encourages schools, school districts and postsecondary institutions to develop and offer “Introduction to Teaching” or “Introduction to Education” concurrent enrollment courses. If the institution is a recipient of a grant, student participation rates are required to be reported to the Commissioner.



Statewide concurrent enrollment teaching training program: Expands the Northwest Regional Partnership program to other voluntary associations and teachers throughout Minnesota. Allows the state partnership to contract with the postsecondary institution to develop a continuing education credit program to allow teachers who teach concurrent enrollment classes to earn graduate credits. Requires the program to:

- use flexible delivery models;
- provide funding for course development up to 18 credits in subject areas;
- provide scholarships to teachers to enroll in the courses;
- develop criteria to award educators stipends to incentivize participating in the program; and
- submit a yearly report.



Paraprofessional pathway to teacher licensure (\$1 million): Provides grants to school districts with more than 30% minority students for a Board of Teaching-approved, nonconventional, teacher preparation residency program. The program must provide tuition scholarships or stipends to enable school district employees or community members affiliated with the school district who seek an education license to participate. School districts that receive funds under this program are encouraged to recruit candidates of color and American Indian candidates to participate in the “Grow Your Own” new teacher program.



Collaborative Urban and Greater Minnesota Educators of Color Program grants (\$220,000 annually): The Commissioner must establish a competitive grant process to award the unencumbered amount of \$220,000 each year. For fiscal year 2028 or later, the Commissioner must award all of Collaborative Urban Educator grants through the competitive grants program.



Student teacher grants (\$500,000 annually – Higher Education): Grant money to be used for student teaching stipends for low-income students, enrolled in a Board of Teaching-approved teacher preparation program, who intend to teach in a shortage area after graduating and receiving their teaching license.



Teacher shortage loan forgiveness (\$200,000 annually – Higher Education): For the teacher shortage loan forgiveness program. A teacher is eligible for the program if the teacher is teaching in a licensure field and in an economic development region with an identified teacher shortage area.

Agricultural educator grants (\$500,000 one time): Establishes a grant program to pay high school agricultural education teachers for work over the summer in extended programs. Grant funding must be matched by funding from the school district for the agricultural education teacher’s summer employment. School districts that receive grant funds shall report to the Commissioner of Education, no later than December 31 of each year, regarding the number of teachers funded by the program and the outcomes compared to the goals established on the grant application.

Agricultural educators loan forgiveness (\$50,000 annually – Higher Education): Appropriations to be used for the agricultural education loan forgiveness account. A qualified teacher is employed and teaching agricultural education in grades 5-12.



TEACHER LICENSURE REFORM

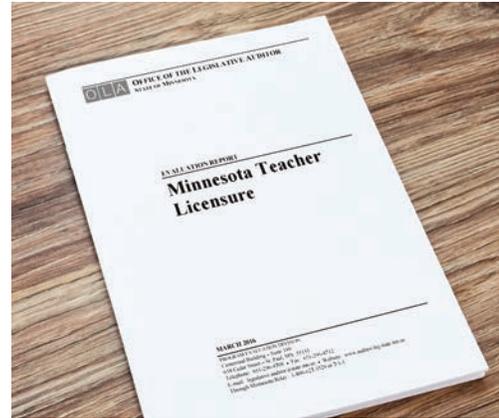
After two years of reports and study groups, the Minnesota Legislature passed into law one of the biggest teacher licensure reforms in recent history. Teacher licensure will now have a new governance model and a four-tiered licensure system.

This process began with the Office of Legislative Auditor (OLA) presenting its findings to the 2016 Legislature. The Legislative Study Group on Education Licensure was formed and tasked with reviewing the report and making recommendations on the system by February 1, 2017. MSBA followed the group's activities throughout the summer and into the new session. Just a couple weeks into session, both the House Education Policy Committee Chair and the Senate E-12 Policy Committee Chair had very different bills on how to respond to the OLA findings.

Both bills continued to move forward through the respective bodies with bipartisan support; however, during conference committee, it became clear the Commissioner of Education had some concerns. After significant compromise, the bill was sent to Governor Dayton's desk for signature. The bill was vetoed. Proponents of the bill began contacting the Governor's office with pleas to renegotiate. The bill had been thoroughly vetted with over one year of work groups, 45 iterations, 25 meetings and more than 1000 hours of discussions. All with very little public opposition.

On the final day of session, MSBA, along with seven other education groups, participated in a press conference urging all sides to renegotiate the bill and allow it to become law. All parties did return to negotiations and the renegotiated teacher licensure bill was embedded in the E-12 Education Finance bill and passed during the Special Session.

We appreciate the efforts of everyone invested and look forward to watching the new governance board and the system of licensure unfold.





Professional Educator Licensing and Standards Board (PELSB)

The Teacher Licensure Bill contains two key components — the establishment of a new governance board and a tiered licensure system.

The first major component of the bill establishes the Professional Educator Licensing and Standards Board to replace the current Board of Teaching (BOT) and MDE's Educator Licensing Division. The second component creates a four-tier licensure structure to simplify and streamline the Minnesota teacher licensure process. It allows for a natural progression to full licensure and the elimination of complicated processes, by replacing them with more open and flexible systems to accommodate the full spectrum of licensing needs. Following are the details of each component.

PELSB (\$1,295,000):

11 members appointed by the Governor

- 6 teachers with five years Minnesota teaching experience, not serving in an administrative function:
 - 1 charter school teacher
 - 1 Metro area teacher
 - 1 Non-Metro area teacher
 - 1 related service category teacher
 - 1 special education teacher
 - 1 teacher preparation program teacher (higher education)
- 1 superintendent (rotating appointments between Metro/Non-Metro)
- 1 elementary or secondary principal (rotating appointments)
- 1 school district human resources director
- 1 intermediate or special education cooperative administrator
- 1 public member; may be a current or former school board member.

