

S.F. No. 1740 and H.F. No. 1306, which had been referred to the Chief Clerk for comparison, were examined and found to be not identical.

The following document shows the differences between S.F. No. 1740, the second engrossment, and H.F. No. 1306, the first engrossment.

April 25, 2025

Patrick D. Murphy  
Chief Clerk, House of Representatives

### **Explanation of Comparison Reports**

When a Senate File is received from the Senate, it is given its first reading and must be referred to the appropriate standing committee or division under Rule 1.11. But if the House File companion of that Senate File has already been reported out of Committee and given its second reading and is on the General Register, the Senate File must be referred to the Chief Clerk for comparison pursuant to Rule 1.15. The Chief Clerk reports whether the bills were found to be identical or not identical. Once the bills have been compared and the differences have been reported, the Senate File is given its second reading and is substituted for the House File. The House File is then considered withdrawn. Pursuant to rule 3.33, if the bills are not identical and the chief author of the bill wishes to use the House language, the chief author must give notice of their intent to substitute the House language when the bill is placed on the Calendar for the Day or the Fiscal Calendar. If the chief author of the bill wishes to keep the Senate language, no action is required.

1.1 A bill for an act

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

1.3 modifying provisions for general education, education excellence, charter schools,

1.4 education innovation, special education, health and nutrition, and state agencies;

1.5 amending Minnesota Statutes 2024, sections 13.32, subdivision 5; 120A.41;

1.6 120B.021, subdivision 3; 120B.35, subdivision 3; 121A.22, subdivision 2;

1.7 121A.2205; 121A.2207; 122A.092, subdivision 2; 122A.441; 122A.70, subdivision

1.8 6; 124D.085; 124D.09, subdivisions 5, 5a, 9; 124D.093, subdivisions 3, 4;

1.9 124D.094, subdivision 1; 124D.119, subdivision 5; 124D.162, subdivision 4;

1.10 124D.42, subdivision 9; 124D.52, subdivision 2; 127A.21, subdivisions 1, 1a, 4,

1.11 5, by adding subdivisions; 127A.49, subdivision 3; 136A.1276, subdivision 4;

1.12 268.19, subdivision 1; proposing coding for new law in Minnesota Statutes, chapter

1.13 125A.

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

1.15 **ARTICLE 1**

1.16 **GENERAL EDUCATION**

1.17 Section 1. Minnesota Statutes 2024, section 124D.09, subdivision 5, is amended to read:

1.18 Subd. 5. **Authorization; notification.** (a) Notwithstanding any other law to the contrary,

1.19 an 11th or 12th grade pupil enrolled in a district, a charter school, or an American

1.20 Indian-controlled Tribal contract or grant school eligible for aid under section 124D.83,

1.21 except a foreign exchange pupil enrolled in a district under a cultural exchange program,

1.22 may apply to an eligible institution, as defined in subdivision 3, to enroll in nonsectarian

1.23 courses offered by that postsecondary institution.

1.24 (b) If an institution accepts a secondary pupil for enrollment under this section, the

1.25 institution shall send written notice to the pupil, the pupil's school or school district, and

1.1 A bill for an act

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

1.3 education; modifying provisions for general education, education excellence,

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

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

1.6 10A.071, subdivision 1; 13.03, subdivision 3; 13.32, subdivision 5; 120A.22,

1.7 subdivisions 12, 13, by adding a subdivision; 120A.24, subdivision 4; 120B.021,

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

1.9 1, 2, 2a, 3, 4, 4a; 120B.123, subdivisions 1, 5, 7, by adding a subdivision; 120B.124,

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

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

1.12 121A.2205; 121A.2207; 121A.224; 121A.23, subdivision 1; 121A.41, subdivision

1.13 10; 121A.49; 121A.73; 122A.09, subdivision 9; 122A.092, subdivisions 2, 5;

1.14 122A.181, subdivision 3; 122A.182, subdivision 3; 122A.183, subdivision 2;

1.15 122A.20, subdivision 2; 122A.441; 123B.09, by adding a subdivision; 123B.32,

1.16 subdivisions 1, 2; 123B.52, by adding a subdivision; 124D.09, subdivisions 5, 5a,

1.17 5b, 9, 10; 124D.094, subdivision 1; 124D.111, by adding a subdivision; 124D.117,

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

1.19 124D.52, subdivision 2; 124D.792; 124E.02; 124E.03, subdivision 2, by adding

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

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

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

1.23 124E.26, subdivisions 4, 5, by adding a subdivision; 125A.091, subdivisions 3a,

1.24 5; 125A.0942, subdivisions 4, 6; Laws 2024, chapter 115, article 2, section 21,

1.25 subdivisions 2, 3; proposing coding for new law in Minnesota Statutes, chapters

1.26 120B; 124D; 125A; repealing Minnesota Statutes 2024, sections 120B.124,

1.27 subdivision 6; 123B.935, subdivision 2.

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

2.2 **ARTICLE 1**

2.3 **GENERAL EDUCATION**

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

7.13 Subd. 5. **Authorization; notification.** (a) Notwithstanding any other law to the contrary,

7.14 an 11th or 12th grade pupil enrolled in a school district, a charter school, or an American

7.15 Indian-controlled Tribal contract or grant school eligible for aid under section 124D.83,

7.16 except a foreign exchange pupil enrolled in a district under a cultural exchange program,

7.17 may apply to an eligible institution, as defined in subdivision 3, to enroll in nonsectarian

7.18 courses offered by that postsecondary institution.

7.19 (b) If an institution accepts a secondary pupil for enrollment under this section, the

7.20 institution shall send written notice to the pupil, the pupil's school or school district, and

1.26 the commissioner. The notice must indicate the course and hours of enrollment of that pupil.  
2.1 The institution must notify the pupil's school as soon as practicable if the pupil withdraws  
2.2 from the enrolled course. The institution must also notify the pupil's school as soon as  
2.3 practicable if the pupil has been absent from a course for ten consecutive days on which  
2.4 classes are held, based upon the postsecondary institution's academic calendar, and the pupil  
2.5 is not receiving instruction in their home or hospital or other facility.

2.6 (c) If the pupil enrolls in a course for postsecondary credit, the institution must notify;  
2.7 (1) the pupil about payment in the customary manner used by the institution-; and  
2.8 (2) the pupil's school as soon as practicable if the pupil withdraws from the course or  
2.9 stops attending the course.

2.10 Sec. 2. Minnesota Statutes 2024, section 124D.09, subdivision 5a, is amended to read:

2.11 Subd. 5a. **Authorization; career or technical education.** A 10th, 11th, or 12th grade  
2.12 pupil enrolled in a district, a charter school, or an American Indian-controlled tribal contract  
2.13 or grant school eligible for aid under section 124D.83, except a foreign exchange pupil  
2.14 enrolled in a district under a cultural exchange program, may enroll in a career or technical  
2.15 education course offered by a Minnesota state college or university. A 10th grade pupil  
2.16 applying for enrollment in a career or technical education course under this subdivision  
2.17 must have received a passing score on the 8th grade Minnesota Comprehensive Assessment

7.21 the commissioner. The notice must indicate the course and hours of enrollment of that pupil.  
7.22 The institution must notify the pupil's school as soon as practicable if the pupil withdraws  
7.23 from the enrolled course. The institution must also notify the pupil's school as soon as  
7.24 practicable if the pupil has been absent from a course for ten consecutive days on which  
7.25 classes are held, based upon the postsecondary institution's academic calendar, and the pupil  
7.26 is not receiving instruction in their home or hospital or other facility.

7.27 (c) If the pupil enrolls in a course for postsecondary credit, the institution must notify;  
7.28 (1) the pupil about payment in the customary manner used by the institution-; and  
7.29 (2) the pupil's school as soon as practicable if the pupil withdraws from the course or  
7.30 stops attending the course.

