

SENATE

STATE OF MINNESOTA

NINETY-FOURTH SESSION

S.F. No. 1740

(SENATE AUTHORS: CWODZINSKI and Kunes)		
DATE	D-PG	OFFICIAL STATUS
02/20/2025	461	Introduction and first reading Referred to Education Policy
04/07/2025	1362a	Comm report: To pass as amended
	1707	Second reading
04/09/2025	1730	Author added Kunes
04/24/2025	3931a	Special Order: Amended
	3964	Third reading Passed as amended

1.1

A bill for an act

1.2

relating to education policy; making changes to kindergarten through grade 12

1.3

education; modifying provisions for general education, education excellence,

1.4

charter schools, the Read Act, special education, school nutrition and facilities,

1.5

and state agencies; requiring a report; amending Minnesota Statutes 2024, sections

1.6

10A.071, subdivision 1; 13.03, by adding a subdivision; 13.32, subdivision 5;

1.7

120A.22, subdivisions 12, 13; 120A.24, subdivision 4; 120B.021, subdivisions 2,

1.8

3; 120B.024; 120B.119, subdivisions 2a, 10; 120B.12, subdivisions 1, 2, 2a, 3, 4,

1.9

4a; 120B.123, subdivisions 1, 5, 7, by adding a subdivision; 120B.124, subdivision

1.10

2; 120B.35, subdivision 3; 120B.363, subdivisions 1, 2; 121A.031, subdivisions

1.11

2, 4, 6; 121A.041, subdivisions 2, 3; 121A.22, subdivision 2; 121A.2205;

1.12

121A.2207; 121A.224; 121A.23, subdivision 1; 121A.41, subdivision 10; 121A.49;

1.13

121A.73; 122A.09, subdivision 9; 122A.092, subdivisions 2, 5; 122A.181,

1.14

subdivision 3; 122A.182, subdivision 3; 122A.183, subdivision 2; 123B.09, by

1.15

adding a subdivision; 123B.32, subdivisions 1, 2; 123B.52, by adding a subdivision;

1.16

124D.09, subdivisions 5, 5a, 5b, 9, 10; 124D.094, subdivision 1; 124D.117,

1.17

subdivision 2; 124D.119, subdivision 5; 124D.162; 124D.42, subdivision 8;

1.18

124D.52, subdivision 2; 124D.792; 124E.02; 124E.03, subdivision 2, by adding

1.19

a subdivision; 124E.05, subdivision 2; 124E.06, subdivision 7, by adding a

1.20

subdivision; 124E.07, subdivisions 2, 3, 5, 6, 8; 124E.10, subdivision 4; 124E.13,

1.21

subdivision 3; 124E.16, subdivisions 1, 3, by adding a subdivision; 124E.17;

1.22

124E.26, subdivisions 4, 5, by adding a subdivision; 125A.091, subdivisions 3a,

1.23

5; Laws 2024, chapter 115, article 2, section 21, subdivisions 2, 3; proposing

1.24

coding for new law in Minnesota Statutes, chapters 120B; 124D; 125A; repealing

1.25

Minnesota Statutes 2024, sections 120B.124, subdivision 6; 123B.935, subdivision

1.26

2.

1.27

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.28

ARTICLE 1

1.29

GENERAL EDUCATION

1.30

Section 1. Minnesota Statutes 2024, section 120A.22, subdivision 12, is amended to read:

1.31

Subd. 12. **Legitimate exemptions.** (a) A parent, guardian, or other person having control

1.32

of a child may apply to a school district to have the child excused from attendance for the

whole or any part of the time school is in session during any school year. Application may be made to ~~any member of the board,~~ a truant officer, a or the school official designated by the principal, or the superintendent. The school district may state in its school attendance policy that it may ask the student's parent or legal guardian to verify in writing the reason for the child's absence from school. A note from a physician or a licensed mental health professional stating that the child cannot attend school is a valid excuse. The board of the district in which the child resides may approve the application upon the following being demonstrated to the satisfaction of that board:

(1) that the child's physical or mental health is such as to prevent attendance at school or application to study for the period required, which includes:

(i) child illness, medical, dental, orthodontic, or counseling appointments, including appointments conducted through telehealth;

(ii) family emergencies;

(iii) the death or serious illness or funeral of an immediate family member;

(iv) active duty in any military branch of the United States;

(v) the child has a condition that requires ongoing treatment for a mental health diagnosis; or

(vi) other exemptions included in the district's school attendance policy;

(2) that the child has already completed state and district standards required for graduation from high school; or

(3) that it is the wish of the parent, guardian, or other person having control of the child that the child attend, for a period or periods not exceeding in the aggregate three hours in any week, instruction conducted by a Tribal spiritual or cultural advisor, or a school for religious instruction conducted and maintained by a church, or association of churches, or any Sunday school association incorporated under the laws of this state, or any auxiliary thereof. This instruction must be conducted and maintained in a place other than a public school building, and it must not, in whole or in part, be conducted and maintained at public expense. A child may be absent from school on days that the child attends upon instruction according to this clause.

(b) Notwithstanding subdivision 6, paragraph (a), a parent may withdraw a child from an all-day, every day kindergarten program and put their child in a half-day program, if offered, or an alternate-day program without being truant. A school board must excuse a kindergarten child from a part of a school day at the request of the child's parent.

Sec. 2. Minnesota Statutes 2024, section 120A.22, subdivision 13, is amended to read:

Subd. 13. ~~Issuing and Reporting excuses attendance.~~ (a) A student who is participating in cocurricular or extracurricular activities must be counted as in attendance to the extent that the activities occur during school hours. For the purposes of this paragraph, "cocurricular activities" and "extracurricular activities" have the meanings given in section 123B.49, subdivisions 3 and 4.

(b) The clerk or any authorized officer of the board principal must issue and keep a record of such excuses, under such rules as the board may from time to time establish.

**EFFECTIVE DATE.** This section is effective July 1, 2025.

Sec. 3. Minnesota Statutes 2024, section 120A.24, subdivision 4, is amended to read:

Subd. 4. **Reports to the state or county.** (a) A superintendent must make an annual report to the commissioner of education by December 1 of the total number of nonpublic children reported as residing in the district. The report must include the following information:

(1) the number of children residing in the district attending nonpublic schools or receiving instruction from persons or institutions other than a public school;

(2) the number of children in clause (1) who are in compliance with section 120A.22 and this section; and

(3) the number of children in clause (1) who the superintendent has determined are not in compliance with section 120A.22 and this section.

(b) No later than 15 school days after the beginning of each academic term, a school principal must report to the superintendent a list of names and last known addresses of all students who were enrolled in the school for the previous term, are not enrolled in the school for the current term, and were otherwise eligible for enrollment, unless the school has been notified that the student has enrolled in another school. The superintendent must immediately make the list received from the principal available to an authorized representative of a county agency whose statutory purpose is to enroll students in school.

Sec. 4. Minnesota Statutes 2024, section 120B.021, subdivision 2, is amended to read:

Subd. 2. **Standards development.** (a) The commissioner must consider advice from at least the following stakeholders in developing statewide rigorous core academic standards

in language arts, mathematics, science, social studies, including history, geography, economics, government and citizenship, health, and the arts:

(1) parents of school-age children and members of the public throughout the state;

(2) teachers throughout the state currently licensed and providing instruction in language arts, mathematics, science, social studies, health, or the arts and licensed elementary and secondary school principals throughout the state currently administering a school site;

(3) currently serving members of local school boards and charter school boards throughout the state;

(4) faculty teaching core subjects at postsecondary institutions in Minnesota;

(5) representatives of the Minnesota business community;

(6) representatives from the Tribal Nations Education Committee and Tribal Nations and communities in Minnesota, including both Anishinaabe and Dakota; and

(7) current students, with input from the Minnesota Youth Council.

(b) Academic standards must:

(1) be clear, concise, objective, and measurable, ~~and grade-level appropriate;~~

(2) not require a specific teaching methodology or curriculum; and

(3) be consistent with the Constitutions of the United States and the state of Minnesota.

Sec. 5. Minnesota Statutes 2024, section 120B.024, is amended to read:

**120B.024 CREDITS.**

Subdivision 1. **Graduation requirements.** (a) Students must successfully complete the following high school level credits for graduation:

(1) four credits of language arts sufficient to satisfy all of the academic standards in English language arts;

(2) three credits of mathematics sufficient to satisfy all of the academic standards in mathematics;

(3) three credits of science, including one credit to satisfy all the earth and space science standards for grades 9 through 12, one credit to satisfy all the life science standards for grades 9 through 12, and one credit to satisfy all the chemistry or physics standards for grades 9 through 12;

(4) three and one-half credits of social studies, including credit for a course in government and citizenship in either grade 11 or 12 for students beginning grade 9 in the 2025-2026 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under section 120B.021, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

(5) one credit of the arts sufficient to satisfy all of the academic standards in the arts;

(6) credit sufficient to satisfy the state standards in physical education;

(7) credits sufficient to satisfy the state standards in health upon adoption of statewide rules for implementing health standards under section 120B.021; and

(8) a minimum of seven elective credits.

(b) Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.

Subd. 2. **Credit equivalencies.** (a) A one-half credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under subdivision 1, clause ~~(5)~~ (4), if the credit is sufficient to satisfy all of the academic standards in economics.

(b) An agriculture science or career and technical education credit may fulfill the elective science credit required under subdivision 1, clause ~~(4)~~ (3), if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under subdivision 1, clause ~~(4)~~ (3), if the credit meets the state chemistry or physics academic standards as approved by the district. A student must satisfy either all of the chemistry academic standards or all of the physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under subdivision 1, clause ~~(4)~~ (3).

(c) A career and technical education credit may fulfill a mathematics or arts credit requirement under subdivision 1, clause (2) or ~~(6)~~ (5).

(d) An agricultural, food, and natural resources education teacher is not required to meet the requirements of Minnesota Rules, part 3505.1150, subpart 2, item B, to meet the credit equivalency requirements of paragraph (b) ~~above~~.

(e) A computer science credit may fulfill a mathematics credit requirement under subdivision 1, clause (2), if the credit meets state academic standards in mathematics.

(f) A Project Lead the Way credit may fulfill a science or mathematics credit requirement under subdivision 1, clause (2) or ~~(4)~~ (3), if the credit meets the state academic standards in science or mathematics.

(g) An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

(h) A personal finance credit taught by a teacher with a field license or out-of-field permission in math may fulfill a mathematics credit requirement under subdivision 1, clause (2).

**EFFECTIVE DATE.** This section is effective for the 2025-2026 school year and later.

Sec. 6. Minnesota Statutes 2024, section 124D.09, subdivision 5, is amended to read:

Subd. 5. **Authorization; notification.** (a) Notwithstanding any other law to the contrary, an 11th or 12th grade pupil enrolled in a school district, a charter school, or an American Indian-controlled Tribal contract or grant school eligible for aid under section 124D.83, except a foreign exchange pupil enrolled in a district under a cultural exchange program, may apply to an eligible institution, as defined in subdivision 3, to enroll in nonsectarian courses offered by that postsecondary institution.

(b) If an institution accepts a secondary pupil for enrollment under this section, the institution shall send written notice to the pupil, the pupil's school or school district, and the commissioner. The notice must indicate the course and hours of enrollment of that pupil. The institution must notify the pupil's school as soon as practicable if the pupil withdraws from the enrolled course. The institution must also notify the pupil's school as soon as practicable if the pupil has been absent from a course for ten consecutive days on which classes are held, based upon the postsecondary institution's academic calendar, and the pupil is not receiving instruction in their home or hospital or other facility.

(c) If the pupil enrolls in a course for postsecondary credit, the institution must notify:

(1) the pupil about payment in the customary manner used by the institution; and  
(2) the pupil's school as soon as practicable if the pupil withdraws from the course or stops attending the course.

Sec. 7. Minnesota Statutes 2024, section 124D.09, subdivision 5a, is amended to read:

Subd. 5a. **Authorization; career or technical education.** A 10th, 11th, or 12th grade pupil enrolled in a school district, a charter school, or an American Indian-controlled tribal contract or grant school eligible for aid under section 124D.83, except a foreign exchange pupil enrolled in a district under a cultural exchange program, may enroll in a career or technical education course offered by a Minnesota state college or university. A 10th grade pupil applying for enrollment in a career or technical education course under this subdivision must have received a passing score on the 8th grade Minnesota Comprehensive Assessment in reading as a condition of enrollment. A current 10th grade pupil who did not take the 8th grade Minnesota Comprehensive Assessment in reading may substitute another reading assessment accepted by the enrolling postsecondary institution. A secondary pupil may enroll in the pupil's first postsecondary options enrollment course under this subdivision. A student who is refused enrollment by a Minnesota state college or university under this subdivision may apply to an eligible institution offering a career or technical education course. The postsecondary institution must give priority to its students according to subdivision 9. If a secondary student receives a grade of "C" or better in the career or technical education course taken under this subdivision, the postsecondary institution must allow the student to take additional postsecondary courses for secondary credit at that institution, not to exceed the limits in subdivision 8. A "career or technical course" is a course that is part of a career and technical education program that provides individuals with coherent, rigorous content aligned with academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current and emerging professions and provide technical skill proficiency, an industry recognized credential, and a certificate, a diploma, or an associate degree.

Sec. 8. Minnesota Statutes 2024, section 124D.09, subdivision 5b, is amended to read:

Subd. 5b. **Authorization; 9th or 10th grade pupil.** Notwithstanding any other law to the contrary, a 9th or 10th grade pupil enrolled in a school district, a charter school, or an American Indian-controlled tribal contract or grant school eligible for aid under section 124D.83, except a foreign exchange pupil enrolled in a district under a cultural exchange program, may apply to enroll in nonsectarian courses offered under subdivision 10, if:

(1) the school district, charter school, or Tribal school district and the eligible postsecondary institution providing the course agree to the student's enrollment; or

(2) the course is a world language course currently available to 11th and 12th grade students, and consistent with section 120B.022 governing world language standards, certificates, and seals.

Sec. 9. Minnesota Statutes 2024, section 124D.09, subdivision 9, is amended to read:

Subd. 9. **Enrollment priority.** (a) A postsecondary institution must give priority to its postsecondary students when enrolling pupils in grades 10, 11, and 12 in its courses. A postsecondary institution may provide information about its programs to a secondary school or to a pupil or parent and it may advertise or otherwise recruit or solicit a secondary pupil to enroll in its programs on educational and programmatic grounds only ~~except, notwithstanding other law to the contrary, and for the 2014-2015 through 2019-2020 school years only, an eligible postsecondary institution may advertise or otherwise recruit or solicit a secondary pupil residing in a school district with 700 students or more in grades 10, 11, and 12, to enroll in its programs on educational, programmatic, or financial grounds.~~

(b) An institution must not enroll secondary pupils, for postsecondary enrollment options purposes, in remedial, developmental, or other courses that are not college level except when a student eligible to participate and enrolled in the graduation incentives program under section 124D.68 enrolls full time in a middle or early college program. A middle or early college program must be specifically designed to allow the student to earn dual high school and college credit with a well-defined pathway to allow the student to earn a postsecondary degree or credential. In this case, the student must receive developmental college credit and not college credit for completing remedial or developmental courses.

(c) Once a pupil has been enrolled in any postsecondary course under this section, the pupil must not be displaced by another student.

(d) If a postsecondary institution enrolls a secondary school pupil in a course under this section, the postsecondary institution also must enroll in the same course an otherwise enrolled and qualified postsecondary student who qualifies as a veteran under section 197.447, and demonstrates to the postsecondary institution's satisfaction that the institution's established enrollment timelines were not practicable for that student.

(e) A postsecondary institution must allow secondary pupils to enroll in online courses under this section consistent with the institution's policy regarding postsecondary pupil enrollment in online courses.



9.1 Sec. 10. Minnesota Statutes 2024, section 124D.09, subdivision 10, is amended to read:

9.2 Subd. 10. **Courses according to agreements.** (a) An eligible pupil, according to  
9.3 subdivision 5, may enroll in a nonsectarian course taught by a secondary teacher or a  
9.4 postsecondary faculty member and offered at a secondary school, charter school, Tribal  
9.5 school, or another location, according to an agreement between a public school board, board  
9.6 of directors, or Tribal school and the governing body of an eligible public postsecondary  
9.7 system or an eligible private postsecondary institution, as defined in subdivision 3. All  
9.8 provisions of this section apply to a pupil, public school board, board of directors, Tribal  
9.9 council, district, charter school, Tribal school, and the governing body of a postsecondary  
9.10 institution, except as otherwise provided. A secondary school and a postsecondary institution  
9.11 that enrolls eligible pupils in courses according to agreements must annually report to the  
9.12 commissioner the participation rates of pupils enrolled in courses according to agreements,  
9.13 including the number of pupils enrolled and the number of courses taken for postsecondary  
9.14 or dual credit.

9.15 (b) To encourage students, especially American Indian students and students of color,  
9.16 to consider teaching as a profession, participating ~~schools,~~ school districts, charter schools,  
9.17 Tribal schools, and postsecondary institutions are encouraged to develop and offer an  
9.18 "Introduction to Teaching" or "Introduction to Education" course under this subdivision.  
9.19 For the purpose of applying for grants under this paragraph, "eligible institution" includes  
9.20 ~~schools and~~ school districts, charter schools, or Tribal schools that partner with an accredited  
9.21 college or university in addition to postsecondary institutions identified in subdivision 3,  
9.22 paragraph (a). Grant recipients under this paragraph must annually report to the commissioner  
9.23 in a form and manner determined by the commissioner on the participation rates of students  
9.24 in courses under this paragraph, including the number of students who apply for admission  
9.25 to colleges or universities with teacher preparation programs and the number of students of  
9.26 color and American Indian students who earned postsecondary credit. Grant recipients must  
9.27 also describe recruiting efforts intended to ensure that the percentage of participating students  
9.28 who are of color or American Indian meets or exceeds the overall percentage of students  
9.29 of color or American Indian students in the school.

9.30 Sec. 11. Minnesota Statutes 2024, section 124D.094, subdivision 1, is amended to read:

9.31 Subdivision 1. **Definitions.** (a) For purposes of this section, the following terms have  
9.32 the meanings given.

(b) "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under paragraph (f).

(c) "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.

(d) "Enrolling district" means the school district or charter school in which a student is enrolled under section ~~120A.22, subdivision 4~~ 120A.05, subdivision 8, or chapter 124E.

(e) "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (j); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph (d); and supports available to the student.

(f) "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.

(g) "Online instructional site" means a site that offers courses using online instruction under paragraph (f) and may enroll students receiving online instruction under paragraph (f).

(h) "Online teacher" means an employee of the enrolling district under paragraph (d) or the supplemental online course provider under paragraph (k) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (f).

(i) "Student" means a Minnesota resident enrolled in a school defined under section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.

(j) "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under paragraph (d).

