

## Side-by-Side Comparison of the E-12 Education Finance Omnibus Bills

**Note:** if the background colors match, the provisions are identical.

| Ref # | Governor<br>Policy: HF1954/SF2116 Finance: HF2207/2347   | House<br>HF2400   | Senate<br>SF7   |
|-------|--|---|---|
|       | <b>Total Target: \$718 Million</b>   | <b>Total Target - \$900 million*</b>  | <b>Total Target - \$206.5 million**</b>   |
|       | <b>Students and School Districts</b>   | <b>Students and School Districts</b>  | <b>Students and School Districts</b>  |
| 1     | <b>(\$521 million)</b> - Increases the general education basic formula by 3%, a increase of \$189 per pupil, next year and 2%, a increase of \$130 per pupil, the following year.  | <b>(\$521 million)</b> - Increases the general education basic formula by 3%, a increase of \$189 per pupil, next year and 2%, a increase of \$130 per pupil, the following year.   | <b>(\$95 million)</b> - Increases the general education basic formula by 0.5%, a \$31 per pupil increase, next year and 0.5%, a \$32 per pupil increase, the following year.  |
| 2     | <b>(\$91 million)</b> - Increases special education funding & reforms the funding formula to hold the cross subsidy steady. Reduces a district's cross subsidy by 2.6% in FY20 and 6.43% in FY21. Adjusts the growth cap/maximum aid and the hold harmless/minimum aid calculations. Reduces the amount of unfunded special education costs that a resident district must pay for a special education student open enrolled in another district, charter school or private school from 90% to 85% in FY20 and 80% thereafter. Provides state aid for charter schools to offset the impact. | <b>(\$117.9 million)</b> - To hold the cross subsidy steady, cross subsidy reduction aid is created to reduce a district's cross subsidy by 4.3% in FY20 and 8.6% in FY21. Adjusts the growth cap/maximum aid and the hold harmless/minimum aid calculations. Reduces the amount of unfunded special education costs that a resident district must pay for a special education student open enrolled in another district, charter school or private school from 90% to 85% in FY20 and 80% thereafter. Provides state aid for charter schools to offset the impact.   |   |
| 3     | <b>(\$70 million)</b> - Expands high-speed internet in rural MN. (Funded through the Employment and Economic Development budget.)  | <b>(\$70 million)</b> - Expands high-speed internet in rural MN. (Funded through the Employment and Economic Development budget.)   | <b>(\$30 million)</b> - Expands high-speed internet in rural MN. (Funded through the Agriculture, Rural Development, and Housing Finance budget.)   |
| 4     | <b>(\$47 million)</b> - Make the funding permanent for 4000 existing voluntary prekindergarten slots. The funding will cease at the end of this school year without legislative action.  | <b>(\$47 million)</b> - Make the funding permanent for 4000 existing voluntary prekindergarten slots. The funding will cease at the end of this school year without legislative action.   | For FY20 and 21 only, gives prioritization for Pathway I scholarships to children who live in districts that will lose existing voluntary prekindergarten slots.  |
| 5     | <b>(\$17.3 million)</b> - For FY20 only, increases the safe school levy for school districts from \$36 per pupil to \$41, a \$5 increase, with a minimum increase of \$17,083 per district. For FY21 and beyond, increases the safe school levy to \$50 per pupil, for a total increase of \$14, through local property taxes. Equalizes the levy at 110% of the ANTC. Provides a 50% tax credit on agricultural lands. Provides safe school revenue for charter schools, increases the revenue for intermediates and cooperatives. Expands uses for the safe school revenue.              | <b>(24.4 million)</b> - For FY20 only, increases the safe school revenue for school districts from \$36 per pupil to \$45, a \$9 increase, with a minimum increase of \$22,500 per district, all in state aid. For FY21 and beyond, increases the safe school levy to \$54 per pupil, for a total increase of \$18, through local property taxes. Equalizes the levy at 151.3% of the ANTC. Provides a 50% tax credit on agricultural lands. Provides safe school revenue for charter schools, increases the revenue for intermediates and cooperatives. Expands uses for the safe school revenue. Districts and charters must report how it spends the safe school revenue to the Minnesota Department of Education (MDE). | <b>(\$74.5 million)</b> - For FY20 and FY21 only, provides \$38 per pupil with a minimum of \$32,000 in safe school revenue for school districts. District under 4,000 pupil units will qualify for the minimum amount. Provides safe school revenue of \$38 per pupil for charter schools. Increases the safe school revenue for intermediates and cooperatives. Expands uses for the safe school revenue. Districts and charters must report how it spends the safe school revenue to MDE. All increases to safe school revenue is state aid, not levy, and ends after the 2020-21 school year. |

