

# Bill Comparison Summary of House File 844, Third Engrossment/Senate File 811, Second Engrossment and Senate File 1495, Second Engrossment

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Section	Article 1: General Education		Article 1: General Education
1	<b>Length of the school year.</b> Authorizes the board of a school district, instead of the commissioner of education, to approve a four-day week school calendar.	<b>Similar intent – cross reference difference.</b>	<b>S.F. 1495, 2nd engrossment, article 2, section 2. Length of School Year; Hours of Instruction.</b> Allows for school board approval of a four-day week school schedule.
		<b>See H.F. article 9, section 2. Same. (Provision moved to article 9, of side-by-side.)</b>	<b>Section 1. Agreements.</b> Provides that a reciprocity agreement governing enrollment of pupils from an adjoining state may specify terms related to provision of early childhood special education services. <b>Effective date.</b> Makes this section effective July 1, 2015.
		<b>See H.F. article 9, section 3. Same. (Provision moved to article 9, of side-by-side.)</b>	<b>Section 2. Pupil accounting.</b> Provides that a prekindergarten pupil from an adjoining state who resides at a Minnesota address and is receiving early childhood special education services from a Minnesota school district is considered enrolled in a Minnesota school district. <b>Effective date.</b> Makes this section effective July 1, 2015.
2	<b>General education revenue; charter schools.</b> Authorizes extended support revenue for charter schools (extended time revenue is renamed extended support revenue in section 10). Sets the aid equal to 25 percent of the statewide average extended support revenue per pupil for school districts.		<b>Article 5, section 1. General education revenue.</b> Modifies the calculation of general education revenue for an eligible special education charter school to include the unreimbursed cost.
3	<b>Definition of flexible learning year calendar.</b> Amends the definition of “flexible learning year program” by removing the requirement that the education commissioner approve a district’s flexible learning year program plan.	<b>Same.</b>	<b>S.F. 1495, 2nd engrossment, article 2, section 42. Establishment of Flexible Learning Year Program.</b> Strikes approval by the Commissioner from the requirements to establish a flexible learning year program.
4	<b>Establishment of flexible learning year program.</b> Strikes the requirement that the education commissioner approve a flexible learning year program operated by a district or consortium of districts.	<b>Same.</b>	<b>S.F. 1495, 2nd engrossment, article 2, section 43. Powers and Duties.</b> Eliminates the Commissioner’s authority to promulgate rules, standards and qualifications for school districts to participate in the flexible learning year program.
5	<b>Powers and duties.</b> Strikes the requirement that the education commissioner promulgate rules for operating flexible learning year programs. Removes the requirement that flexible learning	<b>Same.</b>	<b>S.F. 1495, 2nd engrossment, article 2, section 44. Termination of Flexible Learning Year Program.</b> Strikes

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	year programs comply with the commissioner’s standards and qualifications and the program be submitted to the commissioner for approval.		approval by the Commissioner from the requirements to terminate a flexible learning year program.
6	<b>Termination of flexible learning year program.</b> Allows a school board to terminate without commissioner approval a flexible learning year program in a day or residential facility for children with disabilities within the district.	Same.	<b>S.F. 1495, 2nd engrossment, article 2, section 45. Program Established.</b> Strikes language related to grade acceleration that was missed in the 2014 policy bill.
7	<b>Program established.</b> Strikes obsolete language allowing a pupil to participate in a learning year program and accelerate attainment of grade level or graduation requirements.	Same.	<b>S.F. 1495, 2nd engrossment, article 2, section 46. Program Established.</b> Strikes language related to grade acceleration that was missed in the 2014 policy bill.
		No comparable provision.	<b>Section 3. Career and technical revenue.</b> Modifies the proportion of career and technical expenditures eligible for revenue. Strikes obsolete language. Clarifies when salaries for nonlicensed community experts are eligible for revenue. <b>Effective date.</b> Makes this section effective for revenue in fiscal year 2017 and later.
8	<b>General education revenue.</b> Strikes obsolete language. Renames “extended time revenue” “extended support revenue.”	Same.	<b>Section 4. General education revenue.</b> Strikes obsolete language. Makes conforming change to definition of general education revenue.
9	<b>Basic revenue.</b> Increases the basic formula allowance from \$5,831 in fiscal year 2015 to \$5,864 for fiscal year 2016 and \$5,898 for fiscal year 2017 and later.		<b>Section 5. Basic revenue.</b> Strikes obsolete language. Increases the formula allowance by \$58 in fiscal year 2016 and an additional \$59 in fiscal year 2017.
10	<b>Extended support revenue.</b> Renames “extended time revenue” “extended support revenue” and increases the allowance by \$100 per pupil unit.		<b>Section 6. Extended support revenue.</b> Modifies the name of the program. Provides that extended support revenue may be used by ALCs serving high school students for academic purposes during the school day.
11	<b>Local optional revenue.</b> Creates enhanced equalization aid for the local optional revenue program for school districts	No comparable provision.	

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	where more than 30 percent of the tax base is seasonal recreational property.		
12	<b>Compensatory education revenue.</b> Delinks compensatory revenue from increases in the basic formula allowance and creates a new component of compensatory revenue equal to the sum of the number of free lunch eligible students and one-half the number of reduced price lunch eligible students times the growth in compensatory revenue since fiscal year 2015 that would have occurred had the formula allowance not been frozen at the fiscal year 2015 amount.	<b>No comparable provision.</b>	
13	<b>Operating capital levy.</b> Corrects an obsolete reference to the funding pupil count.		<b>Section 7. Operating capital levy.</b> Modifies the operating capital levy equalizing factors for fiscal year 2017 and later. <b>S.F. 1495, 2nd engrossment, article 1, section 1. Operating Capital Levy.</b> Strikes obsolete pupil unit definition. <b>Effective date.</b> Makes this section effective the day following final enactment for fiscal year 2015 and later.
14	<b>Transportation sparsity revenue.</b> Increases transportation sparsity revenue for school districts that do not receive operating sparsity revenue and cover at leave 525 square miles, and for the St. Louis County school district.	<b>Similar in intent.</b>	<b>Section 8. Transportation sparsity revenue.</b> Modifies the calculation of transportation sparsity revenue. <b>Effective date.</b> Makes this section effective for revenue in fiscal year 2016 and later.
15	<b>Equity revenue.</b> Increases equity revenue for school districts located in Greater Minnesota by extending the 25 percent upward adjustment in equity revenue to all school districts beginning in fiscal year 2017.	<b>No comparable provision.</b>	
		<b>No comparable provision.</b>	<b>S.F. 1495, 2nd engrossment, article 1, section 2. Student Achievement Rate.</b> Modifies the date by which the commissioner must establish the student achievement rate. <b>Effective date.</b> Makes this section effective the day following final enactment.

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16	<b>General education aid.</b> Eliminates obsolete language. Corrects the current general education aid definition to include operating capital aid. Removes the reduction due to the student achievement levy.		<b>S.F. 1495, 2nd engrossment, article 1, section 3. General Education Aid.</b> Strikes obsolete language. Makes a technical correction to the definition of general education aid for fiscal year 2015 and later. <b>Effective date.</b> Makes this section effective for fiscal year 2015 and later.
17	<b>Use of revenue; basic skills revenue.</b> Expands the uses of basic skills revenue to include teacher recruitment and teacher development activities through mentor-led induction or other local initiatives. Clarifies that basic skills revenue may be used for four-year old or other early education programs.		<b>S.F. 1495, 2nd engrossment, article 2, section 64. Use of Revenue.</b> Allows basic skills revenue to be used to implement local literacy plans to have all children reading proficiently by grade three, among other purposes and programs. <b>Effective Date.</b> Makes the section effective for fiscal year 2016 and later.
18	<b>Building allocation.</b> Grants school boards authority to reallocate compensatory revenue among school sites according to a plan approved by the board.	<b>H.F. and S.F. different allocation.</b>	<b>Section 9. Building allocation.</b> Modifies the allocation of compensatory revenue. Allows a school district or cooperating to allocate up to 50 percent of the revenue according to a plan adopted by the school board. <b>Effective date.</b> Makes this section effective July 1, 2015.
19	<b>Recommendations.</b> Clarifies that the school site team’s recommendation on how to allocate compensatory revenue a recommendation submitted is to the school board.	<b>No comparable provision.</b>	
20	<b>Referendum allowance.</b> Clarifies the language governing the calculation of the operating referendum allowance.	<b>Same.</b>	<b>S.F. 1495, 2nd engrossment, article 1, section 4. Referendum Allowance.</b> Makes a technical correction to the calculation of a district’s referendum allowance. <b>Effective date.</b> Makes this section effective the day following final enactment for fiscal year 2015 and later.
21	<b>Referendum allowance limit.</b> Removes obsolete language.	<b>Same.</b>	<b>S.F. 1495, 2nd engrossment, article 1, section 5. Referendum Allowance Limit.</b> Strikes obsolete language related to local optional revenue subtraction.

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			<b>Effective date.</b> Makes this section effective the day following final enactment for fiscal year 2015 and later.
		<b>No comparable provision.</b>	<b>S.F. 1495, 2nd engrossment, article 1, section 6. Taconite Payment and Other Reductions.</b> Makes technical correction to calculation of levy reductions under this section.
		<b>No comparable provision.</b>	<b>Section 10. General education funding.</b> Makes conforming change to definition of revenue for the Crosswinds school.
		<b>No comparable provision.</b>	<b>Section 11. Listed districts may form intermediate district.</b> Allows school districts located in Carver, Scott and Le Sueur Counties to enter into an agreements related to facilities and instruction in special education, career and technical education, adult basic education, and alternative education.
		<b>No comparable provision.</b>	<p><b>Section 12. Joint School Board; Members; Bylaws.</b></p> <p><b>Subdivision 1. Board.</b> The agreement must provide for a joint school board, along with provisions for election or appointment of members, membership terms and qualifications, and other provisions.</p> <p><b>Subd. 2. Bylaws.</b> Allows the joint board to adopt bylaws specifying the duties and powers of the officers and meeting dates.</p>
		<b>No comparable provision.</b>	<p><b>Section 13. Status of Joint School Board.</b></p> <p><b>Subdivision 1. Public Agency.</b> Requires the joint board to be a public agency of the participating school districts. Permits the board to receive and disburse federal and state funds.</p> <p><b>Subd. 2. Liability.</b> Limits the individual liability of board members and participating school districts.</p>

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			<b>Subd. 3. Tax Exempt.</b> Exempts from taxation any property belonging to or used by the board for its purposes.
		<b>No comparable provision.</b>	<b>Section 14. Joint Board Has All Powers of Member Districts.</b> The joint board has all the powers granted to the participating school districts.
		<b>No comparable provision.</b>	<b>Section 15. Agreement Approval; Notice; Petition; Referendum.</b>  <b>Subdivision 1. Resolution.</b> The board of each participating school district is required to pass a resolution to approve the agreement.  <b>Subd. 2. When Effective.</b> Requires each resolution to be published. The resolution is effective 30 days after publication, unless a petition for referendum on the resolution is filed. In that case, the resolution becomes effective after the vote at a regular or special election.
		<b>No comparable provision.</b>	<b>Section 16. District Contributions, Disbursements, Contracts.</b> Allows the participating school districts to contribute funds to the board.
		<b>No comparable provision.</b>	<b>Section 17. Term of Agreement.</b> Requires the length of the agreement to be stated within the agreement.
		<b>No comparable provision.</b>	<b>Section 18. Non-Postsecondary Programs; Licensed Direction.</b> Allows the board to provide any requested educational programs or services, except for postsecondary programs or services.
		<b>No comparable provision.</b>	<b>Section 19. Other Membership and Powers.</b> Membership of other school districts, cities, counties, and other governmental units may be included in the agreement. The board may provide the same services and assistance provided

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			by service cooperatives under Section 123A.21, subdivisions 7 and 8.
		<b>No comparable provision.</b>	<b>Section 20. Compensatory revenue; intermediate district.</b> Provides that compensatory revenue for an intermediate district formed out of the former South Metro Educational Cooperative is based on the prior year pupil counts at the cooperative.
		<b>No comparable provision.</b>	<b>Section 21. Reciprocity agreement exemption; Hendricks.</b> Exempts the Hendricks school district from the state’s reciprocity agreement with South Dakota. <b>Effective date.</b> Makes this section effective for the 2015-2016 school year and later.
		<b>No comparable provision.</b>	<b>Section 22. School district levy adjustments.</b> Directs the Commissioner of Education to adjust each school district tax rate and equalizing factor if a 2015 regular or special session tax bill makes changes to the underlying tax base.
		<b>No comparable provision.</b>	<b>Section 23. Independent School District No. 761, Owatonna Public Schools; referendum revenue authorization.</b> Modifies the referendum allowance amount for Owatonna Public Schools originally authorized in November 2013.
22	<b>Appropriations.</b> Appropriates money for general education programs. See the House Fiscal Analysis worksheet for details: <a href="http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf">http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf</a>		<b>Section 24. Appropriations.</b> See fiscal tracking sheets.
23	<b>Repealer; benefits levies.</b> Repeals: <ul style="list-style-type: none"> <li>▶ 126C.12, subd. 6 – annual report on the expenditures of learning and development (class size reduction revenue);</li> </ul>	<b>Same. See S.F. 1495, article 2, section 71.</b>	<b>S.F. 1495, 2nd engrossment, article 1, section 7. Repealer.</b>



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	<ul style="list-style-type: none"> <li>▶ 126C.13, subs. 3a, 3b, and 3c – student achievement levy;</li> <li>▶ 126C.41, subd. 1 – obsolete authority granting school districts the ability to levy for certain health insurance costs of employees who retired between May 15, 1992, and June 30, 1992;</li> <li>▶ Rules, part 3500.1000 – commissioner’s authority regarding experimental and flexible school year programs.</li> </ul>	<p><b>No comparable provision.</b></p> <p><b>Same.</b></p> <p><b>Same.</b></p>	<p>126C.41, subd. 1 – obsolete authority granting school districts the ability to levy for certain health insurance costs of employees who retired between May 15, 1992, and June 30, 1992.</p> <p><b>S.F. 1495, 2nd engrossment, article 2, section 71. Repealer.</b> Repeals sections 120B.128 (Educational Planning and Assessment System Program); 120B.35, subdivision 5 (Improving graduation rates for students with emotional or behavioral disorders); and 126C.12, subdivision 6 (Learning and Development Revenue; Annual Report.) Repeals Minnesota Rules part 3500.1000 (Experimental and Flexible School Year Programs.)</p>

Section	Article 2: Education Excellence		Article 2: Education Excellence
		<p><b>No comparable provision.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 2, section 1. Directory Information.</b> Updates a reference to federal law relating to directory information.</p> <p><b>Effective Date.</b> Makes the section effective immediately.</p>
2	<p><b>Foreign language and culture; proficiency certificates.</b> (a), (d) Strike the language on the Minnesota world language proficiency high achievement certificates.</p>	<p><b>Same.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 2, section 4. Foreign Language and Culture; Proficiency Certificates.</b> Strikes references to a Minnesota world language proficiency high achievement certificates.</p>
3	<p><b>State bilingual and multilingual seals.</b> (a) Establishes voluntary bilingual and multilingual seals to recognize high school students who demonstrate an advanced-low level or an intermediate-high level of functional proficiency in listening, speaking, reading, and writing on the American Council on the Teaching of Foreign Languages’ (ACTFL) language</p>	<p><b>Similar. H.F. paragraph (h) applies to grades 10, 11, 12. H.F. effective date clarification.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 2, section 5. State Bilingual and Multilingual Seals.</b> Amends the level needed to obtain a foreign language seal to advanced-low level or intermediate-high level listening, speaking, reading, and writing on assessments aligned with the American Council for the Teaching of Foreign Languages proficiency</p>

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	<p>proficiency tests or on equivalent assessments in one or more languages in addition to English, including American sign language.</p> <p>(c) Makes a high school graduate who demonstrates an intermediate-high level of functional proficiency eligible to receive the state’s gold seal and a high school graduate who demonstrates an advanced-low level of functional proficiency eligible to receive the state’s platinum seal. Makes high school graduates who demonstrate the requisite language proficiency in multiple languages in addition to English eligible for a state multilingual gold or platinum seal.</p> <p>(d) Allows districts and charter schools to periodically assess students’ level of language proficiency, and to use trained evaluators where other assessments are unavailable.</p> <p>(f) Allows a school district or charter school to award community service credit to a student who demonstrates the requisite language proficiency in a language in addition to English.</p> <p>(g) Directs the education commissioner to list on the department Web site those assessments that are equivalent to the American Council on the Teaching of Foreign Languages’ (ACTFL) language proficiency tests.</p> <p>(h) Directs MnSCU institutions to award college credits to students who demonstrate the requisite level of language proficiency in grade 10, 11, or 12 sufficient to receive a state bilingual or multilingual seal and allows MnSCU to award credits to a student who receives a world language proficiency certificate. Encourages the University of Minnesota to award students foreign language academic credits consistent with this paragraph.</p>		<p>guidelines. Allows for the award of state bilingual gold and platinum seals and state multilingual gold and platinum seals. Directs MnSCU colleges and universities to establish criteria to translate the seals into college credits.</p> <p><b>Effective Date.</b> Makes the section effective immediately.</p>

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	<p>Makes this section effective immediately and applicable beginning with students graduating in the 2014-2015 school year who demonstrate the requisite language proficiency in grade 10, 11, or 12.</p>		
4	<p><b>Local literacy plan.</b> (a) Requires local literacy plans to be consistent with statutory requirements governing comprehensive, scientifically based reading instruction and describe: data on the effectiveness of an assessment for screening and identifying a student’s reading proficiency; a parent involvement process; how schools will determine a student’s intervention strategy leading to measurable reading progress; evidence-based interventions and progress-monitoring on the effectiveness of interventions; and programs to meet staff development needs.</p> <p>Makes this section effective for fiscal year 2016 and later.</p>	<p><b>Similar. S.F. clause (6) decoding skills.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 2, section 8. Local Literacy Plan. (a)</b> Requires a district’s local literacy plan to be consistent with the requirements for comprehensive, scientifically-based reading instruction. The plan must include data to support the effectiveness of an assessment used to screen and identify a student’s level of reading proficiency; describe how schools in the district will determine the proper reading intervention strategy for a student and the process for increasing the intensity or modifying the strategy to obtain measureable reading progress; use evidence-based intervention methods and progress-monitoring, including a program to meet the identified staff development needs; and describe how schools will provide explicit and systematic instruction in basic phonology and language decoding skills.</p> <p><b>Effective Date.</b> Makes the section effective for the 2015-2016 school year and later.</p>
5	<p><b>Rigorous course taking information; AP; IB; and PSEO.</b> In the annual legislative report on rigorous course taking, directs the education commissioner to disaggregate the data by student group, school district, and postsecondary institution. Directs the commissioner to include information on participation and expenditures for career and technical education courses offered as a concurrent enrollment course.</p>	<p><b>Same.</b></p>	<p><b>Section 1. Rigorous course taking information; AP, IB, and PSEO.</b> Directs the Commissioner to disaggregate data including in the report on rigorous course taking. Adds career and technical education courses offered as a concurrent enrollment course in the report.</p>
6	<p><b>Reporting.</b> When publicly reporting test results data, directs the education commissioner to include data on student</p>	<p><b>No comparable provision.</b></p>	

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	<p>homelessness among the demographic factors that strongly correlate with student performance.</p> <p>Makes this section effective immediately and applicable to school year reports for the 2015-2016 school year and later.</p>		
7	<p><b>Student performance data.</b> Directs the education commissioner to include student homelessness in school districts’ demographic profiles when organizing and reporting student performance data to state and local policy makers.</p> <p>Makes this section effective immediately and applicable to school year reports for the 2015-2016 school year and later.</p>	<p><b>No comparable provision.</b></p>	
8	<p><b>School performance reports.</b> Includes student homelessness among the statewide information the education commissioner must report annually.</p> <p>Makes this section effective immediately and applicable to school year reports for the 2015-2016 school year and later.</p>	<p><b>No comparable provision.</b></p>	
9	<p><b>Student Physical Privacy Act.</b></p> <p><b>Subd. 1. Purpose.</b> Declares that the purpose of this section is to protect and provide for the privacy and safety of all public school students and to maintain order and dignity in students’ restrooms, locker rooms, changing rooms, and other similar facilities.</p> <p><b>Subd. 2.</b> Defines: a student’s “sex” in terms of the student’s chromosomes and anatomy at birth; “public school” as a public elementary, middle, or secondary school or vocational center under the state compulsory attendance law.</p> <p><b>Subd. 3. Student physical privacy protection.</b> (a) Requires a public school student restroom, locker room, changing room, and shower room accessible to multiple</p>	<p><b>No comparable provision.</b></p>	

