

SENATE
STATE OF MINNESOTA
NINETY-FOURTH SESSION

S.F. No. 3870

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DATE	D-PG	OFFICIAL STATUS
02/26/2026	6397	Introduction and first reading Referred to Education Policy
04/07/2026	7111a 7904	Comm report: To pass as amended Second reading See HF4492

1.1 A bill for an act

1.2 relating to education; modifying provisions for prekindergarten through grade 12

1.3 education including general education, education excellence, the Read Act, teachers,

1.4 charter schools, health and safety, libraries, school boards, and state agencies;

1.5 requiring a report; amending Minnesota Statutes 2024, sections 120A.05,

1.6 subdivision 10a; 120B.021, subdivision 2; 120B.022, subdivision 1b; 120B.11,

1.7 subdivision 1; 120B.119, subdivision 7, by adding a subdivision; 120B.123, by

1.8 adding a subdivision; 120B.124, by adding a subdivision; 120B.363, subdivisions

1.9 1, 2; 121A.031, subdivisions 2, 3, 5, by adding subdivisions; 121A.035, subdivision

1.10 2; 121A.425, subdivision 1; 121A.49; 121A.73; 122A.09, subdivision 9; 122A.092,

1.11 by adding a subdivision; 122A.16; 122A.182, subdivisions 1, 5; 122A.187,

1.12 subdivision 6; 123B.045; 123B.09, subdivision 1; 124D.119, by adding a

1.13 subdivision; 124E.05, subdivisions 6, 8; 124E.07, subdivisions 1, 4, by adding a

1.14 subdivision; 124E.08; 127A.353, subdivision 4, by adding a subdivision; 134.351,

1.15 subdivisions 2, 4; Minnesota Statutes 2025 Supplement, sections 120B.12,

1.16 subdivisions 1, 2, 2a, 4, 4a; 120B.123, subdivisions 1, 5; 120B.124, subdivision

1.17 5; 121A.031, subdivision 4; 121A.224, subdivision 2; 121A.241, by adding a

1.18 subdivision; 121A.642, subdivision 4; 122A.18, subdivision 1; 122A.181,

1.19 subdivision 3; 122A.182, subdivision 3; 123B.09, subdivision 1b; 124D.09,

1.20 subdivisions 5, 7; 124D.111, subdivision 2a; 124E.03, subdivision 2; 124E.07,

1.21 subdivisions 2, 3; 124E.17, subdivisions 1, 2; 124E.27; proposing coding for new

1.22 law in Minnesota Statutes, chapters 120A; 120B; 122A; 127A; 134; repealing

1.23 Minnesota Statutes 2025 Supplement, sections 120B.124, subdivision 6; 124E.16,

1.24 subdivision 4.

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

1.26 ARTICLE 1
1.27 GENERAL EDUCATION

1.28 Section 1. Minnesota Statutes 2024, section 120A.05, subdivision 10a, is amended to read:

1.29 Subd. 10a. **Kindergarten.** "Kindergarten" means a program grade designed for pupils
1.30 five years of age on or before September 1 of the calendar year in which the school year

2.1 commences that provides a developmentally appropriate learning experience and prepares
 2.2 pupils to enter first grade the following school year.

2.3 **Sec. 2. [120A.391] EDUCATION OF CHILDREN EXPERIENCING**
 2.4 **HOMELESSNESS.**

2.5 Subdivision 1. **Definition.** (a) For purposes of this section, "child experiencing
 2.6 homelessness" means a child, including a child attending a public preschool, who lacks a
 2.7 fixed, regular, and adequate nighttime residence, including:

2.8 (1) a child sharing housing with other persons due to loss of housing, economic hardship,
 2.9 or similar reason;

2.10 (2) a child living in a motel, hotel, or camping ground due to lack of alternative adequate
 2.11 accommodations;

2.12 (3) a child living in an emergency or transitional shelter;

2.13 (4) a child abandoned in a hospital;

2.14 (5) a child living in a car, park, public space, abandoned building, substandard housing,
 2.15 bus or train station, or similar setting; and

2.16 (6) a migratory child who qualifies as homeless under the circumstances described in
 2.17 clauses (1) to (5).

2.18 (b) The term "child experiencing homelessness" includes children and youth experiencing
 2.19 homelessness.

2.20 (c) Nothing in this section shall conflict with or supersede the requirements under section
 2.21 256K.45 as it relates to educational services for homeless youth.

2.22 Subd. 2. **Identification and enrollment.** (a) Each school district and charter school
 2.23 must establish procedures to identify a child experiencing homelessness as defined in
 2.24 subdivision 1 and must designate a homeless liaison to ensure the implementation and
 2.25 coordination of the services described in this section. Upon identification of a child
 2.26 experiencing homelessness, a school district must immediately enroll the child in school,
 2.27 even if the child cannot produce records otherwise required for enrollment, such as previous
 2.28 academic records, immunization or medical records, proof of residency, or other
 2.29 documentation.

2.30 (b) For purposes of this subdivision, "enrollment" means attending classes and
 2.31 participating fully in school activities.

3.1 (c) For purposes of this subdivision, "immediately" means enrollment must occur within
3.2 one school day.

3.3 Subd. 3. **Educational services and supports.** School districts and charter schools must
3.4 provide a child experiencing homelessness with educational services and supports designed
3.5 to meet the unique needs of the child, including but not limited to:

3.6 (1) educational services comparable to those offered to other children;

3.7 (2) transportation to and from the school of origin when in the child's best interest as
3.8 provided under section 120A.20, subdivision 2;

3.9 (3) removal of barriers to school enrollment and attendance, which may include providing
3.10 access to school supplies, meals, and other services necessary to ensure educational access;
3.11 and

3.12 (4) coordination by the designated homeless liaison with housing services, social services,
3.13 mental health agencies, and other community service providers to ensure continuity of
3.14 services and supports.

3.15 Subd. 4. **School stability and best interest determination.** When it is in the child's
3.16 best interest, a child experiencing homelessness may remain in their school of origin for
3.17 the duration of homelessness or through the end of any academic year in which they obtain
3.18 permanent housing. A school district must presume that remaining in the school of origin
3.19 is in the child's best interest unless it is contrary to the wishes of the child's parent, guardian,
3.20 or unaccompanied homeless youth.

3.21 Subd. 5. **Records transfer and dispute resolution.** (a) School districts and charter
3.22 schools must immediately transfer educational and health records for a child experiencing
3.23 homelessness to ensure continuity of appropriate educational services.

3.24 (b) If a dispute arises over school selection or enrollment, the child must be immediately
3.25 enrolled in the school requested by the child's parent, guardian, or unaccompanied homeless
3.26 youth, pending resolution of the dispute. The school district must provide the child's parent,
3.27 guardian, or unaccompanied homeless youth with a written explanation of its decision, and
3.28 a notice of the right to appeal, including information about how to initiate an appeal.

3.29 Subd. 6. **Unaccompanied homeless youth.** For purposes of this section, "unaccompanied
3.30 homeless youth" means a child or youth experiencing homelessness not in the physical
3.31 custody of a parent or guardian.

4.1 Sec. 3. **[120A.392] EDUCATION OF MIGRATORY CHILDREN.**

4.2 **Subdivision 1. Definition.** For purposes of this section, "migratory child" means a child
 4.3 who has moved due to economic necessity in the preceding 36 months across school district
 4.4 lines either within the state of Minnesota or from another state to engage in temporary or
 4.5 seasonal agricultural or fishing work or to accompany or join a parent, guardian, or other
 4.6 family member who moved to engage in temporary or seasonal agricultural or fishing work.

4.7 **Subd. 2. Identification and enrollment.** Each school district or charter school shall
 4.8 establish procedures to identify migratory children as defined in subdivision 1. Upon
 4.9 identification of a migratory child, the school district must immediately enroll the child in
 4.10 school, even if the child cannot produce records normally required for enrollment, such as
 4.11 previous academic records, health records, proof of residency, or other documentation.

4.12 **Subd. 3. Educational services.** School districts and charter schools shall provide
 4.13 migratory children with educational services designed to meet their unique needs, including
 4.14 but not limited to: (1) supplemental academic instruction; (2) support services to address
 4.15 educational disruption; and (3) coordination with other educational programs and services.

4.16 **Subd. 4. Continuity of services.** School districts and charter schools shall ensure
 4.17 continuity of educational services by expediting the transfer of educational and health records
 4.18 for migratory children and implementing procedures to facilitate enrollment and appropriate
 4.19 course placement.

4.20 Sec. 4. Minnesota Statutes 2025 Supplement, section 124D.111, subdivision 2a, is amended
 4.21 to read:

4.22 **Subd. 2a. Federal child and adult care food program and federal summer food**
 4.23 **service program; criteria and notice; board of directors; salaries.** (a) The commissioner
 4.24 must post on the department's website eligibility criteria and application information for
 4.25 nonprofit organizations interested in applying to the commissioner for approval as a multisite
 4.26 sponsoring organization under the federal child and adult care food program and federal
 4.27 summer food service program. The posted criteria and information must inform interested
 4.28 nonprofit organizations about:

4.29 (1) the criteria the commissioner uses to approve or disapprove an application, including
 4.30 how an applicant demonstrates financial viability for the Minnesota program, among other
 4.31 criteria;

5.1 (2) the commissioner's process and time line for notifying an applicant when its
5.2 application is approved or disapproved and, if the application is disapproved, the explanation
5.3 the commissioner provides to the applicant; and

5.4 (3) any appeal or other recourse available to a disapproved applicant.

5.5 (b) The commissioner must evaluate financial eligibility as part of the application process.
5.6 An organization applying to be a prospective nonprofit multisite sponsoring organization
5.7 for the federal child and adult care food program or the federal summer food service program
5.8 must provide documentation of financial viability as an organization. Documentation must
5.9 include:

5.10 (1) evidence that the organization has operated for at least one year and has filed at least
5.11 one tax return;

5.12 (2) the most recent tax return submitted by the organization and corresponding forms
5.13 and financial statements;

5.14 (3) a profit and loss statement and balance sheet or similar financial information; and

5.15 (4) evidence that at least ten percent of the organization's operating revenue comes from
5.16 sources other than the United States Department of Agriculture child nutrition program and
5.17 that the organization has additional funds or a performance bond available to cover at least
5.18 one month of reimbursement claims.

5.19 (c) When a nonprofit organization applies for sponsorship as a multisite sponsoring
5.20 organization under the federal child and adult care food program or federal summer food
5.21 service program, applications are evaluated on the following criteria in addition to federal
5.22 requirements:

5.23 (1) any sponsor that applies to receive reimbursement over the federal single audit
5.24 threshold, as defined in Code of Federal Regulations, title 2, section 200, must ensure a
5.25 minimum of one full-time equivalent financial director, or similar role, for the organization.
5.26 This position must be solely dedicated to the responsibilities of a financial director, or similar
5.27 role, and be separate from any other position within the organization;

5.28 (2) volunteers must not be allowed to make organization-level decisions, monitor sites,
5.29 or provide financial oversight. Board members, whether paid or unpaid, are not considered
5.30 volunteers; and

5.31 (3) unless granted special approval by the commissioner, sponsoring organizations are
5.32 limited to an annual maximum increase of 25 percent per program for the number of
5.33 sponsored sites and total reimbursement.

6.1 (d) A nonprofit multisite sponsoring organization must be governed by a board of
6.2 directors consistent with the following requirements:

6.3 (1) board bylaws must outline the procedures for changing the governance structure,
6.4 following the requirements of chapter 317A; and

6.5 ~~(2) board of director meetings must comply with chapter 13D governing open meetings;~~
6.6 ~~and~~

6.7 ~~(3)~~ (2) a nonprofit multisite sponsoring organization must publish and maintain:

6.8 (i) the meeting minutes of the board of directors and of members and committees having
6.9 board-delegated authority, within 30 days following the earlier of the date of board approval
6.10 or the next regularly scheduled meeting, and for at least 365 days from the date of publication;
6.11 and

6.12 (ii) directory information for the board of directors and for the members of committees
6.13 having board-delegated authority.

6.14 (e) The commissioner must post annually on the department's website the approved
6.15 salary range for the positions of executive director, financial director, monitoring staff,
6.16 administrative staff, and officer-level positions for multisite sponsoring organizations under
6.17 the federal child and adult care food program and federal summer food service program.
6.18 Salaries charged to the nonprofit food service fund must fall within these ranges.

6.19 Sec. 5. Minnesota Statutes 2024, section 124D.119, is amended by adding a subdivision
6.20 to read:

6.21 Subd. 6. **Summer Food Service Program applications.** Consistent with Code of Federal
6.22 Regulations, title 7, part 225, nonprofit organizations applying as new sponsors of the
6.23 Summer Food Service Program must submit an application to the commissioner by May 1.

6.24 Sec. 6. **REVISOR INSTRUCTION.**

6.25 The revisor of statutes must renumber Minnesota Statutes, section 124D.111, subdivision
6.26 2a, as Minnesota Statutes, section 124D.119, subdivision 7. The revisor must also make
6.27 necessary cross-reference changes consistent with the renumbering.

ARTICLE 2

EDUCATION EXCELLENCE

Section 1. 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. 2. Minnesota Statutes 2024, section 120B.022, subdivision 1b, is amended to read:

Subd. 1b. **State bilingual and multilingual seals.** (a) Consistent with efforts to strive for comprehensive achievement and civic readiness under sections 120B.11 and 124E.03, subdivision 2, paragraph (i), and close the academic achievement and opportunity gap under sections 124D.861 and 124D.862, voluntary state bilingual and multilingual seals are established to recognize graduating high school students in any school district, charter school, or nonpublic school who demonstrate particular levels of proficiency in one or more languages other than English. The levels of proficiency established under this subdivision

8.1 are based on the ACTFL's proficiency guidelines. A student is eligible for a seal in a language
8.2 other than English if the student demonstrates proficiency derived from assessment in the
8.3 domains of listening, reading, speaking, and writing on an assessment aligned with ACTFL
8.4 proficiency guidelines or on an equivalent valid and reliable assessment at a level required
8.5 under paragraph (c). Indigenous American Indian languages and American Sign Language
8.6 are languages other than English for purposes of this subdivision and world languages for
8.7 purposes of subdivision 1a.

8.8 (b) In addition to paragraph (a), to be eligible to receive a seal students must satisfactorily
8.9 complete all required English language arts credits.

8.10 (c) Consistent with this subdivision, a high school student who demonstrates an overall
8.11 intermediate high ACTFL level of proficiency derived from assessment in the domains of
8.12 listening, reading, speaking, and writing in one language in addition to English is eligible
8.13 to receive the state bilingual gold seal. A high school student who demonstrates an overall
8.14 intermediate high ACTFL level of proficiency derived from assessment in the domains of
8.15 listening, reading, speaking, and writing in more than one language in addition to English
8.16 is eligible to receive the state multilingual gold seal. A high school student who demonstrates
8.17 an overall advanced-low or above ACTFL level of proficiency derived from assessment in
8.18 the domains of listening, reading, speaking, and writing in one language in addition to
8.19 English is eligible to receive the state bilingual platinum seal. A high school student who
8.20 demonstrates an overall advanced-low or above ACTFL level of proficiency derived from
8.21 assessment in the domains of listening, reading, speaking, and writing in more than one
8.22 language in addition to English is eligible to receive the state multilingual platinum seal.

8.23 (d) School districts and charter schools may give students periodic opportunities to
8.24 demonstrate their level of proficiency in listening, speaking, reading, and writing in a
8.25 language in addition to English. Where valid and reliable assessments aligned with ACTFL
8.26 proficiency guidelines are unavailable for all four domains, the department must establish
8.27 alternate options to assess a student's level of non-English language proficiency under this
8.28 section. The department must publish the alternate options and detailed guidelines for
8.29 implementation that ensure consistency and maintain alignment with ACTFL proficiency
8.30 standards. Alternate assessment options may include but are not limited to:

8.31 (1) a school district or charter school may rely on evaluators trained in assessing under
8.32 ACTFL proficiency guidelines ~~to assess a student's level of non-English language proficiency~~
8.33 ~~under this section;~~

8.34 (2) portfolio assessment that demonstrates proficiency across multiple domains; or

9.1 (3) modified assessment requirements for languages where cultural or structural factors
9.2 make traditional four-domain assessment inappropriate, as determined by the commissioner
9.3 in consultation with language communities.

9.4 (e) School districts and charter schools must maintain appropriate records to identify
9.5 high school students eligible to receive the state bilingual or multilingual gold and platinum
9.6 seals upon graduation. The school district or charter school must notate the appropriate seal
9.7 to the transcript of each high school student who meets the requirements of this subdivision
9.8 and may affix the seal to the student's diploma. A school district or charter school must not
9.9 charge the high school student a fee for this seal.

9.10 ~~(e)~~ (f) A school district or charter school may award elective course credits in world
9.11 languages to a student who demonstrates the requisite proficiency in a language other than
9.12 English under this section.

9.13 ~~(f)~~ (g) A school district or charter school may award community service credit to a
9.14 student who demonstrates an overall intermediate high or above ACTFL level of proficiency
9.15 derived from assessment in the domains of listening, reading, speaking, and writing in a
9.16 language other than English and who participates in community service activities that are
9.17 integrated into the curriculum, involve the participation of teachers, and support biliteracy
9.18 in the school or local community.

9.19 ~~(g)~~ (h) The commissioner must list on the web page the assessments that are aligned to
9.20 ACTFL proficiency guidelines, and establish guidelines on interpreting the scores or ratings
9.21 from approved assessments.

9.22 ~~(h)~~ (i) By August 1, 2015, the colleges and universities of the Minnesota State Colleges
9.23 and Universities system must establish criteria to translate the seals into college credits
9.24 based on the world language course equivalencies identified by the Minnesota State Colleges
9.25 and Universities faculty and staff and, upon request from an enrolled student, the Minnesota
9.26 State Colleges and Universities may award foreign language credits to a student who received
9.27 a Minnesota World Language Proficiency Certificate or Minnesota Bilingual or Multilingual
9.28 Seals under subdivision 1a. A student who demonstrated the requisite level of language
9.29 proficiency in grade 10, 11, or 12 to receive a seal or certificate and is enrolled in a Minnesota
9.30 State Colleges and Universities institution must request college credits for the student's seal
9.31 or proficiency certificate within three academic years after graduating from high school.
9.32 The University of Minnesota is encouraged to award students foreign language academic
9.33 credits consistent with this paragraph.

10.1 Sec. 3. **[120B.091] MINNESOTA CIVIC SEAL DESIGNATION.**

10.2 **Subdivision 1. Establishment.** (a) A Minnesota Civic Seal designation is established
10.3 for high school students who have demonstrated excellence in civics education and
10.4 engagement. The purpose of this designation is to encourage civic learning, promote active
10.5 participation in democratic institutions, and recognize students who have achieved a high
10.6 level of civic knowledge, skills, and community involvement.

10.7 (b) A student must meet the following minimum criteria to be awarded the Minnesota
10.8 Civic Seal:

10.9 (1) complete activities across multiple areas of civic competency, including democratic
10.10 engagement, civic knowledge, media literacy, community service, and bridge building, with
10.11 demonstrated proficiency in each area;

10.12 (2) complete a civics-related project that involves research, planning, and action on a
10.13 community issue, resulting in measurable civic impact or engagement; and

10.14 (3) complete a reflection that evaluates the learning experience, impact, and personal
10.15 growth gained from civic engagement activities.

10.16 (c) The criteria must be broad enough for any student in any region or community of
10.17 the state to be able to earn the seal without having to spend personal resources to access the
10.18 criteria or activity. No specific out-of-school or partisan civic program or provider shall be
10.19 named or required as specific criteria. A school district or individual school must not be
10.20 obligated to participate in offering or awarding a Minnesota Civic Seal designation.

