

Bill Comparison Summary of House File 2397 (H2397-3)/Senate File 2397 (UEH2397-1)

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April 24, 2014

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Section	Article 1: English Learners and World Language Proficiency		Article 7: English Learners
1	<p>Application requirements. Requires Head Start organizations to submit to the education department a plan to provide oral or written information to parents of English learners to enable them to monitor the program’s impact on their children, know whether their children are progressing in developing their English proficiency and, where practicable their native language proficiency, and engage with their children in developing that language proficiency.</p>	<p>Similar intent; HF and SF amend different statutory sections.</p>	<p>Section 1. Early Childhood Literacy Program. (a) Requires Head Start literacy program providers to: use a culturally relevant integrated approach to early literacy; and provide oral and written information to parents of English learners to know how their children are progressing in developing their English proficiency and, where practicable their native language proficiency, and engage with their children in developing that language proficiency.</p> <p>(b) Requires Head Start literacy programs to collect literacy data to monitor the progress and provide reading instruction specific to the needs of English learners.</p>
2	<p>Elective standards.</p> <p>Subd. 1a. Foreign language and culture; proficiency certificates. Makes technical changes to correspond to the provisions in subdivision 1b of the section.</p> <p>Subd. 1b. State bilingual and multilingual seals. (a) Establishes voluntary state bilingual and multilingual seals to recognize high school graduates who demonstrate level 3 functional native proficiency in listening, speaking, reading, and writing on either the Foreign Services Institute language proficiency tests or on equivalent valid and reliable assessments in one or more languages in addition to English. Declares that American Sign Language is a language other than English for purposes of this subdivision and a world language under subdivision 1a.</p>	<p>Similar. HF and SF require different language proficiency levels. HF requires listening and writing proficiency. HF requires commissioner to make assessments available at cost.</p>	<p>Section 3. Elective Standards.</p> <p>Subdivision 1b. State Bilingual and Multilingual Seals. (a) Establishes voluntary state bilingual and multilingual seals to recognize high school graduates who demonstrate level 5 functional native proficiency in speaking and reading on the Foreign Services Institute language proficiency tests or another valid reliable assessment in one or more languages in addition to English.</p>

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	<p>(b) In addition to demonstrating language proficiency under paragraph (a), requires students: to satisfactorily complete all English language arts credits; and, if the student’s primary language is not English, to demonstrate mastery of Minnesota’s English language proficiency standards.</p> <p>(c) Makes a student who demonstrates functional native proficiency in one language in addition to English eligible to receive the state bilingual seal. Makes a student who demonstrates functional native proficiency in multiple languages in addition to English eligible to receive the state multilingual seal.</p> <p>(d) Directs school districts and charter schools, in consultation with regional centers of excellence, to give students periodic opportunities to demonstrate their level of proficiency in listening, speaking, reading, and writing in a language in addition to English. Where valid and reliable assessments are unavailable, allows school districts and charter schools to rely on a licensed foreign language immersion teacher or a nonlicensed community expert to assess a student’s level of foreign, heritage, or indigenous language proficiency. Requires school districts and charter schools to maintain appropriate records to identify students who are eligible to receive a seal. Requires school districts and charter schools to affix the seal to students’ transcripts and allows the seal to be affixed to students’ high school diplomas. Prohibits school districts and charter schools from charging students a fee for a seal.</p>		<p>(b) To receive a seal a student must satisfactorily complete all required English language arts credits; and for students whose primary language is other than English must demonstrate master of Minnesota’s English language proficiency standards.</p> <p>(c) A high school graduate who demonstrates functional native proficiency in one language in addition to English is eligible to receive the bilingual seal. A high school graduate who demonstrates functional native proficiency in more than one language in addition to English is eligible to receive the multilingual seal.</p> <p>(d) Directs school districts and charter schools to give students opportunities to demonstrate their level of proficiency in speaking and reading in a language in addition to English. The school district or charter school must affix the seal to the student’s transcript free of charge to the student.</p>

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	<p>(e) Allows school districts and charter schools to award elective course credits in world languages to a student who demonstrates proficiency in a language other than English.</p> <p>(f) Allows school districts and charter schools to award community service credit to students who demonstrate level 3 functional native proficiency in listening, speaking, reading, and writing in a language other than English and who participate in community service activities that are integrated into the curriculum, involve the participation of teachers, and support biliteracy in the school or community.</p> <p>(g) Directs the education commissioner to develop a Web page for electronic delivery of the seals. Requires the commissioner to list on the Web page those assessments that are equivalent to the Foreign Services Institute language proficiency tests and make all language proficiency tests and equivalent assessments available to school districts and charter schools at no more than actual cost.</p> <p>(h) Directs MNSCU colleges and universities to award foreign language credits to students who receive a bilingual or multilingual seal and allows the colleges and universities to award foreign language credits to students who receive world language proficiency certificates under subdivision 1a.</p>		<p>(e) Allows the school district or charter school to award elective course credits to a student under this section.</p> <p>(f) Allows the school district or charter school to award community service credit to student who demonstrates proficiency in a language other than English and participates in community service activities integrated into the curriculum, involve teacher participation, and support biliteracy.</p> <p>(g) Requires the Commissioner to develop a Web page for electronic delivery of the seal and listing equivalent assessments.</p> <p>(h) Requires the colleges and universities of the Minnesota State Colleges and Universities (MnSCU) system to award foreign language credits to a student who receives a seal under this section and may award credits to a student who receives a certificate under this section.</p>

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	<p>Makes paragraph (h) of this section effective for the 2015-2016 school year and later. Makes the remainder of the section effective for the 2014-2015 school year and later.</p>		<p>Effective Date: Makes the section effective for the 2014-2015 school year and later, except subdivision 1b, paragraph (h) is effective for students enrolling in a MnSCU college or university in the 2015-2016 school year or later.</p>
<p>3</p>	<p>School district process for reviewing curriculum, instruction, and student achievement; striving for the world’s best workforce.</p> <p>Subd. 1a. Performance measures. Amends the measures to determine district and site progress in striving to create the world’s best workforce to include students’ access to rigorous coursework and enrichment experiences.</p>	<p>Different with some similarities.</p>	<p>Section 2. School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce.</p> <p>Subdivision 1. Definitions. (a) Amends the definition of “instruction” to include providing English learners with appropriate, full, and effective access to regular classroom instruction in core curriculum.</p> <p>(c) Amends the definition of “world’s best workforce” to ensure that all English learners have appropriate English learner instruction and content area support to achieve academic language proficiency and are taught the same state and local academic standards as native English speakers.</p> <p>(d) Defines “cultural competence,” “cultural competency,” or “culturally competent” as the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.</p> <p>Subdivision 1a. Performance Measures. (a) Amends the measurers of district progress to include the size of the gap in students’ access to rigorous coursework and enrichment experiences and the English language development and academic progress of English learners</p>

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	<p>Subd. 2. Adopting plans and budgets. Requires a school district’s long-term strategic plan to include strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners.</p> <p>Subd. 3. District advisory committee. Directs the district advisory committee to: provide translation to the extent appropriate and practicable; and pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults.</p> <p>Subd. 4. Site team. Allows a school to establish a site team to develop and implement practices and strategies to improve cultural competencies, including cultural awareness and cross-cultural communication at the school.</p>		<p>and their native language development if the native language is used as a language of instruction.</p> <p>(b) Requires schools to ensure the formative and summative assessments administered to English learners are accessible and the student have the modifications and supports they need to sufficiently understand the assessments.</p> <p>Subdivision 2. Adopting Plans and Budgets. Requires a school district’s long-term strategic plan to include strategies for improving instruction, curriculum, and student achievement, including the English and the native language development and the academic achievement of English learners.</p> <p>Subdivision 3. District Advisory Committee. Requires the district advisory committee to: provide translation; and pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs.</p> <p>Subdivision 4. Site Team. Allows the site team to develop and implement practices and strategies to improve cultural competencies, including cultural awareness and cross-cultural communication.</p>

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	<p>Subd. 5. Report. Directs a school board to hold an annual public meeting to review and revise strategies and practices for improving curriculum and instruction and cultural competency.</p> <p>Subd. 7. Periodic report. Directs school districts to periodically survey affected constituencies in their native language where appropriate and practicable.</p> <p>Subd. 9. Annual evaluation. (b) Directs the education commissioner to identify those school districts in any consecutive three-year period not making sufficient progress toward improving teaching and learning for all students, including English learners with varied needs.</p>		<p>Subdivision 5. Report. Directs a school board to hold an annual public meeting to review and revise the strategies and practices for improving curriculum and instruction and cultural responsiveness, including cultural awareness and cross-cultural communication.</p> <p>Subdivision 7. Periodic Report. Directs school districts to periodically survey affected constituencies in their native language where appropriate.</p> <p>Subdivision 9. Annual Evaluation. Directs the Commissioner to identify school districts not making sufficient progress toward improving teaching and learning for all students, including English learners with varied needs.</p>
		Same as 6.32	Section 4. (Article 2, section 4) District Advocacy Committee.
4	<p>Regional centers of excellence. (a) Directs the regional centers to assist districts and schools with: supporting culturally responsive teaching and learning aligning the development of academic English proficiency, state and local academic standards, and career and college readiness benchmarks; engaging parents, families, youth, and the community in programs and activities that foster collaboration and shared accountability for the achievement of all students; and translating district forms and other information such as a multi-lingual glossary of commonly used education terms. Directs centers to work with site leadership teams to provide effective and differentiated programs and instruction for</p>	Same except HF, paragraph (a), clause (1), with technical correction on 8.14.	<p>Section 3. Regional Centers of Excellence. Directs the regional centers to assist districts and schools with the following: supporting culturally responsive teaching and learning aligning the development of academic English proficiency, state and local academic standards, and career and college readiness benchmarks; engaging parents, families, youth, and the community in programs and activities that foster collaboration and shared accountability for the achievement of all students; and translating district forms and other information such as a multi-lingual glossary of commonly used education terms and phrases. Directs the centers to work with site leadership teams to provide effective</p>

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	different types of English learners, including English learners with limited or interrupted formal schooling and long-term English learners.		and differentiated programs and instruction for different types of English learners.
			Section 5 (Article 2, section 5) Regional Centers of Excellence
5	<p>Reading proficiently no later than the end of third grade.</p> <p>Subd. 1. Literacy goal. Defines the legislature’s literacy goal as having every child read at or above grade level no later than the end of grade 3, including English learners.</p> <p>Subd. 2. Identification; report. Requires reading assessments in English and, where practicable in the predominant native languages of district students, to identify and evaluate students’ areas of academic need related to literacy. Requires school districts to monitor the progress and provide reading instruction appropriate to the specific needs of English learners. Directs school districts to use a locally adopted, developmentally appropriate, and culturally responsive assessment.</p> <p>Subd. 2a. Parent notification and involvement. Requires schools annually to give parents of children not reading at grade level timely information about strategies the parents may use at home to help their children succeed in becoming proficient in reading in English and in their native language.</p>	Same	<p>Section 4. Reading Proficiently No Later than the End of Third Grade.</p> <p>Subdivision 1. Literacy Goal. Includes English learners in the legislature’s literacy goal.</p> <p>Subdivision 2. Identification; report. Requires reading assessments in English and, in the predominate native languages of district students, to identify and evaluate students’ areas of academic need related to literacy. Requires schools to monitor the progress and provide reading instruction appropriate to the specific needs of English learners. Requires the district’s locally adopted reading assessment to be developmentally appropriate and culturally responsive.</p> <p>Subdivision 2a. Parent Notification and involvement. Requires schools annually to give parents of children not reading at grade level timely information about strategies the parents may use at home to help their children succeed in becoming proficient in reading in English and in their native language.</p>