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	<p>students at the same time to be used exclusively by male or female students.</p> <p>(b) Allows students of only one sex access to a public school student restroom, locker room, changing room, or shower room designated for the exclusive use of that sex.</p> <p>(c) For other public school facilities or settings where students may undress in the presence of other students, requires school personnel to designate and provide separate, private, and safe areas for students to use based on their sex.</p> <p>(d) Allows public schools to accommodate a student’s special circumstances upon request but prohibits the public school from allowing that student to use a public school student restroom, locker room, changing room, or shower room designated for the exclusive use of students of the other sex.</p>		
		<p><b>No comparable provision.</b></p>	<p><b>Section 2. Title.</b> States that the title of sections 121A.395 to 121A.3951 is the “Student Support Services Personnel Act.”</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 3. Student Support Services Personnel Grant Program.</b></p> <p><b>Subdivision 1. Definitions.</b> Provides a definition of “student support services personnel” and “new position” for the purposes of the act.</p> <p><b>Subd. 2. Purpose.</b> Clarifies the purpose of the grant program, including addressing shortages of student support services personnel, decreasing caseloads, and other purposes.</p> <p><b>Subd. 3. Grant eligibility and application.</b> Provides that a school district, charter school, intermediate school district, or other cooperative unit is eligible to apply for a six-year grant. Directs the commissioner to</p>

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			<p>award grants to eligible schools based on criteria that include existing student support services personnel caseloads, school demographics, Title 1 revenue, Minnesota Student Survey data, graduation rates, and postsecondary completion rates.</p> <p><b>Subd. 4. Allowed uses.</b> Provides that a grant under this section must be used to hire a new position. Requires a local, nonfederal match during each year of the grant.</p> <p><b>Subd. 5. Report required.</b> Requires a grant recipient to report annually on outcomes attributable to the new positions funded by the grant.</p>
10	<p><b>License and rules.</b> (b) Directs the Board of Teaching to allow teacher licensure candidates to submit essentially equivalent ACT or SAT passing scores in lieu of the college-level skills test scores (MTLE).</p> <p>(o) Directs the Board of Teaching to adopt rules by January 1, 2016, to license out-of-state teacher candidates. Requires the rules to permit applicants to demonstrate their qualifications through the board’s recognition of a teaching license from another state in a similar content field, completion of a state-approved teacher preparation program, teaching experience as the teacher of record in a similar licensure field, depth of content knowledge, depth of content methods or general pedagogy, professional development in and contribution to a specific content field, or classroom performance measured by student growth on normed assessments or effectiveness documented on local evaluations. Requires the rules to include criteria for determining a “similar content field” and “similar licensure area.”</p>	<p><b>Dissimilar except paragraph (o) on out-of-state applicants.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 2, section 18. License and Rules.</b> Directs the Board of Teaching to require all teacher licensure candidates to demonstrate a passing score on a board-adopted skill exam in reading, writing, and mathematics. Strikes the requirement of attaining a composite score on the ACT Plus Writing or the SAT. Allows the Board to issue up to four temporary, one-year licenses to candidates who have not passed the board-adopted skills exam. Requires the Board and the test administrator to allow a candidate to receive testing accommodations. Allows the Board of Teaching, when issuing a license to a teacher trained out of state or through an alternative teacher preparation program, to consider the following factors: a teaching license from another state in a similar content field; completion of a state-approved teacher preparation program; teaching experience as a teacher of record in a similar licensure field; depth of content knowledge; depth of content methods or general pedagogy; subject-specific professional development; and classroom performance.</p>

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	<p>Makes this section effective immediately and applicable to all candidates seeking initial teacher licensure, including those holding a temporary, one-year teaching license.</p>		
<p><b>11</b></p>	<p><b>Teacher and administrator preparation and performance data.</b> (a) Directs the Board of Teaching and the Board of School Administrators, in cooperation with Minnesota Association of Colleges for Teacher Education (MACTE) and Minnesota colleges and universities offering board-approved preparation programs, annually to collect and report summary data on teacher and school administrator preparation and performance outcomes. Requires the Board of Teaching and the Board of School Administrators annually by June 1 to update and post the reported summary preparation and performance data from the preceding school years on a Web site hosted jointly by the boards.</p> <p>(b) Includes in the summary data on teachers: student entrance requirements, including enrolling students' GPA; students' average scores on college-level skills exams; faculty qualifications; the average time program graduates needed to complete the preparation program; the number and percent of program graduates who were licensed and hired full-time to teach in their licensure field; required credits needed to complete the program and graduate; students' pass rates on exams required for graduation in each program and licensure area; survey results measuring students' satisfaction with the program; the satisfaction of principals and teachers supervising the student teachers; and information under paragraphs (d) and (e), and consistent with teacher preparation program reporting.</p> <p>(c) Includes in the summary data on school administrators: faculty qualifications; the average time program graduates needed to complete the preparation program; the number and percent of program graduates who were licensed and employed</p>	<p><b>S.F. much abbreviated.</b></p> <p><b>H.F. includes administrator preparation programs.</b></p>	<p><b>Section 4. Teacher preparation program data; report.</b> Directs each teacher preparation program to collect data about outcomes for its teacher candidates. Requires the programs to publish summary data on their programs' efficacy, including: four-year graduation rates, licensure attainment, employment rates and satisfaction rates.</p> <p><b>Effective Date.</b> Makes the section effective immediately and applicable to reports published beginning June 1, 2016.</p>

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	<p>as an administrator; required credits needed to complete the graduate program; survey results measuring the satisfaction of students, graduates, and employers with the program; and information under paragraphs (f) and (g), and consistent with principal preparation program reporting.</p> <p>(d) Directs school districts annually by October 1 to report information to the Board of Teaching on teachers who finished their probationary period and accepted a continuing contract with the district, including information on the teacher’s effectiveness category or rating, the teacher’s primary licensure area, and the program preparing the teacher.</p> <p>(e) Directs school districts annually by October 1 to report information to the Board of Teaching on probationary teachers who were released or whose contracts were not renewed during their probationary period, including information on a teacher’s licensure areas and the program preparing the teacher.</p> <p>(f) Directs school districts annually by October 1 to report information to the Board of School Administrators on school principals and assistant principals who finished their probationary period and accepted a continuing contract with the district, including information on the administrator’s effectiveness category or rating and the program preparing the administrator.</p> <p>(g) Directs school districts annually by October 1 to report information to the Board of School Administrators on principals and assistant principals who were released or whose contracts were not renewed during their probationary period.</p> <p>Makes this section effective July 1, 2016.</p>		
12	<p><b>Teacher preparation program reporting.</b> Directs the Board of Teaching to annually publish on its Web site at least three</p>	<p><b>Different. H.F. has Board of Teaching publish summary data. S.F. has programs to publish data.</b></p>	<p><b>Section 4. Teacher preparation program data; report.</b> Directs each teacher preparation program to collect</p>



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	consecutive years of summary data on teacher preparation program outcomes.		data about outcomes for its teacher candidates. Requires the programs to publish summary data on their programs' efficacy, including: four-year graduation rates, licensure attainment, employment rates and satisfaction rates. <b>Effective Date.</b> Makes the section effective immediately and applicable to reports published beginning June 1, 2016.
13	<b>Rules for continuing education requirements.</b> Removes an exception and makes retired school principals who serve as short-call substitute principals or assistant principals subject to continuing education requirements applicable to licensed principals generally. Makes this section effective immediately.	<b>Same.</b>	<b>S.F. 1495, 2nd engrossment, article 2, section 19. Rules for Continuing Education Requirements.</b> Strikes an exception for retired school principals from continuing education requirements adopted by the Board of School Administrators. <b>Effective Date.</b> Makes the section effective immediately.
14	<b>Principal preparation program reporting.</b> Directs the Board of School Administrators to annually publish on its Web site at least three years of cumulative, summary data on principal preparation program outcomes.	<b>No comparable provision.</b>	
15	<b>Teacher and support personnel qualifications.</b> (a) Requires the Board of Teaching to license qualified out-of-state teacher candidates. (b), (c) Direct the Board of Teaching to allow teacher licensure candidates to submit requisite essentially equivalent ACT or SAT passing scores in lieu of the college-level skills test scores (MTLE). At the request of a district or charter school, direct the Board of Teaching to issue an additional temporary one-year teaching license to a teacher employed by the district or charter school who held a temporary one-year teaching license in the previous school year and who agrees to try to pass the skills exam or attain the requisite ACT or SAT scores. At the request of a district or charter school employer, direct the Board of Teaching to issue a standard license to a teacher who, after being granted a third temporary license, is determined by	<b>Dissimilar.</b>	<b>S.F. 1495, 2nd engrossment, article 2, section 20. Teacher and Support Personnel Qualifications.</b> Directs the Board of Teaching to require all teacher licensure candidates to demonstrate a passing score on a board-adopted skill exam in reading, writing, and mathematics. Strikes the requirement of attaining a composite score on the ACT Plus Writing or the SAT. Allows the Board to issue up to four temporary, one-year licenses to candidates who have not passed the board-adopted skills exam.

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	<p>the district or charter school to have been an effective teacher during the three consecutive school years the teacher taught under a temporary license.</p> <p>Makes this section effective immediately and applicable to all candidates seeking initial teacher licensure, including those holding a temporary, one-year teaching license.</p>		
		<p><b>No comparable provision.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 2, section 21. Limited Provisional Licenses.</b> Allows the Board of Teaching to grant two-year provisional licenses to a candidate in a field in which they were not previously licensed or in a shortage licensure area.</p>
<p><b>16</b></p>	<p><b>Grounds for revocation, suspension, or denial.</b> Directs the Board of Teaching and the Board of School Administrators, whichever has jurisdiction, to refuse to issue or renew or to automatically revoke an individual’s teaching license without the right to a hearing upon receiving a certified copy of a conviction showing that the individual was convicted of a specific crime, including first and second degree sex trafficking, engaging in hiring or agreeing to hire a minor to engage in prostitution, soliciting children to engage in sexual conduct or communicating sexually explicit materials to children, interfering with privacy, stalking a minor victim, and other offenses requiring the individual to register as a predatory offender, among other listed crimes.</p>	<p><b>Similar. S.F. omits sex trafficking in the second degree under section 609.322, subdivision 1.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 2, section 22. Grounds for Revocation, Suspension, or Denial.</b> Directs the Board of Teaching and the Board of School Administrators, whichever has jurisdiction, to refuse to issue or renew or to automatically revoke an individual’s teaching license without the right to a hearing upon receiving a certified copy of a conviction showing that the individual was convicted of a specific crime including, first and second degree sex trafficking, engaging in hiring or agreeing to hire a minor to engage in prostitution, soliciting children to engage in sexual conduct or communicating sexually explicit materials to children, interfering with privacy, stalking a minor victim, and other offenses requiring the individual to register as a predatory offender, among other listed crimes.</p>
<p><b>17</b></p>	<p><b>Licensure via portfolio.</b> (d) Requires the Board of Teaching to notify candidates who submit a portfolio for teacher licensure whether or not the educator licensing division at the Minnesota Department of Education approved their portfolio and to inform candidates whose portfolios are not approved how to revise their portfolio to successfully demonstrate the requisite competence. Allows a teacher candidate to resubmit</p>	<p><b>Similar. S.F. requires candidate to submit portfolio to Board of Teaching. H.F. keeps current law.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 2, section 23. Licensure via Portfolio.</b> Requires a candidate to submit a portfolio to the Board of Teaching, instead of the Educator Licensing Division of the Department of Education. Directs the Board to approve or disapprove a candidate’s portfolio within 90 calendar days. Allows the candidate to resubmit a</p>

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	<p>a portfolio at any time and requires the department to approve or disapprove the resubmitted portfolio within 60 days.</p> <p>Makes this section effective immediately and applicable to all portfolios submitted to the educator licensing division at the Minnesota Department of Education after that date.</p>		<p>revised portfolio after receiving notification on how to revise the portfolio.</p> <p><b>Effective Date.</b> Makes the section effective immediately and applicable to all portfolios submitted to the Board of Teaching after that date.</p>
18	<p><b>Applicants trained in other states.</b></p> <p><b>Subd. 1. Preparation equivalency.</b> Directs the board to establish criteria and streamlined procedures by January 1, 2016, to recognize the experience and credentials of an out-of-state applicant for a Minnesota teaching license and allow the applicant to demonstrate their qualifications for licensure based on performance measures the board adopts by January 1, 2016.</p> <p><b>Subd. 2. Applicants licensed in other states.</b> (a) Directs the Board of Teaching to issue a Minnesota teaching license to an out-of-state applicant who meets certain specified criteria, including either: (1) field specific teaching methods, student teaching, or equivalent experience; or (2) at least two years of teaching experience as the teacher of record in a similar licensure field.</p> <p>(b) Allows the Board of Teaching to issue a standard license based on an out-of-state applicant’s teaching experiences and exams.</p> <p>(c) Directs the Board of Teaching to issue a Minnesota teaching license to an out-of-state applicant who either: (1) completed field-specific teaching methods, student teaching or equivalent experience; or (2) has at least two years of teaching experience as the teacher of record in a similar licensure field, among other criteria.</p>	<p><b>Dissimilar except subdivision 3 similar purpose.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 2, section 24.</b></p> <p><b>Applicants Trained in Other States.</b> Directs the Board of Teaching to publish criteria and procedures for granting a Minnesota teaching license to candidates trained out of state that recognize the experience and professional credentials of the person holding an out-of-state diploma or degree. Requires the Board to issue a restricted license to a candidate with an out-of-state license that is more limited in the content field or grade levels than a similar Minnesota license. Allows the Board to issue a two-year limited provisional license to an applicant to teach in a shortage area. Requires the Board to enter into interstate agreements for teacher license to allow fully certified teachers from adjoining states to transfer their certification to Minnesota.</p> <p><b>Effective Date.</b> Makes the section effective immediately.</p>

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	<p>(d) Directs the Board of Teaching to issue up to three temporary one-year teaching licenses to an out-of-state applicant who holds an out-of-state teaching license to teach in a similar content field and similar grade levels, among other criteria.</p> <p>(e) Directs the Board of Teaching to issue up to three temporary one-year teaching licenses to an out-of-state applicant who holds an out-of-state teaching license to teach in a similar content field and similar grade levels.</p> <p>(h) Allows the Board of Teaching to issue a Minnesota teaching license to an out-of-state applicant who obtains qualifying scores on board-approved content and pedagogy tests and the college-level skills exams or the ACT or SAT.</p> <p>(i) Directs the Board of Teaching to require an out-of-state applicant to pass the reading, writing, and math college-level skills examination or demonstrate attainment of ACT or SAT essentially equivalent passing scores.</p> <p><b>Subd. 3. Teacher licensure agreements with adjoining states.</b> (a) Directs the Board of Teaching to enter into interstate agreements for teacher licensure that allow fully certified teachers from adjoining states to transfer their certification to Minnesota and receive a Minnesota teaching license without need to complete exams or other preparation requirements. Directs the board to enter into these agreements only after determining that teacher licensure requirements in the adjoining state are comparable to Minnesota requirements. Allows the board to limit agreements to particular content areas or grade levels based on established priorities or identified shortages. Excludes from this paragraph those teachers holding provisional licenses.</p>		

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	<p>(b) Strongly encourages the Board of Teaching to work with adjoining states to establish reciprocal interstate teacher licensure agreements.</p> <p>Makes this section effective July 1, 2015.</p>		
19	<p><b>Requirements.</b> (a) Allows both a nonprofit corporation organized for an education-related purpose that partners with a college or university offering a board-approved teacher preparation program and a nonprofit corporation organized for an education-related purpose, after consulting with a college or university offering a board-approved teacher preparation program, to provide teacher preparation programs that allow candidates to acquire limited term licenses in preparation for acquiring a standard teaching license.</p> <p>(b) Requires a person with a limited term license, before becoming the teacher of record, to take the reading, writing, and math college-level skills tests or demonstrate attainment of essentially equivalent ACT or SAT passing scores.</p> <p>(c) Clarifies that a limited term license is not a provisional license.</p>	Some similarity.	<p><b>S.F. 1495, 2nd engrossment, article 2, section 25. Requirements.</b> Allows a nonprofit corporation that forms a partnership with a college or university to provide an alternative teacher preparation program.</p> <p><b>Effective Date.</b> Makes the section effective immediately.</p>
20	<p><b>Program approval; disapproval.</b> (b) Requires “nontraditional means” to include a portfolio of previous experiences, teaching experience, educator evaluations, certificates marking the completion of education training programs, and other essentially equivalent demonstrations.</p> <p>(c) Requires the Board of Teaching to use nontraditional criteria to determine the qualifications of program instructors.</p> <p>(d) Allows the board to recognize instructors holding only a bachelor’s degree.</p>	No comparable provision.	
21	<p><b>Standard license.</b> Directs the Board of Teaching to issue a Minnesota teaching license to a qualified candidate who attains</p>	Similar. H.F. has “college-level.”	<p><b>S.F. 1495, 2nd engrossment, article 2, section 26. Standard License.</b> Allows for candidates trained in an alternative</p>

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	qualifying scores on board-approved college-level skills, pedagogy, and content tests, and is recommended for licensure.		preparation program to obtain a qualifying score on board-approved exams in order to be issued a license.
22	<p><b>Nonlicensed community experts; variance.</b></p> <p><b>Subd. 1. Authorization.</b> Allows school districts and charter schools, without need for Board of Teaching approval, to hire nonlicensed community experts after trying to obtain acceptable licensed teachers for the particular course or subject area. Requires a school district or charter school to notify a student’s parent or guardian before placing the student in the classroom of a nonlicensed community expert.</p> <p><b>Subd. 2. Reports; criteria.</b> Directs school districts and charter schools to report to the Board of Teaching when using a variance to hire local nonlicensed teaching personnel.</p> <p><b>Subd. 3. Comment on variance.</b> Allows the Board of Teaching to comment on a district or charter school report on using a variance and requires the district or charter school to post the comment on its official Web site.</p> <p><b>Subd. 4. Background Check.</b> Strikes the requirement for Board of Teaching approval.</p> <p>Makes this section effective immediately and applicable to nonlicensed community experts hired after that date.</p>	<p><b>No comparable provision.</b></p>	
23	<p><b>Exemption for technical education instructors.</b> With the approval of the local employer school board, exempts a part-time vocational or career and technical education program teacher from teacher licensure requirements.</p> <p>Makes this section effective immediately and applicable to all technical education instructors hired after that date.</p>	<p><b>Similar. S.F. clarifies that licensed educators are included in the definition of teacher. S.F. sets expiration date of the section.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 2, section 27. Exemption for Technical Education Instructors.</b> Exempts a person from licensure requirements if the school board approved them to teach a part-time vocational or career and technical education program.</p>

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24	<p><b>Probationary period.</b> (a) Allows a local school board to negotiate an unrequested leave of absence plan for probationary teachers as an alternative to a probationary teacher’s at-will employment status.</p> <p>Makes this section effective immediately.</p>	<p><b>No comparable provision.</b></p>	
25	<p><b>Development, evaluation, and peer coaching for continuing contract teachers.</b> (d) Prohibits school administrators from placing students in kindergarten through grade 4 in consecutive school years in the classroom of a teacher with the lowest evaluation rating in the previous school year unless no other teacher at the school teaches that grade. Prohibits school administrators from placing students in grades 5 to 12 in consecutive school years in the classroom of a teacher with the lowest evaluation rating in the previous school year unless no other teacher at the school teaches that subject area and grade.</p> <p>Makes this section effective for the 2017-2018 school year and later.</p>	<p><b>Similar goal.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 2, section 28. Development, Evaluation, and Peer Coaching for Continuing Contract Teachers.</b> Prohibits a school administrator from placing a student, for two consecutive school years, in the classroom of a teacher who is in the improvement process, unless no other teacher at the school teaches that grade, or subject area.</p>
26	<p><b>Negotiated unrequested leave of absence.</b> (a) Requires the school board and the exclusive bargaining representative of the teachers to negotiate an unrequested leave of absence plan. Precludes teachers holding provisional teaching licenses from exercising seniority unless the teacher is a vocational education teacher and a vocational education license is required for the teaching position.</p> <p>(b) Beginning in the 2017-2018 school year, requires school boards to place teachers on unrequested leave of absence based on their licensure field, evaluation outcomes and effectiveness category or rating, and other locally determined criteria such as teacher seniority. Allows both probationary and continuing contract teachers to be included within an effectiveness category or rating. Does not require a school board to reassign</p>	<p><b>No comparable provision.</b></p>	

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	<p>a teacher with more seniority to accommodate the seniority claims of a similarly licensed and effective teacher with less seniority. Prohibits a school board from using a teacher’s remuneration to make unrequested leave of absence decisions. Requires all teacher employment contracts to include the negotiated unrequested leave of absence plan. Directs the school board to publish its unrequested leave of absence plan in a readily accessible format.</p> <p>(c) Allows a teacher who is notified of being placed on unrequested leave of absence to submit to the school board within 14 days a request for a hearing before a neutral hearing officer to establish whether the district met certain teacher evaluation requirements: for probationary teachers, all required evaluations were provided; a three-year teacher professional review and evaluation cycle was established for the teacher; any summative evaluation of the teacher was performed by a qualified and trained evaluator; a peer review evaluation occurred in the those years without a summative evaluation; and, if the teacher did not meet professional teaching standards, an improvement process with goals and time lines was established. Requires the school board and the exclusive representative of the teachers to agree on a panel of people and a process to select the neutral hearing officer. Requires the hearing officer to issue a decision within 14 days of the hearing request. Allows the school board and the exclusive representative of the teachers to negotiate a different process to determine whether the teacher evaluation requirements were met.</p> <p>(d) Prohibits using evaluation outcomes and effectiveness categories to place a teacher on unrequested leave of absence if the principal evaluating the teacher is on an improvement plan.</p>		