10.21 **Subd. 2. Minnesota Civic Seal Council.** (a) A Minnesota Civic Seal Council is
10.22 established to oversee the implementation and ongoing development of the Minnesota Civic
10.23 Seal designation. The council shall be led by the YMCA Center for Youth Voice.

10.24 (b) The council membership must include:

10.25 (1) the secretary of state or designee, who shall serve as chair;

10.26 (2) the commissioner of education or designee;

10.27 (3) two civic educators representing different regions of the state;

10.28 (4) two professional development providers with expertise in civics education;

10.29 (5) two high school students who have earned or are working toward the Minnesota

10.30 Civic Seal;

10.31 (6) one representative from an institution of higher education;

11.1 (7) two civic engagement experts or representatives from nonprofit organizations focused
11.2 on democracy education or youth civic engagement; and

11.3 (8) two members as determined appropriate by the secretary of state.

11.4 (c) The YMCA Center for Youth Voice appoints the members listed in paragraph (b),
11.5 clauses (3) to (7), from among applicants who have submitted applications to serve through
11.6 the secretary of state's application portal.

11.7 (d) The council shall:

11.8 (1) establish and periodically review specific criteria and guidelines for awarding the
11.9 Minnesota Civic Seal;

11.10 (2) provide guidance and support to all schools implementing the Minnesota Civic Seal
11.11 designation;

11.12 (3) ensure the criteria remain broad and accessible to students from all regions and
11.13 backgrounds;

11.14 (4) review and approve program implementation plans submitted by participating schools;

11.15 (5) promote awareness of the Minnesota Civic Seal designation among students,
11.16 educators, and communities; and

11.17 (6) submit a report annually by September 1 to the legislative committees with jurisdiction
11.18 over kindergarten through grade 12 education on program participation, outcomes, and
11.19 recommendations for improvement.

11.20 (e) Members of the council shall serve without compensation.

11.21 (f) Members of the council shall serve for a term of three years or until the member no
11.22 longer meets the requirement of the role, whichever is sooner.

11.23 (g) The council shall meet at least twice annually, with additional meetings as called by
11.24 the chair.

11.25 (h) This subdivision expires December 31, 2036.

11.26 **Subd. 3. School participation.** (a) Participation is optional for any high school to offer
11.27 the Minnesota Civic Seal designation. A school that offers or awards a Minnesota Civic
11.28 Seal designation must:

11.29 (1) provide information to all high school students regarding the opportunity to earn the
11.30 Minnesota Civic Seal and the criteria for being awarded the recognition; and

12.1 (2) record the designation on the official transcript of each student who earns the
 12.2 Minnesota Civic Seal.

12.3 (b) A school must not charge a fee to a student or the student's family for participation
 12.4 in earning the Minnesota Civic Seal.

12.5 (c) A school must notify the council of its intent to offer or award a Minnesota Civic
 12.6 Seal designation.

12.7 Subd. 4. Seal and recognition. (a) The commissioner of education must publish the
 12.8 Minnesota Civic Seal designation requirements adopted by the council on the department's
 12.9 website.

12.10 (b) The commissioner may also provide additional materials to schools to recognize and
 12.11 celebrate students who achieve the Minnesota Civic Seal designation.

12.12 **EFFECTIVE DATE.** This section is effective for the 2027-2028 academic school year
 12.13 and applies to students graduating in 2028 and later.

12.14 Sec. 4. Minnesota Statutes 2024, section 120B.11, subdivision 1, is amended to read:

12.15 Subdivision 1. **Definitions.** For the purposes of this section and section 120B.10, the
 12.16 following terms have the meanings given ~~them~~.

12.17 (a) "Instruction" means methods of providing learning experiences that enable a student
 12.18 to meet state and district academic standards and graduation requirements including applied
 12.19 and experiential learning.

12.20 (b) "Curriculum" means district or school adopted programs and written plans for
 12.21 providing students with learning experiences that lead to expected knowledge and skills
 12.22 and career and college readiness.

12.23 (c) "Comprehensive achievement and civic readiness" means striving to: ~~meet school~~
 12.24 ~~readiness goals~~ create developmentally appropriate early learning experiences; close the
 12.25 academic achievement gap among all racial and ethnic groups of students and between
 12.26 students living in poverty and students not living in poverty; have all students attain career
 12.27 and college readiness before graduating from high school; have all students graduate from
 12.28 high school; and prepare students to be lifelong learners.

12.29 (d) "Experiential learning" means learning for students that includes career exploration
 12.30 through a specific class or course or through work-based experiences such as job shadowing,
 12.31 mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative
 12.32 work experience, youth apprenticeship, or employment.

13.1 (e) "Ethnic studies" as defined in section 120B.25 has the same meaning for purposes
 13.2 of this section. Ethnic studies curriculum may be integrated in existing curricular
 13.3 opportunities or provided through additional curricular offerings.

13.4 (f) "Antiracist" means actively working to identify and eliminate racism in all forms in
 13.5 order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.

13.6 (g) "Culturally sustaining" means integrating content and practices that infuse the culture
 13.7 and language of Black, Indigenous, and People of Color communities who have been and
 13.8 continue to be harmed and erased through the education system.

13.9 (h) "Institutional racism" means structures, policies, and practices within and across
 13.10 institutions that produce outcomes that disadvantage those who are Black, Indigenous, and
 13.11 People of Color.

13.12 Sec. 5. Minnesota Statutes 2024, section 123B.045, is amended to read:

13.13 **123B.045 DISTRICT-CREATED SITE-GOVERNED SCHOOLS.**

13.14 Subdivision 1. **Authority.** (a) A school board may approve site-governed schools under
 13.15 this section ~~by requesting site-governing school proposals. The request for proposals must~~
 13.16 ~~include what types of schools or education innovations the board intends to create.~~ after
 13.17 reviewing a proposal that includes a site-governed school's agreement and a proposed
 13.18 memorandum of understanding, if applicable. A proposal is approved when the board enters
 13.19 into a site-governed school agreement under paragraph (c) and a memorandum of
 13.20 understanding under paragraph (b), if applicable. A proposal for a site-governed school at
 13.21 a site that does not have a site council must identify the proposed site council members
 13.22 authorized to enter into the site-governed school agreement with the board, consistent with
 13.23 the requirements for site council members under subdivision 2, paragraph (a), clause (1).
 13.24 A current site may submit a proposal ~~to create a different model for the site~~ if 60 percent
 13.25 or more of the teachers at the site support the proposal. A group of licensed district
 13.26 professionals from one or multiple district sites may submit a proposal. The group submitting
 13.27 the proposal must include parents or other community members in the development of the
 13.28 proposal. ~~A proposal may request approval for a model of a school not included in the~~
 13.29 ~~request for proposal of the board.~~ Within 90 days of receiving a proposal, the school board
 13.30 must determine whether to approve, deny, or return the proposal to the site for further
 13.31 information or development.

13.32 (b) The school board and the applicable bargaining unit representing district employees
 13.33 must enter into memoranda of understanding specifying how applicable sections of current

14.1 contracts will enable the provisions of subdivision 2, paragraph (a), clauses (7) and (8), to
 14.2 be implemented, if applicable.

14.3 ~~(c) Within 60 days of receipt of the application, the school board shall determine whether~~
 14.4 ~~to approve, deny, or return the application to the applicants for further information or~~
 14.5 ~~development.~~

14.6 ~~(d) Upon approval of the proposal, (c)~~ An agreement between the district and the one
 14.7 or more site council shall be developed identifying the powers and duties delegated to the
 14.8 site and outlining the details of the proposal including the provisions of subdivisions 2, 3,
 14.9 and 5. councils must:

14.10 (1) identify the autonomies and responsibilities delegated to the school site, in addition
 14.11 to the autonomies and responsibilities assigned to the school site under subdivision 2;

14.12 (2) identify the specific services provided by the district for the site under subdivision
 14.13 3, and the district's expectations in supporting the school site;

14.14 (3) identify any administrative fees due to the district under subdivision 3;

14.15 (4) define clear performance expectations for the school site consistent with subdivision
 14.16 5; and

14.17 (5) provide clear reporting and dispute resolution mechanisms.

14.18 (d) A community nonprofit organization supporting an effective partnership between
 14.19 the district and site council may be a party to the agreement.

14.20 (e) Any powers or duties not specifically delegated to the school site in the agreement
 14.21 remains with the school board.

14.22 (f) An initial agreement between the district and site council must have a term of three
 14.23 years. If the school site substantially meets specified performance expectations, the agreement
 14.24 is automatically renewed for five years.

14.25 (g) The parties to a site-governed school agreement have all available remedies at law
 14.26 and equity in addition to the rights and remedies contained in this section.

14.27 **Subd. 2. Roles and responsibilities of site-governed schools.** (a) Site-governed schools
 14.28 approved by the school board have the following autonomy and responsibilities at the
 14.29 discretion of the site:

14.30 (1) to create the site-governing council of the school. The council shall include teachers
 14.31 including a designee of the exclusive representative of teachers, administrators including
 14.32 the principal, parents, students if appropriate, community members, and other representatives

15.1 of the community as determined by the site-governing council. Teachers may comprise a
15.2 majority of the site-governing council at the option of a majority of the teachers at the site.
15.3 The number of members on the site-governing council, the manner in which members are
15.4 selected, and the composition shall be included in the ~~proposal~~ agreement approved by the
15.5 school board;

15.6 (2) to determine the leadership model for the site including: selecting a principal,
15.7 operating as a teacher professional practices model with school leadership functions
15.8 performed by one or more teachers or administrators at the school or other model determined
15.9 by the site;

15.10 (3) to determine the budget for the site and the allocation and expenditure of the revenue
15.11 based on provisions of subdivision 3;

15.12 (4) to determine the learning model and organization of the school consistent with the
15.13 application approved by the school board;

15.14 (5) to select and develop its curriculum and determine formative and summative
15.15 assessment practices;

15.16 (6) to set policies for the site including student promotion, attendance, discipline,
15.17 graduation requirements which may exceed the school board standards, and other such rules
15.18 as approved by the school board consistent with the mission, goals, and learning program
15.19 of the school site;

15.20 (7) to determine the length of the school day and year and employee work rules covered
15.21 by the terms and conditions of the employment contract;

15.22 (8) to select teachers and other staff consistent with current law and collective bargaining
15.23 agreements and memoranda of understanding provided for in subdivision 1, paragraph (b).
15.24 ~~At least 70 percent of the teachers must be selected by the site prior to final approval of the~~
15.25 ~~agreement. Prior to requesting the district to employ staff not currently employed by the~~
15.26 ~~district, the site must first select current district staff including those on requested and~~
15.27 ~~unrequested leave as provided for in~~ A school board may not involuntarily assign a district
15.28 employee to work at a site-governed school. The selection process for staff on requested
15.29 and unrequested leave of absence under sections 122A.40 and 122A.41 applies to
15.30 site-governed schools to the same extent as other schools in the district. The school board
15.31 shall be the legal employer of all staff at the site and all teachers and other staff members
15.32 of the applicable bargaining units. Teachers and other employees may be required to sign
15.33 an individual work agreement with the site-governing council committing themselves to

16.1 the mission and learning program of the school and the requirements of the site-governing
16.2 council; and

16.3 (9) to fulfill other provisions as agreed to by the district and site-governing council.

16.4 (b) If a self-governed school created under this section is supervised by a principal, that
16.5 principal must be licensed, consistent with section 123B.147, subdivision 2.

16.6 Subd. 2a. **Teacher-governed schools; grants.** (a) Consistent with subdivision 1
16.7 authorizing a school board to agree to assign certain autonomies and responsibilities to a
16.8 school site, and subject to a memorandum of understanding between the school board and
16.9 the exclusive representative of the teachers, a grant program is established to encourage
16.10 licensed teachers employed at a school site to explore and develop organizational models
16.11 for teaching and learning; provide curriculum and corresponding formative, interim, and
16.12 summative assessments; measure and evaluate teacher performance; assign teaching positions
16.13 and restructure instructional work; provide professional development to support teachers
16.14 restructuring their work; allocate revenue; assert autonomy and leadership; and pursue other
16.15 such policies, strategies, and activities for creating teacher-governed schools.

16.16 (b) The commissioner, after receiving documentation of the approved agreement between
16.17 the parties under subdivision 1, paragraph ~~(d)~~ (c), shall award grants on a first-come,
16.18 first-served basis until appropriated funds are expended according to this paragraph:

16.19 (1) a planning grant of up to \$50,000 during the first year of the parties' agreement; and

16.20 (2) an implementation grant of up to \$100,000 during each of the next two years of the
16.21 parties' agreement.

16.22 (c) A grant recipient that terminates an agreement before the end of a school year must
16.23 return a pro rata portion of the grant to the commissioner, the amount of which the
16.24 commissioner must determine based upon the number of school days remaining in the school
16.25 year after the agreement is terminated. Grant recipients are encouraged to seek matching
16.26 funds or in-kind contributions from nonstate sources to supplement the grant awards.

16.27 (d) A school district receiving a grant must transmit to the commissioner in an electronic
16.28 format and post on its website by the end of the school year readily accessible information
16.29 about recommended best practices based on its experience and progress under this section.
16.30 The commissioner must make information about these recommended best practices readily
16.31 available to interested districts and schools throughout Minnesota.

16.32 Subd. 3. **Revenue to self-governed school.** (a) The revenue that shall be allocated by
16.33 the site includes the general education revenue generated by the students at the site from

17.1 state, local, and private sources, referendum revenue, federal revenue from the Elementary
17.2 and Secondary Education Act, Individuals with Disabilities Education Act, Carl Perkins
17.3 Act, and other federal programs ~~as agreed to by~~ in accordance with the agreement between
17.4 the school board and site council.

17.5 (b) The district may retain an administrative fee for managing the federal programs,
17.6 private revenues, and general administrative functions including school board, superintendent,
17.7 district legal counsel, finance, accountability and self-governed school contract oversight,
17.8 facilities maintenance, districtwide special education programs, and other such services as
17.9 ~~agreed to by~~ in accordance with the agreement between the site council and school board.
17.10 ~~The administrative fee shall be included in the agreement.~~

17.11 (c) As part of the agreement, the district may provide specific services for the site and
17.12 may specify the amount to be paid for each service and retain the revenues for that amount.
17.13 The formula or procedures for determining the amount of revenue to be allocated to the site
17.14 each year shall be consistent with this subdivision and incorporated in the site budget
17.15 annually following a timeline and process that is included in the agreement with the school
17.16 board. The site is responsible for allocating revenue for all staff at the site and for the other
17.17 provisions of the agreement with the district board.

17.18 (d) All unspent revenue shall be carried over to following years for the sole use of the
17.19 site.

17.20 Subd. 4. **Exemption from statutes and rules.** Except as outlined in this section,
17.21 site-governed schools established under this section are exempt from and subject to the
17.22 same laws and rules as are chartered schools under chapter 124E, except that the schools
17.23 shall be subject to chapters 13, 13D, and 179A, and sections 122A.40, 122A.41, 122A.50,
17.24 and 122A.51.

17.25 Subd. 5. **Performance standards.** (a) The school board and the ~~site~~ site-governing
17.26 council shall include in the agreement performance standards and expectations that shall
17.27 include at least the following:

17.28 (1) student achievement targets on multiple indicators including either a growth model
17.29 or value-added growth model;

17.30 (2) the criteria and process to be followed if it is determined that the site failed to comply
17.31 with district oversight and accountability requirements as outlined in the agreement; and

17.32 (3) other performance provisions as agreed to.

18.1 (b) All agreements shall be filed with the commissioner. ~~The initial agreement shall be~~
 18.2 ~~for up to three years, shall be reviewed annually, and may be renewed by the district board~~
 18.3 ~~for additional terms of up to five years based on the performance of the school.~~

18.4 Subd. 6. **Board termination of self-governed school authority.** (a) The district board
 18.5 may terminate the agreement for only one or more of the following reasons:

18.6 (1) failure of the site to meet the provisions specified in the agreement in subdivision 5
 18.7 following at least two full school years of the school operating under the agreement;

18.8 (2) violations of law; or

18.9 (3) ~~other good cause shown~~ imminent risk of irreparable harm to students at the school.

18.10 (b) Site-governed schools that are terminated or not renewed ~~for reasons other than cause~~
 18.11 may request to convert to charter school status as provided for in chapter 124E and, if
 18.12 chartered by the board, shall become the owner of all materials, supplies, and equipment
 18.13 purchased during the period the school was a site-governed school.

18.14 **EFFECTIVE DATE.** This section is effective July 1, 2026.

18.15 Sec. 6. Minnesota Statutes 2025 Supplement, section 124D.09, subdivision 5, is amended
 18.16 to read:

18.17 Subd. 5. **Authorization; notification.** (a) Notwithstanding any other law to the contrary,
 18.18 an 11th or 12th grade pupil enrolled in a school district, a charter school, or an American
 18.19 Indian-controlled Tribal contract or grant school eligible for aid under section 124D.83,
 18.20 except a foreign exchange pupil enrolled in a district under a cultural exchange program,
 18.21 may apply to an eligible institution, as defined in subdivision 3, to enroll in nonsectarian
 18.22 courses offered by that postsecondary institution. The provisions in this section, including
 18.23 approved admissions standards submitted by an eligible institution, are the only criteria
 18.24 upon which a pupil described in this subdivision may not be permitted to participate in a
 18.25 course offered by an eligible institution.

18.26 (b) If an eligible institution accepts a secondary pupil for enrollment under this section,
 18.27 the eligible institution shall send written notice to the pupil, the pupil's school or school
 18.28 district, and the commissioner. The notice must indicate the course and hours of enrollment
 18.29 of that pupil. The eligible institution must notify the pupil's school as soon as practicable
 18.30 if the pupil withdraws from the enrolled course. The eligible institution must also notify the
 18.31 pupil's school as soon as practicable if the pupil has been absent from a course for ten
 18.32 consecutive days on which classes are held, based upon the postsecondary institution's

19.1 academic calendar, and the pupil is not receiving instruction in their home or hospital or
 19.2 other facility.

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

19.5 ~~(1)~~ the pupil about payment in the customary manner used by the eligible institution;
 19.6 ~~and~~

19.7 ~~(2) the pupil's school as soon as practicable if the pupil withdraws from the course or~~
 19.8 ~~stops attending the course.~~

19.9 Sec. 7. Minnesota Statutes 2025 Supplement, section 124D.09, subdivision 7, is amended
 19.10 to read:

19.11 Subd. 7. **Dissemination of information; notification of intent to enroll.** By the earlier
 19.12 of (1) three weeks prior to the date by which a student must register for school district,
 19.13 charter school, or Tribal contract school courses for the following school year, or (2) March
 19.14 1 of each year, a school district, charter school, or Tribal contract school must provide
 19.15 up-to-date information on the school district's, charter school's, or Tribal contract school's
 19.16 website and in materials that are distributed to parents and students about the program,
 19.17 including information about enrollment requirements and the ability to earn postsecondary
 19.18 credit to all pupils in grades 8, 9, 10, and 11. To assist the school district, charter school, or
 19.19 Tribal contract school in planning, by May 30 of each year, a pupil must inform notify the
 19.20 school district, charter school, or Tribal contract school by October 30 or May 30 of each
 19.21 year of the pupil's intent to enroll in postsecondary courses during the following academic
 19.22 term. A pupil is bound by notifying or not notifying the school district, charter school, or
 19.23 Tribal contract school by October 30 or May 30 of the pupil's intent to enroll in courses
 19.24 during the subsequent school year. If a pupil does not provide notice by May 30, and does
 19.25 not participate in a postsecondary course during the fall term, the pupil must provide notice
 19.26 by October 30 to participate in a postsecondary course during the spring term of the same
 19.27 academic year. A pupil's enrollment notification is required once each academic year.

