

Bill Comparison Summary of House File 2/Senate File 1328/Senate File 3

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Section	Article 1: General Education		Article 1: General Education
1	Permanent school fund reporting. Directs the commissioner to report to the Permanent School Fund Advisory Committee and the legislature on the amount of the permanent school fund transfer and information about fund investments. Clarifies that the State Board of Investment must report to the advisory committee on how it maximized fund investments.	Same	Section 1. Permanent school fund reporting. Requires the Department of Finance to report on the amount of the permanent school fund transfer and the State Board of Investment to provide information on how they maximized long-term economic return of the fund.
2	School calendar. Allows a school district that is cooperating with a district that has a \$400,000 construction or remodeling project to also begin the school year before Labor Day.	Same	Section 2. School calendar. Allows a district that has an agreement with a school district that qualifies for an exemption to begin school before Labor Day to also begin their school year before Labor Day.
		No comparable provision	Section 3. Length of school year; hours of instruction. Changes the number of days required to hours required.
3	Effective staff development activities. Expands the definition of staff development activities to include basic first aid training, focusing on CPR and the use of automatic external defibrillators (AEDs), and boiler operator training.	Similar, Senate does not include boiler training.	Section 4. Effective staff development activities. Expands the definition of staff development activities to include basic first aid training, focusing on CPR and the use of automatic external defibrillators (AEDs).
4	Staff development revenue. Authorizes a school district to use a portion of its staff development revenue for basic first aid training, focusing on CPR and the use of AEDs before making the staff development allocations to school sites. Authorizes a school board to use a portion of its share of staff development revenue for boiler operator training.	Similar, Senate does not include boiler training.	Staff development revenue. Authorizes a school district to use a portion of its staff development revenue for basic first aid training, focusing on CPR and the use of AEDs before making the staff development allocations to school sites.
		No comparable provision	Section 4. Consolidation; maximum authorized referendum revenues. Sets the referendum allowance for a consolidated district in the years following a consolidation.
		No comparable provision	Section 5. Alternative method. Sets the referendum allowance for a consolidated district in the years following a consolidation.
		No comparable provision	Section 7. Providing education materials and tests. Limits nonpublic pupil aid for textbooks to nonpublic schools with enrollment that exceeds 15 students.
		No comparable provision	Section 8. Provided services. Limits nonpublic pupil aid for

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			specific health services to nonpublic schools with enrollment that exceeds 15 students.
5	Statement for comparison and correction. Changes from January 15 to February 15 the date by which the commissioner must convert audited financial data into a consolidated financial statement format that is published on the Minnesota Department of Education Web site.	Same	Section 9. Statement for comparison and correction. Changes the date by which the commissioner must convert audited financial data into a consolidated financial statement format.
6	Failure to limit expenditures. Changes from January 15 to February 15 the deadline for reporting school districts in statutory operating debt to the legislature.	Same	Section 13. Failure to limit expenditures. Changes from January 1 to February 15 the date by which the commissioner must notify the legislature about school districts in statutory operating debt.
		No comparable provision	Section 14. Length of school year. Changes the number of days required to hours required for charter schools.
7	Nonresident tuition rate; other costs. To avoid billing confusion, excludes compensatory revenue from tuition billing calculations for cooperatives.	Same	Section 15. Nonresident tuition rate; other costs. Directs the department to pay compensatory revenue directly to the cooperatives and exclude compensatory revenue from the tuition billing calculations.
8	Foreign exchange pupils. Allows school districts to count as resident pupils those foreign exchange students enrolled in a district under a cultural exchange program registered with the Secretary of State's office.	Same	Section 16. Foreign exchange pupils. Requires a cultural exchange program to be registered with the Office of the Secretary of State.
		No comparable provision	Section 17. Extended time revenue. Limits revenue generation under extended time revenue to districts offering extended time programs during the fiscal year.
9	Sparsity revenue for school districts that close a facility. Authorizes a school district that closes a school facility to receive the greater of its sparsity revenue computed under current law or the amount of sparsity revenue it received in the previous year.	No comparable provision	
		No comparable provision	Section 18. Operating capital levy. Limits the operating capital levy to fiscal years 2009 and 2010. Makes the levy obsolete in later years.
		No comparable provision	Section 19. Operating capital aid. Limits the operating

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			capital aid to fiscal years 2009 and 2010. Make the aid obsolete in later years.
		No comparable provision	Section 20. Equity levy. Limits the equity levy to fiscal years 2009 and 2010. Makes the levy obsolete in later years.
		No comparable provision	Section 21. Equity aid. Limits the equity aid to fiscal years 2009 and 2010. Makes the aid obsolete in later years.
		No comparable provision	Section 22. Transition levy. Limits the transition levy to fiscal years 2009 and 2010. Makes the levy obsolete in later years.
		No comparable provision	Section 23. Transition aid. Limits the transition aid to fiscal years 2009 and 2010. Makes the aid obsolete in later years.
	<p>Article 2, section 60. Basic alternative teacher compensation aid. (a) Amends the basic alternative teacher compensation aid calculation for fiscal years 2008 and 2009 to reflect 73.1 percent of basic alternative teacher compensation revenue instead of 65 percent of basic alternative teacher compensation revenue.</p> <p>(b) Establishes a formula for calculating basic alternative teacher compensation aid for fiscal years 2010 and later for Q-Comp schools, intermediate school districts, and charter schools.</p> <p>Makes this section immediately effective.</p>		Section 24. Basic alternative teacher compensation aid. Corrects the aid portion of the program to be 73.1 percent for fiscal year 2009; limits the basic alternative teacher compensation aid program within the general education statute to fiscal year 2010; sets the statutory maximum on the aid.
		No comparable provision	Section 25. Alternative teacher compensation levy. Limits the alternative teacher compensation program levy in the general education statute to fiscal years 2009 and 2010 only.
		No comparable provision	Section 26. Alternative teacher compensation aid. Limits the alternative teacher compensation program aid in the general education statute to fiscal years 2009 and 2010 only.
		No comparable provision	Section 27. Consolidated tax rate. Requires the Commissioner of Education to establish a consolidated tax rate for levies payable in the following year; sets the amount

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			of revenue that must be raised in fiscal year 2011 through fiscal year 2013 and later; allows school boards to adopt a resolution to reduce its levy below the amount calculated in this subdivision.
		No comparable provision	Section 28. Consolidated levy. Sets the consolidated levy amount for each district to be the consolidated tax rate times a district's adjusted net tax capacity for the previous year; requires a district to levy the amount calculated in this subdivision to obtain general education revenue; reduces the general education aid proportionally if the district adopts a board resolution reducing its consolidated tax rate.
		No comparable provision	Section 29. Consolidated levy; districts off the formula. Makes an alternative calculation for the consolidated levy amount for a district whose levy exceeds the district's general education revenue.
		No comparable provision	Section 30. General education aid. Updates the calculation of general education aid for fiscal year 2011 and later to reflect the consolidation levy.
10	Building allocation. Allows the Minnesota Department of Education to pay compensatory revenue directly to cooperatives.	Same	Section 31. Building allocation. Adjusts the compensatory revenue allocated to school buildings to reflect the simplification of compensatory revenue payments as it relates to the tuition billing system.
11	Separate accounts. Directs cooperative units to maintain separate accounts for basic skills revenue.	Same	Section 32. Separate accounts. Directs the department to pay compensatory revenue directly to the cooperatives as a result of the simplifications made to the tuition billing system.
12	Referendum revenue. Increases the required number of signatures on a petition to place a question before the voters to revoke or reduce an operating referendum from 15 to 30 percent of registered voters in the district.	Similar	Section 33. Referendum revenue. Strikes the ability the voters file a petition with the board to repeat a referendum.
		No comparable provision	Section 34. County apportionment deduction. Allows a district to keep a portion of the wind energy production tax generated in the district.
		No comparable provision	Section 38. Permanent school trust fund wind energy revenue. Appropriates one half of the wind energy

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			production tax credit, formerly deducted from the district's general education aid, to the permanent school trust fund.
	Article 4, section 1. Wind energy conversion system. Authorizes a school board, individually or as a member of a joint powers board, to become a partner, member, or shareholder in a company that is formed for the sole purpose of constructing, acquiring, owning, or financing a wind energy conversion system. Prohibits a school board from selling, transmitting or distributing electrical energy at retail.	No comparable provision	
		No comparable provision	Section 35. Statewide average daily membership aid adjustment. Requires the commissioner to reduce the general education aid by the average daily membership aid adjustment for fiscal years 2010 through 2012 and later.
13	Lease purchase; installment buys. Makes changes that allow certain school districts to use levy proceeds to acquire property.	Similar	Section 36. Lease purchase; installment buys. Updates the eligibility for the building lease levy for desegregation districts by adding cross references and clarifying eligibility for various groups of districts filing integration plans; updates old language to be consistent with the current desegregation rule.
14	Retired employee health benefits. Clarifies the existing levy authority for certain retiree health benefits to reflect the 2008 changes. Creates a new levy for school districts to fund the annual costs associated with OPEB expenses. Requires a school district to: create an actuarial liability to pay for the benefits; eliminate the postemployment benefits from the current collective bargaining agreement; and apply for the levy authority in the form and manner established by the commissioner of education. Limits the total amount of the annual levy to not more than \$24 million for taxes payable in 2010, \$50 million for taxes payable in 2011 and an amount equal to the previous year's levy plus \$19 million for taxes payable in 2012 and later.	No comparable provision	
15	Safe schools levy. Modifies the maintenance of effort		S.F. 3, section 13. Safe school levy. Removes the

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	requirement for school districts that make a safe schools levy. Current law requires districts to maintain at least the same level of spending for licensed school counselors, licensed school nurses, licensed school social workers, licensed school psychologists, and licensed alcohol and chemical dependency counselors. This section allows the maintenance of effort to be calculated on either a full-time employee basis or a total dollar basis.		maintenance of effort requirements for district spending on licensed school counselors, licensed school nurses, licensed school social workers, licensed school psychologists, and licensed alcohol and chemical dependency counselors.
		No comparable provision	Section 37. Swimming pool levy. Removes limitations on the authority to levy to pay for the operational costs of a swimming pool. Effective Date. Makes this section effective for taxes payable in 2010 and later.
		No comparable provision	Section 39. Reduction of aid for not providing required hours of instruction. Requires the commissioner to reduce a district's aid if the required number of hours is not administered.
16	Alternative attendance programs. To avoid billing confusion, excludes compensatory revenue from tuition billing calculations for cooperatives.	Same	Section 40. Alternative attendance programs. Simplifies the payment of compensatory revenue as it relates to the tuition billing program.
		No comparable provision	Section 41. Abatements. Updates the abatement calculation to reflect the consolidated levy and the roll-out-of the alternative teacher compensation program from the general education program.
		No comparable provision	Section 42. Excess tax increment. Updates the excess tax increment calculation to reflect the consolidated levy and the roll-out-of the alternative teacher compensation program from the general education program.
17	Approval by electors; exception. Limits the exception from voter approval for OPEB bonds to municipalities other than school districts (this means that a school district may still create an OPEB trust and fund it with bond proceeds, but only after an election to approve the	No comparable provision	

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	sale of the bonds). Makes the section effective for bonds sold after August 1, 2009.		
18	Early graduation incentive program working group. Creates a working group to study the effects of an early graduation incentive program. Sets the group’s membership. Defines the duties of the working group to include an analysis of the potential cost savings of an early graduation incentive program. Requires a report to the education committees of the legislature by January 15, 2010.	No comparable provision	
19	St. Louis County school closing. Authorizes Independent School District No. 2142, St. Louis County, to receive sparsity revenue under section 9 regardless of the date when the school board adopts its resolution as required by that section.	No comparable provision	
20	Declining pupil aid; St. Charles. Creates a two-year declining pupil aid amount for Independent School District No. 858, St. Charles, to compensate for the pupils who leave the district because of the job losses attributable to the fire at the processing plant.	No comparable provision	
21	General education revenue; federal funds replacement. Allocates \$275.6 million of federal funds from the fiscal stabilization account to school districts to replace the same amount of state aid.		
22	Sunset; revisor’s instruction. Sunsets the inclusion of boiler operator training as an eligible staff development activity.	No comparable provision	
23	Referendum renewal; commissioner study. Requires the commissioner of education to study the fiscal impact of allowing school districts to renew referendum authority by board action instead of through an election.	No comparable provision	
		No comparable provision	Section 43. Alternative teacher compensation, St. Cloud.

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			Requires that Independent School District No. 742, St. Cloud, receive alternative teacher compensation revenue in fiscal year 2009.
		No comparable provision	Section 44. Consolidated levy adjustment. Holds districts harmless, for fiscal year 2011, for any loss of revenue incurred as a result of the operating capital levy, equity levy, and transition levy being combined into the consolidated levy.
		No comparable provision	Section 45. Equalizing factors. Requires the commissioner to update each equalizing factor based up on the referendum market value per actual pupil unit established under M.S. chapter 126C; specifies how the commissioner must make the calculation.
		No comparable provision	Section 46. Learning and development revenue; temporary suspension. For fiscal years 2010 and 2011 only, allows districts to use learning and development revenue for general education purposes.
		No comparable provision	Section 47. Restoring support for general education. Appropriates the average daily membership adjustment aid from the state fiscal stabilization fund from the Title XIV of the American Recovery and Investment Act of 2009.
		No comparable provision	Section 48. Safe schools levy; temporary suspension. For fiscal years 2010 and 2011 only, allows districts to use save school levy funds for general education purposes.
		No comparable provision	Section 49. Transition revenue, Brooklyn Center. Increases the transition revenue allowance for Independent School District No. 286, Brooklyn Center, for fiscal years 2011 and later.
24	Appropriations; general fund. Appropriates state general fund money for general education aid, enrollment options transportation, abatements, consolidation programs, nonpublic pupil aids, nonpublic pupil transportation aids; compensatory revenue pilot projects, and for the Angle Inlet, Rushford-Peterson, and Lancaster schools.		Section 50. Appropriations; state. See fiscal tracking sheets.

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25	Appropriations; federal funds. Appropriates the K-12 share of the federal stimulus funds from the federal fund account to the commissioner of education.		Section 51. Appropriations; federal. See fiscal tracking sheets.

Section	Article 2: Education Excellence		Article 2: Education Excellence
1	Information collected from local governments. Subd. 2. Examples of good government in procurement and shared services. Allows the state auditor to seek funds from local governments and nongovernmental sources to establish an online clearinghouse of good examples of procurement practices and shared services among political subdivisions. If established, requires the clearinghouse to allow political subdivisions to submit examples of good procurement practices and shared services in a form the state auditor prescribes.	S.F. 10 Shared services (Bonoff)	
2	Access to student records; school conferences. (a) Allows a child’s parent or guardian to designate a “significant individual” to participate in a school conference involving that child. Requires the parent or guardian to give prior written consent to allow the individual to participate in the conference and have access to data on the child that is needed for and relevant to the conference. Allows the parent or guardian to withdraw consent in writing at any time. (b) Allows a school to accept a suggested form included in this paragraph or another form for purposes of providing consent under this section.	No comparable provision	
		H.F. includes only some of the sections in H.F. 1037 (Swails)	Section 1. Assessment of performance. Paragraph (a) allows nonpublic schools to assess students

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			using a nationally recognized college entrance exam. Removes mandate on the district superintendent. Paragraphs (b) and (c) strikes language requiring a home school parent to assess student performance beyond the requirements of the national test administered to the student.
		No comparable provision	Section 2. Legitimate exemptions. Allows a student to be excused from school for mental health reasons with a note from a mental health professional.
		H.F. includes only some of the sections in H.F. 1037 (Swails)	Section 3. Reporting. Subdivision 1. Reports to the superintendent. Requires a home school parent to provide information to the resident superintendent on the student for only the first school year in which the child receives instruction after age seven. Subdivision 2. Availability of documentation. Paragraph (a) directs a parent to maintain documents, instead of making documents available indicating that a home school student is receiving required instruction and has been assessed. Paragraph (b) directs the parent of a home school student who enrolls in public school to provide the enrolling school or district with standardized test scores and other documents the school requires to determine placement and course requirements. Subdivision 3. Exemptions. Exempts accredited nonpublic schools from the requirement to maintain documents under subdivision 2. Subdivision 4. Reports to the state. Requires

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			superintendents to annually report the number of home school children reported under subdivision 1 to the commissioner.
3	<p>Educational expectations for Minnesota’s students. Ties course credits to state and local academic standards.</p> <p>Makes this section effective August 1, 2012, and applicable to 9th grade students beginning in the 2012-2013 school year and later.</p>	<p>H.F. similar to provision in S.F. section 7(a)</p>	<p>Section 4. Educational expectations for Minnesota’s children. Strikes obsolete language distinguishing between those students who are required to pass the state basic skills tests and those who must pass the MCA-IIs. Requires Minnesota students to successfully pass state graduation exams.</p>
4	<p>Required academic standards. Obligates elementary schools, middle schools, and high schools to offer only the required number of arts areas.</p> <p>Provides for appropriate alternative achievement standards based on Minnesota’s academic standards for students with individualized education plans.</p> <p>Makes this section effective for the 2009-2010 school year and later.</p>	<p>H.F. addresses mandate reductions; S.F. proposes physical education standards.</p>	<p>Section 5. Required academic standards. Aligns state law with federal requirements regarding academic standards for students with an individualized education program.</p>
5	<p>Elective standards. Establishes world language proficiency certificates.</p>	<p>Same</p>	<p>Section 9. World language proficiency certificates.</p> <p>Paragraph (a) permits all Minnesota schools to awards Minnesota World Language Proficiency Certificates or Minnesota World Language Proficiency High Achievement Certificates.</p> <p>Paragraph (b) outlines the requirements a student must achieve to receive a World Language Proficiency Certificate.</p> <p>Paragraph (c) outlines the requirements a student must achieve to receive a World Language Proficiency High Achievement Certificate.</p>
6	<p>Revisions and reviews required. Delays by one year the next revision of state academic standards in the arts, science, language arts, and social studies. Does not delay</p>	<p>H.F. proposes mandate reduction; S.F. addresses alignment of standards for statewide tests.</p>	<p>Section 6. Revisions and reviews required. Strikes language relating to assessments in the benchmarks section of law.</p>

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	<p>the revision of the math standards.</p> <p>Makes this section effective immediately.</p>		
		<p>No comparable provision</p>	<p>Section 7. Graduation requirements; course credits.</p> <p>Paragraph (a) requires that a district align its curricula with state or local academic standards before granting course credit. Requires students to complete one-half credit as graduation requirement.</p> <p>Paragraph (d) allows the school board to waive the physical education requirement if the student participates in other physical activities outside of offered courses.</p> <p>Effective date. Makes this section effective August 1, 2012, and applies to students entering grade 9 in the 2012-2013 school year and later. Makes paragraph (a), clauses (6), and (7), effective the day following final enactment and apply to students entering grade 9 in the 2009-2010 school year and later.</p>
<p>7</p>	<p>Report. Requires school boards to adopt an annual report that is consistent with the state’s school performance report card. Strikes obsolete language about the title of the report and making the report publicly available.</p> <p>Makes this section effective for the 2009-2010 school year and later.</p>	<p>Similar</p>	<p>S.F. 3, section 1. Report. Requires board to publish a summary instead of full report. Eliminates certain reporting requirements.</p>
<p>8</p>	<p>Advanced placement, international baccalaureate and concurrent enrollment programs. Qualifies concurrent enrollment program teachers for the same types of training that are currently available to AP/IB teachers. Expands the statutory AP/IB program to include concurrent enrollment programs.</p>	<p>No comparable provision</p>	
<p>9</p>	<p>Raised academic achievement; advanced placement,</p>	<p>No comparable provision</p>	