Key Provisions:

- New board is effective January 1, 2018. First appointments to be announced by September 1, 2017.
- New board may organize and review options for new executive director prior to January 1, 2018.
- PELSB remains at current location until at least 2020.
- PELSB must adopt rules for approving teacher preparation programs, including nonconventional and alternative teacher preparation.
- PELSB is required to review teacher of special education licenses.
- PELSB is required to revise rules for Academic Behavioral Specialist licensure.
- PELSB may grant one-year extension for permissions, waivers and variances.

Tiered Teacher Licensure

Tier 1 License

One-Year License

- Unlimited Renewals for CTE and Conditional Renewal for Content
 - First renewal subject to teacher taking the content exam (if applicable), and submitting results to the employing district/charter; completing cultural competence training.
 - Three automatic renewals for content teachers, but additional renewals conditioned on a shortage area definition (field of license; geographic; teachers of color), or the employing district/charter can show good cause.
 - Unlimited renewals for CTE.
- Education Requirements:
 - bachelor's degree required for courses outside CTE; **or**
 - associate's degree; professional credential; or five years' work experience; any of which must be in content area.
- Application Requirements:
 - district/charter affirms the candidate has the necessary skills and knowledge to teach in the specified content area;
 - district/charter demonstrated completed background check; **and**
 - district/charter posted the position but unable to hire an acceptable Tier 2, 3, or 4 teacher.

Tier 1 Provisions:

- Tier 1 license is limited to the employing school district/charter, and does not convey continuing contract/tenure rights, or PELRA.
- Each renewal contingent on posting the position for a more qualified candidate.
- PELSB must renew license meeting minimum requirements, but may provide written comment regarding renewal.
- Teacher participates in mentorship, evaluations (if applicable) and professional development.

Tier 2 License

Two-Year License

- Three Renewals
 - First renewal must have training in cultural competency.
- Education Requirements:
 - bachelor's degree required for courses outside CTE; **or**
 - associate's degree; professional credential; or five years' work experience; any of which must be in content area.
- Teacher Candidate – one of the following:
 - completed coursework requirement – two of the following:
 - ~ at least eight "upper division" credits in content area;
 - ~ field-specific methods of training, including coursework;
 - ~ two years' teaching experience in similar content area in any state;
 - ~ passing score on pedagogy and content exams; **or**
 - ~ completion of a state-approved teacher preparation program
 - enrolled in a Minnesota-approved teacher preparation program; **or**
 - a master's degree in content area.

Tier 2 Provisions:

- Tier 2 license does not convey continuing contract/tenure rights.
- Two consecutive years must count toward probationary status.
- Teacher participates in mentorship, evaluations (if applicable) and professional development including cultural competency.

Tier 3 License

Three-Year License

- Unlimited Renewals
 - Renewal requirements include cultural competency as defined in statute.
- Education Requirements:
 - bachelor's degree required for courses outside CTE; **or**
 - associate's degree; professional credential; or five years' work experience; any of which must be in content area.
- Passing score on two licensure exams, content and pedagogy only; **and**,
- Coursework Requirements – one of the following:
 - completion of a Minnesota-approved teacher preparation program;
 - completion of a state-approved teacher preparation program including equivalent field-specific student teaching, or two years' teaching experience instead of student teaching;
 - submission of a content-specific licensure portfolio;
 - out-of-state license in good standing with two years' teaching experience; **or**
 - three years' teaching experience in Tier 2 with successful summative evaluation.

Tier 3 Provisions:

- State statute defines an appropriate professional credential.
- Teacher participates in mentorship and evaluation program, including growth and development plan.

Tier 4 License

Five-Year License

- Unlimited Renewals
 - Renewal requirements include cultural competency as defined in statute.
- Meets Tier 3 license requirements;
- Passing score on board-adopted basic skills examination;
- Completion of a Minnesota or a state-approved teacher preparation program;
- Three years' teaching experience in Minnesota; **and**
- Most recent summative teacher evaluation that does not place the teacher on an "improvement plan."

Tier 4 Provisions:

- Current and previous professional five-year licenses convert to Tier 4.
- Teacher participates in mentorship and evaluation program, including growth and development plan.

Final Notes:

- Current licenses are extended for one year, and converted to new tier structure.
- Special provision for teachers of English Language (EL) to provide a transition period to the 2019-20 school year.

E-12 EDUCATION FINANCE AND POLICY - H.F. 2

GENERAL EDUCATION

See "General Education Revenue By District" in the Appendix.



Basic pupil formula (\$371,496,000): The formula for FY18 is \$6,188 and for FY19 is \$6,312. This is a 2 percent increase each year and translates to \$121 and \$124 per student.

Compensatory education pilots (\$9,268,000): The five pilot compensatory grants are permanently rolled into the compensatory revenue.

Restricted use of compensatory education revenue: Each school site is required to set aside increases in compensatory revenue relative to FY17 for extended time activities. Extended time revenue may be used for extended day or week programs, summer school, vacation break academies and other programming authorized under the learning year programs (alternative extended day or year programs). (*New Requirement*)

Pupil transportation sparsity revenue (\$3,800,000): Creates a new permanent funding component for districts where pupil transportation expenses greatly exceed their transportation revenue. Funding is set to 18.2 percent of the difference between each school district's transportation costs and the sum of its transportation sparsity revenue. This impacts 85 school districts.

Payments to schools for non-operating funds: Debt service equalization payments will go from 12 monthly payments to six payments beginning in July. School districts will receive their debt service equalization aid sooner, which better aligns with their payments to bondholders.



Operating referendum notification: Notices to residents are no longer required to be delivered by first class mail.

LEARNING AND TECHNOLOGY

E-Learning Days: School boards may offer online instruction due to inclement weather to be counted as a day of instruction. A plan must be developed and adopted by the school board in consultation with teachers. Requirements are:

- parent notification of the E-Learning Plan at the beginning of each school year;
- accommodations for students without Internet access at home;
- must not exceed five days;
- parent notification of at least two hours prior to the normal school start time in which a student needs to participate in an E-Learning Day; and
- teachers must be accessible online and via telephone during the normal school hours.