| Ref | Governor  | House   | Senate  |
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| 6   |   | <b>(\$25.7 million)</b> - Increase funding for early learning scholarships. Changes the eligible age for Pathway I scholarships from 3 to 5 years old children to birth through 2 years old, except for siblings and children currently with a scholarship. Pathway II scholarships can serve any child under the age of five. Eliminate the funding cap on Pathway II.   | <b>(\$44.5 million)</b> - Increased funding for early learning scholarships over the next two years then this increased funding stops.  |
| 7   |   | <b>(\$22.5 million)</b> - Equalizes the voter-approved operating referendum to reduce the taxpayer cost through property tax relief, which currently is the portion between \$300 per pupil to \$760 per pupil by increasing the equalizing factor from \$510,000 to \$650,000.   | <b>(\$14.9 million)</b> - Equalizes the voter-approved operating referendum to reduce the taxpayer cost through property tax relief by setting a maximum tax effort at each tier. (In the Senate tax budget.) |
| 8   | <b>(\$4 million)</b> - Increases funding for the full-service community schools grant program for schools with high concentration of students living in poverty to provide non-educational services at the school site, such as dental care, job training, mental health services etc., to support students and their families. | <b>(\$15 million)</b> - Increases funding and modifies requirements for the full-service community schools grant program for schools with high concentration of students living in poverty to provide non-educational services at the school site, such as dental care, job training, mental health services etc., to support students and their families.  |   |
| 9   |   | <b>(\$14.3 million)</b> - Requires school districts to annually provide at least 8 hours of paid training for instructional support staff working with special education student to review the student's IEP and specific needs. Provides \$200 per paraprofessional, Title I aids and instructional support staff. The training must happen before the first day of the school year or within 30 days of hire. |   |
| 10  |   | <b>(\$12.2 million)</b> - Increases the percentage of career and technical education (CTE) expenses that are paid by the state from 35 to 50 percent by increasing the CTE levy equalization aid and paying it to the school district.  |   |
| 11  |   | <b>(\$10 million)</b> - Increase for Support Our Students grants which is a match of state aid for support staff such as social workers, psychologists, school nurses, chemical dependency counselors, school counselors and trauma coaches. The state provides fifty percent of the funding per position for 4 years and twenty-five percent for 2 years and then zero.  |   |
| 12  | <b>(\$9.4 million)</b> - Expands school-linked mental health grants that bring mental health services and clinics to the school sites. (In the Health and Human Services budget.)   | <b>(\$9.4 million)</b> - Expands school-linked mental health grants that bring mental health services and clinics to the school sites. (In the Health and Human Services budget.)   | <b>(\$5 million)</b> - Increases funding for school-linked mental health grants that bring the mental health services and clinics to the school sites.  |
| 13  |   | <b>(\$6 million)</b> - Increases funding for concurrent enrollment.   |   |

| Ref | Governor  | House  | Senate   |
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| 14  |   | <b>(\$6 million)</b> - Establishes trauma-informed school incentive grants for trauma-informed professional development for all staff working with students. The grants will go to a total of 20 schools.                          |  |
| 15  |   | <b>(\$5.4 million)</b> - Increased funding for the innovative mental health grant program that puts mental health professionals in the classroom for special education students in Level 4 settings.                               |  |
| 16  |   | <b>(\$5 million)</b> - Establishes inclusive school enhancement grants to make a school's curriculum and both the work and learning environments more inclusive for the diverse makeup of students, families and school employees. |  |
| 17  |   | <b>(\$4.5 million)</b> - Increases English learner (EL) revenue from \$704 to \$740 per EL student.  |  |
| 18  |   | <b>(\$4.3 million)</b> - Allows schools with over 40% of their students eligible for free or reduced price lunches to participate in a breakfast after the bell programs.  |  |
| 19  |   | <b>(\$4 million)</b> - Provides funding for the after-school community learning grant program.   |  |
| 20  |   | <b>(\$4 million)</b> - Provides funding for the collaborative urban and great Minnesota educators of color grant program to support teacher candidates teacher preparation programs in PELSB-approved colleges and universities.   |  |
| 21  |   | <b>(\$3.8 million)</b> - Increase for adult basic education (ABE) to support adults working towards their GED. Prevents the funding from decreasing in the future.   |  |
| 22  |   |  | <b>(\$3.5 million)</b> - Expands eligibility to students who qualify for free and reduced lunch for reimbursement for transportation expenses to postsecondary enrollment options (PSEO) programs where students earn both high school and college credit. Clarifies that private, public, or shared transportation all qualify for reimbursement. |
| 23  | <b>(\$3.8 million)</b> - Provides American Indian Tribal Contract aid to maintain FY19 funding levels and adds annual inflationary increases. | <b>(\$3.5 million)</b> - Provides American Indian Tribal Contract aid to maintain FY19 funding levels and adds annual inflationary increases.  |  |
| 24  |   |  | <b>(\$3 million)</b> - Establishes a grant program for P-TECH schools, which are public-private partnerships preparing students for jobs in the STEM industry by utilizing a 6-year public school model that takes 9th-grade students through high school and a 2-year technical community college program.  |
| 25  |   | <b>(\$2.8 million one-time)</b> - Establishes a Girl Scouts ConnectZ grant program to provide innovative, culturally responsive programming to at-risk girls in K-12.  |  |

| Ref | Governor  | House   | Senate  |
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| 26  |   | <b>(\$2.4 million)</b> - Increase in special education funding for the Duluth and Monticello school districts.  |   |
| 27  |   |   | <b>(\$2 million)</b> - Provides grant funding to the Sanneh Foundation to work with at-risk students of color and increasing the number of teachers of color.   |
| 28  |   | <b>(\$2 million)</b> - Increases grant funding for education partnership programs in the Northside Achievement Zone and the St. Paul Promise Neighborhood. Expands requirements of the programs.  | <b>(\$1.54 million)</b> - Increases grant funding for education partnership programs. Adds to the list of positive characteristics of qualifying partnerships.  |
| 29  | <b>(\$2 million)</b> - Establishes a new grant program for districts to support students experiencing homelessness. | <b>(\$1 million)</b> - Establishes a new grant program for districts to support students experiencing homelessness.   |   |
| 30  |   | Requires a student in a new foster care placement to remain in the student's current school if it is the best interest of the student. If the student does not remain, the student must be placed in a new school within seven school days. | <b>(\$1 million)</b> - Provides transportation to keep foster students in current school even if the student is moved outside the school district boundaries.   |
| 31  |   |   | <b>(\$1 million)</b> - Provides equity in telecommunications access by increasing a district's Internet access equity aid if the district is not part of an organized telecommunications access cluster. Modifies the calculation of a school district's aid for providing services to nonpublic schools. |
| 32  |   | <b>(\$1 million one-time)</b> - Grant to provide Math Corps services at Tribal contract schools.  | <b>(\$416,000)</b> - Provides grants to provide Math and Reading Corps services at Tribal contract schools.   |
| 33  |   | <b>(\$1 million)</b> - Grant for MN Council on Economic Education to provide training for teachers to teach economics.  |   |
| 34  |   | <b>(\$832,000)</b> - Serve MN for Tribal Contract and Grant schools   |   |
| 35  |   |   | <b>(\$802,000)</b> - Establishes an collaborative summer intensive school program for grades 5 through 8 in six school districts: Ely, St. Louis County, Mesabi East, Mountain Iron-Buhl, Chisolm, and Hibbing.   |
| 36  |   | <b>(\$500,000)</b> - College savings account pilot program that sets up a savings account for every baby born to a resident of St. Paul during FY20.  |   |
| 37  |   | <b>(\$500,000)</b> - Funding for the Minnesota Youth Council, a student-led organization that advocates issues impacting student success.   |   |