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	<p>international baccalaureate and concurrent enrollment programs. Expands the eligibility for AP/IB funds to include concurrent enrollment programs if the school board has adopted a three-year plan to create or expand an existing concurrent enrollment program. Beginning July 1, 2010, qualifies a concurrent enrollment program for state aid under this section only if the district's concurrent enrollment courses meet the standards established by the National Alliance for Concurrent Enrollment Partnership.</p>		
		<p>No comparable provision</p>	<p>Section 8. Minnesota virtual education program.</p> <p>Subdivision 1. Program. Creates a program for teachers and students to improve and enhance instruction and learning through integration of technology and online learning. Requires the commissioner to establish and develop online courses for students grades 6 through 12.</p> <p>Subdivision 2. Scope and requirements.</p> <p>Paragraph (a) requires that the online course be aligned to academic standards and that at least 10 courses be offered by 2010-2011 school year. Requires that priority be given to science, technology, engineering, mathematics, and advanced courses.</p> <p>Paragraph (b) outlines the procedure for district participation in the program.</p> <p>Subdivision 3. Report. Requires the commissioner to report to the legislature by October 1, 2011 about the progress and development of the program.</p>
		<p>No comparable provision</p>	<p>Section 10. Cardiopulmonary resuscitation and automatic external defibrillator instruction. Encourages districts to include CPR and AED instruction as part of their curriculum.</p>

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			Requires that a district choosing to offer CPR and AED conform such instruction to recognized standards.
10	<p>Definitions.</p> <p>Subd. 1. Definitions. Makes the definitions in this section applicable to the statutory chapter on educational accountability.</p> <p>Subd. 2. Growth. Defines growth as the difference in a student’s achievement score at two or more points in time.</p> <p>Subd. 3. Value-added. Defines value-added as the amount of achievement a student demonstrates above an established baseline.</p> <p>Subd. 4. Value-added growth. Defines value-added growth in the context of a student’s growth score. Declares that value-added growth models use student-level data to measure what portion of a student’s growth can be attributed to the education environment.</p> <p>Subd. 5. Adequate yearly progress. Defines adequate yearly progress based on the number of student subgroups under the federal No Child Left Behind Act in a public school or district that, based on state assessments and performance adjustments, meet or exceed federal expectations. Lists student attendance, graduation, and test participation rates as additional federal requirements.</p> <p>Subd. 6. State growth target. (a) Defines state growth target as the average two-year assessment</p>	Similar	<p>Section 11. Definitions. Defines terms used in the growth-based value-added assessment data system.</p>

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	<p>scores for students with similar one-year assessment scores.</p> <p>(b) Lists which school years serve as benchmarks for particular grades in establishing state growth targets, which remain in effect until the assessment scale changes.</p> <p>(c) Directs a stakeholders’ group that includes assessments experts to recommend a new state growth target for the commissioner to consider when revising the state’s academic standards.</p> <p>Subd. 7. Low growth. Defines low growth as an assessment score that is one-half standard deviation below the state growth target.</p> <p>Subd. 8. Medium growth. Defines medium growth as an assessment score that is within one-half standard deviation above or below the state growth target.</p> <p>Subd. 9. High growth. Defines high growth as an assessment score that is one-half standard deviation above the state growth target.</p> <p>Subd. 10. Proficiency. Defines proficiency for purposes of reporting student growth on the school performance report cards as those students who in the preceding school year scored at or above “meets standards” on the statewide assessments. Describes how student growth and proficiency information is displayed on the school report card.</p> <p>Subd. 11. Growth and progress toward proficiency. Uses the categories of low, medium, and high growth to indicate both student growth and</p>		

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	<p>progress toward proficiency. Makes this section effective immediately.</p>		
<p>11</p>	<p>Statewide testing and reporting system.</p> <p>Subd. 1. Statewide testing. (a) Provides for computer-adaptive reading and math tests for general education students in grades 3 through 8 that are aligned with the state’s academic standards and include both multiple choice and constructed response questions. Directs school districts identified by the commissioner to participate in field testing. Allows school administrators to appeal to the commissioner for an exemption from this requirement and makes the commissioner’s decision regarding the appeal final. Makes GRAD tests applicable in 2012-2013 to those few students who have not passed the Minnesota basic skills tests.</p>	<p>Similar temporary alternative to passing math GRAD</p>	<p>Section 12. Statewide testing.</p> <p>Paragraph (a) specifies that tests in mathematics and reading are given at the high school level, strikes the requirement for constructed response questions.</p> <p>Paragraph (b) requires that the state assessment system be aligned to the standards. Provides a timeline for alignment in mathematics, science, and language arts and reading.</p>
	<p>(c) Allows students enrolled in grade 8 in any school year between the 2005-2006 and 2009-2010 school year who do not pass the reading or math graduation-required assessment for diploma (GRAD) to receive a diploma with a passing state notation if they satisfactorily complete all coursework and credits required for graduation and participate in academic remediation and up to two re-test attempts. Directs districts issuing high school diplomas in the 2009-2010 through the 2013-2014 school years to record the total number of GRAD test items and the student’s reading and math GRAD scores on the student’s high school transcript. Also allows a school board to include a notation of high achievement on students’ high school diplomas indicating exemplary academic achievement</p>		<p>Paragraph (c) requires students who have not passed the basic skills test by the end of the 2011-2012 school year to pass the graduation assessment requirements for Minnesota students given at that time.</p> <p>Paragraph (e) allows a four year alternative method by which a student can earn a state notation if the student does not pass the mathematics GRAD test. Sets forth the following criteria that allows a student to receive a state notation if the student does not pass the GRAD:</p> <ul style="list-style-type: none"> • The student must complete and pass all coursework required by the state and district; • • The student must participate in the remediation program; and

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	<p>during high school based on board-established criteria.</p> <p>(d) and (e) Anticipate 3rd through 8th grade computer-adaptive assessments and high school tests aligned with state academic standards.</p> <p>(f) Strikes language no longer applicable in the context of testing students with disabilities or limited English proficiency.</p> <p>Subd. 1a. Statewide and local assessments; results. (a) For purposes of administering computer-adaptive assessments in reading and math to students in grades 3 through 8 beginning in the 2010-2011 school year, defines computer-adaptive assessments, fully-adaptive assessments, partially-adaptive assessments, on-grade level, above-grade level, and below-grade level.</p> <p>(b) Directs the commissioner to use fully-adaptive tests to the extent no net loss of federal and state funds occurs and to otherwise use partially-adaptive assessments to meet federal accountability requirements.</p> <p>(c) For purposes of federal accountability requirements, directs the commissioner to implement computer-adaptive reading and math assessments for grades 3 through 8, state-developed high school reading and math tests aligned with state standards, and science assessments. Prohibits the commissioner from requiring students to achieve a passing score on high school science assessments in order to graduate. Lists requirements for annual computer-adaptive</p>		<ul style="list-style-type: none"> • The student must participate in two retests. <p>Paragraph (f) defines the state graduation test requirements for students enrolled in grade 8 in the 2010-2011 school year and later to be:</p> <ul style="list-style-type: none"> • for reading; obtaining an achievement level equivalent to or greater than proficient on the MCA_II in grade 10 for reading, or a passing score on the GRAD for reading; allows for alternative assessments for certain students. • • For writing; obtaining a passing score on the GRAD for reading; allows for alternative assessments for certain students. • For mathematics; obtaining a passing score on the high school mathematics assessment; allows for alternative assessments for certain students. <p>Paragraph (g) requires that high school level results be disseminated to the public within two weeks of statewide completion. Requires that individual test scores be reported to the student, parent or guardian, school, and district within two weeks of the student’s completion on the test. Requires that the results of the high school mathematics assessment inform the student of college readiness.</p> <p>Paragraph (i) strikes language relating to exemptions for students with individual education plans.</p> <p>Effective Date. Makes paragraphs (f) and (g) effective upon the adjournment of the first regular session after which the commissioner, according to 120B.30, subdivision 5, has completed the standards setting process and determined a passing score that aligns to postsecondary entrance</p>

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	<p>assessments: (i) make individual student performance data and achievement and summary reports available within three school days; (ii) make individual student data available from the first assessment to each proximate assessment using a constant measurement scale; (iii) allow parents, teachers, and school administrators to use elementary and middle school student performance data to project student achievement in high school; and (iv) use diagnostic information about areas of students' academic strengths and weaknesses to improve student instruction. When contracting for computer-adaptive assessments, requires that the weighting criteria the commissioner uses to evaluate contract proposals must give preference to vendors prepared to provide statewide computer-adaptive assessments and options for locally-selected, locally-financed, and locally implemented assessments that are independently aligned to state standards and used to inform curriculum and instruction.</p> <p>(e) Requires assessment results to include a value-added growth indicator of student achievement.</p> <p>(g) Requires schools, school districts, and charter schools to administer statewide assessments to evaluate student proficiency in the context of the state's grade-level academic standards.</p> <p>(h) Requires that for each procurement cycle for computer-adaptive assessments, the commissioner must report to the legislature on the costs of implementing computer-adaptive assessments and demonstrate that these assessments represent the</p>	<p>Dissimilar proposals on high school testing</p> <p>No comparable provision</p> <p>Dissimilar proposals on high school math assessment</p>	<p>requirements.</p> <p>Section 13. Statewide and local assessments; results. Aligns the science testing requirements to the standards for high school coursework. Requires a district to place the student's assessment score on the student's high school transcript.</p> <p>Section 14. Department of Education assistance. Requires the department to contract according to competitive solicitation procedures, as opposed to competitive bidding procedures.</p> <p>Section 15. High school mathematics assessment.</p> <p>Paragraph (a) requires the commissioner in consultation from stakeholders, to identify a high school mathematics assessment by February 15, 2010. Requires the commissioner to determine a passing score that aligns with postsecondary entrance requirements. Requires the commissioner to report the passing score to the legislature.</p> <p>Paragraph (b) allows the commissioner the authority to field test questions relating to the high school mathematics assessment.</p>

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	<p>greatest value to the state and school districts and minimize the need for redundant assessments.</p> <p>Makes the temporary alternative to the state’s reading and math GRAD tests applicable in the 2009-2010 through 2013-2014 school years. Prohibits the commissioner from implementing any alternative to the state’s reading and math GRAD tests without specific legislative authority. Makes computer-adaptive math tests for grades 3 through 8 apply in the 2010-2011 school year and later and computer-adaptive reading tests for grades 3 through 8 apply in the 2012-2013 school year and later.</p>		
12	<p>System accountability and statistical adjustments.</p> <p>Subd. 1. Educational accountability and public reporting. Requires Minnesota’s educational accountability and reporting system to promote greater academic achievement and preparation for higher academic education, the world of work, citizenship, and the arts.</p> <p>Subd. 3. Educational accountability. Directs the Independent Office of Educational Accountability (OEA) to report to the legislature on, among other things: the completeness, integrity, and use of statewide educational accountability information; the impact of statewide educational accountability information on K-12 education policy, effectiveness, resource distribution, and structure; and whether and how a value-added growth indicator of student achievement estimates the effects of the school and the school district on student achievement and measures school performance. Strikes oversight language regarding the commissioner making statistical</p>	<p>Same subdivision 1.</p> <p>Similar statutory changes; dissimilar OEA proposal</p>	<p>Section 16. Educational accountability and public report. Directs the department to establish a system of educational accountability.</p> <p>Section 17. Educational accountability. Establishes the independent office of educational accountability. Requires the office to annually report growth-based value-added data and other data.</p> <p>Section 18. Statistical adjustments; student performance data. Directs the commissioner to aggregate student data over time to report student performance and growth levels at the school, district, and statewide standards.</p>

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	<p>adjustments when reporting data and other related actions.</p> <p>Subd. 4. Statistical adjustments; student performance data. Distinguishes student performance and growth data.</p> <p>Makes this section immediately effective.</p>		<p>Section 18. Statistical adjustments; student performance data. Directs the commissioner to aggregate student data over time to report student performance and growth levels at the school, district, and statewide standards.</p>
13	<p>Student academic achievement and growth.</p> <p>Subd. 1. School and student indicators of growth and achievement. Requires the statewide educational accountability and reporting system to measure and separately report the adequate yearly progress of schools and the academic growth of individual students. Requires the system to include statewide measures of high and low student academic growth. Strikes obsolete language.</p>	<p>Similar growth model; H.F. has rigorous coursework and student engagement indicators</p>	<p>Section 19. Student academic achievement and growth.</p> <p>Subdivision 1. School and student indicators of growth and achievement. Directs the commissioner to align the state’s academic measurement and reporting standards with the student growth model.</p>
	<p>Subd. 2. Federal expectations for student academic achievement. (a) Requires school districts to annually determine whether schools meet federal expectations for student achievement.</p>		<p>Subdivision 2. Federal expectations for student academic achievement. Aligns student achievement standards with federal expectations, as opposed to state and local expectations.</p>
	<p>Subd. 3. State growth target; other state measures. (a) Requires the state’s educational assessment system to measure individual students’ educational growth.</p> <p>(b) Directs the commissioner, in consultation with assessment and evaluation experts and other stakeholders, to implement an assessment model that uses a value-added growth indicator and includes criteria for identifying schools with medium and high growth, and to recommend other value-added measures. Allows this model to be used to advance educators’ professional development and replicate programs that meet students’ diverse learning needs.</p>		<p>Subdivision 3. State growth target; other state measures. Lays out the items to be implemented into the growth-based value-added achievement model.</p> <p>Subdivision 4. Improving schools. Requires the commissioner to report bests practices learned from schools demonstrating medium or high growth to the public.</p> <p>Effective Date. Makes subdivision 3 effective the day following final enactment and applies to students in the 2008-2009 school year. Makes subdivision 4 effective for the 2011-2012 school year and later.</p>

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	<p>Declares that data on individual teachers generated under this model are protected personnel data.</p> <p>Requires the model to allow users to report student growth and report and compare aggregated and disaggregated state growth data using the nine student categories under the federal No Child Left Behind Act and gender, consistent with nonpublic data laws.</p> <p>Directs the commissioner to report separate measures of student growth and proficiency.</p> <p>(c) Directs the commissioner to annually report, beginning July 1, 2011, two core measures indicating the extent to which students are completing (1) course work important to preparing them for postsecondary academic and career opportunities and (2) rigorous courses of study such as advanced placement, international baccalaureate or post secondary enrollment options or industry certification courses or programs. Requires the commissioner to report these measures also in the context of the nine student categories under the federal No Child Left Behind Act and gender, consistent with nonpublic data laws.</p> <p>(d) Directs the commissioner to annually report, beginning July 1, 2013, summary data on school safety and students' engagement and connection at school. Declares that the summary data under this paragraph are separate from and must not be used to measure or evaluate the performance of classroom teachers. Directs the commissioner, in consultation with qualified experts and classroom teachers, to identify highly reliable variables that generate the summary data, which may be used at the school, school district,</p>		

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	<p>and state levels only. Declares that data on individuals used to generate the summary data are nonpublic data.</p> <p>Subd. 4. Improving schools. Directs the commissioner to annually report to the public and the legislature, beginning June 30, 2012, the organizational and curricular practices implemented by schools that demonstrate medium and high student growth.</p> <p>For effective dates, directs the commissioner to implement an assessment model that uses a value-added growth indicator beginning in the 2008-2009 school year. Directs the commissioner to report on two separate student course-taking measures beginning in the 2010-2011 school year. Directs the commissioner to collect summary data on school safety and students' engagement and connection at school beginning in the 2010-2011 school year and to annually report the data beginning July 1, 2013, consistent with advice from qualified experts and classroom teachers. Directs the commissioner to annually report the organizational and curricular practices implemented by schools that demonstrate medium and high student growth beginning in the 2011-2012 school year.</p>		
14	<p>School accountability; appeals process.</p> <p>Subd. 1. School performance report cards. (a) Directs the commissioner to report student academic achievement in the context of federal expectations, the percentages of students showing low, medium, and high growth, school safety and student engagement and connection, rigorous coursework, student-to-teacher ratios, staff characteristics excluding salaries, student enrollment demographics, district mobility, and</p>	<p>Similar growth model; H.F. has rigorous coursework and student engagement indicators</p>	<p>Section 20. School accountability; appeals process. Requires the commissioner to publish a school performance report card indicating, among other things, the students' growth compared to the state target. Requires the commissioner to use that data to set future state growth targets.</p> <p>Effective Date. Makes this section effective following final enactment.</p>

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	<p>extracurricular activities.</p> <p>Subd. 2. Adequate yearly progress and other data. Declares that all data the department uses to determine adequate yearly progress status, set state growth targets, and determine student growth are nonpublic data until after appeals conclude. Directs the department to annually post federal adequate yearly progress data and state student growth data to its public Web site.</p> <p>Makes this section effective immediately.</p>		
15	<p>Quality achievement in Minnesota schools. (a) Encourages school districts to participate in the Minnesota Council for Quality’s organizational assessment and performance improvement process and learn how to enhance organizational structures and processes, eliminate barriers to students’ improved educational performance, and increase teaching effectiveness and administrative efficiency. Encourages successful schools and districts to disseminate information and provide guidance.</p> <p>(b) Allows the commissioner to recognize participating schools and districts.</p>	No comparable provision	
		No comparable provision	<p>Section 21. School district and charter school policy. Requires that students, including charter school students, be present at and participate at required school lock-down and fire drills. Effective date. Makes this section effective for the 2009-2010 school year and later.</p>
		No comparable provision	<p>Section 22. School safety drills. Requires that non-public school students be present at and participate in all required school lock-down and fire drills. Effective date. Makes this section effective for the 2009-2010 school year and later.</p>
16	<p>Report. Allows home-school families to report children’s immunizations records to the school superintendent upon</p>	Same	<p>Section 23. Report. Removes home school parents’ annual reporting requirement to the superintendent in favor of</p>

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	enrollment and in seventh grade.		reporting in the first year of homeschooling and the 7th grade year.
		No comparable provision	<p>Section 24. Comprehensive, scientifically-based reading instruction. Paragraph (a) clarifies what a comprehensive, scientifically-based reading instruction program includes.</p> <p>Paragraph (b) defines fluency as the ability of students to read text with speed, accuracy, and proper expression.</p> <p>Paragraph (c) defines phonemic awareness as the ability to notice, think about, and manipulate individual sounds.</p> <p>Paragraph (d) defines phonics as teaching beginning readers explicitly and systematically to understand how letters are linked to sounds to form letter-sound correspondences, to recognize spelling patterns, and to apply this knowledge to their reading.</p> <p>Paragraph (e) defines reading comprehension as teaching comprehension skills explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning by intentional, problem-solving thinking processes.</p> <p>Paragraph (f) defines vocabulary development as teaching vocabulary both directly and indirectly, with repetition and multiple exposures to vocabulary items.</p> <p>Effective date. Makes this section effective the day following final enactment.</p>
17	Eligibility; board composition. Permits recently retired teachers to serve out their term on the board of teaching.	Similar	Section 25. Eligibility; board composition. Clarifies that the six teachers who are members of the state Board of Teaching must be currently teaching or teaching at the time they were appointed and do not qualify under other clauses of

