

Bill Comparison Summary of House File H2497-4 with Senate Files S1311-2 and UEH2497-1

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Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 1: General Education		S.F.	Section	Article 1: General Education
1	<p>Access to menstrual products. Requires a school district or charter school to provide access to menstrual products at no charge. Requires the menstrual products to be available to all menstruating students in restrooms regularly used by students in grades 4 to 12 according to a plan developed by the school district. Defines “menstrual products.”</p> <p>This section is effective January 1, 2024.</p>	Same.	2497	1	<p>Access to Menstrual Products. Requires a school district or charter school to provide access to menstrual products at no charge to students in grades 4 through 12. Defines “menstrual products.”</p>
2	<p>Opiate antagonists. Requires a school district or charter school to maintain a supply of opiate antagonists at each school site. Requires two doses of nasal naloxone to be available on-site in each school building. Requires the commissioner of health to develop and disseminate a training video on administering naloxone.</p>	No comparable provision.			
3	<p>Publication. [Review and Comment for school construction.] Requires a district to publish a summary of the commissioner’s review and comment of a construction project at least 48 days before a referendum for bonds or solicitation of bids</p>	Same.	1311	13	<p>Article 1: Administrative Corrections, Accountability, and Transparency</p> <p>Publication. Changes the timeline for a school district to publish a summary of the commissioner’s review and comment from at least 20 days before the election to at least 48 days before the election.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 1: General Education		S.F.	Section	Article 1: General Education
4	<p>Board control. [Pupil transportation] Allows the board of a school district and a nonpublic school to mutually agree to a written plan for transportation of nonpublic students.</p> <p>Authorizes a school board that provides pupil transportation through its own employees to transport the nonpublic pupils according to the plan. Authorizes the nonpublic school to pay an additional amount to the school district for pupil transportation beyond the transportation required in statute. Authorizes a similar arrangement for a school district that contracts for transportation services from a private provider of transportation services.</p> <p>Requires the school district to report the number of nonpublic students transported, including the nonpublic students transported under a contract, to the Department of Education in the form and manner specified by the commissioner so that the district’s nonpublic pupil transportation aid remains unaffected by the nonpublic pupil transportation provided under the plan.</p>	Same.	1311	14	<p>Article 1: Administrative Corrections, Accountability, and Transparency</p> <p>Board control. Allows a school board and a nonpublic school to mutually agree to a written plan for the board to provide nonpublic pupil transportation. Requires a school district to report the number of nonpublic students transported and the nonpublic pupil transportation expenditures to the commissioner.</p>
5	<p>Area learning center transportation. Creates a new categorical aid to reimburse school districts for the costs of transporting students to and from an ALC program. Requires school districts to submit their costs for the transportation services to the commissioner of education in the form and manner established by the</p>	No comparable provision.			

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HOUSE			SENATE		
Section	Article 1: General Education		S.F.	Section	Article 1: General Education
	commissioner. Limits the total aid to not more than \$1,000,000 per year.				
		No comparable provision.	2497	2	Definitions. Updates the online learning option definition of “student” to include those enrolled in a Tribal contract or grant school.
		No comparable provision.	2497	3	Financial arrangements. Updates the online learning options average daily membership to include a student enrolled in a Tribal contract or grant school.
6	Career and Technical Education (CTE) consortium. Adds the Career and Technical Education (CTE) consortia to state statutes and describes the consortia’s activities. Increases the consortia’s appropriation from \$3,000,000 to \$5,000,000 per year and extends the program statewide.	No comparable provision.			
7	English learner. Qualifies early childhood special education students for English learner (EL) services and revenue and excludes the years of service prior to kindergarten from the seven-year limit on funded services.	Same.	2497	4	English learner. Updates the definition of “English learner” to include an early childhood special education student.
8	School district EL revenue. Moves the EL funding components into one subdivision. Increases the EL basic allowance from \$704 to \$1,000 per qualifying EL student. Creates a new component of EL revenue that funds an increasing percentage of the	Same.	2497	5	School district EL revenue. Increases the per pupil allowance from \$704 to \$1,000 for English learners. Phases in an English learner cross subsidy aid at 10.3 percent in fiscal year 2024, 33 percent in fiscal year 2025, and 64.4 percent in fiscal year 2026 and later. Defines a district’s

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HOUSE		SENATE			
Section	Article 1: General Education		S.F.	Section	Article 1: General Education
	difference between a school’s EL spending and its EL revenue. Sets the percentage at 33 percent of the difference in FY 25, 66 percent of the difference in FY 26, and 100 percent of this amount for FY 27 and later.				English learner cross subsidy aid as the greater of zero or the difference between the district’s expenditure for qualifying English learner services for the second previous year and the district’s English learner revenue for the second previous year.
9	<p>General education basic revenue.</p> <p>Increases the general education basic formula allowance from \$6,863 to \$7,138 per pupil for fiscal year 2024 (4 percent increase) and to \$7,281 per pupil for fiscal year 2025 (2 percent increase). Increases the general education basic formula allowance for fiscal year 2026 and later by the rate of inflation as measured by the Consumer Price Index, but not to exceed 3 percent per year.</p>	Different.	2497	8	<p>Basic revenue.</p> <p>Sets the formula allowance at \$7,138 in fiscal year 2024, and \$7,495 in fiscal year 2025 and later.</p>
10	<p>Extended time revenue.</p> <p>Expands extended time revenue to include summer services to students who are attending a day treatment program or who are placed at a children’s residential facility.</p> <p>Defines "children's residential facility" as a residential facility for children, including a psychiatric residential treatment facility (PRTF), licensed by the Department of Human Services or the Department of Corrections and subject to Minnesota Rules, chapter 2960, or an inpatient hospitalization that includes mental health services.</p>	No comparable provision.			

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HOUSE			SENATE		
Section	Article 1: General Education		S.F.	Section	Article 1: General Education
11	<p>Local optional revenue. Adjusts the equalizing factor for local optional revenue to balance other levy changes.</p>	Similar.	2497	9	<p>Local optional revenue. Updates the second tier local optional levy equalizing factors starting in fiscal year 2025 so that the bill does not increase total statewide levies above the amount estimated under the February 2023 forecast.</p>
12	<p>Compensatory education revenue. Requires compensatory revenue to be calculated for fiscal year 2025 with the hold harmless created in the free meals act (ensuring no loss of revenue between fiscal year 2024 and 2025). Creates a new formula for fiscal years 2026 and later by multiplying a compensatory allowance by the number of pupils eligible at each site.</p>	No comparable provision.			
13	<p>Definitions. [Compensatory revenue] Defines terms for the new compensatory hold harmless.</p>	No comparable provision.			
14	<p>Free and reduced-price meals. Requires the commissioner to determine the number of free and reduced-price meals eligible students at each school site through the direct certification process and other means as necessary at the discretion of the commissioner.</p>	No comparable provision.			
15	<p>Statewide compensatory allowance. Establishes a statewide compensatory allowance inflator for fiscal years 2026 and later to link the growth in</p>	No comparable provision.			

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HOUSE			SENATE		
Section	Article 1: General Education		S.F.	Section	Article 1: General Education
	compensatory revenue to the growth in the general education basic formula allowance.				
16	<p>Basic skills revenue. Moves the concentration portion of the EL revenue formula (up to \$250 per EL pupil) to the EL revenue section of statute.</p>	Same.	2497	10	<p>Basic skills revenue. Makes a technical change so that all the English learner revenue calculations are in Minnesota Statutes, 124D.65, subdivision 5.</p>
17	<p>Total operating capital revenue. [General education revenue] Adds \$2 per adjusted pupil unit to a district’s operating capital revenue. The increased revenue is to supply menstrual products to students and at least two doses of opiate antagonists at each school site.</p>	Similar; House includes opiate antagonists.	2497	11	<p>Total operating capital revenue. Increases the operating capital revenue for a district by \$2 times the adjusted pupil units for the school year to be used to supply menstrual products under Minnesota Statutes, section 126C.10, subdivision 14, clause (26).</p>
18	<p>Operating capital levy. [General education revenue] Excludes the additional \$2 per adjusted pupil unit in revenue from the calculation of a district’s capital levy so that the increase in revenue is all aid. Modifies the operating capital levy to adjust for other levy changes in this bill. This section is effective for revenue for fiscal year 2024 and later.</p>	Similar purpose.	2497	12	<p>Operating capital levy. Updates the operating capital equalizing factor starting in fiscal year 2025 so that the bill does not increase total statewide levies above the amount estimated under the February 2023 forecast.</p>

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HOUSE			SENATE		
Section	Article 1: General Education		S.F.	Section	Article 1: General Education
19	<p>Uses of total operating capital revenue. [General education revenue]</p> <p>Adds the costs of supplies and equipment necessary to provide students free access to menstrual products and the cost of opiate antagonists to the uses of total operating capital revenue.</p> <p>This section is effective July 1, 2023.</p>	Same on menstrual products; House includes opiate antagonists.	2497	13	<p>Uses of total operating capital revenue.</p> <p>Adds that operating capital revenue can be used to pay for the costs and supplies of menstrual products which are required to be accessible to students.</p>
20	<p>Pupil transportation sparsity adjustment.</p> <p>Increases the portion of a school district’s unfunded pupil transportation expenses that are funded through state aid from 18.2 percent to 40 percent of the unfunded amount.</p>	No comparable provision.			
21	<p>Class size reporting by school site.</p> <p>Requires school districts and charter schools annually to report class size ratios to the commissioner of education. Limits the reporting to grade level by site for elementary grades, and requires reporting at the secondary level of class size by grade by site for each class that satisfies a graduation requirement (i.e. language arts, math, science and social studies).</p> <p>Requires the commissioner annually to summarize and report the site level data to the education committees of the legislature.</p>	Similar intent; different reporting procedure.	2497	14	<p>Reporting.</p> <p>Requires a school district to report class size ratios under learning and development revenue by each grade to the commissioner of education starting in the 2023-2024 school year. Requires the department to submit a report to the legislature by December 1, 2024.</p>
		No comparable provision.	2497	15	<p>General Education Disparity Aid.</p> <p>Creates a new general education disparity aid. Calculates the general education disparity aid by taking .37 times the greater of</p>

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HOUSE			SENATE		
Section	Article 1: General Education		S.F.	Section	Article 1: General Education
					(1) zero; or (2) the difference between the amount of general education revenue per adjusted pupil unit for a district at or immediately below the 20th percentile of districts; and the amount of general education revenue per adjusted pupil unit for the district times the district’s adjusted pupil units.
22	Uses of revenue. [Compensatory revenue] Restructures, narrows, and reorganizes the acceptable uses of compensatory revenue for fiscal year 2024 and later.	No comparable provision.			
23	Building allocation. [Compensatory revenue] Requires at least 60 percent of a school district’s compensatory revenue to remain at the site where the revenue was generated (current law requires 50 percent of compensatory revenue to remain at the site where the revenue was generated).	Different; House at 60 percent, Senate at 80 percent.	2497	16	Building allocation. Changes the percent of compensatory revenue that a district or cooperative is required to spend at each building generating the revenue from 50 percent to 80 percent.
24	Annual expenditure report. [Compensatory revenue] Requires a school district to report whether programs funded with compensatory revenue are consistent with best practices demonstrated to raise student achievement. Requires the Minnesota Department of Education (MDE) and the regional centers of excellence to provide schools with resources to identify best practices when implementing compensatory revenue programs.	Different.	1311	24	Article 1: Administrative Corrections, Accountability, and Transparency Annual expenditure report. Clarifies the commissioner’s reporting requirements for Basic Skills Revenue and Safe Schools Revenue.

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HOUSE			SENATE		
Section	Article 1: General Education		S.F.	Section	Article 1: General Education
25	<p>Renewal by school board. [Operating referendum] Authorizes a school board to renew an operating referendum previously approved by the voters by board action. Limits the term of the renewal to no more than 10 years. Requires the school board to adopt a written resolution authorizing the referendum after holding a meeting and allowing public testimony.</p>	Senate allows one renewal by board; House unlimited.	2497	17	<p>Renewal by school board. Authorizes a school board to renew an expiring referendum one time if specific conditions are met.</p>
26	<p>Payment to unemployment insurance program trust fund by state and political subdivisions. Excludes any summer term hourly worker unemployment insurance cost from a school district’s annual levy for its unemployment insurance costs (allowing a school board to continue to levy for the employee costs for those employees currently eligible for benefits).</p>	Similar intent.	2497	18	<p>Payment to unemployment insurance program trust fund by state and political subdivisions. Clarifies that a district must not include in its levy authority the costs associated with providing unemployment insurance to school employees under section 268.085, subdivision 7, paragraph (b).</p>
27	<p>Qualifications. [School trust lands director] Strikes limit on first term of school trust lands director.</p>	Same.	1311	25	<p>Article 1: Administrative Corrections, Accountability, and Transparency</p> <p>Qualifications. Strikes obsolete language regarding the first appointment of a School Trust Lands Director.</p>
28	<p>Duties, powers. [School trust lands director] Modifies duties of school trust lands director. Allows the director to employ staff in the classified service.</p>	Same.	1311	26	<p>Article 1: Administrative Corrections, Accountability, and Transparency</p> <p>Duties; powers. Clarifies the duties of the School Trust Lands Director as a fiduciary and temporary trustee of certain school trust lands.</p>

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HOUSE			SENATE		
Section	Article 1: General Education		S.F.	Section	Article 1: General Education
		No comparable provision.	1311	27	Article 1: Administrative Corrections, Accountability, and Transparency Board. Increases the number of board members of the Minnesota High School League by two members from 20 to 22 members.
29	<p>School employees; between terms denial. Makes school employees working in other than instructional, research, or principal administrative capacities eligible for unemployment benefits between school terms if they otherwise meet unemployment eligibility requirements. Modifies section 268.085, subdivision 7, to allow this group to use their wages credits for unemployment insurance benefit purposes between school terms.</p> <p>For K-12 employees, other than an instructional position means one that does not require licenses from the Professional Educator Licensing and Standards Board (PELSB) or the Board of School Administrators (BOSA).</p> <p>Makes technical changes to existing law clarifying that school employees continue to be ineligible for unemployment benefits during vacation or holiday recess periods.</p> <p>Effective the day following final enactment.</p>	Similar; Senate limits to school districts, charter schools, Minnesota State Academies, and the Perpich Center.	2497	19	<p>School employees; between terms denial. Makes K-12 hourly school employees at a public school district, charter school, the Minnesota State Academies for the Deaf and Blind, or Perpich Center for Arts Education, working in other than instructional, research, or principal administrative capacities eligible for unemployment benefits between school terms if they otherwise meet unemployment eligibility requirements. Allows the use of wage credits for unemployment insurance benefit purposes between school terms. Makes technical changes to existing law clarifying that school employees continue to be ineligible for unemployment benefits during vacation or holiday recess periods.</p>

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HOUSE			SENATE		
Section	Article 1: General Education		S.F.	Section	Article 1: General Education
30	<p>Conditions for assignment. [Assignment of refund] Modifies appeal process for a denial of commissioner’s certification that a vendor’s products and services qualify for the education tax credit.</p>	Same.	1311	28	<p>Article 1: Administrative Corrections, Accountability, and Transparency</p> <p>Conditions for assignment. Modifies the process for when a K-12 Education Credit Program certification is denied, corrects statutory citations for the appeal of the denial.</p>
		No comparable provision.	2497	21	<p>Laws 2021. Updates the effective date for Laws 2021, First Special Session chapter 13, article 1, section 9 to 2023. This relates to Article 1, Section 20 of this bill.</p>
31	<p>Unemployment insurance report. Requires the commissioners of education and employment and economic development to annually report to the relevant legislative committees on the annual reimbursable costs and the numbers of school workers receiving unemployment during the summer term.</p>	Similar intent; different language.	2497	22	<p>Report. Requires the Department of Education, in consultation with the Department of Employment and Economic Development, to report to the legislature the annual reimbursable costs and number of hourly workers receiving unemployment insurance benefits during the summer turn.</p>
32	<p>Fund transfer; Burnsville-Eagan-Savage school district. Authorizes Independent School District No. 191, Burnsville-Eagan-Savage, to transfer the net proceeds from building lease payments, and the net proceeds from the sale of a facility, after bond obligations for that facility have been satisfied (or a sufficient amount to cover future bond payments has been deposited in the debt redemption fund), to the unreserved general fund.</p>	Same.	2497	6	<p>Article 6: Facilities</p> <p>Fund transfer; Burnsville-Eagan-Savage school district. Paragraph (a) allows a fund transfer for the Burnsville-Eagan-Savage school district. Requires the district to first deposit proceeds from certain building leases into the district’s debt retirement fund to pay off any outstanding debt on the leased property that generated the revenue. After the leased property’s debts are satisfied, allows the district to deposit any</p>

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HOUSE		SENATE			
Section	Article 1: General Education		S.F.	Section	Article 1: General Education
					<p>remaining proceeds into the district’s unrestricted general fund, rather than the district’s operating capital account in the general fund.</p> <p>Paragraph (b) allows a fund transfer for the Burnsville-Eagan-Savage school district. Requires the district to first deposit proceeds from the sale or exchange of certain school buildings or property into the district’s debt retirement fund to pay off any outstanding debt on the sold or exchanged buildings or property. After the building’s or property’s debts are satisfied, allows the district to deposit any remaining proceeds into the district’s unrestricted general fund, rather than the district’s operating capital account in the general fund.</p>
33	<p>Replacing paper forms. Requires MDE to report to the education committees of the legislature about whether paper school meals eligibility forms may be eliminated without any consequences to school formulas or other data collection processes.</p>	No comparable provision.			
		No comparable provision.	1311	29	<p>Expiration of report mandates. Clarifies when report mandates expire.</p>
		No comparable provision.	2497	20	<p>English Learner Cross Subsidy Reduction Aid. Removes the \$2,000,000 English learner aid for fiscal year 2024 and 2025.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 1: General Education		S.F.	Section	Article 1: General Education
34	<p>Appropriations given effect only once. Ensures that a program that is intended to be funded only once is funded just once should the same provision be enacted in a separate omnibus funding bill.</p>	No comparable provision.			
35	<p>Appropriations. This section appropriates money for general education, enrollment options transportation, abatement aid, consolidation aid, nonpublic pupil education aid, nonpublic pupil transportation aid, the Angle Inlet school, career and technical aid, and the pregnant and parenting teen pupil transportation reimbursement.</p> <p>See fiscal worksheet for details https://www.house.mn.gov/Fiscal/Download/3464</p>	Different; see fiscal worksheets.	2497	23	<p>Appropriations. See fiscal tracking sheets.</p>
36	<p>Repealer. (a) Repeals the existing manner of computing compensatory pupil units and replaces it with the new method proposed in sections 12, 13, and 14.</p>	<p>Different. No comparable provision.</p> <p>No comparable provision.</p>	2497	24	<p>Repealer. (a) Repeals Laws 2023, chapter 18, section 4, subdivision 5 (Additional general education aid for compensatory revenue and reappropriates amount into Section 23).</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 1: General Education		S.F.	Section	Article 1: General Education
	<p>(b) Repeals Minnesota Statutes, section 268.085, subdivision 8, to remove any remaining limitation on school contractors receiving unemployment benefits. Many school contractors already qualify for unemployment between school terms, and their eligibility would not change.</p> <p>Makes paragraph (a) effective for fiscal year 2026 and later and makes paragraph (b) effective the day following final enactment.</p>	Same.			(b) Repeals Minnesota Statutes 2022, section 268.085, subdivision 8 (Services for school contractors related to unemployment benefits).

HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
1	<p>Requirements for instructors. [Compulsory instruction] Modifies requirements for a person providing home school instruction.</p>	Same.	1311	1	<p>Article 1: Administrative Corrections, Accountability, and Transparency</p> <p>Requirements for instructors. Strikes the teacher competency exam as a relicensure requirement.</p>
2	<p>Other school personnel. [E-learning days] Requires a school district or charter school to pay all employees their full wages and benefits for scheduled work hours during an e-learning period; and to allow employees to work from home to the extent practicable,</p>	No comparable provision.			

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HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
	be assigned to work in an alternative location, or be retained on an on-call basis for any potential need.				
3	Required standard. [Definitions] Modifies definition of “required standard.” Requires districts to adopt state arts standards.	Same.	1311	2	Article 1: Administrative Corrections, Accountability, and Transparency Required standard. Adds the arts to the required statewide academic standards instead of a locally adopted academic standard.
4	Required academic standards. [Required academic standards] Requires state high school math standards to include algebra II, integrated math III, or an equivalent, and grade 8 standards to include completion of algebra. Requires science standards to include earth and space science, life science, and the physical sciences. Requires districts to adopt state arts standards. Adds media arts as a fifth arts area. Modifies physical education standards requirements. Requires social studies standards to include ethnic studies.	Similar; social studies standards are different.	1311	3	Article 1: Administrative Corrections, Accountability, and Transparency Required academic standards. Modifies requirements for the mathematics and the science academic standards. Requires statewide academic standards in the arts. Adds media arts to the arts academic standards for the elementary and middle school levels.
5	Rulemaking. [Required academic standards] Strikes prohibition on MDE amending or repealing academic standards without specific legislative authorization.	Same.	1311	4	Article 1: Administrative Corrections, Accountability, and Transparency Rulemaking. Clarifies the commissioner’s authority to amend rules regarding academic standards.

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HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
6	<p>Elective standards. [Career and Technical Education] Requires local CTE standards to align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.</p>	Same.	1311	5	<p>Article 1: Administrative Corrections, Accountability, and Transparency</p> <p>Elective standards. Clarifies that school districts must regularly review their career and technical education (CTE) standards. Requires the locally adopted standards to align with Minnesota CTE Frameworks, standards developed by national CTE organizations, or recognized industry standards.</p>
7	<p>Graduation requirements. [Credits] Modifies math, science, and social studies credit requirements. Requires students to complete a course for credit in government and citizenship in grade 11 or 12 and to complete sufficient credits to satisfy the state standards in physical education. Requires students to complete a half-credit in personal finance. Requires a district to offer a course for credit in government and citizenship to students in grade 11 or 12.</p> <p>This section is effective for the 2024-2025 school year and later.</p>	Similar; civics and personal finance are different.	1311	6	<p>Article 1: Administrative Corrections, Accountability, and Transparency</p> <p>Graduation requirements. Clarifies mathematics and science graduation requirements. Adds civics, physical education, and personal finance graduation requirements. Students beginning 9th grade in the 2024-2025 school year and later must include credit for a course in government and citizenship or a rigorous course on government and citizenship in the social studies graduation requirements. Students beginning 9th grade in the 2023-2024 school year and later must complete a personal finance course during their senior year of high school.</p>
8	<p>Credit equivalencies. [Credits] Modifies reference to agriculture and business education programs. Allows a student to use an ethnic studies credit to fulfill a social studies, language arts, science, arts, or</p>	Similar; House adds ethnic studies language.	1311	7	<p>Article 1: Administrative Corrections, Accountability, and Transparency</p> <p>Credit equivalencies. Updates references to a school’s agricultural, food, and natural resources program for the economics credit equivalency.</p>

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HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
	elective credit if the credit meets the applicable academic standards or other requirements.				
9	<p>Definitions. [World’s best workforce] Defines “ethnic studies curriculum,” “antiracist,” “culturally sustaining,” and “institutional racism.”</p>	Similar.	1311	2	<p>Article 6: Supporting Teacher Recruitment, Retention, Professional Experience</p> <p>Definitions. (e) Defines “ethnic studies” having the meaning given in section 120B.025. Allows for ethnic studies curriculum to be integrated into existing curricular opportunities or provided through additional curricular opportunities. (f) Defines “antiracist” as actively working to identify and eliminate racism in all forms. (g) Defines “culturally sustaining” as integrating content and practices through schooling that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased. (h) Defines “institutional racism” as the structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.</p>
10	<p>Adopting plans and budgets. [World’s best workforce] Modifies world’s best workforce plan requirements. Requires a plan to include: a process to assess ethnic studies curriculum needs; access to ethnic studies curriculum using culturally responsive methodologies;</p>	Different.	1311	3	<p>Article 6: Supporting Teacher Recruitment, Retention, Professional Experience</p> <p>Adopting plans and budgets. Requires a school board’s world’s best workforce strategic plan to include integration of curriculum that is rigorous, accurate,</p>

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Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
	<p>integrate curriculum that is rigorous, accurate, antiracist, and culturally sustaining; and other elements.</p> <p>This section is effective for plans reviewed and updated after June 30, 2024.</p>				<p>antiracist, and culturally sustaining; a learning and work environment that supports and integrates cultural and community strengths for all students, families, and employees; and provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students.</p>
11	<p>District advisory committee. [World’s best workforce] Requires a district advisory committee to recommend strategies to ensure the curriculum is rigorous, accurate, antiracist, and culturally sustaining; and strategies regarding the learning and work environments.</p>	Same.	1311	4	<p>Article 6: Supporting Teacher Recruitment, Retention, Professional Experience</p> <p>District advisory committee. Directs the district advisory committee to recommend to the school board strategies to ensure the curriculum is rigorous, accurate, antiracist, and culturally sustaining, and strategies to ensure curriculum and learning and work environments affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups.</p>
12	<p>Gifted and talented students programs and services. Adds “services” to statute on gifted programs.</p>	Same.	1311	2	<p>Article 2: Education Excellence</p> <p>Gifted and talented student programs and services. Requires “services” in addition to programs for gifted and talented students.</p>
13	<p>Ethnic studies. Defines “ethnic studies.”</p>	Similar.	1311	1	<p>Article 2: Education Excellence</p> <p>Ethnic studies. Defines “ethnic studies” as the interdisciplinary study of race, ethnicity, and indigeneity with a focus on the experiences and</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
					perspectives of people of color within and beyond the United States.
14	<p>Ethnic studies.</p> <p>Subd. 1. Definition. Defines “ethnic studies.”</p> <p>Subd. 2. Requirements. Requires a district or charter school to offer an ethnic studies course, and to provide ethnic studies instruction in elementary and middle schools in accordance with state academic standards by the 2027-2028 school year. Allows an ethnic studies course to focus on a particular group of national or ethnic origin.</p> <p>Subd. 3. Rulemaking. Requires the commissioner to adopt rules for statewide academic standards for ethnic studies curriculum for students in kindergarten through grade 12.</p> <p>Subd. 4. School needs assessment. Requires a district or charter school to conduct an ethnic studies needs assessment, and annually evaluate the implementation of ethnic studies instruction. Requires a district or charter school to report to the commissioner on plans to modify implementation based on the annual evaluation.</p> <p>Subd. 5. Department of Education. Requires the department to hire dedicated ethnic studies staff to fulfill specified duties, including monitoring implementation of ethnic studies courses. Requires</p>	No comparable provision.			