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	<p>(e) Defines a provisional license as a teaching license issued by the Board of Teaching under a waiver or variance.</p> <p>Makes this section effective immediately and applicable to negotiated unrequested leave of absence plans agreed to on or after that date.</p>		
27	<p><b>Unrequested leave of absence.</b> (a) Allows a school board to place teachers on unrequested leave of absence, without compensation, due to the discontinuation of a position, lack of pupils, financial limitations, or a merger of classes caused by district consolidation or reorganization.</p> <p>(b) Makes the provisions of this subdivision on unrequested leaves of absence applicable through the 2016-2017 school year only.</p> <p>(e) Creates an exception from certain restrictions on exercising seniority for teachers holding vocational education licenses that are required for a teaching position.</p> <p>(g) For purposes of unrequested leaves of absence and recall, does not require a school board to reassign a teacher in order to accommodate the seniority claims of a less senior, similarly licensed and effective teacher.</p> <p>(l) Makes the five-year right to reinstatement applicable to teachers placed on unrequested leave of absence who are categorized as effective or better under the district's teacher development and evaluation agreement. Requires teachers on unrequested leave of absence to annually submit to the school board by April 1 a request for reinstatement in the next school year.</p> <p>(m) Terminates after one school year the right to reinstatement of those teachers placed on unrequested leave of absence who are categorized as ineffective or less. Also terminates the right</p>	<p><b>No comparable provision.</b></p>	

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	<p>to reinstatement of those teachers placed on unrequested leave of absence who fail to submit to the school board by April 1 a request for reinstatement in the next school year.</p> <p>Makes this section effective immediately.</p>		
28	<p><b>Immediate discharge.</b> Requires a school board to immediately discharge a continuing contract teacher whose license has been revoked due to conviction for child abuse, including child sexual abuse.</p> <p>Makes this section effective immediately.</p>	<p><b>No comparable provision.</b></p>	
29	<p><b>Probationary period; discharge or demotion.</b> (a) Allows a local school board to negotiate a plan for discontinuing or terminating probationary teachers as an alternative to a probationary teacher’s at-will employment status.</p> <p>Makes this section effective immediately.</p>	<p><b>No comparable provision.</b></p>	
30	<p><b>Development, evaluation, and peer coaching for continuing contract teachers.</b> (d) Prohibits school administrators from placing students in kindergarten through grade 4 in consecutive school years in the classroom of a teacher with the lowest evaluation rating in the previous school year unless no other teacher at the school teaches that grade. Prohibits school administrators from placing students in grades 5 to 12 in consecutive school years in the classroom of a teacher with the lowest evaluation rating in the previous school year unless no other teacher at the school teaches that subject area and grade.</p> <p>Makes this section effective for the 2017-2018 school year and later.</p>	<p><b>Similar goal.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 2, section 29. Development, Evaluation, and Peer Coaching for Continuing Contract Teachers.</b> Prohibits a school administrator for a school located in a city of the first class from placing a student, for two consecutive school years, in the classroom of a teacher who is in the improvement process, unless no other teacher at the school teaches that grade, or subject area.</p>
31	<p><b>Grounds for discharge or demotion.</b> Directs a school board in a first class city school district to immediately discharge a</p>	<p><b>No comparable provision.</b></p>	

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	<p>teacher whose license has been revoked due to a conviction for child abuse, including child sexual abuse.</p> <p>Makes this section effective immediately.</p>		
32	<p><b>Services terminated by discontinuance or lack of pupils; preference given.</b> (a) For purposes of discontinuing teaching positions in first class city school districts through the 2017-2018 school year, requires the school board first to consider other positions in the district for which the teacher is qualified and to discontinue teachers in the inverse order of their employment.</p> <p>(b) For the 2017-2018 school year and later, requires the school board of a first class city school district and the exclusive representative of the teachers to negotiate a plan to discontinue and terminate teachers based on their licensure field, evaluation outcomes and effectiveness category or rating, and other locally determined criteria such as teacher seniority. Allows both probationary and continuing contract teachers to be included within an effectiveness category or rating. Does not require a school board to reassign a teacher with more seniority to accommodate the seniority claims of a similarly licensed and effective teacher with less seniority. Prohibits a school board from using a teacher’s remuneration to make unrequested leave of absence decisions. Requires all teacher employment contracts to include the negotiated plan for discontinuing or terminating teachers. Directs the school board to publish its plan for discontinuing or terminating teachers in a readily accessible format.</p> <p>(c) Allows a teacher who is notified of being discontinued or terminated to submit to the school board within 14 days a request for a hearing before a neutral hearing officer to establish whether the district met certain teacher evaluation requirements: for probationary teachers, all required</p>	<p><b>No comparable provision.</b></p>	

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	<p>evaluations were provided; a three-year teacher professional review and evaluation cycle was established for the teacher; any summative evaluation of the teacher was performed by a qualified and trained evaluator; a peer review evaluation occurred in the those years without a summative evaluation; and, if the teacher did not meet professional teaching standards, an improvement process with goals and time lines was established. Requires the school board and the exclusive representative of the teachers to agree on a panel of people and a process to select the neutral hearing officer. Requires the hearing officer to issue a decision within 14 days of the hearing request. Allows the school board and the exclusive representative of the teachers to negotiate a different process to determine whether the teacher evaluation requirements were met.</p> <p>(d), (e) Through the 2016-2017 school year, allow teachers holding a provisional vocational education license required for an available position to exercise their seniority. Prevent other teachers who hold provisional licenses in other fields from exercising their seniority unless the implicated teachers both hold provisional licenses in the same field.</p> <p>(f) Prohibits using evaluation outcomes and effectiveness categories to place a teacher on unrequested leave of absence if the principal evaluating the teacher is on an improvement plan.</p> <p>Makes this section effective immediately and applicable to negotiated plans for discontinuing or terminating teachers after that date.</p>		
		<p><b>No comparable provision.</b></p>	<p><b>Section 5. Qualifying plan.</b> Allows a cooperative unit, as defined in section 123A.24, subdivision 2, to develop an educational improvement plan to qualify for the alternative teacher professional pay system.</p>

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			<b>Effective Date.</b> Makes the section effective for revenue for fiscal year 2017 and later.
		<b>No comparable provision.</b>	<b>Section 6. Plan components.</b> Allows a governing board to an educational improvement plan in order to qualify for the alternative teacher professional pay system. <b>Effective Date.</b> Makes the section effective for revenue for fiscal year 2017 and later.
		<b>No comparable provision.</b>	<b>Section 7. Restructured pay system.</b> Includes cooperatives, as defined in section 123A.24, subdivision 2, in the restructured alternative teacher professional pay system. <b>Effective Date.</b> Makes the section effective for revenue for fiscal year 2017 and later.
		<b>No comparable provision.</b>	<b>Section 8. Transitional planning year.</b> Allows a cooperative, excluding an intermediate school district, to participate in the alternative teacher professional pay system if, one school year before the cooperative expects to fully implement the pay system the board submits a letter of intent to the Department and a record of a formal vote of the teachers employed by the cooperative. <b>Effective Date.</b> Makes the section effective for revenue for fiscal year 2017 and later.
33	<b>Alternative teacher professional pay system.</b> <b>Subd. 2. Alternative professional pay system.</b> (c) Allows the alternative teacher professional pay system to: (1) include a hiring bonus or other added compensation for effective or highly effective teachers who work in a hard-to-fill position or in a hard-to-staff school, (2) include incentives for teachers to obtain a master’s degree in their content field of licensure or pursue additional licensure in a locally-identified teacher shortage area, or help fund a “grow	<b>Hard-to-fill and hard-to-staff school setting language similar; S.F. adds cooperatives to the pay system.</b>	<b>Section 9. Alternative teacher professional pay system.</b> Allows cooperatives to participate in the alternative teacher professional pay system. Includes a hiring bonus or other added compensation for a teacher who works in hard-to-fill positions or hard-to-staff school settings in the reformation of the “steps and lanes” salary schedule. <b>Effective Date.</b> Makes the section effective for revenue for fiscal year 2017 and later.

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	your own” teacher initiative, and (3) provide for teacher-powered site-governed schools.  Makes this section effective immediately and applicable to agreements approved or renegotiated after that date.		
		<b>No comparable provision.</b>	<b>Section 10. Cooperative applications.</b> Provides the application requirements for cooperative units, excluding intermediate school districts, to participate in the alternative teacher professional pay system.  <b>Effective Date.</b> Makes the section effective for revenue for fiscal year 2017 and later.
		<b>No comparable provision.</b>	<b>Section 11. Approval process.</b> Allows cooperatives to participate in the alternative teacher professional pay system.  <b>Effective Date.</b> Makes the section effective for revenue for fiscal year 2017 and later.
		<b>No comparable provision.</b>	<b>Section 12. Report; continued funding.</b> Includes cooperatives in the reporting requirements for the alternative teacher professional pay system.  <b>Effective Date.</b> Makes the section effective for revenue for fiscal year 2017 and later.
		<b>No comparable provision.</b>	<b>Section 13. Alternative Compensation Revenue.</b> Provides a formula for a cooperative, including an intermediate school district, basic alternative teacher compensation aid.  <b>Effective Date.</b> Makes the section effective for revenue for fiscal year 2017 and later.
<b>34</b>	<b>Staff development program.</b>  <b>Subd. 1. Staff development committee.</b> Requires school boards to use staff development revenue for teacher and	<b>No comparable provision.</b>	

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	<p>principal development and evaluation plans, in-service education programs, and other staff development needs.</p> <p><b>Subd. 2. Contents of plan.</b> Requires staff development plans to make staff development outcomes part of districts' teacher development and evaluation agreement and to include procedures to evaluate progress toward meeting staff development outcomes at each school site.</p> <p><b>Subd. 3. Staff development outcomes.</b> Directs the advisory staff development committee to adopt a staff development plan that is consistent with the district's teacher development and evaluation agreement for developing and evaluating teachers and improving student outcomes and with the principal evaluation process for strengthening principals' capacity related to instruction, supervision, evaluation, and teacher development.</p> <p>Makes this section effective for the 2016-2017 school year and later.</p>		
35	<p><b>Staff development revenue.</b> Requires school districts to reserve at least two percent of basic revenue for teacher and principal professional development and evaluation and for in-service education programs. Allows staff development revenue to be used for other specified purposes, including teacher mentoring, to the extent extra funds are available.</p> <p>Makes this section effective for the 2016-2017 school year and later.</p>	No comparable provision.	
36	<p><b>Practice or student teachers.</b> Requires student teachers to be placed with a cooperating licensed teacher who has at least three years of teaching experience and is not in the improvement process.</p>	Same.	<p><b>S.F. 1495, 2nd engrossment, article 2, section 30. Practice or Student Teachers.</b> Requires a student teacher to be placed with a cooperating licensed teacher who has at least three years of experience and is not in the improvement process.</p>

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	Makes this section effective for the 2015-2016 school year and later.		<b>Effective Date.</b> Makes the section effective for the 2015-2016 school year and later.
37	<p><b>Teacher mentorship.</b></p> <p><b>Subd. 1. Teacher mentoring programs.</b> (a) Allows school districts to develop and implement mentoring programs for teachers new to the profession or district and to provide mentoring programs to other teachers.</p> <p>(b) Requires teacher mentoring programs to support districts' teacher development and evaluation and peer review processes. Allows school districts to use staff development revenue or other funding source to pay a stipend to a mentor who may be a district employee or third party contractor.</p>	<b>No comparable provision.</b>	
38	<p><b>Teacher assignment.</b> (a) For purposes of district consolidation, assigns the most effective teacher with the greatest seniority to the district receiving the most students and alternately assigns the remaining teachers from most to least effective and with most to least seniority within each effectiveness category or rating.</p> <p>(c) Makes the provisions of this section applicable to the extent they conform to other provisions governing teacher development and evaluation and unrequested leaves of absence.</p> <p>Makes this section effective immediately.</p>	<b>No comparable provision.</b>	
		<b>No comparable provision.</b>	<p><b>Section 14. Principals' Leadership Development.</b></p> <p><b>Subdivision 1. Establishment.</b> Allows the Commissioner to contract with the University of Minnesota's principals' leadership academy and Minnesota State University Mankato to provide</p>



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			<p>research-based professional development for licensed principals and other school leaders.</p> <p><b>Subd. 2. Selection methods and admission processes.</b> (a) Allows a charter school leader or licensed principal to apply to attend a program.</p> <p>(b) Allows for applications and recommendation lists to be submitted to the administrator of a program, instead of the Commissioner. Establishes a committee to make a recommendation to the program administrator from the pool of applicants. Requires that the recommended list of applicants be regionally diverse and include charter school leaders. Each year, a program administrator is required to select applicants and notify them of their selection to participate in the academy.</p> <p><b>Subd. 3. Program delivery.</b> Requires an academy to be offered annually in the seven-county metropolitan area and in greater Minnesota. The greater Minnesota program must be at one of the Centers of Excellence in cooperation with the Minnesota Department of Education.</p>
39	<p><b>District-created site-governed teacher-powered schools.</b> Amends existing law on site-governed schools to specifically refer to the schools as teacher-powered schools.</p>	<p><b>Dissimilar.</b></p>	<p><b>Section 15. Teacher-powered schools; grants.</b> Provides grants for teacher powered schools, which are school sites in which the teacher comprise the governance structure of the school and assume responsibility for the school's success. Requires grant recipients to report annually to the commissioner and the legislature on the success measures of teacher-powered schools, including the state multiple measures, survey of parental satisfaction, and other measures relevant to the school's special mission.</p>

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40	<p><b>Authorization; notification.</b> Allows 9th and 10th grade students enrolled in a school district or an American Indian-controlled tribal contract or grant school to enroll in a concurrent enrollment course subject to the agreement of the district and the postsecondary institution providing the course or in a world languages course that is available to 11<sup>th</sup> and 12<sup>th</sup> grade students and consistent with world languages standards and proficiency seals and certificates.</p>	<p><b>Similar. H.F. and S.F. on 9th, 10th, graders' CIS/CE according to agreement; world language course.</b></p>	<p><b>Section 16. Authorization; notification.</b> Allows 9th or 10th grade students to participate in a concurrent enrollment course at the discretion of the school district, instead of allowing for enrollment after all the 11th and 12th grade students have applied and more students are necessary to offer the course.</p> <p><b>S.F. 1495, 2nd engrossment, article 2, section 31. Authorization; Notification.</b> Allows a ninth or tenth grade student to participate in a world language concurrent enrollment course.</p>
41	<p><b>Authorization; career and technical education.</b> Allows a student in grade 10 who did not take the MCA reading test in grade 8 to substitute another reading assessment accepted by the MnSCU institution enrolling the student in a career and technical education course under the postsecondary enrollment options program.</p>	<p><b>Same.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 2, section 32. Authorization; Career or Technical Education.</b> Allows a tenth grade student who did not take the eighth grade MCA to use a different reading assessment accepted by the enrolling postsecondary institution.</p>
42	<p><b>Limit on participation.</b> Removes the limits on postsecondary enrollment options program participation for students the school district determines are not on track to graduate.</p>	<p><b>Same.</b></p>	<p><b>Section 17. Limit on Participation.</b> Waives the limit on participation in PSEO, if the school district determines that the student is not on track to graduate.</p>
43	<p><b>Enrollment priority.</b> (a) Strikes a prohibition against a postsecondary institution advertising the educational, programmatic, and financial benefits of its PSEO courses to secondary students residing in a school district with 700 students or more in grades 10, 11, and 12.</p> <p>(b) Prohibits postsecondary institutions from enrolling secondary pupils under the postsecondary enrollment options program in courses that are not college level except when a student who is enrolled in the graduation incentives program enrolls full-time in a middle or early college program having a well-defined pathway that allows the student to earn a postsecondary degree or credential.</p>	<p><b>Same, except for effective date.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 2, section 33. Enrollment Priority.</b> Requires a middle or early college program designed for a student to earn dual high school and college credit to have a well-defined pathway to a degree or credential.</p>

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	Makes this section effective immediately.		
44	<p><b>Credits.</b> Requires all MnSCU institutions to give full credit to a student enrolling in any MnSCU institution who, as a high school PSEO student, completed a PSEO course or program for postsecondary credit that is part or all of a goal area or transfer curriculum at a MnSCU institution. Requires that once one MnSCU institution certifies a secondary student’s postsecondary course or program as complete, whether part or all of a goal area or transfer curriculum, all MnSCU institutions must consider the student’s course or program for that goal area or transfer curriculum as complete.</p> <p>Makes this section effective for the 2015-2016 school year.</p>	No comparable provision.	
45	<p><b>Accreditation.</b> Directs postsecondary institutions providing concurrent enrollment courses to implement national program standards of the National Alliance of Concurrent Enrollment Partnership and evidence for accreditation by the 2020-2021 school year.</p>	No comparable provision.	
		No comparable provision.	<p><b>Section 18. Full-service community schools.</b></p> <p><b>Subdivision 1. Definitions.</b> Defines the following terms: community organization, community school consortium, community school programming, high-quality child care or early childhood programming, school site, and site coordinator.</p> <p><b>Subd. 2. Full-service community school program.</b>  <b>(a)</b> Directs the commissioner to fund eligible school sites. An eligible school site must be a school that is on a development plan for continuous improvement or a school in a district that has an approved achievement and integration plan.</p>

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			<p><b>(b)</b> School sites must receive up to \$100,000 annually and hire a site coordinator.</p> <p><b>(c)</b> Implementation funding is up to \$20,000 for one year for planning.</p> <p><b>(d)</b> Requires a school site to have a 12 to 15 member school leadership team to develop school-specific programming goals, assessing program needs, and overseeing the process of implementing expanded programming at the site.</p> <p><b>(e)</b> Requires a school site to do a baseline analysis before beginning programming as a full-service community school.</p> <p><b>(f)</b> School sites must establish at least two of the following types of programming: early childhood, academic, parental involvement, mental and physical health, community involvement, positive discipline practices, and other programming designed to meet school and community needs identified in the baseline analysis.</p> <p><b>(g)</b> Requires the school leadership team to develop a detailed plan that includes the following: establishment and operation of the school leadership team; maintenance of attendance records; maintenance of measurable data showing participation and effects of programming on participants; collaboration between the school and community stakeholders; compliance</p>

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			<p>with the district nondiscrimination policy; and school leadership team development.</p> <p><b>Subd. 3. Full-service community school review.</b>  <b>(a)</b> Establishes a three year review for schools to report to the commissioner. The report must include the following:</p> <ol style="list-style-type: none"> <li>1. an assessment of the effectiveness of the school site in implementing the plan;</li> <li>2. problems encountered in the development or implementation of the plan;</li> <li>3. the operation of the leadership team and the team’s contribution to the successful execution of the plan;</li> <li>4. recommendations for improvements to programming;</li> <li>5. the number and percentage of students receiving programming who had not been previously served;</li> <li>6. the number and percentage of nonstudent community members receiving programming who had not been previously served;</li> <li>7. student retention improvements;</li> <li>8. academic achievement improvements;</li> <li>9. changes in student school readiness, involvement in learning and their community, physical, social and emotional health, and relationships with school and community environment;</li> <li>10. an accounting of anticipated local budget savings;</li> <li>11. family involvement improvements;</li> <li>12. assessment of community stakeholder satisfaction;</li> <li>13. assessment of institutional partner satisfaction;</li> <li>14. the ability to continue services in the absence of future full-service community school funding;</li> <li>15. increases in access to services; and</li> </ol>

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			<p>16. the degree of increased collaboration among agencies and private partners.</p> <p>(b) Requires the commissioner to evaluate the reports submitted by the schools on the following criteria:</p> <ol style="list-style-type: none"> <li>1. the effectiveness of the school in implementing the full-service community plan;</li> <li>2. the extent to which the project delivered lessons on ways to improve programming for students;</li> <li>3. the degree to which there has been an increase in students and nonstudents receiving programming;</li> <li>4. the degree to which there has been an improvement in student retention and academic achievement among students receiving programming;</li> <li>5. local budget savings;</li> <li>6. degree of community stakeholder and institutional partner engagement;</li> <li>7. the ability to continue services in the absence of future full-service community school funding;</li> <li>8. increased access to services for students and their families; and</li> <li>9. the degree of increased collaboration among agencies and private partners.</li> </ol>
		<p><b>No comparable provision.</b></p>	<p><b>Section 19. Innovative Incubator Service-Learning Grants. Subdivision 1. Establishment; Eligibility Criteria; Application Requirements.</b> (a) Establishes a five-year grant program to expand service-learning opportunities for students in early childhood programs through grade 12.</p> <p>(b) Requires formation of an authentic student-adult partnership that includes one or more community-based</p>

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			<p>organizations or government units in order to be eligible for an innovative, incubator service-learning grant. Before applying for a grant, participating students must work with an adult partner to identify an issue, need, or opportunity to pursue through a partnership and invite a possible partner to collaborate in developing a grant application. Requires the partnership to including, at a minimum, the following:</p> <p>(1) at least a group of enrolled students, two or more school district employees, and an eligible community-based organization or unit of government; and</p> <p>(2) assist students to:</p> <p>(i) actively participate in service-learning experiences;</p> <p>(ii) operate collaboratively with service-learning partnership members;</p> <p>(iii) align service-learning experiences with students' individualized educational plans and programs;</p> <p>(iv) apply students' knowledge and skills in their community and help solve community problems;</p> <p>(v) foster students' civic engagement; and</p> <p>(vi) explore and pursue career pathways and achieve college readiness.</p> <p>Establishes requirements for contents of the application. Requires the partnership to work with a</p>