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	<p>Subd. 3. Intervention. Makes technical changes. Adds programs that strengthen students’ cultural connections to the list of suggested intervention methods.</p> <p>Subd. 4. Staff development. Directs school districts to use data to provide staff development opportunities for elementary teachers to: provide reading and oral language instruction that meets students’ developmental, linguistic, and literacy needs, including writing; maximize the oral language and linguistic strengths of English learners in their native language in order to cultivate the students’ English language development, including oral academic language, and build academic literacy; provide teacher training in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.</p> <p>Subd. 4a. Local literacy plan. Directs school districts to adopt a local literacy plan to have every child reading at or above grade level by the end of grade 3, including English learners.</p>		<p>Subdivision 3. Intervention. Adds programs that strengthen students’ cultural connections to the list of suggested intervention methods.</p> <p>Subdivision 4. Staff Development. Directs school districts to use data to identify staff development needs to enable teachers to: provide reading and oral language instruction that meets students’ developmental, linguistic, and literacy needs, including writing; maximize the oral language and linguistic strengths of English learners in their native language in order to cultivate the students’ English language development, including oral academic language, and build academic literacy; provide training in culturally responsive pedagogy that enables students to master content, develop skills to access content; and build relationships.</p> <p>Subdivision 4a. Local Literacy Plan. Directs school districts to adopt a local literacy plan to have every child reading at or above grade level by the end of third grade, including English learners.</p>
6	<p>Planning for students’ successful transition to postsecondary education and employment; involuntary career tracking prohibited. (a) Requires student plans to be premised on developing 21st century skills including creativity, communication, and critical thinking.</p> <p>(c) Requires educators to possess the knowledge and skills to effectively teach all English learners in their classroom. Requires school districts to provide appropriate curriculum,</p>	Same	<p>Section 5. Planning for Students’ Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited. (a) Requires student plans to be designed to help students and their families identify collaborative partnerships of prekindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and employers. Requires student plans to be premised on developing 21st century skills</p>

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	<p>targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.</p>		<p>including creativity, communication, and critical thinking. (c) Requires educators to possess the knowledge and skills to effectively teach all English learners in their classroom. Requires school districts to provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.</p>
	<p>Article 3, section 8: Statewide testing. (d) Directs the education commissioner and MnSCU chancellor to align instruction and assessments for ABE and EL students to provide the students with the supports they need to make assessments and other performance measures accessible.</p> <p>(k) For purposes of statewide accountability, defines “career and college ready” to mean a high school graduate has the knowledge, skills, and competencies needed to pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Defines students who are career and college ready as able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.</p> <p>(l) Defines “cultural competency” for purposes of statewide accountability to mean the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.</p>	<p>Dissimilar except cultural competency definition.</p>	

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(Art. 3, § 10)	State growth target; other state measures. Directs the education commissioner to report measures of student growth, including the English language development, academic progress, and oral academic development of English learners and their native language development if their native language is used for instruction.	Similar to SF 56.2 to 56.4	
7	State growth target; other state measures. (b) Adds experts in culturally responsive teaching to the group of assessment and evaluation experts consulting with the commissioner on the state’s educational assessment system. (f) Directs the commissioner, in consultation with experts in assessing the language proficiency and academic performance of English learners, to identify and report appropriate and effective measures to improve current categories of language difficulty and assessments, monitor and report data on students’ English proficiency levels, program placement, and academic language development, including oral academic language. (Article 1, section 7)	Same	Section 6. State Growth Target; Other State Measures. (b) Adds experts in culturally responsive teaching to the stakeholder group of assessment and evaluation experts consulting with the Commissioner on the state’s educational assessment system. (f) Directs the Commissioner, in consultation with experts in assessing the language proficiency and academic performance of English learners, to identify and report appropriate and effective measure to improve current categories of language difficulty and assessments, monitor and report data on students’ English.
8	School performance reports. Adds the acquisition of English and, where practicable, native language academic literacy, including oral academic language, and the academic progress of English learners to the list of school performance measures the education commissioner and school districts must publicly report.	Same	Section 7. School Performance Reports. Adds the acquisition of English, native language academic literacy, and the academic progress of English learners to the school performance measures the Commissioner and school districts must report.

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9	<p>Comprehensive, scientifically based reading instruction. (a) For English learners developing literacy skills, encourages school districts to use strategies that teach reading and writing in students’ native language and English at the same time.</p>	Same	<p>Section 8. Comprehensive, Scientifically based Reading Instruction. (a) For English learners developing literacy skills, encourages districts to use strategies that teach reading and writing in the students’ native language and English at the same time.</p>
10	<p>License and rules. (g) Requires all teacher candidates to be prepared in English language development and content instruction for English learners in order to be able to effectively instruct English learners in their classrooms. Directs the Board of Teaching to recognize the importance of cultural and linguistic competencies, including the ability to teach and communicate in culturally competent and aware ways.</p> <p>(i) Directs the Board of Teaching to require licensed teachers who are renewing their continuing license to include in their renewal requirements further preparation in English language development and specially designed content instruction in English for English learners.</p> <p>Makes this section effective August 1, 2015, and applicable to individuals entering a teacher preparation program after that date.</p>	Same	<p>Section 9. License and Rules. (g) Requires all teacher candidates to be prepared in English language development and content instruction for English learners in order to be able to effectively instruct English learners in their classroom.</p> <p>(i) Directs the Board of Teaching to required licensed teachers who are renewing their continuing license to include in their renewal requirements further preparation in English language development and specially designed content instruction in English for English learners.</p> <p>Effective Date: Makes the section effective August 1, 2015, and applicable to individuals entering a teacher preparation program after that date.</p>
11	<p>Preparation programs. Requires school administrator preparation programs to include instruction on meeting the varied needs of English learners, from young children to adults, in English and, where practicable, in students’ native language.</p> <p>Makes this section effective August 1, 2015, and applicable to</p>	Same	<p>Section 10. Preparation Programs. Requires school administrator preparation programs to include instruction on meeting the varied needs of English learners in English and in students’ native language.</p> <p>Effective Date: Makes the section effective August 1, 2015 and applicable to individuals entering a school administrator</p>

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	individuals entering a school administrator preparation program after that date.		preparation program after that date.
12	<p>Rules for continuing education requirements. Requires continuing education programs for school administrators to provide information and training about building coherent and effective English learner strategies that include relevant professional development, accountability for student progress, students’ access to the general education curriculum, and sufficient staff capacity to effect these strategies.</p> <p>Makes this section effective August 1, 2015, and applicable to school administrators renewing their administrator’s license after that date.</p>	Similar	<p>Section 11. Rule for Continuing Education Requirements. Requires continuing education programs for administrators to provide information and training about building coherent and effective English learner strategies that include relevant professional development, accountability for student progress, students’ access to the general curriculum, and sufficient staff capacity to effect these strategies.</p> <p>Effective Date: Makes the section effective August 1, 2015 and applicable to school administrators renewing their administrator’s license after that date.</p>
13	<p>Teacher and support personnel qualifications. (d) Requires teacher candidates to demonstrate the knowledge and skills needed to provide appropriate instruction to English learners to support and accelerate their academic literacy, including oral academic language, and achievement in content areas in the regular classroom.</p> <p>Makes this section effective August 1, 2015, and applicable to individuals entering a teacher preparation program after that date.</p>	Same	<p>Section 12. Teacher and Support Personnel Qualifications. (d) Requires teacher candidates to demonstrate the knowledge and skills needed to provide appropriate instruction to English learners o support and accelerate their academic literacy and achievement in content areas in the regular classroom.</p> <p>Effective Date: Makes the section effective August 1, 2015 and applicable to individuals entering a teacher preparation program after that date.</p>
14	<p>Reading strategies. Requires teacher candidates to be instructed in how to use students’ native languages as a resource in creating effective differentiated instructional strategies for English learners developing literacy skills.</p> <p>Makes this section effective August 1, 2015, and applicable to</p>	Same	<p>Section 13. Reading Strategies. Requires teacher candidates to be instructed in using students’ native languages as a resource in creating effective differentiated instructional strategies for English learners developing literacy skills.</p> <p>Effective Date: Makes the section effective August 1, 2015</p>

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	individuals entering a teacher preparation program after that date.		and applicable to individuals entering a teacher preparation program after that date.
15	<p>Expiration and renewal. (b) Requires licensed teachers, as a condition of renewing their teaching license, to demonstrate professional reflection and growth in best teaching practices including, among other things, practices in meeting the varied needs of English learners, from young children to adults.</p> <p>Makes this section effective August 1, 2015, and applicable to licensed teachers renewing their teaching license after that date.</p>	Same	<p>Section 14. Expiration and Renewal. (b) Requires licensed teachers who are renewing their license to demonstrate reflection and growth in best teaching practices including practices in meeting the varied needs of English learners.</p> <p>Effective Date: Makes the section effective August 1, 2015 and applicable to licensed teachers renewing their license after that date.</p>
16	<p>Bilingual and English as a second language teachers; licenses.</p> <p>Subd. 1. Bilingual and English as a second language licenses. Makes the study and training requirements for bilingual and English as a second language licensure applicants consistent with subdivision 4.</p> <p>Subd. 2. Persons holding general teaching licenses. Makes technical changes</p> <p>Subd. 3. Employment of teachers. Repeals this subdivision prohibiting teachers employed in a bilingual education or English as a second language program from being employed to replace any presently employed teacher who otherwise would not be replaced.</p> <p>Subd. 4. Teacher preparation programs. Requires teacher preparation programs to provide instruction in</p>	Same	<p>Section 15. Bilingual and English as a Second Language Teachers; Licenses.</p> <p>Subdivision 3. Employment of Teachers. Strikes a subdivision prohibiting teachers employed in a bilingual education or English as a second language program from being employed to replace any presently employed teacher who otherwise would not be replaced.</p> <p>Subdivision 4. Teacher Preparation Programs. Requires teacher preparation programs to provide</p>

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	<p>implementing research-based practices designed specifically for English learners. Requires programs to focus on developing English learners’ academic language proficiency in English, including oral academic language, giving English learners meaningful access to the full school curriculum, developing culturally relevant teaching practices appropriate for immigrant students, and providing more intensive instruction and resources to English learners with lower levels of academic English proficiency and varied needs.</p> <p>Subd. 6. Affirmative efforts in hiring. In hiring for bilingual education program positions, directs districts to give preference to native speakers who share a native language with the majority of their students.</p>		<p>instruction in implementing research-based practices designed specifically for English learners. Requires programs to focus on developing English learners’ academic language proficiency in English, including oral academic language, giving English learners access to the full school curriculum, developing culturally relevant teaching practices appropriate for immigrant students, and providing more intensive instruction and resources to English learners with lower levels of academic English proficiency and varied needs.</p> <p>Subdivision 6. Affirmative Efforts in Hiring. Directs districts to give preference to native speakers who share a native language with the majority of their students</p>
17	<p>Development, evaluation, and peer coaching for continuing contract teachers. (b) Requires teachers’ annual evaluation process to include longitudinal data on the academic literacy, including oral academic language, and achievement of content areas of English learners.</p>	Same	<p>Section 16. Development, Evaluation, and Peer Coaching for Continuing Contract Teachers. (b) Requires teachers’ annual evaluation process to include longitudinal data on the academic literacy, including oral academic language, and achievement of content areas of English learners.</p>
18	<p>Development, evaluation, and peer coaching for continuing contract teachers. (b) Requires teachers’ annual evaluation process to include longitudinal data on the academic literacy, including oral academic language, and achievement of content areas of English learners.</p>	Same	<p>Section 17. Development, Evaluation, and Peer Coaching for Continuing Contract Teachers. (b) Requires teachers’ annual evaluation process to include longitudinal data on the academic literacy, including oral academic language, and achievement of content areas of English learners.</p>