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 2: Education Excellence	S.F.	Section	Article 2: Education Excellence
	<p>the department to review and revise the ethnic studies requirements every 10 years.</p> <p>Subd. 6. Model curriculum. Requires the Department of Education to support school districts and charter schools in using the model curriculum identified by the ethnic studies working group and materials developed by members of the community that are the subject of the course. Provides requirements for model curriculum.</p>			
15	<p>Holocaust and genocide education.</p> <p>Subd. 1. Definitions. Defines terms.</p> <p>Subd. 2. Requirements. Requires a school district to offer Holocaust and genocide education as part of its social studies curriculum for middle and high school. Requires specific elements to be included in social studies curriculum. Encourages school districts to include Holocaust, genocide of Indigenous Peoples, other genocides, and incidents of mass violence in middle and high school English language arts curriculum. Requires a school district to provide Holocaust and genocide education in middle school and high school curriculum by the 2024-2025 school year in accordance with rules on social studies standards and benchmarks.</p>	No comparable provision.		

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
16	<p>Statewide testing. [Statewide testing and reporting system] Replaces average daily attendance with consistent attendance in the state reporting system, and replaces reference to the American College Test with the ACT test.</p>	Same.	1311	8	<p>Article 1: Administrative Corrections, Accountability, and Transparency</p> <p>Statewide testing. Eliminates terminology used under the No Child Left Behind Act and adds language aligned with Every Student Succeeds Act.</p>
17	<p>Statewide and local assessments; results. [Statewide testing and reporting system] Strikes definitions related to adaptive assessments, and above-grade and below-grade test items. Eliminates requirement that commissioner use fully adaptive math and reading assessments in grades 3 through 8.</p>	Same.	1311	9	<p>Article 1: Administrative Corrections, Accountability, and Transparency</p> <p>Statewide and local assessments; results. Strikes definitions related to adaptive assessments and above-grade level or below-grade level questions.</p>
18	<p>Limits on local testing. Requires a district to publish the testing calendar at least one week before any eligible assessments are administered, and no later than October 1.</p>	Same.	1311	10	<p>Article 1: Administrative Corrections, Accountability, and Transparency</p> <p>Limits on local testing. Amends the date by which a district or charter school must publish their standardized assessment calendar.</p>
19	<p>State growth measures; other state measures. [Student academic achievement and growth] Modifies how growth is measured on state assessments. Requires the commissioner to implement an appropriate growth model comparing students’ test scores over time, and to include progress toward English language proficiency in growth model.</p>	Same.	1311	11	<p>Article 1: Administrative Corrections, Accountability, and Transparency</p> <p>State growth measures; other state measures. Removes obsolete references to “state growth targets.” Sets the standard for progress toward English language proficiency that aligns with federal law and state practice.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
20	<p>Student progress and other data. [School accountability] Strikes reference to setting state growth targets in data privacy provision.</p>	Same.	1311	12	<p>Article 1: Administrative Corrections, Accountability, and Transparency</p> <p>Student progress and other data. Removes obsolete references to “state growth targets.”</p>
21	<p>State model policy. [School student bullying policy] Requires the commissioner to develop and maintain resources to assist a district or school in implementing strategies for creating a positive school climate and use evidence-based, social-emotional learning to prevent and reduce discrimination and other improper conduct.</p>	Same.	1311	7	<p>Article 6: Supporting Teacher Recruitment, Retention, Professional Experience</p> <p>State model policy. Requires the commissioner to develop and maintain resources to assist a district or school in implementing strategies for creating a positive school climate and use evidence-based, social-emotional learning to prevent and reduce discrimination.</p>
22	<p>Malicious and sadistic conduct. Defines “malicious and sadistic conduct,” and requires school boards to prohibit malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, sexual orientation, and sexual exploitation by a district or school staff member, independent contractor, or student against a staff member, independent contractor, or student.</p> <p>“Malicious and sadistic conduct” means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.</p>	Similar.	1311	3	<p>Article 2: Education Excellence</p> <p>Malicious and sadistic conduct. Defines “malicious and sadistic conduct” as creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another or engaging in extreme or excessive cruelty or delighting in cruelty. Requires a school board to adopt a written policy to address malicious and sadistic conduct. Requires the policy to apply to students, independent contractors, teachers, administrators, and other school personnel. Requires the policy to be posted in a conspicuous place in each school building, distributed to employees and independent contractors, and included in student handbooks.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
23	<p>MTSS and collaborative Minnesota partnerships to advance student success (COMPASS).</p> <p>Requires districts and charter schools to be offered training and support in implementing MTSS through the department COMPASS team and the service cooperatives. Describes COMPASS and MTSS. Lists required elements of MTSS.</p>	Same.	2497	1	<p>Multitiered System of Supports (MTSS) and Collaborative Minnesota Partnerships to Advance Student Access (COMPASS).</p> <p>Requires the Department of Education COMPASS team to offer training and support in implementing MTSS to all school districts and charter schools by July 1, 2023. States that COMPASS is the state’s school improvement model that provides support in the areas of literacy, math, social-emotional learning, and mental health with the MTSS framework. States that the MTSS framework is the state’s systematic, continuous school improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. Establishes the following requirements for the MTSS systemic framework:</p> <ol style="list-style-type: none"> 1) a district-wide infrastructure consisting of effective leaders, collective efficacy among staff, positive school climate, linked teams, and professional learning that supports continuous improvement; 2) authentic family and community engagement; 3) multilayered tiers of culturally and linguistically responsive instruction and support. Tiers of support are core (Tier 1), supplemental (Tier 2), and intensive (Tier3) instructional levels; 4) valid and reliable assessment tools and processes to assess student and system performance; 5) a data-based decision-making approach where problems are defined and analyzed, solutions address root causes, and implementation is monitored to ensure success.

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
		See House section 48, subdivision 6.	2497	2	<p>Department of Education. Establishes an online learning program fee administration account and allows the department to use the money in the account for costs associated with administering and monitoring online and digital learning programs.</p>
		No comparable provision.	2497	4	<p>Article 2: Education Excellence</p> <p>Credit for Employment with Healthcare Providers. Allows a student in grade 11 or 12 to earn up to two elective credits for their time working in an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center.</p>
		No comparable provision.	1311	5	<p>Article 2: Education Excellence</p> <p>Suicide prevention information; identification cards. Requires a school district or charter school that issues identification cards to students in middle school, junior high school, or high school to provide 988 Suicide and Crisis Lifeline, Crisis Text Line, and county mobile crisis services contact information on the cards. Encourages nonpublic schools to provide the same information consistent with this section.</p>
24	<p>Nonexclusionary disciplinary policies and practices; alternatives to pupil removal and dismissal. [Definitions] Defines “nonexclusionary disciplinary policies and practices.”</p>	Similar.	1311	1	<p>Article 5: Discipline, Restrictive Procedures, and Reporting Reform</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
					<p>Nonexclusionary disciplinary policies and practices; alternatives to pupil removal and dismissal.</p> <p>Defines “nonexclusionary disciplinary policies and practices” as policies and practices that are alternatives to dismissing a pupil from school. Requires school officials to use nonexclusionary disciplinary policies and practices before beginning dismissal proceedings.</p>
25	<p>Pupil withdrawal agreement. [Definitions]</p> <p>Defines “pupil withdrawal agreement.”</p>	Same.	1311	2	<p>Article 5: Discipline, Restrictive Procedures, and Reporting Reform</p> <p>Pupil withdrawal agreement.</p> <p>Defines “pupil withdrawal agreement” as a verbal or written agreement between a school or district administrator and a pupil’s parent to withdraw a student from a school district to avoid expulsion or exclusion dismissal proceedings. Limits a pupil withdrawal agreement to 12 months.</p>
26	<p>Full and equitable participation in preschool and early learning.</p> <p>Prohibits dismissals in kindergarten through grade 3 unless nonexclusionary discipline has been exhausted and there is an ongoing serious safety threat to the child or others.</p>	Similar.	1311	3	<p>Article 5: Discipline, Restrictive Procedures, and Reporting Reform</p> <p>Full and equitable participation in preschool and early learning.</p> <p>Prohibits dismissal of a student in kindergarten through grade 3 unless nonexclusionary discipline options have been exhausted and there is an ongoing serious safety threat. Allows for dismissal where the pupil creates an immediate and substantial danger to themselves or surrounding persons or property.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
27	<p>Provision of alternative programs. [Grounds for dismissal] Requires a school to use nonexclusionary disciplinary policies and practices before dismissal proceedings or pupil withdrawal agreements, except in certain circumstances.</p> <p>This section is effective for the 2024-2025 school year and later.</p>	Same; different effective dates.	1311	4	<p>Article 5: Discipline, Restrictive Procedures, and Reporting Reform</p> <p>Provision of alternative programs. Requires a school to use nonexclusionary disciplinary policies and practices before dismissal proceedings or pupil withdrawal agreements unless there is an immediate and substantial danger.</p>
28	<p>Provision of alternative education services; suspension pending expulsion or exclusion hearing. [Suspension procedures] Requires alternative education services to be provided to a pupil who is suspended for more than five consecutive school days.</p>	Same.	1311	5	<p>Article 5: Discipline, Restrictive Procedures, and Reporting Reform</p> <p>Provision of alternative education services; suspension pending expulsion or exclusion hearing. Requires alternative education services be provided to a pupil who is suspended for more than five consecutive days.</p>
29	<p>Minimum education services. [Suspension procedures] Requires school administration to allow a suspended pupil the opportunity to complete school work assigned during a suspension and receive full credit for completing the assignments. Encourages a school principal to designate a liaison to work with the pupil’s teachers.</p>	Same.	1311	6	<p>Article 5: Discipline, Restrictive Procedures, and Reporting Reform</p> <p>Minimum education services. Requires school administration to allow a suspended pupil the opportunity to complete all schoolwork assigned during the pupil’s suspension period and to receive full credit for completing assignments satisfactorily.</p>
30	<p>Written notice. [Exclusion and expulsion procedures] Requires the written notice of intent to exclude or expel a student to describe the nonexclusionary disciplinary</p>	Same; different effective dates.	1311	7	<p>Article 5: Discipline, Restrictive Procedures, and Reporting Reform</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
	<p>practices used to try to avoid the expulsion proceedings. Requires the department to post on its website a legal assistance resource list.</p> <p>This section is effective for the 2024-2025 school year and later.</p>				<p>Written notice.</p> <p>Requires written notice of intent to impose an expulsion that describes the nonexclusionary disciplinary practices used on the pupil to avoid expulsion. Requires a district to advise a pupil’s parent or guardian that free or low-cost legal assistance may be available and that resources are posted on the Department of Education’s website.</p>
31	<p>Admission or readmission plan.</p> <p>Requires a readmission plan to include measures to improve the pupil’s behavior and to require reasonable attempts to obtain parental involvement in the readmission process. Lists optional elements of the readmission plan. States that the definition of a suspension does not apply to a dismissal of less than one school day.</p>	Same.	1311	8	<p>Article 5: Discipline, Restrictive Procedures, and Reporting Reform</p> <p>Admission or readmission plan.</p> <p>Requires an admission or readmission plan for any pupil who is excluded or expelled from school to include measures to improve the pupil’s behavior, and lists some of the measures that may be included in the plan. Requires the plan to include parental involvement in the admission or readmission process.</p>
32	<p>Exclusions and expulsions; student withdrawals; physical assaults. [Report to the commissioner of education]</p> <p>Requires a school board to report pupil withdrawal agreements and nonexclusionary disciplinary practices used in response to an assault.</p>	Same.	1311	9	<p>Article 5: Discipline, Restrictive Procedures, and Reporting Reform</p> <p>Exclusions and expulsions; student withdrawals; physical assaults.</p> <p>Requires a school board to report to the department each pupil withdrawal agreement within 30 days of the effective date of the pupil’s withdrawal. Requires the report to include a nonexclusionary disciplinary practices statement.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
33	<p>Policies to be established. Requires a school board to establish nonexclusionary disciplinary policies and practices. Establishes requirements relating to expulsions and exclusions, including ensuring the pupil is on track for readmission, continued eligibility for school-based mental health services, and information on accessing mental health services.</p> <p>This section is effective for the 2024-2025 school year and later.</p>	Similar; different effective dates.	1311	10	<p>Article 5: Discipline, Restrictive Procedures, and Reporting Reform</p> <p>Policies to be established. Requires a school board to adopt written policies and rules for dismissal that include nonexclusionary disciplinary policies and practices. Requires a district to ensure that a pupil undergoing expulsion and exclusion dismissal, or a pupil withdrawal agreement be on track for readmission with the pupil’s peers, continue to be eligible for school-based or school-linked mental health services in the district, and provide the parent or guardian information on accessing mental health services.</p>
34	<p>Corporal punishment; prone restraint; and certain physical holds. Defines “prone restraint.” Prohibits an employee or agent of a district, including a school resource officer or police officer contracted with a district, from using a prone restraint. Prohibits using a physical hold that restricts a pupil’s ability to breathe or communicate distress, places pressure on certain body parts, or results in straddling a pupil’s torso.</p>	Same.	1311	11	<p>Article 5: Discipline, Restrictive Procedures, and Reporting Reform</p> <p>Corporal punishment; prone restraint; and certain physical holds. Defines “prone restraint” as placing a child in a face-down position. Prohibits any district employee, a school resource officer, or any contract employee from using prone restraint. Prohibits any form of physical holding that restricts or impairs a pupil’s ability to breathe.</p>
35	<p>Required policy. [Discipline and removal of students from class.] Requires a district’s discipline policy to contain the discipline complaint procedure that a member of the school community may use to file a complaint regarding</p>	Same.	1311	12	<p>Article 5: Discipline, Restrictive Procedures, and Reporting Reform</p> <p>Required policy. Requires a districtwide school discipline policy to include the discipline complaint procedure that any member of the school</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
	the application of discipline policies and seek corrective action.				community may use to file a complaint and seek corrective action.
36	<p>Policy components. [Discipline and removal of students from class.]</p> <p>Requires a district’s discipline policy to: include procedures to ensure victims of bullying who respond with prohibited behavior have access to a remedial response; and prohibit exclusionary procedures for early learners or to address attendance and truancy issues.</p>	Same.	1311	13	<p>Article 5: Discipline, Restrictive Procedures, and Reporting Reform</p> <p>Policy components.</p> <p>Requires each districtwide school discipline policy include any procedures determined appropriate for ensuring victims of bullying who respond with behavior not allowed under the school’s behavior policies have access to a remedial response, a prohibition on the use of exclusionary practices for early learners, and a prohibition on the use of exclusionary practices to address attendance and truancy issues.</p>
37	<p>School supports. [Discipline and removal of students from class.]</p> <p>Requires a school board to support school staff in using tiered interventions to address student behavior. Strongly encourages a school board to adopt policies regarding staff responses to student behavior.</p>	Same.	1311	15	<p>Article 5: Discipline, Restrictive Procedures, and Reporting Reform</p> <p>School supports.</p> <p>Strongly encourages a school board to adopt a policy around understanding when a student lacks the skills to respond appropriately to a situation.</p>
38	<p>Discipline complaint procedure. [Discipline and removal of students from class.]</p> <p>Requires the discipline policy to contain procedures to file a complaint when the Pupil Fair Dismissal Act and other statutory discipline requirements are not being implemented appropriately or are being discriminately</p>	Same.	1311	14	<p>Article 5: Discipline, Restrictive Procedures, and Reporting Reform</p> <p>Discipline complaint procedure.</p> <p>Requires the discipline policy to contain procedures to file a complaint and seek corrective action when the requirements of sections 121A.40 to 121A.61 are not being implemented</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
	applied. Establishes requirements for complaint procedure.				<p>appropriately or are being discriminately applied. Requires the district and school policy to, at a minimum:</p> <ol style="list-style-type: none"> 1) provide procedures for communicating the policy; 2) provide an opportunity for involved parties to submit additional information related to the complaint; 3) provide a procedure to begin an investigation within three school days of receipt; 4) provide procedures for issuing a written determination to the complainant; 5) if the investigation finds that state requirements or local policies were not implemented appropriately, contain procedures that require a corrective action plan to correct a student’s record; and 6) prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint.
39	<p>Recess and other breaks. Defines “recess detention.” Encourages districts and charter schools to ensure student access to structured breaks. Limits the use of recess detention and requires districts and charter schools to notify a parent within 24 hours of using recess detention. Requires districts and charter schools to compile information on recess detention. Prohibits a district or charter school from withholding or excessively delaying a student’s participation in scheduled mealtimes.</p>	Same.	1311	16	<p>Article 5: Discipline, Restrictive Procedures, and Reporting Reform</p> <p>Recess and other breaks.</p> <p>(a) Defines “recess detention” as excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior.</p> <p>(b) Encourages school districts and charter schools to ensure student access to structured breaks.</p> <p>(c) Prohibits a school district or charter school from using recess detention unless:</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
					<ol style="list-style-type: none"> 1) a student causes serious physical harm to other students or staff; 2) the students’ parents specifically consent to the use of recess detention; or 3) the student’s IEP team has determined that withholding recess is appropriate for the student. <p>(d) Prohibits recess detention for incomplete homework.</p> <p>(e) Requires staff to make a reasonable effort to notify a parent within 24 hours of using recess detention.</p> <p>(f) Requires a school district or charter school to compile information on each recess detention and make the information available to the public upon request.</p> <p>(g) Prohibits a school district or charter school from withholding or excessively delaying a student’s participation in scheduled mealtimes.</p>
40	<p>Paraprofessional training. Requires a paraprofessional and certain other district staff employed to support students with disabilities to be provided at least 8 hours of paid orientation or professional development annually.</p> <p>Provides ongoing state aid equal to \$196 times the number of instructional paraprofessionals employed by the district during the previous year and requires the aid</p>	See page R65 A-2.			

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
	to be reserved for the required paraprofessional training and orientation.				
41	<p>General control of schools. Requires an administrator to consult with a teacher on ways to improve student behavior and enforce expectations of student conduct before a student who has been removed for violent conduct can return to the classroom.</p>	No comparable provision.			
42	<p>Pupil application procedures. [Enrollment options program] Allows a district to require a nonresident student in an early childhood special education, or in a preschool program other than a voluntary prekindergarten or school readiness plus program, to follow application procedures to enroll in kindergarten. Requires a district to allow a student in a voluntary prekindergarten or school readiness plus program to be automatically enrolled in kindergarten.</p>	See S.F. 1311, article 8, sections 1 and 2.			
		See House section 42.	1311	1	<p>Article 8: Early Childhood and Early Learning</p> <p>Lotteries. Requires a district to give enrollment priority to students seeking enrollment into kindergarten who were open enrolled in voluntary prekindergarten or school readiness plus programs.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
		See House section 42.	1311	2	Article 8: Early Childhood and Early Learning Termination of enrollment. Allows a district to terminate the enrollment of a nonresident preschool student when the student meets age eligibility requirements for kindergarten or reaches age five by September 1.
43	Nonresident district procedures. [Enrollment options program] Shortens the time period within which a parent must notify the nonresident district whether the student intends to enroll in the nonresident district.	Same.	1311	15	Article 1: Administrative Corrections, Accountability, and Transparency Nonresident district procedures. Reduces the time families must notify the nonresident school district that they are accepting a spot at the district from 45 days to 10 business days.
44	Definitions. [Postsecondary enrollment options act] Prohibits a postsecondary institution participating in the postsecondary enrollment options program from requiring a faith statement during the application process or basing an admission decision on a student’s race, creed, ethnicity, disability, gender, or sexual orientation or religious beliefs or affiliations.	Different.	1311	16	Article 1: Administrative Corrections, Accountability, and Transparency Definitions. Amends the definition of “eligible institution” to require a postsecondary institution participating in PSEO to be in compliance with relevant law and judicial decisions.
45	Authorization; notification. [Postsecondary enrollment options act] Requires a postsecondary institution to notify a secondary pupil’s school as soon as practicable if the pupil withdraws from the course or stops attending the course.	No comparable provision.			