19.28 Sec. 8. **[127A.135] HIGH SCHOOL DIPLOMA FOR VETERANS.**

19.29 Subdivision 1. **Diploma.** A school district or charter school must, upon a request under
 19.30 subdivision 2, issue a high school diploma to a veteran as defined in section 197.447 who
 19.31 was unable to complete their high school education for reasons related or unrelated to their
 19.32 military service, and who served:

20.1 (1) during the Korean Conflict from June 27, 1950, to January 31, 1955; or

20.2 (2) during the Vietnam War, either in the country from November 1, 1955, to May 7,
 20.3 1975, or outside of the country from August 5, 1964, to May 7, 1975.

20.4 Subd. 2. **Request.** A veteran may request a diploma on their own behalf, or a family
 20.5 member may make a posthumous request on behalf of a deceased veteran or service member.
 20.6 The high school diploma is awarded based on the veteran's knowledge and experience
 20.7 gained while in service, or the veteran's other relevant lived experience. The school district
 20.8 or charter school may require the veteran or veteran's requestor to provide evidence that the
 20.9 veteran was a Minnesota public school student or is a current Minnesota resident.

20.10 Subd. 3. **No report required.** Districts and charter schools are not required to report on
 20.11 diplomas issued under this section.

20.12 Subd. 4. **Assistance.** The Minnesota Department of Veterans Affairs and county veteran
 20.13 service officers may provide assistance to districts and charter schools fulfilling these
 20.14 requests, including but not limited to verification of discharge paperwork.

20.15 **Sec. 9. MINNESOTA CIVIC SEAL COUNCIL FIRST APPOINTMENTS AND**
 20.16 **MEETING.**

20.17 Subdivision 1. **First appointments.** Appointing authorities must appoint members to
 20.18 the Minnesota Civic Seal Council by August 15, 2026.

20.19 Subd. 2. **First meeting.** The secretary of state or a designee must convene the first
 20.20 meeting of the Minnesota Civic Seal Council by September 15, 2026.

20.21 **Sec. 10. CURSIVE HANDWRITING.**

20.22 In the next review and revision of the language arts academic standards under Minnesota
 20.23 Statutes, section 120B.021, subdivision 4, the commissioner must include expectations for
 20.24 learning to read and write cursive.

20.25 **ARTICLE 3**

20.26 **THE READ ACT**

20.27 Section 1. Minnesota Statutes 2024, section 120B.119, subdivision 7, is amended to read:

20.28 Subd. 7. **Literacy specialist.** "Literacy specialist" means a person licensed by the
 20.29 Professional Educator Licensing and Standards Board ~~as a teacher of reading, a special~~

21.1 ~~education teacher, or a kindergarten through grade 6 teacher,~~ who has completed professional
21.2 development approved by the Department of Education in structured literacy.

21.3 Sec. 2. Minnesota Statutes 2024, section 120B.119, is amended by adding a subdivision
21.4 to read:

21.5 Subd. 10a. **Parent.** "Parent" means a student's parent or legal guardian.

21.6 Sec. 3. Minnesota Statutes 2025 Supplement, section 120B.12, subdivision 1, is amended
21.7 to read:

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

21.17 (b) To meet this goal, each district must provide teachers and instructional support staff
21.18 with responsibility for teaching reading and licensed library media specialists with training
21.19 on evidence-based reading instruction that is approved by the Department of Education by
21.20 the deadlines provided in section 120B.123, subdivision 5.

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

21.25 Sec. 4. Minnesota Statutes 2025 Supplement, section 120B.12, subdivision 2, is amended
21.26 to read:

21.27 Subd. 2. **Identification; report.** (a) Each school district must screen every student
21.28 enrolled in kindergarten, grade 1, grade 2, and grade 3 using a screening tool approved by
21.29 the Department of Education three times each school year: (1) within the first six weeks of
21.30 the school year; (2) by February 15 each year; and (3) within the last six weeks of the school
21.31 year. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual
21.32 learners, students receiving special education services, and students enrolled in dual language

22.1 immersion programs, must be universally screened for mastery of foundational reading
22.2 skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for
22.3 characteristics of dyslexia as measured by a screening tool approved by the Department of
22.4 Education. The screening for characteristics of dyslexia may be integrated with universal
22.5 screening for mastery of foundational skills and expressive or receptive language mastery.
22.6 ~~The screening tool used must be a valid and reliable universal screener that is highly~~
22.7 ~~correlated with foundational reading skills. For students reading at grade level, beginning~~
22.8 ~~in the winter of grade 2, the oral reading fluency screener may be used to assess reading~~
22.9 ~~difficulties, including characteristics of dyslexia, without requiring a separate screening of~~
22.10 ~~each subcomponent of foundational reading skills.~~ A district must submit data on student
22.11 performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills,
22.12 including phonemic awareness, phonics, decoding, fluency, and oral language to the
22.13 Department of Education in the annual local literacy plan submission due on June 15. A
22.14 parent, in consultation with a teacher, may opt a student out of the literacy screener if the
22.15 parent and teacher decide that continuing to screen would not be beneficial to the student.
22.16 In these limited cases, the student must continue to receive progress monitoring and literacy
22.17 interventions.

22.18 (b) For students enrolled in dual language immersion programs:

22.19 (1) if students are screened in the partner language, they must be screened at the same
22.20 interval as the screenings in English under paragraph (a);

22.21 (2) if the program provides instruction in foundational reading skills in English, the
22.22 students receiving that instruction must be screened in English;

22.23 (3) if the program provides instruction in foundational reading skills in the partner
22.24 language, the students receiving that instruction must be screened in the partner language;

22.25 (4) if no screener is available in the partner language, the districts must identify how
22.26 students' reading proficiency is assessed and how the districts determine and provide targeted
22.27 reading instruction in the partner language and supports to students identified as needing
22.28 additional support in developing mastery of foundational reading skills; and

22.29 (5) the partner language screening tool must be approved by the district for kindergarten
22.30 through grade 3 students.

22.31 (c) Students in grades 4 and above, including multilingual learners and students receiving
22.32 special education services, who are not reading at grade level must be screened for reading
22.33 difficulties, including characteristics of dyslexia, using a screening tool approved by the
22.34 Department of Education, and must continue to receive evidence-based instruction,

23.1 interventions, and progress monitoring until the students achieve grade-level proficiency.
 23.2 A parent, in consultation with a teacher, may opt a student out of the literacy screener if the
 23.3 parent and teacher decide that continuing to screen would not be beneficial to the student.
 23.4 In such limited cases, the student must continue to receive progress monitoring and literacy
 23.5 interventions.

23.6 (d) Reading screeners in English, and in the predominant languages of district students
 23.7 where practicable, must identify and evaluate students' areas of academic need related to
 23.8 literacy. The district also must monitor the progress and provide reading instruction
 23.9 appropriate to the specific needs of multilingual learners. The district must use an approved,
 23.10 developmentally appropriate, and culturally responsive screener and annually report summary
 23.11 screener results to the commissioner by June 15 in the form and manner determined by the
 23.12 commissioner.

23.13 (e) An English language learner must be screened for characteristics of dyslexia according
 23.14 to the vendor's assessment guidelines.

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

23.20 (1) a summary of the district's efforts to screen for characteristics of reading difficulties,
 23.21 including dyslexia;

23.22 (2) the number of students universally screened for that reporting year;

23.23 (3) the number of students demonstrating characteristics of dyslexia for that year; and

23.24 (4) an explanation of how students identified under this subdivision are provided with
 23.25 alternate instruction and interventions under section 125A.56, subdivision 1.

23.26 Sec. 5. Minnesota Statutes 2025 Supplement, section 120B.12, subdivision 2a, is amended
 23.27 to read:

23.28 Subd. 2a. **Parent notification and involvement.** (a) A district must administer an
 23.29 approved reading screener to students in kindergarten through grade 3 within the first six
 23.30 weeks of the school year, by February 15 each year, and again within the last six weeks of
 23.31 the school year. A district must administer an approved reading screener to students in
 23.32 grades 4 through 12 who are not reading at grade level at least once per year until the student
 23.33 reaches grade-level proficiency. Schools, after administering each screener, must follow

24.1 the language access plan under section 123B.32 and give the parent of each student who is
 24.2 not reading at or above grade level information from the screener about:

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

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

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

24.9 (b) For students enrolled in dual language immersion programs, the district must measure
 24.10 the student's reading proficiency in English or in the program's partner language, if available,
 24.11 according to subdivision 2. Following the district's language access plan under section
 24.12 123B.32, the district must notify families with timely information about students' reading
 24.13 proficiency, including how the student's reading proficiency is assessed, any reading-related
 24.14 services or supports provided to the student and the student's progress, and strategies for
 24.15 families to use at home in helping students succeed in becoming grade-level proficient in
 24.16 reading in English or the partner language. The dual language immersion program may
 24.17 provide information about national research on reading proficiency for students in dual
 24.18 language immersion programs in the parent notification.

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

24.21 Sec. 6. Minnesota Statutes 2025 Supplement, section 120B.12, subdivision 4, is amended
 24.22 to read:

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

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

24.30 (1) elementary teachers are able to implement explicit, systematic, evidence-based
 24.31 instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary,
 24.32 and comprehension with emphasis on mastery of foundational reading skills as defined in

25.1 section 120B.119 and other literacy-related areas including writing until the student achieves
25.2 grade-level reading and writing proficiency;

25.3 (2) elementary teachers receive training to provide students with evidence-based reading
25.4 and oral language instruction that meets students' developmental, linguistic, and literacy
25.5 needs using the intervention methods or programs selected by the district for the identified
25.6 students;

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

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

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

25.17 (6) licensed library media specialists employed by the district have sufficient training
25.18 to select appropriate materials to supplement classroom reading and writing instruction and
25.19 to serve the literacy needs of students.

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

25.26 Sec. 7. Minnesota Statutes 2025 Supplement, section 120B.12, subdivision 4a, is amended
25.27 to read:

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

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

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

26.5 (3) a description of how schools in the district will determine the targeted reading
26.6 instruction that is evidence-based and includes an intervention strategy for a student and
26.7 the process for intensifying or modifying the reading strategy in order to obtain measurable
26.8 reading progress;

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

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

26.13 (6) the curricula used by school site and grade level and, if applicable, the district plan
26.14 and timeline for adopting evidence-based curricula and materials starting in the 2025-2026
26.15 school year;

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

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

26.19 (i) students in kindergarten through grade 3;

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

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

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

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

26.25 (11) how the district used funding provided under the Read Act to implement the
26.26 requirements of the Read Act;

26.27 (12) beginning as soon as practicable after the end of fiscal year 2026, how the district
26.28 used literacy aid funding received under section 124D.98; ~~and~~

26.29 (13) beginning on December 31, 2025, for a district with a dual language immersion
26.30 program:

26.31 (i) the program's partner language;

- 27.1 (ii) grade levels included in the program;
- 27.2 (iii) the language used to screen students' foundational reading skills;
- 27.3 (iv) the percentage of grade 3 students taking the Minnesota Comprehensive Assessments;
- 27.4 and
- 27.5 (v) the number of students in the program in grades 4 to 12 who are identified as not
- 27.6 reading at grade level; and
- 27.7 (14) a description of how schools in the district will use the school library media center
- 27.8 to complement students' foundational reading skills with the guidance of a licensed library
- 27.9 media specialist.
- 27.10 (b) Annually by June 15, the district must post its literacy plan on the official school
- 27.11 district website and submit it to the commissioner of education using the template developed
- 27.12 by the commissioner of education.
- 27.13 (c) Districts must use a streamlined template developed by the commissioner of education
- 27.14 for local literacy plans that meets the requirements of this subdivision and requires all
- 27.15 reading instruction and teacher training in reading instruction to be evidence-based. The
- 27.16 template must require a district to report information using the student categories required
- 27.17 in the commissioner's report under paragraph (d). The template must focus district resources
- 27.18 on improving students' foundational reading skills while reducing paperwork requirements
- 27.19 for teachers.
- 27.20 (d) By December 1, 2025, the commissioner of education must submit a report to the
- 27.21 legislative committees with jurisdiction over prekindergarten through grade 12 education
- 27.22 summarizing the local literacy plans submitted to the commissioner. The summary must
- 27.23 include the following information:
- 27.24 (1) the number of teachers and other staff, by grade level, who have completed training
- 27.25 approved by the Department of Education;
- 27.26 (2) the number of teachers and other staff, by grade level, required to complete the
- 27.27 training under section 120B.123, subdivision 5, who have not completed the training;
- 27.28 (3) the number of teachers exempt under section 120B.123, subdivision 5, from
- 27.29 completing training approved by the Department of Education;
- 27.30 (4) the statewide total number of teachers or other staff required to complete the training
- 27.31 under section 120B.123, subdivision 5, that have received other training or education that
- 27.32 meets the requirements of the training approved by the Department of Education;

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

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

28.6 (7) information about dual language immersion programs.

28.7 (e) By December 1, 2026, and December 1, 2027, the commissioner of education must
28.8 submit updated reports containing the information required under paragraph (d) and updates
28.9 and recommendations from the dual language immersion advisory committee established
28.10 under subdivision 6, to the legislative committees with jurisdiction over prekindergarten
28.11 through grade 12 education.

28.12 Sec. 8. Minnesota Statutes 2025 Supplement, section 120B.123, subdivision 1, is amended
28.13 to read:

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

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

28.25 Sec. 9. Minnesota Statutes 2025 Supplement, section 120B.123, subdivision 5, is amended
28.26 to read:

28.27 Subd. 5. **Professional development.** (a) A district must provide training from a menu
28.28 of approved evidence-based training programs to the following teachers and staff by July
28.29 1, 2026:

28.30 (1) reading intervention teachers working with students in kindergarten through grade
28.31 12;

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

29.3 (3) kindergarten through grade 12 special education teachers responsible for foundational
29.4 reading instruction;

29.5 (4) curriculum directors;

29.6 (5) instructional support staff, contractors, and volunteers who assist in providing reading
29.7 interventions under the oversight and monitoring of a trained licensed teacher;

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

29.9 (7) teachers holding English as a second language teaching licenses.

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

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

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

29.14 ~~and~~

29.15 (3) teachers who provide instruction to students in dual language immersion programs;

29.16 and

29.17 (4) licensed library media specialists.

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

29.20 (d) Training provided by the following may satisfy the professional development
29.21 requirements under this subdivision:

29.22 (1) a certified trained facilitator; or

29.23 (2) a training program that the department has determined meets the professional
29.24 development requirements under the Read Act.

29.25 (e) Beginning July 1, 2027, an educator required to receive training under paragraph
29.26 (a), who is new to the state of Minnesota or is a newly licensed teacher who did not receive
29.27 instruction in the teaching of foundational reading skills based on structured literacy, must
29.28 complete one of the approved required trainings. Training must be offered through the
29.29 regional literacy network and facilitated by a local certified trained facilitator. The
29.30 Department of Education must review district literacy lead waiver requests and grant waivers
29.31 to educators new to the state or educators who provide reading instruction exclusively using

30.1 alternatives to sound-based approaches, and who have completed the professional
30.2 development requirements consistent with this subdivision.

30.3 (f) For the 2024-2025 and, 2025-2026, and 2026-2027 school years only, the hours of
30.4 instruction requirement under section 120A.41 for students in elementary and secondary
30.5 school, as defined in section 120A.05, subdivisions 9 and 13, is reduced by 5-1/2 hours for
30.6 a district that enters into an agreement with the exclusive representative of the teachers that
30.7 requires teachers to receive at least 5-1/2 hours of approved evidence-based training required
30.8 under this subdivision, on a day when other students in the district receive instruction. If a
30.9 charter school's teachers are not represented by an exclusive representative, the charter
30.10 school may reduce the number of instructional hours for students in elementary and secondary
30.11 school, as defined in section 120A.05, subdivisions 9 and 13, by 5-1/2 hours after consulting
30.12 with its teachers in order to provide teachers with at least 5-1/2 hours of evidence-based
30.13 training required under this subdivision on a day when other students receive instruction.
30.14 The hours of instruction reduction for secondary school students is applicable only for the
30.15 2025-2026 and 2026-2027 school ~~year~~ years.

30.16 (g) An educator who was enrolled in an elementary, special education or early childhood
30.17 education Minnesota-approved teacher preparation program on or after June 1, 2026, does
30.18 not need to receive additional training according to paragraph (a).

30.19 Sec. 10. Minnesota Statutes 2024, section 120B.123, is amended by adding a subdivision
30.20 to read:

30.21 Subd. 8. **Accessibility standards.** (a) All professional development and digital curriculum
30.22 resources must comply with the accessibility standards developed according to section
30.23 16E.03, subdivision 9.

30.24 (b) Professional development provided in accordance with the Read Act is subject to
30.25 the requirements of section 363A.43.

30.26 Sec. 11. Minnesota Statutes 2024, section 120B.124, is amended by adding a subdivision
30.27 to read:

30.28 Subd. 1a. **Department of Education.** (a) The curricula and supporting materials identified
30.29 according to subdivision 1 or through the ongoing review of literacy materials in subdivision
30.30 5 must be categorized as highly aligned, partially aligned, minimally aligned, or not aligned
30.31 to evidence-based structural literacy practices. For the purposes of this section, the review
30.32 resource categories are defined as follows:

31.1 (1) "highly aligned" means 100 percent of domains were at or above the cut point with
 31.2 no significant red flags identified for the program. Curriculum and intervention materials
 31.3 that are not reviewed do not meet criteria for Tier 1 interventions and must not be categorized
 31.4 as highly aligned;

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

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

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

31.9 (b) When planning for curriculum implementation, it is a district's responsibility to verify
 31.10 that curriculum and intervention materials align with evidence-based structured literacy
 31.11 practices. A district must resolve any issues identified by the department in the review of
 31.12 materials using the Read Act rubric and report of reviewed resources.

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

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

31.16 Sec. 12. Minnesota Statutes 2025 Supplement, section 120B.124, subdivision 5, is amended
 31.17 to read:

31.18 **Subd. 5. Ongoing review of literacy materials.** (a) By October 1, 2026, the department
 31.19 must establish an ongoing review process in order to identify curriculum and intervention
 31.20 materials that are evidence-based, focused on structural literacy, culturally and linguistically
 31.21 responsive, and reflective of diverse populations. The department may partner with one or
 31.22 more institutions of higher education or a third party to conduct independent and objective
 31.23 reviews of curriculum and intervention materials. The department must determine whether
 31.24 it will partner with an institution of higher education or a third party to conduct ongoing
 31.25 reviews of literacy materials by ~~June~~ October 1, 2026. A publisher may submit curriculum
 31.26 or intervention materials for review. The publisher is responsible for paying the cost of the
 31.27 review directly to ~~the~~ a partnering institution of higher education or third party. The review
 31.28 must use the Read Act rubric used to approve curriculum ~~and post.~~ The department may
 31.29 modify the Read Act rubric to reflect the changing needs of grade levels and special
 31.30 populations, including the Minnesota English Language Arts standards, culturally and
 31.31 linguistically responsive criteria, and criteria reflective of diverse populations. The Read
 31.32 Act rubric must be posted on the department website. The department and ~~institution of~~
 31.33 ~~higher education~~ its partner may approve the curriculum or intervention materials if they

32.1 determine that the curriculum or intervention materials are evidence-based, focused on
 32.2 structured literacy, culturally and linguistically responsive, and reflect diverse populations.
 32.3 The department must add the approved curriculum or intervention materials to the list of
 32.4 curricula and materials approved under the Read Act. Following each review cycle, the
 32.5 department must post the findings of the curriculum and intervention materials review on
 32.6 the department website. Alternative curriculum and intervention programs for those who
 32.7 cannot access sound-based approaches must be reviewed on the same review cycle as
 32.8 traditional programs.