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19	<p>Plan components. Requires the Q-Comp educational improvement plan to: include assessment and evaluation tools to measure student performance and progress, including the academic literacy, oral academic language, and achievement of English learners, among other measures; and be based on national and state standards of effective teaching practice applicable to all students including English learners with varied needs.</p> <p>Makes this section applicable to educational improvement plans approved after August 1, 2014.</p>	<p>Similar; SF references Minnesota Statutes, section 124D.59, subdivisions 2 and 2a.</p>	<p>Section 18. Plan Components. Requires the Q-Comp educational improvement plan to: include assessment and evaluation tools to measure student performance and progress, including the academic literacy and achievement of English learners; and be based on national and state standards of effective teaching practice applicable to all students including English learners.</p> <p>Effective Date: Makes the section effective August 1, 2014 and applicable to plans approved after that date.</p>
20	<p>Alternative teacher professional pay system. (b) Requires the Q-Comp alternative teacher professional pay system agreement to use measures of student achievement including the academic literacy, oral academic language, and achievement of English learners, among other measures, to evaluate teachers' performance and calculate any compensation increases.</p> <p>Makes this section applicable to alternative teacher professional pay system agreements approved after August 1, 2014.</p>	<p>Same</p>	<p>Section 19. Alternative Teacher Professional Pay System. Requires the alternative teacher professional pay system agreement to use measure of student achievement including academic literacy, oral academic language, and achievement of English learners.</p> <p>Effective Date: Makes this section applicable to agreements approved after August 1, 2014.</p>

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21	Effective staff development activities. (a) Requires staff development activities to provide teachers of English learners, including English as a second language and content teachers, with differentiated instructional strategies needed to ensure students' long-term academic success, the means to effectively use assessment data on academic literacy, oral academic language, English language development of English learners, and skills to support native and English language development across the curriculum.	Same	Section 20. Effective Staff Development Activities. Requires staff development activities to provide teachers of English learners differentiated instructional strategies critical for ensuring students' long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum.
22	Contents of plans. Requires a staff development plan to address issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement.	Same	Section 21. Contents of Plan. Requires a staff development plan to address issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement.
23	Staff development outcomes. Requires staff development activities to use research-based best practices, meet the needs of a diverse student population including English learners, and provide an inclusive curriculum for a linguistically diverse student population.	Same	Section 22. Staff Development Outcomes. Requires staff development activities to use research-based best practices, meet the needs of a diverse student population including English learners, and provide an inclusive curriculum for a linguistically diverse student population.
24	Program components. Requires a school district's teacher residency program to include differentiated instructional strategies, effective use of student achievement data, and support for native and English language development across curriculum and grades, among other things.	Same	Section 23. Program Components. Requires a school district's teacher residency program to include differentiated instructional strategies, effective use of student achievement data, and support for native and English language development across curriculum and grades.

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25	Principals’ leadership institute. Requires principals’ leadership institutes at the Minnesota State University Mankato or the University of Minnesota to provide professional development to school principals by developing strategies to ensure that diverse student populations have equal access to highly qualified teachers and providing training to analyze data using culturally competent tools.	Similar. HF includes MSUM.	Section 24. Principals’ Leadership Institute. Requires the institute to provide professional development to school principals by providing training to analyze data using culturally competent tools.
26	People to be served. Requires state-approved alternative program centers, when serving English learners and their parents, to take into account the variations in students’ backgrounds and needs and the amount of time and the staff resources students need to overcome gaps in their education and develop English proficiency and work-related skills.	Same	Section 25. People to Be Served. Requires state-approved alternative programs, when serving English learners and their families, to take into account the variations in students’ backgrounds and needs and the amount of time and the staff resources needed for students to overcome gaps in their education and to develop English proficiency and work-related skills.
27	Achievement contract. Allows site-based achievement contracts to include site-based strategies for English language instruction targeting teachers of English learners and all teachers and school administrators.	Same	Section 26. Achievement Contract. Allows site-based achievement contracts to include site-based strategies for English language instruction targeting the teachers of English learners and all teachers and administrators.
28	Duties; evaluation. Makes principals responsible for supporting and improving teaching practices, school performance, and student achievement for diverse student populations, including at-risk students, children with disabilities, English learners, and gifted students, among others. Requires a principal’s annual evaluation to include formative and summative evaluations based on multiple measures of student progress toward career and college readiness.	Same	Section 27. Duties; Evaluation. Makes principals responsible for supporting and improving teaching practices, school performance, and student achievement for diverse student populations, including at-risk students, children with disabilities, English learners, and gifted students.

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Section	Article 1: English Learners and World Language Proficiency		Article 7: English Learners
29	<p>Program requirements (ECFE). Requires ECFE programs to provide a community outreach plan to ensure participation by families who reflect the linguistic diversity of the district. Encourages early childhood family education (ECFE) programs to provide parents of English learners with translated oral and written information to monitor the program’s impact on their children’s English language development, to know whether their children are progressing in developing their English and native language proficiency, and to actively engage with and support their children in developing their English and native language proficiency. Requires ECFE programs to include learning experiences that promote children’s early literacy and, where practicable, their native language skills.</p>	Same	<p>Section 28. Program Requirements. Encourages early childhood family education (ECFE) programs to provide parents of English learners with translate information to monitor the program’s impact on their children’s English language development, to know whether their children are progressing in developing their English and native language proficiency, and to actively engage with and support their children in developing their English and native language proficiency. Requires ECFE programs to include learning experiences that promote children’s early literacy and their native language skills.</p>
30	<p>Program requirements (School readiness). Requires school readiness program providers to: assess children’s language skills to improve program planning and implementation, communicate with parents, and promote kindergarten readiness; and have teachers knowledgeable in native and English language development programs.</p>	Same	<p>Section 29. Program Requirements. Requires school readiness program providers to: assess children’s language skills to improve program planning and implementation, communicate with parents, and promote kindergarten readiness; and have teachers knowledgeable in native and English language development programs.</p>
31	<p>Local education and employment transitions systems. Requires a local education and employment transitions systems plan to: increase instruction in English language proficiency; provide staff training in methods of instruction that incorporate English language proficiency; identify current and emerging native and English language development needs of the area or region; and make continuing to work with learners who need English language development part of the program warranty.</p>	Same	<p>Section 30. Local Education and Employment Transitions Systems. Requires a local education and employment transitions systems plan to: increase instruction in English language proficiency; provide staff training in methods of instruction that incorporate English language proficiency; identify current and emerging native and English language development needs of the area or region; and make continuing to work with learners who need English language development part of the program warranty.</p>

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Section	Article 1: English Learners and World Language Proficiency		Article 7: English Learners
32	<p>Adult basic education.</p> <p>Subd. 1. Program requirements. (a) Requires an adult basic education program to offer English language instruction.</p> <p>(e) Requires an adult basic education program to include measures of student progress toward work-based competency and, where appropriate, English language proficiency requirements established by the commissioner and posted on the department Web site in a readily accessible location and format.</p> <p>Subd. 2. Program approval. (a) Requires the education commissioner to approve an adult basic education program based on how English language proficiency will be met.</p> <p>(b) Requires the education commissioner to approve an adult basic education program for up to five years that demonstrates capacity to: offer learning opportunities and support the service choices of adults at all basic skill and English language levels of need; and address the needs adults have for English language learning support services.</p> <p>Subd. 3. Accounts; revenue; aid. Makes technical changes.</p>	Same	<p>Section 31. Adult Basic Education.</p> <p>Subdivision 1. Program Requirements. Requires an adult basic education program to offer English language instruction. Requires a program to include measures of student progress toward work-based competency and English language proficiency requirements.</p> <p>Subdivision 2. Program Approval. Requires the Commissioner to approve programs based on how English language proficiency will be met. Requires the Commissioner to approve a program for up to five years that demonstrates capacity to: offer learning opportunities and support the service choices of adults at all basic skill and English language levels of need; and address the needs adults have for English language learning support services.</p>

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Section	Article 1: English Learners and World Language Proficiency		Article 7: English Learners
	<p>Subd. 5. Basic service level. Requires the basic service level for a program to describe minimum levels of academic and English language instruction and support services provided at each site.</p> <p>Subd. 7. Performance tracking system. Requires the tracking system for an adult basic education program to collect data on core outcomes for learners, including English learners.</p> <p>Subd. 8. Standard high school diploma for adults. (b) Requires individuals participating in an adult basic education program of instruction, where appropriate, to demonstrate English language proficiency.</p>		<p>Subdivision 5. Basic Service Level. Requires the basic service level for a program to describe minimum levels of academic and English language instruction and support services provided at each site.</p> <p>Subdivision 7. Performance Tracking System. Requires the tracking system for a program to collect data on core outcomes for learners, including English learners.</p> <p>Subdivision 8. Standard High School Diploma for Adults. Requires individuals participating in an adult basic education program of instruction, where appropriate, to demonstrate English language proficiency.</p>
33	<p>Adult basic education supplemental service grants. Allows the commissioner to make supplemental adult basic education service grants for initiatives to accelerate English language acquisition and the achievement of career and college ready skills among English learners.</p>	Same	<p>Section 32. Adult Basic Education Supplemental Service Grants. Allows the Commissioner to make grants for initiatives to accelerate English language acquisition and the achievement of career and college ready skills among English Learners.</p>
34	<p>English learner. (a) Defines an English learner as a pupil who lacks the English skills needed to fully participate in academic classes taught in English based on both a valid assessment measuring the pupil’s English language proficiency and by developmentally appropriate measures.</p> <p>(b) Declares that a pupil enrolled in any grade 4 through 12 who in the previous school year took a commissioner-provided assessment measuring the pupil’s emerging academic English shall be counted as an English learner in calculating English</p>	Same	<p>Section 33. English Learner. (a) Amends the definition of English learner as a pupil who is determined to lack the necessary English skills to fully participate in academic classes taught in English based on a valid assessment measuring the pupil’s English language proficiency and by developmentally appropriate measures.</p> <p>(b) Declares that a pupil enrolled in any grade 4 through 12 who in the previous school years took a Commissioner-provided assessment measuring the pupil’s emerging</p>

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Section	Article 1: English Learners and World Language Proficiency		Article 7: English Learners
	<p>learner pupil units and generate English learner aid if the pupil scored below the state cut-off score or is otherwise counted as a nonproficient participant on the assessment measuring the pupil's emerging academic English or, in the judgment of the pupil's classroom teachers, the pupil is unable to demonstrate academic language proficiency in English, including oral academic language, sufficient to successfully and fully participate in the general core curriculum in the regular classroom.</p> <p>Makes this section effective in the 2015-2016 school year and later.</p>		<p>academic English shall be counted as an English learner in calculating English learner pupil units and generate English learner aid if the pupil scored below the state cut-off score or is otherwise counted as a nonproficient participant on the Commissioner-provided assessment and, in the judgment of the pupil's classroom teachers, the pupil is unable to demonstrate academic language proficiency in English sufficiently to successfully and fully participate in the general core curriculum in the regular classroom.</p>
35	<p>English learner; interrupted formal education. Includes in the definition of English learner an English learner with an interrupted formal education who meets certain criteria.</p> <p>Makes this section effective for 2015-2016 school year and later.</p>	Same	<p>Section 34. English Learner; Interrupted Formal Education. Defines an English learner with an interrupted formal education as an English learner who: comes from a home where the language usually spoken is other than English; enters school in the United States after grade 6; has at least two years less schooling than their peers; functions at least two years below expected grade level in reading and mathematics; and may be preliterate in their native language.</p>
36	<p>Public engagement; progress report and budget process. Amends a cross reference in the achievement and integration for Minnesota program to make state bilingual and multilingual seals a measure of program progress.</p>	Same	<p>Article 2, Section 26. Public Engagement; Progress Report and Budget Process. Allows a district for the purposes of achievement and integration revenue to include the number of world language proficiency or high achievement certificates or the number of bilingual or multilingual seals awarded in the longitudinal data demonstrating progress in reducing the disparities in student academic performance.</p>