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| 38  |  |   | <b>(\$500,000)</b> - Allows a teacher to participate in a literacy professional development grant program offered by certain specific eligible training provider including Orton=Gillingham. A portion of the teacher's tuition, room, board, and travel costs incurred may be reimbursed. Requires MDE to report on the number of teacher taking the programs. |
| 39  |  |   | <b>(\$500,000)</b> - Provides a grant to the Minnesota Partnership for Collaborative Curriculum to provide sample curricula aligned to the state academic standards for teachers throughout the state.  |
| 40  |  |   | <b>(\$480,000)</b> - Establishes suicide prevention training for teachers grant program.  |
| 41  | <b>(\$363,000)</b> - Equalizes the achievement and integration levy at 30% of state average ANTC.  | <b>(\$345,000)</b> - Equalizes the achievement and integration levy.  |   |
| 42  |  |   | <b>(\$319,000)</b> - Increase in shared time aid. Allows a school district to provide core curriculum instruction to shared time pupils through digital learning at any location.   |
| 43  | <b>(\$300,000)</b> - Provides additional funding for the Tribal Nations Education Committee to meet the requirements in the Every Student Succeeds Act (ESSA).                 | <b>(\$300,000)</b> - Provides additional funding for the Tribal Nations Education Committee to meet the requirements in the Every Student Succeeds Act (ESSA).  |   |
| 44  |  | <b>(\$292,000)</b> - Title IX training and compliance   |   |
| 45  |  | <b>(\$250,000)</b> - Provides grants to the Minnesota Center for the Book to provide statewide programming related to the Minnesota Book Awards and other programming.  |   |
| 46  |  | <b>(\$250,000)</b> - Provides civics education grants to organizations to provide civics education programs for Minnesota's youth.  |   |
| 47  |  | <b>(\$240,000)</b> - Provides funding for students to take the GED test.  |   |
| 48  |  |   | <b>(\$209,000)</b> - Provides sparsity revenue for Karlstad Elementary for FY20 and FY21 only.  |
| 49  |  | <b>(\$205,000)</b> - Provides a grant to support Reach Out and Read MN to expand a program that encourages early childhood development through a network of health care clinics, and for the purchase of culturally and developmentally appropriate books to sustain and expand the program in partnership with health clinics statewide. |   |
| 50  | <b>(\$202,000)</b> - Increases the funding to districts for special education kindergarten students to match the funding provided for general education kindergarten students. | <b>(\$202,000)</b> - Increases the funding to districts for special education kindergarten students to match the funding provided for general education kindergarten students.  |   |
| 51  |  | <b>(\$200,000)</b> - Metro Deaf Charter School grant  |   |

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| 52  |  | <b>(\$200,000)</b> - Establishes vocational enrichment grants for school districts to offer courses outside of the regular school day, including weekends and summers focused on the construction trades and welding.  | <b>(\$25,000)</b> - Establishes vocational enrichment grants for school districts to offer courses outside of the regular school day, including weekends and summers focused on the construction trades and welding.   |
| 53  |  |  | <b>(\$200,000)</b> - Establishes an grant program to provide online access to music education.   |
| 54  |  |  | <b>(\$188,000)</b> - Requires districts to provide guidance and counseling services for students in American Indian tribal contract or grant schools located in the school district boundaries.  |
| 55  |  | <b>(\$139,000)</b> - Long term facilities maintenance cooperatives aid   |  |
| 56  |  | <b>(\$136,000)</b> - Continues the early middle college program for refugee students up to 22 years of age.  |  |
| 57  |  |  | <b>(\$100,000)</b> - Race 2 Reduce grant to the White Bear Lake school district.   |
| 58  |  | <b>(\$100,000)</b> - Provides grant for principals to attend the Principals Academy for in-depth training on how to be effective instructional leaders.  |  |
| 59  |  | <b>(\$50,000)</b> - Allows any charter school in the within the Hopkins school district to fold its programming into the district.   |  |
| 60  |  |  | <b>(\$50,000)</b> - Provides grants to agricultural educators for teaching courses over the summer.  |
| 61  |  |  | <b>(\$20,000)</b> - Allows 10th grade non-public students to participate in PSEO programs.   |
| 62  |  |  | Defunds grant funding for three rural career and technical education consortiums in southwest, southeast and northern Minnesota after FY21.  |
| 63  | <b>Teachers</b>  | <b>Teachers</b>  | <b>Teachers</b>  |
| 64  | <b>(\$4 million)</b> - Increase grant funding for Grow You Own pathways to teacher licensure. Establishes a student teacher grants program to provide financial support for teacher candidates during student teaching, particularly for candidates of color and of Native American heritage. Provides grants to school districts to offer a "Introduction to Teaching" concurrent enrollment course to encourage high school students to enter the teaching profession. | <b>(\$7 million)</b> - Increase grant funding for Grow your own pathways to teacher licensure grants for school districts and charter schools to develop or expand Grow Your Own teacher programs for paraprofessionals, cultural liaisons, or other non-licensed employees. | <b>(\$1 million)</b> - Allows the Commissioner of Higher Education to award an alternative teacher preparation program grant. Allows the Commissioner of Higher Education to award an alternative teacher preparation program grant to a program that has previously received a grant. |
| 65  | <b>(\$4 million)</b> - Creates a teacher mentoring and retention incentive grant program to recruit and retain teachers of color and of Native American heritage.  | <b>(\$3 million)</b> - Increases incentive grant funding to encourage school districts to develop teacher mentoring and retention programs. New requirements are defined if a school district wants to be eligible for grant funding.  |  |
| 66  |  | <b>(\$2.1 million)</b> - Establishes come teach in Minnesota hiring bonuses for hiring certain licensed teachers from other states.  |  |