(k) "Supplemental online course provider" means a school district, an intermediate school district, a state-operated school, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Department of Education to provide supplemental online courses under paragraph (j).

11.1 Sec. 12. Minnesota Statutes 2024, section 124D.52, subdivision 2, is amended to read:

11.2 Subd. 2. **Program approval.** (a) To receive aid under this section, a district, the  
11.3 Department of Corrections, a private nonprofit organization, or a consortium including  
11.4 districts, nonprofit organizations, or both must submit an application by June 1 describing  
11.5 the program, on a form provided by the department. The program must be approved by the  
11.6 commissioner according to the following criteria:

11.7 (1) how the needs of different levels of learning and English language proficiency will  
11.8 be met;

11.9 (2) for continuing programs, an evaluation of results;

11.10 (3) anticipated number and education level of participants;

11.11 (4) coordination with other resources and services;

11.12 (5) participation in a consortium, if any, and money available from other participants;

11.13 (6) management and program design;

11.14 (7) volunteer training and use of volunteers;

11.15 (8) staff development services;

11.16 (9) program sites and schedules;

11.17 (10) program expenditures that qualify for aid;

11.18 (11) program ability to provide data related to learner outcomes as required by law; and

11.19 (12) a copy of the memorandum of understanding described in subdivision 1 submitted  
11.20 to the commissioner.

11.21 (b) Adult basic education programs may be approved under this subdivision for up to  
11.22 ~~five~~ six years. ~~Five-year~~ Six-year program approval must be granted to an applicant who  
11.23 has demonstrated the capacity to:

11.24 (1) offer comprehensive learning opportunities and support service choices appropriate  
11.25 for and accessible to adults at all basic skill and English language levels of need;

11.26 (2) provide a participatory and experiential learning approach based on the strengths,  
11.27 interests, and needs of each adult, that enables adults with basic skill needs to:

11.28 (i) identify, plan for, and evaluate their own progress toward achieving their defined  
11.29 educational and occupational goals;

(ii) master the basic academic reading, writing, and computational skills, as well as the problem-solving, decision making, interpersonal effectiveness, and other life and learning skills they need to function effectively in a changing society;

(iii) locate and be able to use the health, governmental, and social services and resources they need to improve their own and their families' lives; and

(iv) continue their education, if they desire, to at least the level of secondary school completion, with the ability to secure and benefit from continuing education that will enable them to become more employable, productive, and responsible citizens;

(3) plan, coordinate, and develop cooperative agreements with community resources to address the needs that the adults have for support services, such as transportation, English language learning, flexible course scheduling, convenient class locations, and child care;

(4) collaborate with business, industry, labor unions, and employment-training agencies, as well as with family and occupational education providers, to arrange for resources and services through which adults can attain economic self-sufficiency;

(5) provide sensitive and well trained adult education personnel who participate in local, regional, and statewide adult basic education staff development events to master effective adult learning and teaching techniques;

(6) participate in regional adult basic education peer program reviews and evaluations;

(7) submit accurate and timely performance and fiscal reports;

(8) submit accurate and timely reports related to program outcomes and learner follow-up information; and

(9) spend adult basic education aid on adult basic education purposes only, which are specified in sections 124D.518 to 124D.531.

(c) The commissioner shall require each district to provide notification by February 1, of its intent to apply for funds under this section as a single district or as part of a consortium. A district receiving funds under this section must notify the commissioner by February 1 of its intent to change its application status for applications due the following June 1.

**Sec. 13. REVISOR INSTRUCTION.**

The revisor of statutes must substitute the term "school district, charter school, or Tribal school" for "district" or "school district" wherever the terms appear in Minnesota Statutes, section 124D.09, subdivisions 3, 4, 6, 7, 8, 9, 11a, 12, 13, 16, 21, and 24, and section 124D.091. The revisor may also make grammatical changes related to the change in terms.

13.1 **ARTICLE 2**

13.2 **EDUCATION EXCELLENCE**

13.3 Section 1. Minnesota Statutes 2024, section 13.03, is amended by adding a subdivision  
13.4 to read:

13.5 Subd. 3a. **Data requests to school districts.** (a) For purposes of this subdivision, "school  
13.6 district" means an independent, common, or special school district, as defined in section  
13.7 120A.05, or a cooperative unit under section 123A.24, subdivision 2.

13.8 (b) The provisions in this subdivision apply to a request made to a school district to  
13.9 inspect or receive copies of public government data pursuant to subdivision 3. The provisions  
13.10 in this subdivision are in addition to those contained in subdivision 3, except that when the  
13.11 provisions of this subdivision conflict with those of subdivision 3, this subdivision prevails.  
13.12 This subdivision does not apply to a request made by a data subject under section 13.04.

13.13 (c) A responsible authority may provide data on a rolling basis to a person making a  
13.14 request under this subdivision. If a responsible authority has notified the requesting person  
13.15 that responsive data or copies are available for inspection or collection, and the requesting  
13.16 person does not inspect the data or collect the copies, the responsible authority may suspend  
13.17 any further response to the request until the requesting person inspects the data that has  
13.18 been made available, or collects and pays for the copies that have been produced.

13.19 **EFFECTIVE DATE.** This section is effective the day following final enactment and  
13.20 applies to data requests made on or after that date.

13.21 **Sec. 2. [120B.213] HEALTHY AGING AND DEMENTIA EDUCATION.**

13.22 School districts and charter schools are encouraged to provide instruction on healthy  
13.23 aging and dementia to students in grades 6 through 12 that is aligned with applicable health  
13.24 standards and integrated into existing programs, curriculum, or the general school  
13.25 environment of a district or charter school. By July 1, 2026, and each even-numbered year  
13.26 thereafter, the commissioner of education, in consultation with the commissioner of health  
13.27 and dementia advocacy organizations, must provide districts and charter schools with  
13.28 age-appropriate resources on healthy aging and dementia, including but not limited to  
13.29 strategies to maintain brain health, information on Alzheimer's disease and other forms of  
13.30 dementia, and caring for an elder with a cognitive impairment.

13.31 **EFFECTIVE DATE.** This section is effective July 1, 2025.

14.1 Sec. 3. Minnesota Statutes 2024, section 120B.35, subdivision 3, is amended to read:

14.2 Subd. 3. **State growth measures; other state measures.** (a)(1) The state's educational  
14.3 assessment system measuring individual students' educational growth is based on indicators  
14.4 of current achievement that show growth relative to an individual student's prior achievement.  
14.5 Indicators of achievement and prior achievement must be based on highly reliable statewide  
14.6 or districtwide assessments.

14.7 (2) For purposes of paragraphs (b), (c), and (d), the commissioner must analyze and  
14.8 report separate categories of information using the student categories identified under the  
14.9 federal Elementary and Secondary Education Act, as most recently reauthorized, and, in  
14.10 addition to "other" for each race and ethnicity, and the Karen community, seven of the most  
14.11 populous Asian and Pacific Islander groups, three of the most populous Native groups,  
14.12 seven of the most populous Hispanic/Latino groups, and five of the most populous Black  
14.13 and African Heritage groups as determined by the total Minnesota population based on the  
14.14 most recent American Community Survey; English learners under section 124D.59; home  
14.15 language; free or reduced-price meals; and all students enrolled in a Minnesota public school  
14.16 who are currently or were previously in foster care, except that such disaggregation and  
14.17 cross tabulation is not required if the number of students in a category is insufficient to yield  
14.18 statistically reliable information or the results would reveal personally identifiable information  
14.19 about an individual student.

14.20 (b) The commissioner, in consultation with a stakeholder group that includes assessment  
14.21 and evaluation directors, district staff, experts in culturally responsive teaching, and  
14.22 researchers, must implement an appropriate growth model that compares the difference in  
14.23 students' achievement scores over time, and includes criteria for identifying schools and  
14.24 school districts that demonstrate academic progress or progress toward English language  
14.25 proficiency. The model may be used to advance educators' professional development and  
14.26 replicate programs that succeed in meeting students' diverse learning needs. Data on  
14.27 individual teachers generated under the model are personnel data under section 13.43. The  
14.28 model must allow users to:

14.29 (1) report student growth consistent with this paragraph; and

14.30 (2) for all student categories, report and compare aggregated and disaggregated state  
14.31 student growth and, under section 120B.11, subdivision 2, clause (2), student learning and  
14.32 outcome data using the student categories identified under the federal Elementary and  
14.33 Secondary Education Act, as most recently reauthorized, and other student categories under  
14.34 paragraph (a), clause (2).

The commissioner must report measures of student growth and, under section 120B.11, subdivision 2, clause (2), student learning and outcome data, consistent with this paragraph, including the English language development, academic progress, and oral academic development of English learners and their native language development if the native language is used as a language of instruction, and include data on all pupils enrolled in a Minnesota public school course or program who are currently or were previously counted as an English learner under section 124D.59. In addition, the commissioner must report language development outcomes of the target language of instruction other than English for all students who are in a dual language immersion program.

(c) When reporting student performance under section 120B.36, subdivision 1, the commissioner annually, beginning July 1, 2011, must report two core measures indicating the extent to which current high school graduates are being prepared for postsecondary academic and career opportunities:

(1) a preparation measure indicating the number and percentage of high school graduates in the most recent school year who completed course work important to preparing them for postsecondary academic and career opportunities, consistent with the core academic subjects required for admission to Minnesota's public colleges and universities as determined by the Office of Higher Education under chapter 136A; and

(2) a rigorous coursework measure indicating the number and percentage of high school graduates in the most recent school year who successfully completed one or more college-level advanced placement, international baccalaureate, postsecondary enrollment options including concurrent enrollment, other rigorous courses of study under section 120B.021, subdivision 1a, or industry certification courses or programs.

When reporting the core measures under clauses (1) and (2), the commissioner must also analyze and report separate categories of information using the student categories identified under the federal Elementary and Secondary Education Act, as most recently reauthorized, and other student categories under paragraph (a), clause (2).

(d) When reporting student performance under section 120B.36, subdivision 1, the commissioner annually, beginning July 1, 2014, must report summary data on school safety and students' engagement and connection at school, consistent with the student categories identified under paragraph (a), clause (2). The summary data under this paragraph are separate from and must not be used for any purpose related to measuring or evaluating the performance of classroom teachers. The commissioner, in consultation with qualified experts on student engagement and connection and classroom teachers, must identify highly reliable

variables that generate summary data under this paragraph. The summary data may be used at school, district, and state levels only. Any data on individuals received, collected, or created that are used to generate the summary data under this paragraph are nonpublic data under section 13.02, subdivision 9.

(e) For purposes of statewide educational accountability, the commissioner must identify and report measures that demonstrate the success of learning year program providers under sections 123A.05 and 124D.68, among other such providers, in improving students' graduation outcomes. The commissioner, beginning July 1, 2015, must annually report summary data on:

(1) the four- and six-year graduation rates of students under this paragraph;

(2) the percent of students under this paragraph whose progress and performance levels are meeting career and college readiness benchmarks under section 120B.307; and

(3) the success that learning year program providers experience in:

(i) identifying at-risk and off-track student populations by grade;

(ii) providing successful prevention and intervention strategies for at-risk students;

(iii) providing successful recuperative and recovery or reenrollment strategies for off-track students; and

(iv) improving the graduation outcomes of at-risk and off-track students.

The commissioner may include in the annual report summary data on other education providers serving a majority of students eligible to participate in a learning year program.

(f) The commissioner, in consultation with recognized experts with knowledge and experience in assessing the language proficiency and academic performance of all English learners enrolled in a Minnesota public school course or program who are currently or were previously counted as an English learner under section 124D.59, must identify and report appropriate and effective measures to improve current categories of language difficulty and assessments, and monitor and report data on students' English proficiency levels, program placement, and academic language development, including oral academic language.

(g) When reporting four- and six-year graduation rates, the commissioner or school district must disaggregate the data by student categories according to paragraph (a), clause (2).

(h) A school district must inform parents and guardians that volunteering information on student categories not required by the most recent reauthorization of the Elementary and



17.1 Secondary Education Act is optional and will not violate the privacy of students or their  
17.2 families, parents, or guardians. The notice must state the purpose for collecting the student  
17.3 data.

17.4 Sec. 4. Minnesota Statutes 2024, section 120B.363, subdivision 1, is amended to read:

17.5 Subdivision 1. **Rulemaking.** ~~The Professional Educator Licensing and Standards Board~~  
17.6 commissioner must adopt rules to implement a statewide credential for education  
17.7 paraprofessionals who assist a licensed teacher in providing student instruction. Any  
17.8 paraprofessional holding this credential or working in a local school district after meeting  
17.9 a state-approved local assessment is considered to be highly qualified under federal law.  
17.10 Under this subdivision, ~~the Professional Educator Licensing and Standards Board, in~~  
17.11 ~~consultation with~~ the commissioner, must adopt qualitative criteria for approving local  
17.12 assessments that include an evaluation of a paraprofessional's knowledge of reading, writing,  
17.13 and math and the paraprofessional's ability to assist in the instruction of reading, writing,  
17.14 and math. The commissioner must approve or disapprove local assessments using these  
17.15 criteria. The commissioner must make the criteria available to the public.

17.16 Sec. 5. Minnesota Statutes 2024, section 120B.363, subdivision 2, is amended to read:

17.17 Subd. 2. **Training possibilities.** In adopting rules under subdivision 1, the ~~board~~  
17.18 commissioner must consider including provisions that provide training in: students'  
17.19 characteristics; teaching and learning environment; academic instruction skills; student  
17.20 behavior; and ethical practices.

17.21 Sec. 6. Minnesota Statutes 2024, section 121A.031, subdivision 2, is amended to read:

17.22 Subd. 2. **Definitions.** (a) For purposes of this section, the following terms have the  
17.23 meanings given them.

17.24 (b) "District" means a district under section 120A.05, subdivision 8.

17.25 (c) "Public school" or "school" means a public school under section 120A.05, subdivisions  
17.26 9, 11, 13, and 17, and a charter school under chapter 124E.

17.27 (d) "Student" means a student enrolled in a school under paragraph (c).

17.28 (e) "Bullying" means intimidating, threatening, abusive, or harming conduct that is  
17.29 objectively offensive and:

18.1 (1) there is an actual or perceived imbalance of power between the student engaging in  
18.2 prohibited conduct and the target of the behavior and the conduct is repeated or forms a  
18.3 pattern; or

18.4 (2) materially and substantially interferes with a student's educational opportunities or  
18.5 performance or ability to participate in school functions or activities or receive school  
18.6 benefits, services, or privileges.

18.7 (f) "Cyberbullying" means bullying using technology or other electronic communication,  
18.8 including but not limited to a transfer of a sign, signal, writing, image, sound, or data,  
18.9 including a post on a social network Internet website or forum, transmitted through a  
18.10 computer, cell phone, or other electronic device.

18.11 (g) Intimidating, threatening, abusive, or harming conduct may involve, but is not limited  
18.12 to, conduct that causes physical harm to a student or a student's property or causes a student  
18.13 to be in reasonable fear of harm to person or property; under Minnesota common law,  
18.14 violates a student's reasonable expectation of privacy, defames a student, or constitutes  
18.15 intentional infliction of emotional distress against a student; is directed at any student or  
18.16 students, including those based on a person's actual or perceived race, ethnicity, color, creed,  
18.17 religion, national origin, immigration status, sex, marital status, familial status, socioeconomic  
18.18 status, physical appearance, sexual orientation, including gender identity and expression,  
18.19 academic status related to student performance, disability, or status with regard to public  
18.20 assistance, age, or any additional characteristic defined in chapter 363A. However, prohibited  
18.21 conduct need not be based on any particular characteristic defined in this paragraph or  
18.22 chapter 363A.

18.23 (h) "Prohibited conduct" means bullying or cyberbullying as defined under this  
18.24 subdivision or retaliation for asserting, alleging, reporting, or providing information about  
18.25 such conduct or knowingly making a false report about bullying.

18.26 (i) "Remedial response" means a measure to stop and correct prohibited conduct, prevent  
18.27 prohibited conduct from recurring, and protect, support, and intervene on behalf of the  
18.28 student who is the target of the prohibited conduct. Remedial responses may include but  
18.29 are not limited to nonexclusionary disciplinary policies and practices as defined in sections  
18.30 121A.41, subdivision 12, and 121A.425, subdivision 2, and comprehensive school mental  
18.31 health systems.

18.32 (j) "Familial status" means the condition of one or more minors being domiciled having  
18.33 legal status or custody with (1) the minor's parent or parents or the minor's legal guardian

19.1 or guardians, or (2) the designee of the parent or parents or guardian or guardians with the  
19.2 written permission of the parent or parents or guardian or guardians.

19.3 Sec. 7. Minnesota Statutes 2024, section 121A.031, subdivision 4, is amended to read:

19.4 Subd. 4. **Local policy components.** (a) Each district and school policy implemented  
19.5 under this section must, at a minimum:

19.6 (1) designate a staff member as the primary contact person in the school building to  
19.7 receive reports of prohibited conduct under clause (3), ensure the policy and its procedures  
19.8 including restorative practices, consequences, and sanctions are fairly and fully implemented,  
19.9 and serve as the primary contact on policy and procedural matters implicating both the  
19.10 district or school and the department;

19.11 (2) require school employees who witness prohibited conduct or possess reliable  
19.12 information that would lead a reasonable person to suspect that a student is a target of  
19.13 prohibited conduct to make reasonable efforts to address and resolve the prohibited conduct;

19.14 (3) provide a procedure to begin to investigate reports of prohibited conduct within three  
19.15 school days of the report, and make the primary contact person responsible for the  
19.16 investigation and any resulting record and for keeping and regulating access to any record;

19.17 (4) indicate how a school will respond to an identified incident of prohibited conduct,  
19.18 including immediately intervening to protect the target of the prohibited conduct; at the  
19.19 school administrator's discretion and consistent with state and federal data practices law  
19.20 governing access to data, including section 13.02, subdivision 8, a presumption that a district  
19.21 or school official will notify the ~~parent~~ individuals with familial status of the reported target  
19.22 of the prohibited conduct and the ~~parent~~ individuals with familial status of the actor engaged  
19.23 in the prohibited conduct; providing other remedial responses to the prohibited conduct;  
19.24 and ensuring that remedial responses are tailored to the particular incident and nature of the  
19.25 conduct and the student's developmental age and behavioral history;

19.26 (5) prohibit reprisals or retaliation against any person who asserts, alleges, or reports  
19.27 prohibited conduct or provides information about such conduct and establish appropriate  
19.28 consequences for a person who engages in reprisal or retaliation;

19.29 (6) allow anonymous reporting but do not rely solely on an anonymous report to  
19.30 determine discipline;

19.31 (7) provide information about available community resources to the target, actor, and  
19.32 other affected individuals, as appropriate;

(8) where appropriate for a child with a disability to prevent or respond to prohibited conduct, allow the child's individualized education program or section 504 plan to address the skills and proficiencies the child needs to respond to or not engage in prohibited conduct;

(9) use new employee training materials, the school publication on school rules, procedures, and standards of conduct, and the student handbook on school policies to publicize the policy;

(10) require ongoing professional development, consistent with section 122A.60, to build the skills of all school personnel who regularly interact with students, including but not limited to educators, administrators, school counselors, social workers, psychologists, other school mental health professionals, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, extracurricular activities advisors, and paraprofessionals to identify, prevent, and appropriately address prohibited conduct;

(11) allow the alleged actor in an investigation of prohibited conduct to present a defense; and

(12) inform affected students and their parents of their rights under state and federal data practices laws to obtain access to data related to the incident and their right to contest the accuracy or completeness of the data.