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			<p>district service-learning specialist or service-learning coordinator or a district curriculum specialist to design a grant application and implement an approved grant application.</p> <p><b>Subd. 2. Innovation Grants.</b> Allows for up to four grants of up to \$30,000 each for innovative, incubator service-learning opportunities. Requires the partnership to provide a one-to-one match in funds or in-kind contributions unless the commissioner waives the requirement.</p> <p><b>Subd. 3. Evaluation.</b> Directs the Commissioner to evaluate these initiatives based on educational and developmental outcomes of participating students. The evaluation must include summary data on the characteristics and extent of students' participating in service learning, their development of academic skills or achievements, and their engagement in school, school attendance, course completion rates, opportunity to develop community, college, or career connections, and graduation rates. The Commissioner must also look at community outcomes and results achieved through student service-learning experiences.</p> <p><b>Effective Date.</b> Makes the section effective for fiscal year 2016 and later.</p>
		<p><b>No comparable provision.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 2, section 47. Policy.</b> Updates the policy statement that relates to the American Indian Education Act.</p>



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46	<b>Tribal Nations Education Committee.</b> Defines “Tribal Nations Education Committee” to mean the committee established through tribal directive that the commissioner consults with on all matters related to educating American Indian students.	<b>Same.</b>	<b>S.F. 1495, 2nd engrossment, article 2, section 48. Tribal Nations Education Committee.</b> Names the Tribal Nations Education Committee.
47	<b>Participating school; American Indian school.</b> Defines “participating school” and “American Indian school” to mean a school eligible to receive a federal grant for educating American Indian children.	<b>Same.</b>	<b>S.F. 1495, 2nd engrossment, article 2, section 49. Participating School; American Indian School.</b> Conforms state statute to federal law.
		<b>No comparable provision.</b>	<b>S.F. 1495, 2nd engrossment, article 2, section 50. Public School Designation.</b> Defines participating schools or American Indian schools as public schools for purposes of membership in professional organizations or associations.
48	<b>Program described.</b> Strikes language requiring a specific focus on improved reading and math skills. Requires program services to help increase the completion and graduation rates of American Indian students, to emphasize academic achievement, retention, and attendance, to develop support services, and to include research projects with innovative teaching approaches, to provide career counseling among other program services. Allows school districts to establish cooperative liaisons with tribal programs and social service agencies when providing these programs and services.	<b>Same.</b>	<b>S.F. 1495, 2nd engrossment, article 2, section 51. Program Described.</b> Amends the curriculum considerations for American Indian education programs to include indigenous language. Establishes increased completion and graduation rates for American Indian students to the program emphasis.
49	<b>Enrollment of other children; shared time enrollment.</b> Allows American Indian children and other children enrolled in a nonpublic school system to be enrolled on a shared time basis in all academic, targeted services, and American Indian education programs.	<b>No comparable provision.</b>	
50	<b>Nonverbal courses and extracurricular activities.</b> Directs American Indian children to fully participate on an equal basis	<b>Same.</b>	<b>S.F. 1495, 2nd engrossment, article 2, section 52. Nonverbal Courses and Extracurricular Activities.</b> Makes a technical change.

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	with their peers in predominantly nonverbal school classes such as art, music, and physical education.		
51	<b>American Indian language and culture education licenses.</b> Directs the Board of Teaching, in consultation with the Tribal Nations Education Committee, to grant teaching licenses in American Indian language and culture education. Allows the board to consider tribal resolutions as evidence of a person’s qualifications for this licensure.	Same.	<b>S.F. 1495, 2nd engrossment, article 2, section 53. American Indian Language and Cultural Education Licenses.</b> Directs the Board of Teaching to consult with the Tribal Nations Education Committee on American Indian language and culture licenses.
		No comparable provision.	<b>S.F. 1495, 2nd engrossment, article 2, section 54. Persons Holding General Teaching Licenses.</b> Requires a person with an American Indian language and culture teaching license to have a deep knowledge and understanding of American Indian history and culture.
52	<b>Resolution or letter.</b> Strikes language referring to the designee of an American Indian tribal government and obsolete language.	Same.	<b>S.F. 1495, 2nd engrossment, article 2, section 55. Resolution or Letter.</b> Makes technical changes.
53	<b>Affirmative efforts in hiring.</b> Requires school districts and participating schools to involve parent advisory committees in recruiting, screening, and selecting applicants who share the American Indian culture with enrolled children.	Same.	<b>S.F. 1495, 2nd engrossment, article 2, section 56. Affirmative Efforts in Hiring.</b> Requires a school district that participates in the American Indian education program to involve parent advisory committees.
54	<b>Community coordinators, Indian home/school liaisons, paraprofessionals.</b> Allows school districts and participating schools providing American Indian programs to employ paraprofessionals but not to supplant American Indian language and culture education teachers. Requires school districts and participating schools providing American Indian programs to employ one or more full- or part-time community coordinators or Indian home/school liaisons if 100 or more students are enrolled in the district.	Same.	<b>S.F. 1495, 2nd engrossment, article 2, section 57. Community Coordinators, Indian Home/School Liaisons, Paraprofessionals.</b> Changes “teachers’ aides” to “paraprofessionals.” Requires participating school districts with more than 100 American Indian students to have an Indian home/school liaison.
55	<b>Parent and community participation.</b>	Same.	<b>S.F. 1495, 2nd engrossment, article 2, section 58. Parent and Community Participation.</b> Makes technical changes to

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	<p><b>Subd. 1. Parent committee.</b> Requires a school board in a school district with 10 or more enrolled American Indian students and each American Indian school to establish an American Indian parent advisory committee to help develop curriculum recommendations required by the World’s Best Work Force. Strikes language requiring the committee to address the need for adult education programs. Makes conforming changes.</p> <p><b>Subd. 2. Resolution of concurrence.</b> Requires the school board or school to submit to the department, before March 1 instead of December 1, the resolution adopted by the American Indian parent advisory committee regarding the committee’s concurrence or nonconcurrence with educational programs provided to American Indian students, including reasons for nonconcurrence and recommendations, where applicable. Requires a school board to respond within 60 days of nonconcurrence to each recommendation and to state the reason for not implementing the recommendation.</p> <p><b>Subd. 3. Membership.</b> Includes American Indian paraprofessionals among the members of the American Indian parent advisory committee.</p> <p><b>Subd. 4. Alternate committee.</b> Allows an organizational membership of a board of directors of an American Indian school that includes the parents of children attending the school to also serve as the American Indian parent advisory committee.</p>		<p>the American Indian education parent advisory committee. Changes the deadline for the resolution of concurrence adopted by the American Indian education parent advisory committee from December 1 to March 1.</p>
56	<p><b>American Indian community involvement.</b> Requires the commissioner to fully involve the Tribal Nations Education Committee and American Indian paraprofessionals, among others, in formulating policies and procedures affecting American Indian education.</p>	<p><b>Same.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 2, section 59. American Indian community Involvement.</b> Conforming changes to the community involvement requirements.</p>

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57	<b>Technical assistance.</b> Directs the commissioner to provide technical assistance to train teachers and paraprofessionals about culturally responsive teaching methods and culturally based curriculum, among other aspects of American Indian education programs.	<b>Same.</b>	<b>S.F. 1495, 2nd engrossment, article 2, section 60. Technical Assistance.</b> Directs the Commissioner to provide technical assistance that is designed to implement culturally responsive teaching methods and culturally-based curriculum development.
58	<b>Duties; powers.</b> Requires the Indian education director to serve as a liaison for the department with the tribal communities in Minnesota. Strikes references to the Urban Advisory Council and postsecondary preparation grants.	<b>Same.</b>	<b>S.F. 1495, 2nd engrossment, article 2, section 61. Duties; Powers.</b> Makes technical changes to the Indian Education Director powers and duties.
		<b>No comparable provision.</b>	<b>Section 20. American Indian education aid.</b> Amends the Indian education grants to be an aid program. School districts, charter schools, or an American Indian-controlled tribal contract or grant school enrolling as least 20 American Indian students, receiving federal Title 7 funding and operating an American Indian education program is eligible to receive aid. Provides a funding formula to determine an eligible school’s aid.
		<b>No comparable provision.</b>	<b>Section 21. Revenue amount.</b> Increases the equalization aid for the four American Indian controlled tribal contract schools in the state.
59	<b>Achievement and integration for Minnesota.</b> <b>Subd. 1. Program to close academic achievement and opportunity gap; revenue uses.</b> (a) Amends the “Achievement and Integration for Minnesota” program. Declares the purpose of the program is to improve academic achievement and promote racial and economic integration and to create equitable educational opportunities and outcomes, among other purposes.	<b>No comparable provision.</b>	

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	<p>(b) Defines “hard to staff” classroom or school to mean a classroom or school identified by a school board as having difficulty attracting or retaining qualified teachers.</p> <p>(c) Requires eligible districts to use their achievement gap elimination aid to improve all students’ academic achievement and eliminate disparities among categories of students through: school choice programs, innovative academic instruction, and best teaching practices; increased student access to academically rigorous programs focused on career and college readiness; family engagement; extended day and extended week programs; summer school; before and after school programs; pre-kindergarten and other early learning programs; and other proven programs.</p> <p>(d) Allows eligible districts to use the integration levy to promote racial and academic integration through: integrated learning environments; policies, curricula, and trained educators and other professionals to support and enhance integrated learning environments through magnet schools, before and after school programs, and summer programs, among other initiatives; and other locally developed innovative programs or opportunities.</p> <p>(e) Allows eligible districts to use integration aid and levy to recruit and retain a diverse corps of administrators and teachers and to provide incentives for teachers to teach in hard-to-staff classrooms and schools.</p> <p>Allows cash incentives to be paid directly to teachers teaching in hard-to-staff classrooms and schools.</p> <p><b>Subd. 2. Plan components.</b> (a) Directs school boards to develop and implement a comprehensive plan with specific district and school goals for eliminating disparities in students’ academic achievement and promoting their</p>		

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	<p>academic success. Allows the plan to include students enrolled in alternative learning centers and contract alternative programs. Allows school boards to also develop and implement an integration plan to increase racial and economic integration.</p> <p>(b) Directs eligible school districts to implement cost-effective interventions that include formative assessment practices to eliminate disparities in student academic achievement between the highest and lowest performing racial and ethnic categories of students as measures by students' proficiency and growth on state reading and math assessments.</p> <p>(c) Allows eligible school districts to collaborate in creating efficiencies and eliminating duplicative programs and services.</p> <p><b>Subd. 3. Public engagement; biennial report; budget process.</b> (a) To receive achievement gap elimination aid, requires school boards of eligible school districts to hold a meeting to publicly report progress on realizing their stated achievement goals. Requires boards to also discuss their integration plans.</p> <p>(b) Directs eligible school districts to submit a budget to the commissioner by March 15 in the year before implementing their achievement gap elimination plan. Where applicable, directs districts to also submit their budget for integration activities to the commissioner.</p> <p>(c) Bases the longitudinal data used to measure district progress on student growth and progress in reading and math, on student performance data and achievement reports generated from fully adaptive reading and math assessments in grades 3 through 8, and on high school reading and math</p>		

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	<p>tests beginning in the 2015-2016 school year, among other educational accountability data.</p> <p><b>Subd. 4. Timeline and implementation.</b> Makes technical and conforming changes.</p> <p><b>Subd. 5. Evaluation.</b> Directs the education commissioner to evaluate plans' efficacy in eliminating disparities in student academic achievement and, where applicable, in realizing economic and racial integration. Directs the commissioner to report to the legislature every fourth year beginning February 1, 2017.</p> <p>Makes this section effective for revenue for fiscal year 2016 and later. Gives a district with a plan approved in the 2014-2015 school year until the 2016-2017 school year to conform its plan with the requirements of the section.</p>		
60	<p><b>Achievement gap elimination revenue and integration levy.</b></p> <p><b>Subd. 1. Initial achievement gap elimination revenue.</b> Renames the revenue formula and reduces the portion of revenue reserved for department administrative expenses from 0.3 to 0.2 percent of total revenue. Establishes a formula for calculating a district's initial achievement gap elimination revenue.</p> <p><b>Subd. 4. Achievement gap elimination aid.</b> Makes a district's achievement gap elimination aid equal to the lesser of (1) \$350 times the district's adjusted pupil units for that year; (2) 70 percent of its achievement gap elimination revenue or (3) the district's actual expenditures under its commissioner-approved budget.</p> <p><b>Subd. 5. Integration levy.</b> Makes a district's integration levy equal to the sum of: (1) 30 percent of its achievement gap elimination revenue and (2) the greater of zero or the</p>	No comparable provision.	

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	<p>difference between the district’s initial achievement gap elimination revenue and an amount equal to \$350 times the district’s adjusted pupil units for that year.</p> <p><b>Subd. 6. Revenue uses.</b> (a) Requires at least 90 percent of a district’s achievement gap elimination aid to be used for academic programs consistent with the district plan, and other programs providing direct instructional services to students.</p> <p>(b) Allows up to five percent of the aid to be used for professional and staff development and placement services.</p> <p>(c) Allows up to five percent of the aid to be spent on administrative services.</p> <p><b>Subd. 7. Revenue reserved.</b> Requires achievement gap elimination aid to be reserved and used only for programs specified under subdivision 6. Requires the integration levy under subdivision 5 to be reserved and used only for a district’s adopted integration plan.</p> <p><b>Subd. 8. Commissioner authority to withhold revenue.</b> Makes conforming changes.</p> <p><b>Subd. 9. Department funding.</b> For fiscal year 2016 and later, transfers an amount equal to 0.2 percent of the total expenditures under this section in fiscal year 2015 to the education department for oversight and accountability services.</p> <p>Makes this section effective for revenue for fiscal year 2016 and later.</p>		
		<p><b>No comparable provision.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 2, sections 62 and 64. Literacy Incentive Aid.</b> Makes technical changes. Requires</p>



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			a district to submit its local literacy plan to the Commissioner as a condition of receiving proficiency and growth aid. <b>Effective Date.</b> Makes the section effective for fiscal year 2016 and later.
61	<b>Minnesota transfer curriculum.</b> Requires all MnSCU institutions to give full credit to a PSEO student who completes a postsecondary course or program for postsecondary credit that is part or all of a goal area or transfer curriculum at a MnSCU institution and who then enrolls in a MnSCU institution after leaving secondary school. Requires that once one MnSCU institution certifies a secondary student’s postsecondary course or program as complete, whether part or all of a goal area or transfer curriculum, all MnSCU institutions must consider the student’s course or program for that goal area or transfer curriculum as complete.  Makes this section effective August 1, 2015.	<b>No comparable provision.</b>	
62	<b>Unrequested leave of absence for teachers.</b> For purposes of PELRA, beginning in the 2017-2018 school year and later, prohibits a school board and the exclusive representative of the teachers from executing an employment contract unless it contains an unrequested leave of absence plan or a plan for discontinuing or terminating teachers.  Makes this section effective immediately.	<b>No comparable provision.</b>	
		<b>No comparable provision.</b>	<b>Section 22. Achievement and integration levy.</b> Clarifies the subtraction of a district’s achievement and integration revenue to calculate the district’s levy.  <b>Effective Date.</b> Makes the section effective immediately.
63	<b>Teacher development and evaluation revenue.</b> Indicates that the sites of a charter school not receiving Q-Comp funding	<b>H.F. and S.F. include charter school site.</b>	<b>S.F. 1495, 2nd engrossment, article 2, section 65. Teacher Development and Evaluation Revenue.</b> Eliminates the

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	<p>are eligible for fiscal year 2015 teacher development and evaluation revenue.</p> <p>Makes this section effective for fiscal year 2015.</p>	<p><b>S.F. clarifies educational cooperatives and education district eligibility for revenue.</b></p> <p><b>No comparable provision.</b></p>	<p>requirement for charter schools to reserve revenue for the teacher development and evaluation revenue program.</p> <p><b>Effective Date.</b> Makes the section effective for fiscal year 2015.</p> <p><b>Section 23. Teacher development and evaluation revenue.</b> Clarifies that educational cooperatives and education districts qualified for teacher development and evaluation revenue in fiscal year 2015.</p> <p><b>Effective Date.</b> Makes the section effective retroactively from July 1, 2014.</p> <p><b>Section 24. Teacher development and evaluation.</b> Provides an additional \$20,000 in fiscal year 2015 for teacher development and evaluation revenue.</p>
64	<p><b>Teacher licensure agreements with adjoining states.</b> Directs the Board of Teaching to report to the legislature by February 15, 2016, on the number of agreements, the participating states, and the content of the agreements entered into between August 1 and December 31, 2015, to grant full licensure to qualified out-of-state teaching candidates.</p> <p>Makes this section effective immediately.</p>	<p><b>No comparable provision.</b></p>	
65	<p><b>Transfer curriculum report.</b> Directs the MnSCU chancellor to prepare and submit to the K-12 and higher education committees of the legislature by February 1, 2016, a report on implementing the transfer curriculum policy for PSEO students and how to standardize Advanced Placement, International Baccalaureate, and CLEP course equivalencies across all state colleges and universities.</p> <p>Makes this section effective immediately.</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 2: Education Excellence		Article 2: Education Excellence
66	<b>Integration levy adjustment.</b> Declares that for fiscal year 2016 only, a district’s achievement and integration levy recognized entirely in the previous year equals 30 percent of its achievement and integration revenue for fiscal year 2016.	<b>No comparable provision.</b>	
		<b>No comparable provision.</b>	<b>Section 25. Agricultural educator grants.</b> Establishes a grant program to support school districts in paying agricultural education teachers for work over the summer with high school students in extension programs. Requires grant funding to be matched by local funding for the educators’ summer employment. Requires grant recipients to annually report to the commissioner on the number of teachers funded by the grant program and the outcomes.
		<b>No comparable provision.</b>	<p><b>Section 26. Concurrent Enrollment Working Group.</b></p> <p><b>Subdivision 1. Membership.</b> Directs the commissioner to convene a working group on concurrent enrollment and appoint members from the following:</p> <ol style="list-style-type: none"> <li>1. The commissioner of education;</li> <li>2. The commissioner of the Office of Higher Education;</li> <li>3. Representatives of postsecondary institutions with concurrent enrollment programs;</li> <li>4. Representatives from school districts with concurrent enrollment programs</li> <li>5. One representative of the National Alliance of Concurrent Enrollment Partnerships;</li> <li>6. One parents who has or had children participate in a concurrent enrollment course;</li> <li>7. At least one student enrolled in a concurrent enrollment course for the 2015-2016 school year; and</li> </ol>

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Section	Article 2: Education Excellence		Article 2: Education Excellence
			<p>8. Other stakeholders.</p> <p><b>Subd. 2. Responsibilities.</b> Directs the working group to review the following:</p> <ol style="list-style-type: none"> <li>1. Differences between concurrent enrollment courses and the sponsoring public postsecondary institution’s equivalent course;</li> <li>2. Each program’s student eligibility requirements;</li> <li>3. Course prerequisites;</li> <li>4. All postsecondary institutions that have accepted or denied transferring courses for college credit;</li> <li>5. The frequency with which courses are offered;</li> <li>6. The method of charging for delivery of concurrent enrollment instruction; and</li> <li>7. The compensation and workload of faculty supervisors of concurrent enrollment.</li> </ol> <p><b>Subd. 3. Report.</b> Directs the working group to submit a report to the commissioner of education by January 15, 2016 with their findings and recommendations. The commissioner must submit a report to the legislature by February 15, 2016 that includes the working group report and summary data on concurrent enrollment courses.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 27. Examining and Developing Statewide Swimming Resources.</b> Directs the commissioner to report on the extent of existing resources and best practices available for swimming instruction in Minnesota public schools. Directs the commissioner to establish a work group of interested stakeholders to report to the legislature by February 1, 2016, on the curriculum, resources, personnel, and other costs needed to make swimming instruction</p>

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Section	Article 2: Education Excellence		Article 2: Education Excellence
			available in all Minnesota public schools for children beginning at an early age. <b>Effective Date.</b> Makes the section effective immediately.
		<b>No comparable provision.</b>	<b>S.F. 1495, 2nd engrossment, article 2, section 66. School Start Date for the 2015-2016 School Year Only.</b> Allows a school district to begin the 2015-2016 school year on September 1. <b>Effective Date.</b> Makes the section effective for the 2015-2016 school year only.
		<b>No comparable provision.</b>	<b>S.F. 1495, 2nd engrossment, article 2, section 68. Career and Technical Educator Licensing.</b> Directs the Department to convene a group of stakeholders to review the current status of career and technical educator licenses.
		<b>No comparable provision.</b>	<b>S.F. 1495, 2nd engrossment, article 2, section 69. Developmental Course Taking; Report.</b> Directs the Commissioner, in consultation with the Office of Higher Education, the chancellor of the Minnesota State Colleges and Universities, and the president of the University of Minnesota, to collect and report the following information to the legislature by January 1, 2016: <ol style="list-style-type: none"> <li>1. the tuition costs incurred by students enrolled in noncredit-bearing college courses for developmental or remedial purposes for the 2010-2011 through 2014-2015 school years; and</li> <li>2. the Minnesota high schools who graduated the students taking the courses in clause (1), the aggregate number of students from each high school, and the related tuition costs for students from each high school.</li> </ol>

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Section	Article 2: Education Excellence		Article 2: Education Excellence
		No comparable provision.	<b>Section 70. Recommendations on Service-Learning.</b> Allows the Board of Teaching to make recommendations to the legislature on teacher preparation and licensure requirements in the area of service-learning and submit the recommendations to the legislature by February 16, 2016. Requires the board to consult with representatives of teacher preparation programs and institutions, school-based and community-based service-learning practitioners and experts, licensed teachers, students with service-learning experience, and other interested stakeholders.
67	<b>Appropriations.</b> Makes general fund appropriations to the education department in the designated fiscal years. See the House Fiscal Analysis worksheet for details: <a href="http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf">http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf</a>		<b>Section 28. Appropriations.</b> See fiscal tracking sheets.
68	<b>Repealer.</b> Repeals the statutory unrequested leave of absence plan for teachers generally (Minn. Stat. § 122A.40, subd. 11). Makes this section effective for the 2017-2018 school year and later.	Dissimilar.	<b>S.F. 1495, 2nd engrossment, article 2, section 71. Repealer.</b> Repeals sections 120B.128 (Educational Planning and Assessment System Program); 120B.35, subdivision 5 (Improving graduation rates for students with emotional or behavioral disorders); and 126C.12, subdivision 6 (Learning and Development Revenue; Annual Report.) Repeals Minnesota Rules part 3500.1000 (Experimental and Flexible School Year Programs.)