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			this subdivision.
18	Vacant position. Permits recently retired teachers to serve out their term on the board of teaching.	Same	Section 26. Vacant position. Excepts a teacher who retires from teaching while serving as a Board of Teaching member from having that teacher’s position on the board declared vacant.
		No comparable provision	S.F. 3, article 1, section 2. Commissioner’s assistance; board money. Eliminates a cross reference relating to the requirements for assessment professionals that is repealed.
		No comparable provision	Section 27. Teacher and support personnel qualifications. Requires that the board must also require a person to successfully complete a Minnesota reading instruction competence assessment, in addition to an already required examination of skills, before being granted an initial teaching license to provide direct instruction to pupils in prekindergarten or elementary programs. Effective Date. Makes this section effective January 1, 2010.
		No comparable provision	Section 28. Reading strategies. Makes an additional requirement on all colleges and universities approved by the Board of Teaching to prepare licensure candidate for the Minnesota reading instruction competence assessment. Effective date. Makes this section effective the day following final enactment.
		No comparable provision	Section 29. Assessment of reading instruction. Requires that the Minnesota reading instruction competence assessment measure the knowledge, skill, and ability of prekindergarten and elementary instructors in comprehensive, scientifically based reading instruction and include: foundations of reading development, development of reading comprehension, reading assessment and instruction, and integration of knowledge and understanding. Effective date. Makes this section effective the day following

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19	<p>Expiration and renewal. (b) Allows educators applying to renew their licenses to present to their local licensing committees evidence of work that demonstrates professional reflection and growth in best teaching practices. Requires applicants to include a reflective statement of professional accomplishment and the applicants' own assessment of professional growth that shows evidence of (1) support for student learning, (2) use of best practices, (3) collaborative work with colleagues, and (4) continual professional development. Directs the board of teaching to ensure that its teacher relicensing requirements include the substance of this paragraph.</p> <p>Makes this section applicable to licensees seeking relicensure beginning July 1, 2012.</p>	<p>No comparable provision</p>	<p>final enactment.</p>
		<p>No comparable provision</p>	<p>Section 30. Alternative teacher preparation program and resident teacher license for qualified nontraditional candidates.</p> <p>Subdivision 1. Requirements.</p> <p>Paragraph (a) creates an alternative teacher preparation program and a temporary licensure process as a means of acquiring a standard entrance teaching license. Allows a college or university with a board-approved alternative preparation program to offer this program in any instructional field. Directs the Board of Teaching to ensure that program participants enhance state and local efforts to reduce or eliminate the academic achievement gaps among identified categories of students.</p> <p>Paragraph (b) requires teacher candidates participating in this program to have a bachelor's degree and a minimum</p>

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			<p>GPA or 10 years of relevant professional experience, pass a basic skills exam, and obtain a qualifying score on board-approved content area and pedagogy tests.</p> <p>Paragraph (c) allows the Board of Teaching to waive the minimum GPA.</p> <p>Subdivision 2. Characteristics. Requires an alternative teacher preparation program to include: a minimum 200-hour instructional phase; a research-based and results-oriented approach; strategies that combine pedagogy and best teaching practices; assessment, supervision and evaluation of the teacher candidates; formal instruction and intensive peer coaching; staff development opportunities; and candidates' satisfactory progress toward obtaining a standard entrance teaching license.</p> <p>Subdivision 3. Program approval. Directs the Board of Teaching to approve programs under this section based on board criteria and allow licensure candidates to demonstrate competencies in school-based settings and nontraditional licensure pathways.</p> <p>Subdivision 4. Reissued resident teacher license; approval for standard entrance license. Requires a resident mentor or a mentorship team to evaluate the performance of the teacher candidate and submit an evaluation to the Board of Teaching recommending whether or not to reissue a resident teacher license or issue a standard entrance teaching license to the candidate.</p> <p>Subdivision 5. Standard entrance license. Directs the Board of Teaching to issue a standard entrance teaching</p>

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			license to a successful program candidate. Subdivision 6. Qualified teacher. Declares that a person with a valid resident teaching license under this program is the teacher of record and a qualified teacher. Effective Date. Makes this section effective for the 2009-2010 school year and later.
20	Mentoring for probationary teachers. Allows school districts to have trained observers serve as mentors or coaches and to have probationary teachers participate in professional learning communities as part of the district’s peer review process for probationary teachers. Makes this section effective for the 2009-2010 school year and later.	No comparable provision	
21	Peer coaching for continuing contract teachers. Allows school districts to have trained observers serve as mentors or coaches and to have continuing contract teachers participate in professional learning communities as part of the district’s peer review process for continuing contract teachers. Makes this section effective for the 2009-2010 school year and later.	No comparable provision	
22	Mentoring for probationary teachers. Allows first class city school districts to have trained observers serve as mentors or coaches and to have probationary teachers participate in professional learning communities as part of the district’s peer review process for probationary teachers. Makes this section effective for the 2009-2010 school year and later.	No comparable provision	
23	Peer coaching for continuing contract teachers. Allows first class city school districts to have trained observers serve	No comparable provision	

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	<p>as mentors or coaches and to have continuing contract teachers participate in professional learning communities as part of the district’s peer review process for continuing contract teachers.</p> <p>Makes this section effective for the 2009-2010 school year and later.</p>		
24	<p>Plan components. Includes as an element of the educational improvement plan under Q-Comp, a rigorous and research-based professional development system based on national and state standards of effective teaching practice that is consistent with staff development programs and aligned with educational improvement, and designed to achieve ongoing and school-wide progress and growth in teaching practice.</p> <p>Makes this section applicable to plans developed in the 2009-2010 school year and later.</p>	Dissimilar	<p>Section 32. Plan components. Includes instructional leadership in the components for a plan to qualify for alternative compensation.</p>
25	<p>Alternative teacher professional pay system. Requires a Q-Comp agreement to include, as part of the reform of “steps and lanes,” evidence of effective practice that encompasses: a professional framework outlined in teacher evaluation best practices, supported by multiple criteria, and conducted in a professional and supportive environment; and reflection and growth in best teaching practices shown through support for student learning, collaborative work with colleagues, or continual professional learning, consistent with teacher relicensure requirements.</p> <p>Makes this section applicable to all Q-Comp agreements entered into or modified after the effective date of this section.</p>	No comparable provision	
26	<p>Approval process. Per a recommendation of the Legislative Auditor, directs the commissioner to annually establish three dates as deadlines by which interested Q-Comp applicants</p>	H.F. and S.F. attempt to address Legislative Auditor’s recommendations	<p>Section 33. Approval process. Directs the commissioner to annually establish three dates as deadlines by which interested Q-Comp applicants must submit an application and requires</p>

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	<p>must submit an application and requires the department to review a completed application within 30 days of the most recent application deadline.</p> <p>Makes this section applicable to all applications submitted after the effective date of this section.</p>		<p>the department to review a completed application within 30 days of the application deadline.</p> <p>Effective Date. Makes this section applicable to all applications submitted by the May 1, 2009, deadline and after.</p>
		<p>No comparable provision</p>	<p>Section 34. Cancellation Timing. Prevents the commissioner from canceling a districts Q-comp participation partway through a school year.</p>
		<p>No comparable provision</p>	<p>Section 35. Basic alternative teacher compensation aid. Provides the formula to calculate a school district’s basic alternative teacher compensation aid. Sets a limit for state total basic alternative teacher compensation aid and directs the commissioner not to exceed the limits.</p>
		<p>No comparable provision</p>	<p>Section 36. Alternative teacher compensation levy. Provides the formula to calculate a school district’s alternative teacher compensation levy.</p>
		<p>No comparable provision</p>	<p>Section 37. Alternative teacher compensation equalization aid. Provides the formula to calculate a school district’s alternative teacher compensation equalization aid.</p>
		<p>No comparable provision</p>	<p>Section 38. Alternative compensation application grants. Requires that the unexpended amount of alternative compensation revenue be distributed, via grants, to schools in greater Minnesota who are trying to set up alternative compensation programs.</p>

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27	<p>Contents of plan. Requires staff development plans to be consistent with teacher relicensure requirements and to: support stable and productive professional communities; emphasize ongoing job-embedded professional development opportunities; maintain a strong subject matter focus premised on students’ learning goals; ensure specialized preparation and learning about teaching students with special needs and limited English proficiency; and reinforce national and state standards of effective practice.</p> <p>Makes this section applicable to the 2009-2010 school year and later.</p>	<p>Dissimilar staff development proposal (see H.F. article 1, sections 3 and 4 for CPR proposal)</p>	<p>Section 39 - 40. Effective staff development activities and revenue. Allows school districts to use the two percent staff development set-aside to provide staff with CPR and AED training.</p> <p>Section 93. Reserved revenue for staff development; temporary suspension. Suspends the two percent staff development set-aside for 2010 and 2011.</p>
			<p>Section 39 - 40. Effective staff development activities and revenue. Allows school districts to use the two percent staff development set-aside to provide staff with CPR and AED training.</p>
28	<p>State-approved alternative learning organization. Per the recommendations of the Minnesota Department of Education work group, establishes parameters for alternative learning centers, alternative learning programs, and contract alternative programs.</p>	<p>Same</p>	<p>Sections 41 - 43. Alternative programs. Eliminates the term “Area Learning Center” and replaces with AState-approved Alternative Program@ and changes all statutory references.</p>
29	<p>State-approved alternative programs and services. Changes terminology to refer to “state-approved alternative programs” instead of centers in order distinguish particular types of programs.</p>	<p>Same except S.F. section 42, strikes research-based best practices for serving ELL students</p>	<p>Sections 41 - 43. Alternative programs. Eliminates the term “Area Learning Center” and replaces with “State-approved Alternative Program” and changes all statutory references.</p>
30	<p>State-approved alternative program funding. Changes terminology related to “state-approved alternative programs” in order distinguish particular types of programs.</p>	<p>Same</p>	<p>Sections 41 - 43. Alternative programs. Eliminates the term “Area Learning Center” and replaces with “State-approved Alternative Program” and changes all statutory references.</p>
31	<p>Background check required. (c) Allows a school hiring authority to pay the costs of conducting a discretionary criminal history background check on school volunteers, independent contractors, and student employees.</p>	<p>Similar</p>	<p>Section 44. Background checks. Allows a school hiring authority to pay the costs of conducting a criminal background check.</p> <p>Effective Date. Makes this section effective the day</p>

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	Makes this section effective immediately.		following final enactment.
32	<p>Investigation of disciplinary actions taken against prospective teachers. (a) Directs a school board or other school hiring authority when offering employment to a teacher to contact the Board of Teaching to determine whether the board has taken disciplinary action against the teacher based on sexual misconduct or attempted sexual misconduct between the teacher and a student or other misconduct.</p> <p>(b) Clarifies that “disciplinary action” does not include board No comparable provision actions based on court-ordered child support or maintenance payment arrearages or delinquent state taxes.</p> <p>Makes this section effective beginning May 1, 2009.</p>	No comparable provision	
33	<p>District-created site-governed schools.</p> <p>Subd. 1. Authority. (a) Allows a school board to approve site-governed schools by requesting site-governing school proposals from groups of licensed professionals and parents from one or more school districts.</p> <p>(b) Requires the school board and the collective bargaining unit to agree to a memorandum of understanding for determining the length of the school day and school year, determining work rules, and selecting teachers and other staff for the site.</p> <p>(c) Requires a school board to approve or disapprove a proposal within 60 days.</p> <p>(d) For an approved proposal, requires that a district</p>	No comparable provision	

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	<p>and the site council to enter into an agreement identifying the powers and duties, roles and responsibilities, revenue, and education performance standards to be delegated to the site.</p> <p>Subd. 2. Roles and responsibilities of site-governed schools. (a) Subject to school board approval, lists the roles and responsibilities of site-governed schools: (1) create site-governing councils; (2) determine the site leadership model; (3) determine the site budget; (4) determine the learning model and school organization; (5) select and develop curriculum and assessments; (6) set various policies related to student promotion, attendance, and discipline, local graduation requirements, and other school board-approved rules related to the school site program; (7) determine the school calendar and employee work rules; (8) select teachers and other staff, consistent with collective bargaining agreements, memoranda of understanding, statutory leave provisions, among other considerations; and (9) comply with other provisions agreed to by the school district and the site-governing council.</p> <p>(b) To the extent a self-governed school is supervised by a principal, required the principal to be licensed.</p> <p>Subd. 3. Revenue to self-governed schools. (a) Itemizes revenue allocated to the site.</p> <p>(b) Allows the school district to retain an agreed-upon administrative fee for management services.</p> <p>(c) Allows the school district to provide and charge for</p>		

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	<p>agreed-upon services to the school site.</p> <p>(d) Allows the site to carry forward unspent revenue.</p> <p>Subd. 4. Exemption from statutes and rules. Exempts site-governed schools from the same laws and rules as charter schools, except that site-governed schools are subject to government data practices laws, the open meeting law, PELRA, teacher continuing contract and tenure laws, and teacher prep time and lunch requirements.</p> <p>Subd. 5. Performance standards. (a) Directs the school board and the site council to agree to performance standards and expectations that include student achievement targets premised on multiple indicators, criteria and process addressing school sites that fail to meet accountability requirements, and other agreed-upon performance terms.</p> <p>(b) Requires agreements to be filed with the commissioner. Establishes initial three-year agreements and annual reviews and allows subsequent agreements of up to five years based on school performance.</p> <p>Subd. 6. Board termination of self-governed school authority. (a) Allows a school board to terminate an agreement for cause.</p> <p>(b) Allows site-governed schools terminated or not renewed for reasons other than for cause to seek charter school status and to become owners of all resources the school purchased as a site-governed school.</p>		

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34	<p>Contract; duties. Strikes language requiring the school district superintendent to submit an annual report to the commissioner identifying expenditures needed to ensure that a specified percent of students pass the MCA-IIs.</p> <p>Makes this section immediately effective and applicable to the 2009-2010 school year and later.</p>	<p>Similar. Different effective date.</p>	<p>S.F. 3, article 1, section 4. Contract; duties. Strikes language requiring the school district superintendent to submit an annual report to the commissioner identifying expenditures needed to ensure that a specified percent of students pass the MCA-IIs.</p>
35	<p>School boards may require fees. Allows school boards to charge fees to charter schools for transporting charter school students to extracurricular activities in the students' resident school district.</p> <p>Makes this section effective for the 2009-2010 school year.</p>	<p>No comparable provision</p>	
36	<p>Board control of extracurricular activities. (a) Makes all resident charter school students eligible to participate in the extracurricular activities of their resident school district on the same basis as enrolled public school students. Requires charter school students to give their charter school and resident school district a 30-day notice of their intent to participate in the extracurricular activities of their resident school district. Requires charter schools to agree in writing to pay the direct and indirect costs attributable to the student participants. Makes charter school students ineligible to participate in the extracurricular activities of their resident school district if the charter school offers the extracurricular activities or the extracurricular activities are not controlled by the Minnesota state high school league. Requires charter school students participating in the extracurricular activities of their resident school district to meet the academic and student conduct standards of the resident school district. Requires charter schools to collect the same student eligibility information that school districts collect, transmit that information to the resident school district at least 10 days before a student begins participating in extracurricular</p>	<p>No comparable provision</p>	

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	<p>activities and immediately transmit any added information affecting students' eligibility.</p> <p>(f) Allows school districts to charge charter schools their proportional share of the direct and indirect costs of extracurricular activities not covered by student fees. Allows school districts to charge charter school students the same extracurricular activity fees it charges to enrolled students. Requires all charges to a charter school and charter school students to be paid when the students are selected to participate in the extracurricular activities. Does not obligate school districts to transport charter school students who participate in the district's extracurricular activities.</p> <p>Makes this section effective for the 2009-2010 school year.</p>		
37	<p>Temporary closing. Exempts school district from having to hold a formal public hearing when proposing to temporarily close or lease a school building for up to three years.</p>	Same	<p>Section 45. Temporary closing. Allows a school district to temporarily close a school building for up to three years if the district holds a public hearing and allows public comment on the building's future.</p> <p>Effective Date. Makes this section effective the day following enactment.</p>
38	<p>Definitions. Defines "online course syllabus" for purposes of the online learning law.</p>	No comparable provision	
39	<p>Authorization; notice; limitations on enrollment. (b) Clarifies procedures for students to enroll in and receive course credit and to meet district graduation requirements for supplemental online learning courses and programs.</p> <p>(f) Requires the online learning provider to provide or make accessible information about students' academic progress. Requires the enrolling school district to designate a contact person to facilitate and monitor students' academic progress.</p>	Similar	<p>Section 46. Authorization; notice; limitations on enrollment.</p> <p>Paragraph (b) requires that an online learning provider provide a syllabus containing course information to the enrolling district. Gives the enrolling district 15 days to confirm or deny that the courses meet the district's graduation requirements.</p> <p>Paragraph (f) requires that online providers report student</p>

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			progress and credit accumulation to the parent and district in a manner specified by the commissioner.
40	<p>Online learning parameters. (a) Strikes language addressed elsewhere in the online learning law.</p> <p>(d) and (e) Make enrolling districts that are full-time online learning providers, and also full-time and supplemental online learning providers subject to reporting requirements and review criteria.</p>	Same	<p>Section 47. Online learning parameters. Clarifies the reporting guidelines for full time online learning providers.</p>
41	<p>Department of Education. Strikes language addressed elsewhere in the online learning law. Requires the online learning provider to provide the department with a written statement about its courses and also demonstrate that the substance of the online course syllabus meets nationally recognized professional standards, consistent with the commissioner’s requirements.</p>	Similar	<p>Section 48. Department of Education. Directs online learning providers to provide the commissioner with assurances that online courses meet state academic standards and that online course curricula meet nationally recognized standards.</p>
42	<p>Online learning advisory council. Causes the council to expire in 2013 instead of 2008.</p> <p>Makes this section effective immediately.</p>	Similar. Different effective date.	<p>Section 49. Online learning advisory council. Extends the council’s expiration date to June 30, 2013.</p>
43	<p>Charter schools.</p> <p>Subd. 1. Purposes. Adds pupil achievement to the list of purposes for chartering a school.</p> <p>Subd. 2a. Charter school advisory council. Strikes language establishing the charter school</p>	Similar	<p>Section 50. Purposes.</p> <p>Paragraph (a) includes student achievement in the purposes of this section; makes the list of purposes of charter schools inclusive, rather than an option of the six purposes.</p> <p>Paragraph (b) clarifies that the purpose of charter schools is not to replace a school that would otherwise be closed.</p> <p>Effective Date. Makes this section effective the day following final enactment.</p> <p>Section 51. Charter School Advisory Council.</p> <p>Paragraph (a) strikes the cross-reference to Minnesota</p>

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	<p>advisory council.</p> <p>Subd. 3. Authorizer. (a) Defines “application” both in the context of an eligible authorizer receiving approval to charter a school and the business plan that a school developer submits to an authorizer for approval to form a charter school. Defines “affidavit” to mean the written statement that an authorizer submits to the commissioner for approval before chartering a school.</p> <p>(b) Lists the organizations that are eligible to authorize charter schools. Makes ineligible those charitable organizations under the federal tax code that are nonpublic sectarian or religious institutions or their affiliates, and any charitable organizations that for</p>	<p>Similar</p>	<p>Statutes 2008 section 15.059. Increases the membership of the council from seven to nine members. Outlines the membership of the council. Changes what the council shall advise the commissioner on from matters relating to charter schools to the duties of sponsoring charter schools.</p> <p>Paragraph (b) requires that the council recommend to the commissioner and legislature an organizational model to give state-level leadership to new school planning.</p> <p>Paragraph (c) expires the advisory council on June 30, 2015.</p> <p>Effective Date. Makes paragraph (c) effective retroactively from June 30, 2007.</p> <p>Section 94. Appointments to Charter School Advisory Council. Requires that the commissioner complete the appointments no later than September 1, 2009. Requires the commissioner’s designee to convene the first meeting of the council no later than October 1, 2009.</p> <p>Section 52. Sponsor.</p> <p>Paragraph (a) (1) defines application to mean the charter school business and operational plan a school developer submits to a sponsor for approval, defines what that application includes.</p> <p>Paragraph (a) (2) defines affidavit to mean a written statement the sponsor submits to the commissioner for approval.</p> <p>Paragraph (b) lists the organizations that may sponsor charter schools. Clarifies that a charitable organization excludes sectarian or religious institutions, requires the</p>