Rural career and technical education consortium grants (\$3,000,000): Defines career and technical education resource consortium as a voluntary collaboration of a service cooperative and other regional public and private partners that work together to provide career and technical education opportunities. Identifies recipients of two-year grants:

- FY18-19, a consortium including Southwest/West Central Service Cooperative, Southwest Minnesota State University and other regional partners.
- FY20-21, a consortium including South Central or Southeast Service Coop and a consortium including the Northwest or Northeast Service Cooperative.

Requirements are:

- Focus on the development of courses and programs that encourage collaboration;
- Develop new CTE programs that focus on industry sectors that will impact the regional economy;
- Facilitate the development of highly trained and knowledgeable students equipped with technical and workplace skills;
- Improve access to CTE programs for students who attend sparsely populated rural school districts;
- Increase family student awareness of the availability and benefits of CTE courses; and
- Provide capital start-up costs.

Special education assistance technology study: The Commissioner of Education must examine the use of assisted technology in Minnesota school districts. The Commissioner must report findings and recommend statutory changes for child-centered assisted technology plans to the legislature by February 15, 2018.

EDUCATION EXCELLENCE

Advanced Placement/International Baccalaureate (\$500,000): Allows the Commissioner to award grants to school districts, up to \$150,000, to plan an increase in AP/IB classes and awareness related to science, technology, engineering, and math offerings to low income students.



Innovation Research Zones Pilot Program: Established to improve student and school outcomes consistent with the World's Best Workforce requirements. Innovation Zone (IZ) partnerships allow school districts and charter schools to research and implement innovation in education programming designed to better prepare students for the world of the 21st century.

Career and Technical Innovation Pilot Program: Allows two or more school districts to work with postsecondary institutions, community institutions, and other workplace partners.

Goals include:

- Provide education programs that integrate core academic and CTE subjects leading to an industry certification;
- Provide professional development;
- Use performance assessments to measure student technical skills and progress toward attaining an industry certification; and
- Efficiently share district and workplace resources.

Dyslexia specialist: Requires the Commissioner of Education to employ a dyslexia specialist to increase professional awareness and instructional competencies to meet the needs of students with dyslexia, including online professional development.

Dyslexia report: Requires a school district to annually report (July 1) to the Commissioner of Education the district efforts to screen and identify students with dyslexia using the screening tools, such as those recommended by MDE's Dyslexia and Literacy Specialist. *(New Reporting Requirement)*

Identification of reading difficulty: A school district must identify students in grade three or higher who demonstrated reading difficulty to a classroom teacher. *(New Requirement)*

Intermediate school district mental health innovation grant program (\$2,450,000 for FY18-19): Provides a grant for intermediate school districts and the Southwest/West Central Service Cooperative for school-based mental-health grants. The Commissioner of Human Services will receive money from the general fund for a grant program for innovative projects to improve mental health outcomes for youth attending an intermediate school district or a service cooperative providing instruction in a Level 4 or higher setting.

Child sexual abuse prevention education: School districts are encouraged to train staff and school board members in complying with mandatory reporting requirements and preventing sexual abuse and sexual violence. School districts are also encouraged to provide instruction on child sexual abuse prevention to students.

Educational stability for students in foster care: Establishes a pilot project to provide incentives to school districts and county governments to form partnerships that help keep foster care students enrolled in their school of origin. Requires the Commissioner to report to the legislature on the number of local agreements entering into this project along with other foster care student information.

Positive Behavioral Interventions and Supports (PBIS): Defines PBIS as an evidence-based framework for preventing problem behavior and providing instruction and support. Key components are:

- establish positively stated and representative behavioral expectations;
- implement a system that reinforces positive behavior and specialized support for negative behavior;
- data driven decision-making; and
- team-based approach to positive behavioral interventions and support.

Open enrollment lotteries*: Adds a priority for students who do not reside in a school district if they reside in a municipality where:

- the nonresident district operates a building;
- the municipality is at least partially within the boundaries of at least five districts;
- the nonresident district has at least one building in the municipality;
- no other districts operate a school building in the municipality.

*Narrowly designed to capture a specific community. (*Policy Change*)



DUAL ENROLLMENT / COLLEGE CREDIT COURSEWORK



Concurrent enrollment teacher training (\$750,000): Provides grants to allow teachers who teach concurrent enrollment classes to earn the 18 required graduate credits.



Statewide concurrent enrollment teaching training program: Expands the Northwest Regional Partnership program to other voluntary associations and teachers. Allows the state partnership to contract with the postsecondary institution to develop a continuing education credit program.

It requires the program to:

- use flexible delivery models;
- provide funding for course development up to 18 credits in subject areas;
- provide scholarships to teachers to enroll in the courses;
- develop criteria to award educators stipends to incentivize participating in the program; and
- submit a yearly report.

“Introduction to Education” concurrent enrollment courses: Encourages schools, school districts and postsecondary institutions to develop and offer “Introduction to Teaching” or “Introduction to Education” concurrent enrollment courses; if the institution is a grant recipient, student participation rates must be reported to the Commissioner.



Concurrent Enrollment Courses (\$340,000 annually - Higher Education): \$225,000 each year for grants to develop new concurrent enrollment courses that satisfy the elective standard for career and technical education. \$115,000 each year for grants given to postsecondary institutions to expand their existing concurrent enrollment program. A report including the number of courses developed and programs expanded is due December 1 to committees with jurisdiction over higher education.

Access to building: A school district is required to allow a student enrolled in a PSEO course to remain at the school site during the regular school day. *(New Requirement)*

Access to technology: The school district is required to adopt a policy allowing PSEO students reasonable access to computers and technology during the school day. *(New Policy)*

Alternative teacher professional pay system (QComp): Allows for QComp revenue to be used for incentives for teachers to obtain the 18 credits required for teaching concurrent enrollment or college in the schools courses.