32.9 (b) A program undergoing a full review cycle must be added to the reviewed curricula
 32.10 and intervention program list after the review process is completed.

32.11 (c) Resources that are categorized as minimally aligned or not aligned to evidence-based
 32.12 structural literacy practices do not qualify for use of literacy aid under section 124D.98 or
 32.13 state funding provided under the Read Act.

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

32.15 Sec. 13. **REPEALER.**

32.16 Minnesota Statutes 2025 Supplement, section 120B.124, subdivision 6, is repealed.

32.17 **ARTICLE 4**

32.18 **TEACHERS**

32.19 Section 1. Minnesota Statutes 2024, section 120B.363, subdivision 1, is amended to read:

32.20 Subdivision 1. **Rulemaking.** ~~The Professional Educator Licensing and Standards Board~~
 32.21 commissioner must adopt rules to implement a statewide credential for education
 32.22 paraprofessionals who assist a licensed teacher in providing student instruction. Any
 32.23 paraprofessional holding this credential or working in a local school district after meeting
 32.24 a state-approved local assessment is considered to be highly qualified under federal law.
 32.25 Under this subdivision, ~~the Professional Educator Licensing and Standards Board, in~~
 32.26 ~~consultation with~~ the commissioner, must adopt qualitative criteria for approving local
 32.27 assessments that include an evaluation of a paraprofessional's knowledge of reading, writing,
 32.28 and math and the paraprofessional's ability to assist in the instruction of reading, writing,
 32.29 and math. The commissioner must approve or disapprove local assessments using these
 32.30 criteria. The commissioner must make the criteria available to the public.

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

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

33.6 Sec. 3. Minnesota Statutes 2025 Supplement, section 121A.642, subdivision 4, is amended
33.7 to read:

33.8 Subd. 4. **Qualifications.** (a) Starting in the 2025-2026 school year, a paraprofessional
33.9 meets the federal personnel qualifications required in Code of Federal Regulations, title 34,
33.10 section 300.156, if the paraprofessional:

33.11 (1) has at least two years of college credits through an accredited institution of higher
33.12 education, or an associate's degree or higher;

33.13 (2) has received a passing score on an assessment approved by the Department of
33.14 Education; or

33.15 (3) demonstrates the following competencies, regardless of the number of hours of
33.16 training the paraprofessional has received:

33.17 (i) understanding the distinctions between roles and responsibilities of professionals,
33.18 paraprofessionals, and support personnel;

33.19 (ii) understanding the purposes and goals of education and instruction for all students;

33.20 (iii) knowledge of relevant laws, rules, regulations, and local district policies and
33.21 procedures to ensure paraprofessionals work within these parameters;

33.22 (iv) awareness of the challenges and expectations of various learning environments;

33.23 (v) the ability to establish and maintain rapport with students;

33.24 (vi) the ability to follow oral and written direction of licensed teachers, seeking
33.25 clarification as needed;

33.26 (vii) the ability to assist and reinforce elements that support a safe, healthy, and effective
33.27 teaching and learning environment;

33.28 (viii) understanding strategies for assisting with the inclusion of students in various
33.29 settings;

33.30 (ix) the ability to use strategies that promote the student's independence;

- 34.1 (x) understanding applicable laws, rules, and regulations, and procedural safeguards
34.2 regarding the management of student behaviors;
- 34.3 (xi) awareness of the primary factors that influence student behavior;
- 34.4 (xii) the ability to effectively employ a variety of strategies that reinforce positive
34.5 behavior;
- 34.6 (xiii) the ability to use ethical practices for confidential communication about students;
- 34.7 (xiv) the ability to follow teacher instructions while conferring and collaborating with
34.8 teachers about student schedules, instructional goals, and performance;
- 34.9 (xv) demonstrating a commitment to assisting students in reaching the students' highest
34.10 potential, including the modeling of positive behavior;
- 34.11 (xvi) showing respect for the diversity of students;
- 34.12 (xvii) showing a willingness to participate in ongoing staff development and
34.13 self-evaluation and to apply constructive feedback;
- 34.14 (xviii) supporting and reinforcing the instruction of students in mathematics following
34.15 written and oral lesson plans developed by licensed teachers;
- 34.16 (xix) supporting and reinforcing the instruction of students in reading following written
34.17 and oral lesson plans developed by licensed teachers. Professional development required
34.18 under the Read Act in section 120B.123 exceeds this requirement; and
- 34.19 (xx) supporting and reinforcing the instruction of students in writing following written
34.20 and oral lesson plans developed by licensed teachers.
- 34.21 (b) Starting in the 2025-2026 school year, a paraprofessional meets the federal personnel
34.22 qualifications required in Code of Federal Regulations, title 34, section 200.58, if the
34.23 paraprofessional:
- 34.24 (1) has at least two years of college credits from an accredited institution of higher
34.25 education, or an associate's degree or higher; or
- 34.26 (2) met a rigorous standard of quality and can demonstrate, through a formal state or
34.27 local academic assessment, knowledge of and the ability to assist in instructing, as
34.28 appropriate:
- 34.29 (i) reading or language arts, writing, and mathematics; or
- 34.30 (ii) reading readiness, writing readiness, and mathematics readiness.

35.1 (c) Upon request from a paraprofessional employed by a school district, charter school,
 35.2 or cooperative unit providing direct instructional services, the school district, charter school,
 35.3 or cooperative unit may provide administrative assistance to the paraprofessional when
 35.4 completing requirements related to the competencies required under this subdivision.

35.5 (d) A paraprofessional who demonstrates the competencies listed in paragraph (a), clause
 35.6 (3), must be deemed to have obtained a passing score on a formal state or local academic
 35.7 assessment in accordance with paragraph (a), clause (2). The department must take any
 35.8 steps necessary to ensure the paraprofessional meets federal qualification requirements,
 35.9 including but not limited to applying for a waiver under Code of Federal Regulations, title
 35.10 20, section 5891b. A district or charter school must maintain the paraprofessional's completed
 35.11 assessment and documentation that the paraprofessional demonstrated the required
 35.12 competencies in the paraprofessional's personnel file.

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

35.14 Sec. 4. Minnesota Statutes 2024, section 122A.09, subdivision 9, is amended to read:

35.15 Subd. 9. **Professional Educator Licensing and Standards Board must adopt rules.** (a)
 35.16 The Professional Educator Licensing and Standards Board must adopt rules subject to the
 35.17 provisions of chapter 14 to implement sections ~~120B.363~~, 122A.05 to 122A.09, 122A.092,
 35.18 122A.16, 122A.17, 122A.18, 122A.181, 122A.182, 122A.183, 122A.184, 122A.185,
 35.19 122A.187, 122A.188, 122A.19, 122A.20, 122A.21, 122A.23, 122A.26, 122A.28, 122A.29,
 35.20 and 124D.72.

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

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

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

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

36.1 Sec. 5. Minnesota Statutes 2024, section 122A.092, is amended by adding a subdivision
36.2 to read:

36.3 Subd. 10. **Early literacy field experience.** (a) A teacher preparation provider approved
36.4 by the Professional Educator Licensing and Standards Board to prepare teacher candidates
36.5 to provide instruction in early literacy must require a supervised early literacy field experience
36.6 aligned to evidence-based best practices in reading consistent with sections 120B.118 to
36.7 120B.124. The early literacy field experience requirement applies to teacher candidates
36.8 who enroll in teacher preparation programs in the 2027-2028 school year or later.

36.9 (b) The early literacy field experience must be integrated with learning experiences in
36.10 reading instruction, including instruction on reading methods or equivalent, and must provide
36.11 teacher candidates with opportunities to apply evidence-based literacy practices with students.

36.12 (c) The Professional Educator Licensing and Standards Board must adopt rules regarding
36.13 the early literacy field experience requirement, including but not limited to:

36.14 (1) defining licensure areas in which teacher candidates must complete the early literacy
36.15 field experience;

36.16 (2) establishing expectations for the scope and outcomes of the early literacy field
36.17 experience;

36.18 (3) ensuring the field experience occurs primarily within a school building during the
36.19 instructional day, while allowing for waivers when appropriate to accommodate unique
36.20 program delivery models or documented hardship; and

36.21 (4) requiring the field experience to include observation with actionable feedback to
36.22 ensure growth and attainment of related reading standards.

36.23 (d) In adopting rules under this subdivision, the board must allow flexibility for teacher
36.24 preparation programs to demonstrate that candidates have met required standards through
36.25 field experiences.

36.26 **EFFECTIVE DATE.** This section is effective July 1, 2026.

36.27 Sec. 6. Minnesota Statutes 2024, section 122A.16, is amended to read:

36.28 **122A.16 QUALIFIED TEACHER DEFINED.**

36.29 A qualified teacher is one holding a valid license, under this chapter, to perform the
36.30 particular service for which the teacher is employed in a public school. A qualified teacher
36.31 is not an artificial intelligence model and it must not perform the service for which a teacher
36.32 is employed in a public school. This does not preclude a licensed teacher from using an

37.1 artificial intelligence model as a tool to assist them in performing their services. For the
37.2 purposes of this section, "artificial intelligence model" means a machine-based system that
37.3 can, for explicit or implicit objectives, infer from the input it receives how to generate
37.4 outputs that can influence physical or virtual environments.

37.5 **EFFECTIVE DATE.** This section is effective July 1, 2026.

37.6 Sec. 7. Minnesota Statutes 2025 Supplement, section 122A.18, subdivision 1, is amended
37.7 to read:

37.8 Subdivision 1. **Authority to license.** (a) The Professional Educator Licensing and
37.9 Standards Board must issue the following teacher licenses to applicants who meet the
37.10 qualifications prescribed by this chapter:

37.11 (1) Tier 1 license under section 122A.181;

37.12 (2) Tier 2 license under section 122A.182;

37.13 (3) Tier 3 license under section 122A.183; and

37.14 (4) Tier 4 license under section 122A.184.

37.15 (b) The Board of School Administrators must license supervisory personnel as defined
37.16 in section 122A.15, subdivision 2, except for athletic coaches.

37.17 (c) The Professional Educator Licensing and Standards Board and the Department of
37.18 Education must enter into a data sharing agreement to share:

37.19 (1) educational data at the E-12 level for the limited purpose of program approval and
37.20 improvement for teacher education programs. The program approval process must include
37.21 targeted redesign of teacher preparation programs to address identified E-12 student areas
37.22 of concern; and

37.23 (2) data in the staff automated reporting system for the limited purpose of managing and
37.24 processing funding to school districts and other entities. The board has authority to collect
37.25 and retain nonlicensed staff data on behalf of the Department of Education. The board must
37.26 share licensed and nonlicensed staff data with the department as outlined in the data sharing
37.27 agreement required under paragraph (d). The department may access and use the data as
37.28 required under federal or state law and for the purposes outlined in the data sharing
37.29 agreement.

37.30 (d) The Board of School Administrators and the Department of Education must enter
37.31 into a data sharing agreement to share educational data at the E-12 level for the limited
37.32 purpose of program approval and improvement for education administration programs. The

38.1 program approval process must include targeted redesign of education administration
 38.2 preparation programs to address identified E-12 student areas of concern.

38.3 (e) The Professional Educator Licensing and Standards Board and the Board of School
 38.4 Administrators must enter into a data sharing agreement to share data in the staff automated
 38.5 reporting system for the limited purpose of managing and processing administrative licenses,
 38.6 including overseeing ethics and compliance. The board must share licensed staff data with
 38.7 the Board of School Administrators as outlined in the data sharing agreement. The Board
 38.8 of School Administrators may access and use the data as required under federal or state law
 38.9 and for the purposes outlined in the data sharing agreement.

38.10 ~~(e)~~ (f) For purposes of the data sharing agreements under paragraphs (c) ~~and (d)~~ to (e),
 38.11 the Professional Educator Licensing and Standards Board, Board of School Administrators,
 38.12 and Department of Education may share private data, as defined in section 13.02, subdivision
 38.13 12, on teachers and school administrators. The data sharing agreements must not include
 38.14 educational data, as defined in section 13.32, subdivision 1, but may include summary data,
 38.15 as defined in section 13.02, subdivision 19, derived from educational data.

38.16 Sec. 8. Minnesota Statutes 2025 Supplement, section 122A.181, subdivision 3, is amended
 38.17 to read:

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

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

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

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

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

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

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

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

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

39.18 Sec. 9. Minnesota Statutes 2024, section 122A.182, subdivision 1, is amended to read:

39.19 Subdivision 1. **Requirements.** The Professional Educator Licensing and Standards
 39.20 Board must approve an application for a Tier 2 license in a specified content area if:

39.21 (1) the application has been submitted jointly by the applicant and the district;

39.22 (2) the application has been paid for by the district or the applicant;

39.23 (3) the applicant holds a bachelor's degree, unless specifically exempt by statute or rule;

39.24 (4) the district demonstrates that a criminal background check under section 122A.18,
 39.25 subdivision 8, has been completed for the applicant; and

39.26 (5) the applicant:

39.27 (i) ~~has completed a state-approved teacher preparation program;~~

39.28 ~~(ii) is enrolled in a Minnesota-approved teacher preparation program; or~~

39.29 (ii) is enrolled in a state-approved teacher preparation program in a bordering state with
 39.30 equivalent student teaching requirements;

40.1 (iii) is enrolled in a state-approved teacher preparation program not offered in Minnesota
40.2 with equivalent student teaching requirements;

40.3 (iv) is enrolled in a state-approved teacher preparation program in a shortage area with
40.4 equivalent student teaching requirements; or

40.5 ~~(iii)~~ (v) has a master's degree in the specified content area.

40.6 Sec. 10. Minnesota Statutes 2025 Supplement, section 122A.182, subdivision 3, is amended
40.7 to read:

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

40.11 (b) Before a Tier 2 license is renewed for the first time, a teacher holding a Tier 2 license
40.12 must participate in cultural competency training consistent with section 120B.30, subdivision
40.13 8, and mental ~~illness~~ health training under section 122A.187, subdivision 6.

40.14 (c) Starting July 1, 2027, a Tier 2 licensed early childhood education teacher, elementary
40.15 education teacher, special education teacher who is responsible for teaching reading,
40.16 kindergarten through grade 12 English as a second language teacher, grade 4 through 12
40.17 classroom teacher responsible for foundational reading skills instruction, teacher who
40.18 provides instruction to students in a state-approved alternative program, or a teacher who
40.19 is responsible for selecting literacy curriculum materials for grades 6 through 12, must
40.20 demonstrate that they have made progress toward completing the evidence-based literacy
40.21 training requirements of section 120B.123, subdivision 5a, for the first renewal of their
40.22 initial license.

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

40.25 Sec. 11. Minnesota Statutes 2024, section 122A.182, subdivision 5, is amended to read:

40.26 Subd. 5. **Limitations on license.** (a) A Tier 2 license is limited to the content matter
40.27 indicated on the application for the initial Tier 2 license under subdivision 1, and limited
40.28 to the district or charter school that requested the initial Tier 2 license.

40.29 (b) A Tier 2 license shall not be construed to bring an individual within the definition
40.30 of a teacher for purposes of section 122A.40, subdivision 1, or 122A.41, subdivision 1,
40.31 clause (a).

41.1 (c) A Tier 2 licensed teacher who obtains a Tier 2 license based on their enrollment in
 41.2 a state-approved teacher preparation program under subdivision 1, clause (5), item (ii), (iii),
 41.3 or (iv), does not mean the teacher met the coursework requirements under section 122A.183,
 41.4 subdivision 2, paragraph (a), clause (5), to obtain a Tier 3 license after three years of teaching
 41.5 experience under a Tier 2 license.

41.6 Sec. 12. Minnesota Statutes 2024, section 122A.187, subdivision 6, is amended to read:

41.7 Subd. 6. **Mental ~~illness~~ health.** The Professional Educator Licensing and Standards
 41.8 Board must adopt rules that require all licensed teachers renewing a teaching license under
 41.9 sections 122A.181 to 122A.184 to include in the renewal requirements ~~at least one hour of~~
 41.10 ~~suicide prevention best practices training~~ focused professional development of at least five
 41.11 hours in student mental health and wellness in each licensure renewal period based on
 41.12 nationally recognized evidence-based programs and practices, among the continuing
 41.13 education credits required to renew a license under this subdivision. Initial training must
 41.14 include understanding the key warning signs and characteristics of early-onset mental illness
 41.15 in children and adolescents, ~~and~~ including how to address mental health concerns where a
 41.16 child may pose a threat to themselves or others. During subsequent licensure renewal periods,
 41.17 training must include a more in-depth understanding of students' mental illness trauma,
 41.18 accommodations for students' mental illness, parents' roles in addressing students' mental
 41.19 illness, Fetal Alcohol Spectrum Disorders, suicide prevention, autism, the requirements of
 41.20 section 125A.0942 governing restrictive procedures, and de-escalation methods, among
 41.21 other similar topics. This subdivision does not allow or require teachers to diagnose or create
 41.22 treatment plans for mental illness.

41.23 Sec. 13. **[122A.93] INTERSTATE TEACHER MOBILITY COMPACT.**

41.24 ARTICLE I

41.25 PURPOSE

41.26 The purpose of this compact is to facilitate the mobility of teachers across the member
 41.27 states, with the goal of supporting teachers through a new pathway to licensure. Through
 41.28 this compact, the member states seek to establish a collective regulatory framework that
 41.29 expedites and enhances the ability of teachers to move across state lines.

41.30 This compact is intended to achieve the following objectives and should be interpreted
 41.31 accordingly. The member states hereby ratify the same intentions by subscribing hereto.

41.32 (1) Create a streamlined pathway to licensure mobility for teachers;

42.1 (2) Support the relocation of eligible military spouses;

42.2 (3) Facilitate and enhance the exchange of licensure, investigative, and disciplinary
 42.3 information between the member states;

42.4 (4) Enhance the power of state and district level education officials to hire qualified,
 42.5 competent teachers by removing barriers to the employment of out-of-state teachers;

42.6 (5) Support the retention of teachers in the profession by removing barriers to relicensure
 42.7 in a new state; and

42.8 (6) Maintain state sovereignty in the regulation of the teaching profession.

42.9 ARTICLE II

42.10 DEFINITIONS

42.11 As used in this compact, and except as otherwise provided, the following definitions
 42.12 shall govern the terms herein:

42.13 (1) "Active military member" means any person with full-time duty status in the armed
 42.14 forces of the United States, including members of the National Guard and Reserve.

42.15 (2) "Adverse action" means any limitation or restriction imposed by a member state's
 42.16 licensing authority, such as revocation, suspension, reprimand, probation, or limitation on
 42.17 the licensee's ability to work as a teacher.

42.18 (3) "Bylaws" means those bylaws established by the commission.

42.19 (4) "Career and technical education license" means a current, valid authorization issued
 42.20 by a member state's licensing authority allowing an individual to serve as a teacher in P-12
 42.21 public educational settings in a specific career and technical education area.

42.22 (5) "Charter member states" means a member state that has enacted legislation to adopt
 42.23 this compact where such legislation predates the initial meeting of the commission after the
 42.24 effective date of the compact.

42.25 (6) "Commission" means the interstate administrative body which membership consists
 42.26 of delegates of all states that have enacted this compact, and which is known as the Interstate
 42.27 Teacher Mobility Compact Commission.

42.28 (7) "Commissioner" means the delegate of a member state.