Section	Article 3: Standards and Assessment		Article 3: Standards and Assessments
1	<b>Graduation requirements.</b> Requires high school students enrolled in grade 8 in the 2014-2015 school year and later to demonstrate their understanding of required academic standards on state-developed reading, writing and math tests		

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Section	Article 3: Standards and Assessment		Article 3: Standards and Assessments
	<p>instead of a nationally normed college entrance exam as a condition of graduating from high school.</p> <p>Makes this section apply to students entering grade 9 in the 2015-2016 school year and later.</p>		
		<p><b>No comparable provision.</b></p>	<p><b>Section 1. Required academic standards.</b> Directs the department to adopt most recent National Association of Sport and Physical Education kindergarten through grade 12 standards and benchmarks for physical education as the required physical education academic standards. Requires the department to make sample assessments based on the standards available to school districts by the 2018-2019 school year.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 2. Rulemaking.</b> Directs the commissioner to adopt statewide rules to implement academic standards in physical education.</p>
<p><b>2</b></p>	<p><b>Revisions and reviews required.</b> Postpones until the 2020-2021 school year the education commissioner’s statutorily prescribed review and revision of the state’s math standards.</p> <p>Makes this section immediately effective.</p>	<p><b>S.F. on physical education standards.</b></p> <p><b>Same math standards postponement.</b></p>	<p><b>Section 3. Revisions and review required.</b> Establishes a review cycle for the academic standards and related benchmarks in physical education beginning in 2024-2025 school year and every ten years thereafter.</p> <p><b>S.F. 1495, 2nd engrossment, article 2, section 3. Revisions and Reviews Required.</b> Postpones the review of the mathematics academic standards to the 2020-2021 school year.</p>
<p><b>3</b></p>	<p><b>Elective standards.</b> Directs school districts to use the world language standards developed by the American Council on the Teaching of Foreign Languages when offering world language electives.</p>	<p><b>No comparable provision.</b></p>	
<p><b>4</b></p>	<p><b>Credit equivalencies.</b> (b) Allows an agriculture science or career and technical education credit to fulfill an elective science credit if the credit meets state physical science, life</p>	<p><b>Similar. S.F. offers PLTW credit.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 2, section 6. Credit Equivalencies.</b> Clarifies when an agricultural science or career and technical education credit meets the graduation</p>

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Section	Article 3: Standards and Assessment		Article 3: Standards and Assessments
	<p>science, earth and space science, chemistry, or physics academic standards or a combination of the standards approved by the school district. Allows an agriculture science or career and technical education credit to fulfill a required chemistry or physics credit if the credit meets state chemistry or physics academic credits approved by the school district.</p> <p>(e) Allows a computer science credit to fulfill a math credit required for high school graduation if the computer science course meets the state’s academic standards in math.</p> <p>Makes this section effective for the 2015-2016 school year and later.</p>		<p>requirements in science. Allows a computer science credit to fulfill a mathematics graduation requirement. Allows a Project Lead the Way credit to fulfill a science or mathematics credit.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 4. Physical education.</b></p> <p><b>Subdivision 1. Exclusion from class; recess.</b> Allows a student to be excused from a physical education class in the following circumstances: they have a physician’s note stating that physical activity will jeopardize their health; if being excused meets the child’s unique and individualized needs; or the student’s parents request an exemption on religious grounds. Requires a district to provide a student with a disability with modifications or adaptations that allow a physical education class to meet their needs. Encourages districts not to exclude students from recess as a form of punishment.</p> <p><b>Subd. 2. Teachers.</b> Requires physical education classes to be taught by teachers who are licensed to teach physical education.</p>
<p><b>5</b></p>	<p><b>Performance measures.</b> Includes students’ performance on the high school reading, writing, and math Minnesota Comprehensive Assessments (MCAs) indicating postsecondary readiness as a measure to help determine school</p>	<p><b>Dissimilar.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 2, section 7. Adopting Plans and Budgets.</b> Requires a school districts long-term strategic plan for the world’s best workforce to include a process for determining grade promotion or retention that</p>



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Section	Article 3: Standards and Assessment		Article 3: Standards and Assessments
	district and school site progress in creating the world’s best workforce.		supports student progress and growth toward career and college readiness. <b>Effective Date.</b> Makes the section effective for plans adopted on or after July 1, 2015.
6	<b>Planning for students’ successful transition to postsecondary education and employment; personal learning plans.</b> Strikes a cross reference to the statutory section allowing school districts and charter schools to participate in the Educational Planning and Assessment System (EPAS) program offered by ACT.	Same.	<b>S.F. 1495, 2nd engrossment, article 2, section 9. Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans.</b> Strikes a reference to a section that is being repealed in this article (EPAS).
7	<b>Statewide testing.</b> (a) Requires the education commissioner to annually administer computer-adaptive reading and math assessments aligned with state academic standards to all students in grades 3 through 8 instead of through grade 7. Allows students enrolled in grade 8 through the 2009-2010 school year and students enrolled in grade 8 in the 2010-2011 or 2011-2012 school year to take the high school Minnesota Comprehensive Assessments (MCAs) in reading, writing, and math as an alternate assessment in order to graduate from high school. Allows students enrolled in grade 8 in the 2012-2013 or 2013-2014 school year to take the ACT assessment for college admission or the high school Minnesota Comprehensive Assessments (MCAs) in reading, writing, and math in order to graduate from high school.  (c) Requires students enrolled in grade 8 in the 2014-2015 school year and later to take the high school Minnesota Comprehensive Assessments (MCAs) in reading, writing, and math in order to graduate from high school.  (d) Strikes language directing the education commissioner to contract for a series of assessments aligned with state academic standards that include college and career readiness	<b>Similarities and differences. H.F. encourages students to take ACT and pays for students with meal benefits; directs MDE and MnSCU to identify postsecondary score guidelines.</b>	<b>S.F. 1495, 2nd engrossment, article 2, section 10. Statewide Testing.</b> Eliminates the grade 8 Explore, grade 10 Plan, and the Compass tests. Directs districts and schools to use career exploration elements to help students and their families explore and plan for postsecondary education or careers. Makes technical amendments to restructure the assessment statutes. Directs the commissioner to make paper statewide assessments available, if requested by the district.

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Section	Article 3: Standards and Assessment		Article 3: Standards and Assessments
	<p>benchmarks. Strikes language requiring grade 8 and 10 statewide math, reading, and writing assessments be predictive of a nationally normed assessment for career and college readiness.</p> <p>(e) Encourages students to participate in a nationally recognized college entrance exam. Requires a district to pay, one-time, the cost for an interested student in grade 11 or 12 who is eligible for a meal benefit to take a nationally recognized college entrance exam. Strikes language requiring that the statewide series of assessments include a college placement diagnostic exam and contain career exploration elements.</p> <p>(g) Strikes language requiring school districts and schools annually to use the career exploration elements in the statewide assessments to help students and their families explore and plan for postsecondary education or careers based on students' interests, aptitudes, and aspirations. Strikes language requiring students in grade 10 or 11 who are not yet academically ready for a career or college based on their growth in academic achievement between grades 8 and 10 to take a college placement diagnostic exam before taking the college entrance exam so students, their families, the school, and the district can use the exam results for targeted instruction, intervention, or remediation sufficient for the student to graduate and have a reasonable chance to succeed in a career or college without remediation.</p> <p>(i) Strikes language directing the education commissioner to determine the alignment between statewide assessments and state academic standards and, where alignment exists, to seek federal approval to replace federally required assessments with the statewide assessments being stricken in this section.</p>		

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Section	Article 3: Standards and Assessment		Article 3: Standards and Assessments
	<p>(j) Directs the education commissioner, in consultation with the MnSCU chancellor, to identify the minimum score guidelines on the high school Minnesota Comprehensive Assessments (MCAs) in reading, writing, and math that demonstrate readiness for a certificate level program or a two-year or four-year college program.</p> <p>(m), (n), (o) Require the education commissioner to annually administer computer-adaptive reading and math assessments aligned with state academic standards to all students in grades 3 through 8 instead of through grade 7.</p> <p>Makes this section effective for the 2015-2016 school year and later.</p>		
8	<p><b>Statewide and local assessments; results.</b> Makes conforming changes to reflect other changes to the statewide testing system related to administering computer-adaptive reading and math assessments aligned with state academic standards to all students in grades 3 through 8 instead of through grade 7 and the high school Minnesota Comprehensive Assessments (MCAs) in reading, writing, and math.</p> <p>Makes this section effective for the 2016-2017 school year and later.</p>	<p><b>H.F. requires high school writing test. S.F. requires assessments to comply with NCLB waiver.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 2, section 11. Statewide and Local Assessments; Results.</b> Makes technical amendments to restructure the assessment statutes.</p>
		<p><b>No comparable provision.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 2, section 14. Administration and Usage.</b> Establishes the usage of statewide assessment data by districts and makes technical amendments to restructure the assessment statutes.</p>
		<p><b>No comparable provision.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 2, section 12. Special and Extenuating Circumstances.</b> Directs the Department to develop a list of circumstances in which a student may not be able to take a test. Prevents those students who have missed</p>

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Section	Article 3: Standards and Assessment		Article 3: Standards and Assessments
			the opportunity to test from being penalized for that missed opportunity.
		<b>No comparable provision.</b>	<b>S.F. 1495, 2nd engrossment, article 2, section 13. Reporting.</b> Directs the Commissioner to establish empirically derived benchmarks on adaptive assessments in grade 3 through 7 that reveal a trajectory towards career and college readiness. Directs the Commissioner to establish composite career and college-ready scores in grades 5, 8, and high school. The composite scores are required to be predictive of performance on a college entrance exam.
		<b>No comparable provision.</b>	<b>S.F. 1495, 2nd engrossment, article 2, section 15. Access to Tests.</b> Makes technical amendments to conform to the assessment changes.
		<b>No comparable provision.</b>	<b>Section 5. ACT administration to nonpublic pupils.</b> Requires the department to allow up to 100 nonpublic pupils in grades 11 and 12 to take the ACT exam on state testing dates.
		<b>No comparable provision.</b>	<b>Section 6. Commissioner-ordered suspension of assessments.</b> Requires the commissioner to notify the legislature if it becomes necessary to suspend statewide assessments due to service disruptions, technical interruptions or any other reason beyond the control of school districts.
		<b>No comparable provision.</b>	<b>S.F. 1495, 2nd engrossment, article 2, section 16. Limit on Standardized Testing.</b> Limits the amount of time spent on standardized assessments to 19 hours for grades 1 through 6, and to 20 hours for grades 7 through 12. Excludes IB and AP exams from the time limit. Allows a district to be exempt from the limitations if, after consulting with the teachers, they report the reasons in the World's Best Workforce report.

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Section	Article 3: Standards and Assessment		Article 3: Standards and Assessments
		<b>No comparable provision.</b>	<b>S.F. 1495, 2nd engrossment, article 2, section 17. Statewide Testing.</b> Provides a cross-reference to the assessment statute.
		<b>No comparable provision.</b>	<b>Section 7. School performance reports.</b> Amends the school report cards to include the weekly amount of time students in kindergarten through grade 8 are scheduled to spend in physical education class, the percent of students receiving a passing grade in physical education, and the number of required physical education credits high school students must complete to graduate. <b>Effective Date.</b> Makes the section effective immediately and applicable to reports for the 2017-2018 school year and later.
		<b>No comparable provision.</b>	<b>Section 8. Commissioner of Education; assessment recommendations.</b> Directs the commissioner to research whether the Minnesota Comprehensive Assessments can be replaced by the Measures of Academic Progress assessments. Requires the commissioner to report to the recommendations to the legislature by January 15, 2016.
		<b>No comparable provision.</b>	<b>Section 9. Minnesota assessment system disruptions; assessment results.</b> Allows for the assessment results for a student whose scheduled assessment was delayed or cancelled as a result of system interruptions during the 2014-2015 school year to be excluded, at the school district's discretion, from the indicators of growth and achievement under Minnesota Statutes, section 120B.35 or school performance reports under Minnesota Statutes, section 120B.36.
		<b>No comparable provision.</b>	<b>Section 10. Reallocation of Minnesota assessment system payment reductions.</b> Requires the commissioner to distribute the amount of the agreed-upon cumulative payment reduction for the prior year contract to school districts and charter school equally on a per pupil basis.

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Section	Article 3: Standards and Assessment		Article 3: Standards and Assessments
		No comparable provision.	<b>Section 11. Minnesota assessment system contractor performance report.</b> Directs the commissioner to report to the legislature by February 15, 2016 describing the performance of the contractor for the Minnesota Assessment System, including agreed upon payment reductions, summary measure of stakeholder satisfaction with the system, and other information.
		No comparable provision.	<b>S.F. 1495, 2nd engrossment, article 2, Section 67. Report on Assessing Students’ Proficiency in Foreign Languages For Which ACTFL Assessments Are Not Available.</b> Allows the Commissioner to report to the legislature with recommendations on how best to: assess students’ foreign language proficiency when ACTFL or equivalent assessments are not available; create guidelines for curriculum, instruction and assessments for foreign languages for which no written forms exist; and, train a corps of individuals qualified to assess students’ foreign language proficiency.  <b>Effective Date.</b> Makes the section effective immediately.
9	<b>Appropriations.</b> Makes general fund appropriations to the education department in the designated fiscal years. See the House Fiscal Analysis worksheet for details: <a href="http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf">http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf</a>		<b>Section 12. Appropriations.</b> See fiscal tracking sheets.
10	<b>Repealer.</b> Repeals Minnesota Statutes 2014, section 120B.128, governing the educational planning and assessment system (EPAS) program offered by ACT.	<b>Section 120B.128, same.</b>	<b>S.F. 1495, 2nd engrossment, article 2, section 71. Repealer.</b> Repeals sections 120B.128 (Educational Planning and Assessment System Program); 120B.35, subdivision 5 (Improving graduation rates for students with emotional or behavioral disorders); and 126c.12, subdivision 6 (Learning and Development Revenue; Annual Report.) Repeals Minnesota Rules part 3500.1000 (Experimental and Flexible School Year Programs.)

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Section	Article 4: Charter Schools		Article 4: Charter Schools
1	<p><b>Nonresident charter school pupil transportation.</b> Requires a school district that is providing pupil transportation services on behalf of a charter school to allow a nonresident pupil attending the charter school to ride the bus from any scheduled stop to any other scheduled stop on the district’s school bus. Allows the school district to charge a fee for this transportation service not to exceed the lesser of 15 cents per mile or the actual costs of transportation per mile transported.</p> <p>Makes this section effective for July 1, 2015.</p>	<p><b>No comparable provision.</b></p>	
2	<p><b>Purposes.</b> Reletters the paragraphs in Minnesota Statutes, section 124D.10, subdivision 1, to prepare for the renumbering instruction in section 11.</p>	<p><b>Same revisor corrections.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 7, sections 1 to 6. Purposes.</b> Provide for technical corrections to the charter school statute and allows for the Revisor of Statutes to recodify the section as Chapter 124E as indicated.</p>
3	<p><b>Authorizer.</b> Reletters the paragraphs in Minnesota Statutes, section 124D.10, subdivision 3, to prepare for the renumbering instruction in section 11.</p> <p>(g) Requires a charter school authorizer that intends to withdraw as an authorizer for reasons unrelated to the statutory causes for nonrenewal or termination of a charter school contract, to provide written notice to all its charter schools and the commissioner by July 15 of its intent to withdraw on June 30 in the next calendar year, regardless of when the authorizer’s five-year term of approval ends.</p>	<p><b>Same revisor corrections.</b></p> <p><b>Similar. H.F. paragraph (g) and S.F. paragraph (f) same.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 7, sections 1 to 6. Purposes.</b> Provide for technical corrections to the charter school statute and allows for the Revisor of Statutes to recodify the section as Chapter 124E as indicated.</p> <p><b>S.F. 1495, 2nd engrossment, article 2, section 34. Authorizer.</b> Directs a charter school authorizer that votes to withdraw as an authorizer to notify the Commissioner by July 15 for implementation on June 30 of the following year, regardless of when their five-year term ends.</p>
4	<p><b>Formation of school.</b> Reletters the paragraphs in Minnesota Statutes, section 124D.10, subdivision 4, and makes grammatical changes to prepare for the renumbering instruction in section 11. Removes duplicate language about the composition of charter school boards.</p> <p>(g) Requires an authorizer to file an affidavit to charter a new school at least 14 months before July 1 of the year in which the new charter school plans to begin to serve students. Prevents</p>	<p><b>Same revisor corrections</b></p> <p><b>Some similarity – H.F. paragraphs (d) and (g) and S.F. paragraphs (b) and (g).</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 7, sections 1 to 6. Purposes.</b> Provide for technical corrections to the charter school statute and allows for the Revisor of Statutes to recodify the section as Chapter 124E as indicated.</p> <p><b>S.F. 1495, 2nd engrossment, article 2, section 35. Formation of School.</b> Requires a new charter school</p>

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	the hours a student is enrolled in a fee-based prekindergarten program from generating pupil units or being used to calculate general education revenue.		authorizer’s affidavit to be filed at least 14 months before July 1 of the year the new charter school plans to serve students.
5	<p><b>Federal, state, and local requirements.</b> Reletters the paragraphs in Minnesota Statutes, section 124D.10, subdivision 8, and makes grammatical changes to prepare for the renumbering instruction in section 11.</p> <p>(g) Allows a charter school to offer a fee-based preschool or prekindergarten program.</p> <p>(h) Prohibits charter schools from charging tuition except for fee-based preschool or prekindergarten programs. Allows charter schools where at least 90 percent of enrolled students have a primary disability of deaf or hard-of-hearing to also enroll prekindergarten students with a disability.</p>	<p><b>Same revisor corrections.</b></p> <p><b>H.F. and S.F. similar on deaf and hard of hearing students and on fee-based prekindergarten.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 7, sections 1 to 6. Purposes.</b> Provide for technical corrections to the charter school statute and allows for the Revisor of Statutes to recodify the section as Chapter 124E as indicated.</p> <p><b>Section 1. Federal, state, and local requirements.</b> Allows a charter school with at least 90 percent of enrolled students eligible for special education and have a primary disability of deafness or heard-of-hearing to enroll prekindergarten pupils with a disability.</p> <p><b>S.F. 1495, 2nd engrossment, article 2, section 36. Federal, State, and Local Requirements.</b> Allows a charter school to offer a fee-based preschool program.</p>
6	<p><b>Admission requirements.</b> (c) Allows a charter school offering a free preschool or prekindergarten program to give enrollment preference to those children enrolled in the free preschool or prekindergarten program who are eligible to enroll in kindergarten in the next school year.</p> <p>Makes this section effective for the 2015-2016 school year and later.</p>	<p><b>Very similar on preschool, prekindergarten program; S.F. gives preference to students eligible for a meal benefit.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 2, section 37. Admission Requirements.</b> Allows a charter school to give an enrollment preference to children eligible to receive a free or reduced-price lunch if the school’s enrollment of similar students is lower than the statewide percentage or the district-wide percentage of students who are eligible to receive a free or reduced-price lunch. Allows a charter school to give a student preference for kindergarten enrollment if they were enrolled in the school’s free prekindergarten program. Clarifies that a charter school with an early kindergarten admissions policy must have a process and procedure for comprehensive evaluation to determine a child’s ability to meet grade expectations.</p>
		<p><b>No comparable provision.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 2, section 38. Pupil Performance. (b)</b> Establishes alternative measure of</p>