2.4 Section 1. Minnesota Statutes 2024, section 120A.22, is amended by adding a subdivision  
2.5 to read:

2.6 Subd. 4a. **Home school requirements.** (a) A home school is a school of students related  
2.7 by parent or legal guardian, directed by the students' parent or legal guardian, or, with the  
2.8 parent or legal guardian's written permission, a school directed by another individual who  
2.9 meets requirements for an instructor under subdivision 10. The home school primary address  
2.10 must be a residence in Minnesota.

2.11 (b) "Directing a home school" means the home school parent or legal guardian, or  
2.12 instructor under subdivision 10, is responsible for selecting the students' materials,  
2.13 curriculum, and instruction plan; providing assessments required by subdivision 11 and  
2.14 maintaining or reporting records of required assessments; choosing the time, location, and  
2.15 method for daily instruction; and issuing transcripts and diplomas. Directing a home school  
2.16 has the same meaning as operating a home school.

2.17 (c) An individual with a conviction of, admission to, or Alford plea to one or more crimes  
2.18 listed in section 245C.15, subdivision 1, regardless of whether the conviction or admission  
2.19 is a felony, gross misdemeanor, or misdemeanor level crime is disqualified from directing  
2.20 or operating a home school. A home school educator must not operate a home school if any  
2.21 other adult residing in the home or home school setting has been convicted of or admitted  
2.22 to a crime described in this paragraph.

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

8.2 Subd. 5a. **Authorization; career or technical education.** A 10th, 11th, or 12th grade  
8.3 pupil enrolled in a school district, a charter school, or an American Indian-controlled tribal  
8.4 contract or grant school eligible for aid under section 124D.83, except a foreign exchange  
8.5 pupil enrolled in a district under a cultural exchange program, may enroll in a career or  
8.6 technical education course offered by a Minnesota state college or university. A 10th grade  
8.7 pupil applying for enrollment in a career or technical education course under this subdivision  
8.8 must have received a passing score on the 8th grade Minnesota Comprehensive Assessment

2.18 in reading as a condition of enrollment. A current 10th grade pupil who did not take the 8th  
2.19 grade Minnesota Comprehensive Assessment in reading may substitute another reading  
2.20 assessment accepted by the enrolling postsecondary institution. A secondary pupil may  
2.21 enroll in the pupil's first postsecondary options enrollment course under this subdivision.  
2.22 A student who is refused enrollment by a Minnesota state college or university under this  
2.23 subdivision may apply to an eligible institution offering a career or technical education  
2.24 course. The postsecondary institution must give priority to its students according to  
2.25 subdivision 9. If a secondary student receives a grade of "C" or better in the career or  
2.26 technical education course taken under this subdivision, the postsecondary institution must  
2.27 allow the student to take additional postsecondary courses for secondary credit at that  
2.28 institution, not to exceed the limits in subdivision 8. A "career or technical course" is a  
2.29 course that is part of a career and technical education program that provides individuals  
2.30 with coherent, rigorous content aligned with academic standards and relevant technical  
2.31 knowledge and skills needed to prepare for further education and careers in current and  
2.32 emerging professions and provide technical skill proficiency, an industry recognized  
2.33 credential, and a certificate, a diploma, or an associate degree.

8.9 in reading as a condition of enrollment. A current 10th grade pupil who did not take the 8th  
8.10 grade Minnesota Comprehensive Assessment in reading may substitute another reading  
8.11 assessment accepted by the enrolling postsecondary institution. A secondary pupil may  
8.12 enroll in the pupil's first postsecondary options enrollment course under this subdivision.  
8.13 A student who is refused enrollment by a Minnesota state college or university under this  
8.14 subdivision may apply to an eligible institution offering a career or technical education  
8.15 course. The postsecondary institution must give priority to its students according to  
8.16 subdivision 9. If a secondary student receives a grade of "C" or better in the career or  
8.17 technical education course taken under this subdivision, the postsecondary institution must  
8.18 allow the student to take additional postsecondary courses for secondary credit at that  
8.19 institution, not to exceed the limits in subdivision 8. A "career or technical course" is a  
8.20 course that is part of a career and technical education program that provides individuals  
8.21 with coherent, rigorous content aligned with academic standards and relevant technical  
8.22 knowledge and skills needed to prepare for further education and careers in current and  
8.23 emerging professions and provide technical skill proficiency, an industry recognized  
8.24 credential, and a certificate, a diploma, or an associate degree.

2.23 Sec. 2. Minnesota Statutes 2024, section 120A.22, subdivision 12, is amended to read:

2.24 Subd. 12. **Legitimate exemptions.** (a) A parent, guardian, or other person having control  
2.25 of a child may apply to a school district to have the child excused from attendance for the  
2.26 whole or any part of the time school is in session during any school year. Application may  
2.27 be made to any member of the board, a truant officer, or the school official designated by  
2.28 the principal, or the superintendent. The school district may state in its school attendance  
2.29 policy that it may ask the student's parent or legal guardian to verify in writing the reason  
2.30 for the child's absence from school. A note from a physician or a licensed mental health  
2.31 professional stating that the child cannot attend school is a valid excuse. The board of the  
2.32 district in which the child resides may approve the application upon the following being  
2.33 demonstrated to the satisfaction of that board:

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

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

3.5 (ii) family emergencies;

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

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

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

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

3.1       Sec. 3. Minnesota Statutes 2024, section 124D.09, subdivision 9, is amended to read:

3.2           Subd. 9. **Enrollment priority.** (a) A postsecondary institution must give priority to its

3.3 postsecondary students when enrolling pupils in grades 10, 11, and 12 in its courses. A

3.4 postsecondary institution may provide information about its programs to a secondary school

3.5 or to a pupil or parent and it may advertise or otherwise recruit or solicit a secondary pupil

3.6 to enroll in its programs on educational and programmatic grounds only ~~except,~~

3.7 ~~notwithstanding other law to the contrary, and for the 2014 2015 through 2019 2020 school~~

3.8 ~~years only, an eligible postsecondary institution may advertise or otherwise recruit or solicit~~

3.9 ~~a secondary pupil residing in a school district with 700 students or more in grades 10, 11,~~

3.10 ~~and 12, to enroll in its programs on educational, programmatic, or financial grounds.~~

3.11           (b) An institution must not enroll secondary pupils, for postsecondary enrollment options

3.12 purposes, in remedial, developmental, or other courses that are not college level except

3.13 when a student eligible to participate and enrolled in the graduation incentives program

3.14 under section 124D.68 enrolls full time in a middle or early college program. A middle or

3.15 early college program must be specifically designed to allow the student to earn dual high

3.16 school and college credit with a well-defined pathway to allow the student to earn a

3.17 postsecondary degree or credential. In this case, the student must receive developmental

3.18 college credit and not college credit for completing remedial or developmental courses.

3.19           (c) Once a pupil has been enrolled in any postsecondary course under this section, the

3.20 pupil must not be displaced by another student.

3.21           (d) If a postsecondary institution enrolls a secondary school pupil in a course under this

3.22 section, the postsecondary institution also must enroll in the same course an otherwise

3.23 enrolled and qualified postsecondary student who qualifies as a veteran under section

3.11           (2) that the child has already completed state and district standards required for graduation

3.12 from high school; or

3.13           (3) that it is the wish of the parent, guardian, or other person having control of the child

3.14 that the child attend, for a period or periods not exceeding in the aggregate three hours in

3.15 any week, instruction conducted by a Tribal spiritual or cultural advisor, or a school for

3.16 religious instruction conducted and maintained by a church, or association of churches, or

3.17 any Sunday school association incorporated under the laws of this state, or any auxiliary

3.18 thereof. This instruction must be conducted and maintained in a place other than a public

3.19 school building, and it must not, in whole or in part, be conducted and maintained at public

3.20 expense. A child may be absent from school on days that the child attends upon instruction

3.21 according to this clause.