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Section	Article 1: English Learners and World Language Proficiency		Article 7: English Learners
37	<p>Parental involvement programs.</p> <p>Subd. 1. Program goals. Requires parental involvement program guidelines and model plans to help parents recognize and meet the native and English language development needs of their children. Makes technical changes.</p> <p>Subd. 2. Plan contents. Requires model parental involvement program plans to include procedures for coordinating the program with the World's Best Work Force.</p> <p>Subd. 3. Plan activities. Requires activities included in a model parental involvement program plan to include: opportunities for families to enhance children's native and English language development; engaging liaison workers to foster linguistic and culturally competent communications; and multilingual programs and opportunities for parents. Makes technical changes.</p>	Same	<p>Section 35. Parental Involvement Programs.</p> <p>Subdivision 1. Program Goals. Requires parental involvement programs to help parents recognize and meet the native and English language development needs of their children.</p> <p>Subdivision 2. Plan Contents. Requires model parental involvement program plans to include procedures for coordinating the program with the world's best workforce.</p> <p>Subdivision 3. Plan Activities. Requires activities included in a model parental involvement program plan to include: engaging liaison workers to foster linguistic and culturally competent communications; and multilingual programs and opportunities for parents.</p>
38	<p>Parent and family involvement policy. (a) Encourages local school boards to adopt and implement a parent and family involvement policy that promotes and supports oral and written communication in families' native language and welcomes parents in the school using networks that support families' cultural connections.</p> <p>(c) Requires school boards to consider research-based best practices when implementing the parent and family involvement policy.</p>	Same	<p>Section 36. Parent and Family Involvement Policy. Encourages local school boards to adopt and implement a parent and family involvement policy that promotes and supports oral and written communications in families' native language and welcomes parents in the school using networks that support families' cultural connections.</p>

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Section	Article 1: English Learners and World Language Proficiency		Article 7: English Learners
39	<p>Powers and duties; report. Requires the Statewide Longitudinal Education Data System (SLEDS) to: report educational outcomes for diverse student populations including at-risk students, children with disabilities, English learners, and gifted students, among others, and include formative and summative evaluations based on multiple measures of student progress toward career and college readiness; and evaluate the relationship between education and workforce outcomes, consistent with the section governing education and employment transition partnerships (Minn. Stat. § 124D.49).</p>	<p>Same</p>	<p>Section 37. Powers and Duties; Report. Requires the Statewide Longitudinal Education Data System (SLEDS) to: report educational outcomes for diverse student populations including at-risk students, children with disabilities, English learners, and gifted students, and include formative and summative evaluations based on multiple measures of student progress toward career and college readiness; and evaluate the relationship between education and workforce outcomes.</p>
40	<p>Review of world language competencies. Directs the education commissioner and the MnSCU chancellor to consult with world language faculty at the University of Minnesota and MnSCU and review specific competencies students master in attaining a world language proficiency seal or certificate. Directs the commissioner and the chancellor to report their findings and recommendations to the legislature by February 15, 2015.</p> <p>Makes this section effective immediately.</p>	<p>Similar. HF direction includes commissioner and requires consultation with U of M world language faculty.</p>	<p>Article 2, Section 28. MNSCU Review of World Language Competencies. Directs the MnSCU chancellor to review the specific competencies a kindergarten through grade 12 student masters in attaining a bilingual seal, multilingual seal, world language proficiency certificate, or world language proficiency high achievement certificate and determine the course and credit equivalencies for each certificate or seal.</p> <p>Effective Date: Makes the section effective immediately.</p>
41	<p>Repealer. Repeals Minnesota Statutes, section 122A.19, subdivision 3, prohibiting teachers employed in a bilingual education or English as a second language program from being employed to replace any presently employed teacher who otherwise would not be replaced, effective immediately.</p>	<p>Same</p>	<p>Section 38. Repealer. Repeals section 122A.19, subdivision 3 (Bilingual and English as a Second Language Teachers; Employment of Teachers.)</p>

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Section	Article 2: General Education		Article 1: General Education
		No Comparable Provision	Section 1. Providing Transportation. Clarifies that districts must transport a child with a disability to an early care and education program provided by the district, contracted for by the district, or for Head Start when the grantee does not otherwise provide transportation.
1	Continued enrollment for students placed in foster care. Allows a pupil enrolled in a school district who is placed in foster care in another district to remain enrolled in the previous district without need for approval from that previous district. Also does not require the approval of the district where the pupil's foster home is located.	Same	Section 2. Continued Enrollment for Students Placed in Foster Care. Allows a foster home student to return to the school they last attended without the approval needed under the enrollment options program.
2	Effective date. Makes the changes in the innovative delivery of education services pilot project effective immediately.	No Comparable Provision	
3	Repealer. Repeals sections 123B.15 (fine for refusing to serve on a school board); 123B.16 (fine for a school district clerk who fails to make a report); 123B.17 (fine for a school district clerk who draws an illegal order); 123B.18 (fine for a school district clerk who fails to keep or deliver records); 123B.26 (fine for a treasurer who fails to pay a judgment against a school district); and 123B.27 (executing a judgment against a school district). Makes this section effective immediately.	No Comparable Provision	

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Section	Article 3: Education Excellence		Article 2: Education Excellence
1	<p>Admissions forms; remedial instruction. (b) Strikes language requiring the education department to evaluate summary data provided by public postsecondary institutions on the remedial instruction provided to recent graduates of Minnesota public high schools and their assessment results and academic performance. Instead, directs the office of higher education, in collaboration with the education department, to evaluate the remedial instruction and student outcome data and annually report to the legislature.</p>	<p>Same</p>	<p>Section 1. Admission Forms; Remedial Instruction. Directs public postsecondary systems to provide data as part of their participation in the Statewide Longitudinal Education Data System (SLEDS) on remedial instruction received by individual students who graduated from a Minnesota school district within two years before receiving the remedial instruction. Directs the Office of Higher Education, in collaboration with the Department of Education, to evaluate and report findings to the legislature.</p>
2	<p>Ages and terms. Strikes language allowing a pupil 16 years or older who is eligible for the graduation incentives program to be assigned to an alternative learning center only after consulting with the principal, alternative learning center director, and the pupil’s parent.</p>	<p>No Comparable Provision</p>	
3	<p>Revisions and reviews required. (b) Directs the education commissioner to review, and consistent with the review, revise state academic standards in math beginning in the 2015-2016 school year and every 10 years thereafter.</p> <p>(c) Directs the education commissioner to review and, consistent with the review, revise state academic standards in art beginning in the 2016-2017 school year and every ten years thereafter.</p> <p>(d) Directs the education commissioner to review and, consistent with the review, revise state academic standards in science beginning in the 2017-2018 school year and every ten years thereafter.</p> <p>(e) Directs the education commissioner to review and, consistent with the review, revise state academic standards in</p>	<p>Similar. HF requires revisions to be consistent with review.</p>	<p>Section 2. Revisions and Reviews Required. Establishes a 10-year review cycle for the academic standards and related benchmarks beginning after the existing timeline in statute.</p>

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Section	Article 3: Education Excellence		Article 2: Education Excellence
	<p>language arts beginning in the 2018-2019 school year and every ten years thereafter.</p> <p>(f) Directs the education commissioner to review and, consistent with the review, revise state academic standards in social studies beginning in the 2019-2020 school year and every ten years thereafter.</p>		
4	<p>Definitions. (a) Amends the definition of “instruction” under the World’s Best Work Force law to include applied and experiential learning.</p> <p>(d) Defines “experiential learning” to mean learning for students that includes career exploration through a specific class or course or through work-based experiences.</p>	<p>No Comparable Provision</p>	
5	<p>Performance measures. Makes a technical change to correct a NAEP reference.</p>	<p>Similar; See SF article 7, section 2, subdivision 1a, clause (1).</p>	
6	<p>Regional centers of excellence. (a) Allows the regional centers to assist districts and schools with common principles of effective practice that includes implementing evidence-based practices including applied and experiential learning, contextualized learning, competency-based curricula and assessments, and other nontraditional learning opportunities, among other evidence-based practices.</p> <p>(b) Directs the education department to assist regional centers to establish a coherent statewide system of regional support to implement secondary and postsecondary career pathways and technical education.</p>	<p>No Comparable Provision</p>	

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Section	Article 3: Education Excellence		Article 2: Education Excellence
7	<p>Planning for students’ successful transition to postsecondary education and employment; personal learning plans. (a) Directs school districts to assist students to explore their educational, college, and career interests, aptitudes, and aspirations and develop a transition plan to postsecondary education or employment. Requires plans to: prepare students to complete a career and college ready curriculum by meeting state academic standards and developing career and employment related skills; help students identify their interests, aptitudes, aspirations, and personal learning styles that may affect their career and college ready goals; set appropriate career and college ready goals and time lines for achieving the goals; and integrate strong academic content into applied and experiential learning opportunities, as well as the reverse, among other requirements.</p> <p>(c) Requires districts to recognize each student’s unique possibilities and ensure that each student’s transition plan reflects those possibilities.</p> <p>Makes this section effective immediately.</p>	<p>No Comparable Provision</p>	
9	<p>Parent information. Directs school districts to provide parents with a timely written summary, in an electronic or other format, of their students’ current and longitudinal performance and progress on the state’s academic content standards as measured by state assessments. Allows an education department summary to be used to fulfill this requirement.</p>	<p>Same</p>	<p>Section 6. Parent Information. Directs schools districts to annually provide parents with written information about their student’s current and longitudinal performance on the state’s academic content standards as measured by state assessments.</p>

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Section	Article 3: Education Excellence		Article 2: Education Excellence
11	<p>Improving schools. Directs the education commissioner to report annually to the public and the legislature on best practices in those schools that demonstrate high growth.</p>	<p>No Comparable Provision</p>	
12	<p>License and rules. (b) Directs the Board of Teaching to adopt rules for initial teacher licensure that require individuals to pass a reading, writing, and math skills exam or attain an equivalent composite score on the ACT Plus Writing or the SAT. Allows the board to issue up to two temporary one-year teaching licenses to an otherwise qualified candidate who has not yet passed the skills exam or attained the requisite composite score on the ACT Plus Writing or the SAT. Requires board rules to direct institutions offering board-approved teacher preparation programs to provide remedial assistance to individuals who did not pass the skills exam or attain the requisite composite score on the ACT Plus Writing or the SAT. Exempts from the effects of this paragraph those non-native English speakers who meet the board’s content and pedagogy requirements and who provide direct instruction in their native language or world language instruction. Requires a teacher candidate’s official ACT Plus Writing or the SAT score to be not more than ten years old at the time of license.</p> <p>(d) Directs the board’s redesign rules to create flexible, specialized teaching licenses, credentials, and other endorsement forms to increase students’ participation in language immersion programs, world language instruction, career development opportunities, work-based learning, early college courses and careers, career and technical programs, Montessori schools, and project and place-based learning, among other career and college ready offerings.</p>	<p>Dissimilar. SF contains exception for language immersion teachers only.</p>	<p>Section 7. License and Rules. (b) Exempts certain nonnative English speakers from the requirement to pass a reading, writing, and mathematic skills examination in order to receive a teaching license.</p>

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Section	Article 3: Education Excellence		Article 2: Education Excellence
	<p>Makes this section applicable to individuals applying to the Board of Teaching for their initial license July 1, 2014, or later.</p>		
<p>13</p>	<p>Teacher and support personnel qualifications. (b) Directs the Board of Teaching to adopt rules for initial teacher licensure that require individuals to pass a reading, writing, and math skills exam or attain an equivalent composite score on the ACT Plus Writing or the SAT. Allows the board to issue up to two temporary one-year teaching licenses to an otherwise qualified candidate who has not yet passed the skills exam or attained the requisite composite score on the ACT Plus Writing or the SAT. Requires board rules to direct institutions offering board-approved teacher preparation programs to provide remedial assistance to individuals who did not pass the skills exam or attain the requisite composite score on the ACT Plus Writing or the SAT. Requires school districts to provide similar assistance to the teachers employed in the district under a temporary teaching license. Directs the board to report annually to the legislature on the total number of teacher candidates during the most recent school year who did not pass the skills exam, have not attained the requisite composite score on the ACT Plus Writing or the SAT, or have not passed a content or pedagogy test, disaggregated by categories of race, ethnicity, and eligibility for financial aid.</p> <p>(c) Directs the Board of Teaching to grant teaching licenses only to those individuals who have passed the skills exam or attained the requisite composite score on the ACT Plus Writing or the SAT. Exempts from the effects of this paragraph those non-native English speakers who meet the board’s content and pedagogy requirements and who provide direct instruction in their native language or world language instruction. Requires</p>	<p>Dissimilar. SF contains exception for language immersion teachers only.</p>	<p>Section 8. Teacher and Support Personnel Qualifications. (b) Exempts certain nonnative English speakers from the requirement to pass a reading, writing, and mathematic skills examination in order to receive a teaching license.</p>