| Ref | Governor  | House  | Senate   |
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| 67  |   | <b>(\$1.2 million)</b> - Increase funding for an American Indian teacher preparation grant program.  |  |
| 68  |   | (\$15,000) - Requires a teacher of color report.   |  |
| 69  | <b>State Agencies</b>   | <b>State Agencies</b>  | <b>State Agencies</b>  |
| 70  |   | <b>(\$20.4 million)</b> - state agency needs   |  |
| 71  | <b>(\$4.7 million)</b> - Funds MDE's estimated legal costs to defend against two lawsuits. This includes \$2 million in 2019 that was not spent.  | Eliminates a rider transferring \$2 million in fiscal year 2019 from the MDE budget to the Attorney General for litigation costs and reduces MDE's 2019 budget accordingly.  | (-\$3.3 million) - Cuts MDE funding.   |
| 72  | <b>(\$3.8 million)</b> - Provides MDE an inflationary increase for operations.  |  |  |
| 73  | <b>(\$3.8 million)</b> - Moves Professional Educator Licensing Standards Board (PELSB) fees from a special revenue fund to general fund, <b>this is a transfer and not new spending money.</b>  |  | <b>(\$3.8 million)</b> - Moves Professional Educator Licensing Standards Board (PELSB) fees from a special revenue fund to general fund, <b>this is a transfer and not new spending money.</b>   |
| 74  | <b>(\$3.4 million)</b> - Increase for the Minnesota State Academies for inflation, enhancing services and technology initiatives.   |  |  |
| 75  | <b>(\$3 million)</b> - Expands eligibility for districts to access MDE's regional centers of excellence for districts not meeting ESSA and World's Best Work Force (WBWF) requirements.   |  |  |
| 76  | <b>(\$1.8 million)</b> - Increase for the Perpich Center for the Arts for inflation and technology initiatives.   |  | (-\$4.9 million) - Cuts funding for the Perpich Center for the Arts.   |
| 77  | <b>(\$1.6 million)</b> - Provides funding to improve IT programs and data integration on subgroups at MDE to support data-driven decision making.   |  |  |
| 78  | <b>(\$345,000)</b> - Establishes funding for a Second Chance Agency Director at MDE to design innovative pathways for successful outcomes for at-risk and incarcerated youth.   |  |  |
| 79  | <b>(\$280,000)</b> - Provides funding for MDE to double the number of National Board-Certified teachers (NBCTs).  |  |  |
| 80  | <b>(\$694,000)</b> - Provides funding for MDE to investigate maltreatment allegations of students. Adds solicitation of children to engage in sexual conduct and communication of sexually explicit materials to children to the definition of sexual abuse. Expands MDE's authority to investigate maltreatment of allegations to include students between 18 to 21 year old students. | Requires law enforcement to inform PELSB or BOSA if a teacher or school administrator abused or neglected a child. Requires law enforcement to work with the board. Adds solicitation of children to engage in sexual conduct and communication of sexually explicit materials to children to the definition of sexual abuse. Requires MDE to investigate maltreatment allegations of students. Expands MDE's authority to investigate maltreatment of allegations to include students between 18 to 21 year old students. | Adds solicitation of children to engage in sexual conduct and communication of sexually explicit materials to children to the definition of sexual abuse. Expands MDE's authority to investigate maltreatment of allegations to include students between 18 to 21 year old students. |
| 81  | <b>(\$448,000)</b> - Increases funding to support data analytics activities at MDE.   |  |  |