3.22           (b) Notwithstanding subdivision 6, paragraph (a), a parent may withdraw a child from

3.23 an all-day, every day kindergarten program and put their child in a half-day program, if

3.24 offered, or an alternate-day program without being truant. A school board must excuse a

3.25 kindergarten child from a part of a school day at the request of the child's parent.

9.4       Sec. 10. Minnesota Statutes 2024, section 124D.09, subdivision 9, is amended to read:

9.5           Subd. 9. **Enrollment priority.** (a) A postsecondary institution must give priority to its

9.6 postsecondary students when enrolling pupils in grades 10, 11, and 12 in its courses. A

9.7 postsecondary institution may provide information about its programs to a secondary school

9.8 or to a pupil or parent and it may advertise or otherwise recruit or solicit a secondary pupil

9.9 to enroll in its programs on educational and programmatic grounds only ~~except,~~

9.10 ~~notwithstanding other law to the contrary, and for the 2014 2015 through 2019 2020 school~~

9.11 ~~years only, an eligible postsecondary institution may advertise or otherwise recruit or solicit~~

9.12 ~~a secondary pupil residing in a school district with 700 students or more in grades 10, 11,~~

9.13 ~~and 12, to enroll in its programs on educational, programmatic, or financial grounds.~~

9.14           (b) An institution must not enroll secondary pupils, for postsecondary enrollment options

9.15 purposes, in remedial, developmental, or other courses that are not college level except

9.16 when a student eligible to participate and enrolled in the graduation incentives program

9.17 under section 124D.68 enrolls full time in a middle or early college program. A middle or

9.18 early college program must be specifically designed to allow the student to earn dual high

9.19 school and college credit with a well-defined pathway to allow the student to earn a

9.20 postsecondary degree or credential. In this case, the student must receive developmental

9.21 college credit and not college credit for completing remedial or developmental courses.

9.22           (c) Once a pupil has been enrolled in any postsecondary course under this section, the

9.23 pupil must not be displaced by another student.

9.24           (d) If a postsecondary institution enrolls a secondary school pupil in a course under this

9.25 section, the postsecondary institution also must enroll in the same course an otherwise

9.26 enrolled and qualified postsecondary student who qualifies as a veteran under section

3.24 197.447, and demonstrates to the postsecondary institution's satisfaction that the institution's  
3.25 established enrollment timelines were not practicable for that student.

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

3.29 Sec. 4. Minnesota Statutes 2024, section 124D.094, subdivision 1, is amended to read:

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

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

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

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

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

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

9.27 197.447, and demonstrates to the postsecondary institution's satisfaction that the institution's  
9.28 established enrollment timelines were not practicable for that student.

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

3.26 Sec. 3. Minnesota Statutes 2024, section 120A.22, subdivision 13, is amended to read:

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

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

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

10.30 Sec. 12. Minnesota Statutes 2024, section 124D.094, subdivision 1, is amended to read:

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

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

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

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

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

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

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

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

4.23 (i) "Student" means a Minnesota resident enrolled in a school defined under section  
4.24 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.

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

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

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

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

11.23 (i) "Student" means a Minnesota resident enrolled in a school defined under section  
11.24 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.

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

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

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

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

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

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

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

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

5.1       Sec. 5. Minnesota Statutes 2024, section 124D.52, subdivision 2, is amended to read:

5.2       Subd. 2. **Program approval.** (a) To receive aid under this section, a district, the

5.3 Department of Corrections, a private nonprofit organization, or a consortium including

5.4 districts, nonprofit organizations, or both must submit an application by June 1 describing

5.5 the program, on a form provided by the department. The program must be approved by the

5.6 commissioner according to the following criteria:

5.7       (1) how the needs of different levels of learning and English language proficiency will

5.8 be met;

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

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

5.11       (4) coordination with other resources and services;

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

5.13       (6) management and program design;

5.14       (7) volunteer training and use of volunteers;

5.15       (8) staff development services;

5.16       (9) program sites and schedules;

5.17       (10) program expenditures that qualify for aid;

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

5.19       (12) a copy of the memorandum of understanding described in subdivision 1 submitted

5.20 to the commissioner.

5.21       (b) Adult basic education programs may be approved under this subdivision for up to

5.22 ~~five~~ six years. ~~Five-year~~ Six-year program approval must be granted to an applicant who

5.23 has demonstrated the capacity to:

5.24       (1) offer comprehensive learning opportunities and support service choices appropriate

5.25 for and accessible to adults at all basic skill and English language levels of need;

5.26       (2) provide a participatory and experiential learning approach based on the strengths,

5.27 interests, and needs of each adult, that enables adults with basic skill needs to:

5.28       (i) identify, plan for, and evaluate their own progress toward achieving their defined

5.29 educational and occupational goals;

12.1       Sec. 13. Minnesota Statutes 2024, section 124D.52, subdivision 2, is amended to read:

12.2       Subd. 2. **Program approval.** (a) To receive aid under this section, a district, the

12.3 Department of Corrections, a private nonprofit organization, or a consortium including

12.4 districts, nonprofit organizations, or both must submit an application by June 1 describing

12.5 the program, on a form provided by the department. The program must be approved by the

12.6 commissioner according to the following criteria:

12.7       (1) how the needs of different levels of learning and English language proficiency will

12.8 be met;

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

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

12.11       (4) coordination with other resources and services;

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

12.13       (6) management and program design;

12.14       (7) volunteer training and use of volunteers;

12.15       (8) staff development services;

12.16       (9) program sites and schedules;

12.17       (10) program expenditures that qualify for aid;

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

12.19       (12) a copy of the memorandum of understanding described in subdivision 1 submitted

12.20 to the commissioner.

12.21       (b) Adult basic education programs may be approved under this subdivision for up to

12.22 ~~five~~ six years. ~~Five-year~~ Six-year program approval must be granted to an applicant who

12.23 has demonstrated the capacity to:

12.24       (1) offer comprehensive learning opportunities and support service choices appropriate

12.25 for and accessible to adults at all basic skill and English language levels of need;

12.26       (2) provide a participatory and experiential learning approach based on the strengths,

12.27 interests, and needs of each adult, that enables adults with basic skill needs to:

12.28       (i) identify, plan for, and evaluate their own progress toward achieving their defined

12.29 educational and occupational goals;



- 6.1 (ii) master the basic academic reading, writing, and computational skills, as well as the  
6.2 problem-solving, decision making, interpersonal effectiveness, and other life and learning  
6.3 skills they need to function effectively in a changing society;
- 6.4 (iii) locate and be able to use the health, governmental, and social services and resources  
6.5 they need to improve their own and their families' lives; and
- 6.6 (iv) continue their education, if they desire, to at least the level of secondary school  
6.7 completion, with the ability to secure and benefit from continuing education that will enable  
6.8 them to become more employable, productive, and responsible citizens;
- 6.9 (3) plan, coordinate, and develop cooperative agreements with community resources to  
6.10 address the needs that the adults have for support services, such as transportation, English  
6.11 language learning, flexible course scheduling, convenient class locations, and child care;
- 6.12 (4) collaborate with business, industry, labor unions, and employment-training agencies,  
6.13 as well as with family and occupational education providers, to arrange for resources and  
6.14 services through which adults can attain economic self-sufficiency;
- 6.15 (5) provide sensitive and well trained adult education personnel who participate in local,  
6.16 regional, and statewide adult basic education staff development events to master effective  
6.17 adult learning and teaching techniques;
- 6.18 (6) participate in regional adult basic education peer program reviews and evaluations;
- 6.19 (7) submit accurate and timely performance and fiscal reports;
- 6.20 (8) submit accurate and timely reports related to program outcomes and learner follow-up  
6.21 information; and
- 6.22 (9) spend adult basic education aid on adult basic education purposes only, which are  
6.23 specified in sections 124D.518 to 124D.531.
- 6.24 (c) The commissioner shall require each district to provide notification by February 1,  
6.25 of its intent to apply for funds under this section as a single district or as part of a consortium.  
6.26 A district receiving funds under this section must notify the commissioner by February 1  
6.27 of its intent to change its application status for applications due the following June 1.