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
46	<p>Credits; grade point average weighting policy. [Postsecondary enrollment options act]</p> <p>Requires a secondary pupil enrolled in a postsecondary course to provide the secondary school with the pupil’s interim or nonfinal grades earned during the academic term.</p>	No comparable provision.			
47	<p>Financial arrangements. [Postsecondary enrollment options act]</p> <p>Shortens the time period for a student to withdraw or be absent from a postsecondary enrollment options course that triggers the department to stop payments to the postsecondary institution.</p>	Same.	1311	17	<p>Article 1: Administrative Corrections, Accountability, and Transparency</p> <p>Financial arrangements.</p> <p>Reduces the withdrawal and absence periods for PSEO students from first 14 to first ten business days of the postsecondary institution’s quarter or semester, accelerating the time that the department stops payments to a postsecondary institution when a student withdraws or stops attending a class.</p>
48	<p>Online instruction act.</p> <p>Subd. 1. Definitions. Defines terms, including “blended instruction,” “digital instruction,” and “online instruction.”</p> <p>Subd. 2. Digital instruction. Allows an enrolling district to provide digital instruction to the district’s own enrolled students. Limits the number of students that may receive online instruction in any one course or section to 40.</p> <p>Subd. 3. Supplemental online courses. Establishes requirements for students applying to take</p>	Similar.	1311	6	<p>Article 2: Education Excellence</p> <p>Online Instruction Act.</p> <p>Replaces the Online Learning Act with the Online Instruction Act.</p> <p>Subdivision 1. Definitions. (a) Defines the following terms.</p> <p>(b) Defines “blended instruction” as a form of digital instruction that occurs when a student learns part-time in a supervised physical setting and part-time through online instruction.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 2: Education Excellence	S.F.	Section	Article 2: Education Excellence
	<p>supplemental online courses other than those offered by the student’s enrolling district. Requires a supplemental online course provider to have a current, approved application to be listed by the department as an approved provider. Requires a supplemental online course provider to participate in continuous improvement cycles with the department.</p> <p>Subd. 4. Enrolling district. Establishes procedure for an enrolling district to determine that a supplemental online course provider’s course does not meet academic standards in the course it would replace at the enrolling district. Requires an enrolling district to appoint an online learning liaison, and provide support services to students taking supplemental online courses.</p> <p>Subd. 5. Reporting. Requires courses that include blended instruction and online instruction to be reported in the manner determined by the department.</p> <p>Subd. 6. Department of Education. Requires the commissioner to establish quality standards for applications and continuous improvement of supplemental online course providers, and by enrolling districts using digital instruction. Requires the department to establish and participate in continuous improvement cycles with supplemental online course providers. Establish process for the department to review complaints about an enrolling district providing digital instruction or supplemental</p>			<p>(c) Defines “digital instruction” as instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning.</p> <p>(d) Defines “enrolling district” as the school district or charter school in which a student is enrolled.</p> <p>(e) Defines “online course syllabus” as a written document that identifies the state academic standards taught and assessed.</p> <p>(f) Defines “online instruction” as a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.</p> <p>(g) Defines “online instructional site” as a site that offers courses using online instruction and may enroll students receiving online instruction.</p> <p>(h) Defines “online teacher” as an employee of the enrolling district or the supplemental online course provider who holds the appropriate licensure and is trained to provide online instruction.</p> <p>(i) Defines “student” as a Minnesota resident enrolled in a school in kindergarten through grade 12 up to age 21.</p> <p>(j) Defines “supplemental online course” as online learning course taken in place of a course provided by the student’s enrolling district.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 2: Education Excellence	S.F.	Section	Article 2: Education Excellence
	<p>online course provider. Establishes an online learning program fee administration account in the special revenue fund.</p> <p>Subd. 7. Financial arrangements. Requires the department to calculate average daily membership for a student enrolled in an online supplemental course equal to 1/12 for each semester course or a proportionate amount for courses of different lengths. The adjusted online learning average daily membership equals the initial online supplemental average daily membership times .88.</p>			<p>(k) Defines “supplemental online course provider” as a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a Minnesota charter school authorized by the commissioner to provide supplemental online courses.</p> <p>Subd. 2. Digital instruction. (a) Allows an enrolling district to provide digital instruction to the district’s own enrolled students. Allows for agreements with other districts to provide digital instruction to students enrolled in cooperating districts.</p> <p>(b) Requires an online teacher as the teacher of record for online instruction. Limits the number of students an online teacher may instruct to no more than 40 students.</p> <p>(c) Requires students receiving online instruction full time to be reported as enrolled in an online instructional site.</p> <p>(d) Requires curriculum used for digital instruction to be aligned with Minnesota’s current academic standards and benchmarks.</p> <p>(e) Requires digital instruction to be accessible to students under section 504 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.</p> <p>(f) Requires an enrolling district providing digital instruction and a supplemental online course provider to assist an enrolled student whose family qualifies for the education</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 2: Education Excellence	S.F.	Section	Article 2: Education Excellence
				<p>tax credit to acquire computer hardware and educational software to participate in digital instruction.</p> <p>(g) Requires an enrolling district providing digital instruction to establish and document procedures for determining attendance for membership and keep accurate records of daily attendance.</p> <p>Subd. 3. Supplemental online courses. (a) Procedures for applying to take a supplemental online course other than those offered by the students enrolling district are provided for in this subdivision.</p> <p>(b) Allows for any kindergarten through grade 12 student to apply to take a supplemental online course. Allows a student to:</p> <ol style="list-style-type: none"> 1) apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing; 2) apply to take supplemental online courses for up to 50 percent of the student’s scheduled course load; and 3) apply to take supplemental online courses no later than 15 school days after the student’s enrolling district’s term has begun. Allows an enrolling district to waive the 50 percent course enrollment limit or the 15-day time limit. <p>(c) Requires a student taking a supplemental online course to have the same access to the computer hardware and</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 2: Education Excellence	S.F.	Section	Article 2: Education Excellence
				<p>education software available in a school as all other students in the enrolling district.</p> <p>(d) Requires a supplemental online course provider to have a current, approved application to be listed by the Department of Education as an approved provider. A supplemental online course provider must:</p> <ol style="list-style-type: none"> 1) use an application form specified by the Department of Education; 2) notify the student and enrolling district of the accepted application to take a supplemental online course within 10 days of receiving the completed application; 3) notify the enrolling district of the course title, credits to be awarded, and the start date of the online course; 4) request applicable academic support information for the student; and 5) track student attendance and monitor academic progress and communicate with the students and the enrolling district’s designated online learning liaison. <p>(e) Allows a supplemental online course provider to limit enrollment if the provider’s school board or board of directors adopts a resolution of specific standards for accepting and rejecting students’ applications.</p> <p>(f) Allows a supplemental online course provider to request that the Department of Education review an enrolling district’s written decision to not accept a student’s supplemental online course application.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 2: Education Excellence	S.F.	Section	Article 2: Education Excellence
				<p>(g) Requires a supplemental online course provider to participate in continuous improvement cycles with the department.</p> <p>Subd. 4. Enrolling district. (a) Prohibits an enrolling district from restricting or preventing a student from applying to take a supplemental online course.</p> <p>(b) Allows an enrolling district to request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.</p> <p>(c) Requires an enrolling district to notify the supplemental online course provider whether the student, the student’s parent, and the enrolling district agree that the standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree, then:</p> <ol style="list-style-type: none"> 1) the enrolling district must provide a written explanation of the district's decision to the student and the supplemental online course provider; and 2) the online course provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district. <p>(d) Allows an enrolling district to reduce the course schedule of a student taking supplemental online courses in</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 2: Education Excellence	S.F.	Section	Article 2: Education Excellence
				<p>proportion to the number of supplemental online learning courses the student takes.</p> <p>(e) Requires the enrolling district to appoint an online learning liaison who:</p> <ol style="list-style-type: none"> 1) provides information to students about supplemental online courses; 2) provides academic support information to supplemental online providers; and 3) monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff. <p>(f) Requires an enrolling district to continue to provide support services to students taking supplemental online courses.</p> <p>(g) Requires an online learning student to receive academic credit for completing the requirements of a supplemental online learning course.</p> <p>(h) Requires secondary credits granted to a supplemental online learning student to count towards the graduation and credit requirements of the enrolling district.</p> <p>(i) Requires an enrolling district to provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 2: Education Excellence	S.F.	Section	Article 2: Education Excellence
				<p>Subd. 5. Reporting. Requires school districts to report courses that include blended instruction and online instruction to the commissioner.</p> <p>Subd. 6. Department of Education. (a) Requires the commissioner to establish quality standards to be used for applications and continuous improvement of supplemental online course providers and by enrolling districts using digital instruction.</p> <p>(b) Requires the commissioner to support the enrolling district’s development of high-quality digital instruction and monitor implementation.</p> <p>(c) Requires the commissioner to review supplemental online course provider applications using quality standards.</p> <p>(d) Allows the department to collect a fee for reviewing applications by supplemental online course providers.</p> <p>(e) Requires the department to develop, publish, and maintain a list of supplemental online course providers that the department has reviewed and approved.</p> <p>(f) Allows the department to review a complaint about an enrolling district providing digital instruction, or a complaint about a supplemental online course provider based on the provider's response to notice of a violation. If a violation is found, the department may:</p> <p>1) create a compliance plan for the provider; or</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
					<p>2) withhold funds from the provider.</p> <p>Subd. 7. Financial arrangements. (a) Requires the department to calculate average daily membership and make payments according to this subdivision, for students enrolled in an online supplemental course.</p> <p>(b) Provides a calculation for the initial online supplemental average daily membership and the adjusted online learning average daily membership.</p> <p>(c) Prohibits online supplemental average daily membership if the student:</p> <ol style="list-style-type: none"> 1) does not complete the online learning course; or 2) is enrolled in an online course provided by the enrolling district. <p>(d) Limits online course daily average members for a student currently enrolled in a Minnesota public school to be used only for computing average daily membership according to section 126C.05, subdivision 19, paragraph (a), clause (2) (online learning students pupil units), and for computing online course aid according to section 124D.096.</p>
49	<p>Program established. [Learning year program to provide instruction throughout year]</p> <p>Strikes language allowing a student to participate in a learning year program and accelerate attainment of grade level requirements or graduation requirements.</p>	Same.	1311	21	<p>Article 1: Administrative Corrections, Accountability, and Transparency</p> <p>Program established.</p> <p>Eliminates the learning year program provision that permits a student to participate in the program and accelerate attainment</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
					of grade level or graduation requirements. This is no longer an option available in Minnesota schools under this statute.
		No comparable provision.	1311	4	<p>Article 2: Education Excellence</p> <p>Students Safe at School.</p> <p>Subdivision1. Definitions. (a) Defines the following terms for the purposes of this section.</p> <p>(b) Defines “active shooter drill” as an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school.</p> <p>(c) Defines “active shooter simulation” as an emergency exercise including full-scale or functional exercises designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school.</p> <p>(d) Defines “evidence-based” as a program or practice that demonstrates any of the following:</p> <ol style="list-style-type: none"> 1) a statistically significant effect on relevant outcomes based on any of the following: <ol style="list-style-type: none"> i strong evidence from one or more well designed and well implemented experimental studies;

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 2: Education Excellence	S.F.	Section	Article 2: Education Excellence
				<ul style="list-style-type: none"> ii moderate evidence from one or more well designed and well implemented quasi-experimental studies; or iii promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or <p>2) a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes.</p> <p>(e) Defines “full-scale exercise” as an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.</p> <p>(f) Defines “functional exercises” as an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment.</p> <p>Subd. 2. Criteria. Requires an active shooter drill conducted with students in early childhood through grade 12 to be:</p> <ul style="list-style-type: none"> 1) accessible; 2) developmentally appropriate and age appropriate; 3) culturally aware; 4) trauma-informed; and 5) inclusive of accommodations for students.

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 2: Education Excellence	S.F.	Section	Article 2: Education Excellence
				<p>Subd. 3. Student mental health and wellness. Requires active shooter drill protocols to include a reasonable amount of time immediately following the drill for teachers to debrief with their students before regular classroom activity may resume. Prohibits an active shooter drill from being combined or conducted consecutively with any other type of emergency preparedness drill. Requires an announcement to be made before conducting an active shooter drill.</p> <p>Subd. 4. Notice. (a) Requires a school district or charter school to provide 24-hour notice of a pending active shooter drill to parents before conducting an active shooter drill and inform parents of their right to opt their student out of participating.</p> <p>(b) Prohibits negative consequences for students opting out of participating in an active shooter drill.</p> <p>(c) Requires the commissioner to ensure the availability of alternative safety education for students who opt out of participating or exempted from an active shooter drill.</p> <p>Subd. 5. Participation in active shooter drills. Prohibits a student from participating in an active shooter drill that does not meet the requirements of subdivision 2.</p> <p>Subd. 6. Active shooter simulations. Prohibits a student from participating in an active shooter simulation. Requires students in grades 9 through 12 to have the opportunity to participate in an active shooter simulation.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 2: Education Excellence	S.F.	Section	Article 2: Education Excellence
				<p>Subd. 7. Violence prevention. (a) Requires a school conducting an active shooter drill to provide students in middle and high school at least one hour, or one standard class period, of violence prevention training annually.</p> <p>(b) Requires the violence prevention training to be evidence-based. Requires the training to, at a minimum, teach students the following:</p> <ol style="list-style-type: none"> 1) how to identify observable warning signs and signals of an individual who may be at risk of harming themselves or others; 2) the importance of taking threats seriously and seeking help; and 3) the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity. <p>(c) Directs the commissioner of public safety and education to jointly develop a list of evidence-based trainings that a school district or charter school may use to fulfill the requirements of this section, The list must be posted publicly on the Minnesota School Safety Center’s website and updated every two years.</p> <p>(d) Requires a school district or charter school to ensure that students can contribute to their school’s safety and violence prevention planning.</p> <p>Subd. 8. Board meeting. Requires a school board that has conducted an active shooter drill to consider, at a regularly scheduled meeting, the effect of the active shooter drills on the safety of students and staff; and the effect of active</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
					shooter drills on the mental health and wellness of students and staff.
50	<p>Full-service community schools. Defines terms. Sets full-service community school grants equal to \$100,000 per site for the first year for planning activities, and \$200,000 per year for each site for up to three years of implementation. Modifies requirements for baseline analysis that occurs before creation of a full-service community school.</p>	Same.	2497	3	<p>Full-Service Community Schools. Amends the program to allow an eligible school to receive a grant of \$100,000 for up to one year for planning activities and \$200,000 annually for up to three years for implementation. Requires a school leadership team to include the following in their evaluation of the need for full-service community school services:</p> <ol style="list-style-type: none"> 1) integrated student supports that address out-of-school barriers to learning through partnerships with social and health service agencies and providers; 2) expanded and enriched learning time and opportunities; 3) active family and community engagement that brings students' families and the community into the school as partners in education and makes the school a neighborhood hub; and 4) collaborative leadership and practices that build a culture of professional learning, collective trust, and shared responsibility.
51	<p>English learner; limited or interrupted formal education. [Definitions] Modifies definition of an English learner with limited or interrupted formal education (SLIFE).</p>	Same.	1311	7	<p>English learning; limited or interrupted formal education. Amends the definition of students who qualify as English learners with limited or interrupted formal education (SLIFE students) based on the amount of formal education they have when they enter school in the United States.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
52	<p>Eligible pupils. [Graduation incentives program] Allows students participating in early middle college programming to continue to qualify for the program under the current law characteristics of a SLIFE student.</p>	Different.	2497	6	<p>Article 5: Special Education</p> <p>Eligible pupils. Includes a pupil with a disability as being eligible to participate in the graduation incentives program and in concurrent enrollment courses.</p>
53	<p>Eligible programs. [Graduation incentives program] Raises to 17 the minimum age of participation in an adult basic education program.</p>	Same.	1311	22	<p>Article 1: Administrative Corrections, Accountability, and Transparency</p> <p>Eligible programs. Clarifies that eligibility to participate in Adult Basic Education courses begins when a student turns 17.</p>
54	<p>Plan implementation; components. [Achievement and integration for Minnesota] Requires a plan to address institutional racism in schools that create opportunity and achievement gaps. Requires a district to use local data to develop plan components and strategies. Recodifies and adds to list of optional plan elements; additions include examination of data for institutional racism and ethnic studies curriculum. Modifies references to the types of assessments used.</p>	Same.	1311	16	<p>Article 6: Supporting Teacher Recruitment, Retention, Professional Experience</p> <p>Plan implementation; components. Paragraphs (a) and (c) strike the Achievement and Integration plan components and restates them to include strategies to validate, affirm, embrace, and integrate cultural and community strengths of all students, families, and employees in the district’s curriculum. Requires the plan to address issues of institutional racism in schools that create opportunity and achievement gaps for students, families, and staff who are of color or who are American Indian. Provides examples of institutional racism experience by students who are of color or who are American Indian.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 2: Education Excellence	S.F.	Section	Article 2: Education Excellence
				<p>Paragraph (d) directs school districts to use local data to develop plan components and strategies. District plans may include:</p> <ol style="list-style-type: none"> 1) innovative and integrated prekindergarten through grade 12 learning environments that offer students school enrollment choices; 2) family engagement initiatives that involve families in their students’ academic life and success, and improve relations between home and school; 3) opportunities for students, families, staff, and community members who are of color or American Indian to share their experiences in the school setting with school staff and administration and to inform the development of specific proposals for making school environments more validating, affirming, embracing, and integrating of their cultural and community strengths; 4) professional development opportunities focused on improving the academic achievement of all students, including knowledge, skills, and dispositions needed to be antiracist and culturally sustaining, for students who are from racially and ethnically diverse backgrounds; 5) recruitment and retention of teachers, administrators, cultural and family liaisons, paraprofessionals, and other staff from racial, ethnic, and linguistic backgrounds represented in the student population to strengthen relationships with all students, families, and other members of the community; 6) collection, examination, and evaluation of academic and discipline data for institutional racism in structures, policies, and practices that result in the education

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HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
					<p>disparities, in order to propose antiracist changes that increase access, meaningful participation, representation, and positive outcomes for students of color and American Indian students;</p> <p>7) increased programmatic opportunities and effective and more diverse instructors focused on rigor and college and career readiness for students who are impacted by racial, gender, linguistic, and economic disparities, including students enrolled in area learning centers or alternative learning programs, state-approved alternative programs, and contract alternative programs;</p> <p>8) ethnic studies curriculum to provide all students with opportunities to learn about their own and others’ cultures and historical experiences; or</p> <p>9) examination and revision of district curricula in all subjects to be inclusive of diverse racial and ethnic groups while meeting state academic standards and being culturally sustaining, ensuring content being studied about any group is accurate and based in knowledge from that group.</p>
55	<p>Commissioner authority to withhold revenue. [Achievement and integration revenue]</p> <p>Modifies commissioner’s response to a district that has not met its goals under an achievement and integration plan.</p>	Same.	1311	23	<p>Article 1: Administrative Corrections, Accountability, and Transparency</p> <p>Commissioner authority to withhold revenue.</p> <p>Shifts the responsibility from the commissioner to school districts for achievement and integration planning.</p>

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HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
		No comparable provision.	2497	7	<p>Article 2: Education Excellence</p> <p>Innovative Incubator Service-Learning Grants.</p> <p>Subdivision 1. Definitions. Defines “eligible school” as a school district or school site operated by a school district, charter school, Tribal contract or grant school, or cooperative unit. Defines “eligible service-learning partnership” as a partnership that includes an eligible school and at least one community-based organization, community education program, state or federal agency, or political subdivision and may include other individuals or entities.</p> <p>Subdivision 2. Establishment; eligibility criteria; application requirements. (a) Establishes a five-year technical assistance and grant program to initiate or expand and strengthen innovative service-learning opportunities for students in kindergarten through grade 12, help close the academic achievement gap, and create a positive school climate.</p> <p>(b) Requires at least one program staff member and at least one service-learning specialist who is designated to develop and share expertise in implementing service-learning best practices to work with students to form a student-adult partnership. Requires a participating student to work with at least one adult from the initial partnership to identify a need or opportunity to pursue through a service-learning partnership before developing and submitting a grant application to the department. States that the fiscal agent for the grant to an eligible service-learning partnership is an</p>

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HOUSE		SENATE		
Section	Article 2: Education Excellence	S.F.	Section	Article 2: Education Excellence
				<p>eligible school who is a member or has a program that is a member of the partnership.</p> <p>(c) Requires an eligible service-learning partnership that receives an innovation service-learning grant to include at least two or more enrolled students; two or more school employees of an eligible school; and an eligible community-based organization, community education program, state or federal agency, or political subdivision. Requires an eligible service-learning partnership that receives an innovation service-learning grant to assist students in actively participating in service-learning experiences that meet needs; operate collaboratively with service-learning partnership members; align service-learning experiences with at least one state or local academic standard; apply students’ knowledge and skills in their community; foster students’ civic engagement; and explore or pursue career pathways and support career and college readiness.</p> <p>(d) Requires an eligible service-learning partnership to apply to the commissioner of education in the form and manner determined by the commissioner. Requires the eligible service-learning partnership plan to include various components.</p> <p>Subdivision 3. Innovation grants. Requires the commissioner to award up to 32 grants of up to \$50,000 each that are equitably distributed throughout Minnesota by congressional district. Allows the commissioner to designate start-up or leader grant categories with differentiated maximum grant dollar amounts up to \$50,000. Requires a partnership to provide a 50 percent</p>

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HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
					<p>match in funds or in-kind contributions to receive a grant unless the commissioner waives the match requirement for an applicant serving a high number of students whose families meet federal poverty guidelines.</p> <p>Subdivision 4. Report. Requires a grantee to report to the commissioner on the educational and developmental outcomes of participating students and the eligible school's progress toward meeting at least one goal of the world's best workforce goals and community outcomes achieved through student service-learning experiences. The commissioner must submit a report to the legislature by February 15, 2025.</p>
56	<p>Individualized education programs. Requires a paraprofessional assigned to work alone with a student with a disability to be given paid time or time during the school day to review the student's individualized education program or be briefed on the student's specific needs within five days of beginning to work alone with the student.</p>	Similar. Senate includes paraprofessional paid orientation in this section.	2497	8	<p>Article 5: Special Education</p> <p>Individualized Education Programs. Requires a school district to give a paraprofessional paid time or time during the school day to review a student's IEP or be briefed on the student's specific needs by appropriate staff before working alone with an individual student with a disability. Requests the school district to ensure that paraprofessionals, Title 1 aids, and other instructional support staff be annually given a minimum of 16 hours of paid orientation or professional development. Requires eight of the hours to be complete before the first instructional day of the school year or within 30 days hire. Requires the orientation or professional development to be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year. Paraprofessionals providing direct student support must dedicate at least half of the professional development or</p>

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HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
					orientation to meeting the requirements of this section. Allows the paraprofessional’s professional development to address the requirements of section 120B.363 (credential for education paraprofessionals).
57	<p>Public employee or employee. [Definitions] Modifies the definition of “public employee” for purposes of PELRA. Allows a temporary or seasonal school district or charter school employee to be counted as a “public employee,” for purposes of collective bargaining.</p>	No comparable provision.			
58	<p>Ethnic Studies Working Group. Establishes a working group to advise the commissioner on ethnic studies standards. Requires the working group to develop ethnic studies standards, recommend professional learning requirements, recommend resources and materials to implement ethnic studies standards, and identify or develop model ethnic studies curricula. Requires the commissioner to adopt the working group standards using the expedited rulemaking process.</p>	No comparable provision.			
59	<p>Computer science education advancement program. Subd. 1. Definitions. Defines “computer science,” “computer science courses and content,” and other terms. Subd. 2. Computer science education supervisor. Requires the department to create a full-time</p>	No comparable provision.			

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HOUSE		SENATE		
Section	Article 2: Education Excellence	S.F.	Section	Article 2: Education Excellence
	<p>computer science supervisor position, to implement the computer science education strategic plan.</p> <p>Subd. 3. Computer science working group. Requires a working group to develop a computer science state strategic plan. Provides required elements of the state strategic plan. Requires the department to publish the proposed state strategic plan by December 31, 2023, and present the adopted plan to the legislature by February 28, 2024.</p> <p>Subd. 4. Computer science educator training and capacity building. Requires the department to develop, contract for, or awards grants for teacher recruitment and training for computer science courses and content.</p> <p>Subd. 5. Teacher preparation. Requires a teacher preparation program to include computer science instruction, starting July 1, 2027.</p> <p>Subd. 6. Computer science education data collection. Requires the department to require all high schools to report computer science course offerings and enrollment data. Requires the department to develop a plan for secure and regular reporting of data from all kindergarten through grade 8 public schools within 90 days of enactment. Requires data to be disaggregated.</p>			

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HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
	<p>Subd. 7. Adoption of rules. Allows the department and the Professional Educator Licensing and Standards Board to adopt rules under this section.</p>				
60	<p>Pilot program to improve educational outcomes and accountability. Establishes a pilot program requiring participating schools to use an equity-focused framework to assess school performance. Limits participation to high schools.</p> <p>Subd. 1. Program goal. Establishes a pilot program to redesign performance frameworks for high schools to improve educational outcomes for students. States that the performance measures of the world’s best workforce do not apply to a school participating in the pilot program. Requires a participating school to administer state standardized tests.</p> <p>Subd. 2. Performance measures. Requires a school in the pilot program to use an equity-focused framework with specific components.</p> <p>Subd. 3. Reports. Requires Pillsbury United Communities to report to the department by September 1, 2025, data on school and student performance. Requires the commissioner of education to submit a report to the legislature by December 15, 2025, on the pilot program.</p>	Similar.	2497	8	<p>Pilot Program to Improve Educational Outcomes and Accountability.</p> <p>Subdivision 1. Establishment. Requires the department to establish a pilot program to redesign performance frameworks for high schools that will improve educational outcomes for students of color starting in the 2023-2024 school year.</p> <p>Subdivision 2. Performance measures. Requires the equity-focused framework for each school in the pilot program to include various measures and descriptions such as enrollment data, basic needs support provided by the school, data on the number of students who receive social-emotional and mental health support, instruction provided by the school, and culturally and real-life relevant curriculum provided by the school, etc.</p> <p>Subdivision 3. Reports. (a) Requires the commissioner to submit a report to the legislative committees with jurisdiction over kindergarten through grade 12 education detailing the effectiveness of the first year of the pilot program and recommendations for improvement by July 1, 2024.</p> <p>(b) Requires the commissioner to submit a report to the legislative committees with jurisdiction over kindergarten through grade 12 education detailing the effectiveness of</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
					the pilot program after two years and details on school implementation and performance measures by July 1, 2025.
61	<p>Holocaust and Genocide Education Working Group. Establishes a working group to develop resources necessary to implement Holocaust and genocide education requirements. Specifies members of the working group, and duties of the working group, including identifying training materials, professional learning opportunities, and other resources. Requires the working group to report to the legislature by November 15, 2025.</p>	No comparable provision.			
62	<p>Appropriations. See fiscal worksheet for details https://www.house.mn.gov/Fiscal/Download/3464</p>	Different. See fiscal worksheets.	2497	9	<p>Appropriations. See fiscal tracking sheets.</p>
63	<p>Revisor instruction. Instructs the revisor to renumber statutes in chapter 120B.</p>	Same.	1311	31	<p>Article 1: Administrative Corrections, Accountability, and Transparency</p> <p>Revisor instruction. Instructs the revisor to renumber statutory provisions relating to statewide assessments and reporting requirements.</p>
64	<p>Repealer. Repeals sections 120B.35, subdivision 5 (improving graduation rates for students with emotional or behavioral disorders), and 124D.095 (the Online Learning Option Act) subdivisions 1-8.</p>	Similar.	1311	32	<p>Article 1: Administrative Corrections, Accountability, and Transparency</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 2: Education Excellence		S.F.	Section	Article 2: Education Excellence
			1311	13	<p>Repealer. Repeals section 120B.02, subdivision 3 (civics test) and section 120B.35, subdivision 5 (improving graduation rates for students with emotional or behavioral disorders).</p> <p>Article 2: Education Excellence</p> <p>Repealer. Repeals section 124D.095, subdivisions 1 to 8 (Online Learning Option Act).</p>