42.29 (8) "Eligible license" means a license to engage in the teaching profession which requires
 42.30 at least a bachelor's degree and the completion of a state approved program for teacher
 42.31 licensure.

43.1 (9) "Eligible military spouse" means the spouse of any individual in full-time duty status
43.2 in the active armed forces of the United States including members of the National Guard
43.3 and Reserve moving as a result of a military mission or military career progression
43.4 requirements or are on their terminal move as a result of separation or retirement (to include
43.5 surviving spouses of deceased military members).

43.6 (10) "Executive committee" means a group of commissioners elected or appointed to
43.7 act on behalf of, and within the powers granted to them by, the commission as provided for
43.8 herein.

43.9 (11) "Licensing authority" means an official, agency, board, or other entity of a state
43.10 that is responsible for the licensing and regulation of teachers authorized to teach in P-12
43.11 public educational settings.

43.12 (12) "Member state" means any state that has adopted this compact, including all agencies
43.13 and officials of such a state.

43.14 (13) "Receiving state" means any state where a teacher has applied for licensure under
43.15 this compact.

43.16 (14) "Rule" means any regulation promulgated by the commission under this compact,
43.17 which shall have the force of law in each member state.

43.18 (15) "State" means a state, territory, or possession of the United States, and the District
43.19 of Columbia.

43.20 (16) "State practice laws" means a member state's laws, rules, and regulations that govern
43.21 the teaching profession, define the scope of such profession, and create the methods and
43.22 grounds for imposing discipline.

43.23 (17) "State specific requirements" means a requirement for licensure covered in
43.24 coursework or examination that includes content of unique interest to the state.

43.25 (18) "Teacher" means an individual who currently holds an authorization from a member
43.26 state that forms the basis for employment in the P-12 public schools of the state to provide
43.27 instruction in a specific subject area, grade level, or student population.

43.28 (19) "Unencumbered license" means a current, valid authorization issued by a member
43.29 state's licensing authority allowing an individual to serve as a teacher in P-12 public
43.30 educational settings. An unencumbered license is not a restricted, probationary, provisional,
43.31 substitute or temporary credential.

43.32 ARTICLE III

44.1

LICENSURE UNDER THE COMPACT

44.2 (a) Licensure under this compact pertains only to the initial grant of a license by the
44.3 receiving state. Nothing herein applies to any subsequent or ongoing compliance requirements
44.4 that a receiving state might require for teachers.

44.5 (b) Each member state shall, in accordance with the rules of the commission, define,
44.6 compile, and update as necessary, a list of eligible licenses and career and technical education
44.7 licenses that the member state is willing to consider for equivalency under this compact and
44.8 provide the list to the commission. The list shall include those licenses that a receiving state
44.9 is willing to grant to teachers from other member states, pending a determination of
44.10 equivalency by the receiving state's licensing authority.

44.11 (c) Upon the receipt of an application for licensure by a teacher holding an unencumbered
44.12 eligible license, the receiving state shall determine which of the receiving state's eligible
44.13 licenses the teacher is qualified to hold and shall grant such a license or licenses to the
44.14 applicant. Such a determination shall be made in the sole discretion of the receiving state's
44.15 licensing authority and may include a determination that the applicant is not eligible for
44.16 any of the receiving state's eligible licenses. For all teachers who hold an unencumbered
44.17 license, the receiving state shall grant one or more unencumbered license(s) that, in the
44.18 receiving state's sole discretion, are equivalent to the licenses held by the teacher in any
44.19 other member state.

44.20 (d) For active military members and eligible military spouses who hold a license that is
44.21 not unencumbered, the receiving state shall grant an equivalent license or licenses that, in
44.22 the receiving state's sole discretion, is equivalent to the license or licenses held by the teacher
44.23 in any other member state, except where the receiving state does not have an equivalent
44.24 license.

44.25 (e) For a teacher holding an unencumbered career and technical education license, the
44.26 receiving state shall grant an unencumbered license equivalent to the career and technical
44.27 education license held by the applying teacher and issued by another member state, as
44.28 determined by the receiving state in its sole discretion, except where a career and technical
44.29 education teacher does not hold a bachelor's degree and the receiving state requires a
44.30 bachelor's degree for licenses to teach career and technical education. A receiving state may
44.31 require career and technical education teachers to meet state industry recognized
44.32 requirements, if required by law in the receiving state.

44.33

ARTICLE IV

44.34

LICENSURE NOT UNDER THE COMPACT

45.1 (a) Except as provided in article III above, nothing in this compact shall be construed
 45.2 to limit or inhibit the power of a member state to regulate licensure or endorsements overseen
 45.3 by the member state's licensing authority.

45.4 (b) When a teacher is required to renew a license received pursuant to this compact, the
 45.5 state granting such a license may require the teacher to complete state specific requirements
 45.6 as a condition of licensure renewal or advancement in that state.

45.7 (c) For the purposes of determining compensation, a receiving state may require additional
 45.8 information from teachers receiving a license under the provisions of this compact.

45.9 (d) Nothing in this compact shall be construed to limit the power of a member state to
 45.10 control and maintain ownership of its information pertaining to teachers, or limit the
 45.11 application of a member state's laws or regulations governing the ownership, use, or
 45.12 dissemination of information pertaining to teachers.

45.13 (e) Nothing in this compact shall be construed to invalidate or alter any existing agreement
 45.14 or other cooperative arrangement which a member state may already be a party to, or limit
 45.15 the ability of a member state to participate in any future agreement or other cooperative
 45.16 arrangement to:

45.17 (1) award teaching licenses or other benefits based on additional professional credentials,
 45.18 including, but not limited to national board certification;

45.19 (2) participate in the exchange of names of teachers whose license has been subject to
 45.20 an adverse action by a member state; or

45.21 (3) participate in any agreement or cooperative arrangement with a non-member state.

45.22 ARTICLE V

45.23 TEACHER QUALIFICATIONS AND REQUIREMENTS FOR LICENSURE UNDER

45.24 THE COMPACT

45.25 (a) Except as provided for active military members or eligible military spouses in article
 45.26 III.D above, a teacher may only be eligible to receive a license under this compact where
 45.27 that teacher holds an unencumbered license in a member state.

45.28 (b) A teacher eligible to receive a license under this compact shall, unless otherwise
 45.29 provided for herein:

45.30 (1) upon their application to receive a license under this compact, undergo a criminal
 45.31 background check in the receiving state in accordance with the laws and regulations of the
 45.32 receiving state; and

46.1 (2) provide the receiving state with information in addition to the information required
46.2 for licensure for the purposes of determining compensation, if applicable.

46.3 ARTICLE VI

46.4 DISCIPLINE AND ADVERSE ACTIONS

46.5 (a) Nothing in this compact shall be deemed or construed to limit the authority of a
46.6 member state to investigate or impose disciplinary measures on teachers according to the
46.7 state practice laws thereof.

46.8 (b) Member states shall be authorized to receive, and shall provide, files and information
46.9 regarding the investigation and discipline, if any, of teachers in other member states upon
46.10 request. Any member state receiving such information or files shall protect and maintain
46.11 the security and confidentiality thereof, in at least the same manner that it maintains its own
46.12 investigatory or disciplinary files and information. Prior to disclosing any disciplinary or
46.13 investigatory information received from another member state, the disclosing state shall
46.14 communicate its intention and purpose for such disclosure to the member state which
46.15 originally provided that information.

46.16 ARTICLE VII

46.17 ESTABLISHMENT OF THE INTERSTATE TEACHER MOBILITY COMPACT

46.18 COMMISSION

46.19 (a) The interstate compact member states hereby create and establish a joint public
46.20 agency known as the Interstate Teacher Mobility Compact Commission:

46.21 (1) The commission is a joint interstate governmental agency comprised of states that
46.22 have enacted the Interstate Teacher Mobility Compact.

46.23 (2) Nothing in this interstate compact shall be construed to be a waiver of sovereign
46.24 immunity.

46.25 (b) Membership, voting, and meetings

46.26 (1) Each member state shall have and be limited to one (1) delegate to the commission,
46.27 who shall be given the title of commissioner.

46.28 (2) The commissioner shall be the primary administrative officer of the state licensing
46.29 authority or their designee.

46.30 (3) Any commissioner may be removed or suspended from office as provided by the
46.31 law of the state from which the commissioner is appointed.

46.32 (4) The member state shall fill any vacancy occurring in the commission within 90 days.

47.1 (5) Each commissioner shall be entitled to one (1) vote about the promulgation of rules
47.2 and creation of bylaws and shall otherwise have an opportunity to participate in the business
47.3 and affairs of the commission. A commissioner shall vote in person or by such other means
47.4 as provided in the bylaws. The bylaws may provide for commissioners' participation in
47.5 meetings by telephone or other means of communication.

47.6 (6) The commission shall meet at least once during each calendar year. Additional
47.7 meetings shall be held as set forth in the bylaws.

47.8 (7) The commission shall establish by rule a term of office for commissioners.

47.9 (c) The commission shall have the following powers and duties:

47.10 (1) Establish a code of ethics for the commission.

47.11 (2) Establish the fiscal year of the commission.

47.12 (3) Establish bylaws for the commission.

47.13 (4) Maintain its financial records in accordance with the bylaws of the commission.

47.14 (5) Meet and take such actions as are consistent with the provisions of this interstate
47.15 compact, the bylaws, and rules of the commission.

47.16 (6) Promulgate uniform rules to implement and administer this interstate compact. The
47.17 rules shall have the force and effect of law and shall be binding in all member states. In the
47.18 event the commission exercises its rulemaking authority in a manner that is beyond the
47.19 scope of the purposes of the compact, or the powers granted hereunder, then such an action
47.20 by the commission shall be invalid and have no force and effect of law.

47.21 (7) Bring and prosecute legal proceedings or actions in the name of the commission,
47.22 provided that the standing of any member state licensing authority to sue or be sued under
47.23 applicable law shall not be affected.

47.24 (8) Purchase and maintain insurance and bonds.

47.25 (9) Borrow, accept, or contract for services of personnel, including, but not limited to,
47.26 employees of a member state, or an associated non-governmental organization that is open
47.27 to membership by all states.

47.28 (10) Hire employees, elect, or appoint officers, fix compensation, define duties, grant
47.29 such individuals appropriate authority to carry out the purposes of the compact, and establish
47.30 the commission's personnel policies and programs relating to conflicts of interest,
47.31 qualifications of personnel, and other related personnel matters.

48.1 (11) Lease, purchase, accept appropriate gifts or donations of, or otherwise own, hold,
48.2 improve, or use, any property, real, personal or mixed, provided that at all times the
48.3 commission shall avoid any appearance of impropriety.

48.4 (12) Sell, convey, mortgage, pledge, lease, exchange, abandon, or otherwise dispose of
48.5 any property real, personal, or mixed.

48.6 (13) Establish a budget and make expenditures.

48.7 (14) Borrow money.

48.8 (15) Appoint committees, including standing committees composed of members and
48.9 such other interested persons as may be designated in this interstate compact, rules, or
48.10 bylaws.

48.11 (16) Provide and receive information from, and cooperate with, law enforcement agencies.

48.12 (17) Establish and elect an executive committee.

48.13 (18) Establish and develop a charter for an executive information governance committee
48.14 to advise on facilitating exchange of information; use of information, data privacy, and
48.15 technical support needs, and provide reports as needed.

48.16 (19) Perform such other functions as may be necessary or appropriate to achieve the
48.17 purposes of this interstate compact consistent with the state regulation of teacher licensure.

48.18 (20) Determine whether a state's adopted language is materially different from the model
48.19 compact language such that the state would not qualify for participation in the compact.

48.20 (d) The executive committee of the Interstate Teacher Mobility Compact Commission

48.21 (1) The executive committee shall have the power to act on behalf of the commission
48.22 according to the terms of this interstate compact.

48.23 (2) The executive committee shall be composed of eight voting members:

48.24 (i) the commission chair, vice chair, and treasurer; and

48.25 (ii) five members who are elected by the commission from the current membership:

48.26 (A) four voting members representing geographic regions in accordance with commission
48.27 rules; and

48.28 (B) one at large voting member in accordance with commission rules.

48.29 (3) The commission may add or remove members of the executive committee as provided
48.30 in commission rules.

- 49.1 (4) The executive committee shall meet at least once annually.
- 49.2 (5) The executive committee shall have the following duties and responsibilities:
- 49.3 (i) Recommend to the entire commission changes to the rules or bylaws, changes to the
- 49.4 compact legislation, fees paid by interstate compact member states such as annual dues,
- 49.5 and any compact fee charged by the member states on behalf of the commission.
- 49.6 (ii) Ensure commission administration services are appropriately provided, contractual
- 49.7 or otherwise.
- 49.8 (iii) Prepare and recommend the budget.
- 49.9 (iv) Maintain financial records on behalf of the commission.
- 49.10 (v) Monitor compliance of member states and provide reports to the commission.
- 49.11 (vi) Perform other duties as provided in rules or bylaws.
- 49.12 (e) Meetings of the commission
- 49.13 (1) All meetings shall be open to the public, and public notice of meetings shall be given
- 49.14 in accordance with commission bylaws.
- 49.15 (2) The commission or the executive committee or other committees of the commission
- 49.16 may convene in a closed, non-public meeting if the commission or executive committee or
- 49.17 other committees of the commission must discuss:
- 49.18 (i) Non-compliance of a member state with its obligations under the compact.
- 49.19 (ii) The employment, compensation, discipline or other matters, practices or procedures
- 49.20 related to specific employees or other matters related to the commission's internal personnel
- 49.21 practices and procedures.
- 49.22 (iii) Current, threatened, or reasonably anticipated litigation.
- 49.23 (iv) Negotiation of contracts for the purchase, lease, or sale of goods, services, or real
- 49.24 estate.
- 49.25 (v) Accusing any person of a crime or formally censuring any person.
- 49.26 (vi) Disclosure of trade secrets or commercial or financial information that is privileged
- 49.27 or confidential.
- 49.28 (vii) Disclosure of information of a personal nature where disclosure would constitute
- 49.29 a clearly unwarranted invasion of personal privacy.
- 49.30 (viii) Disclosure of investigative records compiled for law enforcement purposes.

50.1 (ix) Disclosure of information related to any investigative reports prepared by or on
50.2 behalf of or for use of the commission or other committee charged with responsibility of
50.3 investigation or determination of compliance issues pursuant to the compact.

50.4 (x) Matters specifically exempted from disclosure by federal or member state statute.

50.5 (xi) Others matters as set forth by commission bylaws and rules.

50.6 (3) If a meeting, or portion of a meeting, is closed pursuant to this provision, the
50.7 commission's legal counsel or designee shall certify that the meeting may be closed and
50.8 shall reference each relevant exempting provision.

50.9 (4) The commission shall keep minutes of commission meetings and shall provide a full
50.10 and accurate summary of actions taken, and the reasons therefore, including a description
50.11 of the views expressed. All documents considered in connection with an action shall be
50.12 identified in such minutes. All minutes and documents of a closed meeting shall remain
50.13 under seal, subject to release by a majority vote of the commission or order of a court of
50.14 competent jurisdiction.

50.15 (f) Financing of the commission

50.16 (1) The commission shall pay, or provide for the payment of, the reasonable expenses
50.17 of its establishment, organization, and ongoing activities.

50.18 (2) The commission may accept all appropriate donations and grants of money,
50.19 equipment, supplies, materials, and services, and receive, utilize, and dispose of the same,
50.20 provided that at all times the commission shall avoid any appearance of impropriety or
50.21 conflict of interest.

50.22 (3) The commission may levy on and collect an annual assessment from each member
50.23 state or impose fees on other parties to cover the cost of the operations and activities of the
50.24 commission, in accordance with the commission rules.

50.25 (4) The commission shall not incur obligations of any kind prior to securing the funds
50.26 adequate to meet the same; nor shall the commission pledge the credit of any of the member
50.27 states, except by and with the authority of the member state.

50.28 (5) The commission shall keep accurate accounts of all receipts and disbursements. The
50.29 receipts and disbursements of the commission shall be subject to accounting procedures
50.30 established under commission bylaws. All receipts and disbursements of funds of the
50.31 commission shall be reviewed annually in accordance with commission bylaws, and a report
50.32 of the review shall be included in and become part of the annual report of the commission.

51.1 (g) Qualified immunity, defense, and indemnification

51.2 (1) The members, officers, executive director, employees and representatives of the
51.3 commission shall be immune from suit and liability, either personally or in their official
51.4 capacity, for any claim for damage to or loss of property or personal injury or other civil
51.5 liability caused by or arising out of any actual or alleged act, error or omission that occurred,
51.6 or that the person against whom the claim is made had a reasonable basis for believing
51.7 occurred within the scope of commission employment, duties or responsibilities; provided
51.8 that nothing in this paragraph shall be construed to protect any such person from suit or
51.9 liability for any damage, loss, injury, or liability caused by the intentional or willful or
51.10 wanton misconduct of that person.

51.11 (2) The commission shall defend any member, officer, executive director, employee, or
51.12 representative of the commission in any civil action seeking to impose liability arising out
51.13 of any actual or alleged act, error, or omission that occurred within the scope of commission
51.14 employment, duties, or responsibilities, or that the person against whom the claim is made
51.15 had a reasonable basis for believing occurred within the scope of commission employment,
51.16 duties, or responsibilities; provided that nothing herein shall be construed to prohibit that
51.17 person from retaining his or her own counsel; and provided further, that the actual or alleged
51.18 act, error, or omission did not result from that person's intentional or willful or wanton
51.19 misconduct.

51.20 (3) The commission shall indemnify and hold harmless any member, officer, executive
51.21 director, employee, or representative of the commission for the amount of any settlement
51.22 or judgment obtained against that person arising out of any actual or alleged act, error or
51.23 omission that occurred within the scope of commission employment, duties, or
51.24 responsibilities, or that such person had a reasonable basis for believing occurred within
51.25 the scope of commission employment, duties, or responsibilities, provided that the actual
51.26 or alleged act, error, or omission did not result from the intentional or willful or wanton
51.27 misconduct of that person.

51.28 ARTICLE VIII

51.29 RULEMAKING

51.30 (a) The commission shall exercise its rulemaking powers pursuant to the criteria set
51.31 forth in this interstate compact and the rules adopted thereunder. Rules and amendments
51.32 shall become binding as of the date specified in each rule or amendment.

51.33 (b) The commission shall promulgate reasonable rules to achieve the intent and purpose
51.34 of this interstate compact. In the event the commission exercises its rulemaking authority

52.1 in a manner that is beyond purpose and intent of this interstate compact, or the powers
 52.2 granted hereunder, then such an action by the commission shall be invalid and have no force
 52.3 and effect of law in the member states.

52.4 (c) If a majority of the legislatures of the member states rejects a rule, by enactment of
 52.5 a statute or resolution in the same manner used to adopt the compact within four (4) years
 52.6 of the date of adoption of the rule, then such rule shall have no further force and effect in
 52.7 any member state.

52.8 (d) Rules or amendments to the rules shall be adopted or ratified at a regular or special
 52.9 meeting of the commission in accordance with commission rules and bylaws.

52.10 (e) Upon determination that an emergency exists, the commission may consider and
 52.11 adopt an emergency rule with 48 hours' notice, with opportunity to comment, provided that
 52.12 the usual rulemaking procedures shall be retroactively applied to the rule as soon as
 52.13 reasonably possible, in no event later than ninety (90) days after the effective date of the
 52.14 rule. For the purposes of this provision, an emergency rule is one that must be adopted
 52.15 immediately in order to:

52.16 (1) meet an imminent threat to public health, safety, or welfare;

52.17 (2) prevent a loss of commission or member state funds;

52.18 (3) meet a deadline for the promulgation of an administrative rule that is established by
 52.19 federal law or rule; or

52.20 (4) protect public health and safety.