- 13.1 (ii) master the basic academic reading, writing, and computational skills, as well as the  
13.2 problem-solving, decision making, interpersonal effectiveness, and other life and learning  
13.3 skills they need to function effectively in a changing society;
- 13.4 (iii) locate and be able to use the health, governmental, and social services and resources  
13.5 they need to improve their own and their families' lives; and
- 13.6 (iv) continue their education, if they desire, to at least the level of secondary school  
13.7 completion, with the ability to secure and benefit from continuing education that will enable  
13.8 them to become more employable, productive, and responsible citizens;
- 13.9 (3) plan, coordinate, and develop cooperative agreements with community resources to  
13.10 address the needs that the adults have for support services, such as transportation, English  
13.11 language learning, flexible course scheduling, convenient class locations, and child care;
- 13.12 (4) collaborate with business, industry, labor unions, and employment-training agencies,  
13.13 as well as with family and occupational education providers, to arrange for resources and  
13.14 services through which adults can attain economic self-sufficiency;
- 13.15 (5) provide sensitive and well trained adult education personnel who participate in local,  
13.16 regional, and statewide adult basic education staff development events to master effective  
13.17 adult learning and teaching techniques;
- 13.18 (6) participate in regional adult basic education peer program reviews and evaluations;
- 13.19 (7) submit accurate and timely performance and fiscal reports;
- 13.20 (8) submit accurate and timely reports related to program outcomes and learner follow-up  
13.21 information; and
- 13.22 (9) spend adult basic education aid on adult basic education purposes only, which are  
13.23 specified in sections 124D.518 to 124D.531.
- 13.24 (c) The commissioner shall require each district to provide notification by February 1,  
13.25 of its intent to apply for funds under this section as a single district or as part of a consortium.  
13.26 A district receiving funds under this section must notify the commissioner by February 1  
13.27 of its intent to change its application status for applications due the following June 1.
- 4.22 Sec. 5. Minnesota Statutes 2024, section 120B.021, subdivision 2, is amended to read:
- 4.23 Subd. 2. **Standards development.** (a) The commissioner must consider advice from at  
4.24 least the following stakeholders in developing statewide rigorous core academic standards  
4.25 in language arts, mathematics, science, social studies, including history, geography,  
4.26 economics, government and citizenship, health, and the arts:
- 4.27 (1) parents of school-age children and members of the public throughout the state;

7.1  
7.2

ARTICLE 2  
EDUCATION EXCELLENCE

- 4.28

(2) teachers throughout the state currently licensed and providing instruction in language
- 4.29

arts, mathematics, science, social studies, health, or the arts and licensed elementary and
- 4.30

secondary school principals throughout the state currently administering a school site;
- 5.1

(3) currently serving members of local school boards and charter school boards throughout
- 5.2

the state;
- 5.3

(4) faculty teaching core subjects at postsecondary institutions in Minnesota;
- 5.4

(5) representatives of the Minnesota business community;
- 5.5

(6) representatives from the Tribal Nations Education Committee and Tribal Nations
- 5.6

and communities in Minnesota, including both Anishinaabe and Dakota; and
- 5.7

(7) current students, with input from the Minnesota Youth Council.
- 5.8

(b) Academic standards must:
- 5.9

(1) be clear, concise, objective, and measurable, and grade level appropriate;
- 5.10

(2) not require a specific teaching methodology or curriculum; and
- 5.11

(3) be consistent with the Constitutions of the United States and the state of Minnesota.
- 14.1

ARTICLE 2
- 14.2

EDUCATION EXCELLENCE
- 5.12

Sec. 6. Minnesota Statutes 2024, section 120B.024, is amended to read:
- 5.13

**120B.024 CREDITS.**
- 5.14

Subdivision 1. **Graduation requirements.** (a) Students must successfully complete the
- 5.15

following high school level credits for graduation:
- 5.16

(1) four credits of language arts sufficient to satisfy all of the academic standards in
- 5.17

English language arts;
- 5.18

(2) three credits of mathematics sufficient to satisfy all of the academic standards in
- 5.19

mathematics;
- 5.20

(3) three credits of science, including one credit to satisfy all the earth and space science
- 5.21

standards for grades 9 through 12, one credit to satisfy all the life science standards for
- 5.22

grades 9 through 12, and one credit to satisfy all the chemistry or physics standards for
- 5.23

grades 9 through 12;
- 5.24

(4) three and one-half credits of social studies, including credit for a course in government
- 5.25

and citizenship in either grade 11 or 12 for students beginning grade 9 in the 2025-2026

- 5.26 school year and later or an advanced placement, international baccalaureate, or other rigorous  
5.27 course on government and citizenship under section 120B.021, subdivision 1a, and a  
5.28 combination of other credits encompassing at least United States history, geography,  
5.29 government and citizenship, world history, and economics sufficient to satisfy all of the  
5.30 academic standards in social studies;
- 6.1 (5) one credit of the arts sufficient to satisfy all of the academic standards in the arts;
- 6.2 (6) credit sufficient to satisfy the state standards in physical education;
- 6.3 (7) credits sufficient to satisfy the state standards in health upon adoption of statewide  
6.4 rules for implementing health standards under section 120B.021; and
- 6.5 (8) a minimum of seven elective credits.
- 6.6 (b) Students who begin grade 9 in the 2024-2025 school year and later must successfully  
6.7 complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal  
6.8 finance course that satisfies the graduation requirement must have a field license or  
6.9 out-of-field permission in agricultural education, business, family and consumer science,  
6.10 social studies, or math.
- 6.11 Subd. 2. **Credit equivalencies.** (a) A one-half credit of economics taught in a school's  
6.12 agricultural, food, and natural resources education or business education program or  
6.13 department may fulfill a one-half credit in social studies under subdivision 1, clause ~~(5)~~ (4),  
6.14 if the credit is sufficient to satisfy all of the academic standards in economics.
- 6.15 (b) An agriculture science or career and technical education credit may fulfill the elective  
6.16 science credit required under subdivision 1, clause ~~(4)~~ (3), if the credit meets the state  
6.17 physical science, life science, earth and space science, chemistry, or physics academic  
6.18 standards or a combination of these academic standards as approved by the district. An  
6.19 agriculture or career and technical education credit may fulfill the credit in chemistry or  
6.20 physics required under subdivision 1, clause ~~(4)~~ (3), if the credit meets the state chemistry  
6.21 or physics academic standards as approved by the district. A student must satisfy either all  
6.22 of the chemistry academic standards or all of the physics academic standards prior to  
6.23 graduation. An agriculture science or career and technical education credit may not fulfill  
6.24 the required biology credit under subdivision 1, clause ~~(4)~~ (3).
- 6.25 (c) A career and technical education credit may fulfill a mathematics or arts credit  
6.26 requirement under subdivision 1, clause (2) or ~~(6)~~ (5).
- 6.27 (d) An agricultural, food, and natural resources education teacher is not required to meet  
6.28 the requirements of Minnesota Rules, part 3505.1150, subpart 2, item B, to meet the credit  
6.29 equivalency requirements of paragraph (b) ~~above~~.
- 6.30 (e) A computer science credit may fulfill a mathematics credit requirement under  
6.31 subdivision 1, clause (2), if the credit meets state academic standards in mathematics.