HOUSE			SENATE		
Section	Article 3: Read Act		S.F.	Section	Article 3: Read Act
1	<p>Definitions. [World’s best workforce] Removes third grade literacy from the world’s best workforce requirements.</p>	Same.	2497	1	<p>Definitions. Strikes the state literacy goal of having all third grade students achieve grade-level literacy from the definition of world’s best workforce.</p>
2	<p>Adopting plans and budgets. [World’s best workforce] Eliminates literacy from the world’s best workforce planning and reporting requirements.</p>	Same.	2497	2	<p>Adopting plans and budgets. Allows school districts to exclude information regarding literacy in their world’s best workforce plans and reports, except for the academic achievement of English learners.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 3: Read Act		S.F.	Section	Article 3: Read Act
3	<p>Title; the Read Act. Provides citation to sections 120B.12 to 120B.124 as the Reading to Ensure Academic Development, or Read Act.</p>	Same.	2497	3	<p>The Read Act. Establishes the title for sections 120B.12 to 120B.124 as the Reading to Ensure Academic Development Act, or the “Read Act.”</p>
4	<p>Read Act goal and interventions.</p> <p>Subd. 1. Literacy goal. Modifies goal related to students reading at grade level. Requires districts to provide teachers with approved training. Encourages districts to adopt a MTSS (Multitiered Systems of Support) framework.</p> <p>Subd. 2. Identification; report. Requires districts to screen students in kindergarten through grade 3 twice a year, and to screen students in grade 4 and above who are not demonstrating mastery of foundational reading skills. Requires districts to report data in the annual local literacy plan rather than in separate report. Encourages districts to adopt a MTSS framework.</p> <p>Subd. 2a. Parent notification and involvement. Replaces “locally adopted assessment” with “approved screener.”</p> <p>Subd. 3. Intervention. Requires Tier 2 and Tier 3 intervention programs to be taught by a certified or licensed reading specialist who has completed approved training. Requires a district to provide a personal learning plan that includes targeted instruction and ongoing progress monitoring for a</p>	Similar.	2497	4	<p>Read Act Goal and Interventions.</p> <p>Subdivision 1. Literacy Goal. (a) Amends the state literacy goal from having every child reading at or above grade level no later than the end of third grade to having every child reading at or above grade level every year, beginning in kindergarten. Requires school leaders and educators to provide evidence-based reading instruction through a focus on student mastery of foundational reading skills, development of oral language, vocabulary, and reading comprehension skills. Requires students receive evidence-based reading instruction.</p> <p>(b) Requires districts to provide teachers and instructional support staff with training on evidence-based reading instruction that is approved by the department and CAREI. Establishes a timeline for school districts to provide training to intervention teachers, special education teachers, curriculum directors, instructional support staff that provide reading instruction, staff that selects literacy instructional materials, and all classroom teachers teaching prekindergarten through third grade. Allows for the commissioner to grant extensions to the deadlines.</p> <p>(c) Strongly encourages districts to adopt a MTSS framework.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 3: Read Act	S.F.	Section	Article 3: Read Act
	<p>student not demonstrating grade-level proficiency in grade 3. Prohibits retaining a student solely due to delays in literacy or not demonstrating grade-level proficiency.</p> <p>Subd. 4. Staff development. Requires training in evidence-based reading instruction for teachers and instructional support staff. Requires training for staff in early childhood programs.</p> <p>Subd. 4a. Local literacy plan. Requires literacy plan to be updated by June 15 each year and be submitted to the commissioner. Requires the plan to include screeners used by school site and grade level, the literacy curriculum used by school site and grade level, state whether the district has adopted MTSS, and student data using measures of foundational literacy skills and mastery identified by the department. Requires the commissioner to develop a literacy plan template, and report to the legislature on districts’ literacy plans.</p> <p>Subd. 5. Approved screeners. Requires the commissioner to recommend to districts tools that may be used to both screen students for dyslexia and to assess reading proficiency.</p>			<p>Subdivision 2. Identification; report. Requires a school district to screen every student in kindergarten, first grade, second grade, and third grade twice a year using a department-approved screening tool. Requires universal screening for mastery of foundational skills and oral language. Allows for the screening for characteristics of dyslexia to be integrated with the universal screening for mastery of foundational skills and oral language. Requires students in fourth grade and higher, who are not demonstrating mastery of foundational skills and oral language, to be screened using a department-approved screening tool.</p> <p>Subdivision 3. Intervention. Encourages districts to provide reading intervention through an MTSS framework.</p> <p>Subdivision 4. Staff development. Requires a district to provide teachers and instructional staff with evidence-based training. Requires a district to provide staff in early childhood education programs with sufficient training to provide children in the programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.</p> <p>Subdivision 4a. Local literacy plan. Amends the requirements of the local literacy plan to conform to the amendments in this section. Requires the plan to be updated by August 1 of each year. Directs the commissioner to develop a template for local literacy plans that meets the requirements of this subdivision and requires all reading instruction and teacher training in reading instruction to be</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 3: Read Act		S.F.	Section	Article 3: Read Act
					<p>evidence-based. Requires a report to the legislature on the number of teachers and staff that have completed the department-approved training; the screeners used at the beginning and end of the school year; and aggregated and disaggregated data by school site and grade level using the measurements of foundational literacy skills and mastery identified by the department and CAREI.</p> <p>Subdivision 5. Approved screeners. Directs the Commissioner to recommend multiple screening tools to assist districts in identifying students with characteristics of dyslexia and assess students’ reading proficiency.</p>
5	<p>Read Act definitions. Defines “evidence-based reading instruction,” “foundational reading skills,” and other terms.</p>	Similar.	2497	5	<p>Read Act Definitions.</p> <p>Subdivision 1. Read Act. The following terms have the meanings given for purposes of the Read Act.</p> <p>Subdivision 2. CAREI. “CAREI” means the Center for Applied Research and Educational Improvement at the University of Minnesota.</p> <p>Subdivision 3. District. “District” means a school district, charter school, or cooperative unit.</p> <p>Subdivision 4. Evidence-based. “Evidence-based” means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students’ reading competency in areas of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 3: Read Act	S.F.	Section	Article 3: Read Act
				<p>Subdivision 5. Fluency. “Fluency” means the ability of students to read text accurately, automatically, and with proper expression.</p> <p>Subdivision 6. Foundational reading skills. “Foundational reading skills” includes phonological and phonemic awareness, phonics and decoding, and fluency.</p> <p>Subdivision 7. Literacy specialist. “Literacy specialist” means a person licensed by the Professional Educator Licensing and Standards Board (PELSB) as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the department in structured literacy.</p> <p>Subdivision 8. Literacy lead. “Literacy lead” means a literacy specialist with expertise in working with educators as adult learners.</p> <p>Subdivision 9. MTSS. “MTSS” or “multitiered system of support” means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student.</p> <p>Subdivision 10. Oral language. “Oral language” or “spoken language” includes speaking and listening and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 3: Read Act	S.F.	Section	Article 3: Read Act
				<p>Subdivision 11. Phonemic awareness. “Phonemic awareness” means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.</p> <p>Subdivision 12. Phonics instruction. “Phonics instruction” means the explicit, systematic, and direct instruction of the relationships between letters and sounds they represent and the application of this knowledge in reading and spelling.</p> <p>Subdivision 13. Progress monitoring. “Progress monitoring” means using data collected to inform whether interventions are working.</p> <p>Subdivision 14. Reading comprehension. “Reading comprehension” means a function of word recognition skills.</p> <p>Subdivision 15. Structured literacy. “Structured literacy” means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress.</p> <p>Subdivision 16. Three-cueing system. “Three-cueing system” or “meaning structure visual” (MSV) means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 3: Read Act		S.F.	Section	Article 3: Read Act
					Subdivision 17. Vocabulary development. “Vocabulary development” means the process of acquiring new words.
6	<p>Purpose [Dyslexia specialist] Requires dyslexia specialist recommendations to be consistent with the Read Act; replaces reference to repealed definition.</p>	Same.	2497	6	<p>Purpose. Amends the statute requiring the department to employ a dyslexia specialist to require the specialist to make recommendations to the commissioner consistent with the Read Act.</p>
7	<p>Read Act implementation.</p> <p>Subd. 1. Screeners. Requires a district to administer an approved reading screener to students in kindergarten through grade 3 within the first six weeks of the school year and again within the last six weeks of the school year.</p> <p>Subd. 2. Progress monitoring. Requires a district to develop an intervention plan for a student not reading at grade level.</p> <p>Subd. 3. Curriculum. Encourages a local literacy plan to use evidence-based literacy curriculum.</p> <p>Subd. 4. MTSS framework. Encourages a district to use a data-based decision-making process within the MTSS framework.</p> <p>Subd. 5. Professional development. Requires districts to provide evidence-based training on reading instruction to all reading intervention teachers, literacy specialists, and other specified teachers by</p>	Similar.	2497	7	<p>Read Act Implementation.</p> <p>Subdivision 1. Screeners. Requires a district to administer a reading screener to students in kindergarten through grade 3 within the first six weeks of the school year and again within the last six weeks of the school year.</p> <p>Subdivision 2. Progress monitoring. Strongly encourages a district to develop an intervention plan that meets the requirements of section 120B.12, subdivision 3, for a student not reading at grade level.</p> <p>Subdivision 3. Curriculum. Requires a district to use evidence-based curriculum at each grade level that is designed around teaching the foundational reading skills.</p> <p>Subdivision 4. MTSS framework. Encourages districts to use a data-based decision-making process within the MTSS framework to determine the evidence-based core reading instruction and Tier 2 or Tier 3 intervention required to meet a student’s identified needs.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 3: Read Act		S.F.	Section	Article 3: Read Act
	<p>July 1, 2025, and to other teachers in the district, prioritizing particular teachers, by June 15, 2026, unless the commissioner grants an extension.</p> <p>Subd. 6. Literacy lead. Requires a district to employ or contract with a literacy lead by August 30, 2025, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead.</p> <p>Subd. 7. Department of Education. Requires the department to: partner with CAREI to approve literacy professional development; identify approved evidence-based screeners; provide districts information about professional development opportunities on reading instruction; identify training required for a literacy specialist position; employ a literacy specialist; and develop a local literacy plan template.</p>				<p>Subdivision 5. Professional development. (a) Restates the timeline for providing evidence-based training to the district’s teachers.</p> <p>Subdivision 6. Literacy lead. Requires a district to employ or contract with a literacy lead or be actively supporting a designated literacy specialist through the process of becoming a literacy lead by August 30, 2025.</p> <p>Subdivision 7. Department of Education. Directs the department to make a list of approved evidence-based screeners available to districts by July 1, 2023. Requires a district to use an approved screener to assess students’ mastery of foundational reading skills. Requires the department to partner with CAREI to approve literacy curricula. A district is not required to use an approved curriculum unless the curriculum was purchased with state grant funds. Requires the department to partner with CAREI to approve professional development programs. Directs the department to employ a literacy specialist.</p>
8	<p>Read Act implementation partnership.</p> <p>Subd. 1. Resources. Requires the department and CAREI to partner for two years to support the implementation of the Read Act in specified ways, including identifying at least five evidence-based literacy curricula, at least three professional development programs, and other resources.</p> <p>Subd. 2. Reconsideration. Requires the department and CAREI to establish a process for a district to</p>	Similar.	2947	8	<p>Read Act Implementation Partnership.</p> <p>Subdivision 1. Resources. Directs the department to partner with CAREI for two years to support implementation of the Read Act. The department and CAREI must jointly:</p> <ol style="list-style-type: none"> 1) identify at least five literacy curricula and supporting materials that are evidence-based or focused on structured literacy;

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 3: Read Act	S.F.	Section	Article 3: Read Act
	<p>request that additional curricula or professional development programs be approved.</p> <p>Subd. 3. Support. Requires the department and CAREI to support district efforts to implement the Read Act.</p>			<ol style="list-style-type: none"> 2) identify at least three professional development programs that focus on the five pillars of literacy and the components of structured literacy; 3) identify evidence-based literacy intervention materials for students in kindergarten through grade 12; 4) develop an evidence-based literacy lead training program that trains literacy specialists throughout the state to support schools' efforts in screening, measuring growth, monitoring progress, and implementing interventions; 5) identify measures of foundational literacy skills and mastery that a district must report on a local literacy plan; 6) provide guidance to districts about the best practices in literacy instruction, and practices that are not evidence-based; 7) develop MTSS model plans that districts may adopt to support efforts to screen, identify, intervene, and monitor the progress of students not reading at grade level; and 8) ensure that teacher professional development options and MTSS framework training are geographically equitable by supporting trainings through regional service cooperatives. <p>Subdivision 2. Reconsideration. Requires the department and CAREI to provide districts an opportunity to request that the department and CAREI add to the list of curricula or professional development programs. The reconsideration procedure must be published on the department's website.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 3: Read Act		S.F.	Section	Article 3: Read Act
					<p>Subdivision 3. Support. Directs the department and CAREI to support district implementation efforts by:</p> <ol style="list-style-type: none"> 1) issuing guidance for teachers on implementing curriculum that is evidence-based, or focused on structured literacy; 2) providing teachers with accessible options for evidence-based professional development focused on structured literacy; 3) providing districts with guidance on adapting MTSS; and 4) providing districts with literacy implementation guidance and support.
9	<p>Reading strategies. [Teacher preparation programs] Replaces reference to repealed definition in teacher preparation programs requirements on reading instruction.</p>	Same.	2497	9	<p>Reading strategies. Amends the requirements for teacher preparation programs to include evidence-based best practices in reading consistent with the Read Act.</p>
10	<p>Tests. [Teacher licensure assessment] Replaces reference to repealed definition in section requiring teacher licensure assessments on reading skills.</p>	Same. This section is also amended in House Article 5: Teachers in S.F. 1311, article 6, section 9, and Senate UEH2497-1, article 4, section 4.	2497	10	<p>Tests. Amends the requirement for Tier 3 and Tier 4 teacher licensure candidates to pass a test assessing their knowledge, skill, and ability in evidence-based reading instruction consistent with the Read Act.</p>
11	<p>Reading preparation. [Expiration and renewal] Replaces reference to repealed definition in requirement that teachers have further reading preparation to renew their licenses.</p>	Same.	2497	11	<p>Reading preparation. Amends the licensure renewal requirements for Tier 3 and Tier 4 licensed teachers who are renewing their license to have further reading preparation consistent with the Read Act.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 3: Read Act		S.F.	Section	Article 3: Read Act
12	<p>Minnesota reading corps program. [Reading and math corps] Replaces reference to repealed definition in section on reading corps program.</p>	Same.	2497	12	<p>Minnesota reading corps program. Amends the reading corps program to include evidence-based literacy instruction consistent with the Read Act.</p>
13	<p>Literacy incentive aid uses. [Literacy incentive aid] Requires districts to use literacy incentive aid to implement evidence-based reading instruction in specified ways.</p>	Similar.	2497	13	<p>Literacy incentive aid uses. Amends literacy incentive aid to require districts to use the aid to support evidence-based reading instruction with the following uses:</p> <ol style="list-style-type: none"> 1) teacher training on using evidence-based screening and progress monitoring tools; 2) evidence-based training using a training program approved by the department; 3) employing or contracting with a literacy lead; 4) materials, training and ongoing coaching to ensure reading interventions under section 125A.56, subdivision 1, are evidence-based; and 5) evidence-based, structured literacy curriculum and supporting materials.
14	<p>Appropriations; Read Act. See fiscal worksheet for details https://www.house.mn.gov/Fiscal/Download/3464</p>	Different. See fiscal worksheets.	2497	14	<p>Appropriations. See fiscal tracking sheets.</p>
15	<p>Repealer. Repeals section 122A.06, subdivision 4 (definitions related to reading instruction).</p>	Same.	2497	15	<p>Repealer. Repeals section 122A.06, subdivision 4 (comprehensive, scientifically based reading instruction).</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 4: American Indian Education		S.F.	Section	Article 3: American Indian Education
1	<p>Private data; when disclosure is permitted. [Educational data] Allows private educational data to be disclosed to Tribal Nations about Tribally enrolled or descendant students.</p>	Similar.	1311	1	<p>Private data; when disclosure is permitted. Allows educational data to be disclosed to Tribal Nations about tribally enrolled or descendant students.</p>
2	<p>Conduct of school on certain holidays. Replaces Columbus Day with Indigenous Peoples’ Day on list of holidays that a school district may conduct school. Requires at least one hour of the school program on Indigenous Peoples’ Day to be devoted to observance of the day, and lists topics on which the district may provide professional development to teachers and staff, or instruction to students.</p>	No comparable provision.			
3	<p>Standards development. [Required academic standards] Adds representatives from the Tribal Nations Education Committee and Minnesota’s Tribal Nations and communities to the list of stakeholders the commissioner must consult when developing statewide academic standards.</p>	Same.	1311	2	<p>Standards development. Requires the commissioner to consider advice from representatives from the Tribal Nations Education Committee (TNEC) and Minnesota’s Tribal Nations for academic standards revision and development.</p>
4	<p>Revisions and reviews required. [Required academic standards] Requires the commissioner to embed Indigenous education for all students consistent with recommendations from Minnesota’s Tribal Nations and urban Indigenous communities into the state’s academic standards. Delays review of physical education standards</p>	Same; House uses 2023 Laws version.	1311	3	<p>Revisions and review required. Requires Indigenous education standards that include the contributions of American Indian Tribes and communities to be embedded into the state’s academic standards and graduation requirements. Lays out expectations for Indigenous Education for All. Delays physical education standards review to 2026-27.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 4: American Indian Education		S.F.	Section	Article 3: American Indian Education
	to the 2026-2027 school year. Requires the commissioner to embed ethnic studies into state academic standards.				Requires the commissioner to embed ethnic studies into state academic standards.
5	<p>Indigenous education for all students. [Required academic standards]</p> <p>Requires the commissioner to provide resources to support implementation of Indigenous education for all students and conduct a needs assessment to inform the development of future resources for Indigenous education for all students.</p>	Same.	1311	4	<p>Indigenous education for all students.</p> <p>Establishes requirements for the commissioner’s development and implementation of Indigenous Education for All.</p>
6	<p>American Indian mascots prohibited.</p> <p>Prohibits a public school from having an American Indian mascot, nickname, logo, letterhead, or team name. Allows a public school to seek an exemption from the 11 federally recognized Tribal Nations in Minnesota and the Tribal Nations Education Committee.</p> <p>This section is effective June 30, 2024.</p>	Similar. Senate allows for an exception.	1311	5	<p>American Indian mascots prohibited.</p> <p>Prohibits a school district or charter school from adopting a name, symbol, or image of an American Indian Tribe, custom, or tradition as a mascot, nickname, logo, letterhead, or team name for the district or school. Allows a district or school to seek an exemption from the prohibition through a written request to all eleven Tribal Nations and TNEC. If any of the Tribal Nations or TNEC opposes the exemption, it will be denied. Allows for an exception to the prohibition for a school district that can demonstrate the following:</p> <ol style="list-style-type: none"> 1) the district has a documented, historic, and supportive connection between the school and an American Indian Tribe leader or Tribe concerning the school’s mascot; 2) the district or school logo was designed by an Indigenous artist and is trademarked by the school’s American Indian Parent Advisory Committee;

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 4: American Indian Education		S.F.	Section	Article 3: American Indian Education
					<p>3) the district uses the proceeds from the sale of items displaying the school logo for programs benefiting Indigenous youth; and</p> <p>4) the district has received endorsement of its school name, symbol, and image from the National Coalition Against Racism is Sports Media.</p>
7	<p>Minnesota Indian teacher training program account. [Grants to prepare Indian teachers] Establishes an account in the special revenue fund known as the “Minnesota Indian teacher training program account” for the Minnesota Indian teacher training program. Grants may be used for up to 60 months. Appropriates up to \$75,000 annually to the commissioner to administer and monitor the program.</p>	No comparable provision.			
8	<p>American Indian student. [Definitions] Defines “American Indian student.”</p>	Same.	1311	6	<p>American Indian student. Defines “American Indian student” for the purposes of the American Indian Education Act to mean a student who identifies as American Indian or Alaska Native, as defined by the state, instead of the federal definition.</p>
9	<p>Program described. [American Indian education programs] Limits American Indian education programs to programs to support American Indian students.</p>	Same.	1311	7	<p>Program described. Clarifies that American Indian education programs are designed to support American Indian students.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 4: American Indian Education		S.F.	Section	Article 3: American Indian Education
10	<p>Enrollment of other children; shared time enrollment. [American Indian education programs] Limits participation of children enrolled in nonpublic schools who enroll on a shared time basis in American Indian education programs to American Indian children.</p>	Similar.	1311	8	<p>Enrollment of other children; shared time enrollment. Limits enrollment in American Indian education programs on a shared time basis to American Indian children.</p>
			2497	5	<p>Article 2: Education Excellence</p> <p>Enrollment of other children; shared time enrollment. Allows for enrollment of non-American Indian students in American Indian Education programs if the unique educational and culturally related academic needs of American Indian people are met and American Indian student accountability factors are the same or higher than their non-American Indian peers.</p>
11	<p>Location of programs. [American Indian education programs] Modifies where American Indian education programs must be located.</p>	Same.	1311	9	<p>Location of programs. Modifies the settings where American Indian education programs may be offered daily.</p>
12	<p>American Indian culture and language classes. [American Indian education programs] Requires districts or participating schools to conduct American Indian education programs if they meet certain thresholds for the number or percent of students that are American Indian.</p>	Similar.	1311	10	<p>American Indian culture and language classes. Requires a district or Tribal contract school that conducts American Indian education programs under the American Indian Education Act and serves 100 or more state-identified American Indian students enrolled in the district to provide American Indian culture and language classes.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 4: American Indian Education		S.F.	Section	Article 3: American Indian Education
13	<p>American Indian education program coordinators, paraprofessionals. Requires dedicated American Indian education program coordinators and strikes references to community coordinator and home/school liaisons.</p>	Same.	1311	11	<p>American Indian education program coordinators, paraprofessionals. Requires districts receiving American Indian Education Aid and Tribal contract schools to employ a dedicated American Indian education program coordinator, rather than community coordinators or Indian home/school liaisons.</p>
14	<p>Parent and community participation. Modifies requirements relating to American Indian parent advisory committee. Requires the state count of American Indian students to be used for purposes of the American Indian Education Act.</p>	Same.	1311	12	<p>Parent and community participation. Clarifies requirements and qualifications for American Indian Parent Advisory Committees (AIPAC). Includes districts, charter schools, and Tribal contract schools in requirements relating to parent committees. Modifies requirements relating to American Indian parent advisory committee’s vote of concurrence or nonconcurrence with offerings extended to American Indian students. Modifies eligibility for membership in American Indian parent advisory committee to be limited to parents or guardians of American Indian children. Adds the state definition of American Indian to AIPAC statute.</p>
15	<p>Technical assistance. [Community and commissioner participation in American Indian education] Requires the commissioner to provide technical assistance to districts, schools, and postsecondary institutions on the annual report of American Indian student data using the state count.</p>	Same.	1311	13	<p>Technical assistance. Directs the commissioner to use an annual report of American Indian student data that uses the state count when providing technical assistance.</p>
16	<p>Duties; powers. [Indian education director] Modifies the duties of the American Indian education director.</p>	Same.	1311	14	<p>Duties; powers. Modifies the duties of the American Indian Education director at MDE and directs them to work collaboratively and in conjunction with the Tribal Liaison, TNEC, the 11 Tribal Nations in Minnesota,</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 4: American Indian Education		S.F.	Section	Article 3: American Indian Education
					the Minnesota Chippewa Tribe, and the Minnesota Indian Affairs Council.
17	<p>Graduation ceremonies; Tribal regalia and objects of cultural significance.</p> <p>Prohibits a district or charter school from prohibiting an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.</p>	Same; House has immediate effective date.	1311	15	<p>Graduation ceremonies; Tribal regalia and objects of cultural significance.</p> <p>Requires a district or charter school to allow an American Indian student to wear American Indian regalia, Tribal regalia, or objects of cultural significance at graduation ceremonies.</p>
18	<p>American Indian education aid.</p> <p>Includes cooperative units in the American Indian school aid formula. Increases the minimum American Indian aid per district from \$20,000 to \$40,000 and increases the amount for each student served above the minimum from \$358 to \$500 per American Indian student. Allows a district to carry forward unspent American Indian aid into the following fiscal year.</p>	Similar.	2497	6	<p>Article 2: Education Excellence</p> <p>American Indian Education Aid.</p> <p>Allows cooperative units enrolling at least 20 American Indian students to receive American Indian education aid. Allows a school district or Tribal contract school that does not expend the full amount of its aid to carry forward the remaining funds in the following fiscal year without an aid reduction if the district is adhering to their plan, the American Indian education parent advisory committee approves the carry forward; and the school district reports to the department the reason for the carry forward.</p>
		See House section 18 above.	1311	16	<p>Procedures.</p> <p>Requires the state count to be used to determine whether a district, charter school, or Tribal contract school is eligible for American Indian aid.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 4: American Indian Education		S.F.	Section	Article 3: American Indian Education
		See House section 18 above.	1311	17	Records. Strikes “pilot” from description of American Indian education programs.
19	Online learning students. Includes a pupil attending a Tribal contract school as a pupil eligible to generate online learning aid.	Same.	2497	7	Article 1: General Education Online learning students Includes a pupil enrolled in a Tribal contract or grant school in the definition of average daily membership for online learning.
20	Tobacco products prohibited in public schools. Allows an American Indian student to carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices.	Same.	1311	18	Tobacco products prohibited in public schools. Allows an American Indian student to carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices.
21	Appropriations. See fiscal worksheet for details https://www.house.mn.gov/Fiscal/Download/3464	Different. See fiscal worksheets.	2497	9	Appropriations. See fiscal tracking sheets.