(b) Professional development under a local policy includes, but is not limited to, information about:

(1) developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;

(2) the complex dynamics affecting an actor, target, and witnesses to prohibited conduct;

(3) research on prohibited conduct, including specific categories of students at risk for prohibited conduct in school;

(4) the incidence and nature of cyberbullying; and

(5) Internet safety and cyberbullying.

Sec. 8. Minnesota Statutes 2024, section 121A.031, subdivision 6, is amended to read:

Subd. 6. **State model policy.** (a) The commissioner, in consultation with the commissioner of human rights, shall develop and maintain a state model policy. A district or school that does not adopt and implement a local policy under subdivisions 3 to 5 must implement and may supplement the provisions of the state model policy. The commissioner

21.1 must assist districts and schools under this subdivision to implement the state policy. The  
21.2 state model policy must:

21.3 (1) define prohibited conduct, consistent with this section;

21.4 (2) apply the prohibited conduct policy components in this section;

21.5 (3) for a child with a disability, whenever an evaluation by an individualized education  
21.6 program team or a section 504 team indicates that the child's disability affects the child's  
21.7 social skills development or the child is vulnerable to prohibited conduct because of the  
21.8 child's disability, the child's individualized education program or section 504 plan may  
21.9 address the skills and proficiencies the child needs to not engage in and respond to such  
21.10 conduct; and

21.11 (4) encourage violence prevention and character development education programs under  
21.12 section 120B.232, subdivision 1.

21.13 (b) The commissioner shall develop and post departmental procedures for:

21.14 (1) periodically reviewing district and school programs and policies for compliance with  
21.15 this section;

21.16 (2) ~~investigating~~ assessing, evaluating, reporting, and responding to noncompliance with  
21.17 this section, which may include an annual review of plans to improve and provide a safe  
21.18 and supportive school climate; and

21.19 (3) allowing students, parents, and educators to file a complaint about noncompliance  
21.20 with the commissioner.

21.21 (c) The commissioner must post on the department's website information indicating that  
21.22 when districts and schools allow non-curriculum-related student groups access to school  
21.23 facilities, the district or school must give all student groups equal access to the school  
21.24 facilities regardless of the content of the group members' speech.

21.25 (d) The commissioner must develop and maintain resources to assist a district or school  
21.26 in implementing strategies for creating a positive school climate and use evidence-based,  
21.27 social-emotional learning to prevent and reduce discrimination and other improper conduct.

21.28 Sec. 9. Minnesota Statutes 2024, section 121A.041, subdivision 2, is amended to read:

21.29 Subd. 2. **Prohibition on American Indian mascots.** (a) Starting September 1, 2026, a  
21.30 public school may not have or adopt a name, symbol, or image that depicts or refers to an  
21.31 American Indian Tribe, individual, custom, or tradition to be used as a mascot, nickname,

22.1 logo, letterhead, or team name of the school, district, or school within the district, unless  
22.2 the school has obtained an exemption under subdivision 3.

22.3 (b) The prohibition in paragraph (a) does not apply to a public school located within the  
22.4 reservation of a federally recognized Tribal Nation in Minnesota, where at least 95 percent  
22.5 of students meet the state definition of American Indian student.

22.6 (c) A school district with a prohibited American Indian mascot according to paragraph  
22.7 (a), that has not received an exemption according to subdivision 3, must report to the chairs  
22.8 and ranking minority members of the legislative committees having jurisdiction over  
22.9 kindergarten through grade 12 education policy and education finance by February 14,  
22.10 2025, and again by February 1, 2026, on the district's progress to comply with this section;  
22.11 and the district must submit copies of the reports to the Legislative Reference Library. The  
22.12 reports must include the following:

22.13 (1) confirmation that the district has removed the American Indian mascot, nickname,  
22.14 logo, letterhead, or team name from the district website;

22.15 (2) confirmation that the board of the district has approved a new mascot, nickname,  
22.16 logo, letterhead, or team name;

22.17 (3) a summary of the district's progress on removing the American Indian mascot,  
22.18 nickname, logo, letterhead, or team name from uniforms, equipment, signs, elements of  
22.19 facilities, and other district items; and

22.20 (4) a summary of resources necessary to comply with the prohibition in paragraph (a)  
22.21 and the district's plan to raise and allocate any necessary funds.

22.22 **EFFECTIVE DATE.** This section is effective for reports submitted after June 30, 2025.

22.23 Sec. 10. Minnesota Statutes 2024, section 121A.041, subdivision 3, is amended to read:

22.24 Subd. 3. **Exemption.** A public school may seek an exemption to subdivision 2 by  
22.25 ~~submitting a request in writing to all 11 federally recognized Tribal Nations in Minnesota~~  
22.26 ~~and to the Tribal Nations Education Committee by September 1, 2023. The exemption is~~  
22.27 ~~denied if any of the 11 Tribal Nations or the Tribal Nations Education Committee oppose~~  
22.28 ~~the exemption by December 15, 2023~~ requesting a letter of consent from the federally  
22.29 recognized Tribal Nation in Minnesota that is located nearest to the public school. A public  
22.30 school whose request for ~~an exemption~~ consent from a Tribal Nation is denied must comply  
22.31 with subdivision 2 ~~by September 1, 2026.~~

22.32 **EFFECTIVE DATE.** This section is effective the day following final enactment.

23.1 Sec. 11. Minnesota Statutes 2024, section 121A.22, subdivision 2, is amended to read:

23.2 Subd. 2. **Exclusions.** In addition, this section does not apply to drugs or medicine that  
23.3 are:

23.4 (1) purchased without a prescription;

23.5 (2) used by a pupil who is 18 years old or older;

23.6 (3) used in connection with services for which a minor may give effective consent,  
23.7 including section 144.343, subdivision 1, and any other law;

23.8 (4) used in situations in which, in the judgment of the school personnel, including a  
23.9 licensed nurse, who are present or available, the risk to the pupil's life or health is of such  
23.10 a nature that drugs or medicine should be given without delay;

23.11 (5) used off the school grounds;

23.12 (6) used in connection with athletics or extra curricular activities;

23.13 (7) used in connection with activities that occur before or after the regular school day;

23.14 (8) provided or administered by a public health agency to prevent or control an illness  
23.15 or a disease outbreak as provided for in sections 144.05 and 144.12;

23.16 (9) prescription asthma or reactive airway disease medications self-administered by a  
23.17 pupil with an asthma inhaler, consistent with section 121A.221, if the district has received  
23.18 a written authorization from the pupil's parent permitting the pupil to self-administer the  
23.19 medication, the inhaler is properly labeled for that student, and the parent has not requested  
23.20 school personnel to administer the medication to the pupil. The parent must submit written  
23.21 authorization for the pupil to self-administer the medication each school year; or

23.22 (10) epinephrine ~~auto-injectors~~ delivery systems, consistent with section 121A.2205, if  
23.23 the parent and prescribing medical professional annually inform the pupil's school in writing  
23.24 that (i) the pupil may possess the epinephrine or (ii) the pupil is unable to possess the  
23.25 epinephrine and requires immediate access to epinephrine ~~auto-injectors~~ delivery systems  
23.26 that the parent provides properly labeled to the school for the pupil as needed.

23.27 Sec. 12. Minnesota Statutes 2024, section 121A.2205, is amended to read:

23.28 **121A.2205 POSSESSION AND USE OF EPINEPHRINE ~~AUTO-INJECTORS~~**  
23.29 **DELIVERY SYSTEMS; MODEL POLICY.**

23.30 Subdivision 1. **Definitions.** As used in this section:

24.1 (1) "administer" means the direct application of an epinephrine ~~auto-injector~~ delivery  
24.2 system to the body of an individual;

24.3 (2) "epinephrine ~~auto-injector~~ delivery system" means a ~~device that automatically injects~~  
24.4 ~~a premeasured dose of epinephrine~~ medication product approved by the United States Food  
24.5 and Drug Administration that automatically delivers a single, premeasured dose of  
24.6 epinephrine to prevent or treat a life-threatening allergic reaction; and

24.7 (3) "school" means a public school under section 120A.22, subdivision 4, or a nonpublic  
24.8 school, excluding a home school, under section 120A.22, subdivision 4, that is subject to  
24.9 the federal Americans with Disabilities Act.

24.10 Subd. 2. **Plan for use of epinephrine ~~auto-injectors~~ delivery systems.** (a) At the start  
24.11 of each school year or at the time a student enrolls in school, whichever is first, a student's  
24.12 parent, school staff, including those responsible for student health care, and the prescribing  
24.13 medical professional must develop and implement an individualized written health plan for  
24.14 a student who is prescribed epinephrine ~~auto-injectors~~ delivery systems that enables the  
24.15 student to:

24.16 (1) possess epinephrine ~~auto-injectors~~ delivery systems; or

24.17 (2) if the parent and prescribing medical professional determine the student is unable to  
24.18 possess the epinephrine, have immediate access to epinephrine ~~auto-injectors~~ delivery  
24.19 systems in close proximity to the student at all times during the instructional day.

24.20 The plan must designate the school staff responsible for implementing the student's  
24.21 health plan, including recognizing anaphylaxis and administering epinephrine ~~auto-injectors~~  
24.22 delivery systems when required, consistent with section 121A.22, subdivision 2, clause  
24.23 (10). This health plan may be included in a student's 504 plan.

24.24 (b) Other nonpublic schools are encouraged to develop and implement an individualized  
24.25 written health plan for students requiring epinephrine ~~auto-injectors~~ delivery systems,  
24.26 consistent with this section and section 121A.22, subdivision 2, clause (10).

24.27 (c) A school district and its agents and employees are immune from liability for any act  
24.28 or failure to act, made in good faith, in implementing this section and section 121A.2207.

24.29 (d) The ~~education~~ commissioner of education, in collaboration with the commissioner  
24.30 of health, may develop and transmit to interested schools a model policy and individualized  
24.31 health plan form consistent with this section and federal 504 plan requirements. The policy  
24.32 and form may:

24.33 (1) assess a student's ability to safely possess epinephrine ~~auto-injectors~~ delivery systems;



(2) identify staff training needs related to recognizing anaphylaxis and administering epinephrine when needed;

(3) accommodate a student's need to possess or have immediate access to epinephrine ~~auto-injectors~~ delivery systems in close proximity to the student at all times during the instructional day; and

(4) ensure that the student's parent provides properly labeled epinephrine ~~auto-injectors~~ delivery systems to the school for the student as needed.

(e) Additional epinephrine ~~auto-injectors~~ delivery systems may be available in school first aid kits.

(f) The school board of the school district must define instructional day for the purposes of this section.

Sec. 13. Minnesota Statutes 2024, section 121A.2207, is amended to read:

**121A.2207 LIFE-THREATENING ALLERGIES IN SCHOOLS; STOCK SUPPLY OF EPINEPHRINE ~~AUTO-INJECTORS~~ DELIVERY SYSTEMS.**

Subdivision 1. **Districts and schools permitted to maintain supply.** (a) Notwithstanding section 151.37, districts and schools may obtain and possess epinephrine ~~auto-injectors~~ delivery systems to be maintained and administered by school personnel, including a licensed nurse, to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine ~~auto-injector~~ delivery system. The administration of an epinephrine ~~auto-injector~~ delivery system in accordance with this section is not the practice of medicine.

(b) Registered nurses may administer epinephrine ~~auto-injectors~~ delivery systems in a school setting according to a condition-specific protocol as authorized under section 148.235, subdivision 8. Notwithstanding any limitation in sections 148.171 to 148.285, licensed practical nurses may administer epinephrine ~~auto-injectors~~ delivery systems in a school setting according to a condition-specific protocol that does not reference a specific patient and that specifies the circumstances under which the epinephrine ~~auto-injector~~ delivery system is to be administered, when caring for a patient whose condition falls within the protocol.

Subd. 2. **Arrangements with manufacturers.** A district or school may enter into arrangements with manufacturers of epinephrine ~~auto-injectors~~ delivery systems to obtain epinephrine ~~auto-injectors~~ delivery systems at fair-market, free, or reduced prices. A third

26.1 party, other than a manufacturer or supplier, may pay for a school's supply of epinephrine  
26.2 ~~auto-injectors~~ delivery systems.

26.3 Subd. 3. **Standing order for distribution and condition-specific protocol.** The  
26.4 commissioner of health must provide a district or school with a standing order for distribution  
26.5 of epinephrine delivery systems under sections 148.235, subdivision 8; and 151.37,  
26.6 subdivision 2.

26.7 Sec. 14. Minnesota Statutes 2024, section 121A.224, is amended to read:

26.8 **121A.224 OPIATE ANTAGONISTS.**

26.9 Subdivision 1. **School district or charter school.** (a) A school district or charter school  
26.10 must maintain a supply of opiate antagonists, as defined in section 604A.04, subdivision 1,  
26.11 at each school site to be administered in compliance with section 151.37, subdivision 12.

26.12 (b) Each school building must have at least two doses of a nasal opiate antagonist  
26.13 available on site.

26.14 (c) The commissioner of health shall identify resources, including at least one training  
26.15 video, to help schools implement an opiate antagonist emergency response and make the  
26.16 resources available for schools.

26.17 (d) A school board may adopt a model plan for use, storage, and administration of opiate  
26.18 antagonists.

26.19 Subd. 2. **High school students.** A school district or charter school must allow a student  
26.20 in grades 9 through 12 to possess and administer an opiate antagonist to another high school  
26.21 student if the district or charter school has received written authorization from the student's  
26.22 parent or guardian permitting the student to possess and administer the opiate antagonist.  
26.23 The protections of section 604A.04 apply to the possession and administration of opiate  
26.24 antagonists according to this section.

26.25 Sec. 15. Minnesota Statutes 2024, section 121A.23, subdivision 1, is amended to read:

26.26 Subdivision 1. **Sexually transmitted infections and diseases program.** The  
26.27 commissioner of education, in consultation with the commissioner of health, shall assist  
26.28 districts in developing and implementing a program to prevent and reduce the risk of sexually  
26.29 transmitted infections and diseases, including but not exclusive to human immune deficiency  
26.30 virus and human papilloma virus. Each district must have a program that includes at least:

27.1 (1) planning materials, guidelines, and other ~~technically accurate and~~ updated information  
 27.2 that is medically accurate and unbiased;

27.3 (2) a comprehensive, ~~technically~~ medically accurate, unbiased, and updated curriculum  
 27.4 that includes helping students ~~to abstain from sexual activity until marriage and gain~~  
 27.5 knowledge of other methods of preventing sexually transmitted infections and diseases, and  
 27.6 is inclusive of all students regardless of their protected class status under chapter 363A;

27.7 (3) cooperation and coordination among districts and SCs;

27.8 ~~(4) a targeting of adolescents, especially those who may be at high risk of contracting~~  
 27.9 ~~sexually transmitted infections and diseases, for prevention efforts;~~

27.10 ~~(5)~~ (4) involvement of parents and other community members;

27.11 ~~(6)~~ (5) in-service training for appropriate district staff and school board members;

27.12 ~~(7)~~ (6) collaboration with state agencies and organizations having a sexually transmitted  
 27.13 infection and disease prevention or sexually transmitted infection and disease risk reduction  
 27.14 program;

27.15 ~~(8)~~ (7) collaboration with local community health services, agencies and organizations  
 27.16 having a sexually transmitted infection and disease prevention or sexually transmitted  
 27.17 infection and disease risk reduction program; and

27.18 ~~(9)~~ (8) participation by state and local student organizations.

27.19 The department may provide assistance at a neutral site to a nonpublic school participating  
 27.20 in a district's program. District programs must not conflict with the health and wellness  
 27.21 curriculum developed under Laws 1987, chapter 398, article 5, section 2, subdivision 7.

27.22 If a district fails to develop and implement a program to prevent and reduce the risk of  
 27.23 sexually transmitted infection and disease, the department must assist the service cooperative  
 27.24 in the region serving that district to develop or implement the program.

27.25 Sec. 16. Minnesota Statutes 2024, section 121A.41, subdivision 10, is amended to read:

27.26 Subd. 10. **Suspension.** "Suspension" means an action by the school administration,  
 27.27 under rules promulgated by the school board, prohibiting a pupil from attending school for  
 27.28 a period of no more than ten school days. If a suspension is longer than five days, the  
 27.29 suspending administrator must provide the superintendent with a reason for the longer  
 27.30 suspension. This definition does not apply to dismissal from school for ~~one school day or~~  
 27.31 less than one school day, except as provided in federal law for a student with a disability.  
 27.32 Each suspension action may include a readmission plan. The readmission plan shall include,

where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension. Consistent with section 125A.091, subdivision 5, the readmission plan must not obligate a parent to provide a sympathomimetic medication for the parent's child as a condition of readmission. The school administration may not impose consecutive suspensions against the same pupil for the same course of conduct, or incident of misconduct, except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of 15 school days.

Sec. 17. Minnesota Statutes 2024, section 121A.49, is amended to read:

**121A.49 APPEAL.**

A party to an exclusion or expulsion decision made under sections 121A.40 to 121A.56 may appeal the decision to the commissioner of education within 21 calendar days of school board action. Upon being served with a notice of appeal, the district shall provide the commissioner and the parent or guardian with a complete copy of the hearing record, including a written transcript of the expulsion hearing, within five days of its receipt of the notice of appeal. All written submissions by the appellant must be submitted and served on the respondent within ten days of ~~its actual~~ receipt of the hearing record, including the written transcript. All written submissions by the respondent must be submitted and served on the appellant within ten days of its actual receipt of the written submissions of the appellant. The decision of the school board must be implemented during the appeal to the commissioner.

In an appeal under this section, the commissioner may affirm the decision of the agency, may remand the decision for additional findings, or may reverse or modify the decision if the substantial rights of the petitioners have been prejudiced because the administrative findings, inferences, conclusions, or decisions are:

- (1) in violation of constitutional provisions;
- (2) in excess of the statutory authority or jurisdiction of the school district;
- (3) made upon unlawful procedure, except as provided in section 121A.48;
- (4) affected by other error of law;
- (5) unsupported by substantial evidence in view of the entire record submitted; or
- (6) arbitrary or capricious.

The commissioner or the commissioner's representative shall make a final decision based upon the record. The commissioner shall issue a decision within 30 calendar days of receiving the entire record and the parties' written submission on appeal. The commissioner's decision shall be final and binding upon the parties after the time for appeal expires under section 121A.50.