52.21 ARTICLE IX

52.22 FACILITATING INFORMATION EXCHANGE

52.23 (a) The commission shall provide for facilitating the exchange of information to
 52.24 administer and implement the provisions of this compact in accordance with the rules of
 52.25 the commission, consistent with generally accepted data protection principles.

52.26 (b) Nothing in this compact shall be deemed or construed to alter, limit, or inhibit the
 52.27 power of a member state to control and maintain ownership of its licensee information or
 52.28 alter, limit, or inhibit the laws or regulations governing licensee information in the member
 52.29 state.

52.30 ARTICLE X

52.31 OVERSIGHT, DISPUTE RESOLUTION, AND ENFORCEMENT

52.32 (a) Oversight

53.1 (1) The executive and judicial branches of state government in each member state shall
53.2 enforce this compact and take all actions necessary and appropriate to effectuate the compact's
53.3 purposes and intent. The provisions of this compact shall have standing as statutory law.

53.4 (2) Venue is proper and judicial proceedings by or against the commission shall be
53.5 brought solely and exclusively in a court of competent jurisdiction where the principal office
53.6 of the commission is located. The commission may waive venue and jurisdictional defenses
53.7 to the extent it adopts or consents to participate in alternative dispute resolution proceedings.
53.8 Nothing herein shall affect or limit the selection or propriety of venue in any action against
53.9 a licensee for professional malpractice, misconduct or any such similar matter.

53.10 (3) All courts and all administrative agencies shall take judicial notice of the compact,
53.11 the rules of the commission, and any information provided to a member state pursuant
53.12 thereto in any judicial or quasi-judicial proceeding in a member state pertaining to the subject
53.13 matter of this compact, or which may affect the powers, responsibilities, or actions of the
53.14 commission.

53.15 (4) The commission shall be entitled to receive service of process in any proceeding
53.16 regarding the enforcement or interpretation of the compact and shall have standing to
53.17 intervene in such a proceeding for all purposes. Failure to provide the commission service
53.18 of process shall render a judgment or order void as to the commission, this compact, or
53.19 promulgated rules.

53.20 (b) Default, technical assistance, and termination

53.21 (1) If the commission determines that a member state has defaulted in the performance
53.22 of its obligations or responsibilities under this compact or the promulgated rules, the
53.23 commission shall:

53.24 (i) provide written notice to the defaulting state and other member states of the nature
53.25 of the default, the proposed means of curing the default or any other action to be taken by
53.26 the commission; and

53.27 (ii) provide remedial training and specific technical assistance regarding the default.

53.28 (2) If a state in default fails to cure the default, the defaulting state may be terminated
53.29 from the compact upon an affirmative vote of a majority of the commissioners of the member
53.30 states, and all rights, privileges and benefits conferred on that state by this compact may be
53.31 terminated on the effective date of termination. A cure of the default does not relieve the
53.32 offending state of obligations or liabilities incurred during the period of default.

54.1 (3) Termination of membership in the compact shall be imposed only after all other
54.2 means of securing compliance have been exhausted. Notice of intent to suspend or terminate
54.3 shall be given by the commission to the governor, the majority and minority leaders of the
54.4 defaulting state's legislature, the state licensing authority and each of the member states.

54.5 (4) A state that has been terminated is responsible for all assessments, obligations, and
54.6 liabilities incurred through the effective date of termination, including obligations that
54.7 extend beyond the effective date of termination.

54.8 (5) The commission shall not bear any costs related to a state that is found to be in default
54.9 or that has been terminated from the compact, unless agreed upon in writing between the
54.10 commission and the defaulting state.

54.11 (6) The defaulting state may appeal the action of the commission by petitioning the
54.12 United States District Court for the District of Columbia or the federal district where the
54.13 commission has its principal offices. The prevailing party shall be awarded all costs of such
54.14 litigation, including reasonable attorney's fees.

54.15 (c) Dispute resolution

54.16 (1) Upon request by a member state, the commission shall attempt to resolve disputes
54.17 related to the compact that arise among member states and between member and non-member
54.18 states.

54.19 (2) The commission shall promulgate a rule providing for both binding and non-binding
54.20 alternative dispute resolution for disputes as appropriate.

54.21 (d) Enforcement

54.22 (1) The commission, in the reasonable exercise of its discretion, shall enforce the
54.23 provisions and rules of this compact.

54.24 (2) By majority vote, the commission may initiate legal action in the United States
54.25 District Court for the District of Columbia or the federal district where the commission has
54.26 its principal offices against a member state in default to enforce compliance with the
54.27 provisions of the compact and its promulgated rules and bylaws. The relief sought may
54.28 include both injunctive relief and damages. In the event judicial enforcement is necessary,
54.29 the prevailing party shall be awarded all costs of such litigation, including reasonable
54.30 attorney's fees. The remedies herein shall not be the exclusive remedies of the commission.
54.31 The commission may pursue any other remedies available under federal or state law.

54.32 ARTICLE XI

54.33 EFFECTUATION, WITHDRAWAL, AND AMENDMENT

55.1 (a) The compact shall come into effect on the date on which the compact statute is
55.2 enacted into law in the tenth member state.

55.3 (1) On or after the effective date of the compact, the commission shall convene and
55.4 review the enactment of each of the charter member states to determine if the statute enacted
55.5 by each such charter member state is materially different from the model compact statute.

55.6 (2) A charter member state whose enactment is found to be materially different from
55.7 the model compact statute shall be entitled to the default process set forth in article X.

55.8 (3) Member states enacting the compact subsequent to the charter member states shall
55.9 be subject to the process set forth in article VII.c.20 to determine if their enactments are
55.10 materially different from the model compact statute and whether they qualify for participation
55.11 in the compact.

55.12 (b) If any member state is later found to be in default, or is terminated or withdraws
55.13 from the compact, the commission shall remain in existence and the compact shall remain
55.14 in effect even if the number of member states should be less than ten.

55.15 (c) Any state that joins the compact after the commission's initial adoption of the rules
55.16 and bylaws shall be subject to the rules and bylaws as they exist on the date on which the
55.17 compact becomes law in that state. Any rule that has been previously adopted by the
55.18 commission shall have the full force and effect of law on the day the compact becomes law
55.19 in that state, as the rules and bylaws may be amended as provided in this compact.

55.20 (d) Any member state may withdraw from this compact by enacting a statute repealing
55.21 the same.

55.22 (1) A member state's withdrawal shall not take effect until six (6) months after enactment
55.23 of the repealing statute.

55.24 (2) Withdrawal shall not affect the continuing requirement of the withdrawing state's
55.25 licensing authority to comply with the investigative and adverse action reporting requirements
55.26 of this act prior to the effective date of withdrawal.

55.27 (e) This compact may be amended by the member states. No amendment to this compact
55.28 shall become effective and binding upon any member state until it is enacted into the laws
55.29 of all member states.

55.30 ARTICLE XII

55.31 CONSTRUCTION AND SEVERABILITY

56.1 This compact shall be liberally construed to effectuate the purposes thereof. The
 56.2 provisions of this compact shall be severable and if any phrase, clause, sentence, or provision
 56.3 of this compact is declared to be contrary to the constitution of any member state or a state
 56.4 seeking membership in the compact, or of the United States or the applicability thereof to
 56.5 any other government, agency, person or circumstance is held invalid, the validity of the
 56.6 remainder of this compact and the applicability thereof to any government, agency, person,
 56.7 or circumstance shall not be affected thereby. If this compact shall be held contrary to the
 56.8 constitution of any member state, the compact shall remain in full force and effect as to the
 56.9 remaining member states and in full force and effect as to the member state affected as to
 56.10 all severable matters.

56.11 ARTICLE XIII

56.12 CONSISTENT EFFECT AND CONFLICT WITH OTHER STATE LAWS

56.13 (a) Nothing herein shall prevent or inhibit the enforcement of any other law of a member
 56.14 state that is not inconsistent with the compact.

56.15 (b) Any laws, statutes, regulations, or other legal requirements in a member state in
 56.16 conflict with the compact are superseded to the extent of the conflict.

56.17 (c) All permissible agreements between the commission and the member states are
 56.18 binding in accordance with their terms.

56.19 **ARTICLE 5**

56.20 **CHARTER SCHOOLS**

56.21 Section 1. Minnesota Statutes 2025 Supplement, section 124E.03, subdivision 2, is amended
 56.22 to read:

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

56.25 (b) A charter school must comply with chapter 120B.

56.26 (c) A charter school must comply with the Minnesota Public School Fee Law, sections
 56.27 123B.34 to 123B.39.

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

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

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

57.1 (g) A charter school must comply with continuing truant notification under section
57.2 260A.03.

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

57.8 (i) A charter school must adopt a plan, budget, and process, consistent with section
57.9 120B.11, to review curriculum, instruction, and student achievement and strive for
57.10 comprehensive achievement and civic readiness.

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

57.13 (k) A charter school must comply with the limits on screen time under section 124D.166.

57.14 Sec. 2. Minnesota Statutes 2024, section 124E.05, subdivision 6, is amended to read:

57.15 Subd. 6. **Corrective action.** (a) If, consistent with this chapter, the commissioner finds
57.16 that an authorizer has not met the requirements of this chapter, the commissioner may subject
57.17 the authorizer to a corrective action plan, which may last no longer than ~~130~~ 145 business
57.18 days. The commissioner may prohibit an authorizer on a corrective action plan from accepting
57.19 a transfer application from a charter school and an application to establish a charter school.

57.20 (b) The commissioner must notify the authorizer in writing that the authorizer has been
57.21 placed on a corrective action plan. The notice must include ~~any~~ the commissioner's findings
57.22 ~~that may subject the authorizer to corrective action at the conclusion of the corrective plan~~
57.23 ~~and consistent with paragraph (a).~~ The authorizer then has 15 business days to request an
57.24 informal hearing ~~before the commissioner takes corrective action.~~ The commissioner must
57.25 hold an informal hearing within 15 business days of the request. The commissioner must
57.26 make a determination on placing the authorizer on a corrective action plan within 15 business
57.27 days of the informal hearing. If the issues identified as the basis for the corrective action
57.28 ~~are not resolved at the informal hearing~~ authorizer is placed on a corrective action plan, the
57.29 authorizer must make the requested improvements and notify the commissioner of the
57.30 improvements within 45 business days. Within 20 business days, the commissioner must
57.31 review the changes and notify the authorizer of any remaining issues to be resolved. An
57.32 authorizer must address the remaining issues as directed by the commissioner within 20

58.1 business days. Within 15 business days, the commissioner must review the changes and
 58.2 notify the authorizer whether all issues in the corrective action plan have been resolved.

58.3 (c) If the commissioner terminates the authorizer's ability to charter a school, the
 58.4 commissioner must assist the affected charter school in acquiring a new authorizer. ~~A charter~~
 58.5 ~~school board of directors may submit to the commissioner a request to transfer to a new~~
 58.6 ~~authorizer without the approval or consent of the current authorizer if that authorizer has~~
 58.7 ~~been under a corrective action plan for more than 130 business days.~~ The new authorizer
 58.8 and school must submit a change in authorizer request to the commissioner under section
 58.9 124E.10, subdivision 5, without the agreement of the terminated authorizer.

58.10 (d) The commissioner may at any time take corrective action against an authorizer,
 58.11 including terminating an authorizer's ability to charter a school, terminating a contract with
 58.12 a charter school, and other appropriate sanctions for:

58.13 (1) failing to demonstrate the criteria under subdivision 3 under which the commissioner
 58.14 approved the authorizer;

58.15 (2) violating a term of the ~~chartering~~ charter contract between the authorizer and the
 58.16 charter school board of directors;

58.17 (3) unsatisfactory performance as an approved authorizer;

58.18 (4) any good cause shown that gives the commissioner a legally sufficient reason to take
 58.19 corrective action against an authorizer; or

58.20 (5) failing to meet the terms of a corrective action plan by the specified deadline.

58.21 Sec. 3. Minnesota Statutes 2024, section 124E.05, subdivision 8, is amended to read:

58.22 Subd. 8. **Reports.** By September 30 of each year, an authorizer shall publish on its
 58.23 website and submit to the commissioner a: (i) an annual financial statement of income and
 58.24 expenditures identifying the authorizer's sources of income related to authorizing activities
 58.25 and the authorizer's related expenses, including staff, consultants, facility, professional
 58.26 development, transportation, membership dues, technology, office supplies, bank fees,
 58.27 administrative overhead, and professional fees for accounting, legal, and financial services;
 58.28 and (ii) a balance sheet statement summarizing assets and liabilities related to chartering
 58.29 authorizing activities during for the previous school year ending June 30. The authorizer
 58.30 must transmit a copy of the ~~statement~~ statements to all schools it charters.

59.1 Sec. 4. Minnesota Statutes 2024, section 124E.07, subdivision 1, is amended to read:

59.2 Subdivision 1. **Initial board of directors.** (a) Before entering into a contract or other
59.3 agreement for professional or other services, goods, or facilities, the operators authorized
59.4 to organize and operate a school must establish a board of directors composed of at least
59.5 five members. The initial board members must not be related parties. The initial board
59.6 continues to serve until a timely election for members of the ongoing charter school board
59.7 of directors is held according to the school's articles and bylaws under subdivision 4. The
59.8 initial board of directors and school developers must comply with the training requirements
59.9 in subdivision 7 upon the incorporation of the school.

59.10 (b) The initial board must include:

59.11 (1) at least one licensed teacher;

59.12 (2) at least one prospective parent or legal guardian of a student who is not an employee
59.13 of the charter school; and

59.14 (3) at least one interested community member.

59.15 (c) An individual serving on the initial board must reside in Minnesota.

59.16 Sec. 5. Minnesota Statutes 2025 Supplement, section 124E.07, subdivision 2, is amended
59.17 to read:

59.18 Subd. 2. **Ongoing board of directors.** (a) The initial board must begin the transition to
59.19 the ongoing board structure by the end of the first year of operation and complete the
59.20 transition by the end of the second year of operation. The terms of board members shall
59.21 begin on July 1. Terms shall be no less than two years. The bylaws shall set the number of
59.22 terms an individual may serve on the board and as an officer of the board.

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

59.26 Sec. 6. Minnesota Statutes 2025 Supplement, section 124E.07, subdivision 3, is amended
59.27 to read:

59.28 Subd. 3. **Membership criteria.** (a) The ongoing charter school board of directors shall
59.29 have at least five members. The board members must not be related parties. The ongoing
59.30 board must include: (1) at least one licensed teacher; (2) at least one parent or legal guardian
59.31 of a student enrolled in the charter school who is not an employee of the charter school; and

60.1 (3) at least one interested community member. A community member serving on the board
 60.2 must reside in Minnesota, must not have a child enrolled in the school, and must not be an
 60.3 employee of the charter school.

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

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

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

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

60.12 ~~(e) The board structure must be defined in the bylaws. The board structure may (1) be~~
 60.13 ~~a majority of teachers under paragraph (b), (2) be a majority of parents, (3) be a majority~~
 60.14 ~~of community members, or (4) have no clear majority.~~

60.15 ~~(d)~~ (c) The chief administrator may only serve as an ex-officio nonvoting board member.
 60.16 No charter school employees shall serve on the board other than teachers under paragraph
 60.17 (b).

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

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

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

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

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

61.10 Sec. 7. Minnesota Statutes 2024, section 124E.07, is amended by adding a subdivision to
 61.11 read:

61.12 Subd. 3a. **Conflict of interest.** (a) A contractor providing facilities, goods, or services
 61.13 to a charter school must not serve on the board of directors. In addition, an individual is
 61.14 prohibited from serving as a member of the charter school board of directors if:

61.15 (1) the individual, an immediate family member, or the individual's partner is a full or
 61.16 part owner or principal with a for-profit or nonprofit entity or independent contractor with
 61.17 whom the charter school contracts, directly or indirectly, for professional services, goods,
 61.18 or facilities; or

61.19 (2) an immediate family member is an employee of the school.

61.20 An individual may serve as a member of the board of directors if no conflict of interest
 61.21 exists under this paragraph, consistent with this section.

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

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

61.30 (d) An individual is prohibited from serving on more than one charter school board at
 61.31 the same time in either an elected or ex-officio capacity, except that an individual serving
 61.32 as an administrator serving more than one school under section 124E.12, subdivision 2,
 61.33 paragraph (f), may serve on each board as an ex-officio member. A board member who

62.1 violates this paragraph is ineligible to continue to serve as a charter school board member
 62.2 and is ineligible to be elected or appointed to a charter school board for 24 months.

62.3 Sec. 8. Minnesota Statutes 2024, section 124E.07, subdivision 4, is amended to read:

62.4 Subd. 4. **Board structure.** (a) The board structure must be defined in the bylaws. The
 62.5 board structure may:

62.6 (1) be a majority of teachers under subdivision 3, paragraph (b);

62.7 (2) be a majority of parents;

62.8 (3) be a majority of community members; or

62.9 (4) have no clear majority.

62.10 (b) Board bylaws shall outline the process and procedures for changing the board's
 62.11 governance structure, consistent with chapter 317A. A board may change its governance
 62.12 structure only:

62.13 (1) by a majority vote of the board of directors;

62.14 (2) by a majority vote of the licensed teachers employed by the school as teachers who
 62.15 provide instruction to students, including licensed teachers providing instruction under a
 62.16 contract between the school and a cooperative; and

62.17 (3) with the authorizer's approval.

62.18 (c) Any change in board governance structure must conform with the board composition
 62.19 established under this section.

62.20 Sec. 9. Minnesota Statutes 2024, section 124E.08, is amended to read:

62.21 **124E.08 CHARTER SCHOOL AND SCHOOL DISTRICT COLLABORATION.**

62.22 Subdivision 1. **Collaboration between a charter school and school district.** (a) A
 62.23 charter school board may voluntarily enter into a two-year, renewable collaboration
 62.24 agreement with a school district in which the charter school is geographically located to
 62.25 enhance the achievement of the students in the district and the students in the charter school.

62.26 (b) A school district does not need to be either an approved authorizer or the authorizer
 62.27 of the charter school to enter into a collaboration agreement under this section.

62.28 (c) A charter school authorizer is prohibited from requiring a collaboration agreement
 62.29 as a condition of entering into or renewing a charter contract as defined in section 124E.10,
 62.30 subdivision 1.

63.1 (d) Nothing in this section or in the collaboration agreement may impact in any way the
 63.2 authority or autonomy of the charter school.

63.3 (e) Nothing in this section or in the collaboration agreement shall cause the state to pay
 63.4 twice for the same student, service, or facility or otherwise impact state funding or payment
 63.5 to the school district or the charter school.

63.6 **Subd. 2. Collaboration agreement provisions.** ~~(b)~~ (a) The collaboration agreement
 63.7 may include, but is not limited to, collaboration regarding facilities, transportation, training,
 63.8 student achievement, assessments, mutual performance standards, and other areas of mutual
 63.9 agreement.

63.10 ~~(e)~~ (b) For purposes of student assessment and reporting to the state under section
 63.11 120B.36, the school district may include the academic performance of the students of a
 63.12 collaborative charter school site under subdivision 1, paragraph (a).

63.13 **Subd. 3. Accountability measures.** Districts, ~~authorizers,~~ or charter schools entering
 63.14 into a ~~collaborative~~ collaboration agreement are equally and collectively subject to the same
 63.15 state and federal accountability measures for student achievement, school performance
 63.16 outcomes, and school improvement strategies. The ~~collaborative~~ collaboration agreement
 63.17 and all accountability measures must be posted on the district, charter school, and authorizer
 63.18 websites.