7.3 Section 1. Minnesota Statutes 2024, section 120B.35, subdivision 3, is amended to read:

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

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

7.22 (b) The commissioner, in consultation with a stakeholder group that includes assessment  
7.23 and evaluation directors, district staff, experts in culturally responsive teaching, and  
7.24 researchers, must implement an appropriate growth model that compares the difference in  
7.25 students' achievement scores over time, and includes criteria for identifying schools and  
7.26 school districts that demonstrate academic progress or progress toward English language  
7.27 proficiency. The model may be used to advance educators' professional development and  
7.28 replicate programs that succeed in meeting students' diverse learning needs. Data on

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

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

7.8 (h) A personal finance credit taught by a teacher with a field license or out-of-field  
7.9 permission in math may fulfill a mathematics credit requirement under subdivision 1, clause  
7.10 (2).

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

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

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

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

16.23 (b) The commissioner, in consultation with a stakeholder group that includes assessment  
16.24 and evaluation directors, district staff, experts in culturally responsive teaching, and  
16.25 researchers, must implement an appropriate growth model that compares the difference in  
16.26 students' achievement scores over time, and includes criteria for identifying schools and  
16.27 school districts that demonstrate academic progress or progress toward English language  
16.28 proficiency. The model may be used to advance educators' professional development and  
16.29 replicate programs that succeed in meeting students' diverse learning needs. Data on

7.29 individual teachers generated under the model are personnel data under section 13.43. The  
 7.30 model must allow users to:

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

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

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

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

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

8.23 (2) a rigorous coursework measure indicating the number and percentage of high school  
 8.24 graduates in the most recent school year who successfully completed one or more  
 8.25 college-level advanced placement, international baccalaureate, postsecondary enrollment  
 8.26 options including concurrent enrollment, other rigorous courses of study under section  
 8.27 120B.021, subdivision 1a, or industry certification courses or programs.

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

16.30 individual teachers generated under the model are personnel data under section 13.43. The  
 16.31 model must allow users to:

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

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

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

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

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

17.24 (2) a rigorous coursework measure indicating the number and percentage of high school  
 17.25 graduates in the most recent school year who successfully completed one or more  
 17.26 college-level advanced placement, international baccalaureate, postsecondary enrollment  
 17.27 options including concurrent enrollment, other rigorous courses of study under section  
 17.28 120B.021, subdivision 1a, or industry certification courses or programs.

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

17.33 (d) When reporting student performance under section 120B.36, subdivision 1, the  
 17.34 commissioner annually, beginning July 1, 2014, must report summary data on school safety

8.32 (d) When reporting student performance under section 120B.36, subdivision 1, the  
8.33 commissioner annually, beginning July 1, 2014, must report summary data on school safety  
8.34 and students' engagement and connection at school, consistent with the student categories  
9.1 identified under paragraph (a), clause (2). The summary data under this paragraph are  
9.2 separate from and must not be used for any purpose related to measuring or evaluating the  
9.3 performance of classroom teachers. The commissioner, in consultation with qualified experts  
9.4 on student engagement and connection and classroom teachers, must identify highly reliable  
9.5 variables that generate summary data under this paragraph. The summary data may be used  
9.6 at school, district, and state levels only. Any data on individuals received, collected, or  
9.7 created that are used to generate the summary data under this paragraph are nonpublic data  
9.8 under section 13.02, subdivision 9.

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

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

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

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

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

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

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

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

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

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

18.1 and students' engagement and connection at school, consistent with the student categories  
18.2 identified under paragraph (a), clause (2). The summary data under this paragraph are  
18.3 separate from and must not be used for any purpose related to measuring or evaluating the  
18.4 performance of classroom teachers. The commissioner, in consultation with qualified experts  
18.5 on student engagement and connection and classroom teachers, must identify highly reliable  
18.6 variables that generate summary data under this paragraph. The summary data may be used  
18.7 at school, district, and state levels only. Any data on individuals received, collected, or  
18.8 created that are used to generate the summary data under this paragraph are nonpublic data  
18.9 under section 13.02, subdivision 9.

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

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

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

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

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

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

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

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

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

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

19.1 (g) When reporting four- and six-year graduation rates, the commissioner or school  
19.2 district must disaggregate the data by student categories according to paragraph (a), clause  
19.3 (2).

10.1 (g) When reporting four- and six-year graduation rates, the commissioner or school  
10.2 district must disaggregate the data by student categories according to paragraph (a), clause  
10.3 (2).

10.4 (h) A school district must inform parents and guardians that volunteering information  
10.5 on student categories not required by the most recent reauthorization of the Elementary and  
10.6 Secondary Education Act is optional and will not violate the privacy of students or their  
10.7 families, parents, or guardians. The notice must state the purpose for collecting the student  
10.8 data.

10.9 Sec. 2. Minnesota Statutes 2024, section 122A.441, is amended to read:

10.10 **122A.441 SHORT-CALL EMERGENCY SUBSTITUTE TEACHER ~~PILOT~~**  
10.11 **PROGRAM.**

10.12 (a) A school district or charter school and applicant may jointly request the Professional  
10.13 Educator Licensing and Standards Board approve an application for a short-call emergency  
10.14 substitute teaching license. The application information must sufficiently demonstrate the  
10.15 following:

10.16 (1) the applicant:

10.17 (i) holds a minimum of an associate's degree or equivalent and has or will receive  
10.18 substitute training from the school district or charter school; or

10.19 (ii) holds a minimum of a high school diploma or equivalent and has been employed as  
10.20 an education support personnel or paraprofessional within the district or charter school for  
10.21 at least one academic year; and

10.22 (2) the school district or charter school has obtained the results of a background check  
10.23 completed in accordance with section 123B.03.

10.24 (b) The Professional Educator Licensing and Standards Board may issue a temporary  
10.25 teaching license under this section pending a background check under section 122A.18,  
10.26 subdivision 8, and may immediately suspend or revoke the license upon receiving background  
10.27 check information. An applicant submitting an application for a short-call substitute teaching  
10.28 license in accordance with section 122A.18, subdivision 7a, paragraph (a), must not be  
10.29 required to complete a joint application with a district and must not be issued a license  
10.30 pending a background check under section 122A.18, subdivision 8.

10.31 (c) The board may prioritize short-call emergency substitute teaching license applications  
10.32 to expedite the review process.

11.1 (d) A school district or charter school must provide a short-call emergency substitute  
11.2 teacher who receives a short-call emergency substitute teaching license ~~through the pilot~~  
11.3 ~~program~~ with substitute teacher training. The board may remove a school district or charter

19.4 (h) A school district must inform parents and guardians that volunteering information  
19.5 on student categories not required by the most recent reauthorization of the Elementary and  
19.6 Secondary Education Act is optional and will not violate the privacy of students or their  
19.7 families, parents, or guardians. The notice must state the purpose for collecting the student  
19.8 data.

36.19 Sec. 24. Minnesota Statutes 2024, section 122A.441, is amended to read:

36.20 **122A.441 SHORT-CALL EMERGENCY SUBSTITUTE TEACHER ~~PILOT~~**  
36.21 **PROGRAM.**

36.22 (a) A school district or charter school and applicant may jointly request the Professional  
36.23 Educator Licensing and Standards Board approve an application for a short-call emergency  
36.24 substitute teaching license. The application information must sufficiently demonstrate the  
36.25 following:

36.26 (1) the applicant:

36.27 (i) holds a minimum of an associate's degree or equivalent and has or will receive  
36.28 substitute training from the school district or charter school; or

36.29 (ii) holds a minimum of a high school diploma or equivalent and has been employed as  
36.30 an education support personnel or paraprofessional within the district or charter school for  
36.31 at least one academic year; and

36.32 (2) the school district or charter school has obtained the results of a background check  
36.33 completed in accordance with section 123B.03.