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	<p>federal tax purposes describe activities indicating a religious purpose. Requires eligible charitable organizations to be incorporated in Minnesota, among other requirements.</p> <p>(c) Establishes the process by which an eligible authorizer must apply to the commissioner for approval as an authorizer. Lists the criteria for approval that the commissioner must consider. Allows a disapproved applicant to resubmit an application during a future application period</p> <p>(d) Requires an authorizer to participate in ongoing department-approved training.</p> <p>(e) Establishes a June 30, 2012, deadline by which current authorizers must apply to the commissioner for approval to continue as an authorizer.</p> <p>(f), (g) Direct the commissioner to review an authorizer’s performance at least once every five years, permit more frequent reviews at the commissioner’s discretion, and subject an authorizer that has not performed satisfactorily to corrective action that may include terminating an authorizer’s eligibility to charter a school. Give an authorizer subject to corrective action 15 business days to request an informal hearing before the commissioner acts.</p>		<p>charitable organization to report an ongoing fund balance of at least \$2,000,000 for at least four consecutive years and be incorporated in the state of Minnesota. Allows a nonprofit corporation under section 501(c)(3) that has previously sponsored schools and have been incorporated in the state of Minnesota for at least 20 years to sponsor schools that have operated for at least three years. Allows for up to two single-purpose sponsors.</p> <p>Paragraph (c) requires an eligible sponsor to apply to the commissioner for approval as a sponsor before charting a school. Outlines the timeline for the commissioner and applicant to complete the application process. Outlines the criteria that the commissioner must consider in evaluating the applicant.</p> <p>Paragraph (d) requires the sponsor to participate in department-approved training.</p> <p>Paragraph (e) requires an organization that sponsored a school before August 1, 2009, to apply to the commissioner by June 30, 2011 to continue as a sponsor. Makes a sponsor ineligible to charter a school if the sponsor fails to submit an application according to this paragraph.</p> <p>Paragraph (f) requires the commissioner to review a sponsor’s performance every five years and allows the commissioner to review a sponsor’s performance more frequently at the commissioner’s own initiative or at the request of an operator, board member, or other interested party. Allows the commissioner to subject the sponsor to corrective action, which may include terminating the contract with the board of a school it sponsored if the commissioner finds that a sponsor has not fulfilled the requirements of this</p>

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	<p>members of the initial and the ongoing boards of directors. Clarifies that charter school staff and parents and guardians are the voters eligible to elect the board of directors. Requires the charter school to notify eligible voters of an election.</p> <p>(e) Makes meeting records and financial information publicly available. Requires a charter school to post information on its official Web site information identifying and providing contact information on its authorizer.</p> <p>(f) Requires board members to attend department-approved training on specified topics and prevents untrained board members from continuing to serve on the board.</p> <p>(g) Requires an ongoing board to be elected by the end of the third year. Allows the board of directors to (1) be a teacher majority board or (2) have at least 20 percent licensed teachers. Makes the CFO and chief administrator nonvoting board members. Requires school bylaws to establish a process for changing the board’s governance model between the two board models, subject to approval from the authorizer and licensed teachers working at the school.</p> <p>(i) Prohibits an authorizer from acquiring unfair financial gain in its relationship with a charter school.</p> <p>(j) Prohibits a charter school from offering students or parents something of value to induce a student to enroll.</p>		<p>directors. States that the charter school must notify eligible voters of the school board election dates at least 30 days before the election.</p> <p>Paragraph (e) requires charter school board members attend department-approved training. Defines what that training should include. Prohibits a board member from serving if that board member does not begin the training within three months of being seated and complete the training within 12 months of being seated.</p> <p>Paragraph (f) requires the ongoing board to be elected before the school completes its third year of operation. Requires the board of directors to have at least a licensed teacher, a charter school parent or guardian, and an interested community member. Requires that the chief financial officer and the chief administrator to be nonvoting board members. Requires that the board bylaws outline the process and procedures for changing the board’s governance model. Allows the board to change its governance model only with approval from the sponsor and a voting majority of the board of directors and the licensed teachers employed at the school.</p> <p>Paragraph (g) changes the term sponsoring entity to sponsor.</p> <p>Paragraph (h) prohibits that the granting or renewal of a charter school be contingent on a requirement to contract, lease, or purchase services from the sponsor. Requires a party to such an arrangement disclose the arrangement to the commissioner. Allows the commissioner to terminate a charter school contract if the commissioner determines that the arrangement is illegal.</p> <p>Paragraph (i) clarifies the process for filing an affidavit for</p>

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	<p>(k) Clarifies the process by which an authorizer, after submitting a supplemental affidavit to the commissioner for approval, may permit a charter school to expand to additional sites or add grades. Requires the supplemental affidavit to show that the proposed expansion is needed based on projected enrollment and warranted by longitudinal data demonstrating improved student performance and growth on statewide assessments, and that the charter school has the financial and management capacity to implement the expansion.</p> <p>(l) Establishes the process and time line by which the commissioner must approve or disapprove a supplemental application under paragraph (k). Makes the commissioner’s approval or disapproval of an affidavit final.</p> <p>Subd. 4a. Conflict of interest. (a) Prohibits an individual with a conflict of interest from serving as a member of a charter school board of directors. Makes a charter school contract voidable at the option of the</p>	<p>Same except H.F. authorizer and S.F. sponsor</p>	<p>expanding a charter school beyond the original site or grade levels. Requires that the supplemental affidavit also provide that the charter school expansion is warranted by longitudinal data demonstrating academic performance and growth on statewide assessments, has the financial capacity to implement the proposed expansion, the potential physical capacity to implement the proposed expansion. Strikes that the commissioner provide timely training to members of the board of directors and what that training must address, which is now outlined in paragraph (e).</p> <p>Paragraph (j) outlines the process and timeline for review and comment on the supplemental affidavit.</p> <p>Paragraph (k) prohibits a charter school from opening in a newly consolidated district or in a district that dissolved for at least 36 months after the date of consolidation or dissolution.</p> <p>Paragraph (l) prohibits a charter school from opening within a one-mile radius of a public school that has closed for at least 36 months after the date the school closed unless the commissioner determines that the new charter school applicant does not intend to reestablish the closed public school as a charter school.</p> <p>Paragraph (m) allows a sponsor to apply to the commissioner for a waiver from the prohibitions in paragraph (k) or (l).</p> <p>Effective Date. Makes this section effective August 1, 2009.</p> <p>Section 54. Conflict of Interest.</p> <p>Paragraph (a) clarifies conflicts of interest pertaining to board members to conform to federal conflict of interest</p>

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	<p>commissioner or the charter school board of directors if a conflict of interest exists.</p> <p>(b) Describes the circumstances where a conflict of interest exists.</p> <p>(c) Makes an individual related to an authorizer who participates in an aspect of the charter school process ineligible to serve as a board member of a school chartered by the authorizer.</p> <p>Strikes conflict of interest language addressed elsewhere.</p> <p>Subd. 6. Charter contract. Establishes a contracting time line. Lists the substance of 12 terms related to establishing and administering a charter school that must be included in a charter school contract.</p>	<p style="text-align: center;">Same</p> <p style="text-align: center;">Similar</p>	<p>language.</p> <p>Paragraph (b) prohibits a member of the board of directors, employee, officer, or agent of a charter school from participating in a contract if a conflict exists. Outlines when a conflict exists.</p> <p>Paragraph (c) prohibits an employee, agent, or board member of the sponsor who participates in the initial charter process from serving on the board of directors of that charter school.</p> <p>Effective Date. Makes this section effective August 1, 2009.</p> <p>Section 55. Conversion of existing schools. Clarifies that a board of an independent or special school district may convert its existing school to a charter school.</p> <p>Effective Date. Makes this section effective the day following final enactment.</p> <p>Section 56. Charter contract. Clarifies the process for submitting a charter contract. Includes in the contract a description of how the program carries out the purposes in subdivision 1; a description of the specific academic and nonacademic outcomes that pupils must achieve; signed agreements from charter school board members to comply with all federal and state laws governing all organizational, programmatic, and financial requirements; the criteria, processes, and procedures that the sponsor will use for ongoing oversight of operational, financial, and academic performance; the performance evaluation that is a prerequisite for reviewing a charter school contract; and the plan for an orderly closing of the school.</p> <p>Effective Date. Makes this section effective the day</p>

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	<p>Subd. 6a. Audit report. (a) Allows the commissioner to withhold the state aid of a charter school that fails to submit a timely audit.</p> <p>(c) Strikes language on public access to board information addressed elsewhere in this section.</p> <p>Subd. 7. Public status; exemption from statutes and rules. Exempts charter schools from all statutes and rules governing school districts unless made specifically applicable or contained in this section.</p> <p>Subd. 8. State and local requirements. (b) Requires charter schools to comply with statewide education accountability requirements governing state standards and assessments and to work with the department to make available to the public valid and highly reliable comparisons of student academic growth and achievement across schools consistent with school performance report card information.</p> <p>(d) Allows a charter school student to be released from school for religious instruction.</p> <p>(j) Strikes conflict of interest sections addressed elsewhere in this section.</p> <p>(l) Makes charter schools subject to state data practices laws and the open meeting law.</p> <p>(n) Makes charter schools subject to state employment</p>	<p>Similar</p> <p>Same</p> <p>Similar</p>	<p>following final enactment.</p> <p>Section 57. Audit report. Requires that the charter school submit an audit report to its sponsor as well as to the commissioner.</p> <p>Effective Date. Makes this section effective the day following final enactment.</p> <p>Section 58. Public status; exemption from statutes and rules. Clarifies that a charter school is exempt from all statutes and rules applicable to a school, school board, or school district unless a statute or rule is made specifically applicable to a charter school or is included in this section.</p> <p>Effective Date. Makes this section effective the day following final enactment.</p> <p>Section 59. Federal, state, and local requirements. Specifies that a charter school comply with statewide accountability requirements governing standards and assessments; requires that a charter school student be released for religious instruction; requires that a charter school offering online courses comply with the online learning program statute; specifies that a charter school and charter school board are subject to chapter 181 (Employment).</p> <p>Effective Date. Makes this section effective the day following final enactment.</p>

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	<p>laws.</p> <p>(o) Clarifies that charter schools are subject to requirements governing the transfer of education records and the management of local records.</p> <p>(p) Makes a charter school that has students participating in the extracurricular activities of their resident district subject to fees for transporting students to extracurricular activities in their resident school district and establishes the parameters for charter school students to participate in the extracurricular activities of their resident district.</p> <p>(q) Requires a charter school to allow all students who attend public school in the district in which the charter school is located to participate in the extracurricular activities of the charter school.</p> <p>Subd. 8a. Aid reduction. Allows the commissioner to reduce a charter school’s state aid for certain violations of law.</p> <p>Subd. 8b. Aid reductions for violations. Allows the commissioner to reduce a charter school’s state aid by an amount not to exceed 60 percent of the charter school’s basic revenue for the period of time that the violation occurs.</p> <p>Subd. 9. Admissions requirements. Strikes language allowing a charter school to limit admission to residents of a specific geographic area identified by the relative percentage of the non-Caucasian</p>	<p>Similar</p> <p>No comparable provision</p> <p>Similarities and differences exist</p>	<p>Section 60. Aid reduction. Requires the commissioner to reduce a charter school’s state aid if the charter school board fails to correct a violation under this section.</p> <p>Effective Date. Makes this section effective the day following final enactment.</p> <p>Section 61. Admission requirements. Allows a charter school to limit admission to residents of a specific geographic area when the majority of student’s served by the school are members of underserved populations. Requires a charter</p>

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	<p>population or to give preference to town residents in sparsely populated areas. Directs a charter school to develop and publish a lottery policy and process and to use the process when accepting pupils by lot. Allows a charter school to give preference to enrolling the children of school employees. Prohibits a charter school from establishing admission criteria that are inconsistent with this subdivision.</p> <p>Subd. 11. Employment and other operating matters. Makes a charter school subject to Minnesota’s whistle-blowing statute. Requires a charter school to provide a prospective school employee with a written description of the terms and conditions of employment and the school’s personnel policies.</p>	<p>Similarities and differences exist</p>	<p>school to develop and publish a lottery policy and process that it must use when accepting pupils by lot. Clarifies that a charter school is prohibited from establishing criteria or requirements for admission that are inconsistent with the limitations allowed under this subdivision. Prohibits a charter school from distributing any services or goods of value to students, parents, or guardians as an inducement, term, or condition of enrolling a student.</p> <p>Effective Date. Makes this section effective the day following final enactment and applies to the 2010-2011 school year.</p> <p>Section 62. Employment and other operating matters.</p> <p>Paragraph (a) requires that the charter school board comply with 181.932 (Disclosure of information by employees) and prohibits a school from discharging, disciplining, threatening or discriminating against, or penalizing an employee because the employee, or person acting on the employee’s behalf in good faith to officials about the school’s violations of law or school policy. Requires the charter school board to enter into a written contract with each teacher that outlines the terms and conditions of employment.</p> <p>Paragraph (b) requires the board of directors to establish qualifications for persons that hold administrative, supervisory, or instructional leadership roles. Outlines what the qualifications shall include. Requires the board of directions and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instruction leadership position to develop a professional development plan and document the plan in the school’s annual report.</p>

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	<p>Subd. 14. Annual public reports. Requires a charter school to prepare and distribute an annual report approved by the charter school board of directors and to post the report on its official Web site.</p> <p>Subd. 15. Review and comment. (a) Requires an authorizer to submit a formal charter school evaluation to the commissioner for review and comment before the authorizer charters a school or renews a charter school contract. Directs the department to review and comment upon an authorizer’s evaluation process.</p> <p>(b), (c), (d) Establish a formula for calculating fees that an authorizer may charge a charter school for evaluating the fiscal, operational, and student performance of the charter school, including for the pre-operational planning period.</p> <p>(e) Requires an authorizer annually to submit to the commissioner and its chartered schools a statement of expenditures related to activities as an authorizer.</p>	<p>Similar</p> <p>Similarities and differences exist</p>	<p>Effective Date. Makes this section effective the day following final enactment.</p> <p>Section 63. Annual public reports. Requires a charter school to publish an annual report, requires the report to be approved by the board of directors, lists what must be included in the annual report, and outlines how the report is to be distributed.</p> <p>Effective Date. Makes this section effective the day following final enactment.</p> <p>Section 64. Review and comment.</p> <p>Paragraph (a) clarifies that the sponsor shall provide a formal written evaluation of the school’s performance before the sponsor renews the charter contract. Requires the commissioner to review and comment on the sponsor’s evaluation process at the time the sponsor submits its application for approval and each time it undergoes its five-year review.</p> <p>Paragraph (b) allows a sponsor to assess a charter school a fee for monitoring and evaluating the school.</p> <p>Paragraph (c) defines the fee that each charter school pay to a sponsor to be the greater of: the basic formula allowance or the lesser of (i) the maximum fee factor times the basic formula allowance or (ii) one percent of the basic formula allowance, times the adjusted marginal cost pupil units. Sets the maximum fee factor equal to 1.5 in fiscal year 2010, 2.0 in fiscal year 2011, and 3.0 in fiscal year 2012, and 4.0 in fiscal year 2013 and later.</p> <p>Paragraph (d) prohibits the department from assessing a fee</p>

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	<p>Subd. 17. Leased space. (a) Allows a charter school to lease space from an independent school board eligible to be an authorizer, other public organization, private nonprofit nonsectarian organization, private property owner, or sectarian organization if the leased space is constructed as a school facility. Directs the department to review and approve or disapprove leases in a timely manner.</p> <p>(b) With an authorizer’s approval, allows a charter school that has operated for at least five consecutive years to form a separate affiliated nonprofit building corporation to provide a school facility. Requires an authorizer to submit a supplemental affidavit to the commissioner stating that the authorizer has reviewed information on leasing the facility. Prohibits a charter school from organizing the nonprofit building company before the supplemental affidavit is filed and approved.</p>	<p>Similar</p>	<p>to a charter school it sponsors.</p> <p>Paragraph (e) allows the sponsor to assess a charter school a fee equal to the basic formula allowance in the preoperational planning year.</p> <p>Paragraph (f) requires the sponsor to submit a statement of expenditures related to sponsoring activities each year.</p> <p>Effective Date. Makes this section effective the day following final enactment.</p> <p>Section 65. Leased space.</p> <p>Paragraph (a) clarifies that a charter school may lease space from an independent or special school board. Requires the department to review and approve or disapprove of the lease agreement within 60 business days of receiving an application for lease aid.</p> <p>Section 66. Building corporation.</p> <p>Paragraph (b) allows an approved charter school that has operated for at least eight years and is not in statutory</p>

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	<p>Subd. 18. Authority to raise initial working capital. Strikes language allowing a sponsor to authorize a charter school before it secures resources if the authority is needed to raise working capital.</p> <p>Subd. 19. Disseminate information. (b) Allows authorizers, operators, and the department to disseminate information about successful best practices in teaching and learning demonstrated by charter schools.</p> <p>Subd. 20. Leave to teach in a charter school. Allows a school district to require that a request for a leave of absence to teach in a charter school be made before February 1 in the school year before the school year in which the teacher intends to leave, or February 1 of the calendar year in which the teacher's leave is scheduled to end. Strikes language directing a teacher on leave to pay both the employer and employee retirement contributions.</p> <p>Subd. 23. Causes for nonrenewal or termination</p>	<p>No comparable provision</p> <p>Similar</p> <p>Similar</p>	<p>operating debt to form a nonprofit building corporation to construct or purchase a school facility. Sets rules on who may be on the board of directors.</p> <p>Subdivision 17a. Paragraph (a) requires a charter school to file a supplementary affidavit for approval before organizing a building corporation.</p> <p>Effective Date. Makes this section effective the day following final enactment.</p> <p>Section 67. Leave to teach in a charter school. Clarifies that during a leave the teacher may continue to aggregate benefits and credits in the Teacher's Retirement Association account according to chapters 354 (Teachers Retirement) and 354A (Teachers Retirement, Certain Cities).</p> <p>Effective Date. Makes this section effective the day following final enactment.</p> <p>S.F. 3, article 1, section 8. Leave to teach in a charter school. Defines a time period for which a district may require notice for a leave to a charter school.</p> <p>Section 68. Causes for nonrenewal or termination of</p>