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			<p>statewide accountability for a charter school with at least 70 percent of its enrolled students eligible to participate in the graduation incentives program or a charter school with a contract that limits admission to students eligible to participate in the graduation incentives program. Requires the contract between the charter school authorizer and the school's board of directors to be based on the student academic, career and college readiness, and student engagement performance measures established in this paragraph.</p> <ol style="list-style-type: none"> <li>1. Thirty percent of a performance evaluation must be based on longitudinal data showing student achievement and growth on a nationally or state-normed assessment for groups of students continuously enrolled in the charter school for at least 120 days before the assessment is administered.</li> <li>2. Forty percent of a performance evaluation must be based on growth in any four of the following postsecondary and workforce readiness measures:                         <ol style="list-style-type: none"> <li>a. a three-year average graduation rate for students who complete high school in four, five or six years;</li> <li>b. a three-year graduation rate for noncontinuously enrolled students who complete high school in seven years;</li> <li>c. average student drop-out rate for students who leave the school in a single year without pursuing an education alternative;</li> <li>d. the participation rate and composite score of those students taking a national postsecondary or workforce readiness assessment;</li> <li>e. the percentage of students in the 12<sup>th</sup> grade cohort;</li> </ol> </li> </ol>

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Section	Article 4: Charter Schools		Article 4: Charter Schools
			<p>f. the percentage of students in a school year who successfully transfer to another education program;</p> <p>g. the percentage of students in the previous school year who complete an education program, receive a diploma, enroll in a postsecondary program, enlist in the military, or obtain full-time employment;</p> <p>h. the percentage of students in a school year who successfully complete the number of course credits needed to stay on track to graduate within an established timeline;</p> <p>i. the percentage of students in a school year who successfully meet work certification or pre-apprenticeship program requirements; or</p> <p>j. the percentage of students in a school year who earn dual enrollment credits through PSEO or other dual credit program.</p> <p>3. Thirty percent of a performance evaluation must be based on data from three of the following student engagement measures for groups of students continuously enrolled in the school for at least 120 days:</p> <p>a. a three-year average daily attendance rate;</p> <p>b. a demonstrated percentage improvement in attendance by a cohort;</p> <p>c. a three-year average of the total number of days students are reported as truant;</p> <p>d. the number of student dropouts who enroll in the school and remain continuously enrolled throughout that school year;</p> <p>e. the percentage of students in a school year or a 12-month period who participate in and demonstrate growth on character and social competency assessments; and</p>

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Section	Article 4: Charter Schools		Article 4: Charter Schools
			<p>f. the percentage of students in a school year who meet the community service goals in their individual learning plan as measured by the school’s citizenship and community outcomes rubric.</p> <p><b>Effective Date.</b> Makes the section effective for the 2016-2017 school year and later.</p>
7	<p><b>Pupils with a disability.</b> Requires a charter school to comply with the statutory section governing approval and payment of special education programs and costs for educating pupils with a disability as though the charter school were a school district. Requires charter schools enrolling prekindergarten deaf and hard-of-hearing children to comply with the requirements of the interagency early childhood intervention system.</p> <p>Makes this section effective for fiscal year 2016 and later.</p>	<p><b>Very similar.</b></p>	<p><b>Article 4, section 2. Pupils with a disability.</b> Requires a charter school enrolling prekindergarten pupils with a disability to comply with sections 125A.259 to 125A.48 and rules relating to interagency early childhood interventions system as though it were a district.</p> <p><b>S.F. 1495, 2nd engrossment, article 2, section 39. Pupils with a Disability.</b> Makes a special education statute relating to travel and litigation costs applicable to charter schools.</p> <p><b>Effective Date.</b> Makes the section effective for fiscal year 2016 and later.</p>
8	<p><b>Annual public reports.</b> Allows a charter school to combine its required annual report on school enrollment, student attrition, governance and management, staffing and finances, academic performance, innovative practices and implementation, and future plans with the required World’s Best Work Force report.</p>	<p><b>Same.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 2, section 40. Annual Public Reports.</b> Allows a charter school to combine its annual public report with its World’s Best Workforce report.</p>
9	<p><b>Pupil transportation.</b> Requires a school district to provide transportation to nonresident charter school pupils according to the provisions of section 1 of this article.</p>	<p><b>No comparable provision.</b></p>	
10	<p><b>Causes for nonrenewal or termination of charter school contract.</b> (e) Allows a charter school authorizer to terminate an existing charter school contract at the end of the current school year after notifying the charter school board of directors by December 1 if in the previous three consecutive school years the performance of the charter school based on federal</p>	<p><b>No comparable provision.</b></p>	

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Section	Article 4: Charter Schools		Article 4: Charter Schools
	<p>school accountability measures and state measures of student performance and growth would place the school in the bottom 10 percent of all public schools as determined by the education commissioner. Requires a charter school to be closed according to the applicable law and the charter school contract if the authorizer terminates the contract under this paragraph. Directs the authorizer to work with the charter school board of directors to make parents of currently enrolled children aware of school choice options and to assist families in choosing an appropriate school for the next school year. Requires an authorizer that does not terminate a contract under the conditions of this paragraph to submit public, written justification to the commissioner by December 1. Declares the federal and state measures under this paragraph do not preclude an authorizer from closing a school for other conditions.</p>		
11	<p><b>Merger.</b> (a) Allows charter schools to merge under the statutory chapter governing nonprofit corporations. Requires a merger to be effective on July 1. Requires the merged school to continue under the identity of one of the schools participating in the merger. Requires a new charter school contract to be executed by July 1. Requires the authorizer of the newly merged school to submit a new signed charter school contract to the commissioner within 10 business days of executing the contract.</p> <p>(b) Requires each school participating in the merger to submit a separate year-end report for the previous school year for that school only. Transfers the fund balances and debts of the schools participating in the merger to the newly merged school after the final fiscal year of the schools participating in the merger is closed out.</p>	<p><b>Same.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 2, section 40. Merger.</b> Provides a process for merging two charter schools.</p>

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Section	Article 4: Charter Schools		Article 4: Charter Schools
	(c) For the first year of operation, makes the merged school eligible to receive aid from programs requiring approved applications equal to the sum of the aid of all the merging schools. For aids based on prior year data, makes the merged school eligible to receive aid for its first year of operation based on the combined data of all the schools participating in the merger.		
12	<b>Payment of aids to charter schools.</b> Reletters paragraphs in Minnesota Statutes, section 124D.11, subdivision 9, to prepare for the renumbering instruction in section 11. Removes an obsolete provision regarding charter school start up aid.	<b>Same revisor corrections.</b>	<b>S.F. 1495, 2nd engrossment, article 7, sections 1 to 6. Purposes.</b> Provide for technical corrections to the charter school statute and allows for the Revisor of Statutes to recodify the section as Chapter 124E as indicated.
13	<b>Revisor instruction.</b> Directs the revisor of statutes to renumber the listed statutory references and create a new chapter 124E on charter schools.	<b>Same revisor corrections.</b>	<b>S.F. 1495, 2nd engrossment, article 7, sections 1 to 6. Purposes.</b> Provide for technical corrections to the charter school statute and allows for the Revisor of Statutes to recodify the section as Chapter 124E as indicated.
14	<b>Appropriation.</b> Makes general fund appropriations to the education department in the designated fiscal years. See the House Fiscal Analysis worksheet for details: <a href="http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf">http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf</a>		<b>Section 3. Appropriations.</b> See fiscal tracking sheets.

Section	Article 5: Special Education		Article 5: Special Education
		<b>No comparable provision.</b>	<b>S.F. 1495, 2nd engrossment, article 3, section 1. Elementary Discipline Policy.</b> Requires districts to adopt a discipline policy for elementary pupils that outlines effective alternatives to suspension. Suspension is allowed only when alternatives were attempted and proven ineffective or in certain circumstances.
		<b>No comparable provision.</b>	<b>S.F. 1495, 2nd engrossment, article 3, section 2. Programming.</b> Directs a school district to develop

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Section	Article 5: Special Education		Article 5: Special Education
			programming to address underlying causes of disruptive behavior with the goal of reducing suspensions.
		No comparable provision.	S.F. 1495, 2nd engrossment, article 3, section 3. Annual Report. Directs a superintendent to annually report to the school board on suspensions.
		No comparable provision.	S.F. 1495, 2nd engrossment, article 3, section 4. Exclusions and Expulsions. Includes written agreements by parents to withdraw a child from school in the exclusion and expulsion report.
		No comparable provision.	S.F. 1495, 2nd engrossment, article 3, section 5. Alternatives to Pupil Suspension. Adds alternative restorative consequence, in-school suspension, positive behavior intervention plan, or coordinating with crisis services to the alternatives to suspension.
		No comparable provision.	S.F. 1495, 2nd engrossment, article 3, section 6. Policy Components. Amends the removal from class policy components to include the use of mobile crisis response teams.
		No comparable provision.	S.F. 1495, 2nd engrossment, article 3, section 7. Notification of Parents. Requires a school administrator to make reasonable efforts to contact the parent of any student who is removed from a school building or school grounds by a peace officer, unless prohibited by law.
1	Requirements for American sign language/English interpreters. Replaces the director of the Minnesota Resource Center Serving Deaf and Hard-of-Hearing with a K-12 deaf and hard of hearing state specialist on the committee charged with developing a plan and time line for persons holding a provisional certificate to provide American sign language/English interpreting or sign transliterating services	Same.	S.F. 1495, 2nd engrossment, article 3, section 8. Requirements for American Sign Language/English Interpreters. Removes references to the Minnesota Resource Center Serving Deaf and Hard-of-Hearing, as these duties are now carried out by the Department of Education through the deaf and hard-of-hearing state specialist.

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Section	Article 5: Special Education		Article 5: Special Education
	who seek a one-time limited extension of their provisional certificate.		
2	<b>Oral or cued speech transliterators.</b> Replaces the director of the Minnesota Resource Center Serving Deaf and Hard-of-Hearing with a K-12 deaf and hard of hearing state specialist on the committee charged with developing a plan and time line for persons holding a provisional certificate to provide oral transliterating or cued speech transliterating services who seek a one-time limited extension of their provisional certificate.	Same.	<b>S.F. 1495, 2nd engrossment, article 3, section 9. Oral or Cued Speech Transliterators.</b> Removes references to the Minnesota Resource Center Serving Deaf and Hard-of-Hearing, as these duties are now carried out by the Department of Education through the deaf and hard-of-hearing state specialist.
3	<b>Providing transportation.</b> Clarifies a school board’s responsibility to provide transportation for a child with a disability not yet enrolled in kindergarten in order to provide the child special instruction and services. Clarifies that transportation is required for special instruction for a child placed in an early childhood program to address the child’s level of functioning and needs.	Same.	<b>S.F. 1495, 2nd engrossment, article 3, section 10. Providing Transportation.</b> Clarifies that the responsibility for transportation to and from early learning sites outside the school district setting is limited to transportation for services required as part of an IEP team decision.
		See H.F. article 1, section 2.	<b>Section 1. General education revenue.</b> Modifies the calculation of general education revenue for an eligible special education charter school to include the unreimbursed cost.
		No comparable provision.	<b>Section 2. Special education aid.</b> Makes technical change.
		No comparable provision.	<b>Section 3. Definitions.</b> Defines “unreimbursed costs” and “eligible special education charter school” for the purposes of calculating aid.
		No comparable provision.	<b>Section 4. Special education aid for eligible special education charter schools.</b> Modifies the calculation of special education aid for an eligible charter school. Requires the commissioner to review budget data and notify the eligible school of the approved unreimbursed cost.

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Section	Article 5: Special Education		Article 5: Special Education
			Accelerates the special education aid payment for an eligible school.
4	<b>Definitions; dyslexia.</b> Defines “dyslexia” as a specific learning disability with characteristic difficulties and identified consequences. Requires students who have a diagnosis of dyslexia to meet state and federal eligibility criteria in order to qualify for special education services.	<b>Similar.</b>	<b>S.F. 1495, 2nd engrossment, article 2, section 63. Definitions; Dyslexia.</b> Defines “dyslexia” to mean a specific learning disability with characteristic difficulties and identified consequences. States that a diagnosis of dyslexia must not be the sole basis for qualifying for special education services.
5	<b>Definitions.</b> Amends the definition of “interagency intervention service system” to include additional appropriate services local agencies and counties provide based, in part, on a request from a school board or county board, instead of the interagency early intervention committee.	<b>Same.</b>	<b>S.F. 1495, 2nd engrossment, article 3, section 11. Definitions.</b> Makes technical changes to the Interagency Early Interventions Committee statute to conform to 2014 changes.
6	<b>State interagency committee.</b> (c) Directs the state interagency committee to consult with the state special education advisory panel and the governor’s interagency coordinating council in assisting school boards and county boards, instead of the interagency early intervention committee.	<b>Same.</b>	<b>S.F. 1495, 2nd engrossment, article 3, section 12. State Interagency Committee.</b> Makes technical changes to the Interagency Early Interventions Committee statute to conform to 2014 changes.
7	<b>Local agency coordination responsibilities.</b> Reorganizes the statute outlining local agency coordination responsibilities. Reassigns the responsibilities and duties of the interagency early intervention committee to the member school boards and county boards.	<b>Same.</b>	<b>S.F. 1495, 2nd engrossment, article 3, section 13. Local Agency Coordination Responsibilities.</b> Makes technical changes to the Interagency Early Interventions Committee statute to conform to 2014 changes. Restructures the section for readability.
		<b>See H.F. article 9, section 9. (Note section appears in side-by-side in article 9.)</b>	<b>Section 5. Special instruction for children with a disability.</b> Provides that a school district that participates in a reciprocity agreement with an adjoining state may enroll and provide special education instruction and services to a pupil from an adjoining state who resides at a Minnesota address.
8	<b>Individualized education programs.</b> (c) Directs school boards to ensure that: the paraprofessionals they hire partly to provide direct support to students with disabilities have	<b>Same.</b>	<b>S.F. 1495, 2nd engrossment, article 3, section 14. Individualized Education Programs.</b> Clarifies that the individualized education program team must consider positive



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	sufficient knowledge and skills to begin meeting the disability-specific and behavioral needs of the students they work with; and training is provided to enable the paraprofessionals to understand how each student’s unique and individual needs and disability affect the student’s education and behavior.		behavioral interventions, strategies, and supports that address behavior needs for all children. Requires a school board to ensure that paraprofessionals providing direct support to students with disabilities have sufficient disability- and behavioral-specific knowledge and skills before or immediately upon employment. Requires annual training on the same.
9	<p><b>Student information systems; transferring records.</b> Requires school districts using an online care management reporting system to contract only with a vendor employing a universal filing system that is compatible with the state system for online compliance reporting. Allows school districts using an online case management reporting system to contract only with a student information system vendor that employs a universal filing system to facilitate the seamless transfer of student due process records for a student with disabilities who transfers between school districts, regardless of what filing system any one district uses.</p> <p>Makes this section effective immediately and applicable to all district contracts with a student information system vendor entered into or modified after that date.</p>	Similar.	<p><b>S.F. 1495, 2nd engrossment, article 3, section 15. Student Information Systems; Transferring Records.</b> Beginning in the 2018-2019 school year, requires that a district special education case management information system be compatible with the state-sponsored system for reporting under section 125A.085. Requires the district system to be capable of transferring records between school districts.</p> <p><b>Effective date.</b> Makes this section effective the day following final enactment and applies to all district contracts with student information system vendors entered into or modified after that date.</p>
10	<p><b>Online reporting of required data.</b> Allows rather than requires districts to use the state online system for compliance reporting. Allows districts to contract with an outside vendor employing a compatible universal filing system as an alternative to using the state online system.</p>	Very similar.	<p><b>S.F. 1495, 2nd engrossment, article 3, section 16. Online Reporting of Required Data.</b> Eliminates the requirement that all districts use the state-sponsored system by 2018-2019.</p>
11	<p><b>Physical holding or seclusion.</b> Allows rather than requires stakeholders to recommend implementation and outcome goals to the education commissioner.</p> <p>Makes this section immediately effective.</p>	No comparable provision.	

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Section	Article 5: Special Education		Article 5: Special Education
12	<b>Third-party payment.</b> Clarifies that school district obligations to pay or reimburse copayments, coinsurance deductibles, and other enrollee cost-sharing amounts apply to individualized family service plans as well as individual education plans. Clarifies that the notification requirements are the same for students with individualized family services plans as they are for students with individual education plans.	<b>Same.</b>	<b>S.F. 1495, 2nd engrossment, article 3, section 17. Third-Party Payment.</b> Modifies the section to also make reference to Part C wherever there are references to Part B or to an IEP.
		<b>No comparable provision.</b>	<b>Section 6. Nonresident tuition rate; other costs.</b> Conforming change to reduce special education aid paid to a resident district when a resident pupil generates special education aid at an eligible charter school.
13	<b>State interagency coordinating council.</b> Requires the state interagency coordinating council to submit recommendations to the governor and various commissioners for a comprehensive and coordinated system of services within 30 days of receiving the federal government’s determination on the Minnesota Part C Annual Report.	<b>Same.</b>	<b>S.F. 1495, 2nd engrossment, article 3, section 18. State Interagency Coordinating Council.</b> Allows the State Interagency Coordinating Council 30 days to recommend policies after receiving the Part C Annual Performance Report from the Office of Special Education.
14	<b>Programs.</b> (a) Clarifies that the education department (instead of the resource centers) is responsible for offering training programs for deaf or hard-of-hearing, blind or visually impaired, or multiply disabled pupils and workshops for teachers. (The resource centers were folded into MDE a number of years ago.)  (b) Requires the programs to help support local programs.	<b>Same.</b>	<b>S.F. 1495, 2nd engrossment, article 3, section 19. Programs.</b> Makes technical changes to reflect that the duties of the Resource Center for the Deaf and Hard-of-Hearing are now carried out by the Department of Education.
15	<b>Programs by nonprofits.</b> Clarifies that the Department of Education (and not the formerly constituted resource centers) is to contract with nonprofit organizations to provide training and workshop programs.	<b>Same.</b>	<b>S.F. 1495, 2nd engrossment, article 3, section 20. Programs by Nonprofits.</b> Makes technical changes to reflect that the duties of the Resource Center for the Deaf and Hard-of-Hearing are now carried out by the Department of Education.
16	<b>Advisory committees.</b> Directs the commissioner to establish advisory committees for the deaf and hard-of-hearing and for	<b>Similar.</b>	<b>S.F. 1495, 2nd engrossment, article 3, section 21. Advisory Committees.</b> Makes technical changes to reflect that the

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	the visually impaired instead of an advisory committee for each resource center. Makes technical and conforming changes.		duties of the Resource Center for the Deaf and Hard-of-Hearing are now carried out by the Department of Education.
17	<b>Statewide hearing loss early education intervention coordinator.</b> Directs the statewide hearing loss early education intervention coordinator to collaborate with the deaf and hard of hearing state specialist. Makes a technical change affecting the advisory council for the deaf and hard-of-hearing.	Same.	<b>S.F. 1495, 2nd engrossment, article 3, section 22. Statewide Hearing Loss Early Education Intervention Coordinator.</b> Makes technical changes to reflect that the duties of the Resource Center for the Deaf and Hard-of-Hearing are now carried out by the Department of Education through the deaf and hard-of-hearing state specialist.
18	<b>Definitions; special education.</b> Clarifies that school districts, charter schools, and cooperative units are all eligible for direct payments of special education aid.	Same.	<b>S.F. 1495, 2nd engrossment, article 3, section 23. Definitions.</b> Clarifies that special education aid is paid directly to cooperatives, education districts, and intermediate districts, beginning in fiscal year 2016 (conforming change to 2013 legislation).
19	<b>Special education aid.</b> Clarifies that special education revenue for a charter school or cooperative unit that is in its first year of service is based on current year data.	Same.	<b>S.F. 1495, 2nd engrossment, article 3, section 24. Special Education Aid.</b> Clarifies that special education aid is paid directly to cooperatives, education districts, and intermediate districts, beginning in fiscal year 2016 (conforming change to 2013 legislation).
		No comparable provision.	<b>Section 7. Definitions.</b> Makes technical change to correct drafting error.
		No comparable provision.	<b>Section 8. Payment dates and percentages.</b> Accelerates the final aid payments for an eligible charter school.
		No comparable provision.	<b>Section 9. Alternative attendance programs.</b> Conforming change to reduce special education aid paid to a resident district for special education students at an eligible charter school.
20	<b>Special education evaluation.</b> <b>Subd. 1. Special education teachers' compliance with federal requirements.</b> Directs the education department to		<b>S.F. 1495, 2nd engrossment, article 3, section 25. Special Education Forms; Reading Level.</b> Directs the department to use existing budgetary resources to determine the reading

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Section	Article 5: Special Education		Article 5: Special Education
	<p>identify ways to help special education teachers make informed decisions about effectively complying with legal requirements related to providing special education and related services. Directs the department to work collaboratively with school and district staff and representatives of affected organizations to identify obstacles to and solutions for complying with special education laws. Directs the department to work with schools and districts to provide staff development training to comply with special education law and meet the educational needs and improve the educational progress of students with disabilities.</p> <p><b>Subd. 2. Efficiencies to reduce paperwork.</b> Directs the education department, in collaboration with special education teachers and administrators in schools and districts to identify strategies to reduce the time spent completing paperwork, evaluate whether the strategies are cost effective, and determine whether other districts and schools can also use these strategies. Directs the department to disseminate successful strategies to other districts and schools.</p> <p><b>Subd. 3. Special education forms; reading level.</b> Directs the department to determine the reading level of its special education forms and whether alternative forms are needed to accommodate form users and readers. Directs the department to work with stakeholders and experts in making the determination.</p>		<p>level of its special education forms, establish a target reading level for those forms and determine whether alternate forms are needed to accommodate the lexical and sublexical cognitive processes of individual form users and readers.</p> <p><b>Effective Date.</b> Makes the section effective immediately.</p>
21	<p><b>Appropriations.</b> Appropriates money for special education programs. See the House Fiscal Analysis worksheet for details:  <a href="http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf">http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf</a></p>		<p><b>Section 10. Appropriations.</b> See fiscal tracking sheets.</p>

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Section	Article 5: Special Education		Article 5: Special Education
22	<b>Repealer.</b> Repeals Minnesota Statutes 2014, section 125A.63, subdivision 1 – obsolete language transferring the resource center duties to the Department of Education.	<b>Same.</b>	<b>S.F. 1495, 2nd engrossment, article 3, section 26. Repealer.</b> Repeals a subdivision related to transfer of Resource Centers for Deaf or Hard-of-Hearing and Blind or Visually Impaired to the Department of Education.