37.1 (b) The Professional Educator Licensing and Standards Board may issue a temporary  
37.2 teaching license under this section pending a background check under section 122A.18,  
37.3 subdivision 8, and may immediately suspend or revoke the license upon receiving background  
37.4 check information. An applicant submitting an application for a short-call substitute teaching  
37.5 license in accordance with section 122A.18, subdivision 7a, paragraph (a), must not be  
37.6 required to complete a joint application with a district and must not be issued a license  
37.7 pending a background check under section 122A.18, subdivision 8.

37.8 (c) The board may prioritize short-call emergency substitute teaching license applications  
37.9 to expedite the review process.

37.10 (d) A school district or charter school must provide a short-call emergency substitute  
37.11 teacher who receives a short-call emergency substitute teaching license ~~through the pilot~~  
37.12 ~~program~~ with substitute teacher training. The board may remove a school district or charter

11.4 school from the ~~pilot~~ short-call emergency substitute teaching program for failure to provide  
11.5 the required training.

11.6 (e) A school district or charter school must not require an employee to apply for a  
11.7 short-call emergency substitute teaching license, or retaliate against an employee that does  
11.8 not apply for a short-call emergency substitute teaching license under ~~the pilot program~~ this  
11.9 section.

11.10 (f) A school district or charter school must compensate an employee working as a  
11.11 short-call emergency substitute teacher under ~~the pilot program~~ this section with the greater  
11.12 of ~~\$200 per day~~ the short-call substitute teacher rate of pay in the district or the employee's  
11.13 regular rate of pay.

11.14 ~~(g) This section expires on June 30, 2025.~~

11.15 (g) A district may employ a short-call emergency substitute teacher for no more than  
11.16 ten consecutive school days in a single assignment. A district solicitation for short-call  
11.17 emergency substitute teacher applicants must disclose the duration of the short-call  
11.18 emergency substitute teacher position.

11.19 (h) For each teacher assignment, a district may use a short-call emergency substitute  
11.20 teacher to fill the assignment for no more than ten consecutive school days at a time.

11.21 (i) A district may employ a short-call emergency substitute teacher to fill an assignment  
11.22 that a short-call emergency substitute teacher previously filled as long as at least 30 calendar  
11.23 days have passed between the last day of the previous assignment and the first day of a  
11.24 subsequent assignment.

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

11.26 Sec. 3. Minnesota Statutes 2024, section 124D.162, subdivision 4, is amended to read:

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

37.13 school from the ~~pilot~~ short-call emergency substitute teaching program for failure to provide  
37.14 the required training.

37.15 (e) A school district or charter school must not require an employee to apply for a  
37.16 short-call emergency substitute teaching license, or retaliate against an employee that does  
37.17 not apply for a short-call emergency substitute teaching license under ~~the pilot program~~ this  
37.18 section.

37.19 (f) A school district or charter school must compensate an employee working as a  
37.20 short-call emergency substitute teacher under ~~the pilot program~~ this section with the greater  
37.21 of ~~\$200 per day~~ the short-call substitute teacher rate of pay in the district or the employee's  
37.22 regular rate of pay.

37.23 ~~(g) This section expires on June 30, 2025.~~

37.24 (g) A district may employ a short-call emergency substitute teacher for no more than  
37.25 ten consecutive school days in a single assignment. A district solicitation for short-call  
37.26 emergency substitute teacher applicants must disclose the duration of the short-call  
37.27 emergency substitute teacher position.

37.28 (h) For each teacher assignment, a district may use a short-call emergency substitute  
37.29 teacher to fill the assignment for no more than ten consecutive school days at a time.

37.30 (i) A district may employ a short-call emergency substitute teacher to fill an assignment  
37.31 that a short-call emergency substitute teacher previously filled as long as at least 30 calendar  
37.32 days have passed between the last day of the previous assignment and the first day of a  
37.33 subsequent assignment.

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

8.25 Sec. 9. Minnesota Statutes 2024, section 124D.09, subdivision 5b, is amended to read:

8.26 Subd. 5b. **Authorization; 9th or 10th grade pupil.** Notwithstanding any other law to  
8.27 the contrary, a 9th or 10th grade pupil enrolled in a school district, a charter school, or an  
8.28 American Indian-controlled tribal contract or grant school eligible for aid under section  
8.29 124D.83, except a foreign exchange pupil enrolled in a district under a cultural exchange  
8.30 program, may apply to enroll in nonsectarian courses offered under subdivision 10, if:

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



12.1 Sec. 4. Minnesota Statutes 2024, section 124D.42, subdivision 9, is amended to read:

12.2 Subd. 9. **Minnesota math corps program.** (a) A Minnesota math corps program is  
12.3 established to ~~give~~ provide ServeMinnesota AmeriCorps members with a data-based  
12.4 problem-solving model of mathematics instruction ~~useful for~~ to use in providing elementary  
12.5 and middle school students and their teachers with instructional support. Minnesota math  
12.6 corps must use evidence-based instructional support to evaluate and accelerate student  
12.7 learning on foundational mathematics skills that enable students to meet state academic  
12.8 standards in mathematics and long-term proficiency expectations for the workforce.

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

12.12 (c) For purposes of this subdivision, "evidence-based" means the instruction or curriculum  
12.13 is based on reliable, trustworthy, and valid evidence and has demonstrated a record of  
12.14 success in increasing student competency and proficiency in mathematics and numeracy.

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

## ARTICLE 3

## CHARTER SCHOOLS

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

## ARTICLE 3

## CHARTER SCHOOLS

10.1 Sec. 11. Minnesota Statutes 2024, section 124D.09, subdivision 10, is amended to read:

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

10.15 (b) To encourage students, especially American Indian students and students of color,  
10.16 to consider teaching as a profession, participating schools, school districts, charter schools,

12.18       Section 1. **REVISOR INSTRUCTION.**

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

12.23	<u>Column A</u>	<u>Column B</u>
12.24	<u>124E.16, subdivision 3</u>	<u>124E.27</u>

12.25                               **ARTICLE 4**

12.26                               **EDUCATION INNOVATION**

12.27       Section 1. Minnesota Statutes 2024, section 120A.41, is amended to read:

12.28           **120A.41 LENGTH OF SCHOOL YEAR; HOURS OF INSTRUCTION.**

12.29           Subdivision 1. **Calendar.** (a) A school board's annual school calendar must include at  
12.30 least 425 hours of instruction for a kindergarten student, 935 hours of instruction for a  
12.31 student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through  
13.1 12, not including summer school. The school calendar for all-day kindergarten must include  
13.2 at least 850 hours of instruction for the school year. The school calendar for a prekindergarten  
13.3 student under section 142D.08, if offered by the district, must include at least 350 hours of  
13.4 instruction for the school year. A school board's annual calendar must include at least 165  
13.5 days of instruction for a student in grades 1 through 11 unless a four-day week schedule  
13.6 has been approved by the commissioner under section 124D.126.

13.7           (b) A school board's annual school calendar may include plans for up to five days of  
13.8 instruction provided through online instruction due to inclement weather. The inclement  
13.9 weather plans must be developed according to section 120A.414.

10.17 Tribal schools, and postsecondary institutions are encouraged to develop and offer an  
10.18 "Introduction to Teaching" or "Introduction to Education" course under this subdivision.  
10.19 For the purpose of applying for grants under this paragraph, "eligible institution" includes  
10.20 schools and school districts, charter schools, or Tribal schools that partner with an accredited  
10.21 college or university in addition to postsecondary institutions identified in subdivision 3,  
10.22 paragraph (a). Grant recipients under this paragraph must annually report to the commissioner  
10.23 in a form and manner determined by the commissioner on the participation rates of students  
10.24 in courses under this paragraph, including the number of students who apply for admission  
10.25 to colleges or universities with teacher preparation programs and the number of students of  
10.26 color and American Indian students who earned postsecondary credit. Grant recipients must  
10.27 also describe recruiting efforts intended to ensure that the percentage of participating students  
10.28 who are of color or American Indian meets or exceeds the overall percentage of students  
10.29 of color or American Indian students in the school.