HOUSE			SENATE		
Section	Article 5: Teachers		S.F.	Section	Article 4: Teachers
1	Plan. [E-learning days] Requires a school board to meet and negotiate with the exclusive representative of teachers before adopting an e-learning day.	Similar.	1311	1	Article 6: Supporting Teacher Recruitment, Retention, Professional Experience

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 5: Teachers		S.F.	Section	Article 4: Teachers
					<p>Plan. Requires a school board and the exclusive representative of teachers to meet and negotiate the district e-learning day plan.</p>
		No comparable provision.	2497	1	<p>Closing Educational Opportunity Gaps.</p> <p>Subdivision 1. Grant program established. Directs the commissioner to establish a grant program to support implementation of certain world’s best workforce strategies and collaborative efforts that address opportunity gaps.</p> <p>Subdivision 2. Definitions. (b) Defines “antiracist” as actively working to identify and eliminate racism in all forms so that power and resources are redistributed and shared equitably among racial groups.</p> <p>(c) Defines “curricular” as curriculum resources used, and content taught as well as access to levels of coursework or types of learning opportunities.</p> <p>(d) Defines “environmental” as relating to the climate and culture of a school.</p> <p>(e) Defines “equitable” as fairness by providing curriculum, instruction, support, and other resources for learning based on the needs of individual students and groups of students to succeed at school rather than treating all students the same despite the students having different needs.</p> <p>(f) Defines “institutional racism” as policies and practices within and across institutions that produce outcomes that</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 5: Teachers	S.F.	Section	Article 4: Teachers
				<p>chronically favor white people and disadvantage those who are Black, Indigenous, and People of Color.</p> <p>(g) Defines “opportunity gap” as the inequitable distribution of resources that impacts inequitable opportunities that contribute to or perpetuate learning gaps for certain groups of students.</p> <p>(h) Defines “structural” as relating to the organization and system of a school that have been created to manage a school.</p> <p>Subdivision 3. Applications and grant awards. Directs the commissioner to determine application procedures and deadlines, select districts and charter schools to participate in the grant program, and determine the award amount and payment process for grants. Encourages the commissioner to award grants equally between districts in greater Minnesota and those in the Twin Cities metro.</p> <p>Subdivision 4. Description. Requires the grant program to support collaborative efforts that close opportunity gaps by the following methods:</p> <ol style="list-style-type: none"> 1) ensuring school environments and curriculum validate, affirm, embrace, and integrate cultural and community strengths from all racial and ethnic backgrounds; and 2) addressing institutional racism with equitable school policies, structures, practices, and curricular offerings. <p>Subdivision 5. Report. Requires grant recipients to annually report to the commissioner on efforts planned and</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 5: Teachers		S.F.	Section	Article 4: Teachers
					implemented that engaged students, families, educators, and community members of diverse racial and ethnic backgrounds in making improvements to school climate and curriculum. Requires the commissioner to publish a summary report on the grant recipient’s activities.
2	<p>Curriculum. Prohibits a school board from discriminating or disciplining a teacher or principal for incorporating into curriculum contributions by persons in a protected class if the contributions are in alignment with adopted standards and benchmarks.</p>	Similar.	1311	6	<p>Curriculum policy. Prohibits a district or charter school from discriminating against or disciplining a teacher or principal on the basis of incorporating into the curriculum contributions of persons in a federally protected class or state protected class when the included contribution aligns with state academic standards and benchmarks.</p>
3	<p>Increasing percentage of teachers of color and American Indian teachers in Minnesota. Establishes goal of increasing the percentage of teachers in Minnesota who are of color or American Indian by at least two percentage points each year to have a teaching workforce that more closely reflects the state’s student population and ensure equitable access to effective and diverse teachers by 2040. Requires the Professional Educator Licensing and Standards Board (PELSB) to report every two years on state programs that receive state appropriations to increase teacher diversity.</p>	Same.	1311	5	<p>Increasing percentage of teachers of color and American Indian teachers in Minnesota. Subdivision 1. Purpose. States the purpose of the section as setting short-term and long-term attainment goals for increasing the percentage of teachers of color and American Indian teachers in Minnesota and for ensuring all students have equitable access to effective and racially and ethnically diverse teachers who reflect the diversity of students. Subd. 2. Equitable access to racially and ethnically diverse teachers. Establishes a goal of increasing the percentage of teachers of color or American Indian teacher in Minnesota by at least two percentage points every year and to ensure all students have equitable access to effective and diverse teachers by 2040.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 5: Teachers		S.F.	Section	Article 4: Teachers
					<p>Subd. 3. Rights not created. Clarifies that attainment of the goal in subdivision 2, does not confer a right or create a claim for any person.</p> <p>Subd. 4. Reporting. Requires the Professional Educator Licensing and Standards Board to collaborate with the Department of Education and the Office of Higher Education to publish a biennial summary report of programs that have or include an explicit purpose of instreaming the racial and ethnic diversity of the state’s teacher workforce to more reflect the diversity of the students. The report must include policy and funding recommendations related to programs to increase the recruitment, preparation, licensing, hiring, and retention of racially and ethnically diverse teachers. The report must include recommendations for state policy and funding needed to achieve the goals of this section. The 2024 report must include a recommendation regarding a state advisory council should be established to address the shortage of racially and ethnically diverse teachers and what the composition and charge of such an advisory council would be, if established. The report must be submitted to the chairs and raking minority members of the legislative committees having jurisdiction over education and higher education policy and finance.</p>
4	<p>License required. Requires a teacher to hold a field license or permission aligned to the content area and scope of the teacher’s assignment to provide instruction in a public school,</p>	No comparable provision.			

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 5: Teachers		S.F.	Section	Article 4: Teachers
	including a charter school. References compulsory instruction requirements.				
5	Scope. [Definitions] Expands the sections that the definitions in section 122A.06 apply to. Includes the new section 3 above, and sections relating to teacher licensure.	No comparable provision.			
6	Teacher. [Definitions] Modifies definition of “teacher.”	No comparable provision.			
7	Field. [Definitions] Modifies definition of “field” by adding “licensure area” as synonymous term.	No comparable provision.			
8	Shortage area. [Definitions] Modifies definition of “shortage area” and how a shortage area is determined.	No comparable provision.			
9	Teacher preparation program. [Definitions] Strikes examples of teacher preparation programs.	No comparable provision.			
10	Teacher preparation program provider. [Definitions] Adds examples of teacher preparation program providers.	No comparable provision.			
11	District. [Definitions] Defines a “district” as a school district or charter school.	No comparable provision.			

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 5: Teachers		S.F.	Section	Article 4: Teachers
12	Transfer pathway. [Definitions] Defines a “transfer pathway” as an established pathway to licensure between a two-year college or Tribal college and a board-approved preparation provider.	No comparable provision.			
13	Licensing and approval. [Duties] Requires PELSB to approve teacher preparation providers.	No comparable provision.			
14	Register of persons licensed. [Duties] Modifies the register of licensed teachers PELSB must maintain. Requires the list to be available on the board’s website.	No comparable provision.			
15	PELSB must adopt rules. [Duties] Adds sections to the list of sections that require PELSB to adopt rules. Makes technical changes.	No comparable provision.			
16	Permissions. [Duties] Expands types of teacher preparation programs PELSB must encourage to develop alternative pathways for licensing career and technical education teachers.	No comparable provision.			
17	Teacher and administrator preparation and performance data; report. [Reports] Modifies PELSB report on teacher preparation providers.	No comparable provision.			

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 5: Teachers		S.F.	Section	Article 4: Teachers
18	Teacher preparation program reporting. [Reports] Modifies PELSB report to the legislature regarding teacher candidates.	No comparable provision.			
19	Teachers. [Teachers, supervisory and support personnel, definitions, licensure] Modifies sections to which the definition of “teacher” for purposes of licensure applies.	No comparable provision.			
20	Authority to license. [Board to issue licenses] Makes technical change.	No comparable provision.			
21	Support personnel qualifications. [Board to issue licenses] Corrects statutory reference relating to support personnel qualifications.	No comparable provision.			
22	Licensure via portfolio. [Board to issue licenses] Limits the licensure via portfolio process to initial Tier 3 licenses or to add a licensure field to a Tier 3 or Tier 4 license.	No comparable provision.			
23	Staff automated reporting. [Board to issue licenses] Requires PELSB to collect data on educators’ employment and assignments from all districts and charter schools. Allows report to include data on educators’ demographics and licensure.	No comparable provision.			

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 5: Teachers		S.F.	Section	Article 4: Teachers
24	Application requirements. [Tier 1 license] Requires application to be submitted jointly by applicant and district, and to be paid for.	No comparable provision.			
25	Professional requirements. [Tier 1 license] Makes technical change.	No comparable provision.			
26	Exemptions from a bachelor’s degree. [Tier 1 license] Expands list of applicants exempt from requirement to hold a bachelor’s degree for a Tier 1 license to include persons teaching world languages and culture, and the performing or visual arts. Requires PELSB to adopt rules.	No comparable provision.			
27	Term of license and renewal. [Tier 1 license] Strikes provision allowing PELSB to submit written comments to the district or charter school that requested a Tier 1 license renewal.	No comparable provision.			
28	Application. [Tier 1 license] Allows PELSB to review applications for Tier 1 license before July 1, and removes 30-day deadline for issuing or denying the license.	No comparable provision.			
29	Limitations on license. [Tier 1 license] Allows a Tier 1 teacher to be part of the teacher bargaining unit.	Same.	1311	8	Limitations on license. Removes the prohibition on Tier 1 teachers joining a collective bargaining unit.

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 5: Teachers		S.F.	Section	Article 4: Teachers
30	<p>Requirements. [Tier 2 license] Requires applications to be submitted jointly by applicant and district and to be paid for. Strikes coursework requirement and replaces it with requirement that applicant complete a state-approved teacher preparation program.</p>	No comparable provision.			
31	<p>Exemptions from a bachelor’s degree. [Tier 2 license] Expands list of applicants exempt from the requirement to hold a bachelor’s degree for a Tier 2 license to include persons teaching world languages and culture, and the performing or visual arts. Requires PELSB to adopt rules.</p>	No comparable provision.			
32	<p>Temporary eligibility for renewal. [Tier 2 license] Allows a Tier 2 teacher who would otherwise be ineligible to renew the license based on changes in the bill, to renew the license for the 2023-2024, 2024-2025, and 2025-2026 school years only.</p>	No comparable provision.			
33	<p>Application. [Tier 2 license] Allows PELSB to begin renewing license applications before July 1 and removes 30-day deadline for issuing or denying the license.</p>	No comparable provision.			
34	<p>Requirements. [Tier 3 license] Strikes provision allowing a candidate to obtain a Tier 3 license without a bachelor’s degree; it is recodified in section 36.</p>	Similar.	2497	2	<p>Requirements. Directs PELSB to issue a Tier 3 license to a candidate who demonstrates the following:</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE			
Section	Article 5: Teachers		S.F.	Section	Article 4: Teachers
	Requires PELSB to issue a Tier 3 license to a candidate who either: (1) completed a teacher preparation program from a culturally specific minority serving institution and is eligible for a teacher license in another state; or (2) completed a university teacher preparation program in another country and has taught at least two years. Requires a candidate to have completed student teaching comparable to Minnesota requirements. These candidates are not required to pass licensure exams.				<ol style="list-style-type: none"> 1) the candidate has completed a teacher preparation program from a culturally specific Minority Serving Institution in the United States; or 2) the candidate has completed a university teacher preparation program in another country and has taught for at least two years. <p>Requires the candidate to have completed student teaching comparable to the student teaching expectations in Minnesota.</p>
35	Coursework. [Tier 3 license] Eliminates pathway to Tier 3 license for Tier 2 teachers who have taught for three years and have a summative evaluation that did not place them on an improvement process.	No comparable provision.			
36	Exemptions from a bachelor’s degree. [Tier 3 license] Expands list of applicants exempt from the requirement to hold a bachelor’s degree for a Tier 3 license to include persons teaching world languages and culture, and the performing or visual arts. Requires PELSB to adopt rules.	No comparable provision.			
37	Temporary eligibility. [Tier 3 license] Allows a candidate with a Tier 2 license to remain eligible for a Tier 3 license, despite other changes in the bill, until December 31, 2026.	No comparable provision.			

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 5: Teachers		S.F.	Section	Article 4: Teachers
38	<p>Requirements. [Tier 4 license] Requires an applicant to have field-specific teaching experience from any state, rather than only Minnesota, and complete Tier 3 renewal requirements if the applicant previously held a Tier 3 license. Strikes requirement that candidate’s most recent summative evaluation not have placed the candidate on an improvement process.</p>	Different. Senate file allows for teaching experience in Minnesota or another state.	2497	3	<p>Requirements. Allows a Tier 4 teacher licensure candidate to have at least three years of teacher experience in another state, not just Minnesota, to qualify for a license.</p>
39	<p>Tests. [Teacher licensure assessment] Eliminates the following tests:</p> <ul style="list-style-type: none"> ▪ Skills in reading, writing, and math for a Tier 4 license to provide direct instruction in elementary, secondary, or special education programs ▪ Pedagogy and content exams for an applicant that has completed a PELS B-approved preparation program, licensure via portfolio, or a state-approved teacher preparation program in another state and passed licensure exams in that state, if applicable. ▪ Reading instruction for Tier 3 and 4 licenses to teach elementary students <p>Requires PELS B to adopt rules requiring performance assessments as alternative to examinations of pedagogy and content.</p> <p>Requires testing centers to provide monthly opportunities for untimed content and pedagogy exams. Requires the exam vendor to: waive test fees for some test takers,</p>	Different. Section also amended in Article 3: Read Act.	2497	4	<p>Tests. Strikes the requirement for a candidate to have a passing score on a board-adopted examination of skills in reading, writing, and mathematics to receive a Tier 4 teaching license. Requires a Tier 3 or Tier 4 licensure candidate to pass an examination of general pedagogical knowledge and licensure specific content if the candidate has not completed a board- approved preparation program. Allows licensure candidates prepared in another state who have satisfactorily completed a preparation program and passed licensure examinations in that state to forgo the similar examinations required in Minnesota. Requires all testing centers in the state to provide monthly opportunities for untimed content and pedagogy examinations. Requires a candidate who has not passed a required exam after two attempts to retake the exam without being charged an additional fee.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 5: Teachers		S.F.	Section	Article 4: Teachers
	provide free practice tests and study guides, and make content and pedagogy exams available in languages other than English for some teachers.				
		See section above.	1311	9	Tests. Strikes the requirement for a candidate to have a passing score on a board-adopted examination of skills in reading, writing, and mathematics to receive a Tier 4 teaching license. Exempts a Tier 3 or Tier 4 licensure candidate from passing an examination of general pedagogical knowledge and licensure-specific content if the candidate has completed a board-approved preparation program, or a state-approved teacher preparation program in another state and passed licensure examinations in that state.
40	Remedial assistance. [Teacher licensure assessment] Strikes requirement that PELSB-approved teacher preparation programs provide students remedial assistance if they do not pass the skills exam.	No comparable provision.			
41	License form requirements. [Expiration and renewal] Strikes requirement that PELSB require satisfactory evidence of teaching or administrative experience to renew license. Strikes requirement that PELSB establish requirements for renewing coach license.	No comparable provision.			
42	American Indian history and culture. [Expiration and renewal] Requires PELSB to adopt rules that require all licensed teachers to have professional development in the cultural	No comparable provision.			

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 5: Teachers		S.F.	Section	Article 4: Teachers
	heritage and contemporary contributions of American Indians to renew their licenses.				
43	Teacher preparation programs. [Bilingual and English as a second language teachers, licenses] Expands organizations that can have teacher preparation programs.	No comparable provision.			
44	Exceptions. [Community education teachers; licensure requirements] Allows adult basic education and early childhood family education teachers to obtain tenure or continuing contract.	Same.	1311	10	Exceptions. Modifies which licensed teachers are part of the collective bargaining unit to include community education teachers including adult basic education teachers.
45	Hiring, dismissing. [Continuing contracts (districts in cities outside the first class)] Requires a district to annually report to PELSB all new teacher hires and terminations by race and ethnicity, and the reasons for all teacher resignations and requested leaves of absence.	Same.	2497	5	Hiring, dismissing. Requires a school district to annually report to the Professional Educator Licensing and Standards Board; (1) all new teacher hires and terminations, including layoffs, by race and ethnicity; and (2) the reasons for all teacher resignations and requested leaves of absence.
46	Probationary period. [Employment; contracts; termination] Reduces from 120 to 90 the number of days of teaching service a probationary teacher must complete during the probationary period. Modifies probationary period for a teacher who has taught for three consecutive years in a single district or	Similar.	2497	6	Probationary period. Limits the probationary period to no longer than one year for a teacher who has taught for three consecutive years in a single school district or charter school in Minnesota or another state.

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 5: Teachers		S.F.	Section	Article 4: Teachers
	<p>charter school in Minnesota or another state by allowing the teacher to obtain continuing contract status after serving a one-year probationary period.</p> <p>Effective date: This section is effective for collective bargaining agreements effective July 1, 2023.</p>				
		See section above.	1311	11	<p>Probationary period.</p> <p>Decreases the number of days a probationary teacher must complete each year during the probationary period from 120 to 90 days.</p>
47	<p>Development, evaluation, and peer coaching for continuing contract teachers. [Employment; contracts; termination]</p> <p>Requires a teacher evaluation process to include a rubric of performance standards for teacher practice that is based on professional teaching standards established in rule, includes culturally responsive methodologies, and provides common descriptions of effectiveness using at least three levels of performance.</p> <p>This section is effective July 1, 2025.</p>	Same.	1311	12	<p>Development, evaluation, and peer coaching for continuing contract teachers.</p> <p>Requires the annual evaluation process for teachers to include a rubric of performance standards for teacher practice that is based on professional teaching standards established in rule, includes culturally responsive methodologies, and provides common descriptions of effectiveness using at least three levels of performance.</p>
48	<p>Probationary period; discharge or demotion. [Teacher Tenure Act; cities of the first class; definitions]</p> <p>Modifies the teacher probationary period to be the same as it is for districts in cities not in the first class. Sets the probationary period in a subsequent district at one year for a teacher that completes the three-year period in the</p>	Similar.	1311	13	<p>Probationary period; discharge or demotion; first-class city school districts.</p> <p>Allows the first three consecutive years of a teacher’s first teaching experience in Minnesota in a single district is deemed the probationary period. The probationary period in each school district thereafter is one year. Decreases the number of days a</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 5: Teachers		S.F.	Section	Article 4: Teachers
	<p>first district. Reduces from 120 to 90 the number of days of teaching service a probationary teacher must complete during the probationary period.</p> <p>Modifies probationary period for a teacher who has taught for three consecutive years in a single district or charter school in Minnesota or another state by allowing the teacher to obtain tenure after serving a one-year probationary period.</p> <p>Effective date: This section is effective for collective bargaining agreements effective July 1, 2023.</p>				<p>probationary teacher must complete each year during the probationary period from 120 to 90 days.</p>
		See section above.	2497	7	<p>Probationary period; discharge or demotion; school districts in first class cities.</p> <p>Limits the probationary period to no longer than one year for a teacher who has taught for three consecutive years in a single school district or charter school in Minnesota or another state.</p>
49	<p>Development, evaluation, and peer coaching for continuing contract teachers. [Teacher tenure act; cities of the first class; definitions]</p> <p>Requires a teacher evaluation process to include a rubric of performance standards for teacher practice that is based on professional teaching standards established in rule, includes culturally responsive methodologies, and provides common descriptions of effectiveness using at least three levels of performance.</p> <p>This section is effective July 1, 2025.</p>	Same.	1311	14	<p>Development, evaluation, and peer coaching for continuing contract teachers.</p> <p>Requires the annual evaluation process for teachers include a rubric of performance standards for teacher practice that is based on professional teaching standards established in rule, includes culturally responsive methodologies, and provides common descriptions of effectiveness using at least three levels of performance.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 5: Teachers		S.F.	Section	Article 4: Teachers
50	<p>Reporting of hires and terminations. [Tenure (districts in cities in the first class)] Requires a district to annually report to PELSB all new teacher hires and terminations by race and ethnicity, and the reasons for all teacher resignations and requested leaves of absence.</p>	Same.	2497	8	<p>Reporting of hires and terminations; school districts in first class cities. Requires a school district to annually report to the Professional Educator Licensing and Standards Board; (1) all new teacher hires and terminations, including layoffs, by race and ethnicity; and (2) the reasons for all teacher resignations and requested leaves of absence.</p>
51	<p>Basic alternative teacher compensation aid. [QComp] Increases the statewide cap for alternative teacher compensation aid (QComp) to reflect higher pupil numbers.</p>	Similar.	2497	9	<p>Basic alternative teacher compensation aid. Amends the Q-comp aid entitlement.</p>
52	<p>Short-call substitute teacher pilot program. Establishes pilot program for the 2023-2024 and 2024-2025 school years. Allows a district or charter school and an applicant to jointly request PELSB approve an application for a short-call substitute license. Requires an applicant to meet one of the following requirements: have an associate’s degree or equivalent and receive substitute training from the district or school; or have a high school diploma or equivalent and have been employed as an education support professional or paraprofessional in the district or charter school for at least one year. Requires the district or charter school to have requested a background check and provide substitute teacher training. Allows PELSB to issue a license pending a background check and to immediately suspend or revoke the license upon receiving the background check. Allows PELSB to prioritize short-call substitute</p>	No comparable provision.			