Sec. 18. Minnesota Statutes 2024, section 121A.73, is amended to read:

**121A.73 SCHOOL CELL PHONE POLICY.**

(a) A school district or charter school must adopt a policy on students' possession and use of cell phones in school by March 15, 2025. The Minnesota Elementary School Principals' Association and the Minnesota Association of Secondary School Principals must collaborate to make best practices available to schools on a range of different strategies in order to minimize the impact of cell phones on student behavior, mental health, and academic attainment.

(b) Beginning in the 2026-2027 school year, the school district or charter school's school cell phone policy must prohibit cell phones and smart watches in school for students in grades kindergarten through 8 and prohibit cell phones and smart watches in classrooms for students in grades 9 through 12. The policy must provide exceptions for devices necessary for medical use, exceptions for devices included in an individualized education program for a student with a disability, or other exceptions at the discretion of the school principal.

Sec. 19. Minnesota Statutes 2024, section 122A.09, subdivision 9, is amended to read:

**Subd. 9. Professional Educator Licensing and Standards Board must adopt rules.** (a) The Professional Educator Licensing and Standards Board must adopt rules subject to the provisions of chapter 14 to implement sections ~~120B.363~~, 122A.05 to 122A.09, 122A.092, 122A.16, 122A.17, 122A.18, 122A.181, 122A.182, 122A.183, 122A.184, 122A.185, 122A.187, 122A.188, 122A.19, 122A.20, 122A.21, 122A.23, 122A.26, 122A.28, 122A.29, and 124D.72.

(b) The board must adopt rules relating to fields of licensure and grade levels that a licensed teacher may teach, including a process for granting permission to a licensed teacher to teach in a field that is different from the teacher's field of licensure without change to the teacher's license tier level.

(c) If a rule adopted by the board is in conflict with a session law or statute, the law or statute prevails. Terms adopted in rule must be clearly defined and must not be construed to conflict with terms adopted in statute or session law.

(d) The board must include a description of a proposed rule's probable effect on teacher supply and demand in the board's statement of need and reasonableness under section 14.131.

(e) The board must adopt rules only under the specific statutory authority.

Sec. 20. Minnesota Statutes 2024, section 122A.092, subdivision 2, is amended to read:

Subd. 2. **Requirements for board approval.** Teacher preparation programs must demonstrate the following to obtain board approval:

(1) the program has implemented a research-based, results-oriented curriculum that focuses on the skills teachers need in order to be effective;

(2) the program provides a student teaching program;

(3) the program demonstrates effectiveness based on proficiency of graduates in demonstrating attainment of program outcomes;

(4) the program includes a common core of teaching knowledge and skills. This common core shall meet the standards developed by the Interstate New Teacher Assessment and Support Consortium in its 1992 model standards for beginning teacher licensing and development. Amendments to standards adopted under this clause are subject to chapter 14. ~~The Professional Educator Licensing and Standards Board shall report annually to the education committees of the legislature on the performance of teacher candidates on common core assessments of knowledge and skills under this clause during the most recent school year;~~

(5) the program includes instruction on the knowledge and skills needed to provide appropriate instruction to English learners to support and accelerate their academic literacy, including oral academic language and achievement in content areas in a regular classroom setting; and

(6) the program includes culturally competent training in instructional strategies consistent with section 120B.30, subdivision 8.

Sec. 21. Minnesota Statutes 2024, section 122A.092, subdivision 5, is amended to read:

Subd. 5. **Reading strategies.** (a) A teacher preparation provider approved by the Professional Educator Licensing and Standards Board to prepare persons for classroom

teacher licensure must include in its teacher preparation programs evidence-based best practices in reading, consistent with sections 120B.118 to 120B.124, including instruction on phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Instruction on reading must enable the licensure candidate to teach reading in the candidate's content areas. Teacher candidates must be instructed in using students' native languages as a resource in creating effective differentiated instructional strategies for English learners developing literacy skills. ~~A teacher preparation provider also must prepare early childhood and elementary teacher candidates for Tier 3 and Tier 4 teaching licenses under sections 122A.183 and 122A.184, respectively.~~

(b) Board-approved teacher preparation programs for teachers of elementary education must require instruction in applying evidence-based, structured literacy reading instruction programs that:

(1) teach students to read using foundational knowledge, practices, and strategies consistent with sections 120B.118 to 120B.124, with emphasis on mastery of foundational reading skills so that students achieve continuous progress in reading; and

(2) teach specialized instruction in reading strategies, interventions, and remediations that enable students of all ages and proficiency levels, including multilingual learners and students demonstrating characteristics of dyslexia, to become proficient readers.

(c) Board-approved teacher preparation programs for teachers of elementary education, early childhood education, special education, and reading intervention must include instruction on dyslexia, as defined in section 125A.01, subdivision 2. Teacher preparation programs may consult with the Department of Education, including the dyslexia specialist under section 120B.122, to develop instruction under this paragraph. Instruction on dyslexia must be modeled on practice standards of the International Dyslexia Association, and must address:

(1) the nature and symptoms of dyslexia;

(2) resources available for students who show characteristics of dyslexia;

(3) evidence-based instructional strategies for students who show characteristics of dyslexia, including the structured literacy approach; and

(4) outcomes of intervention and lack of intervention for students who show characteristics of dyslexia.

(d) Nothing in this section limits the authority of a school district to select a school's reading program or curriculum.

32.1 Sec. 22. Minnesota Statutes 2024, section 122A.181, subdivision 3, is amended to read:

32.2 Subd. 3. **Term of license and renewal.** (a) The Professional Educator Licensing and  
32.3 Standards Board must issue an initial Tier 1 license for a term of one year. A Tier 1 license  
32.4 may be renewed subject to paragraphs (b) and (c).

32.5 (b) The Professional Educator Licensing and Standards Board must renew a Tier 1  
32.6 license if:

32.7 (1) the district or charter school requesting the renewal demonstrates that it has posted  
32.8 the teacher position but was unable to hire an acceptable teacher with a Tier 2, 3, or 4 license  
32.9 for the position;

32.10 ~~(2) the teacher holding the Tier 1 license took a content examination in accordance with~~  
32.11 ~~section 122A.185 and submitted the examination results to the teacher's employing district~~  
32.12 ~~or charter school within one year of the board approving the request for the initial Tier 1~~  
32.13 ~~license;~~

32.14 ~~(3)~~ (2) the teacher holding the Tier 1 license participated in cultural competency training  
32.15 consistent with section 120B.30, subdivision 8, within one year of the board approving the  
32.16 request for the initial Tier 1 license; and

32.17 ~~(4)~~ (3) the teacher holding the Tier 1 license met the mental illness training renewal  
32.18 requirement under section 122A.187, subdivision 6.

32.19 ~~The requirement in clause (2) does not apply to a teacher that teaches a class in a career and~~  
32.20 ~~technical education or career pathways course of study.~~

32.21 (c) A Tier 1 license must not be renewed more than three times, unless the requesting  
32.22 district or charter school can show good cause for additional renewals. A Tier 1 license  
32.23 issued to teach (1) a class or course in a career and technical education or career pathway  
32.24 course of study, or (2) in a shortage area, as defined in section 122A.06, subdivision 6, may  
32.25 be renewed without limitation.

32.26 Sec. 23. Minnesota Statutes 2024, section 123B.09, is amended by adding a subdivision  
32.27 to read:

32.28 Subd. 1b. **Student representatives.** The school board is strongly encouraged to adopt  
32.29 a process to include two student representatives to serve one-year terms to advise the school  
32.30 board. The board process must include a process for replacing a student representative if  
32.31 the original student cannot serve the entire one-year term. A student representative is bound



33.1 by the same rules and regulations within the law that bind the board. A student  
33.2 representative's actions must follow the board's rules and processes around personal conduct.

33.3 Sec. 24. Minnesota Statutes 2024, section 123B.52, is amended by adding a subdivision  
33.4 to read:

33.5 Subd. 6a. **Disposing of surplus books.** Notwithstanding section 471.345, governing  
33.6 school district contracts made upon sealed bid or otherwise complying with the requirements  
33.7 for competitive bidding, other provisions of this section governing school district contracts,  
33.8 or other law to the contrary, a school district under this subdivision may dispose of school  
33.9 books, including library books, books from an individual classroom library, and textbooks  
33.10 including other materials accompanying a textbook. A school district may dispose of surplus  
33.11 books by donating them to a family of a student residing in the district or a charitable  
33.12 organization under section 501(c)(3) of the Internal Revenue Code.

33.13 Sec. 25. Minnesota Statutes 2024, section 124D.162, is amended to read:

33.14 **124D.162 KINDERGARTEN ~~ENTRY~~ FALL ASSESSMENT.**

33.15 Subdivision 1. **Assessment required.** The commissioner of education must implement  
33.16 a kindergarten ~~entry~~ fall assessment of incoming kindergartners to identify the percent of  
33.17 kindergartners who meet or exceed end-of-year prekindergarten early learning standards.

33.18 Subd. 2. **Process.** (a) School districts and charter schools must choose a kindergarten  
33.19 ~~entry fall~~ assessment tool from a menu of valid and reliable measurement instruments  
33.20 approved by the department that:

33.21 (1) ~~are~~ is aligned to the state early childhood indicators of progress and kindergarten  
33.22 standards and ~~are~~ is based on the criteria to be an early learning assessment approved by  
33.23 the department;

33.24 (2) ~~support~~ supports the striving for comprehensive achievement and civic readiness  
33.25 plan goals in section 120B.11, subdivision 1, paragraph (c); and

33.26 (3) ~~are~~ is based, in part, on information collected from teachers, early learning  
33.27 professionals, families, and other partners.

33.28 (b) The department must provide technical assistance and professional development  
33.29 related to the assessment required under this section to educators, school districts, and charter  
33.30 schools.

Subd. 3. **Reporting.** School districts and charter schools must annually report the results of kindergarten ~~entry~~ fall assessments to the department in a form and manner determined by the commissioner that is concurrent with a district's and charter school's comprehensive achievement and civic readiness ~~report~~ plan under section 120B.11, subdivision 5. The commissioner must publicly report kindergarten ~~readiness~~ fall assessment results as part of the performance reports required under section 120B.36 and in a manner consistent with section 120B.35, subdivision 3, paragraph (a), clause (2).

Subd. 4. **Implementation.** The requirements under this section must be phased in over ~~three~~ four school years with all school districts and charter schools complying beginning with the ~~2025-2026~~ 2026-2027 school year.

Sec. 26. Minnesota Statutes 2024, section 124D.792, is amended to read:

**124D.792 GRADUATION CEREMONIES; TRIBAL REGALIA AND OBJECTS OF CULTURAL SIGNIFICANCE; DRUMMING.**

(a) A school district or charter school must not prohibit an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.

(b) If requested by the school's American Indian parent advisory committee or an American Indian student organization, a school district or charter school must allow American Indian drumming at a graduation ceremony.

**EFFECTIVE DATE.** This section is effective the day following final enactment.

Sec. 27. **[124D.793] AMERICAN INDIAN DRUMMING.**

If requested by the school's American Indian parent advisory committee, a school district or charter school must allow American Indian drumming.

Sec. 28. Laws 2024, chapter 115, article 2, section 21, subdivision 2, is amended to read:

Subd. 2. **Required health-related subject areas.** The commissioner must include the following expectations for learning in the statewide standards:

(1) cardiopulmonary resuscitation and automatic external defibrillator education that allows districts to provide instruction to students in grades 7 through 12 in accordance with Minnesota Statutes, section 120B.236;

(2) vaping awareness and prevention education that allows districts to provide instruction to students in grades 6 through 8 in accordance with Minnesota Statutes, section 120B.238, subdivision 3;

(3) cannabis use and substance use education that includes overdose recognition, prevention, and response education that allows districts to provide instruction to students in grades 6 through 12 in accordance with Minnesota Statutes, section 120B.215;

(4) sexually transmitted infections and diseases education that meets the requirements of Minnesota Statutes, section 121A.23; and

(5) mental health education for students in grades 4 through 12.

**EFFECTIVE DATE.** This section is effective the day following final enactment.

Sec. 29. Laws 2024, chapter 115, article 2, section 21, subdivision 3, is amended to read:

Subd. 3. **Other health-related subject areas.** The commissioner may include the following expectations for learning in the statewide standards:

(1) child physical and sexual abuse prevention education in accordance with Minnesota Statutes, sections 120B.021, subdivision 1, paragraph (d); and 120B.234;

(2) violence prevention education in accordance with Minnesota Statutes, section 120B.22;

(3) character development education in accordance with Minnesota Statutes, section 120B.232;

(4) safe and supportive schools education in accordance with Minnesota Statutes, section 121A.031, subdivision 5; and

(5) other expectations for learning identified through the standards development process.

**EFFECTIVE DATE.** This section is effective the day following final enactment.

Sec. 30. **REPEALER.**

Minnesota Statutes 2024, section 123B.935, subdivision 2, is repealed.

### ARTICLE 3

### CHARTER SCHOOLS

Section 1. Minnesota Statutes 2024, section 10A.071, subdivision 1, is amended to read:

Subdivision 1. **Definitions.** (a) The definitions in this subdivision apply to this section.

(b) "Gift" means money, real or personal property, a service, a loan, a forbearance or forgiveness of indebtedness, or a promise of future employment, that is given and received without the giver receiving consideration of equal or greater value in return.

(c) "Official" means a public official, an employee of the legislature, ~~or~~ a local official, a member of a charter school board, or a charter school director or chief administrator.

(d) "Plaque" means a decorative item with an inscription recognizing an individual for an accomplishment.

Sec. 2. Minnesota Statutes 2024, section 124E.02, is amended to read:

**124E.02 DEFINITIONS.**

(a) For purposes of this chapter, the terms defined in this section have the meanings given them.

(b) "Affidavit" means a written statement the authorizer submits to the commissioner for approval to establish a charter school under section 124E.06, subdivision 4, attesting to its review and approval process before chartering a school.

(c) "Affiliate" means a person that directly or indirectly, through one or more intermediaries, controls, is controlled by, or is under common control with another person.

(d) "Charter management organization" or "CMO" means a nonprofit entity or organization that operates or manages a charter school or a network of charter schools or can control all or substantially all of a school's education program or a school's administrative, financial, business, or operational functions.

(e) "Competitive procurement process" means a process for procurement by sealed bids or by proposals under section 124E.26, subdivision 4a.

~~(e)~~ (f) "Control" means the ability to affect the management, operations, or policy actions or decisions of a person, whether by owning voting securities, by contract, or otherwise.

~~(f)~~ (g) "Educational management organization" or "EMO" means a for-profit entity or organization that operates or manages a charter school or a network of charter schools or can control all or substantially all of a school's education program, or a school's administrative, financial, business, or operational functions.

~~(g)~~ (h) "Immediate family member" means any relationship by blood, marriage, adoption, or partnership of spouses, parents, grandparents, siblings, children, first cousins, aunts, uncles, grandchildren, nieces, and nephews.

37.1 ~~(h)~~ (i) "Market need and demand study" means a study that includes the following for  
 37.2 the proposed locations of the school or additional site that supports all of the proposed  
 37.3 grades, sites, and programs:

37.4 (1) current and projected demographic information;

37.5 (2) student enrollment patterns;

37.6 (3) information on existing schools and types of educational programs currently available;

37.7 (4) characteristics of proposed students and families;

37.8 (5) availability of properly zoned and classified facilities; and

37.9 (6) quantification of existing demand for the school or site.

37.10 ~~(h)~~ (j) "Person" means an individual or entity of any kind.

37.11 ~~(h)~~ (k) "Related party" means an affiliate or immediate family member of the other  
 37.12 interested party, an affiliate of an immediate family member who is the other interested  
 37.13 party, or an immediate family member of an affiliate who is the other interested party.

37.14 ~~(k)~~ (l) For purposes of this chapter, the terms defined in section 120A.05 have the same  
 37.15 meanings.

37.16 Sec. 3. Minnesota Statutes 2024, section 124E.03, subdivision 2, is amended to read:

37.17 Subd. 2. **Certain federal, state, and local requirements.** (a) A charter school shall  
 37.18 meet all federal, state, and local health and safety requirements applicable to school districts.

37.19 (b) A charter school must comply with ~~statewide accountability requirements governing~~  
 37.20 ~~standards and assessments in~~ chapter 120B.

37.21 (c) A charter school must comply with the Minnesota Public School Fee Law, sections  
 37.22 123B.34 to 123B.39.

37.23 (d) A charter school is a district for the purposes of tort liability under chapter 466.

37.24 (e) A charter school must comply with the Pledge of Allegiance requirement under  
 37.25 section 121A.11, subdivision 3.

37.26 (f) A charter school and charter school board of directors must comply with chapter 181  
 37.27 governing requirements for employment.

37.28 (g) A charter school must comply with continuing truant notification under section  
 37.29 260A.03.

(h) A charter school must develop and implement a teacher evaluation and peer review process under section 122A.40, subdivision 8, paragraph (b), clauses (2) to (13), and place students in classrooms in accordance with section 122A.40, subdivision 8, paragraph (d). The teacher evaluation process in this paragraph does not create any additional employment rights for teachers.

(i) A charter school must adopt a plan, budget, and process, consistent with section 120B.11, to review curriculum, instruction, and student achievement and strive for comprehensive achievement and civic readiness.

(j) A charter school is subject to and must comply with the Pupil Fair Dismissal Act, sections 121A.40 to 121A.56 and 121A.575, 121A.60, 121A.61, and 121A.65.

(k) A charter school must comply with the limits on screen time for children in preschool, prekindergarten, and kindergarten under section 124D.166.

Sec. 4. Minnesota Statutes 2024, section 124E.03, is amended by adding a subdivision to read:

Subd. 11. **Statement of economic interest; gift ban.** Members of charter school boards and persons employed as charter school directors and chief administrators are subject to the requirements of sections 10A.071 and 471.895.

Sec. 5. Minnesota Statutes 2024, section 124E.05, subdivision 2, is amended to read:

Subd. 2. **Roles, responsibilities, and requirements of authorizers.** (a) The role of an authorizer is to ensure that a school it authorizes has the autonomy granted by statute, fulfills the purposes of a charter school, and is accountable to the agreed upon terms of the charter school contract in order to safeguard quality educational opportunities for students and maintain public trust and confidence.

(b) An authorizer has the following responsibilities:

(1) to review applications for new schools, determine whether a new school is ready to open, review applications for grade and site expansions, review applications for change in authorizers, and determine whether to approve or deny an application based on the authorizer's approved criteria;

(2) to negotiate and execute the performance charter contracts with the schools it authorizes;

39.1 (3) to conduct ongoing monitoring, oversight, and evaluation of the school's academic,  
39.2 operational, and financial performance during the term of the charter contract;

39.3 (4) to evaluate the academic, operational, and financial performance of the school as  
39.4 defined in the charter contract prior to the end of the contract to determine the renewal,  
39.5 nonrenewal, or termination of the contract; and

39.6 (5) to comply with authorizer requirements in chapter 124E.