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	<p>of charter school contract. (a) Restates the timelines for not renewing or terminating a charter school contract in terms of business days.</p> <p>(b) Strikes language allowing the commissioner to approve a different sponsor for a charter school where an existing sponsor elects to terminate or not renew the charter school contract.</p> <p>(c) Allows a change in authorizers if an existing authorizer and a charter school board of directors mutually agree to voluntarily terminate or not renew a charter school contract, subject to approval by the commissioner.</p> <p>(d) Allows the commissioner to terminate a charter school contract if the charter school fails to meet performance requirements, engages in financial mismanagement, or violates laws.</p> <p>(e) Directs the commissioner to provide information to assist a charter school in finding a new authorizer if the commissioner terminates the authorizer’s eligibility to charter a school.</p> <p>Subd. 23a. Related party lease costs. (b) Defines terms related to establishing whether a conflict of interest exists.</p>	<p>Similar. Technical, (3) “immediate family” vs. “close relative.”</p>	<p>charter school contract.</p> <p>Paragraph (a) clarifies the timeline that a sponsor must abide by when terminating or not renewing a contract.</p> <p>Paragraph (b) strikes the ability of the commissioner to approve the transfer to a different eligible sponsor when a charter school contract is terminated for failure to meet the requirements for pupil performance; failure to meet generally accepted standards of fiscal management; violations of the law; or other good cause shown.</p> <p>Paragraph (c) allows a mutually agreed upon termination of contract and transfer to a new sponsor to occur at any time, instead of at the end of a contract. Outlines the process by which that voluntary termination occurs. Requires the commissioner to determine whether the charter school and prospective new sponsor can identify and effectively resolve those circumstances causing the previous sponsor and school to mutually agree to terminate the contract.</p> <p>Paragraph (d) clarifies that the commissioner may terminate the contract between the sponsor and school, includes in the allowable reasons: sustained failure to meet pupil performance requirements, failure to meet generally accepted standards of financial mismanagement, or other good cause shown.</p> <p>Effective Date. Makes this section effective the day following final enactment.</p> <p>Section 69. Related party lease costs. Defines Arelated party@ to mean an affiliate or a close relative of the other party in question, an affiliate of a close relative, or a relative of an affiliate; defines Aaffiliate@ to mean a person that</p>

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	<p>Subd. 25. Extent of specific legal authority. Requires a charter school board of directors to submit to its authorizer in a timely manner a copy of its insurance policy and any changes to that policy.</p> <p>Subd. 26. Definitions. Strikes conflict of interest definitions addressed elsewhere in the section.</p> <p>For effective dates, makes this section effective immediately and applicable beginning August 1, 2009, unless otherwise specified. Makes the “religious purpose” changes governing charitable organizations applicable to charitable organizations seeking approval as authorizers after August 1, 2009, but excepts sponsor/authorizers that have charter schools on that date. Subjects the existing sponsor/authorizers to the new requirement to incorporate in Minnesota beginning July 1, 2012.</p>	<p>Similar. Technical, “sponsor” vs. “authorizer”</p>	<p>directly or indirectly is under common control with another person; defines Aclose relative@ to mean an individual whose relationship by blood, marriage, or adoption to another individual is no more remote than first cousin; defines Aperson@ to mean an individual or entity of any kind; and defines Acontrol@ to mean the ability to affect the management, operations, or policy actions or decisions of a person by contract or otherwise.</p> <p>Effective Date. Makes this section effective the day following final enactment.</p> <p>Section 70. Extent of specific legal authority. Requires the Board of Directors to obtain at least the amount of and types of insurance up to the applicable tort liability limits under chapter 466 (Tort Liability, Political Subdivisions). Requires the charter school board to submit a copy of the insurance policy to its sponsor and the commissioner before starting operations and within 20 business days of any insurance change.</p> <p>Effective Date. Makes this section effective August 1, 2009.</p>

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44	<p>Building lease aid. (b) Allows charter schools to use lease aid for retiring debt on a charter school building until the bonds or mortgage for covering the original purchase and renovation or construction are retired. Reduces the amount of lease aid in subsequent years unless the commissioner approves an expansion of the charter school facility.</p> <p>Makes this section effective immediately and applicable beginning August 1, 2009.</p>	No comparable provision	
		No comparable provision	<p>Section 71. State total building lease aid. Sets the statutory appropriation for charter school building lease aid. Allows the amount to grow three percent each year.</p>
45	<p>Payment of aids to charter schools. (a) Strikes language establishing payment periods in the first year of a charter school's operation.</p> <p>(b) Establishes requirements for paying and withholding state aid after a charter school ceases to operate.</p> <p>(c) Allows the commissioner to withhold aid to satisfy a directive to return federal or state funds.</p> <p>(d) Allows the commissioner to withhold aid if a charter school, after receiving an undisputed invoice for goods or services, fails to pay within 75 business days the state of Minnesota, a school district, an intermediate school district, or a service cooperative.</p>	Similar. Technical differences.	<p>Section 72. Payments of aids to charter schools.</p> <p>Paragraph (a) distributes aid to charter school in 24 equal payments instead of a ten percent payment on its first payment date and equal payments thereafter.</p> <p>Paragraph (b) specifies how payments shall be withheld after the school has ceased serving students. Requires the charter school board of directors and sponsor to provide the commissioner with a closure plan. Allows the commissioner to release cash withheld and continue regular payments up to the current year payment percentages if further amounts are due, upon receiving the closure plan. Allows the commissioner to retain cash if it is determined that the charter school was overpaid. Includes in the requirements for a charter school ceasing operations its school submission of Uniform Financial Accounting and Reporting Standards (UFARS) financial data.</p> <p>Paragraph (c) allows the commissioner to withhold state aid if a charter school fails to comply with the commissioner's</p>

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			<p>directive to return federal or state funds.</p> <p>Paragraph (d) allows the commissioner to withhold aid if a charter school fails to pay a district or the state after receiving an undisputed invoice for goods or services, requires the commissioner to distribute that withheld aid to the appropriate entity. Requires the entity to notify the commissioner when a charter school fails to pay an undisputed invoice within 75 days.</p> <p>Effective date. Makes this section effective for fiscal year 2010 and later.</p>
46	<p>Commissioner designation. Makes changes in terminology related to state-approved alternative programs.</p>	Same	<p>Sections 73 - 74. Eliminate the term AArea Learning Center@ and replace with AState-approved Alternative Program@ and changes all statutory references.</p>
47	<p>Student planning. Makes a change in terminology related to state-approved alternative programs.</p>	Same	<p>Sections 73 - 74. Eliminate the term AArea Learning Center@ and replace with AState-approved Alternative Program@ and changes all statutory references.</p>
		No comparable provision	<p>S.F. 3, article 1, section 9. Community education director. Increases the population threshold from 2,000 to 10,000 of districts that are eligible for an exception for the director of community education. Includes licensed teachers as an employee eligible to serve as a director of community education.</p>
48	<p>Program training. Removes a requirement that the commissioner provide additional training for evaluating early literacy skills and teaching reading to preschool children.</p> <p>Makes this section effective the day following final enactment.</p>	Same	<p>Section 75. Program training. Removes the reference to the St. Croix River Education District from the Minnesota Commission on National and Community Service.</p>
49	<p>Minnesota reading corps program. Establishes a Minnesota Reading Corps program to provide AmeriCorps members with a data-based problem-solving model of literacy instruction to help train local Head Start program</p>	Same	<p>Section 76. Minnesota reading corps program. Establishes a program to provide Americorps members with a data-based problem-solving model of literacy instruction to use in training prekindergarten and kindergarten education</p>

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Section	Article 2: Education Excellence		Article 2: Education Excellence
	providers, other prekindergarten program providers, and staff in schools with students in kindergarten through grade 3 to evaluate and teach early literacy skills to children age 3 to grade 3. Requires literacy programs under this subdivision to comply with the provisions governing literacy program goals and data use under the Head Start program.		providers.
50	Eligible pupils. Clarifies pupil eligibility for purposes of the graduation incentives program.	Same except S.F. cross reference	Section 77. Eligible pupils. Removes the requirement that a student be at least one year behind in coursework before being eligible to participate in a state-approved alternative program.
51	Eligible programs. Consistent with changes elsewhere in this bill, refers to a state-approved alternative program instead of alternative learning centers. Under the graduation incentives program, makes a high school junior or senior instead of a pupil between the ages of 16 and 21 eligible to enroll in a post secondary enrollment options course or program.	Same	Sections 78 - 79. Eliminate the term “Area Learning Center” and replace with “State-approved Alternative Program” and changes all statutory references. Allows a nonresident district to deny enrollment to an eligible pupil who was expelled for weapons, drugs, or felony assault.
52	Additional eligible program. Makes a technical change.	Same	Sections 78 - 79. Eliminate the term “Area Learning Center” and replace with “State-approved Alternative Program” and changes all statutory references. Allows a nonresident district to deny enrollment to an eligible pupil who was expelled for weapons, drugs, or felony assault.
53	Pupil enrollment. Consistent with changes elsewhere in this bill, refers to a state-approved alternative program instead of an alternative learning center. Requires a nonresident district to approve the enrollment application of an expelled student who applies to enroll in a graduation incentives program.	Similar	S.F. 3, article 1, section 10. Pupil enrollment. Allows a nonresident district the authority to first approve an enrollment application for a pupil who qualifies under the graduation incentives program and who was expelled.
54	Early childhood family education revenue. Allows eligible schools to apply to the commissioner for grants to provide early childhood family education programs for American Indian families.	Same	Section 80. Early childhood family education revenue. Reorganizes the early childhood family education revenue as a grant program for federally recognized tribes.

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Section	Article 2: Education Excellence		Article 2: Education Excellence
55	<p>Use of revenue. (a) States that a district that develops a plan to integrate a racially isolated district need not implement the plan.</p> <p>(b) Requires districts to use integration revenue to increase and sustain students' interracial contacts and improve students' educational opportunities and outcomes sufficient to close the academic achievement gap between white and protected students.</p> <p>Makes this section effective for the 2010-2011 school year and later.</p>	No comparable provision	
56	<p>Budget approval process. Requires districts annually by April 1 to submit an integration revenue budget to the commissioner for review and approval by April 30. Requires districts' integration revenue budgets to reflect the statutory uses for the integration revenue.</p> <p>Makes this section effective for the 2010-2011 school year and later.</p>	No comparable provision	
57	<p>Plan components. Requires districts' integration revenue plans to, among other requirements, provide for implementing strategies and programs that enable districts to</p> <p>realize their integration goals and establish valid and reliable longitudinal measures to demonstrate progress in realizing those goals.</p> <p>Makes this section effective the 2010-2011 school year and later.</p>	No comparable provision	
		No comparable provision	<p>S.F. 3, article 1, section 12. State schools at Faribault. Eliminates a cross reference that is repealed relating to a</p>

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Section	Article 2: Education Excellence		Article 2: Education Excellence
			requirement for assessment professionals.
		No comparable provision	<p>Section 81. Integration revenue. Establishes the formula for integration revenue. States a district that did not receive integration revenue in 2009 is not eligible in 2010 or later.</p> <p>Effective Date. Makes the section effective July 1, 2009.</p>
		No comparable provision	<p>Section 82. Summer of success. Establishes a program to provide intensive intervention in the summer between 8th and 9th grade to students who are not proficient on the 8th grade math or reading assessments.</p>
58	Learning year pupil units. Makes a technical change.	Same	<p>Section 83. Learning year pupil units. Establishes the funding formula for general education revenue pupil units in state-approved alternative programs.</p>
59	<p>Project-based average daily membership. Defines a project-based instructional program as primarily student-led course work for credit that may be completed onsite, in the community or online and is available to all or only some students and grades in a school. Establishes requirements that schools must meet to receive revenue for students enrolled in a public school in a project-based program.</p>	Same	<p>Section 84. Project-based average daily membership. Clarifies that instructional programs that allow students to complete credits/projects at their own pace are considered project-based but that students will still make typical progress toward graduation.</p>
60	<p>Basic alternative teacher compensation aid. (a) Amends the basic alternative teacher compensation aid calculation for fiscal years 2008 and 2009 to reflect 73.1 percent of basic alternative teacher compensation revenue instead of 65 percent of basic alternative teacher compensation revenue.</p> <p>(b) Establishes a formula for calculating basic alternative teacher compensation aid for fiscal years 2010 and later for Q-Comp schools, intermediate school districts, and charter schools.</p> <p>Makes this section immediately effective.</p>	See S.F. article 1, section 24	
61	Minnesota P-20 education partnership.	S.F. 2083 higher ed omnibus bill	

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Section	Article 2: Education Excellence		Article 2: Education Excellence
	<p>Subd. 1. Establishment; membership. Establishes a P-20 partnership to create a seamless education system that maximizes the achievement of all students from early childhood through postsecondary education and promotes the efficient use of resources. Lists partnership members, which include members of the P-16 Education Partnership and four legislators. Establishes meeting procedures. Requires partnership members to be the leader or designee of their respective organizations and requires partnership members to meet at least three times during each calendar year. Directs the partnership to seek outside expertise.</p> <p>Subd. 2. Powers and duties. Directs the partnership to recommend to the governor and the legislature how to maximize the achievement of all P-20 students and promote efficient use of resources. Lists examples of recommendations for strategies, policies, and other actions. Directs the partnership to submit an annual report to the legislature and the governor by January 15 that summarizes the partnership's progress and includes any recommendations the partnership has for maximizing student achievement and promoting efficient resource use.</p> <p>Subd. 3. Expiration. Causes the partnership to be permanent and not expire.</p>		
62	<p>Persons less than 18 years of age. Allows the public safety commissioner to issue a driver's instruction permit to a home school student whose parent certifies that the parent has satisfied the applicable home school reporting requirements.</p>	Same	<p>Section 85. Person less than 18 years of age. Allows home school parents, as opposed to superintendents, to certify that a student's home school status for the purposes of driver's training status.</p>
63	<p>Offenses. Allows the public safety department to revoke the</p>	Same	<p>Sections 86 and 87. Offenses and violations. Automatically</p>

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Section	Article 2: Education Excellence		Article 2: Education Excellence
	instruction permit of a home school student who submits a false application.		revokes a drivers license if they falsified home school certification to issue an instruction permit to a homeschool student.
64	Violations. Allows the public safety department to revoke the instruction permit of a home school student who submits a false application.	Same	Sections 86 and 87. Offenses and violations. Automatically revokes a drivers license if they falsified home school certification to issue an instruction permit to a homeschool student.
65	When issued. Allows a home school parent to issue an employment certificate for a 14 or 15 year old home school student who wishes to work on school days.	Same	Section 88. When issued. Allows a home school instructor to issue an employment certificate to a student 14 or 15 years of age.
		No comparable provision	Section 89. Duties of fire marshal. Requires the fire marshal to expect students to be present and participate in fire drills. Effective Date. Makes this section effective for the 2009-2010 school year and later.
		H.F. public safety policy bill	Section 90. Local inspections. Allows School District No. 6, South St. Paul, to contract with the South Metro Fire Department to conduct fire inspection services.
66	May pay differential of reserve on active duty. Clarifies payment of a pay differential for school district employees who are ordered into active military service.	No comparable provision	
67	Implementing rigorous course work measures related to student performance. Establishes a process for the commissioner and qualified experts and other stakeholders including parents and teachers to develop a model that projects anticipated high school performance on preparation and rigorous coursework measures and compares schools with similar schools. Causes the group to expire June 30, 2011. Makes this section effective immediately and applicable to school report cards beginning July 1, 2011.	No comparable provision	
68	Implementing measures for assessing school safety and	No comparable provision	

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Section	Article 2: Education Excellence		Article 2: Education Excellence
	<p>students' engagement and connection at school. (a) Establishes a process for the commissioner and qualified experts and other stakeholders including parents and teachers to (1) identify highly reliable variables of student engagement and connection and (2) determine how to report student safety to comply with federal law.</p> <p>(b) Directs the commissioner to submit one report to the legislature in 2010 on the two topics in paragraph (a) and a second, related report in 2013 on the content and analysis of and format for reporting collected data. Causes the group to expire December 31, 2013.</p> <p>Makes this section effective immediately and applicable to school report cards beginning July 1, 2013.</p>		
69	<p>Examining the characteristics and impact of “high stakes” math and science tests in the context of awarding high school diplomas. (a) To determine state policy for administering “high stakes” math and science tests in the context of awarding high school diplomas, directs the Office of Educational Accountability (OEA) to convene and facilitate an advisory group that includes measurement experts, regionally diverse school district research and evaluation directors, school administrators, higher education faculty at two-year and four-year institutions, licensed math and science teachers, the Minnesota Department of Education director of evaluation and testing, parents, representatives of the business community, the public, mathematicians, scientists, and workforce development experts to consider and recommend how best to motivate students and improve students' academic achievement in the context of “high stakes” math and science exams required for high school graduation. Directs the advisory group to at least evaluate and make recommendations on: (1) particular kinds of</p>	<p>No comparable provision</p>	

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Section	Article 2: Education Excellence		Article 2: Education Excellence
	<p>math and science exams that Minnesota might use as “high stakes” exams to award or deny students a high school diploma; (2) appropriate levels of high school math and science proficiency and the educational support to help students achieve those proficiency levels; (3) the relationship between math and science proficiency levels and state definitions of college and career readiness; (4) the interrelationship between requiring students to demonstrate math and science proficiency and college or career readiness, and awarding or denying students a high school diploma; (5) the interrelationship between “high stakes” testing and other coursework and credits required for graduation or college and career readiness; and (6) appropriate accommodations for students with individualized education plans and students with limited English proficiency in some circumstances.</p> <p>(b) Exempts the advisory group from the effect of the statutory provision (Minn. Stat., § 15.059) governing the terms, compensation, and removal of members of advisory councils and committees. Directs the OEA to present the advisory group’s evaluation and recommendations to the legislature by February 15, 2010. Causes the group to expire on June 1, 2010.</p> <p>Makes this section immediately effective.</p>		
70	<p>Legislative report on districts’ use of and need for integration revenue. Directs the education commissioner to analyze the substance of districts’ integration plans and the impact of demographic changes, immigration and housing patterns, and interdistrict integration activities and report to the legislature by February 1, 2011.</p>	<p>No comparable provision</p>	

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Section	Article 2: Education Excellence		Article 2: Education Excellence
		No comparable provision	<p>Section 91. Assessment of reading instruction. Requires the commissioner to adopt a reading instruction assessment for licensure candidates by March 15, 2010.</p> <p>Effective Date. Makes this section effective the day following final enactment.</p>
		No comparable provision	<p>Section 92. Reading instruction rules; legislative review. Prevents the Board of Teaching from adopting rules regarding reading instruction assessment until the 2009 legislative session has adjourned.</p> <p>Effective Date. Makes the section effective the day following final enactment.</p>
			<p>Section 93. Reserved revenue for staff development; temporary suspension. Suspends the two percent staff development set-aside for 2010 and 2011.</p>
71	Appropriations. See attached fiscal sheet.		Section 96. Appropriations. See fiscal tracking sheets.
72	Repealer. Repeals sections that direct the commissioner to implement a value-added assessment program (120B.362), provide for uniform forms for state exams (120B.39), establish schools-mentoring-schools regional sites (122A.628), establish an administrators' academy (122A.75), and establish concurrent enrollment program aid (124D.091).	120B.362 and 124D.10, subdivisions 18 and 26 same	Section 97. Repealer. Repeals section 122A.24 (Alternative preparation licensing for teachers), 120A.26 subdivisions 1 and 2 (Superintendent on-site visits, Alternative visits), 120B.362 (Value-added assessment program), 122A.72 subdivisions 3 and 4 (Teacher centers policy board), and 124D.10 subdivisions 18, 19, and 26 (Charter schools authority to raise initial working capital, Disseminate information, Definitions).
		120B.39 and 122A.75 same	S.F. 3, article 1, section 14. Repealer. Repeals Minnesota Statutes 2008, sections 120B.11, subdivision 6 (student evaluation), subdivision 7 (periodic report), subdivision 8 (biennial evaluation; assessment program); 120B.39 (uniform forms for state examinations; commissioner); 122A.32 (requirements for assessment professionals); 122A.628 (schools mentoring schools regional sites); 122A.75 (administrators academy); and 123B.92 (district reports).