63.19 ~~(d) Nothing in this section or in the collaboration agreement may impact in any way the~~
 63.20 ~~authority or autonomy of the charter school.~~

63.21 ~~(e) Nothing in this section or in the collaboration agreement shall cause the state to pay~~
 63.22 ~~twice for the same student, service, or facility or otherwise impact state funding or payment~~
 63.23 ~~to the school district or the charter school.~~

63.24 Sec. 10. Minnesota Statutes 2025 Supplement, section 124E.17, subdivision 1, is amended
 63.25 to read:

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

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

64.5 (c) For each charter school it authorizes, within 15 business days of execution, an
 64.6 authorizer must publish on its website for at least five years from the date of issuance all
 64.7 charter contracts and amendments executed under section 124E.10; school performance
 64.8 reviews including the performance evaluations required by section 124E.10, subdivision 1,
 64.9 paragraph (a), clause (6), if different; notices of intent to terminate or not renew the charter
 64.10 contract and related final determinations; and unresolved notices of intervention, deficiency,
 64.11 concern, corrective action, or probationary status.

64.12 (d) Each charter school must post a link in a conspicuous place on the school's official
 64.13 website to the section of its authorizer's website where information listed in paragraph (c)
 64.14 specific to that school is published. A charter school must also, upon the request of the
 64.15 authorizer, distribute information from their authorizer about interventions, corrective
 64.16 actions, and probationary status by publication, mail, or electronic means to its authorizer,
 64.17 school employees, and parents and legal guardians of students enrolled in the charter school
 64.18 in languages parents and legal guardians of students enrolled in the charter school understand,
 64.19 consistent with the school's language access plan under section 124E.03, subdivision 9,
 64.20 paragraph (b).

64.21 Sec. 11. Minnesota Statutes 2025 Supplement, section 124E.17, subdivision 2, is amended
 64.22 to read:

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

64.28 ~~(b) An authorizer must publish on its website an annual financial statement identifying~~
 64.29 ~~its sources of income related to authorizing activities and its authorizing expenses including~~
 64.30 ~~staff, consultants, facility, professional development, transportation, membership dues,~~
 64.31 ~~technology, office supplies, bank fees, administrative overhead, and professional fees for~~
 64.32 ~~accounting, legal, and financial services, consistent with section 124E.05, subdivision 8,~~
 64.33 ~~and a balance sheet related to authorizing activities summarizing assets and liabilities.~~

65.1 Sec. 12. Minnesota Statutes 2025 Supplement, section 124E.27, is amended to read:

65.2 **124E.27 CMO AND EMO PUBLIC ACCOUNTING AND REPORTING.**

65.3 (a) A charter school that enters into a management agreement with a CMO or EMO
65.4 must:

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

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

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

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

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

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

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

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

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

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

65.31 (7) the policies and protocols that meet federal and state laws regarding student and
65.32 personnel data collection, usage, access, retention, disclosure and destruction, and

66.1 indemnification and warranty provisions in case of data breaches by the CMO or EMO;

66.2 ~~and~~

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

66.5 (9) an annual assurance that the charter school remains independent from the management
66.6 organization;

66.7 (10) an annual assurance that the charter school selects and retains its own legal counsel
66.8 and auditing firm;

66.9 (11) an outline of comprehensive policies and protocols, including detailed provisions
66.10 on compensation and payment terms, clearly defined remedies for breach of contract, and
66.11 an explicit delineation of responsibilities and rights in the event of organizational closure;

66.12 (12) a statement that provides the school board with the clear ability to terminate the
66.13 agreement;

66.14 (13) a statement asserting that all assets purchased with school money or awards from
66.15 school funds remain with the school;

66.16 (14) a provision that prohibits sweeps contracts where the management organization
66.17 calculates fees for services based upon the school's total revenue; and

66.18 (15) a statement that fees charged for services by the management organization are
66.19 reasonable, proportionate, and appropriate for the value delivered.

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

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

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

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

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

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

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

67.5 Sec. 13. **REPEALER.**

67.6 Minnesota Statutes 2025 Supplement, section 124E.16, subdivision 4, is repealed.

67.7

ARTICLE 6

67.8

HEALTH AND SAFETY

67.9 Section 1. Minnesota Statutes 2024, section 121A.031, subdivision 2, is amended to read:

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

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

67.13 (c) "Public school" or "school" means a public school under section 120A.05, subdivisions
 67.14 9, 11, 13, and 17, ~~and~~; a charter school under chapter 124E; an intermediate school district;
 67.15 and a Tribal contract school.

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

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

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

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

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

67.29 (g) Intimidating, threatening, abusive, or harming conduct may involve, but is not limited
 67.30 to, conduct that causes physical harm to a student or a student's property or causes a student
 67.31 to be in reasonable fear of harm to person or property; under Minnesota common law,

68.1 violates a student's reasonable expectation of privacy, defames a student, or constitutes
 68.2 intentional infliction of emotional distress against a student; is directed at any student or
 68.3 students, including those based on a person's actual or perceived race, ethnicity, color, creed,
 68.4 religion, national origin, immigration status, sex, marital status, familial status, socioeconomic
 68.5 status, physical appearance, sexual orientation, including gender identity and expression,
 68.6 academic status related to student performance, disability, or status with regard to public
 68.7 assistance, age, or any additional characteristic defined in chapter 363A. However, prohibited
 68.8 conduct need not be based on any particular characteristic defined in this paragraph or
 68.9 chapter 363A.

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

68.13 ~~(i) "Remedial response" means a measure to stop and correct prohibited conduct, prevent~~
 68.14 ~~prohibited conduct from recurring, and protect, support, and intervene on behalf of the~~
 68.15 ~~student who is the target of the prohibited conduct.~~

68.16 (i) "Actor" means a student who engages in bullying behavior.

68.17 (j) "Target" means a student who experiences bullying behavior.

68.18 (k) "Supportive interventions" include but are not limited to trauma-informed assessments,
 68.19 culturally responsive mental health services, restorative practices, counseling, and
 68.20 individualized educational or behavioral supports designed to address underlying causes of
 68.21 behavior.

68.22 Sec. 2. Minnesota Statutes 2024, section 121A.031, subdivision 3, is amended to read:

68.23 Subd. 3. **Local district and school policy.** (a) Districts and schools, in consultation with
 68.24 students, parents, and community organizations, to the extent practicable, shall adopt,
 68.25 implement, and, on a cycle consistent with other district policies, review, and revise where
 68.26 appropriate, a written policy to prevent and prohibit student bullying consistent with this
 68.27 section. The policy must conform with sections 121A.41 to 121A.56. A district or school
 68.28 must adopt and implement a local policy under subdivisions 3 to 5 or comply with the
 68.29 provisions of the state model policy in subdivision 6.

68.30 (b) Each local district and school policy must establish research-based, developmentally
 68.31 appropriate best practices that include preventive and remedial measures and effective
 68.32 discipline for deterring policy violations; apply throughout the school or district; and foster
 68.33 active student, parent, and community participation. The policy shall:

69.1 (1) define the roles and responsibilities of students, school personnel, and volunteers
69.2 under the policy;

69.3 (2) specifically list the characteristics contained in subdivision 2, paragraph (g);

69.4 (3) emphasize ~~remedial responses~~ comprehensive, supportive interventions;

69.5 (4) be conspicuously posted in the administrative offices of the school and school district
69.6 in summary form;

69.7 (5) be given to each school employee and independent contractor, if a contractor regularly
69.8 interacts with students, at the time of employment with the district or school;

69.9 (6) be included in the student handbook on school policies; and

69.10 (7) be available to all parents and other school community members in an electronic
69.11 format in the languages appearing on the district or school website, consistent with the
69.12 district policies and practices.

69.13 (c) Consistent with its applicable policies and practices, each district and school under
69.14 this subdivision must discuss its policy with students, school personnel, and volunteers and
69.15 provide appropriate training for all school personnel to prevent, identify, and respond to
69.16 prohibited conduct. Districts and schools must establish a training cycle, not to exceed a
69.17 period of three school years, for school personnel under this paragraph. Newly employed
69.18 school personnel must receive the training within the first year of their employment with
69.19 the district or school. A district or school administrator may accelerate the training cycle
69.20 or provide additional training based on a particular need or circumstance.

69.21 (d) Each district and school under this subdivision must submit an electronic copy of its
69.22 prohibited conduct policy to the commissioner.

69.23 Sec. 3. Minnesota Statutes 2025 Supplement, section 121A.031, subdivision 4, is amended
69.24 to read:

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

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

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

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

70.7 (4) indicate how a school will respond to an identified incident of prohibited conduct,
70.8 including immediately intervening to protect the target of the prohibited conduct; at the
70.9 school administrator's discretion and consistent with state and federal data practices law
70.10 governing access to data, including section 13.02, subdivision 8, a presumption that a district
70.11 or school official will notify the parent of the reported target of the prohibited conduct and
70.12 the parent of the actor engaged in the prohibited conduct; providing other ~~remedial responses~~
70.13 ~~to the prohibited conduct~~ comprehensive, supportive interventions; and ensuring that ~~remedial~~
70.14 ~~responses~~ interventions are tailored to the particular incident and nature of the conduct and
70.15 the student's developmental age and behavioral history. For purposes of the notification
70.16 presumed under this clause, a parent or legal guardian may designate in writing to the school
70.17 another individual to be notified of the prohibited conduct;

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

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

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

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

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

70.31 (10) require ongoing professional development, consistent with section 122A.60, to
70.32 build the skills of all school personnel who regularly interact with students, including but
70.33 not limited to educators, administrators, school counselors, social workers, psychologists,

71.1 other school mental health professionals, school nurses, cafeteria workers, custodians, bus
71.2 drivers, athletic coaches, extracurricular activities advisors, and paraprofessionals to identify,
71.3 prevent, and appropriately address prohibited conduct;

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

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

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

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

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

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

71.16 (4) the incidence and nature of cyberbullying; and

71.17 (5) Internet safety and cyberbullying.

71.18 Sec. 4. Minnesota Statutes 2024, section 121A.031, is amended by adding a subdivision
71.19 to read:

71.20 Subd. 4a. **Policy alignment.** Before the start of the 2027-2028 school year, a district or
71.21 school must review and, when necessary, revise its bullying prevention policy to align with
71.22 the requirements in subdivision 5a. As part of the review and revision, a district or school
71.23 must remove policy references to "remedial responses" and replace the term with language
71.24 reflecting comprehensive, supportive interventions.

71.25 Sec. 5. Minnesota Statutes 2024, section 121A.031, subdivision 5, is amended to read:

71.26 Subd. 5. **Safe and supportive schools programming.** (a) Districts and schools are
71.27 encouraged to provide developmentally appropriate programmatic instruction to help students
71.28 identify, prevent, and reduce prohibited conduct; value diversity in school and society;
71.29 develop and improve students' knowledge and skills for solving problems, managing conflict,
71.30 engaging in civil discourse, and recognizing, responding to, and reporting prohibited conduct;
71.31 and make effective prevention and intervention programs available to students. Districts

72.1 and schools must establish strategies for creating a positive school climate and use
 72.2 evidence-based social-emotional learning to prevent and reduce discrimination and other
 72.3 improper conduct.

72.4 (b) Districts and schools are encouraged to:

72.5 (1) engage all students in creating a safe and supportive school environment;

72.6 (2) partner with parents and other community members to develop and implement
 72.7 prevention and intervention programs;

72.8 (3) engage all students and adults in integrating education, and comprehensive, supportive
 72.9 intervention, and other remedial responses into the school environment;

72.10 (4) train student bystanders to intervene in and report incidents of prohibited conduct to
 72.11 the school's primary contact person;

72.12 (5) teach students to advocate for themselves and others;

72.13 (6) prevent inappropriate referrals to special education of students who may engage in
 72.14 prohibited conduct; and

72.15 (7) foster student collaborations that foster a safe and supportive school climate.

72.16 Sec. 6. Minnesota Statutes 2024, section 121A.031, is amended by adding a subdivision
 72.17 to read:

72.18 Subd. 5a. **Supportive interventions required.** (a) A district or school must provide
 72.19 supportive interventions for both the target and the actor involved in a bullying incident.

72.20 (b) Supportive interventions for the actor may include:

72.21 (1) an assessment of potential underlying causes of behavior, including trauma, unmet
 72.22 mental health needs, or experiences of exclusion;

72.23 (2) access to appropriate mental health services and counseling;

72.24 (3) educational supports and skill-building interventions focused on empathy, conflict
 72.25 resolution, and healthy relationships; and

72.26 (4) engagement of the student's parent or guardian, when appropriate, in the development
 72.27 and implementation of the support plan.

72.28 (c) Supportive interventions for the target must include access to counseling, mental
 72.29 health services, and other resources designed to restore safety and well-being.

73.1 (d) A district or school must ensure that supportive interventions are implemented
 73.2 equitably and do not disproportionately exclude or punish students based on race, ethnicity,
 73.3 national origin, gender identity, sexual orientation, disability status, or other protected
 73.4 characteristics.

73.5 Sec. 7. Minnesota Statutes 2024, section 121A.035, subdivision 2, is amended to read:

73.6 Subd. 2. **School district and charter school policy.** (a) A school board and a charter
 73.7 school must adopt a crisis management policy to address potential violent crisis situations
 73.8 in the district or charter school. The policy must be developed cooperatively with
 73.9 administrators, teachers, employees, students, parents, community members, law enforcement
 73.10 agencies, other emergency management officials, county attorney offices, social service
 73.11 agencies, emergency medical responders, and any other appropriate individuals or
 73.12 organizations. The policy must include at least five school lock-down drills, five school fire
 73.13 drills consistent with section 299F.30, and one tornado drill. The policy must address the
 73.14 unique needs of students with disabilities including students with mobility restrictions,
 73.15 sensory needs, developmental or physical disabilities, mental health needs, and auditory or
 73.16 visual limitations. If the student's disability affects the student's safety in a crisis situation,
 73.17 a plan for the student's safety must be included in the student's individualized education
 73.18 program or 504 plan.

73.19 (b) A school board or a charter school may adopt the model cardiac emergency response
 73.20 plan provided by the commissioner under subdivision 1.

73.21 Sec. 8. Minnesota Statutes 2025 Supplement, section 121A.224, subdivision 2, is amended
 73.22 to read:

73.23 Subd. 2. **High school students.** A school district or charter school ~~may~~ must allow a
 73.24 student in grades 9 through 12 to possess and administer an opiate antagonist to another
 73.25 high school student. The protections of section 604A.04 apply to the possession and
 73.26 administration of opiate antagonists according to this section.

73.27 Sec. 9. Minnesota Statutes 2025 Supplement, section 121A.241, is amended by adding a
 73.28 subdivision to read:

73.29 Subd. 3. **CPR and AED training.** (a) Beginning in the 2027-2028 school year, all high
 73.30 school and middle school athletic coaches and assistant coaches employed by a school
 73.31 district or charter school must obtain and maintain current training in cardiopulmonary
 73.32 resuscitation (CPR) and the use of an automated external defibrillator (AED). After obtaining

74.1 initial training, coaches and assistant coaches must receive training at least once every two
 74.2 calendar years thereafter on an ongoing basis. Training must be consistent with national,
 74.3 evidence-based, emergency cardiovascular care guidelines.

74.4 (b) An individual described in this section who performs CPR or uses an AED in the
 74.5 course of that individual's employment as an athletic coach is not liable in a civil action for
 74.6 damages resulting from an act or omission occurring in that performance, except for an act
 74.7 or omission constituting gross negligence or willful or wanton misconduct.

74.8 Sec. 10. Minnesota Statutes 2024, section 121A.425, subdivision 1, is amended to read:

74.9 Subdivision 1. **Disciplinary dismissals prohibited.** (a) A pupil enrolled in ~~the following~~
 74.10 ~~is not subject to dismissals under this chapter:~~

74.11 ~~(1) a preschool or prekindergarten program, including an early childhood family~~
 74.12 ~~education, school readiness, school readiness plus, voluntary prekindergarten, Head Start,~~
 74.13 ~~or other school-based preschool or prekindergarten program; or is not subject to dismissals~~
 74.14 ~~under this chapter.~~

74.15 ~~(2) kindergarten through grade 3.~~

74.16 (b) This ~~provision~~ subdivision does not apply to a dismissal from school for less than
 74.17 one school day, except as provided under chapter 125A and federal law for a student receiving
 74.18 special education services.

74.19 (c) A pupil enrolled in kindergarten through grade 3 may only be dismissed for a period
 74.20 of up to one partial day and one full day of school immediately following an incident where
 74.21 the pupil's actions inflicted or were reasonably likely to inflict upon themselves or another
 74.22 person at the school:

74.23 (1) bodily harm causing a significant physical injury or physical trauma or with the
 74.24 potential to cause significant physical injury or physical trauma;

74.25 (2) substantial bodily harm; or

74.26 (3) great bodily harm.

74.27 (d) "Bodily harm," "substantial bodily harm," and "great bodily harm" have the meanings
 74.28 given them in section 609.02, subdivisions 7, 7a, and 8.

74.29 (e) A pupil in kindergarten through grade 3 must not be dismissed for conduct:

74.30 (1) that was not likely to inflict bodily harm, substantial bodily harm, or great bodily
 74.31 harm upon themselves or another person at school;

75.1 (2) characterized as disruptive or disorderly;

75.2 (3) causing damage to property, but not to themselves or another person; or

75.3 (4) that was verbal and not likely to result in bodily harm, substantial bodily harm, or
75.4 great bodily harm to others.

75.5 (f) If a pupil is dismissed under this subdivision, the school must communicate with the
75.6 pupil's parent or guardian regarding the incident. After a second dismissal and within five
75.7 school days of the incident causing the second dismissal, the school must convene a meeting
75.8 of the pupil's primary instructor, school counseling staff, their parent or guardian, and, if
75.9 applicable, individualized education program team members to identify and discuss the
75.10 following:

75.11 (1) factors that may have contributed to the incident, including but not limited to student
75.12 skill deficits, staff skill deficits, sensory or environmental factors, emotional or physical
75.13 trauma, and other external factors; and

75.14 (2) a plan to address missing student or staff skills or, where applicable, necessary mental
75.15 health supports.

75.16 (g) The pupil's return to school must not be dependent upon convening the meeting
75.17 according to paragraph (f).

75.18 (h) A school administrator must use the dismissal time to prepare for the pupil's reentry
75.19 to school. The dismissal must be reported consistent with section 121A.53.

75.20 ~~(e)~~ (i) Notwithstanding this subdivision, expulsions and exclusions may be used only
75.21 after resources outlined in subdivision 2 have been exhausted, and only in circumstances
75.22 where there is an ongoing serious safety threat to the child or others.

75.23 **EFFECTIVE DATE.** This section is effective for the 2026-2027 school year and later.

75.24 Sec. 11. Minnesota Statutes 2024, section 121A.49, is amended to read:

75.25 **121A.49 APPEAL.**

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

76.1 written transcript. All written submissions by the respondent must be submitted and served
 76.2 on the appellant within ten days of its actual receipt of the written submissions of the
 76.3 appellant. The decision of the school board must be implemented during the appeal to the
 76.4 commissioner.

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

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

76.15 The commissioner or the commissioner's representative shall make a final decision based
 76.16 upon the record. The commissioner shall issue a decision within 30 calendar days of receiving
 76.17 the entire record and the parties' written submission on appeal. The commissioner's decision
 76.18 shall be final and binding upon the parties after the time for appeal expires under section
 76.19 121A.50.