57.23       Sec. 22. **REVISOR INSTRUCTION.**

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

57.28	<u>Column A</u>	<u>Column B</u>
57.29	<u>124E.16, subdivision 3</u>	<u>124E.27</u>

13.10 Subd. 2. **Hours of instruction.** (a) Hours of instruction in a secondary school includes  
13.11 all educational experiences that:

13.12 (1) allow students to earn academic credit, as defined in section 120B.018;  
13.13 (2) are available to all enrolled students; and  
13.14 (3) are supervised, coordinated, and verified by a qualified teacher, as defined in section  
13.15 122A.16.

13.16 (b) Educational experiences included in hours of instruction may:  
13.17 (1) be included in any secondary school course of study prescribed by a school board  
13.18 under section 123B.09; and  
13.19 (2) occur outside the regular school day and week, but not outside the school year. A  
13.20 school district must not report a student participating in additional educational experiences  
13.21 as a student in average daily membership in excess of the student's average daily membership  
13.22 that would be reported if the student were not to participate in the additional educational  
13.23 experiences offered under this subdivision.

13.24 (c) Nothing in this subdivision allows a district to deny a student access to any service  
13.25 or instruction required under state or federal law, including special education services, and  
13.26 nothing in this subdivision requires a district to provide additional special education services  
13.27 outside of the services or instruction specified in the student's individualized education  
13.28 program.

13.29 (d) The Department of Education must regularly review its policies and structures,  
13.30 including district reporting requirements, in a form and manner determined by the  
13.31 commissioner, to ensure that the department's policies and structures support providing a  
13.32 range of educational opportunities to students.

14.1 (e) Nothing in this subdivision modifies pupil units under chapter 126C, or provides  
14.2 additional pupil units for an educational experience included in hours of instruction.

14.3 (f) Nothing in this subdivision allows a district to unilaterally modify the terms and  
14.4 conditions of employment of a teacher as they are provided in a collective bargaining  
14.5 agreement to accommodate educational experiences that occur outside the regular school  
14.6 day and week.

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

13.28 Sec. 14. **REVISOR INSTRUCTION.**  
13.29 The revisor of statutes must substitute the term "school district, charter school, or Tribal  
13.30 school" for "district" or "school district" wherever the terms appear in Minnesota Statutes,

14.8       Sec. 2. Minnesota Statutes 2024, section 124D.085, is amended to read:

14.9               **124D.085 EXPERIENTIAL AND APPLIED LEARNING OPPORTUNITIES FOR**

14.10 **STUDENTS.**

14.11               (a) To strengthen the alignment between career and college ready curriculum and state

14.12 and local academic standards and increase students' opportunities for participating in applied

14.13 and experiential learning in a nontraditional setting, school districts are encouraged to

14.14 provide programs such as:

14.15               (1) magnet schools;

14.16               (2) language immersion programs;

14.17               (3) project-based learning;

14.18               (4) accelerated learning;

14.19               (5) college prep schools;

14.20               (6) career and technical education;

14.21               (7) Montessori schools;

14.22               (8) military schools;

14.23               (9) work-based schools; and

14.24               (10) place-based learning.

14.25               (b) Districts may provide such programs independently or in cooperation with other

14.26 districts, at a school single site, for particular grades, or throughout the district. In addition

14.27 to meeting the other accountability measures under chapter 120B, districts may declare that

14.28 a student meets or exceeds specific academic standards required for graduation under the

14.29 rigorous course of study waiver in section 120B.021, subdivision 1a, where appropriate.

15.1               ~~(b)~~ (c) The board of a district that chooses to participate must publicly adopt and review

15.2 a plan for providing a program under this section. The plan must: define the program and

15.3 its structure; describe the enrollment process; identify measures and processes for regularly

15.4 assessing, evaluating, and publicly reporting on program efficacy and use summary data to

15.5 show student progress and outcomes; and establish a data-informed public process for

15.6 modifying and revising the plan as needed. A district must publish its plan contents and

15.7 evaluation outcomes on the district website.

13.31    section 124D.09, subdivisions 3, 4, 6, 7, 8, 9, 11a, 12, 13, 16, 21, and 24, and section

13.32    124D.091. The revisor may also make grammatical changes related to the change in terms.

15.8 ~~(c)~~ (d) For purposes of further integrating experiential and applied learning into career  
15.9 and college ready curricula, the commissioner may request program information from  
15.10 providing districts under this section, but is not authorized to approve or deny any school  
15.11 board-adopted program provided under this section.

15.12 Sec. 3. Minnesota Statutes 2024, section 124D.093, subdivision 3, is amended to read:

15.13 Subd. 3. **Application Board approval process.** ~~The commissioner must determine the~~  
15.14 ~~form and manner of application for a school to be designated a P-TECH school. The~~  
15.15 ~~application~~ school board plan for adopting a P-TECH program must contain at least the  
15.16 following information:

15.17 (1) the written agreement between a public school, a higher education institution under  
15.18 section 124D.09, subdivision 3, paragraph (a), and a business partner to jointly develop and  
15.19 support a P-TECH school;

15.20 (2) a proposed school design consistent with subdivisions 1 and 2;

15.21 (3) a description of how the P-TECH school supports the needs of the economic  
15.22 development region in which the P-TECH school is to be located;

15.23 (4) a description of the facilities to be used by the P-TECH school;

15.24 (5) a description of proposed budgets, curriculum, transportation plans, and other  
15.25 operating procedures for the P-TECH school;

15.26 (6) the process by which students will be enrolled in the P-TECH school;

15.27 (7) the qualifications required for individuals employed in the P-TECH school; and

15.28 (8) any additional information that the ~~commissioner requires~~ board determines is  
15.29 appropriate.

14.3 Section 1. Minnesota Statutes 2024, section 13.03, subdivision 3, is amended to read:

14.4 Subd. 3. **Request for access to data.** (a) Upon request to a responsible authority or  
14.5 designee, a person shall be permitted to inspect and copy public government data at  
14.6 reasonable times and places, and, upon request, shall be informed of the data's meaning. If  
14.7 a person requests access for the purpose of inspection, the responsible authority may not  
14.8 assess a charge or require the requesting person to pay a fee to inspect data.

14.9 (b) For purposes of this section, "inspection" includes, but is not limited to, the visual  
14.10 inspection of paper and similar types of government data. Inspection does not include  
14.11 printing copies by the government entity, unless printing a copy is the only method to provide  
14.12 for inspection of the data. In the case of data stored in electronic form and made available  
14.13 in electronic form on a remote access basis to the public by the government entity, inspection  
14.14 includes remote access to the data by the public and the ability to print copies of or download

14.15 the data on the public's own computer equipment. Nothing in this section prohibits a  
 14.16 government entity from charging a reasonable fee for remote access to data under a specific  
 14.17 statutory grant of authority. A government entity may charge a fee for remote access to data  
 14.18 where either the data or the access is enhanced at the request of the person seeking access.

14.19 (c) The responsible authority or designee shall provide copies of public data upon request.  
 14.20 If a person requests copies or electronic transmittal of the data to the person, the responsible  
 14.21 authority may require the requesting person to pay the actual costs of searching for and  
 14.22 retrieving government data, including the cost of employee time, and for making, certifying,  
 14.23 and electronically transmitting the copies of the data or the data, but may not charge for  
 14.24 separating public from not public data. However, if 100 or fewer pages of black and white,  
 14.25 letter or legal size paper copies are requested, actual costs shall not be used, and instead,  
 14.26 the responsible authority may charge no more than 25 cents for each page copied. If the  
 14.27 responsible authority or designee is not able to provide copies at the time a request is made,  
 14.28 copies shall be supplied as soon as reasonably possible.