Section	Article 3: Special Programs		Article 3: Special Programs
1	Pupil. Amends the definition of pupil with a disability under the Pupil Fair Dismissal Act to conform with changes in Minnesota’s special education chapter.	Similar. Technical differences.	Section 1. Pupil. Clarifies the definition of a pupil to no longer mean a student with a disability up to age 22, but a student with a disability under age 21.
2	Suspension. Strikes language pertaining to students with disabilities that is contained in the definition of suspension under the Pupil Fair Dismissal Act.	Same	Section 2. Suspension. Clarifies days of suspension to be school days; strikes the requirement of IEP teams to meet upon the suspension.
3	<p>Exclusion and expulsion of pupils with a disability. (a) Consistent with federal law and state suspension procedures, allows school personnel to suspend children with disabilities. Establishes parameters and procedures for suspensions of children with disabilities who have been suspended for more than five consecutive school days or ten cumulative schools days.</p> <p>(b) Counts a dismissal of up to one school day as a day of suspension of children with disabilities do not receive regular or special education instruction during that time. Does not require notice for a one-day dismissal.</p> <p>(c) Requires children with disabilities to be provided alternative education services when a suspension exceeds five consecutive school days.</p> <p>(d) Establishes procedures a school district must follow before initiating an expulsion or exclusion of children with disabilities. Requires school districts to continue to provide special education and related services to children with disabilities who are excluded or expelled for misbehavior that is not a manifestation of their disability.</p>	Same	Section 3. Exclusion and expulsion of pupils with a disability. Conforms exclusion and expulsion procedures for pupils with a disability to conform to federal law.
4	Reimbursement. Corrects an incorrect cross reference.	Same	Article 2, section 31. Reimbursement. Corrects a cross-reference that should refer to 125A.76 (Special Education Revenue) instead of 125A.78 (Alternative delivery initial aid adjustment).
		No comparable provision	Section 4. Notice. Aligns state and federal requirements for parental notification upon entrance into a program for English language learners; changes the parental notification from 10 to 30 days after the start of school.
		No comparable provision	Section 5. Definitions. Defines local education agency to

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Section	Article 3: Special Programs		Article 3: Special Programs
			mean a legally constituted public authority within the state to perform a service function for a city, county, town, district, or combination thereof. Requires MDE to recognize fiscal costs for the purposes of paying special education aids.
5	<p>Child with a disability defined.</p> <p>Subd. 1. Child with a disability. Defines a child with a disability to mean a child identified under federal and state special education law as having a specified disability or impairment who needs special education and related services according to rules of the education commissioner.</p> <p>Subds. 2 and 3. Requires decisions affecting children’s services to be determined based on rules instead of standards.</p>	Similar	<p>Section 6. Child with a disability defined.</p> <p>Subdivision 1. Child with a disability. Changes statutory language to align with federal guidelines.</p> <p>Subdivision 1a. Children ages three through seven experiencing developmental delays. Requires conformity with the rules, as opposed to standards.</p> <p>Subdivision 2. Not a child with a disability. Requires conformity with the rules, as opposed to standards.</p>
6	<p>General school district obligations to children with disabilities. (a) Establishes requirements for school districts providing special education and related services to children with disabilities.</p> <p>(b) Requires resident school districts to identify, locate, and evaluate children with disabilities, beginning at birth, who need special education and related services.</p> <p>(c) Requires resident school districts to make a free appropriate public education (FAPE) available to eligible children with disabilities under 21 without a diploma and to eligible children with disabilities without a diploma who become 22 during the school year.</p> <p>(d) Requires resident school districts to ensure that eligible children with disabilities who are enrolled by the school district in a nonpublic education facility receive special</p>	No comparable provision	

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Section	Article 3: Special Programs		Article 3: Special Programs
	<p>district of an objection to a district proposal or refusal for the child’s placement or services, the district will pursue its proposal or refusal, and (ii) the parent who objects may request a conciliation conference or other alternative dispute resolution procedure.</p> <p>Subd. 4. Strikes language an understandable notice that appears elsewhere in this section.</p> <p>Subd. 7. Conciliation conference. Strikes language stating that the requirement to hold a conciliation conference is satisfied if a parent refuses a school district’s effort to conciliate the dispute. Requires a school district to hold a conciliation conference within ten calendar days after a school district receives a parent’s objection to a district proposal or refusal for a child’s placement or services. Makes all conciliation conference discussions confidential, unless an exception applies, and inadmissible in a due process hearing. Requires the school district to provide a parent with a conciliation conference memo within five school days after the final conciliation conference.</p> <p>Subd. 10. Mediated agreements. Strikes existing language on mediated agreements and inserts a requirement that the mediator ensure that any resolution of a dispute or an agreement to use another dispute resolution procedure is in writing and signed by the parties, and each party receives a copy of the document that states that mediation discussions are confidential and may not be used as evidence in a subsequent hearing or proceeding. Makes the resolution or agreement legally binding and enforceable in state and federal court. Allows parties to request another mediation to resolve a dispute over implementing the agreement.</p>	<p>Similar</p> <p>Same</p> <p>Same</p>	<p>See Repealer</p> <p>Section 10. Conciliation conference. Strikes a reference to a cross-reference that is repealed.</p> <p>Section 11. Mediated agreements. Requires mediators to put any agreement in writing, signed by the parties; requires the written agreement to state that all discussions during mediation are confidential and cannot be used as evidence in any hearing or civil proceeding; states the agreement is legally binding; allows parties to an agreement to have a second mediation to resolve a dispute over implementing the mediated agreement.</p>

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Section	Article 3: Special Programs		Article 3: Special Programs
	<p>Subd. 12. Impartial due process hearing. Allows the parent and the school district to receive, at state expense, a copy of the hearing transcript or recording and the hearing officer’s findings of fact, conclusion of law, and decisions.</p> <p>Subd. 13. Hearing officer qualifications. Directs the education commissioner to maintain a list of hearing officers with their qualifications. Requires hearing officers to know about special education laws, rules, and decisions and how to conduct hearings and render and write decisions. Directs the commissioner to appoint a hearing officer upon written request.</p> <p>Subd. 14. Request for a hearing. Strikes existing language.</p> <p>(a) Allows a parent or school district to file a written request for a due process hearing.</p> <p>(b) Prescribes the content of the hearing request.</p> <p>(c) Allows a parent or school district to file a written request for a hearing under federal law.</p> <p>(d) Requires the parent or school district that files a hearing request to provide a copy of the request to the other party and the department. Requires the department to give the parent a copy of federal procedural safeguards.</p> <p>(e)(1) Requires a school district, that has not sent a parent a written explanation, to notify the parent within ten days about its decision concerning the action that is the subject of the hearing request. Allows the school district to also assert that the parent’s hearing request is</p>	<p>Same</p> <p>Similar</p> <p>Similar</p>	<p>Section 12. Impartial due process hearing. Requires the state to furnish to the parent, and pay for, a copy of the hearing transcript or recording and the hearing officer’s findings of fact, conclusion of law, and decisions; strikes language that is redundant with federal law.</p> <p>Section 13. Hearing officer qualifications. Requires the commissioner to maintain a list of qualified hearing officers who are not employees of or otherwise under contract with the department or school district. Upon receipt of a written request for a hearing, requires the commissioner to appoint a hearing officer from the list. These changes align with federal requirements.</p> <p>Section 14. Request for hearing. Aligns state law with federal requirements regarding hearing requests. Requires written requests for hearings, outlines the process for requesting a hearing.</p>

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Section	Article 3: Special Programs		Article 3: Special Programs
	<p>insufficient under clause (2).</p> <p>(2) Precludes holding a hearing until the requesting party meets the requirements of paragraph (b) governing the content of the hearing request. Establishes a process and time line for challenging the sufficiency of the hearing request.</p> <p>(f) Unless paragraph (e), clause (1), applies, requires the party receiving the hearing request to provide a written response within ten days to the party requesting the hearing.</p> <p>Subd. 16. Burden of proof. Declares that the burden of proof at a due process hearing is on the party seeking relief.</p> <p>Subd. 18. Hearing officer authority. (b) Allows a hearing officer to extend the hearing decision time line for good cause.</p> <p>(c) Defines as examples of good cause the time required for a settlement discussion or an independent education evaluation, the complexity and volume of issues, and finding or changing counsel.</p> <p>Subd. 19. Expedited due process hearings. Consistent with federal law, allows a parent or school district to file a written request for a due process hearing, which must be held within 20 school days after the request and for which a decision must be issued within ten school days after the hearing. Requires a resolution meeting to occur within seven days of receiving an expedited due process hearing request unless the parent and school district agree otherwise. Allows the expedited due process hearing to proceed within 15 days of the request unless the</p>	<p>Same</p> <p>Similar</p> <p>Same</p>	<p>Section 15. Burden of proof. Places the burden of proof in a due process hearing on the party seeking relief.</p> <p>Section 16. Hearing officer authority. Permits a due process hearing officer to extend the hearing decision timeline for good cause shown; defines good cause.</p> <p>Section 17. Expedited due process hearings. Aligns state law with federal requirements regarding expedited due process hearings.</p>

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Section	Article 3: Special Programs		Article 3: Special Programs
			process.
10	<p>Restrictive procedures for children with disabilities. Causes the use of restrictive procedures for children with disabilities to be governed by the statutory definitions in the following two sections.</p> <p>Makes this section effective July 1, 2011.</p>	No comparable provision	
11	<p>Definitions. Defines the following terms in the context of using restrictive procedures for children with disabilities: emergency, physical holding, positive behavioral interventions and supports, restrictive procedures, and seclusion.</p> <p>Makes this section effective July 1, 2011.</p>	No comparable provision	
12	<p>Standards for restrictive procedures.</p> <p>Subd. 1. Restrictive procedures plan. (a) Requires schools to have a publicly accessible plan for using restrictive procedures with children with disabilities.</p> <p>Subd. 2. Restrictive procedures. (a) Allows only qualified and trained professionals to use restrictive procedures.</p> <p>(b) Requires school districts to make reasonable efforts to notify parents on the day restrictive procedures are used or, if the district is unable to provide same-day notice, to send an electronic or written notice within two days or as otherwise indicated by the child's parent.</p> <p>(c) Requires school districts to hold an individualized education plan team meeting when restrictive procedures are used twice in a 30-day period or a</p>	No comparable provision	

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Section	Article 3: Special Programs		Article 3: Special Programs
	<p>pattern or use emerges and restrictive procedures are not part of the child’s individualized education program. Requires the team to review and document limitations and prohibitions on using restrictive procedures.</p> <p>(d) Allows an individualized education plan team to plan for using restrictive procedures in response to behavior that constitutes an emergency.</p> <p>Subd. 3. Physical holding or seclusion. Allows physical holding or seclusion to be used only in an emergency and if certain requirements are met: it is the least intrusive effective intervention; it ends when the threat of harm ends and staff determines that the child can return safely to the classroom or activity; staff directly observes the child during the holding or seclusion; the participating staff person documents the procedure; room specifications are met and the room meets applicable local building, fire, and safety codes and is registered with and available to be viewed by the commissioner.</p> <p>Subd. 4. Prohibitions. Lists prohibited actions and procedures, including: corporal punishment; requiring a painful physical position, activity or posture; restricting a child’s senses; presenting intense stimuli; denying or restricting access to equipment or devices except in cases of injury or serious damage; sexual abuse, neglect and physical abuse; withholding meals or water; denying bathroom access; and restricting or impairing a child’s breathing.</p> <p>Subd. 5. Staff training. (a) Requires staff using restrictive procedures to complete specified training in</p>		

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Section	Article 3: Special Programs		Article 3: Special Programs
	<p>the use of those procedures.</p> <p>(b) Directs the education commissioner, after consulting with the human services commissioner, to develop and maintain a list of recommended training programs. Requires school districts to maintain records on staff training. Allows school districts to coordinate training opportunities with children’s community mental health providers.</p> <p>Subd. 6. Behavior supports. Encourages school districts to establish effective school-wide systems of positive behavior interventions and supports. Declares that nothing in this section precludes the use of reasonable force.</p> <p>Makes this section effective July 1, 2011.</p>		
13	<p>Placement in another district; responsibility. (b) Requires a nonresident district that places a pupil in a care and treatment facility to notify the resident district of the placement and to give the resident district an opportunity to participate in the placement decision. Requires the nonresident district to notify the resident district within 15 days of an emergency placement. Gives the resident district five business days to request an opportunity to participate in the emergency placement decision.</p> <p>(c) Allows a resident district to establish reasonable restrictions for transporting a child placed at a day care and treatment facility, subject to a court or agency order.</p> <p>Makes this section effective immediately.</p>	Same	<p>Section 23. Placement in another district; responsibility. Requires a nonresident district that places a pupil in a care and treatment facility to notify the resident district of the placement and to give the resident district an opportunity to participate in the placement decision. Outlines a notification timeline. Allows a resident district to establish reasonable restrictions on transportation.</p> <p>Effective Date. Makes this section effective the day following final enactment.</p>
14	<p>State interagency coordinating council. Causes the council to expire on June 30, 2014.</p>	Same	<p>Section 24. State interagency coordinating council. Expires the State Interagency Coordinating Council on June</p>

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Section	Article 3: Special Programs		Article 3: Special Programs
			30, 2014.
15	<p>Placement of a child without disabilities; education and transportation. (c) Requires a nonresident district to notify the resident district within 15 days of an emergency placement. Gives the resident district five business days to request an opportunity to participate in the emergency placement decision.</p> <p>(d) Allows a resident district to establish reasonable restrictions for transporting a child placed at a day care and treatment facility, subject to a court or agency order.</p> <p>Makes this section effective immediately.</p>	Same	<p>Section 25. Placement of a child without disabilities; education and transportation. Outlines a timeline for notification of placement, allows a resident district to establish reasonable restrictions on transportation.</p> <p>Effective Date. Makes the section effective the day following final enactment.</p>
16	<p>Alternative instruction required before assessment referral. Makes technical changes to the response to intervention requirements.</p>	No comparable provision	
17	<p>Assistive technology device. Amends the definition of “assistive technology device” to exclude a surgically implanted medical device or a replacement of that device.</p> <p>Makes this section effective immediately.</p>	Similar. Technical differences.	<p>Section 26. Assistive technology device. Clarifies that Aassistive technology device@ does not mean a surgically implanted medical device.</p>
18	<p>Programs. Requires the resource centers for the deaf and hard of hearing to offer training programs.</p>	Similar. Technical differences.	<p>Section 27. Programs. Clarifies that like programs are other training programs offered by resource centers for the deaf, hard of hearing, blind and visually impaired.</p>
19	<p>Advisory committees. Directs the advisory committee for the Resource Center for the Deaf and Hard of Hearing to meet at least quarterly and submit an annual report to the commissioner, the legislature, and the Commission on Deaf, DeafBlind and Hard of Hearing Minnesotans that includes recommendations on aggregate data-based outcomes over time for deaf and hard-of-hearing children, consistent with state academic standards and assessments and a data-based plan that includes evidence-based best practices known to</p>	Same	<p>Section 28. Advisory committees. Requires the advisory committee for the Resource Center for the Deaf and Hard of Hearing to meat and submit an annual report.</p>

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Section	Article 3: Special Programs		Article 3: Special Programs
	improve the educational outcomes of deaf and hard-of-hearing children.		
		No comparable provision	Section 29. Implementation. Increases the cap instituted on administrative costs retained by the Department of Human Services from \$350,000 to \$370,000.
20	Definitions. Excludes administrators and supervisors from the definition of “essential personnel” for computing basic revenue for children with disabilities.	Same	Section 30. Definitions. Defines essential personnel as excluding administrators and supervisors.
		No comparable provision	Section 31. Notification of resident district. Aligns state law with federal requirements regarding notification of a student’s resident district.
21	Appropriations. See attached fiscal sheet.		Section 32. Appropriations. See fiscal tracking sheets.
22	<p>Repealer. Repeals 125A.03 (special instruction for children with disabilities), 125A.05 (method of special instruction), and 125A.18 (special instruction in nonpublic schools).</p> <p>(b) Repeals sections 121A.66 and 121A.67, subdivision 1 (aversive and deprivation definitions and procedures), effective July 1, 2011.</p> <p>(c) Repeals rules governing aversive and deprivation definitions and procedures (Minnesota Rules, parts 3525.0210, subparts 5, 6, 9, 13, 17, 29, 30, 46, and 47; 3525.1100, subpart 2, item F; and 3525.2900, subpart 5), effective July 1, 2011.</p> <p>(d) Repeals special education rules (Minnesota Rules, parts 3525.0210, subparts 34 and 43; 3525.0400; 3525.2445; and 3525.4420), effective immediately.</p>	125A.05, 125A.091, subdivisions 1, 2, 3, 4, 22, and 23; and H.F. (d) same.	Section 33. Repealer. Repeals sections 125A.05 (Method of Special Instruction); and 125A.091 subdivisions 1 (District Obligation), 2 (Prior Written Notice), 3 (Content of Notice), 4 (Understandable Notice), 22 (Child’s Educational Placement During Due Process Hearing), and 23 (Implementation of Hearing Officer Order), and Minnesota Rules parts 3525.0210 subparts 34 and 43 (Definitions of “parent” and “surrogate parent”); 3525.0400 (Least restrictive environment); 3525.2445 (Consultation with county social services); and 3525.4220 (Hearing rights of respective parties).

Section	Article 4: Facilities and Technology		Article 4: Facilities and Technology
		No comparable provision	Section 1. Debt Service Appropriation. Sets the statutory appropriations for fiscal year 2012 and 2013 for payment of

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Section	Article 4: Facilities and Technology		Article 4: Facilities and Technology
			debt service equalization aid.
2	Health and safety program. Removes some obsolete references.	No comparable provision	
3	Facility plan. Eliminates the requirement for a district to submit a separate five year facility plan to the commissioner of education prior to receiving alternative facilities revenue.	No comparable provision	
4	Bond authorization. Eliminates the requirement that a district publish the commissioner’s review and comment as a part of the notice preceding the sale of alternative facilities bonds.	No comparable provision	
5	Levy authorization. Eliminates the requirement that a district publish the commissioner’s review and comment as a part of the notice prior to the district levying for alternative facilities projects.	No comparable provision	
			<p>Section 2. Alternative Facilities Aid. Eliminates aid for an independent school district for fiscal years 2010 through 2012 and allows that district to levy for aid eliminated under this paragraph for taxes payable in 2010 only.</p> <p>Effective Date. Makes this section effective for fiscal year 2010 and later.</p>
			<p>Section 3. Alternative Facilities Appropriation. Sets the statutory appropriations for fiscal years 2010, 2011, 2012 and thereafter.</p>
6	Commissioner approval. Clarifies that the commissioner may not impose a minimum acreage requirement on a new school facility’s site, or the site of a remodeled school facility. Clarifies that the commissioner may not impose a maximum cap on the total renovation costs of a remodeled facility as compared to the cost of new construction.	Similar. Technical differences.	<p>Section 4. Commissioner approval. Allows local school boards the authority to decide minimum average and the authority to choose whether to renovate or build a new school.</p> <p>Effective Date. Makes this section effective for review and comments issued after July 1, 2009.</p>
7	Review and comment. Raises the cap on school construction projects that are subject to review and comment by the commissioner of education from \$500,000 to \$1.4	Similar	<p>S.F. 3, section 5. Consultation. Increases the threshold from \$500,000 to \$1,000,000 of a projects estimated cost that</p>

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Section	Article 4: Facilities and Technology		Article 4: Facilities and Technology
	million for all school districts except those with outstanding capital loans. Eliminates the requirement that facility maintenance projects are subject to review and comment by the commissioner.		requires a district to consult with the commissioner. S.F. 3, section 6. Review and comment. Increases the threshold from \$500,000 to \$1,400,000 of a project expenditure that requires a school district to participate in a review and comment with the department before proceeding with the project if the school site does not have a capital loan outstanding.
8	Information required. Expands the list of information that must be submitted to the commissioner of education as a part of the review and comment process to include a description of pedestrian, bicycle and transit connections between the school and nearby residential areas. Requires the review and comment to include a description of how the facility will maximize the opportunity for cooperative uses of existing parks, recreation and other public facilities. Requires the review and comment to provide information about the cumulative infrastructure costs (e.g. utilities, water and sewer, roads and sidewalks) associated with a proposed facility.		Section 5. Information required. Includes a description of how connections between school and residential areas can make it easier to get to school by walking, biking, and taking transit, a specification of how the project maximizes the opportunity for cooperative use of existing space, and commutative costs about government infrastructure in the information required to be submitted to the commissioner when proposing to construct a new building.
9	Publication. Eliminates the requirement for the information from the commissioner’s review and comment to be included in the alternative facilities project notices that must be published prior to bond sale.		S.F. 3, section 7. Publication. Eliminates the requirement of a school board to publish the commissioner’s review and comment of a facility’s project and instead requires publication of a summary.
		No comparable provision	Section 6. State and local district technology guidelines. Sets state and district technology guidelines. Identifies what those guidelines be premised on.
10	Telecommunications/Internet Access equity aid. Authorizes intermediate school districts to receive telecommunications/Internet access equity aid.	Same	Sections 7-10. Clarifies the inclusion of intermediate school districts in telecommunications/internet access equity aid.
		No comparable provision	Section 11. Alternative Facilities Aid Adjustment. Eliminates state aid for a special school district for fiscal year 2011 only, converts aid to levy under existing statutory authority.