Credits; Grade point average weighting: The school board must adopt a policy regarding weighted grade point average for any high school or dual enrollment courses. The policy must state whether the district offers weighted grading. The school board must annually publish on its website a list of courses for which a student may earn a "weighted grade". *(New Policy / New Requirement)*

PERSONAL LEARNING PLANS

Planning for students' transition to postsecondary education: A student's personal learning plan must inform the student and the student's parent or guardian, the student achievement level score on the Minnesota Comprehensive Assessments (MCA) that are administered during high school. *(New Requirement)*

Planning for students' transition to postsecondary education: A student's personal learning plan must inform the student that admission to a public school is free and available to a resident under 21 years of age who does not meet or exceed Minnesota academic standards as measured by the MCAs that are administered during high school. A learning plan must be continued while the student is enrolled. *(New Requirement)*

Third grade reading plan. A school district or a charter school is strongly encouraged to provide a personal learning plan for a student who does not meet grade level proficiency as measured by the MCA reading assessment in grade three.

ASSESSMENTS/ACCOUNTABILITY

ACT or SAT: A student must be able to take the ACT or SAT at the student's high school during the school day and at any one of the multiple exam sites available to students in the district. A district may require a student not eligible for free and reduced price meals to pay for the cost of taking the test. *(New Requirement)*

The school district must:

- pay one-time cost, for a student who is eligible for free or reduced price meal; and
- waive the cost for any student unable to pay.



Disaggregated data for student performance reporting: Modifies and reduces the number of student categories from 80 to 23 and creates up to six pilot sites from school districts or charter schools. The Commissioner will evaluate the disaggregated data reporting and make recommendations for best practices. This change is effective beginning with the 2018-19 school year for roll-out sites and 2019-20 for the remaining school districts.

Disaggregated data for graduation reporting: Requires the use of the modified student categories for which disaggregated data is required in reporting four-year and six-year graduation rates. *(New Requirement)*

Student participation for MCAs: The Commissioner must create and publish a form for parents and guardians that addresses the issue of annual student academic testing. The form explains:

- the need for state academic standards;
- their alignment with assessments;
- identifies the consequences the school faces if the student does not participate in the required assessments;
- states that students who receive a college-ready benchmark score are not required to take remedial coursework at a Minnesota State College or University in the corresponding subject area;
- notifies the parent of the right to opt out of the required academic assessment; and
- asks the parent that chooses not to have the child participate in any assessment, the basis for that decision.

The school district must post the form on the district website and include it in the district's student handbook. This is effective for the 2017– 2018 school year and later. *(New Requirement)*

Public reporting - school performance reports: Requires school districts to report information and calculate proficiency rates as required by Every Student Succeeds Act (ESSA) and to develop, update, and post school performance reports that comply with World's Best Workforce requirements. *(New Requirement)*

ESSA plan submitted to the legislature: The Commissioner of Education must submit the state plan to education finance and policy committees at least 30 days before submitting it to the United States Department of Education.

Alignment of the state plan: The ESSA state plan must be consistent with and aligned to the World's Best Workforce measures.



NEGOTIATED UNREQUESTED LEAVE OF ABSENCE (ULA)

Negotiated Unrequested Leave of Absence (ULA): Eliminates the statutory model of ULA determined by seniority. Requires the school board and the exclusive representative of the teachers to negotiate a ULA plan. Effective July 1, 2018, and for collective bargaining agreements effective July 1, 2019, and thereafter. (*New Requirement*)

EARLY CHILDHOOD

New School Readiness Plus (SR+) program (\$50 million FY18 and FY19 only): Creates a new four-year-old program to prepare children for kindergarten.

All school district applicants meeting program requirements will be rank-ordered based on three criteria:

- free and reduced lunch concentration of students in kindergarten as of October 1 of the previous fiscal year;
- proximity of a three-star or four-star Parent Aware rated program; and
- whether the district has implemented a mixed delivery program.

Requires the provider to:

- assess each child at program entry and exit;
- align instruction with state guidelines;
- base program in research;
- coordinate transition to kindergarten;
- involve parents;
- coordinate with relevant community-based services;
- ensure the presence of at least one licensed teacher with knowledge in early childhood;
- ensure appropriate student-to-staff ratios;
- provide at least 350 hours of instruction per year;
- program must supplement, not supplant;
- school district may adopt a sliding fee-for-service; and
- eligibility is based on risk factors.

School Readiness Plus / Voluntary Pre-K: Total cap of 6,160 learners for Voluntary Pre-K and School Readiness Plus.

Voluntary Pre-K: Changes from funding cap to pupil cap at 3,160. Those districts that applied in January will be funded first.

ECFE: Remains linked to the formula increase.

Early Learning Scholarships (\$20,650,000): Prioritizes scholarship awards to children who have a parent under age 21 who is pursuing a diploma, are in foster care or need protection, or have experienced homelessness in the previous two years.

Caps the Pathway II scholarships to no more than those granted in FY17. The date by which a program must have a three-star or four- star rating is delayed by four years.

FACILITIES

Lead in school drinking water: Requires the Commissioner of Health and Education to develop a model plan to require school districts to test for lead in school drinking water. School boards may adopt the model plan or develop an alternative plan to test water in the schools for lead. The plan requires testing at least every five years, testing must begin by July 1, 2018, and be completed within five years. School districts are allowed to include the costs for lead testing and remediation in their long-term facilities maintenance plan. School districts must make lead test results available to the public and notify parents that this information is available. *(New Requirement/New Plan/New Report)*

Perpich School for the Arts Education: New oversight and requirements to remain open:

- Board consists of 16 members.
- Commissioner of Education is an ex-officio board member.
- Director of the Perpich Center must hold a Minnesota superintendent license.
- All teachers must be licensed or approved by the Minnesota Board of Teaching.
- School board must publish all minutes to the school's website.
- Director must make an annual report of activities, enrollment and academic achievement to the legislature.