| Ref | Governor  | House   | Senate   |
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| 82  | (\$280,000) - Provides funding for MDE to support turnaround arts schools previously supported by the Perpich Center of the Arts.   |   |  |
| 83  | (\$464,000) - Provides funding for the Board of School Administrators (BOSA) to maintain its funding structure, this is a transfer and not new spending money.  | Appropriates \$347,000 in each fiscal year from the administrator licensure account to the Board of School Administrators for the board's activities. Authorizes general fund moneys to supplement the revenue from the special revenue account in fiscal year 2020 only. Sets the appropriations base for subsequent years at \$347,000.   | (\$464,000) - Provides funding for the Board of School Administrators (BOSA) to maintain its funding structure, this is a transfer and not new spending money.   |
| 84  | (\$285,000) - Increases BOSA operating revenue.   |   |  |
| 85  |   | Increases licensing fees for school administrators from \$75 to \$100   | Increases licensing fees for school administrators from \$75 to \$100  |
| 86  | <b>Miscellaneous</b>  | <b>Miscellaneous</b>  | <b>Miscellaneous</b>   |
| 87  |   | (\$7.6 million) - libraries   |  |
| 88  |   | (\$100,000) - Children's Museum of Southern MN (Mankato   |  |
| 89  |   | (\$100,000) - The Works Museum  |  |
| 90  |   | (\$62,000) - Grand Rapids Children's Discovery Museum   | (\$62,000) - Funding for the Grand Rapids Children's Discovery Museum  |
| 91  |   | (\$2.3 million) - Appropriations  | -\$4.224 million) - Cancellations  |
| 92  |   | -\$4,260 million) - 2018-19 Cancellations,  | -\$16.4 million) - 2018-19 Cancellations,  |
| 93  |   | -\$1 million) - Property tax interaction (levy reduction)   |  |
| 94  |   |   | -\$1 million) - Cancellation in StarBase MN program  |
| 95  | -\$15,000) - Eliminates off-grade test questions on Minnesota Comprehensive Assessments (MCA) and the reporting of career and college readiness trajectory for grades 3-8 as recommended by the Office of the Legislative Auditor (OLA).  | -\$15,000) - Eliminates off-grade test questions on Minnesota Comprehensive Assessments (MCA) and the reporting of career and college readiness trajectory for grades 3-8 as recommended by the Office of the Legislative Auditor (OLA).  | -\$15,000) - Eliminates off-grade test questions on Minnesota Comprehensive Assessments (MCA) and the reporting of career and college readiness trajectory for grades 3-8 as recommended by the Office of the Legislative Auditor (OLA). |
| 96  | <b>Policy Provisions</b>  | <b>Policy Provisions</b>  | <b>Policy Provisions</b>   |
| 97  | Requires school districts to adopt a safety assessment policy with guidance from the Minnesota school safety center to establish safety assessment teams to conduct school safety assessments. The school safety assessment teams must take specific actions if an individual poses a threat of violence, physical harm to self or others, or exhibits suicidal tendencies. | Requires school districts and charters to adopt a school assessment policy, with guidance from the Minnesota school safety center, to assess and intervene with students who poses a threat to the safety of school staff or students. The school safety assessment teams must take specific actions if an individual poses a threat of violence, physical harm to self or others, or exhibits suicidal tendencies. | Requires school districts and charters to adopt a school assessment policy, with guidance from the Minnesota school safety center, to assess and intervene with students who poses a threat to the safety of school staff or students.   |
| 98  | Makes the school safety technical assistance center permanent. It would have been defunded on June 30, 2019.  | Makes the school safety technical assistance center permanent. It would have been defunded on June 30, 2019 and changes the name to school climate technical assistance center.   | Makes the school safety technical assistance center permanent. It would have been defunded on June 30, 2019.   |
| 99  | Clarifies that a school district may issue bonds or capital notes to purchase certain safety-related equipment. Allows a district to service those bonds or notes with safe schools revenue.  | Clarifies that a school district may issue bonds or capital notes to purchase certain safety-related equipment. Allows a district to service those bonds or notes with safe schools revenue.  | Clarifies that a school district may issue bonds or capital notes to purchase certain safety-related equipment. Allows a district to service those bonds or notes with safe schools revenue.   |



| Ref | Governor   | House  | Senate   |
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| 100 |  |  | Requires a district or charter school to provide law enforcement or emergency management officials with school floor plans for use in crisis situations.   |
| 101 |  |  | Allows districts to use one of the five required fire drills to practice a non-evacuation drill.   |
| 102 | If lead is found in a school's cooking or drinking water, the supply must be turned off immediately. A district must follow safety guidelines established by MDE, and implement a publicly available plan to reduce the lead levels below guidelines. Requires direct parent notification of test results. | If lead is found in a school's cooking or drinking water, the supply must be turned off immediately. A district must follow safety guidelines established by MDE, and implement a publicly available plan to reduce the lead levels below guidelines. Requires direct parent notification of test results. | If lead is found in a school's cooking or drinking water, the supply must be turned off immediately. A district must follow safety guidelines established by MDE, and implement a publicly available plan to reduce the lead levels below guidelines. Requires direct parent notification of test results. |
| 103 | Requires school districts and charter schools to test for radon and report the results to the Department of Health and at a school board meeting. Defines when and how the radon testing must be done.   | Requires a school district or charter school to adopt a radon testing schedule that tests every building serving students at least every five years, and to begin testing by July 1, 2020. Specifies requirements for how tests must be conducted.   |  |
| 104 |  |  | Requires a school to notify school staff, students, and parents of a hazard if the Department of Health or Pollution Control Agency notified them of environmental hazards that may affect the health of students or school staff.   |
| 105 |  | Encourages mental health education for students starting in fourth grade. Requires MDE to provide districts with resources, including resources on suicide and self-harm prevention, gathered from national mental health advocates.   | Encourages mental health education for students starting in fourth grade. Requires MDE to provide districts with resources, including resources on suicide and self-harm prevention, gathered from Minnesota mental health advocates.  |
| 106 |  | Requires schools to screen all children for dyslexia in K-2 and students struggling with reading in grades 3 and beyond unless a different reason for the reading difficulty has been identified. Modifies the duties of the dyslexia specialist at MDE.   |  |
| 107 |  | Splits Minneapolis and St. Paul school districts into separate voluntary prekindergarten (VPK) regions. (This split does not affect current funding for the other three regions.)  |  |
| 108 |  |  | Requires a school district or charter school to record expenditures attributable to voluntary prekindergarten programs into UFARS.   |
| 109 |  |  | Requires MDE to implement a kindergarten readiness assessment process that districts may use. If used, the district must annually report the results to MDE.   |
| 110 |  | Requires teachers of all preK programs to meet all teacher licensure requirements that apply to K-12 teachers. Allows current preK teachers to continue to teach without a license until 2024.   |  |