Section	Article 6: Facilities and Technology		Article 6: Facilities and Technology
		<b>No comparable provision.</b>	<b>Section 1. Definitions.</b> Amends the definition of eligible debt service revenue for a district to exclude long-term facilities maintenance levies. <b>Effective Date.</b> Makes the section effective for revenue in fiscal year 2017 and later.
		<b>No comparable provision.</b>	<b>Section 2. Debt service equalization revenue.</b> Strikes a reference to the alternative facilities levy. <b>Effective Date.</b> Makes the section effective for revenue in fiscal year 2017 and late.
		<b>No comparable provision.</b>	<b>Section 3. Capital expenditure; health and safety.</b> Repeals subdivisions related to a district’s health and safety revenue application and information required for audits, health and safety revenue/levy/aid, restrictions on allowed uses, appeals process, and aid proration. Preserves the list of allowed expenditures for health and safety revenue under current law and the authority of the department to contract for optional project management assistance for districts. <b>Effective date.</b> Makes this section effective for revenue in fiscal year 2017 and later.
1	<b>Alternative facilities aid.</b> Lowers the alternative facilities aid entitlement by \$9,000,000 per year beginning in fiscal year 2017.	<b>No comparable provision.</b>	

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Section	Article 6: Facilities and Technology		Article 6: Facilities and Technology
2	<p><b>Alternative facilities appropriation.</b> Lowers the alternative facilities aid amount for districts qualifying for aid by a total of \$9,000,000 per year beginning in fiscal year 2017.</p>	<p><b>No comparable provision.</b></p>	
		<p><b>No comparable provision.</b></p>	<p><b>Section 4. Long-term facilities maintenance revenue.</b></p> <p><b>Subdivision 1. Long-term facilities maintenance revenue.</b> Beginning in fiscal year 2017, establishes long-term facilities maintenance revenue. In fiscal years 2017, 2018, and 2019, provides that the maximum revenue per pupil is the greater of \$193, \$292, and \$380, respectively, or the amount the district would have received in that year under the old law.</p> <p><b>Subd. 2. Long-term facilities maintenance revenue for a charter school.</b> In fiscal years 2017, 2018, and 2019, provides that the revenue per pupil is \$34, \$85, and \$132, respectively.</p> <p><b>Subd. 3. Intermediate districts and other cooperative units.</b> Authorizes a district that is a member of an intermediate district or other cooperative unit to levy for its proportionate share of the costs of long-term facilities maintenance costs of the intermediate districts or cooperative unit. Requires approval of each member board and the Commissioner of Education.</p> <p><b>Subd. 4. Facilities plans.</b> Requires that a district or intermediate district have a ten-year facilities maintenance plan adopted by its board and approved by the commissioner in order to generate revenue. Requires certain elements in the plan and that the plan be updated annually.</p>

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Section	Article 6: Facilities and Technology		Article 6: Facilities and Technology
			<p><b>Subd. 5. Bond authorization.</b> Authorizes districts to issue bonds to finance facilities plans under this section.</p> <p><b>Subd. 6. Levy authorization.</b> Authorizes districts to make a levy to service outstanding bonds or to pay project costs on an annual basis.</p> <p><b>Subd. 7. Long-term facilities maintenance equalization revenue.</b> Specifies the portion of revenue eligible for equalization in fiscal years 2017, 2018, and 2019, and later.</p> <p><b>Subd. 8. Long-term facilities maintenance equalized levy.</b> Establishes the long-term facilities maintenance equalization levy. Provides that the equalizing factor is 123 percent of the state average adjusted net tax capacity per adjusted pupil unit in the third prior year. Grandfathers the equalization aid for districts that received alternative facilities aid in fiscal year 2015.</p> <p><b>Subd. 9. Long-term facilities maintenance equalized aid.</b> Provides that a district's long-term facilities maintenance equalization aid equals the difference between its long-term facilities maintenance revenue and its long-term facilities maintenance equalization levy.</p> <p><b>Subd. 10. Allowed uses for long-term facilities maintenance revenue.</b> Specifies the allowed uses for long-term facilities maintenance revenue.</p> <p><b>Subd. 11. Restrictions on long-term facilities maintenance revenue.</b> Specifies the restrictions on uses of long-term facilities maintenance revenue.</p>

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Section	Article 6: Facilities and Technology		Article 6: Facilities and Technology
			<p><b>Subd. 12. Reserve account.</b> Requires that revenue used for projects on a pay-as-you-go basis be maintained in a reserve account in the general fund.</p> <p><b>Effective date.</b> Makes this section effective for revenue in fiscal year 2017 and later (taxes payable 2016).</p>
3	<p><b>E-rates.</b> Eliminates the requirement for a school district, charter school, or intermediate school district to file a technology plan with the Department of Education for purposes of claiming e-rate revenue.</p>	<p><b>Same.</b></p>	<p><b>S.F. 1495, 2nd engrossment, article 4, section 1. E-rates.</b> Removes the reporting requirement for districts receiving telecommunications/Internet access equity aid.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 5. Adjusted net tax capacity.</b> For the purposes of the long-term facilities maintenance equalized levy only, provides an alternative calculation for adjusted net tax capacity that is reduced by 50 percent of the class 2a agricultural land before the application of the ANTC growth limits.</p> <p><b>Effective date.</b> Makes this section effective for revenue in fiscal year 2016 and later.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 6. School endowment fund; apportionment.</b> Requires school districts to reserve future increases in the school endowment fund apportionment for school technology.</p> <p><b>Effective date.</b> This section is effective July 1, 2015.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 7. Commissioner of Education; 1:1 device program guidelines.</b> Directs the commissioner to research 1:1 device programs, determine best practices, and make a report to the legislature.</p>
4	<p><b>FAIR school downtown transition.</b></p> <p><b>Subd. 1. Student enrollment.</b> Allows any student who is currently enrolled at the FAIR school downtown or who will be enrolled at the FAIR school downtown during the 2015-16</p>	<p><b>Same.</b></p>	<p><b>Section 9. FAIR School Downtown transition.</b></p> <p><b>Subdivision 1. Student enrollment.</b> Provides that a student enrolled in the FAIR School downtown during the 2014-2015 school year and a student accepted for</p>



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Section	Article 6: Facilities and Technology		Article 6: Facilities and Technology
	<p>school year to continue attending that school through the 2018-19 school year. Allows other students who wish to attend the FAIR school downtown to apply through open enrollment.</p> <p><b>Subd. 2. Compensatory revenue; literacy aid; and Qcomp revenue.</b> Specifies the base year funding characteristics so that the department of education can calculate compensatory revenue, literacy aid, and Qcomp revenue for the FAIR school downtown during the transition year.</p> <p><b>Subd. 3. Pupil transportation.</b> Authorizes the Minneapolis school district to provide transportation services for the students attending the FAIR school downtown and provides that the transportation costs are reimbursed under the interdistrict desegregation transportation aid formula.</p>		<p>enrollment during the 2015-2016 school year may continue to enroll in the FAIR School downtown in any year through the 2018-2019 school year. For the 2015-2016 school year and later, provides that other students may enroll through the standard open enrollment process.</p> <p><b>Subd. 2. Compensatory revenue; literacy aid; alternative compensation revenue.</b> Provides that, for the 2015-2016 school year only, compensatory revenue, literacy aid, and alternative compensation revenue for the FAIR School downtown is based on the October 1, 2014, enrollment counts.</p> <p><b>Subd. 3. Pupil transportation.</b> Provides that the district may transport a pupil enrolled in the 2014-2015 school year and a pupil accepted for enrollment during the 2015-2016 school year to and from the FAIR School downtown in succeeding school years regardless of the pupil's district of residence. Makes transportation expenses under this section reimbursable with interdistrict integration transportation aid.</p> <p><b>Effective date.</b> Makes this section effective the day following the date on which the real and personal property of the FAIR School downtown in Minneapolis is conveyed to Special School District No. 1, Minneapolis.</p>
5	<p><b>Fair School Crystal transition.</b></p> <p><b>Subd. 1. Student enrollment.</b> Allows any student who is currently enrolled at the FAIR school Crystal or who will be enrolled at the FAIR school Crystal during the 2015-16 school year to continue attending that school through the 2019-20 school year. Allows other students to who wish to</p>	Same.	<p><b>Section 8. FAIR School Crystal transition.</b></p> <p><b>Subdivision 1. Student enrollment.</b> Provides that a student enrolled in the FAIR School Crystal during the 2014-2015 school year and a student accepted for enrollment during the 2015-2016 school year may continue to enroll in the FAIR School Crystal in any year through the 2019-2020 school year. For the 2015-</p>

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Section	Article 6: Facilities and Technology		Article 6: Facilities and Technology
	<p>attend the FAIR school Crystal to apply through open enrollment.</p> <p><b>Subd. 2. Compensatory revenue; literacy aid; and Qcomp revenue.</b> Specifies the base year funding so that the department of education can calculate compensatory revenue, literacy aid, and Qcomp revenue for the FAIR school downtown during the transition year.</p> <p><b>Subd. 3. Pupil transportation.</b> Authorizes the Robbinsdale school district to provide transportation services for the students attending the FAIR school Crystal and provides that the transportation costs are reimbursed under the interdistrict desegregation transportation aid formula.</p>		<p>2016 school year and later, provides that other students may enroll through the standard open enrollment process.</p> <p><b>Subd. 2. Compensatory revenue; literacy aid; alternative compensation revenue.</b> Provides that, for the 2015-2016 school year only, compensatory revenue, literacy aid, and alternative compensation revenue for the FAIR School Crystal is based on the October 1, 2014, enrollment counts.</p> <p><b>Subd. 3. Pupil transportation.</b> Provides that the district may transport a pupil enrolled in the 2014-2015 school year and a pupil accepted for enrollment during the 2015-2016 school year to and from the FAIR School downtown in succeeding school years regardless of the pupil's district of residence. Makes transportation expenses under this section reimbursable with interdistrict integration transportation aid.</p> <p><b>Effective date.</b> This section is effective the day following the date on which the real and personal property of the FAIR School Crystal in Crystal is conveyed to Independent School District No. 281, Robbinsdale.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 10. Information technology certification partnership.</b></p> <p><b>Subdivision 1. Request for proposals.</b> Directs the commissioner to issue a request for proposals and award a contract.</p> <p><b>Subd. 2. Eligible schools.</b> Makes school districts, intermediate districts, and charter schools eligible to participate in the program.</p>

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Section	Article 6: Facilities and Technology		Article 6: Facilities and Technology
			<p><b>Subd. 3. Program description; provider duties.</b> Outlines the duties of the provider, including contact with eligible schools, recruitment of up to 200 participating sites for the 2016-2017 school year, program provision, and project management.</p> <p><b>Subd. 4. Department support.</b> Requires the department of education to support the program provider.</p> <p><b>Subd. 5. Report required.</b> Requires the provider and commissioner to jointly develop and deliver to the legislature a summary report on the program activities.</p>
		See H.F. article 6, section 6, subdivision 7.	<p><b>Section 11. Cancellation of previous biennium appropriation.</b> Cancels the \$300,000 appropriated in Laws 2014 for fiscal year 2015 for the IT certifications partnership.</p>
6	<p><b>Appropriations.</b> Appropriates money for facilities and technology. See the House Fiscal Analysis worksheet for details:  <a href="http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf">http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf</a></p>		<p><b>Section 12. Appropriations.</b> See fiscal tracking sheets.</p>
		No comparable provision.	<p><b>Section 13. Repealer.</b> Repeals sections 123B.59 (Alternative Facilities Program) and 123B.591 (Deferred Maintenance Revenue Program).</p> <p><b>Effective date.</b> Makes section effective for revenue in fiscal year 2017 and later (taxes payable 2016).</p>

Section	Article 7: Nutrition and Accounting		Article 7: Nutrition and Accounting
1	<p><b>Expenditure data.</b> (b) Requires the education department to submit expenditure data revisions to the commissioner of the department of management and budget at least three weeks before the November forecast is released, and requires the commissioner of the department of management and budget to</p>	No comparable provision.	

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Section	Article 7: Nutrition and Accounting		Article 7: Nutrition and Accounting
	make E-12 expenditure data available to legislative fiscal staff at least two weeks before the November forecast is released. Current law requires three weeks' notice to legislative staff.		
2	<b>Distribution of assets and liabilities.</b> (c) If a dispute arises as a result of a district withdrawing from a cooperative unit and the dispute requires the commissioner to involve an administrative law judge, requires the fees due to the Office of Administrative Hearings to be equally split between the district and the cooperative unit (fees are currently paid by MDE). Makes this section effective immediately.	Same.	<b>S.F. 1495, 2nd engrossment, article 6, section 4. Distribution of Assets and Liabilities.</b> Requires the parties involved in a dispute between a cooperative unit and a member district to equally split the costs of the proceedings if an administrative law judge is involved. <b>Effective Date.</b> Makes the section effective immediately.
3	<b>Statement for comparison and correction.</b> (a) Changes from November 30 to November 15 the date by which school districts annually must provide the commissioner with audited financial data for the preceding fiscal year. Changes from December 31 to December 15 the date by which school districts must submit an audited financial statement to the commissioner and the state auditor.  (b) Changes from February 15 to February 1 the date by which the commissioner must convert the audited financial data under paragraph (a) into the required consolidated financial statement format and publish the information.	Same.	<b>S.F. 1495, 2nd engrossment, article 6, section 5. Statement for Comparison and Correction.</b> Moves the deadline for districts to submit audited financial data for the preceding fiscal year to the Department from November 30 to November 15. Moves the deadline for districts to submit audited financial statements to the Department from December 31 to December 15. Moves the deadline for the Department to post consolidated financial statements to the web from February 15 to February 1.
		No comparable provision.	<b>Section 1. Program reimbursement.</b> Increases the reimbursement for each fully paid breakfast served to students in first grade. <b>Effective date.</b> Makes this section effective for revenue in fiscal year 2017.
		No comparable provision.	<b>Section 2. No fees.</b> Requires schools to make breakfast available without charge to all students in first grade.

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Section	Article 7: Nutrition and Accounting		Article 7: Nutrition and Accounting
			<b>Effective date.</b> Makes this section effective for revenue in fiscal year 2017.
4	<b>Litigation costs; annual report.</b> Changes from January 15 to February 1 the date by which the commissioner must annually report to the legislature on school district special education litigation costs.	<b>Same.</b>	<b>S.F. 1495, 2nd engrossment, article 6, section 6. Litigation Costs; Annual Report.</b> Moves the date for the Commissioner to report school district special education litigation costs from January 15 to February 1.
5	<b>Survey of districts.</b> Changes from January 15 to February 1 the date by which the commissioner must report to the legislature in the odd-numbered year on teacher employment matters, including retirements and shortages.	<b>Same.</b>	<b>S.F. 1495, 2nd engrossment, article 6, section 7. Survey of Districts.</b> Moves the date for the Commissioner to report on the teacher workforce from January 15 to February 1.
6	<b>Omissions.</b> Precludes adjusting aid payments due to omissions in school district reports after December 15 instead of December 30 of the next school year.	<b>Same.</b>	<b>S.F. 1495, 2nd engrossment, article 6, section 10. Omissions.</b> Moves the deadline for finalization of aid payments for the previous fiscal year from December 30 to December 15.
7	<b>Fund transfer; fiscal year 2014 through fiscal year 2017.</b> Authorizes a school district to transfer money among accounts and funds (other than the community service or food service fund) if the transfer doesn't change the district's state aid or local levy authority. Continues the prohibition of transfers from the community service fund to another fund but allows transfers among accounts within the community service fund.	<b>Similar.</b>	<b>Section 4. Fund Transfer.</b> The commissioner must approve fund transfer requests if the transfer does not increase state aid or property tax authority. The school board may approve the fund transfer only after adopting a resolution stating that the fund transfer will not diminish educational opportunities. <b>Effective date.</b> Makes this section effective July 1, 2015.
		<b>No comparable provision.</b>	<b>Section 3. Community Service Fund Account Transfers.</b> Provides Independent School District No. 91, Barnum, with authority until 2018 to transfer any positive account balances between the reserve accounts for school readiness and early childhood family education. This may only occur after the school board has taken public testimony and the school board has passed a resolution. <b>Effective date.</b> Makes this section effective July 1, 2015.

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Section	Article 7: Nutrition and Accounting		Article 7: Nutrition and Accounting
8	<b>Appropriations.</b> Appropriates money for nutrition and accounting. See the House Fiscal Analysis worksheet for details: <a href="http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf">http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf</a>		<b>Section 5. Appropriations.</b> See fiscal tracking sheets.

Section	Article 8: Libraries		Article 8: Libraries
		<b>No comparable provision.</b>	<b>Section 1. Base aid distribution.</b> Increases the proportion of total basic system support aid distributed as base aid. <b>Effective date.</b> Makes this section effective July 1, 2015.
		<b>No comparable provision.</b>	<b>Section 2. Adjusted net tax capacity per capita distribution.</b> Decreases the proportion of total basic system support aid distributed on the basis of adjusted net tax capacity per capita. <b>Effective date.</b> Makes this section effective July 1, 2015.
1	<b>Eligibility.</b> Authorizes a regional public library system to apply for regional library telecommunications aid on behalf of itself and its member districts. Requires the aid to be used for e-rate program category one services before the aid may be used for program category two services.	<b>Same.</b>	<b>Section 3. Eligibility.</b> Modifies the application procedure and allowed uses of regional library telecommunications aid.
2	<b>Telecommunications aid; libraries.</b> Requires regional library systems and their member districts to file e-rate applications either individually or jointly.	<b>Same.</b>	<b>Section 4. Telecommunications aid.</b> Conforming change related to application for regional library telecommunications aid.
3	<b>Award of funds.</b> Award regional library telecommunications aid based on the actual costs of connections, among other factors, as documented in the library's e-rate funding commitment decision letter.	<b>Same.</b>	<b>Section 5. Award of funds.</b> Clarifies that aid is based on actual costs, including those documented in e-rate materials.
4	<b>Appropriation.</b> Appropriates money for libraries. See the House Fiscal Analysis worksheet for details: <a href="http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf">http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf</a>		<b>Section 6. Appropriations.</b> See fiscal tracking sheets.

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Section	Article 9: Early Childhood Education		Article 9: Early Childhood Education
1	<p><b>Developmental screening program information.</b> (b) Allows a Minnesota school district that enrolls students from an adjoining state to inform the family of a child who has a Minnesota postal address about Minnesota’s developmental screening program.</p> <p>Makes this section effective for revenue for fiscal year 2016.</p>	Same.	<p><b>Article 10, section 2. Developmental screening program information.</b> Provides that a school district that enrolls students from an adjoining state may inform nonresident children who reside at a Minnesota address about the availability of the early childhood developmental screening program and may provide screening to that child.</p> <p><b>Effective date.</b> Makes this section effective for revenue in fiscal year 2016 and later.</p>
2	<p><b>Agreements; Tuition Reciprocity with neighboring states.</b> Allows the commissioner of education to negotiate K-12 tuition reciprocity agreements with other states to allow eligible students to enroll before kindergarten and receive early childhood special educational services.</p> <p>Makes this section effective July 1, 2015.</p>	Same.	<p><b>Article 1, section 1. Agreements.</b> Provides that a reciprocity agreement governing enrollment of pupils from an adjoining state may specify terms related to provision of early childhood special education services.</p> <p><b>Effective date.</b> Makes this section effective July 1, 2015.</p>
3	<p><b>Pupil accounting.</b> Considers a prekindergarten child from another state whose family resides in a home with a Minnesota postal address and who receives early childhood special education services from a Minnesota school district as enrolled in a Minnesota school district.</p> <p>Makes this section effective July 1, 2015.</p>	Same.	<p><b>Article 1, section 2. Pupil accounting.</b> Provides that a prekindergarten pupil from an adjoining state who resides at a Minnesota address and is receiving early childhood special education services from a Minnesota school district is considered enrolled in a Minnesota school district.</p> <p><b>Effective date.</b> Makes this section effective July 1, 2015.</p>
4	<p><b>Early learning program coordination.</b></p> <p><b>Subd. 1. Early learning program coordination.</b> Allows a school board, after receiving written comments from its early childhood advisory council, to adopt a resolution allowing the district to offer a coordinated early learning program to provide early childhood family education and school readiness services and other early learning programs serving parents and children.</p> <p><b>Subd. 2. Early learning program revenue sources.</b> Includes in a district’s early learning program revenue its</p>	No comparable provision.	