Transition and disposition of Crosswinds School: Directs the Commissioner of Administration to offer the Crosswinds School for sale.

Dissolution; referendum revenue: Effective retroactively to January 1, 2017, cancels only the dissolving school district's operating referendum authority and not the neighboring school district's referendum authority in cases of voluntary or involuntary dissolution.

Review and comment: Directs the Commissioner to include comments from residents of the school district in the "review and comment" on capital project proposals. Comments received will be attached as an addendum to the "review and comment" document.

Review of proposal: The school board must hold a public meeting to discuss the Commissioner's "review and comment" before the bond election. *(New Requirement)*

CHARTER SCHOOLS

Authorizers: Upon withdrawal, the authorizer must provide a letter to the school for distribution to families of the students enrolled that explains the decision to withdraw.

Pupil Fair Dismissal Act: A charter school is subject to and must comply with the Pupil Fair Dismissal Act.

Lease Aid: A charter school is allowed to include students participating in PSEO in their pupil count for generating lease aid.

NUTRITION

Exception to contract limits: Provides an exception to the rule limiting school district contracts to two years. A contract between a school board and a food service management company may be renewed annually after the initial term, but not more than four additional years.

INDIVIDUAL SCHOOL DISTRICT PROVISIONS

Nevis School District: Allows the Nevis School District's levy adjustment over three years, instead of a single year.

Eagle Valley School District reorganization: Authorizes the two school districts that have portions of the Eagle Valley School District attached to it, through the dissolution process, to bond for up to six years for the Eagle Valley School District's reorganization of operating debt.

Alternative Teacher Compensation (QComp): Makes the St. Croix River Education School District eligible to receive QComp revenue as future funding is made available.

St. Francis tuition billing: Allows the inclusion of unreimbursed general education costs in nonresident special education tuition bills for Bar-None students.

Special education adjustment: Special education aid payments to the Monticello School District must be increased by \$800,000 for FY18 to mitigate cash flow issues. Special education payments must be reduced by the same amount.

Willmar extended time revenue: Authorizes extended time revenue for summer programming for a care and treatment facility within the school district.

Keliher School District early repayment aid incentive (\$150,000).

Eagle Bend High School (\$1,500,000 – Bonding Bill): For a grant to Independent School District No. 786, Bertha-Hewitt, to prepare and develop the Eagle Bend High School building site, including demolition of buildings and infrastructure, to remove life safety hazards and to facilitate the redevelopment and reuse of the site. This appropriation does not require a nonstate contribution.

Olmstead County – Dyslexia Institute of Minnesota (\$1,500,000 Bonding Bill): Provides state bond funds for a grant to Olmstead County to acquire land for and to design, construct and equip a facility to support the local regional and national literacy work of the Dyslexia Institute of Minnesota.

Grand Rapids Myles Reif Center (\$500,000 Bonding Bill): Provides revenue to cover cost overruns for the Myles Reif Center for the Performing Arts project in Grand Rapids.

Spring Lake Park (Bonding Bill): Allows the National Sports Center to lease a portion of its land to the Spring Lake Park School District for an elementary school.

HIGHER EDUCATION - S.F. 943

Get Ready (\$180,000 annually): Grants for an early intervention college awareness program.

Statewide Longitudinal Education Data System (SLEDS) (\$882,000 annually): Building a system to match student data from PreK to college.

College Possible (\$250,000 annually): Support of college programs for underserved students at the high school level.

Summer academic enrichment grants (\$125,000 annually): Office of Higher Education provides grants for summer camps for students in grades 3 to 11.

 **Concurrent enrollment courses (\$340,000 annually):** \$225,000 each year for grants to develop new concurrent enrollment courses that satisfy the elective standard for career and technical education. \$115,000 each year for grants to postsecondary institutions to expand their existing concurrent enrollment program. A report including the number of courses developed and programs expanded is due December 1, to committees with jurisdiction over higher education.

 **Grants to teacher candidates (\$500,000 annually):** This grant money to be used for student teaching stipends for low-income students enrolled in a Board of Teaching-approved teacher preparation program who intend to teach in a shortage area after graduating and receiving their teaching license.

 **Teacher shortage loan forgiveness (\$200,000 annually):** For the teacher shortage loan forgiveness program. A teacher is eligible for the program if the teacher is teaching in a licensure field and in an economic development region with an identified teacher shortage area.

Agricultural educators loan forgiveness (\$50,000 annually): An appropriation to the agricultural education loan forgiveness account. A qualified teacher is employed in a teaching position teaching agricultural education in grades 5-12.

Student and Employer Connection (\$405,000 annually): A grant to Minnesota Chamber Foundation for the creation of a web-based job and intern-seeking software tool that matches the needs of employers with individual high school seniors and postsecondary students. The foundation must report by January 15, 2019 to the Higher Education Committee.

Developmental education reporting: The Commissioner of Higher Education must report on their website the summary data on students who graduated from a Minnesota high school and are attending a public postsecondary institution in Minnesota. Summary data must be aggregated by school district, high school, and postsecondary institution. Summary data must be disaggregated by race, ethnicity, free or reduced-price lunch eligibility, and age. Data must be posted on or before February 15, 2018, and annually thereafter.

Grants for students with intellectual and developmental disabilities (\$200,000 annually): A program is established to provide financial assistance to students with disabilities who attend a Minnesota postsecondary institution.

EDUCATION RELATED PROVISIONS IN OTHER BILLS

TAXES - SPECIAL SESSION H.F. 1

See "School Building Bond Agricultural Credit" run in Appendix.



Minnesota State High School League (MSHSL) sales tax exemption (\$870,000 annually for the next 10 years): Tickets and admissions to games, events and activities sponsored by the MSHSL are exempt from the sales tax. Allows MSHSL to transfer an amount equal to the annual sales tax savings to a foundation to fund student participation in extracurricular activities. Effective June 30, 2017 - July 1, 2027.