| Ref | Governor | House   | Senate  |
|-----|----------|---|---|
| 111 |          | Includes adult basic education and early childhood and family education teachers within the definition of "teacher" under the continuing contract and tenure statutes.  |   |
| 112 |          | Clarifies that children receiving early learning scholarships must receive an early learning developmental screening within 90 days after turning three years old.  | Clarifies that children receiving early learning scholarships must receive an early learning developmental screening within 90 days after turning three years old.  |
| 113 |          | Applies future state surpluses to eliminate the special education aid payment shift.  |   |
| 114 |          | Requires the initial serving district to continue to transport a homeless special education student to and from a cooperative for the remainder of the year if the student leaves the district in the middle of the year. Allows both initial and serving districts to come to a mutual agreement on an alternative transportation agreement. | Requires the initial serving district to continue to transport a homeless special education student to and from a cooperative for the remainder of the year if the student leaves the district in the middle of the year. Allows both initial and serving districts to come to a mutual agreement on an alternative transportation agreement. |
| 115 |          | Reduces special education paperwork in the areas of short-term objectives, stand alone functional behavioral assessments, prior written notice, reporting of MCA test results, and conciliation conferences.  | Reduces special education paperwork in the areas of stand-alone functional behavioral assessments, prior written notice, reporting of MCA test results, and conciliation conferences.   |
| 116 |          | Allows special education students to participate in Alternative Delivery of Specialized Instruction Services (ADSIS) programming, which provides instructional services to general education student to prevent the identification to the special education program.  |   |
| 117 |          | Establishes a prior written notice working group.   |   |
| 118 |          | Allows special education students participate in Alternative Delivery of Specialized Instruction Services (ADSIS) programming, which provides instructional services to general education student to prevent the identification to the special education program  |   |
| 119 |          | Eliminates the requirement that compensatory funding increases must be spent on extended time programs.   |   |
| 120 |          | Allows PSEO students to enroll in online courses.   | Allows PSEO students to enroll in online courses.   |
| 121 |          | Requires a school district to notify a student of PSEO opportunities by the earlier of at least three weeks before the student must register for courses or March 1 of each year (March 1 is the current law the notification date).  | Requires a school district to notify a student of PSEO opportunities by the earlier of at least three weeks before the student must register for courses or March 1 of each year (March 1 is the current law the notification date).  |
| 122 |          |   | Allows districts to adopt a flexible learning year without MDE approval.  |
| 123 |          | School may start pre-Labor day on August 31 for the 2020-21 school year and on August 30 for the 2021-22 school year.   |   |

| Ref | Governor  | House   | Senate  |
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| 124 |   | Requires a school district to annually notify parents of its policy relating to a student's absence from school for religious observance through such options as a student handbook or posting on the district's website.   |   |
| 125 |   | Allows a school district to consider the community's religious observances when determining the school calendar.  |   |
| 126 |   | Requires comprehensive sexual health education in grades K-12 beginning in the 2021-22 school year. Requires MDE to identify one or more model curriculums to make available to school districts and charter schools.   |   |
| 127 |   | Establishes an innovative research zones pilot program, exempts schools from certain mandates in order to research and implement innovative education programming models to better prepare student for the world.   | Allows school districts and charters to adopt a locally developed competency-based education plan to allow students to meet academic standards, earn credits, and advance to higher levels of learning by demonstrating mastery of required state standards, regardless of the time or pace of learning.  |
| 128 | Grants school boards the authority to renew existing referendums for referendums approved by voters after July 1, 2019, provided the ballot question notifies voters that the board will have this authority. The board authority to renew could be revoked through a reverse referendum. If 25% of the voters sign a petition, an election will be held asking voters if they want to revoke the board authority to renew. | Grants school boards the authority to renew existing referendums for referendums approved by voters after July 1, 2019, provided the ballot question notifies voters that the board will have this authority. The board authority to renew could be revoked through a reverse referendum. If 25% of the voters sign a petition, an election will be held asking voters if they want to revoke the board authority to renew. |   |
| 129 | Converts the \$300 per pupil board-approved operating referendum to local optional revenue (LOR) for clarity, making all operating referendum voter-approved and all LOR board-approved. No net change in total revenue from referendum and LOR, No change in equalization aid.   | Converts the \$300 per pupil board-approved operating referendum to local optional revenue (LOR) for clarity, making all operating referendum voter-approved and all LOR board-approved. No net change in total revenue from referendum and LOR, No change in equalization aid.   | Converts the \$300 per pupil board-approved operating referendum to local optional revenue (LOR) for clarity, making all operating referendum voter-approved and all LOR board-approved. No net change in total revenue from referendum and LOR, No change in equalization aid.   |
| 130 |   |   | Requires districts to post on its website a summary of MDE's review and comment in the same manner as a sample ballot for a school district voter-approved building bond. The ballot must contain the name of the plan being proposed by the district as submitted for the review and comment. The district can spend bond revenue only as described on the ballot. |
| 131 |   |   | Allows a school districts to use its staff development and literacy incentive aid to provide grants for elementary teachers who take and successfully complete certain specific accredited literacy training programs including Orton-Gillingham. Allows hiring bonus for a teacher trained in one of the programs.   |

| Ref | Governor   | House  | Senate  |
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| 132 |  |  | Requires a teacher preparation program to include research-based best practices in reading instruction. Requires programs preparing elementary education, early childhood education, special education, and reading intervention teachers to include instruction on dyslexia. Requires the Professional Educator Licensing and Standards Board (PELSB) to report this information to the legislature. |
| 133 |  |  | Requires all early childhood through grade 8 teachers renewing their licenses to take further reading preparation training that enables teachers to understand dyslexia, recognize its characteristics in students, and to know how to access dyslexia resources at MDE.  |
| 134 |  |  | Allows hiring bonuses for teacher licensed in or working in a shortage area.  |
| 135 |  |  | Allows MDE to establish the Minnesota Reads action council to advise on the development, implementation and evaluation of programs designed to increase reading proficiency of children and adults.   |
| 136 | Requires that the student's educational records, which must be transferred to the attending school when a student changes schools, to include any school threat assessment records, including services a pupil needs to prevent the inappropriate behavior from recurring.                           |  |   |
| 137 | Requires school districts to use nonexclusionary disciplinary policies and practices prior to suspensions, expulsions or student withdrawals. Expands policies and procedures that schools must take throughout the process.   | Requires school districts to use nonexclusionary disciplinary policies and practices prior to suspensions, expulsions or student withdrawals. Expands policies and procedures that schools must take throughout the process.   |   |
| 138 | Prohibits school districts from denying a school lunch to a student. Students must be provided lunch in a respectful manner and efforts to collect lunch debt cannot stigmatize or demean the student. Students with unpaid lunch debt cannot be barred from participation in any school activities. | Prohibits school districts from denying a school lunch to a student. Students must be provided lunch in a respectful manner and efforts to collect lunch debt cannot stigmatize or demean the student. Students with unpaid lunch debt cannot be barred from participation in any school activities. | A school district must adopt a school lunch policy that is reasonable, well-defined and maintains the dignity of students by prohibiting lunch shaming.   |
| 139 |  |  | Authorizes a district to transfer funds from the community education reserve account to finance capital and facility needs that are primarily used by community education programs.   |
| 140 |  |  | Add mutually beneficial programs or services that promotes the goals of both general education and community education that can be funded through community education.  |