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Section	Article 4: Facilities and Technology		Article 4: Facilities and Technology
11	Appropriations. Appropriates money for facilities and technology programs.		Section 12. Appropriations. See fiscal tracking sheet.

Section	Article 5: Libraries, Nutrition, and Accounting		Article insert article # & description
1	Budgets; form of notification. Directs a school board to publish a summary of its truth in taxation information and the address of the school district's official Web site in a qualified newspaper of general circulation in the district.	Similar	S.F. 3, section 3. Budgets; form of notification. Eliminates the requirement of a board to publish its revenue, expenditures, fund balances, and other relevant budget information and instead requires the board to publish a summary of that information in the newspaper.
2	Clerk records. Changes from August 15 to September 15 the date by which the clerk files school district financial reports with the school board and transmits a certified financial report to the commissioner. Requires the clerk to provide the county auditor by September 30 instead of October 10 an attested copy of the clerk's record showing the amount of proposed property tax for school purposes.	Same	Section 6. Clerk records. Changes from August 15 to September 15 and from October 10 to September 30 the dates by which the school district clerk must report district expenses and other financial information. Deletes an obsolete reference.
3	Levy recognition. Reestablishes the levy recognition shift. Sets the shift percentage at 49.1 percent for fiscal years 2010 and later.	No comparable provision	
4	Expenditures by building. Requires that a school district directly account for expenditures at a building level only to the extent that the Uniform Financial and Reporting Standards (UFARS) accounting system already accommodates building level data.	No comparable provision	
5	Account transfer for designated separation and retirement benefits. Combines two reserve accounts into a single account that is designated for separation and retirement benefits. Removes the limit that the account balance may not exceed 50 percent of the total obligations.	No comparable provision	
6	Debt verification. Strikes obsolete language.	Same	Section 10. Debt verification. Strikes obsolete language.
7	Debt elimination. Clarifies a cross-reference.	Same	Section 11. Debt elimination. Clarifies a statutory cross reference.
8	Certification of debt. Strikes obsolete language.	Same	Section 12. Certification of debt. Strikes obsolete

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Section	Article 5: Libraries, Nutrition, and Accounting		Article insert article # & description
			language.
9	School food service fund. Defines the manner in which a deficit in the food service account is calculated if a school district contracts with a food service management company. In cases where a contracted food service management company has run a deficit, extends the repayment time for the deficit for another year. Eliminates the ability for the food service management company to bid on any other contracts until the deficit is repaid.	No comparable provision	
10	Aid reduction; levy recognition change. Corrects a missing cross-reference.	No comparable provision	
11	Definitions. Lowers the aid payment shift percentage from 90 percent of the aid entitlement being paid in the current fiscal year to 73 percent beginning in fiscal year 2010.	No comparable provision	
12	Payment dates and percentages. Removes obsolete language.	No comparable provision	
13	Advance final payment. Authorizes an advance final payment for school districts and charter schools in statutory operating debt. Sets the aid payment schedule at 90 percent of the aid entitlement for fiscal years 2010 and later. Caps the total amount of the advance final payment that can be paid in any year at not more than \$7.5 million.	No comparable provision	
14	Aid payment percentage. Removes an obsolete reference.	No comparable provision	
15	Notification of resident district. Strikes language removing the resident district's liability for any tuition billing received after August 1 if the resident district did not receive timely notice from the providing district.	No comparable provision	
16	Service to people with visual and physical disabilities. Directs the department to provide services to people with visual and physical disabilities through the Minnesota Braille and Talking Book Library.	Same	Section 1. Services to people with visual and physical disabilities. Clarifies the library's name and purpose to be more inclusive.
17	Telephone or electronic meetings. Allows the advisory committee for Minnesota Braille and Talking Book Library to conduct committee meetings by telephone or other	Same	Section 2. Telephone or electronic meetings. Allows the Advisory Committee for the Minnesota Braille and Talking Book Library to conduct meetings by telephone or other

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Section	Article 5: Libraries, Nutrition, and Accounting		Article insert article # & description
	electronic means if certain conditions are met.		electronic means.
		No comparable provision	<p>Section 3. Local support levels.</p> <p>Paragraph (a) sets the regional library basic system support grant to be the average of the adjusted net tax capacity for the second, third, and fourth years preceding the current year.</p> <p>Paragraph (b) sets a minimum level of support, requires the department of education to certify the minimum level of support to the city or county if the minimum is revised.</p> <p>Effective Date. Makes this section effective for calendar years 2009 and later; makes paragraph (a) effective for calendar years 2011 and later.</p>
		No comparable provision	<p>Section 4. Limitation. Defines a minimum level for regional library basic system support, defines the calculation for fiscal year 2011 for allowable reductions in local library support levels, sets absolute minimum levels of support, defines the revenue base.</p> <p>Effective Date. Makes this section effective for support in calendar year 2009 and later and for library grants paid in fiscal year 2010 and later.</p>
18	<p>Notice of proposed property taxes. Modifies the notice of proposed property taxes to reflect the elimination of the mandatory truth in taxation meetings.</p> <p>Makes this section effective for fiscal year 2010 and later.</p>	No comparable provision	
19	<p>Adoption of budget and levy. Eliminates the truth in taxation public hearing requirements.</p> <p>Makes this section effective for taxes payable in 2010 and later.</p>	No comparable provision	
20	Capital account transfers. Extends the one-year authority	Similar to Senate section 6, subdivision 1.	

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Section	Article 5: Libraries, Nutrition, and Accounting		Article insert article # & description
	<p>for school districts to transfer up to \$51 per pupil unit per year from the reserved for operating capital account to the unreserved general fund balance for another two years.</p> <p>Makes this section effective immediately.</p>		
		<p>No comparable provision</p>	<p>Section 5. Elevator Levy.</p> <p>Subdivision 1. Lac Qui Parle Valley. Allows Independent School District No. 2853, Lac Qui Parle Valley, to levy up to \$8,500 for a replacement elevator, requires that the district recognize the revenue in fiscal year 2010.</p> <p>Subdivision 2. Richfield. Allows Independent School District No. 280, Richfield, to levy up to \$25,000 for replacing elevators, requires that the district recognize the revenue in fiscal year 2010.</p> <p>Subdivision 3. Restriction. Prohibits levy authority granted under this section to supplant any levy authority provided by the health and safety levy.</p> <p>Effective Date. Makes this section effective for taxes payable in 2010 only.</p>
<p>21</p>			<p>Section 6. Fund Transfers.</p> <p>Subdivision 1. Capital account transfers. Authorizes a school district to transfer up to \$51 times the adjusted marginal cost pupil units from its reserved for operating capital account to its undesignated balance in the general fund, upon the adoption of a written resolution by the school board.</p> <p>Subdivision 2. Lac Qui Parle Valley. Authorizes Independent School District No. 2853, Lac Qui Parle Valley,</p>

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Section	Article 5: Libraries, Nutrition, and Accounting		Article insert article # & description
	<p>Fund transfer; St. Anthony-New Brighton. Authorizes Independent School District No. 282, St. Anthony-New Brighton, to permanently transfer up to \$400,000 from its reserved for operating capital account to its undesignated general fund balance.</p>	<p>Similar. Technical differences.</p>	<p>to transfer up to \$221,000 from its debt redemption fund to its reserved for operating capital account without making a levy reduction.</p> <p>Subdivision 3. Mankato. Authorizes Independent School District No. 55, Mankato, to transfer up to \$250,000 from its debt redemption fund to its undesignated general fund balance without making a levy reduction.</p> <p>Subdivision 4. Ortonville. Authorizes Independent School District No. 62, Ortonville, to transfer up to \$200,000 from its debt redemption fund to its reserved for operating capital account without making a levy reduction.</p> <p>Subdivision 5. St. Anthony-New Brighton. Authorizes Independent School District No. 282, St. Anthony-New Brighton, to transfer up to \$400,000 from its reserved for operating capital account to its undesignated general fund balance without making a levy reduction.</p> <p>Effective Date. Makes this section effective the day following final enactment.</p>
<p>22</p>	<p>Appropriations. This section appropriates money for school nutrition programs including school lunch, school breakfast, kindergarten milk, and summer school food service replacement aid.</p>		<p>Section 7. Appropriations. See fiscal tracking sheet.</p>
<p>23</p>	<p>Appropriations. This section appropriates money for public libraries, including funds for regional library basic support grants, multicounty multitype library systems, the electronic library licenses, and regional library telecommunications aids.</p>		
<p>24</p>	<p>Repealer. Repeals for taxes payable in 2010 and later truth in taxation provisions on local property taxes related to public advertising, joint public hearings in metro and non-metro areas and in various counties (Minn. Stat. § 275.065,</p>	<p>No comparable provision</p>	

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Section	Article 5: Libraries, Nutrition, and Accounting		Article insert article # & description
	subds. 5a, 6b, 6c, 8, 9, and 10).		

Section	Article 6: Self-Sufficiency and Lifelong Learning		Article 6: Early Childhood Education, Prevention, Self-Sufficiency, and Lifelong Learning
	Article 1: Early Childhood Education		
1	<p>Director of Early Learning. Creates § 4.046. Establishes a Director of Early Learning to oversee and coordinate a high-quality early childhood system in Minnesota to make such programs more effective and to improve the educational outcomes of children. Requires the governor to appoint a director. Requires the director to report to the governor and the commissioners of education and human services and lists the duties of the director. Requires the director to coordinate activities with the State Advisory Council on Early Childhood Education and Care. Requires the director to report to the legislature by February 1 of each year with certain specified information and to present the legislature with a detailed plan to collocate state early childhood education and child care assistance programs and services by February 1, 2010. Makes this section effective the day following final enactment.</p>	<p>Similar. The House establishes a director of early learning and the Senate establishes an Office of Early Learning. Senate paragraph (a) specifies the office must ensure that all children are ready for kindergarten by 2020. The House does not include this language. House paragraph (b) requires the director to report to the governor, the Senate does not. Senate requires the director to oversee resources and public funding streams for early childhood education and child care and to participate in the state’s longitudinal data collection program and the House does not. House requires the director to create an inventory of early childhood services and the Senate does not. House paragraph (c) requires the director to coordinate activities with the state Advisory Council on Early Childhood Education and Care. The Senate has no comparable language. House paragraph (d) requires the director to report to the legislature with specified information. The Senate has no comparable language.</p>	<p>Section 1. Office of Early Learning.</p> <p>Paragraph (a) establishes an Office of Early Learning, requires the governor to appoint, with consent of the senate, a director to oversee programs in early childhood care and education.</p> <p>Paragraph (b) requires the director to report to the commissioners of education and human services, and to coordinate staff efforts to oversee recourses, work with the departments and the Minnesota Early Learning Foundation to create common standards for early childhood programming, create a seamless transition from early childhood to kindergarten, develop and oversee data collection, plan and implement a quality rating and improvement system, and employ the quality rating system rating tool in use in fiscal year 2008.</p>
2	<p>Distribution of appropriation. Amends § 119A.52. Specifies that the state average federal cost per child for Early Head Start applies for all agencies without a federal Early Head Start rate. Exempts programs with approved innovative initiatives that target services to high-risk populations, including homeless families and families living in homeless shelters and transitional housing, from meeting certain enrollment procedures.</p>	<p>Similar. The House applies the exemption to initiatives serving families living in permanent supportive housing and the Senate does not.</p>	<p>Section 2. Distribution of Appropriation. Exempts programs that target services to high risk populations from certain procedures required by the commissioner.</p>

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Section	Article 6: Self-Sufficiency and Lifelong Learning		Article 6: Early Childhood Education, Prevention, Self-Sufficiency, and Lifelong Learning
		No comparable provision	<p>Section 3. Prekindergarten through grade 3 program.</p> <p>Subdivision 1. Establishes a prekindergarten through grade 3 educational program that serves children three years old to grade 3.</p> <p>Subdivision 2. Program components. Includes the components that the program may strive to include.</p> <p>Subdivision 3. Financing. Allows school districts or charter schools that establish a program under this section to allocate revenues to support the program, allows the program to accept kindergarten allowances if the program has been rated with a three-star rating or higher. Allows the program to establish fees to support children aged three and four years.</p>
3	<p>Program data submission requirements. Amends § 124D.13, subd. 13. Removes a requirement that ECFE programs submit a biennial plan to the Department of Education. Removes a requirement that ECFE programs submit annual program data to the Department of Education before it may certify a levy.</p>	Same	<p>Section 4. Program data submission requirements. Removes language relating to biennial plan requirements for early childhood programs. Removes the requirement that districts have an approved plan on file before certifying a early childhood family education levy.</p>
4	<p>Early childhood family education levy. Amends § 124D.135, subd. 3. Removes a requirement that districts meet annual program data and reporting requirements before certifying an ECFE levy.</p>	Same	<p>Section 5. Early childhood family education levy. Removes the requirement that a district submit a biennial plan before certifying its early childhood family education levy.</p>
5	<p>Quality rating and improvement system. Creates § 124D.142. Establishes a voluntary, standards-based quality rating and improvement system for early learning and care programs. Requires the state to consider the cost of administering and staffing the system and collecting evaluation and assessment data when establishing the system. Requires the state to use the Parent Aware quality rating tool prior to the creation of the voluntary statewide quality rating</p>	<p>Similar. House states the rating system is voluntary and the Senate does not. Technical differences in paragraph (a), clauses (1) and (2). House paragraph (b) and Senate paragraph (c) are similar. House states the rating system is voluntary, the Senate does not. House paragraph (c) requires the Departments of Education and Human Services to report specified information to the legislature. The Senate has no</p>	<p>Section 6. Quality Rating and Improvement System.</p> <p>Paragraph (a) establishes a quality rating and improvement system based on the goal that Minnesota’s children have access to high-quality early learning and care programs. Includes in the creation of the system: (1) establishing an early care and education framework; (2) using the framework as a tool to ensure that publicly funded and regulated early</p>

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Section	Article 6: Self-Sufficiency and Lifelong Learning		Article 6: Early Childhood Education, Prevention, Self-Sufficiency, and Lifelong Learning
	and improvement system. Makes this section effective July 1, 2009.	comparable language. Senate paragraph (b) requires a cost assessment to be provided to the legislature. The House has no comparable provision.	<p>learning and care services in both public and private market programs are high quality and requires the state to establish a plan to link all future state funding to the framework; and (3) using the framework to track progress toward statewide access to high-quality early learning and care programs.</p> <p>Paragraph (b) requires the state to consider the cost of administering and staffing the system and collecting assessment and evaluation data in creating the system.</p> <p>Paragraph (c) requires the state to employ the Minnesota quality rating system rating tool in use in fiscal year 2008 prior to the creation of a statewide quality rating and improvement system.</p> <p>Effective Date. Makes this section effective July 1, 2009.</p>
		No comparable provision	<p>Section 7. Prekindergarten Finance Allowances.</p> <p>Subdivision 1. Early childhood allowance locations. Requires the commissioners of human services and education to continue three prekindergarten exploratory projects in fiscal year 2010. Requires the commissioners to establish six additional prekindergarten projects in fiscal year 2011 and specifies that those sites be located in Otter Tail County, Itasca County, St. Louis County, and a consortium of Benton, Stearns, and Sherburne Counties.</p> <p>Subdivision 2. Allowance eligibility. Makes parents or legal guardians with incomes less than or equal to 46 percent of the state median income eligible to receive allowances. Sets the maximum amount at \$4,000 per child per year. Outlines how the allowances must be used.</p>

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Section	Article 6: Self-Sufficiency and Lifelong Learning		Article 6: Early Childhood Education, Prevention, Self-Sufficiency, and Lifelong Learning
			<p>Subdivision 2a. Automatic eligibility. Allows the commissioners of education and human services to accept children identified in other public funding eligibility processes.</p> <p>Subdivision 3. Quality standards. Establishes a provisional system and provisional ratings until a quality rating improvement system is established.</p> <p>Subdivision 4. Eligibility; applications. Makes eligible families that have incomes less than or equal to 46 percent of the median income. Prohibits allowances to be counted as earned income for the purposes of medical assistance, MinnesotaCare, MFIP, child care assistance, or Head Start programs.</p> <p>Effective Date. Makes this section effective the day following final enactment.</p>
6	<p>Early learning system. Creates § 124D.145. Defines the early learning system as a coherent structure of research-based curriculum content, instructional practice, program and child assessment, performance-based child and programmatic standards, professional development, engagement and outreach, accountability, financing, and governance efforts that contribute to all aspects of children’s development and prepare children for kindergarten. Specifies that the system is delivered through a variety of public and private child care, preschool, Head Start, and school-based programs and services.</p>	<p>No comparable provision</p>	
7	<p>Establishment; purpose. Amends § 124D.15, subd. 1. Adds language specifying that the school readiness program is targeted toward children most at-risk for being unprepared for kindergarten.</p>	<p>No comparable provision</p>	

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Section	Article 6: Self-Sufficiency and Lifelong Learning		Article 6: Early Childhood Education, Prevention, Self-Sufficiency, and Lifelong Learning
8	<p>Program requirements. Amends § 124D.15, subd. 3. Modifies school readiness program requirements by modifying requirements related to assessments and comprehensive program content and adding requirements related to coordinating appropriate kindergarten transition with parents and kindergarten teachers and ensuring specified staff-child ratios.</p>	<p>Similar. Senate includes a requirement that programs serve children a minimum of 12 hours per week. Senate requires programs to have teachers knowledgeable in cultural competencies. House does not include these requirements.</p>	<p>Section 8. Program requirements. Requires an assessment instrument to measure a child’s cognitive skills, requires that assessment inform parents, requires that program content align with state early childhood learning guidelines and kindergarten standards. Includes social, emotional, and physical skills be included in the program, requires coordination with parents and kindergarten teachers, ensures staff-child ratios of one to ten, requires the program to serve children a minimum of 12 hours per week, and have teachers knowledgeable in early childhood curriculum, cultural competency, assessment, and instruction.</p>
		<p>No comparable provision</p>	<p>Section 13. American Recovery and Reinvestment Act of 2009, Funds for Early Education.</p> <p>Subdivision 1. Policy. States that it is the policy of the state of Minnesota that schools should focus the spending of available resources to ensure children are fully ready for kindergarten.</p> <p>Subdivision 2. Encouragement. Encourages schools to direct a portion of the revenue from the American Recovery and Reinvestment Act of 2009 to ensure that all children are fully ready for kindergarten.</p> <p>Subdivision 3. Report. Requires schools to report how they used the increased funding to ensure that children are fully ready for kindergarten. Requires the commissioner to summarize and report the findings to the legislature.</p>
9	<p>Appropriations. Appropriates money in fiscal years 2010 and 2011 for ECFE, school readiness, health and developmental screening, Head Start, educate parents partnership, and the kindergarten entrance assessment. See spreadsheet for details.</p>	<p>Different. See fiscal tracking sheet.</p>	<p>Section 15. Appropriation. See fiscal tracking sheets.</p>