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Section	Article 3: Education Excellence		Article 2: Education Excellence
	<p>a teacher candidate’s official ACT Plus Writing or the SAT score to be not more than 10 years old at the time of license.</p> <p>Makes this section applicable to individuals applying to the Board of Teaching for their initial license July 1, 2014, or later.</p>		
<p>14</p>	<p>Applicants licensed in other states. (b) Directs the Board of Teaching to issue a teaching license to an otherwise qualified out-of-state applicant whose scope of license is no more than two grade levels, instead of one grade level less than a similar Minnesota license.</p> <p>(c)/(d) Direct the Board of Teaching to issue up to three temporary one-year teaching licenses to an otherwise qualified out-of-state applicant to teach the same content field and grade levels for which the applicant was licensed if the scope of the out-of-state license is no more than two grade levels, instead of one grade level, less than a similar Minnesota license or has not completed field specific teaching methods or student teaching or equivalent experience.</p> <p>(h) Directs the Board of Teaching to require out-of-state applicants for a Minnesota teaching license to pass the reading, writing, and math skills exam or demonstrate the applicant’s attainment of either the requisite composite score on the ACT Plus Writing or the SAT unless, notwithstanding other statutory provisions governing out-of-state licensure applicants, an applicable board-approved interstate reciprocity agreement exists to allow fully certified teachers from other states to transfer their certification to Minnesota.</p> <p>Makes this section effective August 1, 2015.</p>	<p>Paragraphs (b), (c), (d) same. HF paragraph (h) different.</p>	<p>Section 9. Applicants Licensed in Other States. Allows a teacher who has an out-of-state teaching license to obtain a Minnesota license to teach the same content field and grade levels if the scope of the out-of-state license is no more than two grade levels less than a similar Minnesota license.</p>

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Section	Article 3: Education Excellence		Article 2: Education Excellence
15	<p>Probationary period. (d) Defines consecutive teaching experience for probationary teachers to allow up to a 12-month leave for maternity, paternity, or medical leave if the probationary teacher completes a combined total of three years of teaching service immediately before and after the leave.</p> <p>Makes this section effective retroactively from July 1, 2013.</p>	<p>Same</p>	<p>Section 10. Probationary Period. (d) Allows a probationary teacher whose first three years of consecutive employment are interrupted for maternity, paternity, or medical leave and resumes teaching within 12 months to be considered to have a consecutive teaching experience if the combined total equals three years of teaching service immediately before and after the leave.</p>
16	<p>Development, evaluation, and peer coaching for continuing contract teachers. (a) Strikes having teachers participate in professional learning communities as one of two alternative options required to be included in the teacher evaluation process.</p> <p>(b) Allows the annual teacher evaluation process to include job-embedded learning opportunities such as professional learning communities. Requires school districts and charter schools to provide for effective evaluator training specific to teacher development and evaluation. Allows peer coach observation and interview notes to be disclosed only to other school officials with the consent of the teacher being coached.</p>	<p>See UEH3172-2, article 12, section 2, 136.27.</p> <p>Same</p>	
		<p>See H3172-2, article 17, section 2, 167.5 .</p> <p>Same</p>	<p>Section 11. Immediate Discharge. (c) Directs a school principal or other school administrator, when a teacher is discharged due to a conviction for child abuse or neglect or when a final determination of maltreatment is made, to include the information about the disciplinary action or determination in the teacher’s employment record, consistent with the laws governing public personnel data, and provide the Board of Teaching and the Department of Education with the necessary and relevant information to enable the board and the department’s licensing division to fulfill their</p>

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Section	Article 3: Education Excellence		Article 2: Education Excellence
			<p>statutory and administrative duties related to issuing, renewing, suspending, or revoking a teacher’s license. Declares that information received by the board or the department’s licensing division is governed by state licensing data law or other applicable law governing data of the receiving entity. In addition to requiring a background check, directs school boards and other hiring entities to contact the board and the department to determine whether the teacher’s license has been suspended or revoked, consistent with the discharge and final maltreatment determination identified in this paragraph. To the extent permitted by federal or state data practices law or collective bargaining agreement, requires the responsible authority to disseminate private personnel data on a current or former teacher, employee, or contractor to another school district requesting the information because the subject of the data has applied for employment with the requesting school district.</p> <p>Effective Date: Makes the section effective immediately.</p>
17	<p>Probationary period; discharge or demotion. (c) Defines consecutive teaching experience for probationary teachers to allow up to a 12-month leave for maternity, paternity, or medical leave if the probationary teacher completes a combined total of three years of teaching service immediately before and after the leave.</p> <p>Makes this section effective retroactively from July 1, 2013.</p>	Same	<p>Section 12. Probationary Period; Discharge or Demotion. (c) Allows a probationary teacher whose first three years of consecutive employment are interrupted for maternity, paternity, or medical leave and resumes teaching within 12 months to be considered to have a consecutive teaching experience if the combined total equals three years of teaching service immediately before and after the leave.</p>

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Section	Article 3: Education Excellence		Article 2: Education Excellence
18	<p>Development, evaluation, and peer coaching for continuing contract teachers. (a) Strikes having teachers participate in professional learning communities as one of two alternative options required to be included in the teacher evaluation process.</p> <p>(b) Requires a teacher to be evaluated by a peer review in those years when a tenured teacher is not evaluated by a qualified and trained evaluator. Allows the annual teacher evaluation process to include job-embedded learning opportunities such as professional learning communities. Requires school districts and charter schools to provide for effective evaluator training specific to teacher development and evaluation. Allows peer coach observation and interview notes to be disclosed only to other school officials with the consent of the teacher being coached.</p>	<p>See UEH3172-2, article 12, section 3, 138.28.</p> <p>Same</p>	
		<p>See H3172-2, article 17, section 2, 167.5.</p> <p>Same</p>	<p>Section 13. Grounds for Discharge or Demotion. (c) Directs a school principal or other school administrator, when a teacher is discharged due to a conviction for child abuse or neglect or a final determination of maltreatment is made, to include the information about the disciplinary action or determination in the teacher’s employment record, consistent with the laws governing public personnel data, and provide the Board of Teaching and the Department of Education with the necessary and relevant information to enable the board and the department’s licensing division to fulfill their statutory and administrative duties related to issuing, renewing, suspending, or revoking a teacher’s license. Declares that information received by the board or the department’s licensing division is governed by state licensing data law or other applicable law governing data of the</p>

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Section	Article 3: Education Excellence		Article 2: Education Excellence
			<p>receiving entity. In addition to requiring a background check, directs school boards and other hiring entities to contact the board and the department to determine whether the teacher’s license has been suspended or revoked, consistent with the discharge and final maltreatment determination identified in this paragraph. To the extent permitted by federal or state data practices law or collective bargaining agreement, requires the responsible authority to disseminate private personnel data on a current or former teacher, employee, or contractor to another school district requesting the information because the subject of the data has applied for employment with the requesting school district.</p> <p>Effective Date: Makes the section effective immediately.</p>
19	<p>Alternative teacher professional pay system. (b) Requires the alternative professional pay system agreement to provide performance pay based on student academic growth that may include value-added models or student learning goals, peer observations that are part of the teacher evaluation process, and teacher participation in job-embedded learning opportunities such as professional learning communities.</p>	<p>See UEH3172-2, article 12, section 4, 140.28.</p> <p>Same</p>	
20	<p>Employment exemptions for retired teachers. Allows teachers to be employed as a behind-the-wheel instructor after retirement.</p> <p>Makes this section effective immediately.</p>	<p>No Comparable Provision</p>	

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Section	Article 3: Education Excellence		Article 2: Education Excellence
21	Effective staff development activities. Requires staff development activities to provide opportunities for staff to learn about current workforce trends and the connections between such trends and postsecondary education and training options, including career and technical education options.	No Comparable Provision	
22	Contents of a plan. Requires a staff development plan to maintain a strong subject matter focus on student learning goals, consistent with students' transition plan to postsecondary education and employment.	No Comparable Provision	
23	Staff development outcomes. Makes improving student achievement in all curriculum areas, including regular academic and applied and experiential learning, a staff development goal.	No Comparable Provision	
		No Comparable Provision	Section 14. Granting a Diploma. Allows a pupil completing an area learning center program to receive a diploma from an intermediate district or educational cooperative. (article 2, section 6)
24	Innovative technology cooperative. Allows school districts to enter into an agreement to establish an innovative cooperative center to provide for technology and other educational services. Establishes a process and procedures for implementing and dissolving the agreement. Makes this section effective July 1, 2014.	Similar; See SF 2470-2	

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Section	Article 3: Education Excellence		Article 2: Education Excellence
25	<p>Pupil application procedures (open enrollment). Strikes language requiring a pupil and the pupil’s parent to explore with a guidance counselor or other appropriate district staff the pupil’s academic or other reasons for applying to enroll in a nonresident district under the state’s open enrollment law. Requires a pupil’s parent to submit a signed application by January 15 for the pupil to open enroll in another district in the proximate school year. For pupils who move to a new resident school district, allows the pupil to remain enrolled in the nonresident district but requires a new form to be submitted to update the pupil’s residency information.</p>	<p>Same</p>	<p>Section 15. Pupil Application Procedures. Strikes the requirement for a pupil and parent meeting with their resident district’s staff member before submitting an open enrollment application. Clarifies that a student changing resident districts does not lose their open enrollment seat, but they must submit a new form to update their information.</p>
26	<p>Achievement and integration district transfers (open enrollment). Strikes obsolete references to desegregation in the state’s open enrollment law and instead inserts references to the state’s achievement and integration for Minnesota program.</p>	<p>Similar. HF includes statutory references to AIM program.</p>	<p>Section 16. Achievement and Integration District Transfers. Updates the references to desegregation plans to achievement and integration plans. (article 2, section 8)</p>
27	<p>Nonresident district procedures (open enrollment). Requires a school district to notify a parent in writing by February 15 whether the application has been accepted or rejected or within 90 days for an application submitted after January 15 for an achievement and integration district transfer. Requires a parent to notify a nonresident district by March 1 or within 45 days whether the pupil intends to enroll in the nonresident district. For pupils who move to a new resident school district, allows the pupil to remain enrolled in the nonresident district but requires a new form to be submitted to update the pupil’s residency information. If a parent fails to notify a nonresident district by the January 15 deadline, if applicable, prohibits the pupil from enrolling in the nonresident district in the proximate school year unless both</p>	<p>Same</p>	<p>Section 17. Nonresident District Procedures. Requires a district to give written notice to parents within 90 days of when their achievement and integration district transfer is submitted. Adds a 45-day deadline for parents to notify the nonresident district that their pupil intends to enroll in the district. (article 2, section 9)</p>