| Ref | Governor | House  | Senate   |
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| 141 |          | Requires schools that receive grants to offer an "Introduction to Teaching" concurrent enrollment course to report the recruiting efforts taken to match the demographics of the class to the school, and the number of students of color and American Indian students talking the course.   | Requires schools that receive grants to offer an "Introduction to Teaching" concurrent enrollment course to report the recruiting efforts taken to match the demographics of the class to the school, and the number of students of color and American Indian students talking the course.                         |
| 142 |          |  | Requires school districts to provide individual student MCA performance data to parents and teachers within 30 days. Districts must provide a MCA report to students and teachers at the beginning of each school year showing the student's achievement level on each test and the student's performance history. |
| 143 |          | In all future grant programs, school district must include stated goals for the grant in their application, the goals should be aligned with the World's Best Workforce and ESSA goals. The application must also include strategies on how the goals will be met and how the district will measure the effectiveness of the strategies. If a district is awarded a grant, the effectiveness of the strategies must be reported to MDE and the legislature.  |  |
| 144 |          | Adds requirements to the district's WBWF plan regarding access to culturally relevant or ethnic studies curriculum; inexperienced, ineffective, or out-of-field teachers; inclusive and respectful learning and work environments; and retaining qualified, racially and ethnically diverse staff effective at working with diverse students. Requires the district advisory committee to recommend to the school board strategies to ensure the curriculum and learning and work environments are inclusive and respectful toward all racial and ethnic groups. |  |
| 145 |          | Defines a process for schools to dispose of unclaimed drugs and medicines prescribed by doctors for students and dispensed by school nurses.   |  |
| 146 |          | Allows a student to have and use sunscreen at school or school events without a prescription or note from a health professional. A school employee is not required to provide sunscreen or help apply sunscreen to a student.  | Allows a student to have and use sunscreen at school or school events without a prescription or note from a health professional. A school employee is not required to provide sunscreen or help apply sunscreen to a student.  |
| 147 |          | Allows a school district to sell or give used computers or tablets to students who are eligible for free or reduced price lunch.   | Allows a school district to sell or give used computers or tablets to students who are eligible for free or reduced price lunch.   |
| 148 |          |  | Includes civics in the 3-1/2 credits of social studies.  |
| 149 |          |  | Requires MDE to develop a cursive handwriting curriculum designed for students to write legible cursive by the end of 5th grade.   |

| Ref | Governor                               | House  | Senate  |
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| 150 |  |  | Requires the Department of Labor and Industry to study ways to allow for the safety of middle and high school aged students who receive hands-on training in skilled trades. Directs the Department to report to the jobs committees and the education committees of the legislature.   |
| 151 |  |  | Requires schools to provide military recruiters and representatives of organizations promoting careers in the skilled trades and manufacturing the same access to 6th to 12th grade students as provided to higher education and prospective employers. Districts are encouraged to sponsor an armed forces career opportunity day on the third Thursday in November. |
| 152 |  |  | Requires MDE to collaborate with the Department of Labor and Industry to incorporate construction and skilled trades into career counseling services for middle and high school age students.   |
| 153 |  | Requires a school district to adopt and post a student journalist policy that protects student journalists and the advisor's right to free speech and freedom of the press but also prohibits certain expressions.   |   |
| 154 | Establishes school finance task force. |  |   |
| 155 |  | Established a pupil transportation working group   | Establishes a pupil transportation working group.   |
| 156 |  | Requires school districts and charters to enter and maintain monthly utility consumption data into the free Minnesota B3 benchmarking program for all school buildings.  | Requires school districts and charters to enter and maintain monthly utility consumption data into the free Minnesota B3 benchmarking program for all school buildings.   |
| 157 |  | Sets the goal of increasing the percentage of teachers of color by 2 percent annually until 2040. Requires PELSB to report the percentages and to work with MDE and the Office of Higher Education to summarize their efforts in increasing the diversity of teachers.                     |   |
| 158 |  | Allows achievement and integration plans to include recruitment and retention of specified staff from racial and ethnic background represented in the school's student population. Requires plans to include strategies to make the environment more inclusive and respectful of diversity |   |

| Ref | Governor | House  | Senate   |
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| 159 |          | Significantly modifies the new Professional Educators Licensing and Standards Board (PELSB) and the tiered licensure system including restricting Tier 1 teachers to one renewal unless district can show good cause for additional renewals, limiting a Tier 2 teacher license to two renewals with PELSB setting conditions for additional renewals and many other provisions. |  |
| 160 |          | Requires districts, charters and PELSB to post on their websites the number of teachers in each school building with Tier 1, 2, 3, and 4 licenses.   |  |
| 161 |          | Limits placement of students in a classroom of teacher who holds a Tier 1 or 2 license.  |  |
| 162 |          |  | Allows an out-of-state teacher who is enrolled in a state-approved teacher preparation program to receive a Tier 2 license if no licensure program in the teacher's content area exists in Minnesota.  |
| 163 |          |  | Requires MDE to set the MCA testing period as late as possible into the school year and publish the testing schedule at least two years in advance.  |
| 164 |          | Moves the Teacher's code of ethics currently in rule into law.   | Moves the teacher's code of ethics currently in rule into law.   |
| 165 |          |  | Requires PELSB to develop a process for schools to receive a written ethical complaint against a teacher and forward the complaint to the school board. Districts must inform parents of their ability to submit a complaint to the school board through this process. |
| 166 |          | Expands the grounds for which PELSB and the Board of School Administrator (BOSA) can suspend, revoke or deny a teacher or a school administrator's license in the area of inappropriate sexual contact and behavior.   | Expands the grounds for which PELSB and the Board of School Administrator (BOSA) can suspend, revoke or deny a teacher or a school administrator's license in the area of inappropriate sexual contact and behavior.   |
| 167 |          | Adds certain inappropriate sexual contact offenses, that if a teacher or school administrator is convicted of, the courts must send a copy of a conviction to PELSB or BOSA within 10 days.  |  |
| 168 |          |  | Continues to exempt vocation and career and technical education teachers from the licensure requirements if they demonstrate competency based on work experience.  |
| 169 |          | Prohibits a public employer from reducing compensation to an employee who is a PELSB board member when missing work due to attending board business.   | Prohibits a public employer from reducing compensation to an employee who is a PELSB board member when missing work due to attending board business.   |
| 170 |          | Adds portfolio fees for teacher' and administrators' licenses.   |  |