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Section	Article 9: Early Childhood Education		Article 9: Early Childhood Education
	<p>early childhood family education revenue, its school readiness program revenue, and other revenues set aside for early learning activities.</p> <p><b>Subd. 3. Reserve account.</b> Requires a district that offers a coordinated early learning program to place all revenue received under subdivision 2 in an early learning program reserve account established in the community service fund.</p> <p>Makes this section effective July 1, 2015.</p>		
5	<p><b>Early childhood family education (ECFE) programs.</b></p> <p><b>Subd. 1. Establishment; purpose.</b> Allows a district that provides a community education program to establish an early childhood education program as an individual program or as part of an early learning program.</p> <p><b>Subd. 4. Home visiting program.</b> (a) Requires the home visiting program to focus on reaching high needs children as early as possible.</p> <p>(b) Requires a home visiting program to include information focused on early brain development.</p> <p><b>Subd. 5. Separate accounts.</b> Requires a district operating an early childhood family education program that is independent of an early learning program to maintain a separate account within the community education fund.</p> <p><b>Subd. 9. District advisory councils.</b> Directs a district advisory council to assist the school board in developing, planning, and monitoring the early childhood family program education program and the early learning program.</p> <p>Makes this section effective July 1, 2015.</p>	<p><b>No comparable provision.</b></p>	
6	<p><b>Early childhood family education (ECFE) revenue.</b></p>	<p><b>No comparable provision.</b></p>	



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Section	Article 9: Early Childhood Education		Article 9: Early Childhood Education
	<p><b>Subd. 1. Revenue.</b> Removes obsolete language.</p> <p><b>Subd. 5. Uses of revenue restricted.</b> Allows early childhood family education revenue to be used only for early learning programs, including early childhood family education programs.</p> <p><b>Subd. 7. Reserve account.</b> Requires early childhood family education revenue to be maintained in either an early learning program reserve account or a separate early childhood family education reserve account within the community service fund.</p> <p>Makes this section effective July 1, 2015.</p>		
		<p><b>No comparable provision.</b></p>	<p><b>Section 1. Program requirements.</b> Requires school readiness program providers to offer at least 500 hours per year of program content and instruction to each eligible child. The program provider may establish a waiting list if funds are not sufficient to serve every eligible child. Requires that all classroom teachers have a license issued by the Board of Teaching or special permission by the 2019-2020 school year and later in order to receive aid.</p> <p><b>Effective date.</b> Makes this section effective for fiscal year 2017 and later.</p>
		<p><b>No comparable provision.</b></p>	<p><b>Section 2. Services with new or existing providers.</b> Eliminates the requirement that school readiness program providers must submit to the commissioner contracts for delivering services to eligible children.</p> <p><b>Effective date.</b> Makes this section effective for fiscal year 2017 and later.</p>

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Section	Article 9: Early Childhood Education		Article 9: Early Childhood Education
		<b>No comparable provision.</b>	<p><b>Section 3. Program fees.</b> Prohibits school readiness program providers from charging a fee for a four-year-old child who is enrolled fewer than 500 hours per year.</p> <p><b>Effective date.</b> Makes this section effective for fiscal year 2017 and later.</p>
		<b>No comparable provision.</b>	<p><b>Section 4. Eligibility.</b> Expands eligibility of school readiness program to include all four-year-old children.</p> <p><b>Effective date.</b> Makes this section effective for fiscal year 2017 and later.</p>
		<b>No comparable provision.</b>	<p><b>Section 5. Waiting list.</b> Specifies that a school readiness program with a waiting list must give enrollment priority to children with one or more risk factors.</p> <p><b>Effective date.</b> Makes this section effective for fiscal year 2017 and later.</p>
7	<p><b>School readiness aid.</b></p> <p><b>Subd. 2. Amount of aid.</b> Declares the total amount of school readiness aid entitlement to be \$17,170,000 for fiscal year 2016 and later.</p> <p><b>Subd. 3. Use of aid.</b> Allows school readiness aid to be used only to provide a school readiness program or an early learning program and to provide transportation.</p> <p><b>Subd. 5. Reserve account.</b> Requires school readiness revenue to be maintained in either an early learning program reserve account or a separate school readiness reserve account within the community service fund.</p> <p>Makes this section effective July 1, 2015.</p>	<b>Dissimilar.</b>	<p><b>Section 6. Amount of aid.</b> Sets the aid the aid entitlement for the school readiness program. Reduces and reallocates aid for school districts that choose not to offer at least 500 hours of program content and instruction without fees being charged.</p> <p><b>Effective date.</b> Makes this section effective for fiscal year 2016 and later.</p>
8	<b>Early learning scholarships.</b>		<p><b>S.F. 1495, 2nd engrossment, article 5, section 2. Administration.</b> Prioritizes early learning scholarship applicants who are in foster care, experiencing homelessness,</p>

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Section	Article 9: Early Childhood Education		Article 9: Early Childhood Education
	<p><b>Subd. 1. Establishment; purpose.</b> Establishes an early learning scholarships program in the Office of Early Learning.</p> <p><b>Subd. 2. Family eligibility.</b> (b) Makes a parent under age 21 who is pursuing a postsecondary training or education eligible for an early learning scholarship if the parent has a child age 0 to 5 and meets income eligibility guidelines.</p> <p>(d) Beginning September 1, 2015, to the extent state funds are available, makes any child under age 5 on September 1 of the current school year who has not started kindergarten and is a recipient of an Early Learning Scholarship under the federal Race to the Top – Early Learning Challenge grant eligible to receive the state’s early learning scholarship when the federal grant ends.</p> <p>(g) Makes a child whose family resides at a Minnesota address assigned by the US Postal Service, who received developmental screening, who intends to enroll in a Minnesota school district, and whose family meets the eligibility criteria eligible for an early learning scholarship.</p> <p>(h) Allows county human services agencies working with families eligible for the basic sliding fee child care program to annually notify these families by mail about the eligibility criteria and application process for receiving an early learning scholarship.</p> <p><b>Subd. 3. Administration.</b> (a) Requires the director of the Office of Early Learning to establish application procedures.</p> <p>(b) Allows the director to prioritize applications for early learning scholarships based on whether the child is in foster care, experiencing homelessness, is on a waiting list for publicly funded early education or child care services, or has</p>	<p><b>Subdivision 2, H.F. paragraph (b) and S.F. paragraph (b) same.</b></p> <p><b>Paragraph (d) similar.</b></p> <p><b>Subdivision 2, H.F. paragraph (g) and S.F. 1495, paragraph (f), same.</b></p> <p><b>Subdivision 3, paragraph (b), on priority factors the same.</b></p>	<p>or has a parent under 21 who is pursuing a high school diploma or postsecondary education or training.</p> <p><b>Effective Date.</b> Makes the section effective for fiscal year 2016 and later.</p> <p><b>S.F. 1495, 2nd engrossment, article 5, section 1. Family Eligibility.</b> Allows a child receiving a Race to the Top-Early Learning Scholarship to receive a state funded scholarship if they have not entered kindergarten when the federally funded program ends.</p> <p><b>Section 7.</b> This section allows a child from an adjoining state whose family resides at a Minnesota address to qualify for an early learning scholarship as long.</p> <p><b>Effective date. Makes this section effective July 1, 2015.</b></p>

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Section	Article 9: Early Childhood Education		Article 9: Early Childhood Education
	<p>a parent under age 21 pursuing high school or postsecondary training or education, among other criteria.</p> <p>(c) Requires the director to establish a target scholarship amount not to exceed the statewide general education revenue per pupil in adjusted average daily membership. Allows the director to increase by up to 15 percent the scholarship amount for children enrolled in a three-star Parent Aware-rated program and to increase by up to 20 percent the scholarship amount for children enrolled in a four-star Parent Aware-rated program as long as the added increase does not exceed the actual program rate or tuition.</p> <p>(d) Beginning July 1, 2016, allows licensed child care center or a family child care provider to use its registration process to enroll scholarship recipients. Requires scholarships awarded under this paragraph to be paid to the eligible program provider designated by the award recipient, and to be transferred to another eligible provider at the recipient's request.</p> <p>(g) Strikes language allowing a school district or Head Start program, for fiscal year 2017 and later, that enrolls scholarship recipients to apply to the education commissioner for direct payment of state aid for those scholarship recipients. For fiscal years 2016 and later, limits the total amount of funding allocated to a program under paragraph (d) to the amount directly awarded to those programs in fiscal year 2015.</p> <p><b>Subd. 4. Early childhood program eligibility.</b> (a) To be eligible to accept an early learning scholarship beginning July 1, 2020, requires a program, among other alternatives, to be a program the director determines is eligible based on an evidence-based program evaluation or program review.</p>	<p><b>Subdivision 4, paragraph (c), on provider disqualification the same.</b></p>	

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Section	Article 9: Early Childhood Education		Article 9: Early Childhood Education
	<p>(b) Strikes language requiring any program accepting early learning scholarships to use the revenue to supplement and not supplant federal funding.</p> <p>(c) Declares a provider ineligible to participate in the early learning scholarship program if: the provider has been disqualified from the child care assistance program due to wrongfully obtaining the child care assistance; the program or provider is on the national disqualified list for the Child and Adult Care Food Program; or the program or provider has been convicted in the last seven years of an activity indicating a lack of business integrity.</p> <p><b>Subd. 4a. Record keeping requirements.</b> Requires an early learning scholarship program provider to maintain and make available upon request attendance records and records of charges and payments for all participating children, including payments from nonprogram sources.</p> <p><b>Subd. 5. Report required.</b> Makes conforming changes.</p> <p><b>Subd. 6. Use of funds.</b> (a) Requires scholarships to be used to supplement and not supplant federal funding.</p> <p>(b) Requires scholarships to be used in a program the child attends consistently in order to ensure the child’s access to the program’s general curriculum.</p> <p>Makes this section effective for fiscal year 2016 and later.</p>	<p>Same.</p> <p>Similar goal.</p>	<p><b>S.F. 1495, 2nd engrossment, article 5, section 4. Record-Keeping Requirements.</b> Requires program to maintain attendance and payment records for children participating in the program.</p> <p><b>S.F. 1495, 2nd engrossment, article 5, section 5. Use of Funds.</b> Requires scholarships to be used in a program that the child attends on a regular basis.</p>
9	<p><b>Special instruction for children with a disability.</b> Authorizes a Minnesota school board that participates in the K-12 tuition reciprocity program to enroll and provide special instruction and services to a child from an adjoining state whose family resides at a Minnesota postal address. Requires these children to participate in Minnesota’s developmental</p>	<p>Same.</p>	<p><b>Article 5, section 5. Special instruction for children with a disability.</b> Provides that a school district that participates in a reciprocity agreement with an adjoining state may enroll and provide special education instruction and services to a pupil from an adjoining state who resides at a Minnesota address.</p>

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Section	Article 9: Early Childhood Education		Article 9: Early Childhood Education
	screening program and to undergo special education child identification procedures.		
		<b>No comparable provision.</b>	<b>Section 8. Study of Early Childhood Effectiveness on Third Grade Literacy.</b> Requires the Department of Education to study and report on the efficacy of several early childhood programs at improving third grade literacy. An initial report is required by February 1, 2017, and annually thereafter.
<b>10</b>	<b>Appropriations.</b> Appropriates general fund sums to the education department for the designated fiscal years. See the House Fiscal Analysis worksheet for details: <a href="http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf">http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf</a>		<b>Section 9. Appropriations.</b> See fiscal tracking sheets.

Section	Article 10: Prevention		Article 10: Prevention
		<b>No comparable provision.</b>	<b>Section 1. Screening program.</b> Requires an early childhood developmental screening program to record the date of the child’s most recent comprehensive vision exam, if any. Defines “comprehensive vision examination” as an examination performed by an optometrist or ophthalmologist.
		<b>No comparable provision.</b>	<b>Section 3. Youth after-school enrichment revenue.</b> Modifies the calculation of youth after-school enrichment revenue. <b>Effective date.</b> Makes this section effective for revenue in fiscal year 2017 and later.
		<b>No comparable provision.</b>	<b>Section 4. After-school community learning grants.</b> <b>Subdivision 1. Grant program established.</b> Establishes a competitive grant program to support entities that provide out-of-school time programs.

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Section	Article 10: Prevention		Article 10: Prevention
			<p>Directs that the grants be used to offer a broad array of enrichment activities.</p> <p><b>Subd. 2. Application.</b> Directs the commissioner to develop the form and manner of grant application. Specifies criteria for allocating the grants.</p> <p><b>Subd. 3. Grant awards.</b> Directs the commissioner to award grants on an equitable geographic basis and give priority to applicants that can effectively leverage other community resources. Provides that a grantee is eligible for a two-year grant, contingent upon progress and the availability of funds.</p>
		<b>No comparable provision.</b>	<p><b>Section 5. Comprehensive vision examination report.</b> Directs the commissioner to make a report to the legislature describing the number and proportion of children who, at the time of early childhood developmental screening, indicate that they have received a comprehensive vision examination.</p>
<b>1</b>	<p><b>Appropriation.</b> Appropriates money for prevention. See the House Fiscal Analysis worksheet for details:  <a href="http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf">http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf</a></p>		<p><b>Section 6. Appropriations.</b> See fiscal tracking sheets.</p>

Section	Article 11: Self-Sufficiency and Lifelong Learning		Article 11: Lifelong Learning
<b>1</b>	<p><b>State total adult basic education aid.</b> Reduces the growth factor for the adult basic education program from 3 percent to 0.5 percent for fiscal years 2016 and later.</p>	<b>No comparable provision.</b>	
<b>2</b>	<p><b>Basic population aid.</b> Includes community-based providers, for whom no district characteristics exist, in the distribution of basic population aid. Sets the basic population aid for these programs at \$1.73 per participant.</p>	<b>No comparable provision.</b>	
<b>3</b>	<p><b>ABE program revenue.</b> Includes community-based providers without district characteristics in the revenue calculations for</p>	<b>No comparable provision.</b>	

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Section	Article 11: Self-Sufficiency and Lifelong Learning		Article 11: Lifelong Learning
	English learner and “no diploma” revenue. Sets the aid amounts equal to the statewide average amount of revenue for each calculation.		
4	<b>Appropriation.</b> Appropriates general fund sums to the Department of Education for adult basic education aid and for the costs of GED tests. See the House Fiscal Analysis worksheet for details: <a href="http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf">http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf</a>		<b>Section 1. Appropriations.</b> See fiscal tracking sheets.

Section	Article 12: State Agencies		Article 12: State Agencies
		See H.F. article 2, section 1. Similar.	<b>Section 1. Placing high school students in Minnesota.</b> Requires annual reporting by school districts and charter schools with enrolled students who participate in a foreign exchange or study or other travel abroad program. Districts and charter schools are also encouraged to adopt policies to help ensure students’ health and safety. Requires program providers to register with the secretary of state to be eligible to offer a program under this statute.  <b>Effective date.</b> Makes this section effective for the 2015-2016 school year.
1	<b>School crisis response teams.</b> Requires the commissioner of education to collect, maintain and make available to school districts contact information for school crisis response teams. Requires the commissioner of education to work cooperatively with the Minnesota School Safety Center to facilitate the development of school crisis response teams in regions of the state where an existing crisis response team has not yet been formed.	No comparable provision.	
		No comparable provision.	<b>S.F. 1495, 2nd engrossment, article 6, section 1. Identification; Report.</b> Allows for the third grade reading report to be reported within the World’s Best Workforce



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Section	Article 12: State Agencies		Article 12: State Agencies
			reporting requirements, instead of reporting to the Commissioner.
2	<b>Fee.</b> Directs the executive secretary of the Board of School Administrators to deposit the annual fees paid to the board by licensed school administrators into the educator licensure account in the special revenue fund in the state treasury instead of the state general fund.	<b>No comparable provision.</b>	
3	<b>Temporary military license.</b> Requires the Board of Teaching to deposit the fees paid for a temporary military license into the educator licensure account in the special revenue fund instead of the state general fund.	<b>No comparable provision.</b>	
4	<b>Background checks.</b> (a) Requires fees paid for the Bureau of Criminal Apprehension to conduct background checks on applicants for an educator license to be deposited in the education licensure account in the special revenue fund.	<b>Similar.</b>	<b>Section 2. Background checks.</b> Allows the Department of Education to receive fees from the processing of teacher background checks.
5	<p><b>Special revenue fund accounts; educator licensure and background checks.</b></p> <p><b>Subd. 1. Educator licensure account.</b> Creates an educator licensure account in the special revenue fund. Requires the Board of Teaching, the Board of School Administrators, and the Department of Education to deposit into the educator licensure account the fees received from licensure applicants. Cancels any unexpended funds appropriated from this account back to this account.</p> <p><b>Subd. 2. Background check account.</b> Creates an educator licensure background check account in the special revenue fund. Requires the Board of Teaching, the Board of School Administrators, and the Department of Education to deposit into the educator licensure background check account the payments received from licensure applicants for background check costs. Appropriates the amounts in the</p>	<b>No comparable provision.</b>	

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Section	Article 12: State Agencies		Article 12: State Agencies
	account to the education commissioner to pay the superintendent of the Bureau of Criminal Apprehension for the costs of background checks on licensure applicants.		
6	<b>Licensure applicants.</b> Requires the licensing fees paid by teachers and supervisory personnel into the licensing boards to be deposited into the educator licensure account in the special revenue fund.	<b>No comparable provision.</b>	
7	<b>Licensure via portfolio.</b> Makes a conforming change.	<b>No comparable provision.</b>	
		<b>No comparable provision.</b>	<b>S.F. 1495, 2nd engrossment, article 6, section 2. Report; Continued Funding.</b> Allows for Alternative Teacher Professional Pay System reporting to be reported within the World’s Best Workforce reporting requirements, instead of reporting to the Commissioner.
		<b>No comparable provision.</b>	<b>S.F. 1495, 2nd engrossment, article 6, section 3. Staff Development Report.</b> Allows for the staff development report to be reported within the World’s Best Workforce reporting requirements, instead of reporting to the Commissioner. Allows the Commissioner to report to the legislature on staff development by February 1, instead of February 15, of each year.
		<b>No comparable provision.</b>	<b>S.F. 1495, 2nd engrossment, article 6, section 8. Annual Reports.</b> Allows the Commissioner to combine 8 reports into one report to the legislature delivered by February 1 of each year.
		<b>No comparable provision.</b>	<b>S.F. 1495, 2nd engrossment, article 6, section 9. Qualifications.</b> Allows the school trust lands director to serve for a term of five years, instead of four years after being appointed by the Governor.
		<b>No comparable provision.</b>	<b>S.F. 1495, 2nd engrossment, article 6, section 11. Establishment; Membership.</b> Makes the Commissioner of

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Section	Article 12: State Agencies		Article 12: State Agencies
			Education or their designee the compact commissioner for the Interstate Compact on Educational Opportunity for Military Children.
8	<p><b>Transfers.</b></p> <p><b>Subd. 1. Portfolio account.</b> Directs the commissioner of management and budget, on July 1, 2015, to transfer any balances in the educator licensure portfolio account in the special revenue fund to the educator licensure account in the special revenue fund.</p> <p><b>Subd. 2. Background check.</b> Transfers the balance in accounts holding fees paid for background checks of applicants for an educator license to the educator licensure account in the special revenue fund. Transfers \$80,000 on July 2, 2015, from the educator licensure background check account in the special revenue fund to the educator licensure account in the special revenue fund.</p>	No comparable provision.	
			<b>Section 3. Rulemaking Authority.</b> Directs the Board of Teaching to adopt rules for approving certificates of advanced professional study.
9	<p><b>Appropriations; Department of Education.</b> Appropriates general fund money and special revenue fund money to the Department of Education. See the House Fiscal Analysis worksheet for details:  <a href="http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf">http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf</a></p>		<b>Section 4. Appropriations.</b> See fiscal tracking sheets.
10	<p><b>Appropriations; Board of Teaching.</b> Appropriates money for the Board of Teaching from the educator licensure account in the special revenue fund. See the House Fiscal Analysis worksheet for details:  <a href="http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf">http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf</a></p>	No comparable provision.	

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Section	Article 12: State Agencies		Article 12: State Agencies
11	<b>Appropriations; Board of School Administrators.</b> Appropriates money for the Board of School Administrators from the educator licensure account in the special revenue fund. See the House Fiscal Analysis worksheet for details: <a href="http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf">http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf</a>	<b>No comparable provision.</b>	
12	<b>Appropriations; Minnesota State Academies.</b> Appropriates money for the Minnesota State Academies. See the House Fiscal Analysis worksheet for details: <a href="http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf">http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf</a>		<b>Section 5. Appropriations.</b> See fiscal tracking sheets.
13	<b>Appropriations; Perpich Center for Arts Education.</b> Appropriates money for the Perpich Center for Arts Academy. See the House Fiscal Analysis worksheet for details: <a href="http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf">http://www.house.leg.state.mn.us/fiscal/files/k1215app.pdf</a>		<b>Section 6. Appropriations.</b> See fiscal tracking sheets.

Section	Article 13: Forecast Adjustments		Article 13: Forecast Adjustments
	Adjusts the fiscal year 2015 appropriations to match the expected expenditures for each program.		This is a technical article that makes conforming changes to appropriations consistent with the February 2015 economic forecast.