39.7 (c) An authorizer must document in the authorizer annual report under section 124E.16,  
39.8 subdivision 2, paragraph (b), the annual successful completion of training of its staff members  
39.9 during the previous year relative to chartering ~~and~~, an authorizer's role and responsibilities,  
39.10 and each authorizer's performance review findings listed under subdivision 5.

39.11 (d) An authorizer must participate in annual department-approved training.

39.12 Sec. 6. Minnesota Statutes 2024, section 124E.06, subdivision 7, is amended to read:

39.13 Subd. 7. **Merger.** (a) Two or more charter schools may merge under chapter 317A. The  
39.14 effective date of a merger must be July 1. The merged school must continue under the  
39.15 identity of one of the merging schools. The authorizer and the merged school must execute  
39.16 a new charter contract under section 124E.10, subdivision 1, by July June 1, before the  
39.17 effective date of the merger. The authorizer must submit to the commissioner a copy of the  
39.18 new signed charter contract within ten business days of executing the contract.

39.19 (b) Each merging school must submit a separate year-end report for the previous fiscal  
39.20 year for that school only. After the final fiscal year of the premerger schools is closed out,  
39.21 each of those schools must transfer the fund balances and debts to the merged school.

39.22 (c) For its first year of operation, the merged school is eligible to receive aid from  
39.23 programs requiring approved applications equal to the sum of the aid of all of the merging  
39.24 schools. For aids based on prior year data, the merged school is eligible to receive aid for  
39.25 its first year of operation based on the combined data of all of the merging schools.

39.26 Sec. 7. Minnesota Statutes 2024, section 124E.06, is amended by adding a subdivision to  
39.27 read:

39.28 Subd. 8. **Change in location.** A developing, preoperational, or operational charter school  
39.29 with an approved affidavit must apply to its authorizer to change the charter school's location  
39.30 by submitting documentation, including a revised market need and demand study, to the  
39.31 authorizer for authorizer review and approval. The authorizer must establish a review process

40.1 to ensure the location change will address market need and demand as well as the charter  
40.2 school's ongoing viability.

40.3 Sec. 8. Minnesota Statutes 2024, section 124E.07, subdivision 2, is amended to read:

40.4 Subd. 2. **Ongoing board of directors.** The initial board must begin the transition to the  
40.5 ongoing board structure by the end of the first year of operation and complete the transition  
40.6 by the end of the second year of operation. The terms of board members shall begin on July  
40.7 1. Terms shall be no less than two years. The bylaws shall set the number of terms an  
40.8 individual may serve on the board and as an officer of the board. ~~Board elections must be~~  
40.9 ~~held during the school year but may not be conducted on days when the school is closed.~~

40.10 Sec. 9. Minnesota Statutes 2024, section 124E.07, subdivision 3, is amended to read:

40.11 Subd. 3. **Membership criteria.** (a) The ongoing charter school board of directors shall  
40.12 have at least five members. The board members must not be related parties. The ongoing  
40.13 board must include: (1) at least one licensed teacher; (2) at least one parent or legal guardian  
40.14 of a student enrolled in the charter school who is not an employee of the charter school; and  
40.15 (3) at least one interested community member. A community member serving on the board  
40.16 must reside in Minnesota, must not have a child enrolled in the school, and must not be an  
40.17 employee of the charter school.

40.18 (b) To serve as a licensed teacher on a charter school board, an individual must:

40.19 (1) be employed by the school or provide at least 720 hours of service under a contract  
40.20 between the charter school and a teacher cooperative;

40.21 (2) be a qualified teacher as defined under section 122A.16, either serving as a teacher  
40.22 of record in a field in which the individual has a field license, or providing services to  
40.23 students the individual is licensed to provide; and

40.24 (3) not serve in an administrative or supervisory capacity for more than 240 hours in a  
40.25 school calendar year.

40.26 (c) The board structure must be defined in the bylaws. The board structure may (1) be  
40.27 a majority of teachers under paragraph (b), (2) be a majority of parents, (3) be a majority  
40.28 of community members, or (4) have no clear majority.

40.29 (d) The chief administrator may only serve as an ex-officio nonvoting board member.  
40.30 No charter school employees shall serve on the board other than teachers under paragraph  
40.31 (b).



(e) A contractor providing facilities, goods, or services to a charter school must not serve on the board of directors. In addition, an individual is prohibited from serving as a member of the charter school board of directors if: (1) the individual, an immediate family member, or the individual's partner is a full or part owner or principal with a for-profit or nonprofit entity or independent contractor with whom the charter school contracts, directly or indirectly, for professional services, goods, or facilities; or (2) an immediate family member is an employee of the school. An individual may serve as a member of the board of directors if no conflict of interest exists under this paragraph, consistent with this section.

(f) A violation of paragraph (e) renders a contract voidable at the option of the commissioner or the charter school board of directors. A member of a charter school board of directors who violates paragraph (e) is individually liable to the charter school for any damage caused by the violation.

(g) Any employee, agent, contractor, or board member of the authorizer who participates in initially reviewing, approving, overseeing, evaluating, renewing, or not renewing the charter school is ineligible to serve on the board of directors of a school chartered by that authorizer.

(h) An individual is prohibited from serving on more than one charter school board at the same time in either an elected or ex-officio capacity, except that an individual serving as an administrator serving more than one school under section 124E.12, subdivision 2, paragraph (f), may serve on each board as an ex-officio member. A board member who violates this paragraph is ineligible to continue to serve as a charter school board member and is ineligible to be elected or appointed to a charter school board for 24 months.

(i) A board member, who is paid for serving on the charter school board, must not receive more compensation for their role as a charter school board member than a school board member in the school district in which the charter school is located.

Sec. 10. Minnesota Statutes 2024, section 124E.07, subdivision 5, is amended to read:

**Subd. 5. Board elections.** (a) Staff members employed at the school, including teachers providing instruction under a contract with a cooperative, members of the board of directors, and all parents or legal guardians of children enrolled in the school are the voters eligible to elect the members of the school's board of directors.

(b) The board of directors must establish and publish election policies and procedures on the school's website.

(c) The board of directors must notify eligible voters of the school board election dates and voting procedures at least 30 calendar days before the election and post this information on the school's website.

(d) The board of directors must notify eligible voters of the candidates' names, biographies, and candidate statements at least ten calendar days before the election and post this information on the school's website.

(e) Board elections must be held during the school year but may not be conducted on days when school is closed.

(f) An initial member and an elected board member must file a written oath of office with the charter school's authorizer.

Sec. 11. Minnesota Statutes 2024, section 124E.07, subdivision 6, is amended to read:

Subd. 6. **Duties.** (a) The board of directors also shall decide and is responsible for all decision making on policy matters related to operating the school, including budgeting, curriculum programming, personnel, and operating procedures. The board must adopt personnel evaluation policies and practices that, at a minimum:

(1) carry out the school's mission and goals;

(2) evaluate how charter contract goals and commitments are executed;

(3) evaluate student achievement, postsecondary and workforce readiness, and student engagement and connection goals;

(4) establish a teacher evaluation process under section 124E.03, subdivision 2, paragraph (h); and

(5) provide professional development related to the individual's job responsibilities.

(b) The board must adopt a nepotism policy that prohibits the employment of immediate family members of a board member, a school employee, or a teacher who provides instruction under a contract between the charter school and a cooperative. The board may waive this policy if: (1) the position is publicly posted for 20 business days; and (2) a two-thirds majority of the remaining board of directors who are not immediate family members of an applicant vote to approve the hiring. A board member, school employee, or teacher under contract with a cooperative must not be involved in an interview, selection process, hiring, supervision, or evaluation of an employee who is an immediate family member.

(c) The board of directors must establish a finance committee that meets regularly and includes at least one member of the school's board. The committee must review and provide

recommendations to the board on matters related to financial health and best practices, which may include but are not limited to financial strategy, enrollment tracking, budgeting and planning, internal controls and compliance, revenue generation, financial conflicts of interest, audits and financial reporting, regular finance statements and transactions, and authorizer finance related requirements in the charter contract.

(d) A charter school board that is under corrective action for financial reasons, as determined by its authorizer, must:

(1) include the authorizer in regularly scheduled finance committee meetings, either in person or virtually, at least monthly; and

(2) upon the request of the authorizer, hire a financial expert.

Sec. 12. Minnesota Statutes 2024, section 124E.07, subdivision 8, is amended to read:

Subd. 8. **Meetings and information.** (a) Board of director meetings must comply with chapter 13D governing open meetings.

(b) Charter school board meetings shall be recorded by video recording including audio at the expense of the governing body. A charter school shall publish and maintain on the school's official website: (1) the recordings of board meetings, within 30 days following the earlier of the date of board approval or the next regularly scheduled meeting, and for at least 365 days from the date of publication; (2) the meeting minutes of the board of directors and of ~~members and~~ committees having board-delegated authority, within 30 days following the earlier of the date of board approval or the next regularly scheduled meeting, and for at least 365 days from the date of publication; ~~(2)~~ (3) directory information for the board of directors and for the members of committees having board-delegated authority; and ~~(3)~~ (4) identifying and contact information for the school's authorizer.

(c) A charter school must include identifying and contact information for the school's authorizer in other school materials it makes available to the public.

Sec. 13. Minnesota Statutes 2024, section 124E.10, subdivision 4, is amended to read:

Subd. 4. **Causes for nonrenewal or termination of charter school contract.** (a) The duration of the contract with an authorizer must be for the term contained in the contract according to subdivision 1, paragraph (a). The authorizer may or may not renew a contract at the end of the term for any ground listed in paragraph (b). An authorizer may unilaterally terminate a contract during the term of the contract for any ground listed in paragraph (b). At least 60 business days before not renewing or terminating a contract, the authorizer shall

44.1 notify the board of directors of the charter school of the proposed action in writing. The  
44.2 notice shall state the grounds for the proposed action in reasonable detail and describe the  
44.3 informal hearing process, consistent with this paragraph. The charter school's board of  
44.4 directors may request in writing an informal hearing before the authorizer within 15 business  
44.5 days after receiving notice of nonrenewal or termination of the contract. Failure by the board  
44.6 of directors to make a written request for an informal hearing within the 15-business-day  
44.7 period shall be treated as acquiescence to the proposed action. Upon receiving a timely  
44.8 written request for a hearing, the authorizer shall give ten business days' notice to the charter  
44.9 school's board of directors of the hearing date. The hearing must be live-streamed and  
44.10 recorded by audio recording, video recording, or a court reporter. The authorizer must  
44.11 preserve the recording for three years and make the recording available to the public. The  
44.12 authorizer shall conduct an informal hearing before taking final action. The authorizer shall  
44.13 take final action to renew or not renew a contract no later than 20 business days before the  
44.14 proposed date for terminating the contract or the end date of the contract.

44.15 (b) An authorizer may terminate or not renew a contract upon any of the following  
44.16 grounds:

44.17 (1) failure to demonstrate satisfactory academic achievement for all students, including  
44.18 the requirements for pupil performance contained in the contract;

44.19 (2) failure to meet generally accepted standards of fiscal management;

44.20 (3) violations of law; or

44.21 (4) other good cause shown.

44.22 If the authorizer terminates or does not renew a contract under this paragraph, the school  
44.23 must be dissolved according to the applicable provisions of chapter 317A.

44.24 (c) The commissioner, after providing reasonable notice to the board of directors of a  
44.25 charter school and the existing authorizer, and after providing an opportunity for a public  
44.26 hearing, may terminate the existing contract between the authorizer and the charter school  
44.27 board if the charter school has a history of:

44.28 (1) failure to meet pupil performance requirements, consistent with state law;

44.29 (2) financial mismanagement or failure to meet generally accepted standards of fiscal  
44.30 management; or

44.31 (3) repeated or major violations of the law.

Sec. 14. Minnesota Statutes 2024, section 124E.13, subdivision 3, is amended to read:

**Subd. 3. Affiliated nonprofit building corporation.** (a) An affiliated nonprofit building corporation may purchase, expand, or renovate an existing facility to serve as a school or may construct a new school facility. One charter school may organize an affiliated nonprofit building corporation that serves only that charter school if the charter school:

(1) has operated for at least six consecutive years;

(2) as of June 30, has a net positive unreserved general fund balance in the preceding three fiscal years;

(3) has long-range strategic and financial plans that include enrollment projections for at least five years;

(4) completes a feasibility study of facility options that outlines the benefits and costs of each option; and

(5) has a plan that describes project parameters and budget.

(b) An affiliated nonprofit building corporation under this subdivision must:

(1) be incorporated under chapter 317A;

(2) comply with applicable Internal Revenue Service regulations, including regulations for "supporting organizations" as defined by the Internal Revenue Service;

(3) post on the school website the name, mailing address, bylaws, minutes of board meetings, and names of the current board of directors of the affiliated nonprofit building corporation;

(4) submit to the commissioner a copy of its annual audit by December 31 of each year; and

(5) comply with government data practices law under chapter 13.

(c) An affiliated nonprofit building corporation must not serve as the leasing agent for property or facilities it does not own. A charter school that leases a facility from an affiliated nonprofit building corporation that does not own the leased facility is ineligible to receive charter school lease aid. The state is immune from liability resulting from a contract between a charter school and an affiliated nonprofit building corporation.

(d) The board of directors of the charter school must ensure the affiliated nonprofit building corporation complies with all applicable legal requirements. The charter school's authorizer must oversee the efforts of the board of directors of the charter school to ensure

legal compliance of the affiliated building corporation. A school's board of directors that fails to ensure the affiliated nonprofit building corporation's compliance violates its responsibilities and an authorizer must consider that failure when evaluating the charter school.

(e) A contractor providing facilities, goods, or services to a charter school must not serve on the board of directors of the charter school's affiliated building corporation. In addition, an individual is prohibited from serving as a member of the board of directors of a charter school's affiliated building corporation if the individual, an immediate family member, or the individual's partner is a full or part owner or principal with a for-profit or nonprofit entity or independent contractor with whom the charter school contracts, directly or indirectly, for professional services, goods, or facilities. A charter school employee or immediate family member of that employee may serve on the board of directors of the charter school's affiliated building corporation if the employee has no conflict of interest, as defined in section 471.87.

Sec. 15. Minnesota Statutes 2024, section 124E.16, subdivision 1, is amended to read:

Subdivision 1. **Audit report.** (a) A charter school is subject to the same financial audits, audit procedures, and audit requirements as a district, except as required under this subdivision. Audits must be conducted in compliance with generally accepted governmental auditing standards, the federal Single Audit Act, if applicable, and section 6.65 governing auditing procedures. The audit must comply with the requirements of sections 123B.75 to 123B.83 governing school district finance, except when the commissioner and authorizer approve a deviation made necessary because of school program finances. The commissioner, state auditor, legislative auditor, or authorizer may conduct financial, program, or compliance audits. A charter school in statutory operating debt under sections 123B.81 to 123B.83 must submit a plan under section 123B.81, subdivision 4.

(b) The charter school must submit an audit report, including all supplemental information included with the audit, to the commissioner and its authorizer annually by December 31.

(c) The charter school, with the assistance of the auditor conducting the audit, must include with the report, as supplemental information: (1) a copy of ~~a new~~ any management agreement ~~or an amendment to a current agreement~~ with a CMO or EMO ~~signed during the audit year~~; and (2) a copy of a service agreement or contract with a company or individual totaling over five percent of the audited expenditures for the most recent audit year. The agreements must detail the terms of the agreement, including the services provided and the annual costs for those services.

(d) A charter school independent audit report shall include audited financial data of an affiliated building corporation under section 124E.13, subdivision 3, or other component unit.

(e) If the audit report finds that a material weakness exists in the financial reporting systems of a charter school, the charter school must submit a written report to the commissioner explaining how the charter school will resolve that material weakness. An auditor, as a condition of providing financial services to a charter school, must agree to make available information about a charter school's financial audit to the commissioner and authorizer upon request.

Sec. 16. Minnesota Statutes 2024, section 124E.16, subdivision 3, is amended to read:

Subd. 3. **Public accounting and reporting CMO and EMO agreements.** (a) A charter school that enters into a management agreement with a CMO or EMO must:

(1) publish on the charter school website for at least 20 business days the proposed final agreement for public review and comment before the school board may adopt the contract or agreement. Any changes made to the posted agreement during the public review period or any proposed amendments to the agreement once adopted must be posted for 20 business days before the board may adopt the amendments to the contract;

(2) annually publish on the charter school website a statement of assurance that no member of the school board, staff, or any agent of the school has been promised or received any form of compensation or gifts from the CMO or EMO and that no board member, employee, or agent of the CMO or EMO or any of the organization affiliates or providers serve on the charter school board; and

(3) conduct an independent review and evaluation of the services provided by the CMO or EMO and publish the evaluation on the school's website at least 30 business days before the end of the current contract.

(b) A management agreement with a CMO or EMO must contain the following:

(1) the term of the contract, not to exceed five years;

(2) the total dollar value of the contract including the annual projected costs of services;

(3) a description and terms of the services to be provided during the term of the contract;

(4) notice that a charter school closure during the term of the contract by action of the authorizer or the school's board results in the balance of the current contract becoming null and void;

(5) an annual statement of assurance to the charter school board that the CMO or EMO provided no compensation or gifts to any charter school board member, staff member, or agent of the charter school;

(6) an annual statement of assurance that no ~~charter school~~ board member, employee, contractor, or agent of the CMO or EMO or any affiliated organization is a board member of the charter school or any other charter school;

(7) the policies and protocols that meet federal and state laws regarding student and personnel data collection, usage, access, retention, disclosure and destruction, and indemnification and warranty provisions in case of data breaches by the CMO or EMO; and

(8) an annual assurance that all assets purchased on behalf of the charter school using public funds remain assets of the school.

(c) The CMO or EMO must annually provide the charter school board a financial report by July 31 that accounts for income and expenditures for the previous fiscal year using the account categories in uniform financial accounting and reporting standards.

(d) Any agreement with a CMO or EMO containing any of the following provisions is null and void:

(1) restrictions on the charter school's ability to operate a school upon termination of the agreement;

(2) restrictions on the annual or total amount of the school's operating surplus or fund balance;

(3) authorization to allow a CMO or EMO to withdraw funds from a charter school account; or

(4) authorization to allow a CMO or EMO to loan funds to the charter school.

(e) A CMO or EMO or its affiliates, employees, or agents may not contract with, be employed by, or serve on the board of an authorizer. An authorizer or its affiliates, employees, or agents may not contract with, be employed by, serve as a paid consultant for, or serve as a board member of a CMO or EMO.

Sec. 17. Minnesota Statutes 2024, section 124E.16, is amended by adding a subdivision to read:

**Subd. 4. Authorizer performance evaluation report.** (a) A charter school must publish on its website the formal written performance evaluation from its authorizer and disseminate



the evaluation to enrolled families in languages they understand, consistent with the school's language access plan under section 124E.03, subdivision 9, paragraph (b).