School building bond agriculture credit (FY19 \$35,000,000): Provides a property tax credit on all agricultural property which equals 40 percent of the tax attributable to current and future school district bonded debt levies. This credit excludes the house, garage, and one acre of land and is an open and standing appropriation. The credit for school building bond agricultural credit will be shown on individual truth and taxation statements. Effective beginning with taxes payable in 2018.

Income tax subtraction for debt on student loans: Allows an income subtraction for repayment of student loan debt of an income-driven repayment program including the state teacher loan forgiveness program. Effective tax year 2017.

Student loan credit: Allows a non-refundable income tax credit for principal and interest on higher education loans. Loans include federal direct and Perkins loans, state loans, and private student loans. Credit equals \$500 or less. Effective tax year 2017.

Credit for attaining a master's degree in the teacher's licensure field (FY19 \$30,000): Allows a non-refundable income tax credit of \$2,500 to licensed K-12 teachers who complete a master's degree program in a core content area related to their licensure. Limited to teachers who begin a program after June 30, 2017, and teachers would claim the credit in the year they complete the degree. Credit can be claimed once.

General state property tax levy: Freezes the state general levy for both commercial-industrial property and seasonal-recreational property at the payable 2018 level. Effective beginning with taxes payable in 2018.

Maximum effort loan aid (\$3,290,000 per year through 2022): School districts that repay their outstanding principal on their maximum effort capital loans will receive aid payments over five years equal to the interest payments the districts have previously paid to the state.

ELECTIONS - S.F. 514



Vacancies in school district offices: A special election for a school board member vacancy must be held no later than general election day following the vacancy. If the vacancy occurs less than 90 days before the general election day, the election will be held on the general election day the following year. A person elected to fill a vacant school board seat shall be seated immediately after receiving the certificate of election. Effective July 1, 2017.

Polling place locations: By December 31 of each year, each city and county must designate by resolution a polling place for each election precinct for the following year. The designation is effective unless an emergency occurs or a polling place becomes unavailable. Effective January 1, 2018, and applies to any election held on or after that.



Combined polling places: When no other election is being held in a school district, the school board may designate combined polling places. The designation of combined polling places must occur by December 31 for the following year.

If the school board has a designated, combined polling place, they must take into account both geographical distribution and population distribution. A combined polling place must be at a location designated for use as a polling place by the county or municipality.

A change in combined polling places may be made if:

- an emergency occurs, or
- because a polling place has become unavailable.

Effective January 1, 2018, and applies to any election held on or after that.

Uniform election dates: All elections held in a school district must be held on one of the following dates:

- second Tuesday in February
- second Tuesday in April
- second Tuesday in May
- second Tuesday in August (Primary day)
- first Tuesday, after the first Monday in November (General Election Day)

A special election may be held in response to an emergency or disaster. An “emergency” calls for immediate action to prevent a disaster from developing or occurring. “Disaster” means a situation that creates an actual or imminent serious threat to the health or safety of persons or a situation that has resulted or is likely to result in catastrophic loss to property or the environment. Effective January 1, 2018, and applies to any election held on or after that.

JOBS – SPECIAL SESSION S.F. 3

Construction Careers Foundation Grant: (\$1 million annually): Provides grant money to the Construction Careers Foundation for year-round career pathways initiatives. Money may be used to:

- expose middle and high school students to the construction industry;
- increase the number of high schools offering construction classes; and
- increase summer internships.

YWCA of Minneapolis grant (\$525,000 annually): Provides revenue to economically disadvantaged individuals to enroll in career pathways for early education certification.

Child care local community grant (\$519,000, FY18 only): Provides revenue to local communities to increase the supply of quality child care providers. At least 60 percent of grant funds must go to communities outside the seven-county metropolitan area.

MN Alliance of Boys and Girls Club (\$750,000 annually): Provides for statewide youth job skills and career development.

Big Brothers and Big Sisters of Greater Twin Cities Grant (\$215,000 annually): Provides for workforce readiness, career exploration and skills development for youth 12-21. Must serve Twin Cities, Central and Southern MN Chapters.

Minnesota Workforce Development Fund: Provides funding for Minnesota Youth Program (\$4,050,000 annually), Youth Build Program (\$1 million annually), and Youth at Work grant program (\$3,348,000 annually).

Youth skills training program (\$500,000 annually): Establishes a work-based skills training program in high growth, high demand occupations for students 16 and older. Students may earn secondary school or college academic credit. Training may be must be counted in student's hours of daily membership.



Broadband development (\$20 million, FY18 only): Funds the Border-to-Border Grant Program administered by DEED. Allocates \$250,000 each year for the Office of Broadband.

AGRICULTURE – H.F. 1545 / S.F. 780

Retrofit tractor grant (\$150,000): Provide grants to schools that retrofit eligible tractors with eligible rollover protective structures. Grants for eligible schools may include costs to purchase, ship and install equipment. Effective retroactively from July 1, 2016.

Agriculture growth, research and innovation (FY18 \$13,256,000 and FY19 \$13,256,000): May be used to fund development of new markets for Minnesota farmers by providing more fruits, vegetables, meat, grain and dairy for Minnesota school children. Up to \$250,000 each year for urban agriculture education or urban agriculture community development.

PUBLIC SAFETY – SPECIAL SESSION S.F. 4

Trespass on a school bus: A person who boards a school bus when the bus is in route or in operation, or while pupils are on it, and refuses to leave the bus on demand of the bus operator, is guilty of a misdemeanor. Applies to violations committed on or after August 1, 2017.

TRANSPORTATION - SPECIAL SESSION H.F. 3

Safe Routes to School (\$550,000 annually from general fund): Grant program to assist Minnesota communities and schools to develop safe routes for students to walk and bike to school.

Head Start bus: A Head Start bus manufactured after December 31, 1994, must meet the same standards as a type A, B, C, or D school bus. A Head Start bus is not required to be equipped with the warning signals required for a school bus. A Head Start bus that is not equipped as a school bus must be painted colors other than national school bus yellow.