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 5: Teachers		S.F.	Section	Article 4: Teachers
	teaching license applications. Sets minimum rate of pay for substitute teachers under the pilot program.				
53	<p>Come Teach in Minnesota hiring bonuses. Expands eligibility for hiring bonuses by including teachers from another country and teachers who qualify for Tier 2 license, rather than only Tier 3 or 4; and eliminating the requirement that the teacher be licensed in another state, and that the teacher move to the economic development region where the teacher was hired. The expanded eligibility is effective retroactively.</p> <p>Increases the bonus amounts. Requires a teacher to have a Tier 3 or 4 license to receive the second half of the bonus. Requires a district to prorate the second half of the bonus if the teacher is nonrenewed for reasons unrelated to teaching effectiveness or misconduct.</p> <p>Allows the commissioner to award participating districts and schools additional funds to administer the program, and to reserve up to five percent of the funding to administer the program.</p>	Same.	2497	10	<p>Come teach in Minnesota hiring bonuses. Allows hiring bonuses to be given to persons from another state or country who immediately qualify for a Tier 2 or higher Minnesota teaching license. Increases the bonus amounts for a teacher who meets the eligibility requirements to a minimum of \$4,000 from \$2,500 and a maximum of \$8,000 from \$5,000. Increases the bonus amounts for a teacher who meets the eligibility requirements and meets a licensure shortage area in the economic development region of the state where the school is located, to a minimum of \$5,000 from \$4,000 and a maximum of \$10,000 from \$8,000. Requires a teacher who receives the bonus to have a Tier 3 or Tier 4 Minnesota teaching license to qualify for the second half of the bonus. Requires the district to prorate the second half of the bonus if the eligible teacher is nonrenewed due to reasons not having to do with teaching effectiveness or misconduct. Permits the commissioner to award additional funds to participating schools to administer the program.</p>
54	<p>Supporting heritage language and culture teachers.</p> <p>Subd. 1. Purpose. States that purpose of statute is to increase the number of heritage language and culture teachers in Minnesota.</p> <p>Subd. 2. Definitions. Defines “heritage language and culture teachers.”</p>	Same.	2497	11	<p>Supporting Heritage Language and Culture Teachers.</p> <p>Subdivision 1. Purpose. States the purpose of the section is to increase the number of heritage language and culture teachers in Minnesota.</p> <p>Subdivision 2. Definitions. Defines “heritage language and culture teachers” as teachers with a connection to a community’s language and culture who use the connection</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 5: Teachers	S.F.	Section	Article 4: Teachers
	<p>Subd. 3. Eligibility. Requires applicants for heritage language and culture licensure pathway program to have a license from PELSB or meet the criteria for a Tier 1 license, and seek licensure in a heritage language.</p> <p>Subd. 4. Heritage language and culture teacher licensure pathway program. Requires PELSB to develop a program to support initial and additional licensure for heritage language and culture teachers. Establishes program requirements. Requires applicants seeking a license to meet the standards of effective practice, and content-specific pedagogical standards.</p> <p>Subd. 5. Heritage language and culture educators seeking a world language license. Allows applicants seeking a world language license who demonstrate proficiency in specified ways to use this proficiency to show they meet required content-specific world language and culture standards.</p>			<p>to support students as they learn academic content or the language and culture of that community.</p> <p>Subdivision 3. Eligibility. Requires applicants to the program to:</p> <ol style="list-style-type: none"> 1) hold a current license issued by the Professional Educator Licensing and Standards Board or meet the criteria for a Tier 1 license under section 122A.181; and 2) seek initial, dual, or additional licensure in a heritage language. <p>Subdivision 4. Heritage language and culture teacher licensure pathway program. (a) Directs the Professional Educator Licensing and Standards Board to develop a program to support licensure of heritage language and culture teachers. Requires the program to include the following:</p> <ol style="list-style-type: none"> 1) a yearlong mentorship program; 2) monthly meetings for applicants to receive guidance on completing the portfolio process from a portfolio liaison; 3) a waiver for all portfolio and licensure testing fees; and 4) a portfolio review committee created by the board. <p>(b) Requires applicants seeking an initial license in a world language or culture to demonstrate meeting the standards of effective practice in Minnesota Rules, part 8710.2000 and content-specific pedagogical standards in Minnesota Rules 8710.4950 through the portfolio process.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 5: Teachers	S.F.	Section	Article 4: Teachers
				<p>(c) Requires applicants seeking a dual license to demonstrate meeting the content-specific pedagogical standards in Minnesota Rules, part 8710.4950.</p> <p>(d) Requires applicants seeking an additional license in a world language and culture to demonstrate meeting the content-specific pedagogical standards in Minnesota Rules, part 8710.4950.</p> <p>Subdivision 5. Heritage language and culture educators seeking a world language license. Allows heritage language and culture teachers who are seeking a world language and culture license who demonstrate proficiency through one of the following methods to use this proficiency to evidence meeting the required content-specific world language and culture standards for their licensure in their heritage language:</p> <ol style="list-style-type: none"> 1) passing a board-approved assessment; 2) holding a certificate to serve as a translator or interpreter; or 3) completing an undergraduate or postbaccalaureate degree from an accredited university where most of the coursework was taught via the non-English instructional language.

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 5: Teachers		S.F.	Section	Article 4: Teachers
55	<p>Collaborative urban and greater Minnesota educators of color grant program.</p> <p>Subd. 1. Establishment. Modifies purpose of grant.</p> <p>Subd. 2. Competitive grants. Requires a higher education institution applying for a grant to submit a plan describing how the applicant will use grant funds, and modifies priority order for criteria.</p> <p>Subd. 3. Grant program administration. Requires PELSB to establish a standard allowable dollar range for the amount of direct financial assistance an institution may provide to a candidate, and describes how range must be established.</p> <p>Subd. 4. Report. Modifies reporting requirement for institutions awarded grants.</p>	Same.	2497	12	<p>Collaborative urban and greater Minnesota educators of color grant program.</p> <p>Subdivision 1. Establishment. Modifies the purpose of the program to include completion of teacher preparation programs.</p> <p>Subdivision 2. Competitive grants. (a) Directs the Professional Educator Licensing and Standards Board to award collaborative urban and greater Minnesota educators of color grants to a variety of higher education institution types. An applicant must submit a plan that describes how it would use the grant funds to increase the number of teachers who are of color or who are American Indian. Amends the priorities for awarding grants to include:</p> <ol style="list-style-type: none"> 1) program outcomes, including graduation or program completion rates and licensure recommendation rates; 2) the extent to which an institution’s plan is clear in describing how the institution would use grant funds for implementing explicit research-based practices to provide programmatic support to teacher candidates who are of color or who are American Indian. Permits plans for the grant funds to include: <ol style="list-style-type: none"> i) recruiting more racially and ethnically diverse candidates for admission; ii) providing differentiated advising, mentoring, or other supportive community-building activities; iii) providing academic tutoring or support to help teacher candidates pass required assessments; and

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 5: Teachers	S.F.	Section	Article 4: Teachers
				<ul style="list-style-type: none"> iv) providing program staffing expenses; 3) an institution’s plan to provide direct financial assistance as scholarships or stipends; 4) whether the institution has previously received a competitive grant under this section and has demonstrated positive outcomes from the use of grant funds for efforts helping teacher candidates who are of color or who are American Indian enroll in and successfully complete teacher preparation programs and be recommended for licensure; 5) geographic diversity among institutions. Requires the board to prioritize awarding grants to institutions outside of the Twin Cities metropolitan area whenever there is at least a 20 percent increase in the base appropriation for the grant program; and 6) the percentage or racially and ethnically diverse teacher candidates enrolled in the institution compared to: <ul style="list-style-type: none"> i) the aggregate percentage of students of color and American Indian students enrolled in the institution, regardless of major; and ii) the percentage of underrepresented racially and ethnically diverse teachers in the economic development region of the state where the institution is located and where a shortage of diverse teachers exists. <p>(b) Prohibits the board from penalizing an applicant for using grant funds only to provide direct financial support to</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 5: Teachers	S.F.	Section	Article 4: Teachers
				<p>teacher candidates if that is the institution’s priority and the institution uses other resources to provide programmatic support to candidates.</p> <p>(d) Requires the board to determine grant awards by multiplying the number of teacher candidates to be provided direct financial assistance by the average amount the institution proposes per candidate that is within the allowable dollar range. Allows the board to grant an institution a lower average amount per candidate and allows the institution to award less per candidate or provide financial assistance to fewer candidates within the allowable range. Permits an institution to use up to 25 percent of the awarded grant funds to provide programmatic support.</p> <p>Subdivision 3. Grant program administration. Directs the board to establish a standard allowable dollar range for direct financial assistance an applicant may provide to each candidate. Requires the board to collect de-identified data from institutions that received a grant during the previous grant period and calculate the average scholarship amount awarded to all candidates across all institutions using the most recent fiscal year data available. States the purpose of direct financial assistance is to assist candidates matriculating through completing licensure programs if they demonstrate financial need after considering other grants and scholarships provided.</p> <p>Subdivision 4. Report. (a) Amends the due date for the report from institutions to the Professional Educator Licensing and Standards Board from January 15th of each</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 5: Teachers	S.F.	Section	Article 4: Teachers
				<p>year to August 15th of each year. Requires the report to include:</p> <ol style="list-style-type: none"> 1) total number of teacher candidates of color and American Indian teacher candidates who: <ol style="list-style-type: none"> i) are enrolled in the institution; ii) are supported by grant funds with direct financial assistance during the academic reporting year; iii) are supported with other programmatic supports; iv) are recruited and newly admitted to a licensure program; v) are enrolled in a licensure program; vi) have complete a licensure program; and vii) were recommended for licensure in the field for with they were prepared; 2) the total number of teacher candidates of color or American Indian teacher candidates at each stage from program admission to licensure recommendation as a percentage of all candidates seeking the same licensure at the institution; and 3) a brief narrative describing the successes and challenges of efforts proposed in the grant application to support candidates with grant funds, and lessons learned for future efforts. <p>(b) Requires the board to post a report on its website by November 1 of each year summarizing the activities and outcomes of grant recipients and results that promote</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 5: Teachers		S.F.	Section	Article 4: Teachers
					sharing of effective practices and lessons learned among grant recipients.
56	<p>Practice or student teachers. Strikes requirement that student teachers have completed at least two years of an approved teacher preparation program to have classroom experience.</p>	No comparable provision.			
57	<p>Teacher mentorship and retention of effective teachers. Modifies grant eligibility. Requires PELSB to prioritize grants for efforts to induct, mentor, and retain Tier 2 or 3 teachers who are of color or American Indian, and Tier 2 or 3 teachers in licensure shortage areas. Allows grants to be awarded for up to 24 months. Modifies reporting deadline.</p>	Similar.	2497	13	<p>Teacher Mentorship and Retention of Effective Teachers. Subdivision 2a. Funded work. (a) Restates the allowable uses for grant funds stricken from subdivision 1 which require grant funds to be used for the following:</p> <ol style="list-style-type: none"> 1) additional stipends as incentives to mentors who are of color or who are American Indian; 2) financial supports for professional learning community affinity groups across schools within and between districts for educators from underrepresented racial and ethnic groups to come together throughout the school year. Defines “affinity groups” as groups of licensed and nonlicensed educators who share a common racial or ethnic identity; 3) programs for induction aligned with the district or school mentorship program during the first three years of teaching; 4) professional development focused on ways to close opportunity and achievement gaps for students of color and American Indian students; or 5) for teachers of color and American Indian teachers, graduate courses toward a first master’s degree in a

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 5: Teachers		S.F.	Section	Article 4: Teachers
					<p>field related to their licensure or toward an additional license.</p> <p>(b) Requires a charter school or school district that receive a grant to negotiate additional retention strategies or protection from unrequested leaves of absence in the beginning years of employment for teachers who are of color or who are American Indian.</p> <p>Subdivision 3. Criteria for selection. (b) Requires the Professional Educator Licensing and Standards Board to give priority to applications to fund programs to induct, mentor, and retain Tier 2 or Tier 3 teachers who are of color or who are American Indian, and Tier 2 or Tier 3 teachers in licensure shortage areas within the applicant’s economic development region.</p> <p>Subdivision 5. Program implementation. Allows a grant recipient to use grant funds over a period of up to 24 months.</p> <p>Subdivision 6. Report. Amends the date that grant recipients must report to the board from June 30th of each year to September 30th of each year. Directs the board to publish a summary report for the public and report to the legislature by November 30th of each year.</p>
58	<p>Grow Your Own district programs. [Grants for Grow Your Own programs]</p> <p>Allows charter schools and cooperative units, alongside districts, to receive Grow Your Own program grants to</p>	Different.	2497	14	<p>Grow Your Own district programs.</p> <p>(a) Allows a charter school, cooperative unit under section 123A.24, subdivision 2, or Head Start program under section 119A.50, in addition to a school district, to apply for a grant to partner</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 5: Teachers		S.F.	Section	Article 4: Teachers
	<p>establish a pathway for adults to obtain their first professional teaching license. Requires grantees to partner with a PELSB-approved teacher preparation program. Allows grant funds to be used to pay for teacher licensure exams and licensure fees.</p> <p>This section is effective July 1, 2024.</p>				<p>with a Professional Educator Licensing and Standards Board approved teacher preparation program. Allows partnerships to include associate degree-granting institutions to support students in early childhood or education programs that have transfer agreements with board-approved preparation programs and colleges or universities.</p> <p>(c) Limits the maximum amount of grants to \$850,000.</p>
59	<p>Grants for programs serving secondary school students. [Grants for Grow Your Own programs]</p> <p>Allows districts, charter schools, and cooperatives to apply for grants to develop innovative programs that encourage secondary school students, especially students of color and American Indian students, to pursue teaching. Allows grant funds to be used for postsecondary enrollment options courses for “Introduction to Teaching” or “Introduction to Education” courses. Caps grant award amounts.</p> <p>This section is effective July 1, 2024.</p>	Similar.	2497	15	<p>Grants for programs serving secondary school students.</p> <p>Amends the subdivision to conform to the amendment to the allowable grant applicants. Limits the maximum grant award to \$500,000 for activities under this subdivision.</p>
60	<p>Grow Your Own program account. [Grants for Grow Your Own programs]</p> <p>Increases the amount transferred from the Grown Your Own program account for MDE’s administrative costs from \$100,000 to \$175,000 per year.</p>	No comparable provision.			

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 5: Teachers		S.F.	Section	Article 4: Teachers
61	<p>Special education teacher pipeline program. Establishes a special education teacher pipeline grant program. The program provides grants to school districts, charter schools, or cooperative units that partner with a teacher preparation program. A grant recipient must use the grant funds to support participants who are employed as paraprofessionals or other unlicensed staff as they complete the teacher preparation program to become special education teachers with a Tier 3 or 4 license. Prioritizes funding for Tier 1 or Tier 2 teachers to become Tier 3 teachers. Establishes a special education teacher pipeline program account in the special revenue fund.</p>	No comparable provision.			
62	<p>Duties; evaluation. [Principals] Requires a principal’s annual evaluation to support and improve a principal’s culturally responsive leadership practices and be linked to professional development that emphasizes culturally responsive leadership practices. This section is effective July 1, 2024.</p>	Same.	2497	16	<p>Duties; evaluation. Amends the principal’s evaluation to support and improve a principal’s culturally responsive leadership practices that create inclusive and respectful teaching and learning environments.</p>
		See section above.	1311	15	<p>Duties; evaluation. Amends the principal’s evaluation to support and improve a principal’s culturally responsive leadership practices that create inclusive and respectful teaching and learning environments.</p>
63	<p>Student support personnel aid. Creates a new ongoing state aid program to help fund additional school support personnel.</p>	Similar.	2497	17	<p>Student Support Personnel Aid. Subdivision 1. Definitions. Provides for the following definitions under this section:</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 5: Teachers	S.F.	Section	Article 4: Teachers
	<p>Subd. 1. Definitions. Defines school support personnel as school counselors, school psychologists, school social workers, school nurses, and chemical dependency counselors.</p> <p>Subd. 2. Purpose. Establishes the purpose of student support personnel aid.</p> <p>Subd. 3. Aid eligibility and application. Qualifies school districts, charter schools, intermediate school districts, and other cooperative units to receive student support personnel aid.</p> <p>Subd. 4. Student support personnel aid. Sets the initial aid amount at the number of adjusted pupil units in the school district or charter school during the current year times the student support personnel allowance. For small school districts, guarantees a minimum aid amount of \$50,000 for the school district. Creates a separate category of aid for intermediate school districts and other cooperative units serving students equal to the student support personnel allowance times the adjusted pupil unit in the member school districts. Increases the student support personnel allowance from fiscal year 2024 to fiscal year 2025 and against to fiscal year 2026.</p> <p>Subd. 5. Allowed uses; match requirements. Allows a school district to contract for services with the money if the district is unable to hire a new full-time employee with the student support personnel aid.</p>			<p>(1) Defines “new position” as a student support services personnel full-time or part-time position not under contract by a school district, charter school, or cooperative unit at the start of the 2022-2023 school year.</p> <p>(2) Defines “student support services personnel” as an individual licensed to serve as a school counselor, school psychologist, school social worker, school nurse, or chemical dependency counselor in Minnesota.</p> <p>Subdivision 2. Purpose. States several purposes of student support personnel aid including:</p> <ol style="list-style-type: none"> 1) addressing shortages of student support personnel in schools; 2) decreasing caseloads for existing student support services personnel; 3) ensuring that students receive effective student support services; 4) ensuring that student support services personnel serve within the scope and practice of their training and licensure; 5) fully integrating learning support, instruction, assessment, data-based decision making, and family and community engagement; and 6) improving student health, school safety, and school climate. <p>Subdivision 3. Student support personnel aid. (a) States that a school district’s aid for fiscal years 2024 and 2025 equals the greater of \$24 times the adjusted pupil units for</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 5: Teachers	S.F.	Section	Article 4: Teachers
	<p>Subd. 6. Report required. Requires each school district to report annually to the commissioner of education on the impact of the funds and how the money has affected at least two of the following measures: (1) school climate; (2) student health; (3) attendance rates; (4) academic achievement; (5) career and college readiness; and (6) postsecondary completion rates.</p>			<p>the current fiscal year or \$25,000. States that a school district’s aid for fiscal year 2026 and later equals the greater of \$44 times the adjusted pupil units for the current fiscal year or \$60,000. States that for fiscal year 2024 and 2025, a charter school’s aid equals \$22 times the adjusted pupil units for the current fiscal year. States that for fiscal year 2026, a charter school’s aid equals \$40 times the adjusted pupil units for the current fiscal year.</p> <p>(b) States that a cooperative’s aid equals \$2 times the adjusted pupil units at the district for the current fiscal year. States that a cooperative’s aid equals \$4 times the adjusted pupil units at the district for the current fiscal year. Requires that a district who is a member of more than one cooperative to allocate revenue among the cooperative units.</p> <p>(c) States that, notwithstanding paragraphs (a) and (b), the aid must not exceed a district’s or cooperative unit’s actual expenditure according to the approved plan under subdivision 3.</p> <p>Subdivision 4. Allowed uses. (a) Requires that cooperative student support personnel aid be transferred to the intermediate district or cooperative unit of which the district is a member. States that the aid must be used to hire new positions for student support services personnel.</p> <p>(b) States that if a school district, charter school, or cooperative unit does not receive at least two applications and is not able to hire, allows for the aid to be used to pay for contracted services from individuals licensed to serve as</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 5: Teachers		S.F.	Section	Article 4: Teachers
					<p>a school counselor, school psychologist, school social worker, school nurse, or chemical dependency counselor in Minnesota.</p> <p>Subdivision 5. Report required. Requires a school district, charter school, or cooperative unit who receives aid under this section to submit a written report to the commissioner by February 1 of the following fiscal year.</p>
64	<p>Teacher. [Definitions] Modifies the definition of “teacher” for purposes of PELRA, which determines what individuals can be in the teacher bargaining unit. Includes in the definition of teacher, a person creating and delivering instruction to children in a prekindergarten or early learning program but allows these teachers to stay in a different bargaining unit certified before January 1, 2023, with some exceptions.</p>	No comparable provision.			
65	<p>Terms and conditions of employment. [Definitions] Requires collective bargaining for school employees to include class sizes, student testing, and student-to-personnel ratios.</p>	No comparable provision.			
66	<p>Appropriations; Department of Education. See fiscal worksheet for details https://www.house.mn.gov/Fiscal/Download/3464</p>	Different. See fiscal worksheets.	2497	18	<p>Appropriations; Department of Education. See fiscal tracking sheets.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 5: Teachers		S.F.	Section	Article 4: Teachers
67	<p>Appropriations; PELSB. See fiscal worksheet for details https://www.house.mn.gov/Fiscal/Download/3464</p>	Different. See fiscal worksheets.	2497	19	<p>Appropriations; PELSB. See fiscal tracking sheets.</p>
68	<p>Revisor instruction. Instructs the revisor to substitute the term “applicant” or “applicants” for “candidate” or “candidates” in specified sections.</p>	No comparable provision.			
69	<p>Repealer. Repeals the following:</p> <ul style="list-style-type: none"> ▪ Minnesota Statutes, section 122A.07, subdivision 2a (obsolete language on first appointments to PELSB) ▪ Minnesota Statutes, section 122A.091, subdivisions 3 (school district reports to PELSB and BOSA), and subdivision 6 (obsolete language on PELSB report submitted in 2019) ▪ Minnesota Statutes, section 122A.18, subdivision 7c (temporary military licenses) ▪ Minnesota Statutes, section 122A.182, subdivision 2 (Tier 2 coursework requirements) ▪ Minnesota Rules, part 8710.0500, subparts 8 and 11 (teacher licensing exams) 	No comparable provision.			

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 6: Charter Schools		S.F.	Section	Article 4: Charter Schools
1	Definitions. Defines “market need and demand study.”	Similar. Senate file defines “charter management organization” and “educational management organization.”	1311	1	Definitions. Defines “charter management organization” (CMO) as a nonprofit or for-profit entity that contracts with a charter school board to manage or oversee the school’s education program or administrative functions. Defines “educational management organization” (EMO) as a nonprofit or for-profit entity that provides, manages, or oversees the education program or the school’s administrative functions. Defines “market need and demand study.”
2	Certain federal, state, and local requirements. [Applicable law] Requires a charter school to comply with section on alternatives to pupil suspension.	Same.	1311	2	Certain federal, state, and local requirements. Requires charter schools to comply with statute on alternatives to suspension.
3	English learners. [Applicable law] Requires a charter school to comply with the Education for English Learners Act.	Same.	1311	3	English learners. Requires charter schools to comply with the Education for English Learners Act.
4	Application content. [Authorizers] Modifies provision regarding the length of an authorizer’s term.	Same.	1311	4	Application content. Clarifies that the length of a charter authorizer’s term is until they formally withdraw, or the commissioner revokes the organization’s ability to authorize charter schools.
5	Withdrawal. [Authorizers] Modifies cross-reference providing reason for authorizer to withdraw as an approved authorizer; the new	Same.	1311	5	Withdrawal. Clarifies authorizer withdrawal requirements.

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 6: Charter Schools		S.F.	Section	Article 4: Charter Schools
	reference is to provision on corrective action against an authorizer.				
6	Individuals eligible to organize. [Forming a school] Requires a charter school developer’s application to include a market need and demand study. Eliminates requirement that application include a statement of assurances of legal compliance.	Different.	1311	6	Individuals eligible to organize. Requires a charter school developer’s application to the authorizer for approval to establish a charter school to include a market need and demand study.
7	Authorizer’s affidavit; approval process. [Forming a school] Requires an authorizer’s affidavit stating its intent to charter a school to include a market need and demand study.	Same.	1311	7	Authorizer’s affidavit; approval process. Requires an authorizer’s affidavit filed with the commissioner to include a market need and demand study.
8	Adding grades or sites. [Forming a school] Requires an authorizer to submit a market need and demand study to the commissioner when a school the authorizer charters wants to add grades or sites.	Same.	1311	8	Adding grades or sites. Requires an authorizer approving a school’s application to add grades or primary enrollment sites to include a market need and demand study in the supplemental affidavit filed with the commissioner.
9	Contents. [Charter contract] Clarifies that a charter contract between a charter school board and an authorizer must include a statement of the school’s admission policies and procedures.	Same.	1311	9	Contents. Requires a charter school to include a statement of the specific school’s admission policies and procedures in the charter school contract.
10	Admissions requirements and enrollment. Requires that admission to a charter school be free to an eligible pupil residing in Minnesota and requires an	Similar.	1311	10	Admission requirements and enrollment. Requires charter school admission to be free to a state resident and give enrollment preference to Minnesota residents over

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 6: Charter Schools		S.F.	Section	Article 4: Charter Schools
	<p>enrollment preference for Minnesota residents over out-of-state residents. Eliminates enrollment preference for children enrolled in a charter school’s fee-based preschool or prekindergarten program to enroll the following year.</p> <p>Modifies admissions preferences for charter schools that serve at least 90 percent of enrolled students who are eligible for special education services and have a primary disability of deaf, hard-of-hearing, or deafblind.</p>				<p>out-of-state residents. Requires students enrolled in a charter school’s prekindergarten program to apply for entry into kindergarten without receiving an enrollment preference. Clarifies an inconsistency between section 124E.11, paragraphs (c) and (g), and the Pupil Fair Dismissal Act regarding enrollment preference for prekindergarten students in charter schools. Allows a charter school servicing at least 90 percent of enrolled students who are eligible for special education services and have a primary disability of deaf, deafblind, or hard-of-hearing to give enrollment preference to students who are eligible for special education services and have a primary disability of deaf, deafblind, or hard-of-hearing.</p>
11	<p>Teachers. [Employment] Requires a charter school, excluding a preschool or prekindergarten program to employ or contract with a licensed teacher. Establishes qualifications for a charter school’s prekindergarten or preschool program teachers.</p>	Same.	1311	11	<p>Teachers. Corrects the definition of teacher to indicate that a teacher is either directly employed by the school or under contract with a cooperative.</p>
12	<p>Leased space. [Facilities] Requires a charter school to lease a building from its owner, rather than subleasing a space.</p>	Same.	1311	12	<p>Leased space. Requires a charter school to lease space from the owner of the space instead of subleasing the space.</p>
13	<p>Affiliated nonprofit building corporation. [Facilities] Limits an affiliated nonprofit building corporation to serve only one charter school.</p>	Same.	1311	13	<p>Affiliated nonprofit building corporation. Prohibits an affiliated building corporation from supporting more than one charter school.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 6: Charter Schools		S.F.	Section	Article 4: Charter Schools
		No comparable provision.	1311	14	<p>Reports.</p> <p>Subdivision 1. Audit report. Requires a charter school to include in its annual audit report a copy of a new management agreement or an amendment to a current agreement with a CMO or EMO.</p> <p>Subd. 3. Public accounting and reporting CMO and EMO agreements. (a) Requires a charter school that enters an agreement with a CMO or an EMO to:</p> <ol style="list-style-type: none"> 1) publish on the charter school website the proposed final agreement for public review and comment; 2) annually publish on the school website a statement of assurance that no member of the school board, staff, or any agent of the schools has been promised or received compensation or gifts from the CMO or EMO; and 3) conduct an independent review and evaluation of the services provided by the CMO or EMO. <p>(b) Requires the management agreement to contain the following:</p> <ol style="list-style-type: none"> 1) the term of the contract, not to exceed five years; 2) the total dollar value of the contract; 3) a description and terms of the services to be provided; 4) notice that a charter school closure during the term of the contract results in the balance of the contract becoming null and void; 5) an annual statement of assurance to the charter school board that the CMO or EMO provided no compensation

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 6: Charter Schools	S.F.	Section	Article 4: Charter Schools
				<p>or gifts to any charter school board member, staff member, or agent of the charter school;</p> <p>6) an annual statement of assurance that no charter school board member, employee, contractor, or agent of the CMO or EMO is a board member of the charter school or any other charter school;</p> <p>7) the policies and protocols that meet federal and state laws regarding student and personnel data collection, usage, access, retention, disclosure and destruction, and indemnification and warranty provisions in case of data breaches; and</p> <p>8) an annual assurance that all assets purchased on behalf of the charter school using public funds remain assets of the school.</p> <p>(c) Requires the CMO or EMO to annually provide the charter school board with a financial report that accounts for income and expenditures for the previous fiscal year.</p> <p>(d) Nullifies an agreement with a CMO or EMO if it contains any of the following:</p> <ol style="list-style-type: none"> 1) restrictions on the charter school’s ability to operate a school upon termination of the agreement; 2) restrictions on the annual or total amount of the school’s operating surplus or fund balance; 3) authorization to allow a CMO or EMO to withdraw funds from a charter school account; or 4) authorization to allow a CMO or EMO to loan funds to the charter school.