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Section	Article 6: Self-Sufficiency and Lifelong Learning		Article 6: Early Childhood Education, Prevention, Self-Sufficiency, and Lifelong Learning
10	Revisor’s instruction. Instructs the revisor to substitute the term “the director” for “commissioner” and “commissioner of education” in specified statutes. Instructs the revisor to substitute the term “the director” for “commissioner” and “commissioner of human services” in specified statutes.	Similar. House and Senate list different statutory sections. House instructs the revisor to substitute the term “director” for “commissioner of human services” in specified statutes and the Senate does not. The Senate instructs the revisor to substitute the term “Office of Early Learning” for “Department of Education” in specified statutes and the House does not.	Section 16. Revisor’s instructions. Directs the revisor to change “Department of Education” to “Office of Early Learning” and “commissioner” to “director” in certain statutes.
	Article 2: Prevention		
1	Youth service programs. Amends § 124D.19, subd. 10. Removes a requirement that the commissioner maintain a list of acceptable projects with a description of each project. Removes a requirement that projects not on the list be approved by the commissioner.	Technical differences	Section 9. Youth service programs. Repeals the requirement that the commissioner maintain a list of acceptable youth service projects.
2	Community education; annual report. Amends § 124D.19, subd. 14. Modifies the information districts must include in their annual community education program reports by removing requirements to include information regarding the cost per participant and cost per contact hour. Removes a requirement that the Department of Education include this same information in their annual community education report.	Same	Section 10. Community education; annual report. Repeals the requirement that districts report the cost per participant and cost per contact hour in their annual report to the department, repeals the requirement that the department include this information in the community education annual report.
1	Other duties. Strikes language requiring the public safety commissioner to provide information upon request to school and community advisory teams.	Same	Section 12. Other Duties. Strikes the reference to school and community advisory teams that is repealed in Article 2.
2	Repealer. Repeals section 121A.27 (school and community advisory team).	Same	Section 17. Repealer. Repeals section 121A.27 (School and Advisory Team).
3	Appropriations. Appropriates money in fiscal years 2010 and 2011 for community education aid, adults with disabilities program aid, hearing impaired adults, and school-age care revenue. See spreadsheet for details.	Different. See fiscal tracking sheet.	Section 15. Appropriation. See fiscal tracking sheets.
	Article 3: Self-Sufficiency and Lifelong Learning		
1	Adult basic education supplemental service grants.	Same	Section 11. Adult basic education supplemental service

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Section	Article 6: Self-Sufficiency and Lifelong Learning		Article 6: Early Childhood Education, Prevention, Self-Sufficiency, and Lifelong Learning
	Amends § 124D.522. Modifies the maximum grant amount a single organization can receive.		grants. Changes the limit on the amount of a grant to a single organization from \$100,000 to 20 percent of the total supplemental services aid.
2	Appropriations. Appropriates money in fiscal years 2010 and 2011 for adult basic education programs and GED tests. See spreadsheet for details.	Different. See fiscal tracking sheets.	Section 15. Appropriation. See fiscal tracking sheets.

Section	Article 7: State Agencies		Article 7: State Agencies
1	Grants and gifts. Allows the Board of the State Academies to apply for and receive grants and gifts from public and nonpublic sources. Appropriates and dedicates the money the Board of the State Academies receives, consistent with the purpose of the grant or gift. Directs the Board of the State Academies to report annually to the legislature on the amount of money received under this subdivision and the purpose for which it was used.	Similar, House includes requirement for annual report.	Section 1. Grants and gifts. Requires that money that is received in the form of gifts or grants to be used for the purpose for which it is granted.
2	Grants and gifts. Allows the commissioner to apply for and receive grants and gifts from public and nonpublic sources. Appropriates and dedicates the money the commissioner receives, consistent with the purpose of the grant or gift. Directs the commissioner to report annually to the legislature on the amount of money received under this subdivision and the purpose for which it was used.	Similar, House includes requirement for annual report.	Section 2. Grants and gifts. Allows the commissioner to apply for and receive grants. Requires that the money be used for the purpose for which it is granted. Requires the commissioner to report a list of all grants and gifts received and applied for under this subdivision.
3	Appropriations; Department of Education. Appropriates \$21.383 million each year to the Department of Education for agency operations. Includes the following riders: <ul style="list-style-type: none"> ▶ \$41,000 per year for the Minnesota Academy of Science; ▶ \$632,000 per year for the Board of Teaching plus an additional \$30,000 per year for the board's 		Section 3. Appropriation. See fiscal tracking sheet.

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Section	Article 7: State Agencies		Article 7: State Agencies
	licensure by portfolio activities; <ul style="list-style-type: none"> ▶ \$171,000 per year for the Board of Administrators; ▶ \$200,000 for the Minnesota Children’s Museum; ▶ \$50,000 for the Duluth Children’s Museum; and ▶ acceptance of federal funds, with the exception of certain funds from the 2009 federal stimulus accounts. 		
4	Appropriations; Minnesota State Academies. Appropriates \$11.912 million per year for the operation of the Minnesota State Academies for the Deaf and the Blind.		Section 4. Appropriations See fiscal tracking sheet.
5	Appropriations; Perpich Center for Arts Education. Appropriates \$7.087 million per year for the operation of the Perpich Center for Arts Education.		Section 5. Appropriation. See fiscal tracking sheet.

Section	Article 8: Public Transportation	No comparable provision – See S.F. 1654	
1	Definitions. Allows a school district to include in its special education costs the costs of using a school bus with a power lift for a curricular field trip if the lift is required by a student’s disability.		
2	District reports. Authorizes a school district to record the expense of a contracted pupil transportation service as the actual cost of the contract under certain circumstances (under current law, pupil transportation expenses must be allocated on a cost-per-mile, cost-per-student, cost-per-hour, or cost-per route basis).		
3	School bus. Increases the maximum vehicle weight of a type A-1 school bus (these are the short, stubby school buses) from 10,000 to 14,500 pounds. Defines multifunction school activity bus.		

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Section	Article 8: Public Transportation	No comparable provision – See S.F. 1654	
4	Personal cellular phone call prohibition. Clarifies a cross-reference.		
5	National standards adopted. Clarifies the terminology involved when referring to multifunction school activity buses.		
6	Seat and crash barriers. Requires new school buses purchased after October 21, 2009, to conform to the higher seat back requirements specified in federal law (raising the seatback height to 24 inches).		
7	Tailpipe. Allows the tailpipe to exit a school bus on either the passenger or driver side of the vehicle.		
8	Exemption. Clarifies a cross-reference.		
9	School bus. Clarifies a cross-reference.		
10	Commercial motor vehicle. Clarifies a cross-reference.		
11	Driver’s license classifications; endorsements; exemptions. Clarifies the terminology involved when referring to multifunction school activity buses and conforms the type A-1 weight limits to the amounts specified in section 3. Makes technical changes to centralize requirements for operating type A-1 and multifunction school activity buses without a school bus endorsement.		
12	Exception for certain school bus drivers. Regulates multifunction school activity buses when operated without a school bus endorsement, establishing the same requirements that apply to type A-1 school buses operated without the school bus endorsement. Clarifies a cross-reference, and recodes the type A-1 and multifunction school activity bus weight limit and limit of 15 passengers or less.		
13	Exception for type III vehicle drivers. Modifies a law enacted in 2008 that established regulations for drivers of type III vehicles, which are certain passenger autos, vans, and buses with a capacity of ten or fewer people (including the driver), a maximum gross vehicle weight of 10,000 pounds,		

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Section	Article 8: Public Transportation	No comparable provision – See S.F. 1654	
	<p>and used for school purposes. The changes:</p> <ul style="list-style-type: none"> • modify the exemption from some of the type III driver requirements, so that all type III drivers must (1) undergo a background check, (2) have their license annually verified by the employer, and (3) notify the employer if convicted for certain DWI and traffic regulation offenses; • clarify the exemptions from the physical exam and drug and alcohol testing provisions, to replace the “normal duties” test with an exemption that applies to all school and school district employees who are “not employed for the sole purpose of operating a type III vehicle;” • clarify that holders of any class of commercial driver’s license may operate a type III vehicle without a school bus endorsement (if the other requirements are met); • specify that the school district or employer’s driver training and certification has to include information on the requirement that the driver report convictions for certain DWI and traffic regulation offenses; and • clarify that the driver’s employer must require pre-employment drug and alcohol testing (unless the driver is exempted), and that drivers must comply with any employer’s program for random or reasonable suspicion testing. 		
14	<p>Endorsement. Clarifies the circumstances under which a person can drive a school bus without a school bus endorsement.</p>		
15	<p>Training. Moves a requirement (to a subdivision on training) that a school district, nonpublic school, or a private bus contractor provide annual in-service training to each school bus driver.</p>		
16	<p>Annual evaluation and license verification. Extends the</p>		

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Section	Article 8: Public Transportation	No comparable provision – See S.F. 1654	
	time for the annual evaluation and license verification by 15 days to accommodate the shifting start days in Minnesota’s school year. Makes technical changes.		

Section	Article 9: School Finance System Changes	No comparable provision	
1	Equalized debt service levy. Increases the first tier debt service equalization factor from \$3,200 to 100 percent of the state average adjusted net tax capacity per pupil (approximately \$8,250). Increases the second tier equalizing factor from \$8,000 to 200 percent of the state average adjusted net tax capacity per pupil (roughly \$16,500).		
2	<p>School bond agricultural credit.</p> <p>Subd. 1. Eligibility. Makes all property classified as agricultural or timberland (but excluding the house, garage and one acre of an agricultural homestead) eligible for the credit established in this section.</p> <p>Subd. 2. Credit amount. Provides for a credit of 66 percent of the portion of the property tax attributable to school debt levies, for all eligible property.</p> <p>Subd. 3. Credit reimbursements. Requires the county auditor to report to the commissioner of revenue the credit amount for each school district, and requires the commissioner to certify the accuracy of the submitted amounts.</p> <p>Subd. 4. Payment. Requires the commissioner of revenue to certify the reimbursement amounts to the commissioner of education, and the commissioner of education to pay the reimbursement amounts to the school districts.</p>		

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Section	Article 9: School Finance System Changes	No comparable provision	
3	Career and technical aid. Triples funding for career and technical programming by raising the allowance from \$80 to \$240 times the number of students served in grades 10 to 12 and changes the funding from a local levy to state aid.		
4	Pupil of limited English proficiency. Removes the five-year limit on the number of years that a non-English speaking student qualifies for limited English proficiency revenue.		
5	School district LEP revenue. Increases the basic LEP revenue from \$700 per pupil to 20 percent of the formula allowance (\$1,500) per pupil. Note, the LEP concentration revenue of up to \$250 per pupil is repealed in section 43.		
6	School district special education aid. Removes the statewide cap on special education revenue so that each school district's initial formula amount of special education revenue is fully funded.		
7	District special education excess cost aid. Removes the statewide cap on special education excess cost revenue so that each school district's initial formula amount of special education excess cost revenue is fully funded.		
8	Adjusted net tax capacity equalizing factor. Defines the ANTC equalizing factor as the statewide average ANTC per pupil unit.		
9	Referendum market value equalizing factor. Defines the referendum market value equalizing factor as the statewide average referendum market value per pupil unit.		
10	Location equity index. Defines the location equity index as the lesser of 0.9 or the ratio of each district's composite wage index to the statewide average weekly wages and not more than 1.05. Sets the wage index by using three years of weighted age data. Requires the commissioner of education to annually calculate the location equity index for each school district.		
11	Pupil unit. Simplifies the count of pupils by giving each pupil unit a weight of 1.0, regardless of the pupil's grade.		

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Section	Article 9: School Finance System Changes	No comparable provision	
	Includes funding for full-day kindergarten by weighting kindergarten pupils at 1.0.		
12	Compensation revenue pupil units. Modifies the calculation of compensatory revenue. Changes the measure from a site-based count to a district-based count of pupils (but continues to require the revenue to be distributed to the sites on a proportionate basis). Sets the compensatory funding equal to 40 percent of the formula allowance times the count of free and reduced pupils times the concentration factor. Sets a minimum amount of compensatory revenue for each eligible pupil at 33 percent of the formula allowance (\$2,500).		
13	Adjusted pupil units. Replaces the current additional pupil weighting for declining enrollment with a three year average measure of declining enrollment under section 22.		
14	Resident pupil units. Eliminates the declining enrollment adjustment to the count of resident pupil units.		
15	Average daily membership. Requires students to attend school for the statewide average hours of instruction before qualifying for eligibility under the extended time revenue program (960 hours per year for elementary pupils and 1,050 hours for secondary students).		
16	Free and reduced price lunches. Bases the count of students eligible for free or reduced meals from a site level to a school district level.		
17	LEP pupil units. Removes the concentration factor from the count of LEP pupils.		
18	Education funding framework. Establishes an education funding framework by grouping revenue amounts into the categories of general classroom funding, district instructional services, and district support services.		
19	General education revenue. Redefines the components of general education revenue for fiscal year 2010 and later.		
20	Basic revenue. Increases the basic formula allowance from		

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Section	Article 9: School Finance System Changes	No comparable provision	
	<p>\$5,124 to \$7,500 per pupil unit beginning in fiscal year 2010. Increases the formula allowance for each subsequent year by the same rate of growth as the growth in the implicit price deflator.</p>		
21	<p>Extended time revenue. Links extended time revenue to the formula allowance (currently extended time revenue is calculated using the formula allowance amount for FY 2005 which was \$4,601).</p>		
22	<p>Declining enrollment revenue. Creates a new component of general education revenue for districts with declining enrollment. Sets the revenue amount equal to the formula allowance times the average loss of pupils for the three preceding years.</p>		
23	<p>Location equity revenue. Creates a new component of general education revenue called location equity revenue. Sets the revenue equal to the product of 50 percent of the basic formula allowance, the district's pupil units for that year, and its location equity index minus 0.9.</p>		
24	<p>Referendum replacement revenue. Grants each district an additional \$500 per pupil unit (Note: section 35 offsets the first \$500 of referendum revenue per pupil unit).</p>		
25	<p>Compensatory education revenue. Establishes a minimum amount of compensatory revenue for each pupil eligible for free or reduced price meals equal to \$2,500 per pupil. Sets the compensatory formula equal to 40 percent of the basic formula allowance times the district's compensation revenue pupil units.</p>		
26	<p>Basic skills revenue. Eliminates the concentration portion of LEP revenue.</p>		
27	<p>Definitions. Increases the number of districts eligible for sparsity revenue by lowering the minimum distance to the next nearest school building from 19 to 15 miles.</p>		
28	<p>Total operating capital revenue. Adds \$600 of aid per pupil unit to operating capital revenue for health and safety</p>		

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Section	Article 9: School Finance System Changes	No comparable provision	
	and deferred maintenance purposes for those districts who are not participating in the alternative facilities program. Adds \$50 per pupil unit to operating capital revenue for technology purposes. Raises the basic operating capital allowance from \$70 to \$100 per pupil to adjust for the loss of pupil weighting by grade under section 13.		
29	Uses of total operating capital. Defines the uses of technology revenue.		
30	Transportation sparsity revenue allowance. Makes a technical change to include transportation sparsity revenue in the revenue under section 31.		
31	Transportation revenue. Adds two new transportation components to the transportation sparsity revenue amount. Adds an amount for hazardous transportation services equal to the district's actual costs, not to exceed 20 percent of the district's total to and from transportation costs and adds an amount equal to 5 percent of a district's total transportation spending for bus purchase or other transportation needs.		
32	Innovation revenue. Requires a school district to use at least 5 percent of its basic revenue for innovative revenue programs including peer-reviewed, research-based measures to improve academic performance. Requires a district that is demonstrating low student growth to submit a plan to the commissioner of education describing how it intends to use its innovation revenue.		
33	General education aid. Eliminates the property tax levies of general education revenue so that general education revenue is provided entirely through state aid.		
34	<p>Uses of revenue. Specifies that a certain portion of general education revenue must be set aside for the following:</p> <ul style="list-style-type: none"> ▶ one percent of basic revenue (\$75 per pupil) for gifted and talented services; 		

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Section	Article 9: School Finance System Changes	No comparable provision	
	<ul style="list-style-type: none"> ▶ five percent of basic revenue to implement a district’s innovative revenue program; ▶ basic skills revenue (compensatory and LEP revenue) must be set aside as is required by current law; and ▶ operating capital must be set aside as required by current law. 		
35	<p>Referendum allowance. Reduces each school district’s approved referendum allowance by \$500 per pupil unit (this amount is replaced with revenue under section 24).</p>		
36	<p>Referendum equalization revenue. Removes obsolete language.</p>		
37	<p>Referendum equalization levy. Converts the operating referendum equalization factors from fixed amounts to a percent of the statewide average referendum market value tax base. Changes the first tier equalizing factor from \$476,000 per pupil to 100 percent of statewide equalizing factor (about \$582,000 per pupil). Changes the second tier equalizing factor from \$276,000 per pupil to 60 percent of the statewide referendum market value equalizing factor (about \$350,000).</p>		
38	<p>Annual general education aid appropriation. Expands the open and standing appropriation for general education revenue to include the amounts necessary to fund the special education formulas, debt service equalization aid, and the school bond agricultural credit.</p>		
39	<p>To lease building or land. Increases the building lease levy from a maximum of \$100 per pupil to \$150 per pupil and authorizes school districts to lease administrative space as well as classroom space. Increases the lease levy for districts that are members of an intermediate school district from \$25 to \$50 per pupil unit.</p>		
40	<p>Statewide average revenue. Makes a technical correction to</p>		

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Section	Article 9: School Finance System Changes	No comparable provision	
	reflect the elimination of equity revenue and transition revenue.		
41	<p>Phase-in. Defines a district’s baseline education revenue as the amounts calculated under the formulas in the 2008 Minnesota Statutes.</p> <p>Phases in the new aid, levy and revenue over an unspecified number of years by adding the percentage to be phased in for that year to the baseline education revenue amount for each district.</p>		
42	<p>Revisor’s instruction. Instructs the revisor to remove the phrase “marginal cost” from all of the definitions of pupil units that appear in statute.</p>		
43	<p>Repealer. Repeals the fixed standing appropriation for debt service equalization aid, special education revenue caps, gifted and talented revenue, the operating capital levy, equity revenue, transition revenue, alternative teacher compensation revenue, the learning and development revenue set-aside and the teacher retirement and PERA pension adjustments to general education revenue.</p>		

Section	Article 10: Forecast Adjustments	Similar, House does not include certain negative adjustments.	Article 8: Forecast Adjustments

Section	Article 11: Technical Corrections	No comparable provision	
1	<p>Equity revenue. Removes an obsolete cross-reference to a revenue source that no longer exists.</p>		
2	<p>Education records. Corrects a cross-reference.</p>		