(b) Evaluations must be published on the charter school's website within 15 business days of receipt of the evaluation by the charter school and for at least 365 days from the date of publication.

Sec. 18. Minnesota Statutes 2024, section 124E.17, is amended to read:

**124E.17 DISSEMINATION OF INFORMATION.**

Subdivision 1. **Charter school information.** (a) Charter schools must disseminate information about the school's offerings and enrollment procedures to families that reflect the diversity of Minnesota's population and targeted groups. Targeted groups include low-income families and communities, students of color, students at risk of academic failure, and students underrepresented in the school's student body relative to Minnesota's population. The school must document its dissemination activities in the school's annual report. The school's dissemination activities must be a component of the authorizer's performance review of the school.

(b) Authorizers and the commissioner must disseminate information to the public on how to form and operate a charter school. Authorizers, operators, and the commissioner also may disseminate information to interested stakeholders about the successful best practices in teaching and learning demonstrated by charter schools.

(c) For each charter school it authorizes, an authorizer must publish on its website for at least five years from the date of issuance all charter contracts and amendments executed under section 124E.10; school performance reviews including the performance evaluations required by section 124E.10, subdivision 1, paragraph (a), clause (6), if different; notices of intent to terminate or not renew the charter contract and related final determinations; and unresolved notices of intervention, deficiency, concern, corrective action, or probationary status.

(d) Each charter school must post a link in a conspicuous place on the school's official website to the section of its authorizer's website where information listed in paragraph (c) specific to that school is published. A charter school must also, upon the request of the authorizer, distribute information from their authorizer about interventions, corrective actions, and probationary status by publication, mail, or electronic means to its authorizer, school employees, and parents and legal guardians of students enrolled in the charter school.

Subd. 2. **Financial information.** (a) Upon request of an individual, the charter school must make available in a timely fashion financial statements showing all operations and transactions affecting the school's income, surplus, and deficit during the last annual accounting period; and a balance sheet summarizing assets and liabilities on the closing date of the accounting period.

~~(b) Upon request of an individual, an authorizer must make available in a timely fashion financial statements showing all operations and transactions affecting the authorizer's income, surplus, and deficit during the last annual accounting period, and a balance sheet summarizing assets and liabilities on the closing date of the accounting period.~~ An authorizer must publish on its website an annual financial statement identifying its sources of income related to authorizing activities and its authorizing expenses including staff, consultants, facility, professional development, transportation, membership dues, technology, office supplies, bank fees, administrative overhead, and professional fees for accounting, legal, and financial services, consistent with section 124E.05, subdivision 8, and a balance sheet related to authorizing activities summarizing assets and liabilities.

Sec. 19. Minnesota Statutes 2024, section 124E.26, subdivision 4, is amended to read:

Subd. 4. **Required policy components.** A charter school procurement policy must at a minimum include:

(1) conflict of interest provisions consistent with section 124E.14;

(2) thresholds for purchases by employees without board approval;

(3) thresholds for purchases that require competitive ~~bidding~~ procurement processes as defined in section 124E.02, paragraph (e), except that a competitive ~~bidding~~ procurement process must occur for any procurement estimated to exceed \$25,000; and

(4) a prohibition on breaking up a procurement into smaller components to avoid the thresholds established in clauses (2) and (3).

Notwithstanding clause (3), for a procurement estimated to exceed \$25,000 but not \$175,000, the purchase may be made either by a competitive procurement process, or by direct negotiation, by obtaining two or more bids or proposals for the purchase or sale when possible and without advertising for bids or proposals or otherwise complying with the requirements of a competitive procurement process. If a procurement is estimated to exceed \$175,000, a competitive procurement process must occur.

51.1 Sec. 20. Minnesota Statutes 2024, section 124E.26, is amended by adding a subdivision  
51.2 to read:

51.3 Subd. 4a. **Competitive procurement.** (a) "Procurement by sealed bids" means a process  
51.4 in which bids are publicly solicited and a firm fixed price contract by lump sum or unit price  
51.5 is awarded to the responsible bidder whose bid, conforming with all material terms and  
51.6 conditions of the invitation for bids, is the lowest in price. If sealed bids are used, the  
51.7 following requirements apply:

51.8 (1) bids must be solicited from an adequate number of qualified sources, providing  
51.9 bidders sufficient response time prior to the date set for opening bids;

51.10 (2) the invitation for bids, which includes any specifications and pertinent attachments,  
51.11 must define the items or services in order for the bidder to properly respond;

51.12 (3) all bids will be opened at the time and place prescribed in the invitation for bids, and  
51.13 the bids must be opened publicly;

51.14 (4) a firm fixed price contract award will be made in writing to the lowest responsive  
51.15 and responsible bidder. Where specified in bidding documents, factors such as discounts,  
51.16 transportation cost, and life cycle costs must be considered in determining which bid is  
51.17 lowest. Payment discounts will only be used to determine the low bid when prior experience  
51.18 indicates that the discounts are usually taken advantage of;

51.19 (5) any or all bids may be rejected if there is a sound documented reason; and

51.20 (6) in order for a sealed bid to be feasible, the following conditions must be present:

51.21 (i) a complete, adequate, and realistic specification or purchase description is available;

51.22 (ii) two or more responsible bidders are willing and able to compete effectively for the  
51.23 business; and

51.24 (iii) the procurement lends itself to a firm fixed price contract and the selection of the  
51.25 successful bidder can be made principally on the price.

51.26 (b) "Procurement by proposals" means a process in which either a fixed price or  
51.27 cost-reimbursement type contract is awarded. Proposals are generally used when conditions  
51.28 are not appropriate for the use of sealed bids. They are awarded in accordance with the  
51.29 following requirements:

51.30 (1) requests for proposals must be publicized and identify all evaluation factors and their  
51.31 relative importance. Proposals must be solicited from an adequate number of qualified

52.1 offerors. Any response to publicized requests for proposals must be considered to the  
 52.2 maximum extent practical;

52.3 (2) the charter school must have a written method for conducting technical evaluations  
 52.4 of the proposals received and for making selections; and

52.5 (3) contracts must be awarded to the responsible offeror whose proposal is most  
 52.6 advantageous to the charter school, with price and other factors considered.

52.7 Sec. 21. Minnesota Statutes 2024, section 124E.26, subdivision 5, is amended to read:

52.8 Subd. 5. **Reduction in aid.** If a charter school makes a purchase without a procurement  
 52.9 policy adopted by the school's board or makes a purchase not in conformity with the school's  
 52.10 procurement policy, or the adopted policy does not meet the requirements of this section,  
 52.11 the commissioner may reduce that charter school's state aid in an amount equal to the  
 52.12 purchase.

52.13 Sec. 22. **REVISOR INSTRUCTION.**

52.14 The revisor of statutes shall renumber the section of Minnesota Statutes listed in column  
 52.15 A with the number listed in column B. The revisor shall also make necessary cross-reference  
 52.16 changes consistent with the renumbering. The revisor shall also make any technical and  
 52.17 other changes necessitated by the renumbering and cross-reference changes in this act.

52.18	<u>Column A</u>	<u>Column B</u>
52.19	<u>124E.16, subdivision 3</u>	<u>124E.27</u>

52.20 **ARTICLE 4**  
 52.21 **THE READ ACT**

52.22 Section 1. Minnesota Statutes 2024, section 120B.119, subdivision 2a, is amended to read:

52.23 Subd. 2a. **Certified trained facilitator.** "Certified trained facilitator" means a person  
 52.24 employed by a district or ~~regional literacy network~~ Minnesota service cooperative who has  
 52.25 completed professional development approved by the Department of Education in structured  
 52.26 literacy, completed the vendor's certification prerequisites and facilitator training  
 52.27 requirements, completed the vendor's annual recertification requirements, remains in good  
 52.28 standing with the sponsoring agency and vendor, uses the vendor's training materials with  
 52.29 fidelity, and participates in mentoring or coaching provided by CAREI and the Department  
 52.30 of Education on facilitating literacy training. ~~A literacy lead who meets the requirements~~  
 52.31 ~~under this subdivision may be a certified trained facilitator.~~

53.1 **EFFECTIVE DATE.** This section is effective July 1, 2025.

53.2 Sec. 2. Minnesota Statutes 2024, section 120B.119, subdivision 10, is amended to read:

53.3 Subd. 10. **Oral language.** "Oral language," also called "~~spoken~~ expressive language"  
53.4 or "receptive language," includes speaking and listening, and consists of five components:  
53.5 phonology, morphology, syntax, semantics, and pragmatics. Oral language also includes  
53.6 sign language, in which speaking and listening skills are defined as expressive and receptive  
53.7 skills, and consists of phonology, including sign language phonological awareness,  
53.8 morphology, syntax, semantics, and pragmatics.

53.9 **EFFECTIVE DATE.** This section is effective July 1, 2025.

53.10 Sec. 3. Minnesota Statutes 2024, section 120B.12, subdivision 1, is amended to read:

53.11 Subdivision 1. **Literacy goal.** (a) The legislature seeks to have every child reading at  
53.12 or above grade level every year, beginning in kindergarten, and to support multilingual  
53.13 learners and students receiving special education services in achieving their individualized  
53.14 reading goals in order to meet grade-level ~~proficiency~~ benchmarks. By the 2026-2027 school  
53.15 year, districts must provide evidence-based reading instruction through a focus on student  
53.16 mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as  
53.17 well as the development of oral language, vocabulary, and reading comprehension skills.  
53.18 Students must receive evidence-based instruction that is proven to effectively teach children  
53.19 to read, consistent with sections 120B.118 to 120B.124.

53.20 (b) To meet this goal, each district must provide teachers and instructional support staff  
53.21 with responsibility for teaching reading with training on evidence-based reading instruction  
53.22 that is approved by the Department of Education by the deadlines provided in section  
53.23 120B.123, subdivision 5.

53.24 (c) Districts are strongly encouraged to adopt a MTSS framework. The framework should  
53.25 include a process for engaging families and communities, monitoring student progress,  
53.26 evaluating program fidelity, and analyzing student outcomes and needs in order to design  
53.27 and implement ongoing evidenced-based, culturally responsive instruction and interventions.

53.28 **EFFECTIVE DATE.** This section is effective July 1, 2025.

53.29 Sec. 4. Minnesota Statutes 2024, section 120B.12, subdivision 2, is amended to read:

53.30 Subd. 2. **Identification; report.** (a) Each school district must screen every student  
53.31 enrolled in kindergarten, grade 1, grade 2, and grade 3 using a screening tool approved by

the Department of Education three times each school year: (1) within the first six weeks of the school year; (2) by February 15 each year; and (3) within the last six weeks of the school year. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners ~~and~~ students receiving special education services, and students enrolled in dual language immersion programs, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, ~~oral~~ language, and for characteristics of dyslexia as measured by a screening tool approved by the Department of Education. Students enrolled in dual language immersion programs must be screened in the partner language of the program at the same intervals as the screenings in English. The screening tool must be approved by the district for kindergarten through grade 3 students enrolled in dual language immersion programs. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and ~~oral~~ expressive-receptive language mastery. The screening tool used must be a valid and reliable universal screener that is highly correlated with foundational reading skills. For students reading at grade level, beginning in the winter of grade 2, the oral reading fluency screener may be used to assess reading difficulties, including characteristics of dyslexia, without requiring a separate screening of each subcomponent of foundational reading skills.

(b) A district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to the Department of Education in the annual local literacy plan submission due on June 15.

~~(b)~~ (c) Students in grades 4 and above, including multilingual learners and students receiving special education services, who ~~do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language,~~ are not reading at grade level must be screened for reading difficulties, including characteristics of dyslexia, using a screening tool approved by the Department of Education ~~for characteristics of dyslexia~~, and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.

~~(c)~~ (d) Reading screeners in English, and in the predominant languages of district students where practicable, must identify and evaluate students' areas of academic need related to

literacy. The district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the commissioner by June 15 in the form and manner determined by the commissioner.

~~(d)~~ (e) The district also must include in its local literacy plan under subdivision 4a, a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by the Department of Education. Districts are strongly encouraged to use a MTSS framework. With respect to students screened or identified under paragraph (a), the report must include:

- (1) a summary of the district's efforts to screen for reading difficulties, including dyslexia;
- (2) the number of students universally screened for that reporting year;
- (3) the number of students demonstrating characteristics of dyslexia for that year; and
- (4) an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under section 125A.56, subdivision 1.

**EFFECTIVE DATE.** This section is effective July 1, 2025.

Sec. 5. Minnesota Statutes 2024, section 120B.12, subdivision 2a, is amended to read:

Subd. 2a. **Parent notification and involvement.** (a) A district must administer an approved reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, by February 15 each year, and again within the last six weeks of the school year. Schools, after administering each screener, must give the parent of each student who is not reading at or above grade level ~~timely~~ information from the screener about:

(1) the student's reading proficiency as measured by a screener approved by the Department of Education;

(2) reading-related services currently being provided to the student and the student's progress; and

(3) strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.

(b) For students enrolled in dual language immersion programs, the district-approved screener must measure the student's reading proficiency in the program's partner language.

56.1 The dual language immersion program may provide information about national research or  
56.2 reading proficiency in the parent notification.

56.3 (c) A district may not use this section to deny a student's right to a special education  
56.4 evaluation.

56.5 **EFFECTIVE DATE.** This section is effective July 1, 2025.

56.6 Sec. 6. Minnesota Statutes 2024, section 120B.12, subdivision 3, is amended to read:

56.7 Subd. 3. **Intervention.** (a) For each student identified under subdivision 2, the district  
56.8 shall provide aligned and targeted reading intervention support to accelerate student growth  
56.9 and reach the goal of reading at or above grade level by the end of the current grade and  
56.10 school year. A district is encouraged to provide reading intervention through a MTSS  
56.11 framework. If a student does not read at or above grade level by the end of the current school  
56.12 year, the district must continue to provide aligned and targeted reading intervention support  
56.13 as defined by the MTSS framework until the student reads at grade level. If less than 60  
56.14 percent of students have reached the benchmark target, class wide Tier 1 interventions must  
56.15 be implemented. Students receiving Tier 2 or Tier 3 interventions must receive those  
56.16 interventions in addition to Tier 1 instruction. District intervention methods shall encourage  
56.17 family engagement and, where possible, collaboration with appropriate school and community  
56.18 programs that specialize in evidence-based instructional practices ~~and measure mastery of~~  
56.19 ~~foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and~~  
56.20 ~~oral language. Intervention may include but is not limited to requiring student attendance~~  
56.21 ~~in summer school, intensified reading instruction that may require that the student be removed~~  
56.22 ~~from the regular classroom for part of the school day, extended-day programs, or programs~~  
56.23 ~~that strengthen students' cultural connections.~~

56.24 (b) A district or charter school is strongly encouraged to provide a personal learning  
56.25 plan for a student who is unable to demonstrate grade-level proficiency, as measured by the  
56.26 statewide reading assessment in grade 3 or a screener identified by the Department of  
56.27 Education under section 120B.123. The district or charter school must determine the format  
56.28 of the personal learning plan in collaboration with the student's educators and other  
56.29 appropriate professionals. The school must develop the learning plan in consultation with  
56.30 the student's parent or guardian. The personal learning plan must include targeted instruction  
56.31 that is evidence-based and ongoing progress monitoring, and address knowledge gaps and  
56.32 skill deficiencies through strategies such as specific exercises and practices during and  
56.33 outside of the regular school day, group interventions, periodic assessments or screeners,  
56.34 and reasonable timelines. The personal learning plan may include grade retention, if it is in



the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

(c) Starting in the ~~2025-2026~~ 2026-2027 school year, a district must use only evidence-based literacy interventions. Districts are strongly encouraged to use intervention materials approved by the Department of Education under the Read Act.

(d) Starting in the 2026-2027 school year, to provide a Tier 2 literacy intervention, a trained teacher who has completed one of the three approved professional development trainings must oversee and monitor the instruction provided by any paraprofessional or other unlicensed person, including a volunteer, must be supervised by a licensed teacher who has completed training in evidence-based reading instruction approved by the Department of Education, and has completed. A paraprofessional or other unlicensed person, including a volunteer, must complete evidence-based training developed under the Read Act ~~by CAREI or~~ and offered through the regional literacy networks under section 120B.124, subdivision 4, or a training that the department has determined meets or exceeds the requirements of section 120B.124, subdivision 4.

**EFFECTIVE DATE.** This section is effective July 1, 2025.

Sec. 7. Minnesota Statutes 2024, section 120B.12, subdivision 4, is amended to read:

**Subd. 4. Staff development.** (a) A district must provide training on evidence-based structured literacy instruction to teachers and instructional staff in accordance with subdivision 1, paragraphs (b) and (c). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.

(b) Each district shall use the data under subdivision 2 to identify the staff development needs so that:

(1) elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in section 120B.119 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;

(2) elementary teachers receive training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy

58.1 needs using the intervention methods or programs selected by the district for the identified  
58.2 students;

58.3 (3) licensed teachers employed by the district have opportunities to improve reading  
58.4 and writing instruction through approved professional development identified in the local  
58.5 literacy plan;

58.6 (4) licensed teachers recognize students' diverse needs in cross-cultural settings and are  
58.7 able to serve the oral language and linguistic needs of students who are multilingual learners  
58.8 by maximizing strengths in their native languages in order to cultivate students' English  
58.9 language development, including ~~oral~~ academic language development, and build academic  
58.10 literacy; and

58.11 (5) licensed teachers are trained in culturally responsive pedagogy that enables students  
58.12 to master content, develop skills to access content, and build relationships.

58.13 (c) A district that offers early childhood programs, including voluntary prekindergarten  
58.14 for eligible four-year-old children, early childhood special education, and school readiness  
58.15 programs, must provide classroom teachers in early childhood programs training approved  
58.16 by the Department of Education to provide children in early childhood programs with  
58.17 explicit, systematic instruction in phonological and phonemic awareness; oral language,  
58.18 including listening comprehension; vocabulary; and letter-sound correspondence.

58.19 **EFFECTIVE DATE.** This section is effective July 1, 2025.