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 6: Charter Schools		S.F.	Section	Article 4: Charter Schools
					(e) Prohibits a CMO or EMO, its employees, agents, or affiliates from contracting with, being employed by, or serving on the board of a charter school authorizer. Prohibits an authorizer, its affiliates, employees, or agents from contracting with, being employed by, serving as a paid consultant for, or serving as a board member of a CMO or EMO.
14	School closures; payments. [Payment of aids to charter schools] Strikes obsolete reference to chapter 308A (Cooperatives) with regards to closure plans.	Same.	1311	15	School closures; payments. Strikes an obsolete reference.

HOUSE			SENATE		
Section	Article 7: Special Education		S.F.	Section	Article 5: Special Education
1	Age limitations; pupils. Extends admission for public school to all students with a disability to the pupil's 22 nd birthday.	Same.	2497	1	Age limitations; pupils. Allows a student with a disability to be eligible for free public school enrollment until the pupil's 22 nd birthday.
		No comparable provision. Note: Same provision is in House's early education bill, H.F. 2292.	1311	1	Article 7: Students with Disabilities, and Students in Need of Special Education Services Screening program. Requires an early childhood developmental screening to include developmental assessments, including virtual developmental

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 7: Special Education		S.F.	Section	Article 5: Special Education
					screening for families who make the request based on their immunocompromised health status or health conditions.
2	<p>Pupils. [Pupil Fair Dismissal Act] Extends the provisions of the Pupil Fair Dismissal Act to students with a disability until the student is 22 years of age.</p>	Same.	2497	2	<p>Pupil. Updates the definition of a “pupil” to include a student with a disability under 22 years of age who has not yet received a regular high school diploma.</p>
3	<p>Requirements for American sign language/English interpreters. A person employed by a school district to provide American sign language/English interpretation or transliteration must hold one of two statutorily required certifications and have completed an accredited training program. This section adds Certified Deaf Interpreter (CDI) to the allowed types of certifications. CDI certifications are for individuals who are deaf or hard of hearing, have demonstrated understanding of interpreting and the deaf community and culture, have special training in various communication methods, and have native or near native fluency in American sign language.</p> <p>Also make employees with the required certifications or credentials for American sign language/English interpreters “essential personnel” under the section of statute governing special education aid, including their services as eligible special education services.</p>	Same.	2497	3	<p>Requirements for American sign language/English interpreters. Adds a Certified Deaf Interpreter to the allowed types of certifications required for a person employed by a school district to provide American sign language or English interpreting or sign transliterating services. Makes employees who meet the requirements for an American sign language or English interpreter “essential personnel” for special education aid.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 7: Special Education		S.F.	Section	Article 5: Special Education
4	<p>Preparation time. Establishes due process revenue to provide time for teachers to complete due process forms and procedures. All school districts and charter schools are eligible for due process revenue.</p> <p>Requires a district and teacher’s union to negotiate the use of due process revenue, and provides a default for how the revenue must be used if the parties cannot agree by adding 43.75 hours of paid time for each teacher providing direct special education services.</p> <p>Establishes a process for a charter school without unionized teachers to discuss its due process plan with its special education teachers.</p> <p>Sets the fiscal year 2024 equal to \$29 times the adjusted pupil units for a district or charter school; and \$8.25 times the adjusted pupil units for an intermediate school district or other cooperative unit. For fiscal year 2025 and later, the revenue for a district equals \$16.25 times the adjusted pupil units for the current fiscal year; and \$3.25 times the adjusted pupil units for an intermediate school district or other cooperative unit.</p>	See Senate provision in UEH2497-1, article 5, section 8.	2497	8	<p>Individualized Education Programs. Requires a school district to give a paraprofessional paid time or time during the school day to review a student’s IEP or be briefed on the student’s specific needs by appropriate staff before working alone with an individual student with a disability. Requests the school district to ensure that paraprofessionals, Title 1 aids, and other instructional support staff be annually given a minimum of 16 hours of paid orientation or professional development. Requires eight of the hours to be complete before the first instructional day of the school year or within 30 days hire. Requires the orientation or professional development to be relevant to the employee’s occupation and may include collaboration time with classroom teachers and planning for the school year. Paraprofessionals providing direct student support must dedicate at least half of the professional development or orientation to meeting the requirements of this section. Allows the paraprofessional’s professional development to address the requirements of section 120B.363 (credential for education paraprofessionals).</p>
5	<p>Definitions. [Pupil transportation for students in foster care] Includes a student placed in a foster family in the class of students funded for pupil transportation under provision</p>	Same.	2497	4	<p>Definitions. Includes the cost of providing transportation services for a student with a disability placed in a family foster home for purposes of computing special education initial aid.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 7: Special Education		S.F.	Section	Article 5: Special Education
	funding transportation for homeless and highly mobile pupils.				
6	Commissioner designation. [State approved alternative program] Authorizes a student with a disability to participate in a state approved alternative program until the student graduates or turns 22 years of age, whichever is earlier.	Same.	2497	5	Commissioner designation. Allows a student with a disability to continue to enroll in learning year program courses until the student graduates with a regular high school diploma or the student is 22 years old, whichever comes first.
7	Eligible pupils. [Graduation incentives program] Authorizes pupils with a disability to participate in the graduation incentives program until the age of 22.	Same.	2497	6	Eligible pupils. Includes a pupil with a disability as being eligible to participate in the graduation incentives program and in concurrent enrollment courses.
8	Special instruction for children with a disability. Adjusts the maximum age of service for a child with a disability until the student’s 22 nd birthday.	Same.	2497	7	Special instruction for children with a disability. Requires special instruction and services to be provided from birth until the child with a disability becomes 22 years old.
9	Standards for restrictive procedures. Establishes additional requirements related to a school’s use of restrictive procedures, including review of disproportionate use of the procedures and the role of school resource officers in the use of restrictive procedures. Adds references to individualized family service plans. Requires documentation of a restrictive procedure to describe the post-use debriefing that occurred as a result of the use of the physical hold or seclusion. Prohibits the use of seclusion on children from birth through grade 3 by December 31, 2024. Modifies	Similar except for date and commissioner recommendations.	1311	17	Standards for Restrictive Procedures. Subdivision 1. Restrictive procedures plan. Requires a convened oversight committee that takes a quarterly review of the restrictive procedures to include any disproportionate use of restrictive procedures based on race, gender, or disability status; the role of the school resource office or police in emergencies; and documentation to determine if the standards for using restrictive procedures are met.

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE			
Section	Article 7: Special Education		S.F.	Section	Article 5: Special Education
	<p>requirements to report the use of restrictive procedures to the Department of Education.</p> <p>Requires the commissioner of education, in cooperation with stakeholders, to report recommendations to the legislature for ending seclusion in Minnesota schools by February 1, 2024. Requires the commissioner to consult with interested stakeholders, including parents of students who have been secluded or restrained; advocacy organizations; legal services providers; special education directors; teachers; paraprofessionals; intermediate school districts and cooperative units; school boards; day treatment providers; county social services; state human services department staff; mental health professionals; autism experts; and representatives of groups disproportionately affected by restrictive procedures, including People of Color and people with disabilities. Requires the recommendations to include specific dates for ending seclusion by grade or facility. The recommendations must identify existing resources and the new resources necessary for staff capacity, staff training, children's supports, child mental health services, and schoolwide collaborative efforts.</p>				<p>Subd. 2. Restrictive procedures. Modifies the requirement for an IEP meeting after the use of a restrictive procedure if a student has a disability.</p> <p>Subd. 3. Physical holding or seclusion. Requires a school that uses physical holding or seclusion during an emergency to include in the documents a brief description of the postuse debriefing that occurred as a result of the use of the physical hold or seclusion.</p> <p>Subd. 4. Prohibitions. Prohibits the use of seclusion on children from birth through prekindergarten.</p> <p>Subd. 5. Training for staff. Requires the commissioner develop and maintain a list of experts to help individualized family service plan teams reduce the use of restrictive procedures.</p> <p>Subd. 6. Behavior supports; reasonable force. Requires that any reasonable force used that limits a child's movement be reported to the Department of Education as a restrictive procedure.</p>
10	<p>School of parents' choice.</p> <p>Provides that a parent of a student with a disability who is not yet enrolled in kindergarten and not open enrolled in a nonresident district may elect a school in a nonresident district, in the same manner as a resident parent if the child is enrolled in a Head Start program or a licensed child care program in the nonresident district and if the</p>	Similar; House limits nonresident parent school choices to same choices for a resident parent.	1311	6	<p>School of parents' choice.</p> <p>Allows a parent of a student with a disability who is not yet enrolled in kindergarten and not open enrolled in a nonresident district to elect a school in the nonresident district.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 7: Special Education		S.F.	Section	Article 5: Special Education
	child can be served in the same setting as other children in the nonresident district with the same level of disability.				
11	<p>Placement in another district; responsibility. Modifies requirements relating to a district’s educational program responsibility when a child with a disability is temporarily placed for care and treatment in a day program located in another district and the child continues to live in the district of residence during the care and treatment. Allows an enrolling district or charter school that is authorized to provide a state-approved online learning program to fulfill its responsibility through the online learning program.</p> <p>Modifies requirements relating to a district’s educational program responsibility when a child with a disability is temporarily placed in a residential program for care and treatment located in another district. Allows the nonresident district to meet its requirement to provide an educational program by using a state-approved online learning program provided by the child’s enrolling district or charter school.</p>	Same.	1311	2	<p>Placement in another district; responsibility. Allows the district of residence or nonresident district for a child with a disability temporarily placed in another district for care and treatment to utilize a state-approved online learning program in fulfilling its education program responsibility if agreed to by the child’s parent or guardian.</p>
12	<p>Placement of children without disabilities; education and transportation. Modifies requirements relating to a resident district’s duty to provide instruction when a student without a disability is temporarily placed for care and treatment in a day program and the student continues to live within the resident district during the care and treatment. Allows the</p>	Same.	1311	3	<p>Placement of children without disabilities; education and transportation. Allows the district of residence or nonresident district for a child without a disability who has a short-term or temporary physical or emotional illness or disability and who is temporarily placed for care and treatment for that illness or disability to utilize a state-approved online learning program in fulfilling its education</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 7: Special Education		S.F.	Section	Article 5: Special Education
	<p>resident district to provide instruction through an authorized online learning program provided by the resident district, a district of open enrollment, or an enrolling charter school.</p> <p>Modifies requirements relating to nonresident district's duty to provide instruction when a student without a disability is temporarily placed in a residential program for care and treatment. Allows the district in which the student is placed to use a state-approved online learning program provided by the student's resident district, district of open enrollment, or enrolling charter school.</p>				<p>program responsibility if agreed to by the child's parent or guardian.</p>
13	<p>Responsibilities for providing education. [Placement of students; approval of education program]</p> <p>Modifies requirements for district in which a children's residential facility is located to provide education services for children placed in the facility. Allows the district of the facility to use a state-approved online learning program provided by a child's district of residence, district of open enrollment, or charter school to fulfill its responsibility.</p>	Same.	1311	4	<p>Responsibilities for providing education.</p> <p>Allows the district of residence or nonresident district for a child in a residential facility to utilize a state-approved online learning program in fulfilling its education program responsibility if agreed to by the child's parent or guardian.</p>
14	<p>Special education aid.</p> <p>Adjusts the regular special education aid calculation to reflect the creation of a new special education pupil transportation aid for transporting homeless students for those school districts subject to the adjusted 2016 base level of special education funding.</p>	No comparable provision.			

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 7: Special Education		S.F.	Section	Article 5: Special Education
15	<p>Cross subsidy reduction aid. Increases the special education cross subsidy aid by increasing the aid percentage from 6.43 percent to 47.8 percent of each school district’s special education cross subsidy.</p>	Different percentages.	2497	9	<p>Cross subsidy reduction aid. Increases the special education cross subsidy aid factor to 40 percent for fiscal year 2024, 47.3 percent for fiscal year 2025, and 60 percent for fiscal year 2026 and later.</p>
16	<p>Special education homeless pupil aid. Creates a new category of special education aid called special education homeless pupil aid for those districts not eligible for full reimbursement of their transportation costs for homeless and highly mobile students.</p>	No comparable provision.			
17	<p>Special education separate sites and programs aid. Creates a new state aid for certain special education programs operated by cooperative units.</p>	Same.	2497	10	<p>Special education separate sites and programs aid. Defines “special education separate site and program” as a public separate day school facility attended by students with disabilities for 50 percent or more of their school day. Makes an education cooperative, education district, service cooperative, and intermediate school district eligible for additional state funding under this section. Allows the funding to be used for the same purposes as are permitted for state special education aid under section 125A.76. Sets the aid equal to \$1,689 times the adjusted kindergarten through grade 12 pupil units served in special education separate sites and programs.</p>
18	<p>Special education services. [Third party reimbursement] Makes certain school social work services provided by a mental health practitioner or mental health professional eligible for medical assistance payment, and outlines</p>	Same.	2497	11	<p>Special education services. Paragraph (i) Allows school social work services provided by a mental health profession or mental health practitioner to be eligible for medical assistance payment.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 7: Special Education	S.F.	Section	Article 5: Special Education
	<p>scope of practice requirements for mental health practitioners providing these services.</p> <p>Authorizes a special education evaluation, individualized education program, or individual family service plan to be used to determine medical necessity and eligibility for school social work services instead of a diagnostic assessment, if the alternative evaluation or plan includes specified information. Lists covered social work services.</p> <p>Makes effective January 1, 2024, or upon federal approval, whichever is later.</p>			<p>Paragraph (j) Allows a special education evaluation, individualized education program, or individual family service plan to be used to determine medical necessity and eligibility for school social work services instead of a diagnostic assessment.</p> <p>Paragraph (k) Permits a school social worker or school providing mental health services under paragraph (i) without certification to provide children’s therapeutic services and supports.</p> <p>Paragraph (l) The covered mental health services provided by a school social worker, include, but are not limited to:</p> <ul style="list-style-type: none"> 5) administering and reporting standardized measures; 6) care coordination; 7) children’s mental health crisis assistance, planning, and response services; 8) children’s mental health clinical care consultation; 9) dialectical behavioral therapy for adolescents; 10) direction of mental health behavioral aids; 11) family psychoeducation; 12) individual, family, and group psychotherapy; 13) mental health behavioral aide services; 14) skills and training; and 15) treatment plan development and review. <p>Effective Date: Makes the section effective January 1, 2024, or upon federal approval, whichever is later. Directs the commissioner to notify the Revisor of Statues when federal approval has been obtained.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 7: Special Education		S.F.	Section	Article 5: Special Education
19	<p>Specific learning disability; rulemaking. Requires the commissioner to amend rule relating to specific learning disabilities and establish a workgroup to review current criteria in rule. Requires the workgroup to make recommendations aligned with related state and federal requirements. Requires the commissioner to establish technical assistance and training capacity on the amended criteria. Requires the amended rule to go into full effect no later than five years after the proposed revised rules are approved by the administrative law judge.</p>	No comparable provision.			
		No comparable provision.	1311	5	<p>Article 7: Students with Disabilities, and Students in Need of Special Education Services</p> <p>Commissioner of Education; Legislative Report on Definitions. Requires the commissioner to define the following terms: gifted student; talented student; twice-exceptional student; print disabled student; and reading disabled student. Requires the commissioner to determine what qualifies a student in each category for special education services. Directs the commissioner to report the definitions to the legislature by February 15, 2024.</p>
20	<p>Appropriations; special education. See fiscal worksheet for details https://www.house.mn.gov/Fiscal/Download/3464</p>	Different amounts; see fiscal worksheets.	2497	12	<p>Appropriations. See fiscal tracking sheets.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 8: Facilities		S.F.	Section	Article 6: Facilities
1	Long-term facilities maintenance (LTFM) revenue. Removes obsolete language.	No comparable provision.			
2	LTFM for charter schools. Removes obsolete language.	No comparable provision.			
3	Intermediate districts and other cooperative units. [LTFM] Expands the list of cooperative units that may issue deferred maintenance bonds backed by the member school districts' LTFM revenue to include other types of joint powers agreements.	Same, except effective date; Senate effective date matches levy cycle.	2497	1	Intermediate districts and other cooperative units. Allows a joint powers district under section 471.59 to have its member districts include in their levy authority a proportionate share of the long-term maintenance costs of the joint powers districts.
4	LTFM facilities plans. For planning purposes, has school districts include any plans for gender-neutral single-user restrooms in the district's LTFM ten-year plan.	No comparable provision.			
5	Long-term facilities maintenance revenue. Removes obsolete language.	No comparable provision.			
6	LTFM equalized levy. Removes obsolete language.	No comparable provision.			
7	LTFM unequalized levy. Removes obsolete language.	No comparable provision.			

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 8: Facilities		S.F.	Section	Article 6: Facilities
8	LTFM equalized aid. Removes obsolete language.	No comparable provision.			
9	Allowed uses for LTFM revenue. Authorizes a school district to use LTFM revenue to remodel or construct a gender neutral single-user restroom at each school site	No comparable provision.			
10	Restrictions on LTFM revenue. Under current law, LTFM funding cannot be used for new construction. Exempts new construction and remodeling of existing facilities for at least one gender-neutral single-user restroom at each site from the general prohibition of using LTFM revenue for new construction.	No comparable provision.			
11	Information required. [Review and comment] Includes in each district’s review and comment for new facilities a description of the project’s plans for gender-neutral single-user restrooms, locker room privacy stalls, or other spaces with privacy features, including single-user shower stalls, changing stalls, or other single-user facilities.	No comparable provision.			
12	Uses of total operating capital. Makes clear that a school district may use its current operating capital for gender neutral single-user restrooms, locker room privacy stalls, or other spaces with	No comparable provision.			