76.20 Sec. 12. Minnesota Statutes 2024, section 121A.73, is amended to read:

76.21 **121A.73 SCHOOL CELL PHONE POLICY.**

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

76.28 (b) Beginning in the 2027-2028 school year, a school district or charter school cell phone
 76.29 policy must prohibit cell phones, smart glasses, and smart watches in school for students
 76.30 in kindergarten through grade 8 and prohibit cell phones, smart glasses, and smart watches
 76.31 in classrooms for students in grades 9 through 12. The policy must provide exceptions for
 76.32 devices necessary for medical use, exceptions for devices included in an individualized

77.1 education program for a student with a disability, or other exceptions at the discretion of
 77.2 the school principal. A school district or charter school with a school building that includes
 77.3 a combination of elementary, middle, or secondary students must adopt a policy under this
 77.4 section that prohibits cell phones, smart glasses, and smart watches in school or in classrooms.
 77.5 A student in kindergarten through grade 8 in a building where cell phones, smart glasses,
 77.6 and smart watches are prohibited may bring their device into the building according to a
 77.7 locally adopted policy, but the student must not use the device during the school day.

77.8 (c) This section does not apply to students receiving full-time online instruction away
 77.9 from a school district or charter school.

77.10 **ARTICLE 7**

77.11 **LIBRARIES AND SCHOOL BOARDS**

77.12 Section 1. Minnesota Statutes 2024, section 123B.09, subdivision 1, is amended to read:

77.13 Subdivision 1. **School board membership.** (a) The care, management, and control of
 77.14 independent districts is vested in a board of directors, to be known as the school board. The
 77.15 term of office of a member shall be four years commencing on the first Monday in January
 77.16 and until a successor qualifies. The membership of the board shall consist of six elected
 77.17 directors together with such ex officio member as may be provided by law.

77.18 ~~The~~ (b) Those districts with a six-member board may submit to the electors at any school
 77.19 election the question whether the board shall consist of seven members. If a majority of
 77.20 those voting on the proposition favor a seven-member board, a seventh member shall be
 77.21 elected at the next election of directors for a four-year term and thereafter the board shall
 77.22 consist of seven members.

77.23 (c) Those districts with a seven-member board may submit to the electors at any school
 77.24 election at least 150 days before the next election of three members of the board the question
 77.25 whether the board shall consist of six members. If a majority of those voting on the
 77.26 proposition favor a six-member board instead of a seven-member board, three members
 77.27 instead of four members shall be elected at the next election of the board of directors and
 77.28 thereafter the board shall consist of six members.

77.29 (d) Those districts with a six-member board and in which 1,000 or fewer students are
 77.30 enrolled on October 1 of the preceding calendar year may submit to the electors at any
 77.31 school election the question whether the board shall consist of five members. If a majority
 77.32 of those voting on the proposition favor a five-member board, only two members shall be

78.1 elected at the next election of the board of directors for a four-year term and thereafter the
 78.2 board shall consist of five members.

78.3 (e) Those districts with a five-member board may submit to the electors at any school
 78.4 election at least 150 days before the next election of two members of the board the question
 78.5 whether the board shall consist of six members. If a majority of those voting on the
 78.6 proposition favor a six-member board instead of a five-member board, three members
 78.7 instead of two members shall be elected at the next election of the board of directors and
 78.8 thereafter the board shall consist of six members.

78.9 Sec. 2. Minnesota Statutes 2025 Supplement, section 123B.09, subdivision 1b, is amended
 78.10 to read:

78.11 Subd. 1b. **Student representation.** The school board is ~~encouraged to~~ must adopt a
 78.12 process to include student representation to advise the school board.

78.13 **EFFECTIVE DATE.** This section is effective for the 2026-2027 school year and later.

78.14 Sec. 3. Minnesota Statutes 2024, section 134.351, subdivision 2, is amended to read:

78.15 Subd. 2. **Services.** Each multicounty, multitype library system is ~~encouraged to~~ may
 78.16 develop services including, but not limited to the following: ~~referral of users~~ resource sharing
 78.17 and consulting, intrasystem reciprocal borrowing, cooperative collection development,
 78.18 ~~cooperative~~ facilitation of reference services, staff development, research and development,
 78.19 ~~cooperative storage facilities~~ maintenance of collections focused on member library interest,
 78.20 publicity and community relations.

78.21 Sec. 4. Minnesota Statutes 2024, section 134.351, subdivision 4, is amended to read:

78.22 Subd. 4. **Governance.** (a) In any area where the boundaries of a proposed multicounty,
 78.23 multitype library system coincide with the boundaries of the regional library system or
 78.24 district, the regional library system or district board ~~shall~~ must be designated as the governing
 78.25 board for the multicounty, multitype library system. In any area where a proposed
 78.26 multicounty, multitype library system encompasses more than one regional library system
 78.27 or district, the governing board of the multicounty, multitype library system ~~shall~~ must
 78.28 consist of nine members appointed by the cooperating regional library system or district
 78.29 boards from their own membership in proportion to the population served by each cooperating
 78.30 regional library system or district. In each multicounty, multitype library system there ~~shall~~
 78.31 may be established an advisory committee consisting of two representatives of public
 78.32 libraries, two representatives of school media services, one representative of special libraries,

79.1 one representative of public supported academic libraries, and one representative of private
79.2 academic libraries. The advisory committee ~~shall recommend needed policy~~ may make
79.3 recommendations on services and programs to the system governing board.

79.4 (b) Upon recommendation from its advisory committee, a multitype library cooperation
79.5 system governing board may choose to reconstitute the governance of the multitype system
79.6 by the creation of a combined board which replaces the previous governing board and
79.7 advisory committee. A combined board ~~shall~~ must consist of five or seven citizens, not
79.8 employed in library or information services, and four library or information service workers.
79.9 The constituent regional public library system boards ~~shall~~ must select the citizen members
79.10 from the at-large population of the region. In any area where a multicounty, multitype library
79.11 system encompasses more than one regional public library system, cooperating regional
79.12 system boards ~~shall~~ must appoint citizen members of the combined board members in
79.13 proportion to the population of each cooperating regional system. The combined board
79.14 members who are library and information workers ~~shall~~ must be selected, one from each
79.15 type of library: academic, public, school, and special. Governing board members of the
79.16 combined board ~~shall~~ serve two-year terms for no more than three successive terms with
79.17 the members of the first combined board serving one- and two-year terms as determined
79.18 by lot with a simple majority serving for two years. Elections ~~shall~~ must be pursuant to the
79.19 adopted bylaws of the multitype system and may provide additional requirements to those
79.20 in this section. New combined governing boards ~~shall~~ must take effect at the beginning of
79.21 the fiscal year, July 1, and ~~shall~~ continue the authority, ownership, and obligations of the
79.22 previously constituted multitype system in its region.

79.23 (c) In a multitype library cooperation system that has been incorporated into or otherwise
79.24 joined with a regional public library system there must be a combined governing board that
79.25 includes voting representatives from all types of libraries. The combined board members,
79.26 who are library and information workers, must be nominated by their peers. Public libraries
79.27 must nominate and vote for a public library representative. School libraries must nominate
79.28 and vote for a school library representative. Academic libraries must nominate and vote for
79.29 an academic library representative. Special libraries must nominate and vote for a special
79.30 library representative. This election must take place during a regular meeting of the governing
79.31 board, called in accordance with the provisions of its bylaws, or by electronic communication
79.32 or by using email or an online survey or voting tool. A board member is not eligible to serve
79.33 more than three consecutive three-year terms.

79.34 (d) In an area where the boundaries of a multicounty, multitype library system coincides
79.35 with the boundaries of the regional library system, upon recommendation of its advisory

80.1 committee, governing board, and the board of the regional public library system involved
 80.2 in governance under paragraph (a) or (b), the library system may choose to reconstitute the
 80.3 governance of the multicounty, multitype library system to be an independent board by
 80.4 severing the appointment responsibility of regional public library system boards.

80.5 (e) A multitype cooperation system board formed according to paragraph (d), consists
 80.6 of five or seven citizens, not employed in library or information services, and four library
 80.7 or information service workers. The board must be self-sustaining by allowing the board
 80.8 to solicit members and voting to accept the members. The multitype cooperation system
 80.9 board must establish bylaws that define a method of selection of citizens and information
 80.10 workers, one from each type of library, academic, public, school, and special libraries, as
 80.11 members of the governing board. During the last quarter of each fiscal year of the system,
 80.12 the governing board members must elect members to replace those whose terms expire at
 80.13 the end of the fiscal year. This election must take place during a regular meeting of the
 80.14 governing board, called in accordance with the provisions of its bylaws, or by electronic
 80.15 communication or by using email or an online survey or voting tool. New board members
 80.16 must be elected by a majority of board members present at such a meeting, provided there
 80.17 is a quorum present. Board members elected must serve a term beginning on the first day
 80.18 of the next fiscal year. All board members serve two-year terms and are eligible for reelection
 80.19 for up to three consecutive terms.

80.20 **Sec. 5. [134.52] ELECTRONIC BOOK AND DIGITAL AUDIOBOOK LICENSES.**

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

80.23 (b) "Aggregator" means any person in the business of licensing access to electronic
 80.24 literary material collections that include electronic literary material from multiple publishers.

80.25 (c) "Borrower" means any person or organization, including another library, to whom
 80.26 a library loans a copy of electronic literary material.

80.27 (d) "Digital audiobook" means a sound recording of a reading of any literary production
 80.28 that has been converted into or published in a digital audio file that may be listened to on
 80.29 a computer or portable electronic device.

80.30 (e) "Electronic book" means a text document that has been converted into or published
 80.31 in a digital format that may be read on a computer or portable electronic device.

80.32 (f) "Electronic literary material" means any digital audiobook or electronic book.

80.33 (g) "Library" means:

81.1 (1) a library that provides free access to all residents of a city or county, receives at least
81.2 half of its financial support from public funds, and is organized under the provisions of this
81.3 chapter, except that a library under this clause does not include libraries that are law, medical,
81.4 or other specific libraries organized to serve a special group of persons and not the general
81.5 public;

81.6 (2) a library jointly operated by a city and a school district under section 134.195;

81.7 (3) a school district or charter school library or media center under section 124D.991,
81.8 including libraries operated by an intermediate school district or cooperative unit under
81.9 section 123A.24, subdivision 2; or

81.10 (4) the Minitex library network.

81.11 (h) "Loan" means the creation and transmission by a library to a borrower of a copy of
81.12 any electronic literary material and the deletion of such copy by the library upon the
81.13 expiration of the loan period.

81.14 (i) "Loan period" means the period of time commencing with the creation and
81.15 transmission by a library to a borrower of a copy of any electronic literary material and
81.16 concluding with the deletion of the copy by the library, as determined by the library.

81.17 (j) "Portable electronic device" means any self-contained electronic device for personal
81.18 use for communicating, reading, viewing, listening, playing video games, or computing,
81.19 including but not limited to a mobile telephone, tablet computer, electronic book reader, or
81.20 other similar device.

81.21 (k) "Technological protection measure" means any technology that enhances the security
81.22 of loaning or circulating electronic literary materials by a library.

81.23 Subd. 2. **Applicability.** (a) The provisions of this section shall apply to any contract or
81.24 license agreement entered into or renewed by a library in the state with a vendor for the
81.25 license of any electronic literary material on and after 60 days following the date the secretary
81.26 of state, as certified by the state librarian, determines that a substantially similar law to the
81.27 provisions of this section has been enacted in one or more states, not including this state,
81.28 and the aggregate population of such state or states equals at least 7,000,000, as enumerated
81.29 in the most recent United States decennial census. Each quarter, starting July 1, the state
81.30 librarian must certify to the secretary of state the number of states that have enacted any
81.31 such substantially similar laws until the number certified reaches the aggregate population
81.32 requirement.

82.1 (b) No later than 30 days after the date the secretary of state, in consultation with the
82.2 state librarian, makes the determination in accordance with paragraph (a), the state librarian
82.3 must electronically notify the commissioner of education and all libraries operated by a
82.4 state agency of the determination and the date the requirements of this section become
82.5 effective. The secretary of state and commissioner of education must ensure that the
82.6 determination and effective date are posted on the websites of the Office of the Secretary
82.7 of State and the Department of Education. The secretary of state must electronically notify
82.8 the Office of the Revisor of Statutes of the determination and effective date. The secretary
82.9 of state must electronically notify all counties, cities, and towns of this state and the
82.10 commissioner of education shall electronically notify all public schools, of the determination
82.11 and effective date.

82.12 Subd. 3. **Contract requirements.** On and after 60 days following the date of
82.13 determination by the secretary of state, in consultation with the state librarian, under
82.14 subdivision 2, paragraph (a), no library in the state may enter into or renew any contract or
82.15 license agreement with a vendor that precludes, limits, or restricts the library from performing
82.16 customary operational or lending functions, including any provision that:

82.17 (1) prohibits the library from loaning any electronic literary material, including through
82.18 any interlibrary loan system;

82.19 (2) restricts the number of times the library may loan any electronic literary material
82.20 over the course of the contract or license agreement if such contract or agreement also
82.21 restricts the library's loan period for electronic literary material;

82.22 (3) limits the number of electronic literary material licenses the library may purchase
82.23 on the same date such electronic literary material is made available for purchase by the
82.24 public;

82.25 (4) prohibits the library from making nonpublic preservation copies of any electronic
82.26 literary material;

82.27 (5) restricts the library from disclosing the terms of the contract or license agreement to
82.28 any other library in the state;

82.29 (6) restricts the duration of the contract or license agreement for electronic literary
82.30 material unless the library also has the option of a contract or license agreement on
82.31 commercially reasonable terms in consideration of the library's mission, that either:

82.32 (i) is based on a pay-per-use model; or

82.33 (ii) provides for the perpetual public use of the electronic literary material;

83.1 (7) requires the library to violate the provisions of section 13.40;

83.2 (8) provides that the contract or license agreement is not severable from any provision
 83.3 within the contract or agreement that is found in a judicial forum to be prohibited by this
 83.4 subdivision; or

83.5 (9) allows the enforcement of any of the provisions prohibited by this subdivision other
 83.6 than in a judicial forum.

83.7 **ARTICLE 8**

83.8 **STATE AGENCIES**

83.9 Section 1. Minnesota Statutes 2024, section 127A.353, subdivision 4, is amended to read:

83.10 Subd. 4. **Duties; powers.** (a) The school trust lands director shall:

83.11 (1) act in a fiduciary capacity for trust beneficiaries in accordance with the principles
 83.12 under section 127A.351;

83.13 (2) evaluate the school trust land asset position;

83.14 (3) determine the estimated current and potential market value of school trust lands;

83.15 (4) advise and provide recommendations to the governor on school trust land management
 83.16 policies and other policies that may affect the goal of the permanent school fund under
 83.17 section 127A.31;

83.18 (5) advise and provide recommendations to the Executive Council and Land Exchange
 83.19 Board on all matters regarding school trust lands presented to either body;

83.20 (6) advise and provide recommendations to the commissioner of natural resources on
 83.21 managing school trust lands, including but not limited to advice and recommendations on:

83.22 (i) Department of Natural Resources school trust land management plans;

83.23 (ii) leases of school trust lands;

83.24 (iii) royalty agreements on school trust lands;

83.25 (iv) land sales and exchanges;

83.26 (v) cost certification; and

83.27 (vi) ~~revenue-generating~~ revenue-generating options;

83.28 (7) serve as temporary trustee of school trust lands for school trust lands subject to
 83.29 proposed or active eminent domain proceedings;

84.1 (8) serve as temporary trustee of school trust lands pursuant to section 94.342, subdivision
84.2 5;

84.3 ~~(9) submit to the Legislative Permanent School Fund Commission for review an annual~~
84.4 ~~budget and management plan for the director that includes proposed legislative changes~~
84.5 ~~that will improve the asset allocation of the school trust lands;~~

84.6 ~~(10)~~ (9) develop and implement a ten-year strategic plan and a 25-year framework for
84.7 management of school trust lands, in conjunction with the commissioner of natural resources,
84.8 that is updated every five years, with goals to:

84.9 (i) retain core real estate assets;

84.10 (ii) increase the value of the real estate assets and the cash flow from those assets;

84.11 (iii) rebalance the portfolio in assets with high performance potential and the strategic
84.12 disposal of selected assets;

84.13 (iv) establish priorities for management actions;

84.14 (v) balance revenue enhancement and resource stewardship; and

84.15 (vi) advance strategies on school trust lands to capitalize on ecosystem services markets;
84.16 and

84.17 ~~(11) keep the beneficiaries, governor, legislature, and the public informed about the~~
84.18 ~~work of the director by reporting~~ (10) report to the Legislative Permanent School Fund
84.19 Commission ~~in a public meeting at least once during each calendar quarter~~ as required under
84.20 subdivision 5.

84.21 (b) In carrying out the duties under paragraph (a), the school trust lands director may:

84.22 (1) direct and control money appropriated to the director;

84.23 (2) establish job descriptions and employ staff within the limitations of money
84.24 appropriated to the director;

84.25 (3) enter into interdepartmental agreements with any other state agency;

84.26 (4) enter into joint powers agreements under chapter 471;

84.27 (5) evaluate and initiate real estate development projects on school trust lands in
84.28 conjunction with the commissioner of natural resources and with the advice of the Legislative
84.29 Permanent School Fund Commission to generate long-term economic return to the permanent
84.30 school fund; and

85.1 (6) submit recommendations on strategies for school trust land leases, sales, or exchanges
85.2 to the commissioner of natural resources and the Legislative Permanent School Fund
85.3 Commission.

85.4 **EFFECTIVE DATE.** This section is effective July 1, 2026.

85.5 Sec. 2. Minnesota Statutes 2024, section 127A.353, is amended by adding a subdivision
85.6 to read:

85.7 Subd. 5. **Report.** (a) By January 15 each year, the school trust lands director must submit
85.8 a written report to the Legislative Permanent School Fund Commission. The report must
85.9 inform trust beneficiaries, the governor, the legislature, and the public about school trust
85.10 land management activities, and must include information on:

85.11 (1) the director's efforts to develop and advocate for sustainable asset management
85.12 strategies that reflect undivided loyalty to the trust beneficiaries;

85.13 (2) school trust land management policies and activities, including new or emerging
85.14 revenue-generating opportunities;

85.15 (3) the financial position of school trust land assets, including management costs for the
85.16 preceding fiscal year and the revenues deposited in the permanent school fund;

85.17 (4) recommended statutory changes that would improve asset allocation, enhance financial
85.18 outcomes, or otherwise strengthen the long-term performance of school trust lands; and

85.19 (5) amounts distributed from the permanent school fund to public school districts and
85.20 charter schools in the preceding fiscal year.

85.21 (b) The commissioner of natural resources and the commissioner of education must
85.22 provide the director with the data necessary to complete the report.

85.23 (c) The report must be submitted in accordance with section 3.195.

85.24 **EFFECTIVE DATE.** This section is effective July 1, 2026.

APPENDIX
Article locations for S3870-1

ARTICLE 1	GENERAL EDUCATION.....	Page.Ln 1.26
ARTICLE 2	EDUCATION EXCELLENCE.....	Page.Ln 7.1
ARTICLE 3	THE READ ACT.....	Page.Ln 20.25
ARTICLE 4	TEACHERS.....	Page.Ln 32.17
ARTICLE 5	CHARTER SCHOOLS.....	Page.Ln 56.19
ARTICLE 6	HEALTH AND SAFETY.....	Page.Ln 67.7
ARTICLE 7	LIBRARIES AND SCHOOL BOARDS.....	Page.Ln 77.10
ARTICLE 8	STATE AGENCIES.....	Page.Ln 83.7

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 post on its website the rubrics used to evaluate curriculum and intervention materials. The department must revise the list of approved curriculum and supporting materials, and intervention materials based on the findings of the review.

124E.16 REPORTS.

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.