58.20 Sec. 8. Minnesota Statutes 2024, section 120B.12, subdivision 4a, is amended to read:

58.21 Subd. 4a. **Local literacy plan.** (a) Consistent with this section, a school district must  
58.22 adopt a local literacy plan to have every child reading at or above grade level every year  
58.23 beginning in kindergarten and to support multilingual learners and students receiving special  
58.24 education services in achieving their individualized reading goals. A district must update  
58.25 and submit the plan to the commissioner by June 15 each year. The plan must be consistent  
58.26 with the Read Act, and include the following:

58.27 (1) a process to assess students' foundational reading skills, oral language, and level of  
58.28 reading proficiency and the approved screeners used, by school site and grade level, under  
58.29 section 120B.123;

58.30 (2) a process to notify and involve parents;

58.31 (3) a description of how schools in the district will determine the targeted reading  
58.32 instruction that is evidence-based and includes an intervention strategy for a student and

59.1 the process for intensifying or modifying the reading strategy in order to obtain measurable  
59.2 reading progress;

59.3 (4) evidence-based intervention methods for students who are not reading at or above  
59.4 grade level and progress monitoring to provide information on the effectiveness of the  
59.5 intervention;

59.6 (5) identification of staff development needs, including a plan to meet those needs;

59.7 (6) the curricula used by school site and grade level and, if applicable, the district plan  
59.8 and timeline for adopting ~~approved~~ evidence-based curricula and materials starting in the  
59.9 2025-2026 school year;

59.10 (7) a statement of whether the district has adopted a MTSS framework;

59.11 (8) student data using the measures of foundational literacy skills and mastery identified  
59.12 by the Department of Education for the following students:

59.13 (i) students in kindergarten through grade 3;

59.14 (ii) students who demonstrate characteristics of dyslexia; and

59.15 (iii) students in grades 4 to 12 who are identified as not reading at grade level;

59.16 (9) the number of teachers and other staff who have completed training approved by the  
59.17 department;

59.18 (10) the number of teachers and other staff proposed for training in structured literacy;  
59.19 and

59.20 (11) how the district used funding provided under the Read Act to implement the  
59.21 requirements of the Read Act.

59.22 (b) The district must post its literacy plan on the official school district website and  
59.23 submit it to the commissioner of education using the template developed by the commissioner  
59.24 of education annually beginning June 15, 2024.

59.25 (c) ~~By March 1, 2024, the commissioner of education must develop~~ Districts must use  
59.26 a streamlined template developed by the commissioner of education for local literacy plans  
59.27 that meets the requirements of this subdivision and requires all reading instruction and  
59.28 teacher training in reading instruction to be evidence-based. The template must require a  
59.29 district to report information using the student categories required in the commissioner's  
59.30 report under paragraph (d). The template must focus district resources on improving students'  
59.31 foundational reading skills while reducing paperwork requirements for teachers.

(d) By December 1, 2025, the commissioner of education must submit a report to the legislative committees with jurisdiction over prekindergarten through grade 12 education summarizing the local literacy plans submitted to the commissioner. The summary must include the following information:

(1) the number of teachers and other staff, by grade level, who have completed training approved by the Department of Education;

(2) the number of teachers and other staff, by grade level, required to complete the training under section 120B.123, subdivision 5, who have not completed the training;

(3) the number of teachers exempt under section 120B.123, subdivision 5, from completing training approved by the Department of Education;

(4) the statewide total number of teachers or other staff required to complete the training under section 120B.123, subdivision 5 that have received other training or education that meets the requirements of the training approved by the Department of Education;

(5) by school site and grade, the approved screeners and the reading curriculum used; and

~~(5)~~ (6) by school site and grade, using the measurements of foundational literacy skills and mastery identified by the department, both aggregated data and disaggregated data on student performance on the approved screeners using the student categories under section 120B.35, subdivision 3, paragraph (a), clause (2).

(e) By December 1, 2026, and December 1, 2027, the commissioner of education must submit updated reports containing the information required under paragraph (d) to the legislative committees with jurisdiction over prekindergarten through grade 12 education.

**EFFECTIVE DATE.** This section is effective July 1, 2025.

Sec. 9. Minnesota Statutes 2024, section 120B.123, subdivision 1, is amended to read:

Subdivision 1. **Approved screeners.** (a) A district must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, by February 15 each year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by the Department of Education. A district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.

(b) Starting in the 2024-2025 school year, district staff, ~~contractors~~, and ~~volunteers~~ external partners offering literacy supports in schools may only use screeners that have been approved by the Department of Education.

**EFFECTIVE DATE.** This section is effective July 1, 2025.

Sec. 10. Minnesota Statutes 2024, section 120B.123, subdivision 5, is amended to read:

**Subd. 5. Professional development.** (a) A district must provide training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2026:

(1) ~~reading~~ literacy intervention teachers working with students in kindergarten through grade 12;

(2) all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;

(3) kindergarten through grade 12 special education teachers responsible for literacy instruction;

(4) curriculum directors;

(5) instructional support staff, contractors, and volunteers who assist in providing ~~Tier 2~~ literacy interventions under the oversight and monitoring of a trained licensed teacher;

(6) employees who select literacy instructional materials for a district; and

(7) teachers licensed to teach English to multilingual learners.

(b) A district must provide training from a menu of approved evidence-based training programs to the following teachers by July 1, 2027:

(1) teachers who provide foundational reading skills instruction to students in grades 4 to 12; and

(2) teachers who provide instruction to students in a state-approved alternative program.

(c) The commissioner of education may grant a district an extension to the deadlines in this subdivision.

(d) Training provided by a department-approved certified trained facilitator may satisfy the professional development requirements under this subdivision.

(e) Beginning July 1, 2027, an educator required to receive training under paragraph (a), who is new to the state of Minnesota or is a newly licensed teacher who did not receive

instruction in the teaching of foundational reading skills based on structured literacy, must complete one of the approved required trainings. Training must be offered through the regional literacy network and facilitated by a local certified trained facilitator. The Department of Education must review district literacy lead waiver requests and grant waivers to educators new to the state or educators who provide reading instruction exclusively using alternatives to sound-based approaches, and who have completed the professional development requirements consistent with this subdivision.

~~(e)~~ (f) For the 2024-2025 and 2025-2026 school year years only, the hours of instruction requirement under section 120A.41 for students in an elementary and secondary school, as defined in section 120A.05, ~~subdivision~~ subdivisions 9 and 13, is reduced by 5-1/2 hours for a district that enters into an agreement with the exclusive representative of the teachers that requires teachers to receive at least 5-1/2 hours of approved evidence-based training required under this subdivision, on a day when other students in the district receive instruction. If a charter school's teachers are not represented by an exclusive representative, the charter school may reduce the number of instructional hours for students in an elementary and secondary school, as defined in section 120A.05, ~~subdivision~~ subdivisions 9 and 13, by 5-1/2 hours after consulting with its teachers in order to provide teachers with at least 5-1/2 hours of evidence-based training required under this subdivision on a day when other students receive instruction. The hours of instruction reduction for secondary school students is applicable only for the 2025-2026 school year.

**EFFECTIVE DATE.** This section is effective the day following final enactment.

Sec. 11. Minnesota Statutes 2024, section 120B.123, is amended by adding a subdivision to read:

**Subd. 5a. Teacher licensure; renewal.** (a) Starting July 1, 2027, a Tier 1 early childhood education teacher, elementary education teacher, special education teacher who is responsible for teaching reading, kindergarten through grade 12 English as a second language teacher, grade 4 through 12 classroom teacher responsible for foundational reading skills instruction, teacher who provides instruction to students in a state-approved alternative program, or a teacher who is responsible for selecting literacy curriculum materials for grades 6 through 12, and is licensed under section 122A.181 for their first licensure renewal must demonstrate that they are registered for, are currently taking, or have completed evidence-based structured literacy training consistent with training approved by the Department of Education. A Tier 1 teacher may demonstrate evidence of progress in meeting the subject matter reading standards for reading in administrative rule through evidence-based structured literacy

63.1 coursework or through employer verification. The training required must be in progress  
63.2 before a second renewal of the Tier 1 license. A hiring district, cooperative, or charter school  
63.3 is responsible for any fees and enrollment costs associated with completing these professional  
63.4 development requirements. An individual educator must not be financially responsible for  
63.5 the initial enrollment costs associated with the training needed to meet these requirements.

63.6 (b) Starting, July 1, 2027, a Tier 2 early childhood education teacher, elementary  
63.7 education teacher, special education teacher who is responsible for teaching reading,  
63.8 kindergarten through grade 12 English as a second language teacher, grade 4 through 12  
63.9 classroom teacher responsible for foundational reading skills instruction, teacher who  
63.10 provides instruction to students in a state-approved alternative program, or a teacher who  
63.11 is responsible for selecting literacy curriculum materials for grades 6 through 12, and is  
63.12 licensed under section 122A.182, for their first licensure renewal must demonstrate that  
63.13 they are registered for, currently taking, or have completed evidence-based structured literacy  
63.14 training consistent with training approved by the Department of Education. A Tier 2 teacher  
63.15 may demonstrate evidence of progress in meeting the subject matter reading standards for  
63.16 reading in administrative rule through evidence-based structured literacy coursework or  
63.17 through employer verification. The training required must be in progress before the first  
63.18 renewal of the Tier 2 license is granted. A hiring district, cooperative, or charter school is  
63.19 responsible for any fees and enrollment costs associated with completing these professional  
63.20 development requirements. An individual educator must not be financially responsible for  
63.21 the initial enrollment costs associated with the training needed to meet these requirements.

63.22 (c) Starting July 1, 2027, a Tier 2 early childhood education teacher, elementary education  
63.23 teacher, special education teacher who is responsible for teaching reading, kindergarten  
63.24 through grade 12 English as a second language teacher, grade 4 through 12 classroom teacher  
63.25 responsible for foundational reading skills instruction, teacher who provides instruction to  
63.26 students in a state-approved alternative program, or a teacher who is responsible for selecting  
63.27 literacy curriculum materials for grades 6 through 12, who demonstrates field-specific  
63.28 teaching experience to complete the coursework requirements under section 122A.183,  
63.29 subdivision 2, clause (5), must demonstrate they have completed evidence-based structured  
63.30 literacy training required under subdivision 5 before the Professional Educator Licensing  
63.31 and Standards Board issues the Tier 3 license. The board must not deny a Tier 3 license to  
63.32 an educator who has made progress toward completion, but has not completed, the required  
63.33 training. A hiring district, cooperative, or charter school is responsible for any fees and  
63.34 enrollment costs associated with completing these professional development requirements.

64.1 An individual educator must not be financially responsible for the initial enrollment costs  
64.2 associated with the training needed to meet these requirements.

64.3 (d) Starting July 1, 2027, a teacher with a kindergarten through grade 12 reading  
64.4 endorsement or kindergarten through grade 12 English as a second language license from  
64.5 the Professional Educator Licensing and Standards Board must demonstrate to the school's  
64.6 relicensure committee they have completed evidence-based structured literacy training  
64.7 equivalent to the training required in subdivision 5. A hiring district, cooperative, or charter  
64.8 school is responsible for any fees and enrollment costs associated with completing these  
64.9 professional development requirements. An individual educator must not be financially  
64.10 responsible for the initial enrollment costs associated with the training needed to meet these  
64.11 requirements.

64.12 (e) An educator that fails to complete the required professional development within a  
64.13 vendor's subscription window due to medical, personal, or family leave or for reasons tied  
64.14 to a learning disability, must not be held financially responsible for the costs of extending  
64.15 the training. An educator that fails to complete the required professional development within  
64.16 a vendor's subscription window for reasons of insubordination or willful refusal to comply  
64.17 with state and district directives regarding the professional development are subject to the  
64.18 disciplinary procedures outlined in their collective bargaining agreement or set by their  
64.19 hiring charter school or cooperative.

64.20 Sec. 12. Minnesota Statutes 2024, section 120B.123, subdivision 7, is amended to read:

64.21 Subd. 7. **Department of Education.** (a) By July 1, 2023, the department must make  
64.22 available to districts a list of approved evidence-based screeners in accordance with section  
64.23 120B.12. A district must use an approved screener to assess students' mastery of foundational  
64.24 reading skills in accordance with section 120B.12.

64.25 (b) The Department of Education must partner with CAREI as required under section  
64.26 120B.124 to approve professional development programs, subject to final determination by  
64.27 the department. After the implementation partnership under section 120B.124 ends, the  
64.28 department must continue to regularly provide districts with information about professional  
64.29 development opportunities available throughout the state on reading instruction that is  
64.30 evidence-based.

64.31 (c) The department and CAREI must identify training required for a literacy lead and  
64.32 literacy specialist employed by a district or Minnesota service cooperatives.



(d) The department must employ one or more literacy specialists to provide support to districts implementing the Read Act and coordinate duties assigned to the department under the Read Act. The literacy specialist must work on state efforts to improve literacy tracking and implementation.

(e) The department must develop a template for a local literacy plan in accordance with section 120B.12, subdivision 4a.

(f) The department must partner with CAREI as required under section 120B.124 to approve literacy intervention models, subject to final determination by the department. The department must make a list of the 15 approved evidence-based intervention models available to districts as they are approved by the department and CAREI, starting November 1, 2025. Upon approval of the evidence-based intervention models, the department must ensure the models are reviewed by a contracted third party for culturally responsive guidance and materials, and make those findings available to districts once the review process is complete. The department must notify districts of the two-step review process for all materials approved under the Read Act for effectiveness as evidence-based structured literacy, and for cultural responsiveness.

(g) The department and CAREI must provide ongoing coaching, mentoring, and support to certified trained facilitators.

**EFFECTIVE DATE.** This section is effective July 1, 2025.

Sec. 13. Minnesota Statutes 2024, section 120B.124, subdivision 2, is amended to read:

Subd. 2. ~~Reconsideration~~ **Curriculum review cycle.** (a) Every five years, starting July 1, 2030, the department and CAREI must provide districts an opportunity to request that the department and CAREI add to the list of reviewed curricula ~~or professional development and intervention~~ programs ~~a specific curriculum or professional development program~~. The department must publish the ~~request procedure~~ for reconsideration procedure review on the department website by July 1, 2029. A request for ~~reconsideration~~ review must demonstrate that the curriculum or ~~professional development~~ intervention program meets the requirements of the Read Act, is evidence-based, and has structured literacy components. ~~The department and CAREI must review the request for reconsideration and approve or deny the request within 60 days~~ The review process must use the rubric used to approve curriculum under subdivision 1 with the addition of culturally responsive criteria as determined by the third-party review. Alternative curriculum and intervention programs for those who cannot access sound-based approaches must be reviewed on the same review cycle as traditional programs.

~~(b) The department and CAREI must conduct a final curriculum review of previously submitted curriculum by March 3, 2025, to review curriculum that is available to districts at no cost.~~ The reviewed resources must be categorized as highly aligned, partially aligned, minimally aligned, or not aligned to evidence-based structured literacy practices. Nonranked curricular resources do not fully meet the criteria to be classified as a Tier 1 core highly aligned program. The reviewed resources categories are defined as follows:

(1) "highly aligned" means 100 percent of domains were at or above the cut point with no significant red flags identified for the program;

(2) "partially aligned" means 60 to 99 percent of domains were at or above the cut point;

(3) "minimally aligned" means 34 to 59 percent of domains were at or above the cut point; and

(4) "not aligned" means 33 percent or less of domains were at or above the cut point.

It is a district's responsibility, when planning for curriculum implementation, to verify that instruction and materials align with evidence-based structured literacy practices and to resolve issues identified in the report and rubric provided by the Department of Education.

(c) A district must ensure that any red flags for a program are resolved through district enhancements to the selected program.

(d) A program going through a full review cycle will be added to the reviewed curricula and intervention program list after the review process is completed.

(e) Only materials that are categorized as highly aligned qualify for use of literacy incentive aid under section 124D.98, or state funding provided under the Read Act.

Sec. 14. Minnesota Statutes 2024, section 122A.181, subdivision 3, is amended to read:

Subd. 3. **Term of license and renewal.** (a) The Professional Educator Licensing and Standards Board must issue an initial Tier 1 license for a term of one year. A Tier 1 license may be renewed subject to paragraphs (b) ~~and (e)~~ to (d).

(b) The Professional Educator Licensing and Standards Board must renew a Tier 1 license if:

(1) the district or charter school requesting the renewal demonstrates that it has posted the teacher position but was unable to hire an acceptable teacher with a Tier 2, 3, or 4 license for the position;

(2) the teacher holding the Tier 1 license took a content examination in accordance with section 122A.185 and submitted the examination results to the teacher's employing district or charter school within one year of the board approving the request for the initial Tier 1 license;

(3) the teacher holding the Tier 1 license participated in cultural competency training consistent with section 120B.30, subdivision 8, within one year of the board approving the request for the initial Tier 1 license; and

(4) the teacher holding the Tier 1 license met the mental illness training renewal requirement under section 122A.187, subdivision 6.

The requirement in clause (2) does not apply to a teacher that teaches a class in a career and technical education or career pathways course of study.

(c) A Tier 1 license must not be renewed more than three times, unless the requesting district or charter school can show good cause for additional renewals. A Tier 1 license issued to teach (1) a class or course in a career and technical education or career pathway course of study, or (2) in a shortage area, as defined in section 122A.06, subdivision 6, may be renewed without limitation.

(d) Starting July 1, 2027, a Tier 1 licensed early childhood education teacher, elementary education teacher, special education teacher who is responsible for teaching reading, kindergarten through grade 12 English as a second language teacher, grade 4 through 12 classroom teacher responsible for foundational reading skills instruction, teacher who provides instruction to students in a state-approved alternative program, or a teacher who is responsible for selecting literacy curriculum materials for grades 6 through 12, must demonstrate progress toward meeting the evidence-based literacy training requirements of section 120B.123, subdivision 5a, for their second licensure renewal.

Sec. 15. Minnesota Statutes 2024, section 122A.182, subdivision 3, is amended to read:

Subd. 3. **Term of license and renewal.** (a) The Professional Educator Licensing and Standards Board must issue an initial Tier 2 license for a term of two years. A Tier 2 license may be renewed three times.

(b) Before a Tier 2 license is renewed for the first time, a teacher holding a Tier 2 license must participate in cultural competency training consistent with section 120B.30, subdivision 8, and mental illness training under section 122A.187, subdivision 6.

(c) Starting July 1, 2027, a Tier 2 licensed early childhood education teacher, elementary education teacher, special education teacher who is responsible for teaching reading,

68.1 kindergarten through grade 12 English as a second language teacher, grade 4 through 12  
68.2 classroom teacher responsible for foundational reading skills instruction, teacher who  
68.3 provides instruction to students in a state-approved alternative program, or a teacher who  
68.4 is responsible for selecting literacy curriculum materials for grades 6 through 12, must  
68.5 demonstrate that they have made progress toward completing the evidence-based literacy  
68.6 training requirements of section 120B.123, subdivision 5a, for the first renewal of their  
68.7 initial license.

68.8 (d) The board must issue rules setting forth the conditions for additional renewals after  
68.9 the initial license has been renewed three times.