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Section	Article 3: Education Excellence		Article 2: Education Excellence
	the resident and nonresident school boards agree otherwise. Requires a nonresident district to notify the resident district by March 15 or 30 days later of the pupil’s intent to enroll in the nonresident district.		
28	Lotteries (open enrollment). For school districts with more open enrollment applications than available seats in a specific grade level, requires the district to hold a lottery after the January 15 deadline to determine which nonresident students may enroll. Requires districts to give priority to enrolling siblings of currently enrolled nonresident students and to applications related to an approved integration and achievement plan. Requires a school board to establish and approve a lottery process and post the policy on the district Web site.	Same	Section 18. Lotteries. Requires a district to hold an impartial lottery if there are more open enrollment applications than there are open nonresident seats. Allows siblings of currently enrolled students and applications related to an achievement and integration plan to receive priority in the lottery. Requires the lottery process to be approved by the school board and posted on the district Web site. (article 2, section 10)
29	Basis for decisions (open enrollment). Precludes a school district from rejecting open enrollment applications based on: special education program capacity; or on a student’s status, including achievement, abilities, disabilities, English language proficiency, disciplinary record, or residency unless the district’s enrollment strategies directly implicate an approved achievement and integration program.	Same	Section 19. Basis for Decisions. Prohibits districts from using capacity of special education services as a basis for rejecting an enrollment options application. (article 2, section 11)
30	Experiential and applied learning opportunities for students. Encourages school districts to cooperate in providing nontraditional learning opportunities for students. Establishes program parameters. Makes this section effective for the 2014-2015 school year.	No Comparable Provision	

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Section	Article 3: Education Excellence		Article 2: Education Excellence
		No Comparable Provision	Section 20. Counseling. Strikes the phrase “to the extent possible” from the directive to school district to provide counseling services to students and their parents before enrolling in a postsecondary enrollment options course.
		No Comparable Provision	Section 21. Dissemination of Information; Notification of Intent to Enroll. Clarifies that the information provided by the school district regarding the postsecondary enrollment options program must include information about enrollment requirements and the ability to earn postsecondary credit.
31	<p>Enrollment priority (PSEO). Strikes language prohibiting a postsecondary institution from advertising the financial benefits to high school students of participating in a PSEO course or program at the postsecondary institution.</p> <p>(b) Requires postsecondary institutions that enroll a secondary student in a course under the state’s postsecondary enrollment options program to also enroll an otherwise qualified and enrolled postsecondary student who qualifies as a veteran if the veteran can demonstrate to the postsecondary institution’s satisfaction that the institution’s enrollment time lines were not practicable for the veteran.</p> <p>Makes this section effective July 1, 2014.</p>	No Comparable Provision	
32	<p>Purposes (charter schools). Indicates that the primary purpose of the charter school section is to improve all pupil learning and all student achievement and increase learning opportunities for all pupils.</p>	No Comparable Provision	

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Section	Article 3: Education Excellence		Article 2: Education Excellence
33	<p>Authorizer. Includes within the definition of “single purpose authorizer” a nonprofit limited liability company organized solely for chartering schools.</p> <p>Makes this section effective immediately.</p>	<p>Same</p>	<p>Section 22. Authorizer. Clarifies the requirement for single-purpose charter school authorizers to include specific organizations that are a nonprofit limited liability company.</p> <p>Effective Date: Makes the section effective immediately.</p>
34	<p>Formation of a school. (b) Requires an authorizer to file an affidavit by May 1 to be able to charter a new school in the next school year after the commissioner approves the authorizer’s affidavit. Requires the education commissioner to finally approve or disapprove an authorizer’s amended affidavit within 15 business days after receiving the authorizer’s response to cited deficiencies.</p> <p>(j) Strikes the existing language in and proposes new language for this paragraph. Allows a charter school to apply to its authorizer to add grades or sites beyond what the charter provides. Directs the authorizer to submit a supplementary affidavit to the commissioner by October 1 if the authorizer approves the school’s application. Requires the supplementary application to demonstrate the need for the expansion, a longitudinal record of student academic performance and growth, a history of school finances and a plan for financing the expansion, and board capacity to oversee a plan to administer and manage the expansion.</p> <p>(k) Requires the education commissioner to finally approve or disapprove an authorizer’s amended supplemental affidavit within 15 business days of receiving the authorizer’s response to cited deficiencies.</p>	<p>No Comparable Provision</p>	

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Section	Article 3: Education Excellence		Article 2: Education Excellence
35	Charter contract. Makes the performance of all students the most important factor in determining whether to renew a charter school contract.	No Comparable Provision	
36	Audit report. (a) Directs a charter school to include in its audit report copies of the management agreements with a charter or educational management organization and service agreements or contracts above a certain threshold. Requires the agreements to detail the services provided and the annual costs of the services.	No Comparable Provision	
37	<p>Federal, state, and local requirements. (f) Allows a charter school to offer a free pre-school or kindergarten program and strikes a prohibition against providing instruction to people younger than five years old.</p> <p>(i) Declares that once a student enrolls in the school, the student is considered an enrolled student until the student formally withdraws from the school or is expelled under the Pupil Fair Dismissal Act.</p> <p>(t) Declares that the teacher evaluation process does not create additional employment rights for teachers.</p> <p>(v) Obligates charter schools to comply with all pupil transportation requirements that include transporting pupils who live two or more miles from school. Prohibits a charter school from requiring parents to surrender their pupil transportation rights.</p>	Dissimilar. HF needs technical correction on 99.7 (see UEH3172-2, article 12, section 18, 155.11).	

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Section	Article 3: Education Excellence		Article 2: Education Excellence
38	<p>Admission requirements. Requires a charter school that is located in Duluth Township in St. Louis County and serves students in kindergarten through grade 6 to give enrollment preferences to the students and their siblings who reside within a five-mile radius of the school. Allows a charter school to give an enrollment preference to students currently enrolled in the school’s free preschool or pre-kindergarten program who are eligible to enroll in kindergarten in the next school year.</p> <p>Makes this section effective for the 2014-2015 school year and later.</p>	<p>No Comparable Provision</p>	
39	<p>Affiliated nonprofit building corporation. (a) Allows a charter school to organize an affiliated nonprofit building corporation to purchase, expand, or renovate an existing facility or to construct a new facility if the charter school has: operated for at least six years; as of June 30 a net positive unreserved general fund balance in the three preceding years; long-range strategic and financial plans that include enrollment projects; completed a feasibility study of facility options; and a plan for project parameters and budget.</p> <p>(b) Requires an affiliated nonprofit building corporation to post on the school Web site the corporate name, mailing address, bylaws, minutes of board meetings, and current board members’ names. Requires the corporation to submit a copy of its annual audit to the commissioner by December 31.</p> <p>Strikes existing language on organizing an affiliated nonprofit building corporation.</p> <p>(d) Requires an authorizer to oversee the efforts of a school’s board of directors to ensure the affiliated nonprofit building</p>	<p>No Comparable Provision</p>	

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Section	Article 3: Education Excellence		Article 2: Education Excellence
	<p>corporation complies with all applicable legal requirements. Declares that a board of directors' failure to ensure that a corporation complies with the law is a violation of the board's responsibilities and a factor for the authorizer to consider when evaluating the charter school.</p>		
40	<p>Positive review and comment. Strikes existing language. Prohibits a charter school or its affiliated nonprofit building corporation from finalizing a purchase agreement or construction contract in excess of a statutory threshold before receiving a positive review and comment from the commissioner. Declares null and void a purchase agreement or construction contract finalized before a positive review and comment.</p>	<p>No Comparable Provision</p>	
41	<p>Building lease aid. Directs the education commissioner to approve building lease aid for a facility lease only if the lease has a closure clause relieving the school of its lease obligations if the charter contract is terminated or not renewed. Makes a charter school responsible for lease obligations in effect before a contract is terminated or not renewed.</p>	<p>No Comparable Provision</p>	
42	<p>Career and technical revenue. (a) Makes a technical change to a cross reference in a clause allowing a school district with an approved career and technical program to expend program revenue for contracted services provided by a public or private agency other than a school district or cooperative center.</p> <p>(b) Strikes the language in this paragraph allowing up to ten percent of a district's career and technical revenue to be spent on equipment purchases and requiring districts making equipment purchases to report to the department on the improved learning opportunities for students resulting from the</p>	<p>Same</p>	<p>Section 23. Career and Technical Revenue. Gives districts flexibility to use career and technical education revenue for equipment purchases and eliminates a related report.</p>

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Section	Article 3: Education Excellence		Article 2: Education Excellence
	<p>purchase.</p> <p>(b), (c), (d) Reletter subsequent paragraphs and correct internal cross references.</p>		
43	<p>Revenue guarantee. Amends an internal cross reference affecting the career and technical revenue calculation.</p>	Same	<p>Sections 24 and 25. Revenue Guarantee. Correct cross references. (article 2, sections 13 & 14)</p>
44	<p>Revenue adjustments. Makes a technical change.</p>	Same	<p>Sections 24 and 25. Revenue Guarantee. Correct cross references. (article 2, sections 13 & 14)</p>
45	<p>Standard high school diploma for adults. Links existing statutory language establishing eligibility for a standard adult high school diploma to the section establishing the requirements for this diploma.</p> <p>Makes this section effective August 1, 2014.</p>	No Comparable Provision	
46	<p>Standard adult high school diploma requirements. (a) Directs the education commissioner to establish criteria and requirements for eligible adult basic education consortia to effectively operate and provide instruction under this section.</p> <p>(b) Directs an eligible and interested adult basic education consortium to apply to the commissioner for approval to provide an adult high school diploma program for adult basic education students. Requires an approved consortium to submit data annually to demonstrate its compliance with federal and state law, its approved application, and the efficacy of its adult high school diploma program. Directs the commissioner to use the data to evaluate the program at least every five years. Allows the commissioner to limit the number or size of programs based on specified criteria.</p>	Similar; See SF 1984-1 on General Orders	

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Section	Article 3: Education Excellence		Article 2: Education Excellence
	<p>(c) Requires a program provider to work with a student to: identify the student’s goals, skills, and experiences, required competencies already completed, and goals and options for viable career pathways; assess the student’s instructional needs; and develop an individualized learning plan to guide the student in completing program requirements and realizing career goals. Requires the program provider to provide the student ongoing advice, monitor the student’s progress, and provide the student with needed academic support services. Directs the program provider to conduct an exit interview to examine the student’s experience with the program and to help the student transition to training, a career, or postsecondary education.</p> <p>(d) Requires competencies and other program requirements to be rigorous and uniform and align with state high school standards applicable to adult learners and their career and college needs. Requires the commissioner to establish competencies, skills, and knowledge requirements in language arts, math, career development and employment-related skills, social studies, and science.</p> <p>(e) Allows students to demonstrate completion of program requirements by verifying the student’s prior experiences, knowledge and skills as measured by assessments or credentials, completed adult basic education instruction and courses, and applied and experiential learning.</p> <p>(f) Requires program providers to transmit the records of transfer students. Directs the commissioner to establish a uniform format and transcript for recording student work and preserving and transferring student records. At the student’s</p>		

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Section	Article 3: Education Excellence		Article 2: Education Excellence
	<p>request, requires program providers to transmit a student’s records to other entities.</p> <p>(g) Allows the commissioner to issue a standard adult high school diploma and transmit the student’s transcript and record of work. Allows a school district that is a member of an approved consortium to issue a district diploma.</p> <p>(h) Directs the commissioner to identify best practices for adult basic education programs and develop recommendations to assist approved consortia in providing an adult high school diploma program. Directs the commissioner to assist program providers.</p> <p>(i) Directs the commissioner to consult with practitioners on establishing standards, requirements, and other criteria to ensure that individuals with a standard adult high school diploma are as equally well prepared and qualified graduates as individuals with a standard high school diploma. Directs the commissioner, in consultation with the practitioners, to regularly review program requirements and diploma standards.</p> <p>Makes this section effective August 1, 2014.</p>		
47	<p>Desegregation/Integration and Inclusive Education Rules. Strikes an obsolete date. Clarifies that desegregation/integration and inclusive education rules must be consistent with the statutory Achievement and Integration for Minnesota program.</p>	<p>No Comparable Provision</p>	