| Ref | Governor   | House  | Senate   |
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| 171 | Allows the commissioner of human services to contract with PELSB to conduct background studies and obtain background study data. Requires the commissioner to conduct a national criminal history background check when required by law. |  | Requires PELSB to deposit fees it collects from teachers to conduct a background check during renewal in the general fund                                |
| 172 | Modifies the Minnesota Indian Teacher Preparatory Program to allow grantees to partner with tribal and community colleges to deliver programming.  | Modifies the Minnesota Indian Teacher Preparatory Program to allow grantees to partner with tribal and community colleges to deliver programming.  | Modifies the Minnesota Indian Teacher Preparatory Program to allow grantees to partner with tribal and community colleges to deliver programming.        |
| 173 | Establishes priorities for teacher candidates and teachers in the grant program to recruit and retain American Indian teachers.  | Establishes priorities for teacher candidates and teachers in the grant program to recruit and retain American Indian teachers.  | Establishes priorities for teacher candidates and teachers in the grant program to recruit and retain American Indian teachers.                          |
| 174 |  |  | Allows the Commissioner of Higher Education to award an alternative teacher preparation program grant to a program that has previously received a grant. |
| 175 | Allows MDE to use of up to 5% of each new grant appropriations to cover administration costs.  |  |  |
| 176 |  | Directs the Departments of Education, Health, and Human Services to jointly provide a report on enhancing coordination among early education programs, specifies report topics.  |  |
| 177 |  | Adds a superintendent, charter school board, charter school executive director, and charter school authorizer as mandatory reporters of child abuse.   |  |
| 178 |  | Requires MDE to provide resources to school districts regarding sexual violence and Title IX, which prohibits sex discrimination. Requires MDE to provide annual training on state and federal sexual harassment and sex discrimination laws to the Title IX coordinators in school districts. |  |
| 179 |  |  | Adds new requirements to the Minnesota High School League eligibility bylaws, policies and procedures.   |
| 180 |  | Allows the Breckenridge school district to work with a higher education institution in North Dakota.   | Allows the Breckenridge school district to work with a higher education institution in North Dakota.   |
| 181 |  | Increases the maximum lease levy for the St. Louis County school district from \$212 per pupil unit to \$500 per pupil unit beginning in fiscal year 2025.   |  |
| 182 |  |  | Cuts \$1.5 million from the northwest regional partnership concurrent enrollment program and spends it elsewhere.  |
| 183 |  | Gives enrollment priority to students living within two miles of Castle Rock charter school.   |  |
| 184 |  | Allows a school district to include in its lease levy the amounts necessary for deferred maintenance projects at cooperative facilities.   |  |



| Ref  | Governor   | House  | Senate   |
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| 185  |  | Expands the definition of “textbooks” to include teacher materials that a pupil uses when the teacher’s materials are packaged with textbooks for student use for purposes of state reimbursement in private schools.      | Expands the definition of “textbooks” to include teacher materials that a pupil uses when the teacher’s materials are packaged with textbooks for student use for purposes of state reimbursement in private schools.      |
| 186  |  | Authorizes community education fund transfers for the Truman, Minnetonka and Hopkins school districts.   | Authorizes community education fund transfers for the Truman, Minnetonka and Hopkins school districts.   |
| 187  |  | Extends the funding for the certification incentive aid program through FY20.  |  |
| 188  | Clarifications to the Minnesota Indian Teacher Training Program (MITTP) to promote a more culturally responsive and effective program.   |  |  |
| 189  | Clarifies that parents and guardians of children who are in protective services, foster care or are homeless are not required to provide income verification to qualify for early learning scholarships.                   | Clarifies that parents and guardians of children who are in protective services, foster care or are homeless are not required to provide income verification to qualify for early learning scholarships.                   | Clarifies that parents and guardians of children who are in protective services, foster care or are homeless are not required to provide income verification to qualify for early learning scholarships.                   |
| 190  | Requires the school board to take charge of and control all extracurricular activities and stipulates that all funds raised from the activities are set in a reserve that can only be used for extracurricular activities. | Requires the school board to take charge of and control all extracurricular activities and stipulates that all funds raised from the activities are set in a reserve that can only be used for extracurricular activities. | Requires the school board to take charge of and control all extracurricular activities and stipulates that all funds raised from the activities are set in a reserve that can only be used for extracurricular activities. |
| 191  | Expands allowable uses of Regional Library Telecom Aid (RLTA) to increase access to the internet and technology in public libraries.   | Expands allowable uses of Regional Library Telecom Aid (RLTA) to increase access to the internet and technology in public libraries.   |  |
| *The House target depends on \$900 million from the \$1 billion surplus and new tax funding, including a 20 cent per gallon gas tax increase and extending the provider tax set to expire at the end of the year. The House spends \$14 million more utilizing unspent funding from 2018-19. |  |  |  |
| **The Senate target takes \$206.5 million from the \$1 billion. The Senate spends an additional \$34 million utilizing unspent funding from 2018-19 and other budget cuts.   |  |  |  |
| Note: Does not include provisions that are merely technical or clarifying in nature.   |  |  |  |