68.10 Sec. 16. Minnesota Statutes 2024, section 122A.183, subdivision 2, is amended to read:

68.11 Subd. 2. **Coursework.** (a) An applicant for a Tier 3 license must meet the coursework  
68.12 requirement by demonstrating one of the following:

68.13 (1) completion of a Minnesota-approved teacher preparation program;

68.14 (2) completion of a state-approved teacher preparation program that includes field-specific  
68.15 student teaching equivalent to field-specific student teaching in Minnesota-approved teacher  
68.16 preparation programs. The field-specific student teaching requirement does not apply to an  
68.17 applicant that has two years of field-specific teaching experience;

68.18 (3) a recommendation for licensure through the licensure via portfolio process;

68.19 (4) a professional teaching license from another state, evidence that the applicant's license  
68.20 is in good standing, and two years of field-specific teaching experience; or

68.21 (5) three years of teaching experience under a Tier 2 license and evidence of summative  
68.22 teacher evaluations that did not result in placing or otherwise keeping the teacher on an  
68.23 improvement process pursuant to section 122A.40, subdivision 8, or 122A.41, subdivision  
68.24 5.

68.25 (b) Starting July 1, 2027, a Tier 2 early childhood education teacher, elementary education  
68.26 teacher, special education teacher who is responsible for teaching reading, kindergarten  
68.27 through grade 12 English as a second language teacher, grade 4 through 12 classroom teacher  
68.28 responsible for foundational reading skills instruction, teacher who provides instruction to  
68.29 students in a state-approved alternative program, or a teacher who is responsible for selecting  
68.30 literacy curriculum materials for grades 6 through 12, who demonstrates field-specific  
68.31 teaching experience to complete the coursework requirements under this subdivision must  
68.32 demonstrate they have completed evidence-based structured literacy training according to

69.1 section 120B.123, subdivision 5a, before the Professional Educator Licensing and Standards  
69.2 Board may issue an initial Tier 3 license.

69.3 Sec. 17. Minnesota Statutes 2024, section 124D.42, subdivision 8, is amended to read:

69.4 Subd. 8. **Minnesota reading corps program.** (a) A Minnesota reading corps program  
69.5 is established to provide ServeMinnesota AmeriCorps members with a data-based  
69.6 problem-solving model of literacy instruction to use in helping to train local Head Start  
69.7 program providers, other prekindergarten program providers, and staff in schools with  
69.8 students in kindergarten through grade 3 to evaluate and teach early literacy skills, including  
69.9 evidence-based literacy instruction under sections 120B.118 to 120B.124, to children age  
69.10 3 to grade 3 and interventions for children in kindergarten to grade 3.

69.11 (b) Literacy programs under this subdivision must comply with the provisions governing  
69.12 literacy program goals and data use under section 142D.12, subdivision 3, paragraph (b).

69.13 (c) Literacy programs under this subdivision must use a department-approved screener,  
69.14 evidence-based reading instruction, and interventions focused on structured literacy.  
69.15 ServeMinnesota must demonstrate to the department that the training AmeriCorps members  
69.16 receive meets or exceeds the requirements of section 120B.124, subdivision 4, for volunteers.  
69.17 Minnesota Reading Corps AmeriCorps members are not required to complete the training  
69.18 under section ~~120B.24~~ 120B.124, subdivision 4.

69.19 (d) The commission must submit a biennial report to the committees of the legislature  
69.20 with jurisdiction over kindergarten through grade 12 education that records and evaluates  
69.21 program data to determine the efficacy of the programs under this subdivision.

69.22 **EFFECTIVE DATE.** This section is effective July 1, 2025.

69.23 Sec. 18. **REPEALER.**

69.24 Minnesota Statutes 2024, section 120B.124, subdivision 6, is repealed.

## 69.25 **ARTICLE 5**

## 69.26 **SPECIAL EDUCATION**

69.27 Section 1. Minnesota Statutes 2024, section 123B.32, subdivision 1, is amended to read:

69.28 Subdivision 1. **Language access plan required.** Starting in the 2025-2026 school year,  
69.29 during a regularly scheduled public board hearing, a school board must adopt a language  
69.30 access plan that specifies the district's process and procedures to render effective language  
69.31 assistance to students and adults who communicate in a language other than English or

70.1 require additional assistance due to a disability. The language access plan must be available  
70.2 to the public and included in the school's handbook.

70.3 Sec. 2. Minnesota Statutes 2024, section 123B.32, subdivision 2, is amended to read:

70.4 Subd. 2. **Plan requirements.** The language access plan must include how the district  
70.5 and its schools will use trained or certified spoken language interpreters for communication  
70.6 related to academic outcomes, progress, determinations, and placement of students in  
70.7 specialized programs and services, such as special education and related individualized  
70.8 education programs under section 125A.08; and ensure meaningful participation in the  
70.9 individualized education program process by families where the family speaks a language  
70.10 other than English or has a disability themselves; how families and communities will be  
70.11 notified of their rights under this plan; and a process to appeal the accommodations of the  
70.12 access plan if needs are not met.

70.13 Sec. 3. Minnesota Statutes 2024, section 125A.091, subdivision 3a, is amended to read:

70.14 Subd. 3a. **Additional requirements for prior written notice.** In addition to federal law  
70.15 requirements, a prior written notice shall:

70.16 (1) ~~inform the parent that except for the initial placement of a child in special education~~  
70.17 evaluation and the initial provision of special education and related services generally, the  
70.18 ~~school district will proceed with its proposal for the child's placement or for providing~~  
70.19 ~~special education services unless the child's parent notifies the district of an objection within~~  
70.20 14 days of when the district sends the prior written notice to the parent; and

70.21 (2) state that a parent who objects to a proposal or refusal in the prior written notice  
70.22 may:

70.23 (i) request a conciliation conference under subdivision 7 or another alternative dispute  
70.24 resolution procedure under subdivision 8 or 9; or

70.25 (ii) identify the specific part of the proposal or refusal the parent objects to and request  
70.26 a meeting with appropriate members of the individualized education program team.

70.27 Sec. 4. Minnesota Statutes 2024, section 125A.091, subdivision 5, is amended to read:

70.28 Subd. 5. **Initial action; parent consent.** (a) A district must make reasonable efforts to  
70.29 obtain written consent from the parent for an initial evaluation to determine whether their  
70.30 child is a child with a disability.

71.1 (b) If the initial evaluation determines that the child qualifies as a child with a disability  
71.2 under section 125A.02, the district must make reasonable efforts to obtain the written consent  
71.3 of the child's parent for the initial provision of special education and related services  
71.4 generally.

71.5 ~~(a)~~ (c) The district must not proceed with the initial evaluation of a child, the initial  
71.6 placement of a child in a special education program, or the initial provision of special  
71.7 education services for a child or the initial provision of special education and related services  
71.8 to a child generally, without the prior written consent of the child's parent. The district is  
71.9 not required to obtain the written consent of the child's parent to the particular special  
71.10 education and related services proposed in the initial individualized education program but  
71.11 must provide prior written notice consistent with federal requirements and the additional  
71.12 requirements under subdivision 3a.

71.13 (d) Parental consent for the initial evaluation must not be construed as consent for the  
71.14 initial provision of special education and related services generally.

71.15 (e) A district may not override the written refusal of a parent to consent to an initial  
71.16 evaluation or reevaluation.

71.17 (f) If the parent of a child fails to respond to a request for, or refuses to consent to, the  
71.18 initial provision of special education and related services generally, the district:

71.19 (1) may not use mediation or request a due process hearing in order to obtain agreement  
71.20 or a ruling that services may be provided to the child;

71.21 (2) will not be considered in violation of the responsibility to make a free appropriate  
71.22 public education available to the child; and

71.23 (3) is not required to convene an individualized education program team meeting or  
71.24 develop an initial individualized education program for the child.

71.25 ~~(b)~~ (g) A parent, after consulting with health care, education, or other professional  
71.26 providers, may agree or disagree to provide the parent's child with sympathomimetic  
71.27 medications unless section 144.344 applies.

71.28 **Sec. 5. [125A.092] STATE COMPLAINT PROCESS.**

71.29 Subdivision 1. **Filing a state complaint.** (a) An organization or individual may file a  
71.30 signed, written complaint with the Department of Education, Office of General Counsel,  
71.31 Dispute Resolution.

71.32 (b) The complaint must include:

72.1 (1) a statement that a public agency, lead agency, or early intervention services provider  
72.2 has violated a requirement of Part B or Part C of the federal Individuals with Disabilities  
72.3 Education Act;

72.4 (2) the facts on which the statement is based;

72.5 (3) the signature and contact information for the complainant;

72.6 (4) if alleging violations with respect to a specific child:

72.7 (i) the name and address of the residence of the child;

72.8 (ii) the name of the school the child is attending, or the name of the early intervention  
72.9 services provider serving the child; and

72.10 (iii) in the case of a homeless child or youth within the meaning of section 725(2) of the  
72.11 McKinney-Vento Homeless Assistance Act, United States Code, title 42, section 11434(a)(2),  
72.12 the available contact information for the child and the name of the school the child is  
72.13 attending;

72.14 (5) a description of the nature of the problem of the child, including facts relating to the  
72.15 problem; and

72.16 (6) a proposed resolution of the problem to the extent known and available to the party  
72.17 at the time the complaint is filed.

72.18 (c) The complaint must allege a violation that occurred not more than one year prior to  
72.19 the date that the complaint is received.

72.20 (d) The party filing the complaint must forward a copy of the complaint to the local  
72.21 educational agency, public agency, or early intervention services provider serving the child  
72.22 at the same time the party files the complaint with the Department of Education.

72.23 Subd. 2. Remedies. In resolving a complaint in which the Department of Education has  
72.24 found a failure to provide appropriate services, the Department of Education, pursuant to  
72.25 its general supervisory authority under Part B and Part C of the federal Individuals with  
72.26 Disabilities Education Act, must address:

72.27 (1) the failure to provide appropriate services, including corrective action appropriate  
72.28 to address the needs of the child, compensatory services, or monetary reimbursement; and

72.29 (2) appropriate future provision of services for all children with disabilities.

72.30 Subd. 3. Time limit and procedures. (a) Within 60 days after a complaint is filed, the  
72.31 Department of Education must:



73.1 (1) carry out an independent on-site investigation if the Department of Education  
73.2 determines that an investigation is necessary;

73.3 (2) give the complainant the opportunity to submit additional information, either orally  
73.4 or in writing, about the allegations in the complaint;

73.5 (3) provide the public agency, lead agency, or early intervention services provider with  
73.6 the opportunity to respond to the complaint, including at a minimum:

73.7 (i) at the discretion of the Department of Education, a proposal to resolve the complaint;  
73.8 and

73.9 (ii) an opportunity for a parent who has filed a complaint and the public agency, lead  
73.10 agency, or early intervention services provider to voluntarily engage in mediation consistent  
73.11 with section 125A.091, subdivision 9;

73.12 (4) review all relevant information and make an independent determination as to whether  
73.13 the public agency, lead agency, or early intervention services provider is violating a  
73.14 requirement of Part B or Part C of the federal Individuals with Disabilities Education Act;  
73.15 and

73.16 (5) issue a written decision to the complainant that addresses each allegation in the  
73.17 complaint and contains:

73.18 (i) findings of fact and conclusions; and

73.19 (ii) the reasons for the Department of Education's final decision.

73.20 (b) An extension of the time limit is allowed only if:

73.21 (1) exceptional circumstances exist with respect to a particular complaint; or

73.22 (2) the parent, individual, or organization and the local educational agency, public agency,  
73.23 or early intervention services provider involved agree to extend the time to engage in  
73.24 mediation pursuant to section 125A.091, subdivision 9, or a facilitated team meeting pursuant  
73.25 to section 125A.091, subdivision 11.

73.26 **Subd. 4. Complaints and due process hearings.** (a) If a written complaint is received  
73.27 that is also the subject of a due process hearing under section 125A.091, subdivision 12, or  
73.28 that contains multiple issues of which one or more are part of that hearing, the Department  
73.29 of Education must set aside any part of the complaint that is being addressed in the due  
73.30 process hearing until the conclusion of the hearing. However, any issue in the complaint  
73.31 that is not a part of the due process action must be resolved using the time limit and  
73.32 procedures described in paragraphs (c) and (d).

74.1 (b) If an issue raised in a complaint filed under this section has previously been decided  
74.2 in a due process hearing involving the same parties:

74.3 (1) the due process hearing decision is binding on that issue; and

74.4 (2) the Department of Education must inform the complainant to that effect.

74.5 (c) If the local educational agency, public agency, or early intervention services provider  
74.6 fails to implement the due process hearing decision, an individual or organization may file  
74.7 a state complaint with the Department of Education alleging the agency or provider's failure  
74.8 to implement the due process hearing decision.

74.9 Sec. 6. **DEVELOPMENTAL DELAY AGE LIMIT WORKING GROUP.**

74.10 Subdivision 1. **Working group.** The Department of Education must establish a working  
74.11 group on the age limit for children receiving special education services for developmental  
74.12 delay.

74.13 Subd. 2. **Members.** (a) The commissioner of education must consult with the  
74.14 organizations identified in paragraph (b) before naming appointed members to the working  
74.15 group.

74.16 (b) By July 1, 2025, the commissioner must appoint the following members to the  
74.17 working group:

74.18 (1) the commissioner or the commissioner's designee;

74.19 (2) two representatives from Minnesota Administrators for Special Education, consisting  
74.20 of one member from the seven-county metropolitan area and one member from outside the  
74.21 metropolitan area;

74.22 (3) one representative from the Professional Educator Licensing and Standards Board;

74.23 (4) two representatives from the Minnesota Association of Colleges for Teacher  
74.24 Education;

74.25 (5) two representatives from Education Minnesota, consisting of one member from the  
74.26 seven-county metropolitan area and one member from outside the metropolitan area;

74.27 (6) two representatives from the PACER Center;

74.28 (7) two representatives from the Minnesota School Psychologists Association, consisting  
74.29 of one member working in a school setting and one member working in a postsecondary  
74.30 school psychologist preparation program; and

(8) two representatives from the Minnesota School Social Workers Association, consisting of one member working in a school setting and one member working in a postsecondary school social worker preparation program.

Subd. 3. **Duties.** The working group must meet on a regular basis and review current law limiting the eligibility of children seven years old or older from receiving intervention services for developmental delay, and assess the impact of extending eligibility to children under age nine. The working group must report its findings and recommendations to the legislative committees with jurisdiction over kindergarten through grade 12 education by February 1, 2026.

Subd. 4. **Administrative provisions.** (a) The commissioner or commissioner's designee must convene the initial meeting of the working group. Upon request, the commissioner must provide meeting space and administrative support for the group.

(b) Members of the working group serve without compensation or payment of expenses.

(c) The working group expires February 1, 2026, or upon submission of the report to the legislature required under subdivision 3, whichever is earlier.

**EFFECTIVE DATE.** This section is effective the day following final enactment.

## ARTICLE 6

### SCHOOL NUTRITION AND FACILITIES

Section 1. Minnesota Statutes 2024, section 124D.117, subdivision 2, is amended to read:

Subd. 2. **Exemption.** Subdivision 1 does not apply to a school in which fewer than 25 pupils are expected to take part in the program or a school that participates in the free school meals program under section 124D.111. It also does not apply to a district that does not participate in the national school lunch program.

Sec. 2. Minnesota Statutes 2024, section 124D.119, subdivision 5, is amended to read:

Subd. 5. **Summer Food Service Program locations.** Consistent with Code of Federal Regulations, title 7, ~~section 225.6(d)(1)(ii)~~ part 225, the Department of Education must not approve a new Summer Food Service Program open site that is within a half-mile radius of an existing Summer Food Service Program open site. The department may approve a new Summer Food Service Program open site within a half-mile radius only if the new program will not be serving the same group of children for the same meal type or if there are safety issues that could present barriers to participation.

ARTICLE 7

STATE AGENCIES

Section 1. Minnesota Statutes 2024, section 13.32, subdivision 5, is amended to read:

Subd. 5. **Directory information.** (a) Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:

(1) this subdivision; and

(2) United States Code, title 20, section 1232g, and Code of Federal Regulations, title 34, section 99.37, which were in effect on January 3, 2012.

(b) When conducting the directory information designation and notice process required by federal law, an educational agency or institution shall give parents and students notice of the right to refuse to let the agency or institution designate specified data about the student as directory information. This notice may be given by any means reasonably likely to inform the parents and students of the right.

(c) An educational agency or institution may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under this subdivision. This paragraph does not apply to a postsecondary institution.

(d) When requested, educational agencies or institutions must share personal student contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

(e) When requested, and in accordance with requirements for parental consent in the Code of Federal Regulations, title 34, section 300.622 (b)(2), and part 99, educational agencies or institutions may share personal student contact information and directory information for students served in special education with postsecondary transition planning and services under section 125A.08, paragraph (b), clause (1), whether public or private, with the Department of Employment and Economic Development, as required for coordination of services to students with disabilities under sections 125A.08, paragraph (b), clause (1); 125A.023; and 125A.027.

Sec. 2. Minnesota Statutes 2024, section 120B.021, subdivision 3, is amended to read:

Subd. 3. **Rulemaking.** (a) The commissioner, consistent with the requirements of this section and section 120B.022, must adopt statewide rules ~~under section 14.389~~ for

- 77.1 implementing statewide rigorous core academic standards in language arts, mathematics,  
77.2 science, social studies, physical education, and the arts.
- 77.3 (b) The commissioner must adopt statewide rules for implementing statewide rigorous  
77.4 core academic standards in health.
- 77.5 (c) The commissioner may use the expedited rulemaking process under section 14.389  
77.6 for implementing statewide standards under paragraph (a).

APPENDIX  
Article locations for S1740-1

ARTICLE 1 GENERAL EDUCATION..... Page.Ln 1.28

ARTICLE 2 EDUCATION EXCELLENCE..... Page.Ln 13.1

ARTICLE 3 CHARTER SCHOOLS..... Page.Ln 35.26

ARTICLE 4 THE READ ACT..... Page.Ln 52.20

ARTICLE 5 SPECIAL EDUCATION..... Page.Ln 69.25

ARTICLE 6 SCHOOL NUTRITION AND FACILITIES..... Page.Ln 75.17

ARTICLE 7 STATE AGENCIES..... Page.Ln 76.1

**120B.124 READ ACT IMPLEMENTATION PARTNERSHIP.**

Subd. 6. **Comprehensive review of literacy materials.** Starting in 2033, the department and an institution of higher education may partner to conduct a comprehensive review of curriculum and intervention materials to identify literacy curriculum and supporting materials, and intervention materials that are evidence-based, focused on structured literacy, culturally and linguistically responsive, and reflect diverse populations. The department must revise the list of approved curriculum and supporting materials, and intervention materials based on the findings of the review.

**123B.935 ACTIVE TRANSPORTATION SAFETY TRAINING.**

Subd. 2. **Deadlines.** (a) Students under subdivision 1, paragraph (a), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the third week of school.

(b) Students under subdivision 1, paragraph (b), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the sixth week of school.

(c) Students under subdivision 1, paragraph (a) or (b), who enroll in a school after the second week of school and have not received the appropriate active transportation safety training in their previous school district must undergo the training or receive active transportation safety instructional materials within four weeks of the first day of attendance.

(d) A district and a nonpublic school may provide kindergarten pupils with active transportation safety training before the first day of school.