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Section	Article 3: Education Excellence		Article 2: Education Excellence
		No Comparable Provision	Section 27. Powers and Duties; Report. Directs the P-20 partnership to make recommendations to the Governor and legislature on realigning the governance and administrative structures of early education, kindergarten through grade 12, and postsecondary systems in Minnesota.
49	<p>Career pathways and technical education; key elements; stakeholder collaboration. (a) Directs the P-20 partnership to work with major education stakeholders, groups, and constituencies to recommend to the legislature ways to identify policy, administrative, and statutory changes affecting the World's Best Work Force, students' transition plan to postsecondary education and employment, teacher and administrator licensing, and staff development, among other statutory provisions, in order to effect and, if appropriate, revise a P-20 education system premised on students' individual career and college readiness plans and goals. Directs the P-20 partnership to consider how to: provide students access to knowledgeable individuals and reliable information to pursue career and technical education and other options; engage students in developing and reviewing their own career and college readiness plans and goals and in pursuing academic and applied and experiential learning to help them realize their goals; and identify and apply measures of student progress and program efficacy that can accommodate students' prior education-related experiences and applied and experiential learning.</p> <p>(b) Directs the P-20 partnership to recommend to the commissioner and postsecondary institutions and programs how to organize and implement a framework of the foundational knowledge and skills and career fields, clusters,</p>	No Comparable Provision	

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Section	Article 3: Education Excellence		Article 2: Education Excellence
	<p>and pathways for students enrolled in a secondary school, postsecondary institution, or work-based program. Lists five key elements of these programs of study.</p> <p>(c) Directs education stakeholders to examine redesigning teacher and school administrator licenses and make recommendations to the Board of Teaching and the board of school administrators to create specialized licenses, credentials, and other endorsement forms to increase students' participation in career and college-ready opportunities. Also directs the education stakeholders to examine how to restructure staff development and training opportunities.</p> <p>(d) Directs the P-20 partnership to recommend to affected state agencies and postsecondary institutions and systems how to create a mobile, Web-based hub for students and their families that centralizes existing resources on career and employment trends and the needed educational pathways.</p> <p>Makes this section effective immediately.</p>		
50	<p>Rules for open enrollees (Minnesota State High School League). (c) Directs the Minnesota State High School League to adopt league rules making a student with an individualized education program or a 504 plan who transfers from one public school to another public school as a reasonable accommodation to reduce barriers to educational access immediately eligible to participate in league-sponsored varsity competition on the same basis as other students in the school to which the student transfers.</p> <p>Makes this section effective immediately and applicable to all student transfers initiated after that date.</p>	<p>No Comparable Provision</p>	

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Section	Article 3: Education Excellence		Article 2: Education Excellence
51	<p>Effective date. Changes a enrolling effective date triggered by the ratification of collective bargaining agreements to a single effective date that is uniformly applicable.</p>	<p>No Comparable Provision</p>	
52	<p>Chaska school start date for the 2016-2017 school year only. Allows the Chaska school district to begin the 2016-2017 school year before the statutory Labor Day start date.</p> <p>Makes this section effective for the 2016-2017 school year only.</p>	<p>No Comparable Provision</p>	
53	<p>School year-long student teaching pilot project.</p> <p>Subd. 1. Establishment; eligibility. (a) Establishes a pilot program for the 2015-2016 through 2018-2019 school year to provide teacher candidates with intensified and authentic classroom learning and experience so that as newly licensed teachers they are equipped with the best research and best practices available and can immediately begin work to increase student growth and achievement.</p> <p>(b) Declares as eligible an approved teacher preparation program interested in participating in a partnership with one or more school districts or charter schools if, during the 2014-2015 school year, the interested teacher preparation program identifies needed changes to its program curriculum, develops an implementation plan, and receives Board of Teaching approval to modify its application to the board, and meets the criteria of subdivision 2.</p>	<p>No Comparable Provision</p>	

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Section	Article 3: Education Excellence		Article 2: Education Excellence
	<p>Subd. 2. Application and selection process. (a) Allows eligible partnerships to apply to the Board of Teaching. Requires an applicant to demonstrate its ability to offer a school year-long student teaching program that combines clinical opportunities, academic course work, and in-depth student teaching experiences. Requires a student teacher to have: ongoing access to mentors; ongoing coaching and assessment; assistance in providing an individual professional development plan; and structured learning experiences in collaboration with local professionals and community experts; and receive payment for student teaching time.</p> <p>(b) Directs the Board of Teaching to make an effort to select qualified and diverse applicants from throughout the state.</p> <p>Subd. 3. Annual report; evaluation. Directs the Board of Teaching to annually transmit to the legislature by February 1 a data-based report showing participants' success in preparing newly licensed teachers.</p> <p>Makes this section effective for the 2014-2015 through 2018-2019 school years.</p>		
54	<p>Independent School District No. 2142, St. Louis County. Allows the St. Louis County school board to hold its meetings at the district's administrative office or at another convenient location outside district boundaries if notice is provided.</p> <p>Makes this section effective July 1, 2014.</p>	No Comparable Provision	

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Section	Article 3: Education Excellence		Article 2: Education Excellence
55	<p>Review; tournament structure and activities. Directs the Minnesota State High School League to review playoff and championship data for member schools and conferences throughout Minnesota to determine how to make its tournament structure and activities more competitive and submit the data and its findings to the legislature by February 15, 2015.</p> <p>Makes this section effective immediately.</p>	<p>No Comparable Provision</p>	

Section	Article 4: Special Programs		Article 3: Special Programs
1	<p>Reasonable force standard. Corrects obsolete cross references.</p> <p>Makes this section effective immediately.</p>	<p>Same</p>	<p>Section 1. Reasonable Force Standard. Corrects an obsolete cross-reference.</p>
2	<p>Definitions. Strikes paragraph (c) defining an “individual interagency intervention plan” to mean a standardized written plan describing programs or services or funding sources available to eligible children with disabilities. Makes technical changes to conform with striking paragraph (c).</p>	<p>Same</p>	<p>Section 2. Definitions. Strikes outdated language relating to individual interagency intervention plans.</p>
3	<p>State Interagency committee. Directs the education commissioner to convene a state interagency committee on the governor’s behalf. Strikes requirements: for 19 members; directing the Association of Minnesota Counties to appoint two county representatives as committee members, one of whom must be an elected official; developing guidelines for coordinating dispute resolution systems. Makes technical changes.</p>	<p>Same</p>	<p>Section 3. State Interagency Committee. Updates the committee membership.</p>

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Section	Article 4: Special Programs		Article 3: Special Programs
4	<p>Additional duties. Amends requirements governing interagency early intervention committee boards. Strikes requirements to: assist in removing barriers to local coordination of services; identify local funding for services provided to children with disabilities; use a standardized written plan for providing services; access the dispute resolution system and incorporate guidelines for coordinating services; use the evaluation process to measure local interagency success in improving the quality and coordination of services; and develop a transitional plan for children moving between system.</p>	<p>Same</p>	<p>Section 4. Additional Duties. Removes language no longer relevant to the interagency early intervention committees.</p>
5	<p>Responsibilities of school and county boards. (a) Requires services to conform with a standard written plan instead of an Individual Interagency Intervention Plan.</p> <p>(b) Makes conforming changes.</p> <p>(c) Allows rather than requires service responsibilities for eligible children to be established in interagency or joint powers board agreements. Allows rather than requires interagency and joint powers board agreements to provide for coordinated interagency services. Makes a technical change.</p>	<p>Same</p>	<p>Section 5. Responsibilities of School and County Boards. Updates language relating to school and county board responsibilities for coordinating services for eligible children ages 3 to 21.</p>

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Section	Article 4: Special Programs		Article 3: Special Programs
6	<p>Special instruction for children with a disability. Defines “free appropriate public education” to mean special education and related services that: are provided at public expense, under public supervision and direction and without charge; meet state standards, including IDEA, Part B or C; include an appropriate preschool, elementary or secondary school education; and are provided to children ages 3 through 21 in conformity with an individualized education program that meets IDEA requirements and to infants and toddlers in conformity with individualized family service plan that meets IDEA requirements.</p>	<p>Same</p>	<p>Section 6. Special Instruction for Children with a Disability. Defines free appropriate public education to mean special education and related services that: are provided at public expense; meet the standards of the state, including requirements of the Individuals with Disabilities Education Act; include an appropriate preschool, elementary school, or secondary school education; and are provided to children ages 3 to 21 in conformity with an individualized education program or an individualized family service plan.</p>
7	<p>Individualized education programs. Replaces incorrect terms so that the statute refers to an initial evaluation or re-evaluation and not an initial assessment or reassessment.</p>	<p>Same except SF has immediate effective date.</p>	<p>Section 7. Individualized Education Programs. Clarifies that student eligibility and needs under an individualized education program are determined at the time of initial evaluation and re-evaluation.</p>
		<p>Same. See HF 3172-2, article 18, section 1, subd. 2. Adopted by Conference Committee. April 24, 2014.</p>	<p>Section 8. Restrictive Procedures. Corrects an incorrect cross-reference.</p>
8	<p>Community transition interagency committee. Allows rather than requires school districts or special education districts to cooperate with local counties in establishing a community transition interagency committee for youth with disabilities. Recommends rather than requires specific member representation on the committee. Strikes language requiring the committee to elect a chair and meet regularly. Allows rather than requires the committee to prepare the youth for further education, employment, and independent living. Strikes language requiring the committee to follow commissioner procedures and prepare a yearly summary that must be disseminated by October 1.</p>	<p>Same</p>	<p>Section 9. Community Transition Interagency Committee. Makes the committee permissive and eliminates a report to the department.</p>

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Section	Article 4: Special Programs		Article 3: Special Programs
9	<p>Interagency early intervention committees. (a) Makes technical changes. Strikes representatives of county boards and school boards from the list of required members on the Interagency Early Intervention Committee. Strikes language requiring the committee to: establish and evaluate assessment and community learning systems and procedural safeguards and recommend improvements; assure development of individualized family service plans and individualized education programs and recommend assigning financial responsibility; facilitate development of a transition plan for children under three; and develop a legally enforceable policy to give another committee member access to nonpublic data.</p>	Same	<p>Section 10. Interagency Early Intervention Committees. Clarifies the duties of interagency early intervention committees.</p>
10	<p>Cross-subsidy report. Requires the commissioner to submit an annual cross-subsidy report to the legislature by March 30 instead of January 10.</p>	Same	<p>Section 11. Cross-subsidy Report. Changes the annual due date of the cross-subsidy report.</p>
11	<p>Agency report to court; court review. Changes references from a child’s individual interagency intervention plan to a child’s standard written plan.</p>	Same	<p>Section 12. Agency Report to Court; Court Review. Corrects an incorrect term and cross reference.</p>
12	<p>Definitions. Corrects an incorrect and obsolete cross reference. Makes this section effective immediately.</p>	Same	<p>Section 13. Definitions. Corrects an incorrect cross-reference related reporting the maltreatment of minors.</p>
13	<p>Improving the academic performance of underachieving students through a multi-tiered system of early intervention and instructional support. Directs the education commissioner, in consultation with University of Minnesota psychology department faculty and representatives of special education and regular education school administrators and teachers, parents, cooperating school districts, and special</p>	No Comparable Provision	

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Section	Article 4: Special Programs		Article 3: Special Programs
	<p>education advocacy groups, among others, to develop recommendations for improving the academic performance of under achieving students through a multi-tiered system of early intervention and instructional support. Directs the commissioner to submit written recommendations to the legislature by February 15, 2015.</p> <p>Makes this section effective the day following final enactment.</p>		
		<p>See HF3172, second engrossment, article 18, section 12. HF refers to Minn. Stat. § 14.389, subd. 5, requiring a public hearing if 100 people request it.</p>	<p>Section 14. Rulemaking Authority; Special Education Task Force Recommendations. Directs the Commissioner of Education to use the expedited rulemaking process to make the rule changes recommended by the Special Education Case Load and Rule Alignment Task Force in its February 2014 report.</p>
<p>14</p>	<p>Repealer. Repeals section 125A.027, subdivision 3 (establishing now-outdated timelines by which governing boards of interagency early intervention committees must implement a coordinated service system for children with disabilities).</p>	<p>Same</p>	<p>Section 15. Repealer. Repeals obsolete language relating to implementation timelines for interagency early intervention committees.</p>

Section	Article 5: Nutrition Overview		Article 4: Nutrition
<p>1</p>	<p>School food services fund. Requires capital expenditures for purchasing food service equipment to be made from the general fund and not the food service fund unless the restricted balance, instead of the unreserved balance, in the food service fund at the end of the last fiscal year is greater than the cost of the equipment being purchased.</p>	<p>Same</p>	<p>Section 1. School Food Service Fund. Corrects a term to conform with school district fund accounting requirements.</p>

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Section	Article 5: Nutrition Overview		Article 4: Nutrition
2	Donations to food shelf programs. Allows schools and community organizations participating in federal child nutrition meal programs to donate food to food shelf programs if the food shelf: is a nonprofit corporation or affiliated with one; distributes food without charge to needy individuals; does not limit food distribution based on criteria other than need; and has a stable address and directly serves individuals.	Same except SF refers to “unused” food on 50.25.	Section 2. Donations to Food Shelf Programs. Authorizes participants in any federal child nutrition program to donate unused food to qualifying food shelf programs.