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 8: Facilities		S.F.	Section	Article 6: Facilities
	privacy features, including single-user shower stalls, changing stalls, or other single-user facilities.				
13	<p>To lease building or land. Authorizes a school district to levy up to \$65 per pupil per year for facilities needs for cooperative school units and school joint powers districts (under current law, this additional lease levy authority is available only for expenses of intermediate school districts).</p> <p>This section is effective for revenue for fiscal year 2024 and later.</p>	Same intent; Senate properly reletters paragraphs.	2497	2	<p>To lease building or land. Allows a cooperative unit under section 123A.24, subdivision 2, or a joint powers district under section 471.53 to have its member districts include in their levy authority the costs associated with leases of administrative and classroom space.</p>
14	<p>Lease purchase; installment buys. Requires school districts using lease purchase authority to submit those projects for review and comment in the same manner as other school construction projects.</p>	Similar intent; House conditions review and comment.	2497	3	<p>Lease purchase; installment buys. Requires the Minneapolis, St. Paul, and Duluth school districts to have a review and comment for achievement and integration revenue.</p>
15	<p>Safe schools revenue. Makes cyber security expenditures, including costs for updating computer hardware and software, and cyber security insurance an eligible use of safe schools revenue.</p>	No comparable provision.			
16	<p>Lease levy for transportation hub for Eastern Carver County school district. Authorizes Independent School District No. 112, Eastern Carver County, to levy for the costs of a pupil transportation hub provided the district can show significant financial savings resulting from the</p>	Similar intent.	2497	4	<p>Lease levy for transportation hub for Eastern Carver County School District. Authorizes Independent School District No. 112 to levy for the costs of a pupil transportation hub provided the district can show significant financial savings for the school district and</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 8: Facilities		S.F.	Section	Article 6: Facilities
	transportation hub and provided the district’s overall lease levy does not exceed the current statutory cap of \$212 per pupil unit.				provided the district’s lease levy does not exceed the current statutory cap.
17	<p>Long-term facilities maintenance revenue; cost effective facilities.</p> <p>Includes the costs of updating a school facility’s air handling systems in the district’s LTFM costs if the district can demonstrate that the overall construction costs are less than those associated with a newly constructed facility.</p>	Similar, but Senate limits to construction projects prior to June 30, 2023.	2497	6	<p>Long-term facilities maintenance revenue adjustment (LTFM).</p> <p>Includes the costs of updating a school facility’s air handling systems in the district’s LTFM costs if the district can demonstrate that the overall construction costs are less than those associated with a newly constructed facility.</p>
		No comparable provision.	2497	7	<p>Fund transfer; Moorhead Area Public Schools.</p> <p>Allows Moorhead Area Public Schools to permanently transfer up to \$5,000,000 from the long-term facilities maintenance reserve account to the operating capital reserve account. Requires transferred funds be used to pay for the increased costs of constructing, furnishing, and equipping the new Moorhead High School facility.</p>
18	<p>Appropriations.</p> <p>Appropriates money for debt service equalization aid, LTFM aid, and building and cyber security grants.</p> <p>See fiscal worksheet for details https://www.house.mn.gov/Fiscal/Download/3464</p>	Different; see fiscal worksheet.	2497	8	<p>Appropriations.</p> <p>See fiscal tracking sheets.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 9: Nutrition and Libraries		S.F.	Section	Article 7: Nutrition and Libraries
1	<p>Federal child and adult care food program and federal summer food service program; criteria and notice. [School meals policies; lunch aid; food service accounting]</p> <p>Modifies requirements relating to the federal summer food service program (SFSP). Requires the department to evaluate financial eligibility as part of the application process. Specifies documentation an applicant must submit.</p>	Same, except House has immediate effective date.	1311	18	<p>Article 1: Administrative Corrections, Accountability, and Transparency</p> <p>Federal Child and Adult Care Food Program and federal Summer Food Service Program; criteria and notice.</p> <p>Requires the commissioner to review an applicants’ financial eligibility documents as part of the application for Child and Adult Care Food Program (CACFP) and Summer Food Service Program (SFSP) sponsors.</p>
2	<p>Respectful treatment. [School meals policies; lunch aid; food service accounting]</p> <p>Prohibits a participant in the national school lunch program from providing students alternative meals not specifically related to dietary needs or providing nonreimbursable meals.</p>	Same, except House has immediate effective date.	1311	19	<p>Article 1: Administrative Corrections, Accountability, and Transparency</p> <p>Respectful treatment.</p> <p>Clarifies that providing alternative meals not specifically related to dietary needs is prohibited under the respectful treatment requirements for school lunch program participants.</p>
3	<p>School breakfast program.</p> <p>Expands eligibility for free breakfast to early childhood special education students.</p>	Same.	2497	1	<p>School breakfast program.</p> <p>Expands the school breakfast program to include an early childhood special education student participating in a voluntary prekindergarten program.</p>
4	<p>Summer food service program and child and adult care food program (CACFP).</p> <p>Limits how often legally distinct CACFP and SFSP sites may transfer sponsoring organizations to once per year, except under extenuating circumstances. Requires a nongovernmental organization applying to sponsor a CACFP or SFSP site to provide documentation to the</p>	Same intent; slightly different language and House has immediate effective date.	1311	20	<p>Article 1: Administrative Corrections, Accountability, and Transparency</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE			
Section	Article 9: Nutrition and Libraries		S.F.	Section	Article 7: Nutrition and Libraries
	<p>department verifying that staff members have completed program-specific training.</p> <p>Prohibits the department from approving a new SFSP open site that is within a half-mile radius of an existing SFSP open site unless the new program would not serve the same group of children for the same meal type or if safety issues could present barriers to participation.</p>				<p>Summer food service program and child and adult care food program.</p> <p>Subdivision 1. Summer food service program replacement aid. Makes technical amendments.</p> <p>Subd. 2. Child and Adult Care Food Program and Summer Food Service Program sponsor organizations. Limits how often legally distinct CACFP and SFSP sites can transfer sponsoring organizations to once a year.</p> <p>Subd. 3. Child and Adult Care Food Program and Summer Food Service Program training. Requires a nongovernmental organization to provide documentation to MDE verifying that staff members have completed program-specific training before applying to sponsor a CACFP and/or SFSP site.</p> <p>Subd. 4. Summer Food Service Program locations. Prohibits MDE from approving a new SFSP open site that is within a half-mile of an existing SFSP site, unless the new program will not serve the same group of children for the same meal type.</p>
5	<p>School libraries and media centers.</p> <p>Establishes requirements for a school library or school library media center.</p>	Same intent; Senate adds word “Public” to headnote.	2497	2	<p>School Libraries and Media Centers.</p> <p>States that a school library or media center provides equitable and free access to students, teachers, and administrators. Requires a school library or media center to have the following characteristics:</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 9: Nutrition and Libraries		S.F.	Section	Article 7: Nutrition and Libraries
					<ol style="list-style-type: none"> 1) ensures every student has equitable access to resources and the ability to locate, access, and use organized and catalogued resources; 2) has a collection development plan that includes materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement; 3) is housed in a central location; 4) has technology and internet access; and 5) is served by a licensed school library media specialist or licensed school librarian.
6	<p>Library service. [Department of Education; library responsibilities] Replaces reference to “citizen” with “resident.”</p>	Same.	1311	9	<p>Library service. Substitutes “resident” for “citizen” regarding the responsibility of the state to provide library services.</p>
7	<p>Services to people with visual and physical disabilities. [Department of Education; library responsibilities] Makes technical changes.</p>	Same.	1311	10	<p>Services to people with visual and physical disabilities. Makes technical change to the name of the National Library Service for the Blind and Print Disabled to align with federal change.</p>
8	<p>Special project grants. [Grant authorization; types of grants and aids] Updates reference to “Spanish-speaking” with “multilingual learners.”</p>	Same.	1311	11	<p>Special project grants. Substitutes “multilingual learners” for “Spanish-speaking” in list of examples of innovative and experimental library programs.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 9: Nutrition and Libraries		S.F.	Section	Article 7: Nutrition and Libraries
9	<p>Local support levels. [Regional library basic system support aid; requirements] States that regional library basic system support aid is subject to reduced maintenance of effort requirements.</p>	Same.	1311	12	<p>Local support levels. Requires regional library basic system support aid recipients to comply with reduced maintenance of effort requirements.</p>
		No comparable provision.	2497	3	<p>Appropriation. [Library systems] Beginning in fiscal year 2026, increases basic system support aid by one plus the percent increase in the basic formula allowance from the previous year to the current year.</p>
10	<p>Base aid distribution. [Regional library systems] Increases the portion of each of the 12 regional library system’s funding that comes from the basic aid from 5 to 15 percent of the total aid amount.</p>	Same.	2497	4	<p>Base aid distribution. Increases the basic aid distribution from five percent to 15 percent of the available funds being paid to each system as their base aid for basic system services.</p>
11	<p>Adjusted net tax capacity per capita distribution. [Regional library systems] Reduces the portion of regional library system aid that is distributed on Adjusted Net Tax Capacity (ANTC) from 15 to 5 percent. Uses the ANTC from the third previous year (instead of the second previous year) to calculate the portion of the funding that is distributed on the basis of this factor so that the data is final when the aid calculation is made.</p>	Same.	2497	5	<p>Adjusted net tax capacity per capita distribution. Reduces the adjusted net tax capacity per capita distribution from 25 percent to 15 percent of the available aid funds being paid to regional public library systems. Modifies the adjusted net tax capacity calculation data from the second to the third year preceding the fiscal year for which aid is provided. Makes technical corrections.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 9: Nutrition and Libraries		S.F.	Section	Article 7: Nutrition and Libraries
12	Population determination. [Regional library systems] Clarifies that the most recent population estimates should be used to compute this portion of the regional library system aid.	Same.	2497	6	Population determination. Amends the regional public library’s population calculation to use the most recent estimate available under section 477A.011, subdivision 3, at the time the aid amounts are calculated.
		No comparable provision.	2497	7	School library aid. Creates a school library aid funding stream for school districts and charter schools equaling the greater of \$15 times the adjusted pupil units for the school year or \$50,000. Requires school library aid to be reserved and used for specific listed purposes. Requires a school library within a school site to restrict student access to materials as required under section 125B.15.
13	School lunch appropriation. Adjusts the school lunch appropriation (approved as part of Laws 2023, Chapter 18) for February 2023 forecast changes.	Similar concept; different amounts.	2497	8	Laws 2023; school lunch. Adjusts the school lunch appropriation to account for the extension of voluntary prekindergarten and school readiness plus.
14	School breakfast appropriation. Adjusts the school breakfast appropriation (approved as part of Laws 2023, Chapter 18) for February 2023 forecast changes.	Similar concept; different amounts.	2497	9	Laws 2023; school breakfast. Adjusts the school breakfast appropriation to account for the extension of voluntary prekindergarten and School Readiness Plus, and includes the technical correction allowing early childhood special education students school breakfast.
15	Appropriations. Appropriates money for school meals and for regional library services.	Different; see fiscal worksheet.	2497	10	Appropriations. See fiscal tracking sheets.

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 9: Nutrition and Libraries		S.F.	Section	Article 7: Nutrition and Libraries
	See fiscal worksheet for details https://www.house.mn.gov/Fiscal/Download/3464				
16	Revisor instruction. Instructs the revisor to replace the terms “free lunch,” “reduced-price lunch,” and similar terms with “free meals,” “reduced-price meals,” and “free or reduced-price meals” wherever they appear in statute when used in context with the national school lunch and breakfast programs.	Same.	1311	30	Revisor instruction. Instructs the revisor to replace “free lunch,” “reduced price lunch,” “reduced priced lunch,” “reduced-price lunch,” and “free or reduced price lunch” terms in statute with “free meals,” “reduced-price meals,” and “free or reduced-price meals.”

HOUSE			SENATE		
Section	Article 10: Early Childhood Education		S.F.	Section	Article 8: Early Education
		No comparable provision. Also in H.F. 2292.	2497	1	Distribution of appropriation. Provides that the state appropriation for Head Start programs may be used for costs associated with program operations, infrastructure, or reconfiguration to serve children from birth to age five in center-based services. Designates 10.72 percent of the total state appropriation to Tribal Head Start programs and specifies an order in which the state appropriation must be distributed.
		No comparable provision. Also in H.F. 2292.	2497	2	Developmental screening aid. Increases the developmental screening aid per child or student screened to \$98 for a child screened at age three; \$65 for a child screened at age four; \$52 for a child screened at age five or six prior to kindergarten; and \$39 for a student screened within 30

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 10: Early Childhood Education		S.F.	Section	Article 8: Early Education
					days after first enrolling in a public school kindergarten if the student has not been previously screened.
		No comparable provision. Also in H.F. 2292.	1311	3	Additional duties. Strikes obsolete language related to the State Advisory Council on Early Childhood Education and Care. Requires the council to review and provide input on the recommendations and implementation timelines developed by the Great Start for All Minnesota Children Task Force.
1	Participation limits. Increases the number of children eligible for VPK/SRP funding. Beginning in fiscal year 2024 makes the 4,000 expiring seats permanent. Adds another 5,200 VPK/SRP seats for fiscal years 2025 and later resulting in a total of 12,360 VPK/SRP seats.	Different.	2497	3	Participation limits. Makes permanent 4,000 additional seats in the voluntary prekindergarten and school readiness plus program.
		No comparable provision. Also in H.F. 2292.	2497	4	Family eligibility. Expands eligibility for scholarships to include families with income equal to or less than 200 percent of the federal poverty level. Changes a child’s eligibility for scholarships to include all children from birth through age four on September 1 of the current school year.
		No comparable provision. Also in H.F. 2292.	1311	4	Family eligibility. Modifies the number of requirements a family needs before receiving an early learning scholarship. Adds having a child

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 10: Early Childhood Education		S.F.	Section	Article 8: Early Education
					referred as in need of child protection services as an eligibility requirement for receiving an early learning scholarship.
		No comparable provision. Also in H.F. 2292.	1311	5	Administration. Modifies the priority list for early learning scholarships to children who are not yet four years of age, have been referred as in need of child protection service, or have an incarcerated parent. Modifies the time a family has before the scholarship cancels and the recipient must reapply from ten months to three months.
		No comparable provision. Also in H.F. 2292.	2497	5	Administration. Adds the following as priority groups for receiving scholarships: children who have an incarcerated parent or a parent in a substance use or mental health treatment program, children who have experienced domestic violence, and children with family income equal to or less than 185 percent of the federal poverty level.
		No comparable provision. Also in H.F. 2292.	1311	6	School of parents' choice. Allows a parent of a student with a disability who is not yet enrolled in kindergarten and not open enrolled in a nonresident district to elect a school in the nonresident district.
2	Pupil unit. Calculates the pupil unit of a kindergarten student with a disability the same as a kindergarten student without a	Same.	2497	6	Article 1: General Education

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 10: Early Childhood Education		S.F.	Section	Article 8: Early Education
	disability. Removes the sunset on the formula for calculating pupils under the expanded VPK/SRP program.				Pupil unit. Calculates the pupil unit of a kindergarten student with a disability the same as a kindergarten student without a disability.
3	Compensation revenue pupil units. Conforms the calculation of compensatory revenue pupil units to the permanent extension of the number of VPK/SRP program participants.	No comparable provision.			
4	Declining enrollment revenue. Makes conforming changes related to the permanent extension of VPK/SRP seats.	Same.	2497	6	Declining enrollment revenue. Makes a conforming change related to the extension of the voluntary prekindergarten program participants for fiscal year 2024 and later.
		No comparable provision.	2497	7	Appropriations. See fiscal tracking sheets.

HOUSE			SENATE		
Section	Article 11: Community Education and Lifelong Learning		S.F.	Section	Article 9: Community Education and Lifelong Learning
1	General community education revenue. Increases the basic community education revenue allowance from \$5.42 per capita to \$5.75 per capita beginning in fiscal year 2025.	Different amounts; Senate raises formula by \$1.58 per capita; House raises formula by 33 cents per capita.	2497	1	General community education revenue. Increases the general community education revenue for fiscal year 2025 and later by increasing the dollar amount that is multiplied by the district’s population from \$5.42 to \$7.00.

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 11: Community Education and Lifelong Learning		S.F.	Section	Article 9: Community Education and Lifelong Learning
2	<p>Total community education levy. Freezes the community education levy at the baseline levy amounts so that any increase in community education revenue is provided in state aid.</p>	Different mechanisms and different amount.	2497	2	<p>Total community education levy. Updates the community education levy tax rates so that community revenue increases under section 1 are provided all in state aid.</p>
3	<p>After-school community learning program. Modifies criteria for and uses of after-school community learning grants. Requires a proposal for grants to include specific components. Requires the commissioner to monitor and evaluate the performance of grant recipients to assess the effectiveness of the after-school programs.</p>	Same.	2497	3	<p>After-school community learning programs. Amends the purpose of the after-school community learning grant program to include supporting eligible organizations that provide culturally affirming and enriching after-school and summer learning programs. Requires that grants be used to offer a broad array of academic enrichment activities that promote positive after-school and summer learning activities. Allows the commissioner to award grants to community or nonprofit organizations, culturally specific organizations, American Indian organizations, Tribal nations, political subdivisions, public libraries, or school-based programs that serve youth outside of school. Lists objectives of the after-school community learning program. Requires an applicant to submit a program proposal to the commissioner that includes listed criteria. Requires the commissioner to monitor and evaluate the performance of grant recipients, and provide technical assistance, capacity building, and professional development to grant recipients.</p>
4	<p>State total adult basic education aid. Ensures that the adult basic education aid entitlement does not decline from year to year if contact hours fall.</p>	Different.	2497	4	<p>State total adult basic education aid. Increases the state total adult basic education aid for fiscal year 2024 to \$52,781,000 plus any amount that was not paid during the previous year due to formula cap limits. Sets the state total adult basic education aid growth factor to equal the lesser of</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 11: Community Education and Lifelong Learning		S.F.	Section	Article 9: Community Education and Lifelong Learning
					1.03 or the greater of one plus the percent change in the formula allowance from the previous fiscal year to the current fiscal year or the average growth in state total contact hours over the prior ten program years.
5	Adult basic education program aid limit. Increases the maximum contact hour cap from \$22 per hour to \$30 per hour.	Same.	2947	5	Adult basic education program aid limit. Increases the rate for contact hours under the adult basic education program to ensure the full appropriation is used.
6	Commissioner selected high school equivalency test fees. For fiscal years 2023 to 2027, authorizes the state to pay 100 percent of the fee charged to an individual for the full battery of the commissioner-selected high equivalency tests (these tests include the GED), subject to the overall appropriations for the program.	Same.	2497	6	Commissioner-selected high school equivalency test fees. Extends the requirement that the commissioner cover high school equivalency test costs until 2027, subject to the availability of funds.
7	Revenue amount. [Community education adults with disabilities programs] Replaces the current limited grant program with a funding formula of \$0.35 per capita (population of the school district) for each school district that operates an adults with disabilities program. Holds the levy constant so that the additional revenue is provided in state aid.	Different funding levels.	2497	7	Community education program revenue; adults with disabilities. Increases the adults with disabilities program revenue for fiscal year 2025 and later. Creates a tax rate so that the additional adults with disabilities program revenue increases are provided all in state aid.

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 11: Community Education and Lifelong Learning		S.F.	Section	Article 9: Community Education and Lifelong Learning
8	<p>Definitions. [Education Partnerships fund] Renames the Tier 1 education partnership grants “neighborhood partnership grants” and renames Tier 2 grants “regional neighborhood partnership grants.”</p>	Same.	2497	8	<p>Definitions. Changes the names of the two education partnership grants.</p>
		No comparable provision.	2497	9	<p>Administration; design. [Education Partnerships] Makes technical updates related to section 8.</p>
		No comparable provision.	2497	10	<p>Grants. [Education Partnerships] Makes technical updates related to section 8.</p>
9	<p>Appropriations; community education and lifelong learning. Appropriates money for community education and lifelong learning programs.</p> <p>See fiscal worksheet for details https://www.house.mn.gov/Fiscal/Download/3464</p>	Different; see fiscal worksheets.	2497	11	<p>Appropriations. See fiscal tracking sheets.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 12: State Agencies		S.F.	Section	Article 10: State Agencies
1	Purpose. [Athletic programs; sex discrimination] Amends the purpose statement for addressing sex discrimination in student athletics to include inequities in race and ethnicity.	No comparable provision.			
2	Equal opportunity in athletic programs. [Athletic programs; sex discrimination] Expands athletic program equal opportunity statute currently based on sex to include race and ethnicity.	No comparable provision.			
		No comparable provision.	2497	1	Licensed school nurse. Requires the department to employ a school health services specialist to provide technical assistance to school districts and charter schools for the education-related health needs of their students; to serve as the primary source of information related to health matters; and to serve as the primary liaison to the Department of Health and other state agencies. Lists specific duties for the position. Defines a “health service specialist.” Lists requirements for the position.
3	Reasonable force standard. [Student discipline; reasonable force] Modifies when reasonable force may be used against a student. Requires districts to report use of reasonable force on a student with a disability, and beginning with the 2023-2024 school year, on general education students.	Similar.	2497	2	Reasonable force standard. Paragraph (d) requires districts to report data on their use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another. Paragraph (e) requires districts, beginning with the 2024-2025 school year, to annually report data from the prior school year about any reasonable force used on a general education student to correct or restrain the student

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 12: State Agencies		S.F.	Section	Article 10: State Agencies
					to prevent imminent bodily harm or death to the student or another.
4	Appointment of members. [PELSB] Expands PELSB from 10 to 13 members.	No comparable provision.			
5	Eligibility; board composition. [PELSB] Modifies the composition of PELSB. Removes the human resources director position from the board. Increases the number of teachers and modifies the required qualifications of some of the teacher positions.	No comparable provision.			
6	Terms, compensation, removal, vacancies. [PELSB] Requires board member to receive a stipend up to \$4,800 annually.	No comparable provision.			
7	Administration. [PELSB] Strikes obsolete language regarding PELSB offices.	No comparable provision.			
8	District reimbursement for cost of substitute teachers. [PELSB] Requires PELSB to reimburse districts for the cost of substitute teachers to cover board member absences.	No comparable provision.			

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 12: State Agencies		S.F.	Section	Article 10: State Agencies
9	<p>Public employer compensation reduction prohibited. [PELSB] Requires a public employer to grant a board member time off for board activities.</p>	No comparable provision.			
		No comparable provision. Also in H.F. 2292.	2497	3	<p>Support staff. Requires the department to employ two full-time equivalent staff to serve as resources for early childhood family education programs. Requires each staff person to hold a valid license as a teacher of parent and family education.</p>
10	<p>Rental income; appropriation. [Minnesota State Academies] Authorizes the Minnesota State Academies to keep any rent for land and living residences instead of forwarding these funds to the state general fund.</p>	Same.	2497	4	<p>Rental income appropriation. Allows the State Academies to keep rental income.</p>
11	<p>Office of Inspector General. Establishes an Office of the Inspector General within the department to protect the integrity of the department and the state by detecting and preventing fraud, waste, and abuse in department programs. Requires the inspector general to hire a deputy inspector general and sufficient assistant inspector generals to carry out the duties of the office. Requires the Inspector general to report fraud to law enforcement and develop a public platform for the public to report fraud, waste, or abuse of public funds.</p>	Same.	2497	5	<p>Office of the Inspector General. Subdivision 1. Establishment of Office of the Inspector General; powers; duties. Requires the commissioner to establish within the department an Office of the Inspector General. States that the Office of the Inspector General is charged with protecting the integrity of both the department and the state by detecting and preventing fraud, waste, and abuse in department programs. Requires the Office of the Inspector General to conduct independent and objective investigations, and to report fraud or other misuse of public funds, collaborate, and cooperate with the appropriate law enforcement entity.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 12: State Agencies		S.F.	Section	Article 10: State Agencies
					Subdivision 2. Data practices; hiring; reporting. States that the Office of the Inspector General has access to all program data held by the department, school districts or charter schools, grantees, and any other recipient of funds from the department, regardless of classification under chapter 13. Requires the commissioner or the commissioner’s designee to hire an inspector general to lead the Office of the Inspector General. Requires the Office of the Inspector General to develop a public platform for the public to report instances of potential fraud, waste, or abuse of public funds administered by the department.
12	Comprehensive school mental health services lead. Establishes a mental health services lead at the Department of Education to address mental health needs in schools.	No comparable provision.			
13	Department of Education; FY 22/23 appropriations. Cancels \$1,500,000 from MDE’s 2022 appropriation (unused legal fees and costs associated with litigation).	Similar.	2497	6	Laws 2021; department. Cancels \$1,500,000 from the fiscal year 2022 appropriation for legal fees and costs associated with litigation to the general fund.
14	Professional Educator Licensing and Standards Board membership. Requires the governor to nominate 13 members to PELSB by July 15, 2023. Sunsets the term of the current human resources director on December 31, 2023, and requires the governor to name a new member by January 1, 2024.	No comparable provision.			

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE			SENATE		
Section	Article 12: State Agencies		S.F.	Section	Article 10: State Agencies
15	Appropriations; Department of Education. See fiscal worksheet for details https://www.house.mn.gov/Fiscal/Download/3464	Different. See fiscal worksheets.	2497	9	Appropriations; Department of Education. See fiscal tracking sheets.
16	Appropriations; Minnesota State Academies. See fiscal worksheet for details https://www.house.mn.gov/Fiscal/Download/3464	Different. See fiscal worksheets.	2497	10	Appropriations; Minnesota State Academies. See fiscal tracking sheets.
17	Appropriations; Perpich Center. See fiscal worksheet for details https://www.house.mn.gov/Fiscal/Download/3464	Different. See fiscal worksheets.	2497	11	Appropriations; Perpich Center for Arts Education. See fiscal tracking sheets.
18	Appropriations; PELSB. See fiscal worksheet for details https://www.house.mn.gov/Fiscal/Download/3464	Different. See fiscal worksheets.	2497	12	Appropriations; Professional Education Licensing and Standards Board. See fiscal tracking sheets.

HOUSE			SENATE		
Section	Article 13: Forecast		S.F.	Section	Article 11: Forecast
1	Makes adjustments to fiscal year 2023 appropriations to match the February 2023 Forecast data to the best estimates of the state aid required for each K12 program and appropriation. Generally, a change in the estimated pupil counts, or a change in program participation is the most likely cause of a forecast adjustment. The changes in the appropriations	Same.	2497	1	Adjusts fiscal year 2023 appropriations to conform to the February 2023 forecast.

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 13: Forecast	S.F.	Section	Article 11: Forecast
	are real and the changes must be enacted in law, but adjustments have no fiscal impact when measured against the K12 budget because the changes are built into the forecast estimate of the budget base.			

HOUSE		SENATE		
Section	Article 14: Grants Management	S.F.	Section	Article 10: State Agencies
1	<p>Establishes a uniform grants management process for an entity to follow when awarding a grant to a nonprofit organization under this act. Requires the grant applicant to:</p> <ol style="list-style-type: none"> 1) submit financial information to the grantor to demonstrate the applicant’s financial viability; 2) provide evidence of registration and good standing with the secretary of state; 3) provide evidence of good standing with the attorney general’s office; and 4) for nonprofits with more than \$750,000 in annual revenue, submit audited financial statements. <p>Authorizes grantors to postpone or forgo awarding the grant to the applicant if the applicant’s information presents significant financial concerns. Allows an otherwise nonqualifying applicant to obtain technical assistance from the grantor or qualify for the grant subject to additional conditions imposed by the grantor. Requires grantors to document and retain specified</p>	Different.	2497	<p>Grant authority.</p> <p>Allows the commissioner to transfer funding for grant administration and monitoring within the department as the commissioner determines necessary. Allows the commissioner to retain up to four percent of amounts appropriated for grants for the purpose of grant administration and monitoring unless a different amount is specified by law.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE			
Section	Article 14: Grants Management		S.F.	Section	Article 10: State Agencies
	information, including whether and how the applicant resolved the grantor’s initial concerns regarding the nonprofit’s financial standing and management. Requires the grantor to report to the Legislature if any legislatively authorized grants are disallowed under this section.				
		Different.	2497	8	<p>Financial Review of Grant and Business Subsidy Recipients. Requires a granting agency to provide additional oversight for grants and business subsidies awarded from appropriations in this act. This section applies to competitive, sole source, single source, and legislatively named grants.</p> <p>Subdivision 1. Definitions. Defines “grant” to mean a grant or business subsidy funded by an appropriation in this act. Defines “grantee” to mean any business entity organized under state laws; this includes both nonprofit organizations and for-profit business organizations.</p> <p>Subdivision 2. Financial information required; determination of ability to perform. Requires the granting agency to assess the risk that a recipient of a grant would not or could not perform duties required of the grantee. Requires the agency to review specified information to make the risk assessment.</p> <p>Subdivision 3. Additional measures for some grantees. Authorizes the agency to require additional information and requires the agency to provide enhanced oversight for grants that have not previously received state or federal grants for similar amounts or similar duties.</p>

Comparison Summary of H.F. 2497 – House File (H2497-4) with Senate Files (UEH2497-1 and S1311-2)

HOUSE		SENATE		
Section	Article 14: Grants Management	S.F.	Section	Article 10: State Agencies
				<p>Subdivision 4. Assistance from Administration. Authorizes an agency with inadequate resources or experience to contract with the Department of Administration to perform the agency’s grant oversight duties under this section.</p> <p>Subdivision 5. Agency authority to not award grant. Authorizes an agency to not award a grant, if the agency determines there is an appreciable risk that a grantee could not or would not perform its duties under the grant. Requires the agency to provide the grantee 45 days to address the agency’s concern. This subdivision applies to competitive, single source, or sole source grants.</p> <p>Subdivision 6. Legislatively named grantees. Requires an agency to delay the awarding of a legislatively named grant when the agency determines there is an appreciable risk a grantee would not or could not perform grant duties. The agency must provide notice to certain legislative members. The award must be delayed until after the adjournment of the next regular or special session of the legislature.</p> <p>Subdivision 7. Subgrants. Requires an agency to be a party to agreements for a recipient of a state grant to grant money to a subgrantee and for the agency to perform the same financial review for subgrantees.</p> <p>Subdivision 8. Effect. States that the requirements of this section are in addition to other requirements in law and the state agency’s policy related to state grants.</p>