Type III driver's license: An operator of a type III vehicle whose driver's license is suspended, revoked, canceled, or disqualified by Minnesota, another state, or another jurisdiction must notify the operator's employer in writing of the suspension, revocation, cancellation, lost privilege, or disqualification. The operator must notify the operator's employer before the end of the business day immediately following the day the operator received notice of the suspension, revocation, cancellation, lost privilege, or disqualification.

STATE GOVERNMENT FINANCE - SPECIAL SESSION S.F. 1

School Trust Lands Director (\$185,000 each year): Salary and benefits for the director position.

BONDING - SPECIAL SESSION H.F. 5

Safe Routes to School (\$1 million): Grant program to assist Minnesota communities and schools to develop safe routes for students to walk and bike to school.

HEALTH AND HUMAN SERVICES - SPECIAL SESSION S.F. 2

Access to educational data by welfare system: County personnel in the welfare system may request access to educational data in order to coordinate services for a student or family. The request must be submitted to the chief administrative officer of the school and must include the basis for the request and a description of the information that is requested. The chief administrative officer must provide a copy of the request to the parent or legal guardian of the student who is the subject of the request, along with a form the parent or legal guardian may execute to consent to the release of specified information to the requester. Educational data may be released under this subdivision only if the parent or legal guardian gives informed consent to the release.

Child care development block grant compliance licensed programs; other child care programs: School district or “legal non-licensed child care provider” is required to do a background study on “before and after school” programs employees.

The employees must submit fingerprints for a national criminal history records check through the local county. Additional items required for the background study are:

- first, middle, and last name(s);
- current address;
- sex;
- date of birth;
- driver’s license number;
- residence for the past five years; and
- photo.

The county must forward the information to the Commissioner. This background study must be repeated within five years of the most recent study. Effective October 1, 2017.

Child care programs authorized to receive child care assistance payments: Child care programs, offered for children 33-months and older (re: 245A.03), are required to be certified as license-exempt child care centers. The Commissioner of Human Services must provide application instructions and information on rules and requirements. The process for certifying license-exempt child care centers shall be implemented by September 30, 2017.

ENVIRONMENT AND NATURAL RESOURCES - S.F. 844 / H.F. 771

School Trust Lands (\$206,000 annually): The permanent school trust fund revenue may be used to secure long-term economic interest for school trust lands.

School Trust Lands Director (\$300,000 annually): The School Trust Lands Director will receive revenue to ensure the long-term economic interest for school trust lands.

Land Management (\$500,000 one time): The School Trust Lands Director will receive from the school forest suspense account revenue to ensure private sale of surplus school trust lands. This funding is one-time funding available until June 30, 2019.

NEW REQUIREMENTS

1. **Negotiated Unrequested Leave of Absence (ULA):** Eliminates the statutory model of ULA determined by seniority. Requires the school board and the exclusive representative of the teachers to negotiate a ULA plan. Effective July 1, 2018, and for collective bargaining agreements effective July 1, 2019, and thereafter.
2. **Restricted use of compensatory education revenue:** Each school site is required to set aside increases in compensatory revenue relative to FY17 for extended time activities. Extended time revenue may be used for extended day or week programs, summer school, vacation break academies and other programming authorized under the learning year programs (alternative extended day or year programs).
3. **Identification of reading difficulty:** A school district must identify students in grade three or higher who demonstrated reading difficulty to a classroom teacher.
4. **Dyslexia report:** Requires a school district to annually report (July 1) to the Commissioner of Education the district efforts to screen and identify students with dyslexia using the screening tools such as those recommended by the MDE's Dyslexia and Literacy Specialist.
5. **PSEO access to building:** A school district is required to allow a student enrolled in a PSEO course to remain at the school site during the regular school day.
6. **Credits; Grade point average weighting:** The school board must adopt a policy regarding weighted grade point average for any high school or dual enrollment courses. The policy must state whether the district offers weighted grading. The school board must annually publish on its website a list of courses for which a student may earn a "weighted grade."
7. **Planning for students' transition to postsecondary education:** A student's personal learning plan must inform the student and the student's parent or guardian the student achievement level score on the Minnesota Comprehensive Assessments (MCA) that are administered during high school.
8. **Planning for students' transition to postsecondary education:** A student's personal learning plan must inform the student that admission to a public school is free and available to a resident under 21 years of age who does not meet or exceed Minnesota academic standards as measured by the MCAs that are administered during high school. A learning plan must be continued while the student is enrolled.
9. **ACT or SAT:** A student must be able to take the ACT or SAT at the student's high school during the school day and at any one of the multiple exam sites available to students in the district. A district may require a student not eligible for free and reduced price meals to pay for the cost of taking the test. (*New Requirement*)
The school district must:
 - pay one-time cost, for a student who is eligible for free or reduced price meal; and
 - waive the cost for any student unable to pay.

- 10. Disaggregated data for student performance reporting:** Requires the use of the modified student categories for which disaggregated data is required in reporting four-year and six-year graduation rates.
- 11. Student participation for MCAs:** The Commissioner must create and publish a form for parents and guardians that addresses the issue of annual student academic testing.

The school district must post the form on the district website and include it in the district's student handbook. This is effective for the 2017– 2018 school year and later.
- 12. Public reporting - school performance reports:** Requires school districts to report information and calculate proficiency rates as required by The Every Student Succeeds Act (ESSA) and to develop, update, and post school performance reports that comply with World's Best Workforce requirements.
- 13. Lead in school drinking water:** Requires the Commissioners of Health and Education to develop a model plan to require school districts to test for lead in school drinking water. School boards may adopt the model plan or develop an alternative plan to test water in the schools for lead. The plan requires testing at least every five years; testing must begin by July 1, 2018, and be completed within five years. School districts are allowed to include the costs for lead testing and remediation in their long-term facilities maintenance plan. School districts must make lead test results available to the public and notify parents that this information is available.
- 14. Review of proposal:** The school board must hold a public meeting to discuss the Commissioner's "review and comment" before the bond election.