Section	Article 6: Early Childhood Education, Self-Sufficiency, and Life-Long Learning Overview		Article 5: Early Childhood Education, Self-Sufficiency, and Life-Long Learning
1	People to be served. Provides state-approved alternative programs to secondary students but not adults.	Same	Section 1. People to be Served. Clarifies that funding is no longer provided for adults through alternative programs.
2	Family eligibility. (a) Clarifies family eligibility requirements for early learning scholarships: requires a child to be three or four years old on September 1 of the current school year; and allows parents to document their family’s eligibility by showing their children’s current participation in the Food Distribution Program on Indian Reservations.	SF provides scholarships “as long as funds are available.”	Sections 2 and 3. Family Eligibility. Replaces the term “early childhood education scholarship” with “early learning scholarship.” Adds participation in the federal food distribution program on Indian reservations as automatic eligibility for an early learning scholarship. Clarifies that the sibling preference and continuing scholarships are provided as long as funds are available.
3	Early childhood program eligibility. Makes a technical change from early childhood education scholarship to early learning scholarship.	Same	Sections 2 and 3. Family Eligibility. Replaces the term “early childhood education scholarship” with “early learning scholarship.” Adds participation in the federal food distribution program on Indian reservations as automatic eligibility for an early learning scholarship. Clarifies that the sibling preference and continuing scholarships are provided as long as funds are available.

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Section	Article 6: Early Childhood Education, Self-Sufficiency, and Life-Long Learning Overview		Article 5: Early Childhood Education, Self-Sufficiency, and Life-Long Learning
		No Comparable Provision	Section 4. Report Required. Requires the Commissioner to include student outcomes by program setting, the number of scholarship recipients in each program setting, and a geographic summary of recipients by county, in the evaluation of the early learning scholarship program. Directs the Commissioner to submit the report to the legislature by January 15, 2016.

Section	Article 7: Libraries Overview		Article 6: Libraries
1	Eligibility. At the request of the regional public library system, allows the education department to grant exceptions to the minimum open hours requirement for: emergency maintenance and repairs following a natural disaster; exceptional economic circumstances; building repair or maintenance affecting public service areas; or documented seasonal use patterns.	Same	Section 1. Eligibility. Allows the Commissioner to grant exceptions to the minimum open hours requirement of regional public library systems to accommodate closings due to emergency maintenance and repairs, exceptional economic circumstances, or seasonal use patterns.
2	Consultation; libraries and service delivery. Directs the education commissioner to consult with various experts on increasing service delivery and collaboration between library governance systems to ensure equitable and cost-effective access to library services throughout Minnesota and increase access to emerging electronic services. Directs the commissioner to report to the legislature by February 1, 2015. Makes this section effective immediately.	No Comparable Provision	

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Section	Article 8: Unsession Changes		Article 9: Unsession Changes
1	Motorcycle safety education program. Changes a reference from the commissioner of education to the commissioner of public safety. Strikes language allowing the public safety commissioner to make motorcycle safety fund grants to the education commissioner.	Same except HF needs technical correction on 136.13.	Section 1. Motorcycle Safety Education Program. Transfers responsibility for the program to the Commissioner of Public Safety.
		No Comparable Provision	Section 2. Additional Duties. Removes state level duties of the Early Learning Council that have already been completed and the due dates have passed.
2	Administration. Strikes obsolete language pertaining to 2007 appropriations and a fiscal year 2009 funding stream.	Same	Section 3. Administration. Repeals an obsolete provision relating to funding for the Early Learning Council which was effective for fiscal year 2009 only.
3	Revisor’s instruction. Directs the revisor to re-number a statutory section and make consistent cross-reference changes.	Same	Section 4. Revisor’s Instruction. Directs the Revisor to renumber the Motorcycle Safety Education Program section.
4	Repealer. Repeals sections 119A.04, subdivision 3 (transferring powers and duties of the Office of Strategic and Long-Range Planning); 119A.08 (establishing a pilot project for family services collaboratives to deliver and broker services through neighborhood-based community organizations); 120A.30 (employment of attendance officers to investigate truancy and other absences); 120B.19 (Chinese language programs); 120B.24 (establishing an endowed chair); 121A.17, subdivision 9 (allowing school boards to consult with local societies of health care providers); 122A.52 (withholding teachers’ wages for failing to make a report or return a register); 122A.53 (requiring teachers to keep a register); 122A.61, subdivision 2 (reserving staff development for a career teacher program); 124D.24 (citing the Minnesota Family Connections Act); 124D.25 (establishing the purpose	Same except HF repeals Minnesota Statutes, section 119A.08 and SF repeals Minnesota Statutes, section 122A.71.	Section 5. Repealer. Repeals sections 119A.04, subdivision 3 (Transfer of Duties from Office of Strategic and Long-Range Planning); 120A.30 (Attendance Officers); 120B.19 (Chinese Language Programs; Curriculum Development Project); 120B.24 (Endowed Chair); 121A.17, subdivision 9 (Developmental Screening Program Information); 122A.52; 122A.53 (Teacher Registers); 122A.61, subdivision 2 (Career Teacher Staff Development); 122A.71 (Research on Program Effectiveness); and 124D.24 to 124D.31 (Minnesota Family Connections Act.)

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Section	Article 8: Unsession Changes		Article 9: Unsession Changes
	of the Minnesota Family Connections Act); 124D.26 (establishing an improved learning program); 124D.27 (establishing a Minnesota Family Connections advisory council); 124D.28 (list Minnesota Family Connections program components); 124D.29 (allowing the Minnesota Family Connections program to include a career teacher component); 124D.30 (establishing Minnesota Family Connections aid); 124D.31 (reserving revenue for a Minnesota Family Connections or mentor-teacher program).		

Section	Article 9: Conforming Changes		Article 10: Unsession Conforming Changes
1	Applicability. Strikes a cross reference to a section repealed in the article containing unsession changes.	Same	Sections 1 to 4. Conforming Changes. Removes cross-references to the statutes repealed in Article 9, section 5.
2	Officers, teachers; neglect of duty; penalty. Strikes a cross reference to a section repealed in the article containing unsession changes.	Same	Sections 1 to 4. Conforming Changes. Removes cross-references to the statutes repealed in Article 9, section 5.
3	Commissioner’s assistance; board money. Strikes a cross reference to a section repealed in the article containing unsession changes.	Same	Sections 1 to 4. Conforming Changes. Removes cross-references to the statutes repealed in Article 9, section 5.
4	Schedule adjustments. Strikes cross references to sections repealed in the article containing unsession changes.	Same	Sections 1 to 4. Conforming Changes. Removes cross-references to the statutes repealed in Article 9, section 5.

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Section	Article 10: Interstate Compact		Article 8: Interstate Compact on Educational Opportunity for Military Children
	<p>Article 3, section 48: Establishment; membership. (a) Includes a representative appointed by the adjutant general of the Minnesota National Guard as a member of the P-20 education partnership.</p> <p>(d) Makes the P-20 education partnership the state council for the Interstate Compact on Educational Opportunity for Military Children, and makes the partnership chair responsible for administering and managing the state’s participation in the compact.</p>	<p>HF makes military representative a P-20 member. SF includes military representative when P-20 conducts business related to the Interstate Compact.</p>	<p>Section 1. Establishment; Membership. Requires the P-20 Education Partnership to be the state council for the Interstate Compact and that the chair serves as the compact commissioner on behalf of the state. Directs the partnership to include a representative from a military installation when conducting business required under the compact.</p>
1	<p>Interstate Compact on Educational Opportunity for Military Children.</p> <ul style="list-style-type: none"> • Article I defines the purposes of the compact. • Article II defines the terms used in the compact. • Article III defines students’ eligibility for purposes of the compact. • Article IV provides for official and unofficial transfer of education records, immunization requirements, and age requirements for entering kindergarten and first grade. • Article V addresses issues of course and education program placement, special education services and appropriate student placement, placement flexibility, and excused absences related to deployment activities. 	<p>Similar. HF deletes article XVIII, paragraph A, clause 2, allowing compact to supercede conflicting state laws. SF, article XIII allows for nonbinding dispute resolution and deletes provision for attorney’s fees in the event of judicial enforcement.</p>	<p>Section 2. Interstate Compact on Educational Opportunity for Military Children. Restates the compact.</p>

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Section	Article 10: Interstate Compact		Article 8: Interstate Compact on Educational Opportunity for Military Children
	<ul style="list-style-type: none"> • Article VI establishes eligibility for enrollment and participation in extracurricular activities. • Article VII facilitates on-time graduation through waivers and alternative exit exams, and a process to accommodate student transfers during senior year. • Article VIII makes member states responsible for coordinating activities among affected state and local agencies and military installations. • Article IX creates an Interstate Commission on Educational Opportunity for Military Children and makes commission activities a discretionary state function. • Article X identifies the powers and duties of the interstate commission. • Article XI explains the organization and operation of the interstate commission. • Article XII gives the interstate commissioner the ability to promulgate rules. • Article XIII establishes terms for oversight, enforcement, and dispute resolution. • Article XIV directs the interstate commission to pay reasonable expenses for its establishment, organization, and ongoing activities. 		

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Section	Article 10: Interstate Compact		Article 8: Interstate Compact on Educational Opportunity for Military Children
	<ul style="list-style-type: none"> • Article XV makes states eligible to become member states. • Article XVI allows a member state to withdraw from the compact by repealing the statute enacting the compact into law. • Article XVII declares the compact provisions to be severable and liberally construed to effect compact purposes. • Article XVIII makes the effect of the compact and compact agreements binding on a member state and supercedes state laws conflicting with the compact. 		
2	<p>Prevailing law; academic credits; high school diplomas. States that where Minnesota statute or rule governing the awarding of academic credits or a high school diploma or an equivalent degree or credential conflicts with this compact, Minnesota law supersedes the provisions of this compact to the extent of the conflict.</p>	<p>No Comparable Provision</p>	
3	<p>Prevailing law; education records. Declares that Minnesota law governing access to student data or other education-related data supercedes the provisions of the interstate compact to the extent a conflict exists.</p>	<p>No Comparable Provision</p>	

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Section	Article 10: Interstate Compact		Article 8: Interstate Compact on Educational Opportunity for Military Children
4	<p>Military-connected youth identifier. (a) Requires updated school district enrollment forms to allow students to self-identify as military-connected youth.</p> <p>(b) Makes data collected under this section private data but allows the education department to publish summary data under this section.</p>	<p>Similar. SF includes reference to Chapter 13</p>	<p>Section 3. Military-Connected Youth Identifier. Requires school districts to include a box on the enrollment form to allow students to self-identify as military-connected youth. Classifies the data collected as private data on individuals, but allows the Commissioner to publish summary data.</p>