New Reports

- 1. Developmental education reporting:** The Commissioner of Higher Education must report on their department's website the summary data on students who graduated from a Minnesota high school and are attending a public postsecondary institution in Minnesota. Summary data must be aggregated by school district, high school, and postsecondary institution. Summary data must be disaggregated by race, ethnicity, free or reduced-price lunch eligibility, and age. Data must be posted on or before February 15, 2018, and annually thereafter.
- 2. Agricultural educator grants:** School districts that receive grant funds shall report to the Commissioner of Education, no later than December 31 of each year, regarding the number of teachers funded by the program and the outcomes compared to the goals established on the grant application.
- 3. "Introduction to Education" Concurrent enrollment courses.** If the institution is a recipient of a grant, student participation rates are required to be reported to the Commissioner.
- 4. Statewide concurrent enrollment teacher training program:** Requires the program to:
 - use flexible delivery models;
 - provide funding for course development up to 18 credits in subject areas;
 - provide scholarships to teachers to enroll in the courses;
 - develop criteria to award educators stipends to incentivize participating in the program; and
 - submit a yearly report.
- 5. Special education assistance technology study:** The Commissioner of Education must examine the use of assisted technology in Minnesota school districts. The Commissioner must report findings and recommend statutory changes for child-centered assisted technology plans to the legislature by February 15, 2018.
- 6. Dyslexia report:** Requires a school district to annually report (July 1) to the Commissioner of Education the district efforts to screen and identify students with dyslexia using the screening tools, such as those recommended by the MDE's Dyslexia and Literacy Specialist.
- 7. Disaggregated data for graduation reporting:** Requires the use of the modified student categories for which disaggregated data is required in reporting four-year and six-year graduation rates.

New Policy

- 1.** The school district is required to adopt **a policy allowing PSEO students reasonable access to computers and technology** during the school day.
- 2.** The school board must adopt **a policy regarding weighted grade point average for students in dual enrollment courses.** The policy must state whether the district offers weighted grading. The school board must annually publish on its website a list of courses for which a student may earn a "weighted grade."

Issues to Watch in 2018

- Crumb Rubber
- Debt Service Equalization Revenue
- E-Rate Fiber Funding (Matching Grant)
- Expulsion/Exclusion
- Health Insurance Transparency Act (HITA)
- Open Meeting Law Changes
- QComp Equity
- Referendum Revenue Equalization
- School District Record Retention
- Special Education Cross-Subsidy
- Student Data Privacy
- Teacher Shortage 3.0
- Telecommunication Equity Aid

What Did Not Pass or... Remodeled

- Crumb rubber - The Senate Health and Human Services Omnibus bill (S.F. 800), required an immediate three-year moratorium on crumb rubber fields/playgrounds. MSBA and the League of Minnesota Cities wrote a joint letter expressing opposition to the moratorium.
- Third grade retention (permissive).
- A bill to allow students enrolled in a public school the ability to attend courses at a nonpublic school.
- A bill that prohibits a school board from using operating capital levy or lease levy funds to increase the district's net instructional space within five years of the board's final decision to close a school.
- A special education technology requirement in the IEP evolved into a report by the Commissioner.
- Ballot language to include all revenue from Local Optional Revenue (LOR) and current referendum.
- Private School Tax Credits: The bill would have allowed:
 - o individual income and corporate franchise tax credits for scholarships to students attending private or public schools;
 - o increasing the existing K-12 education tax credit to include expenses on tuition; and
 - o indexing of the existing K-12 education tax credit amount and income threshold to increase with inflation.
- Seatbelts on school buses.
- Small schools aid based on proficiency on MCA scores.
- Utility taxes and refunds.
- A civics class required for high school graduation.
- A school grading system which would have required MDE to assign ratings to schools based on performance and whether the schools receive funds.
- A provision requiring districts to maintain a database and report monthly on utility consumption.



2017 Advocacy Schedule

Summer Seminar

Monday, August 7 – Minneapolis Northwest Marriott, Brooklyn Park

Fall Advocacy Tour. Minnesota School Boards Association's (MSBA) Government Relations team will review the 2017 advocacy efforts and describe the 2018 legislative landscape.

- Tuesday, September 12
- Wednesday, September 13
- Thursday, September 14
- Tuesday, September 19
- Wednesday, September 20
- Thursday, September 21

Friday, September 29 is the last day to submit resolutions for the Delegate Assembly.

Pre-Delegate Assembly Meetings

- Wednesday, November 15
- Thursday, November 16
- Saturday, November 18

An online version of the meeting will be available on Tuesday, November 21.

Delegate Assembly

A new slate of delegates will be elected this year for two-year terms. We strongly encourage you to consider becoming a delegate. We would welcome your participation in the 2017 Delegate Assembly.

- Friday, December 1
- Saturday, December 2

2018 Legislative Session begins!

- Tuesday, February 20, 2018

*mark your
calendars*



Acknowledgements

Thank you to Senate and House Research staff for the summary documents we used to compile this summary.

Thank you to Ed Allies for the use of Teacher Licensure documents.

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Bottom right cover photo by MSBA's Greg Abbott.

Thank You

We hope you found our MSBA 2017 Legislative Summary helpful in your important role as a school board member. We appreciate your advocacy throughout the session.

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Stay Informed

A great way to stay informed during the Legislative Session, is to receive the **Weekly Advocate**; a weekly email with updates on bill introductions, bills of interest and hearings on important issues and legislative alerts on how you can get involved and make a difference. Please contact Bruce Lombard at blombard@mnmsba.org to be added to our email list.



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APPENDIX

- General Education Revenue by District
- School Building Bond Agriculture Credit by District
- Governor Dayton's End of Session Letter to Leadership



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