14.29 (d) When a request under this subdivision involves any person's receipt of copies of  
 14.30 public government data that has commercial value and is a substantial and discrete portion  
 14.31 of or an entire formula, pattern, compilation, program, device, method, technique, process,  
 14.32 database, or system developed with a significant expenditure of public funds by the  
 14.33 government entity, the responsible authority may charge a reasonable fee for the information  
 14.34 in addition to the costs of making and certifying the copies. Any fee charged must be clearly  
 15.1 demonstrated by the government entity to relate to the actual development costs of the  
 15.2 information. The responsible authority, upon the request of any person, shall provide  
 15.3 sufficient documentation to explain and justify the fee being charged.

15.4 (e) The responsible authority of a government entity that maintains public government  
 15.5 data in a computer storage medium shall provide to any person making a request under this  
 15.6 section a copy of any public data contained in that medium, in electronic form, if the  
 15.7 government entity can reasonably make the copy or have a copy made. This does not require  
 15.8 a government entity to provide the data in an electronic format or program that is different  
 15.9 from the format or program in which the data are maintained by the government entity. The  
 15.10 entity may require the requesting person to pay the actual cost of providing the copy.

15.11 (f) If the responsible authority or designee determines that the requested data is classified  
 15.12 so as to deny the requesting person access, the responsible authority or designee shall inform  
 15.13 the requesting person of the determination either orally at the time of the request, or in  
 15.14 writing as soon after that time as possible, and shall cite the specific statutory section,  
 15.15 temporary classification, or specific provision of federal law on which the determination is  
 15.16 based. Upon the request of any person denied access to data, the responsible authority or  
 15.17 designee shall certify in writing that the request has been denied and cite the specific statutory  
 15.18 section, temporary classification, or specific provision of federal law upon which the denial  
 15.19 was based.

- 16.1       Sec. 4. Minnesota Statutes 2024, section 124D.093, subdivision 4, is amended to read:
- 16.2           Subd. 4. **Approval Grant process.** (a) When an appropriation is available, the  
16.3 commissioner of education must appoint an advisory committee to review the grant  
16.4 applications and to recommend approval for those applications that meet the requirements  
16.5 of this section. The commissioner of education has final authority over grant application  
16.6 approvals.
- 16.7           (b) To the extent practicable, the commissioner must ensure an equitable geographic  
16.8 distribution of grants for approved P-TECH schools.
- 16.9           (c) Nothing in this subdivision may be construed to authorize the commissioner to  
16.10 approve or deny a locally adopted P-TECH plan.
- 16.11       Sec. 5. **REVISOR INSTRUCTION.**
- 16.12           (a) The revisor of statutes shall renumber the provisions of Minnesota Statutes and laws  
16.13 listed in column A to the references listed in column B. The revisor shall also make necessary  
16.14 cross-reference changes in Minnesota Statutes and Minnesota Rules consistent with the  
16.15 renumbering in this instruction.

- 15.20           (g) If a responsible authority has notified the requesting person that responsive data or  
15.21 copies are available for inspection or collection, and the requesting person does not inspect  
15.22 the data or collect the copies within five business days of the notification, the responsible  
15.23 authority may suspend any further response to the request until the requesting person inspects  
15.24 the data that has been made available or collects and pays for the copies that have been  
15.25 produced.
- 15.26       Sec. 2. **[120B.213] HEALTHY AGING AND DEMENTIA EDUCATION.**
- 15.27           School districts and charter schools are encouraged to provide instruction on healthy  
15.28 aging and dementia to students in grades 6 through 12 that is aligned with applicable health  
15.29 standards and integrated into existing programs, curriculum, or the general school  
15.30 environment of a district or charter school. By July 1, 2026, and each even-numbered year  
15.31 thereafter, the commissioner of education, in consultation with the commissioner of health  
15.32 and dementia advocacy organizations, must provide districts and charter schools with  
15.33 age-appropriate resources on healthy aging and dementia, including but not limited to  
16.1 strategies to maintain brain health, information on Alzheimer's disease and other forms of  
16.2 dementia, and caring for an elder with a cognitive impairment.
- 16.3           **EFFECTIVE DATE.** This section is effective July 1, 2025.

16.16	<u>Column A</u>	<u>Column B</u>
16.17	<u>Laws 2017, First Special Session</u>	<u>124F.01</u>
16.18	<u>chapter 5, article 2, section 52</u>	
16.19	<u>124D.085</u>	<u>124F.02</u>
16.20	<u>124D.093</u>	<u>124F.03</u>
16.21	<u>124D.4535</u>	<u>124F.04</u>
16.22	<u>124D.46</u>	<u>124F.05</u>
16.23	<u>124D.47</u>	<u>124F.06</u>
16.24	<u>124D.48</u>	<u>124F.07</u>
16.25	<u>124D.49</u>	<u>124F.08</u>
16.26	<u>124D.50</u>	<u>124F.09</u>
16.27	(b) Paragraph (a) is intended to be a reorganization of statutes relating to Education	
16.28	Innovation in Minnesota Statutes, chapter 124F, and not intended to change the meaning	
16.29	or prior interpretation of those laws.	

17.1

17.2

ARTICLE 5

SPECIAL EDUCATION

75.7

75.8

ARTICLE 5

SPECIAL EDUCATION

19.9

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

19.10

Subdivision 1. **Rulemaking.** ~~The Professional Educator Licensing and Standards Board~~

19.11

~~commissioner~~ must adopt rules to implement a statewide credential for education

19.12

~~paraprofessionals~~ who assist a licensed teacher in providing student instruction. Any

19.13

~~paraprofessional holding this credential or working in a local school district after meeting~~

19.14

~~a state-approved local assessment is considered to be highly qualified under federal law.~~

19.15

~~Under this subdivision, the Professional Educator Licensing and Standards Board, in~~

19.16

~~consultation with~~ the commissioner; must adopt qualitative criteria for approving local

19.17

assessments that include an evaluation of a paraprofessional's knowledge of reading, writing,

19.18

and math and the paraprofessional's ability to assist in the instruction of reading, writing,

19.19

and math. The commissioner must approve or disapprove local assessments using these

19.20

criteria. The commissioner must make the criteria available to the public.



17.3       Section 1. [125A.092] STATE COMPLAINT PROCESS.

17.4           Subdivision 1. **Filing a state complaint.** (a) An organization or individual may file a

17.5 signed, written complaint with the Department of Education, Office of General Counsel,

17.6 Dispute Resolution.

17.7           **(b) The complaint must include:**

17.8           (1) a statement that a public agency, lead agency, or early intervention services provider

17.9 has violated a requirement of Part B or Part C of the federal Individuals with Disabilities

17.10 Education Act;

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

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

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

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

17.15           (ii) the name of the school the child is attending, or the name of the early intervention

17.16 services provider serving the child; and

17.17           (iii) in the case of a homeless child or youth within the meaning of section 725(2) of the

17.18 McKinney-Vento Homeless Assistance Act, United States Code, title 42, section 11434(a)(2),

17.19 the available contact information for the child and the name of the school the child is

17.20 attending;

17.21          (5) a description of the nature of the problem of the child, including facts relating to the

17.22 problem; and

17.23          (6) a proposed resolution of the problem to the extent known and available to the party

17.24 at the time the complaint is filed.

17.25          (c) The complaint must allege a violation that occurred not more than one year prior to

17.26 the date that the complaint is received.

17.27          (d) The party filing the complaint must forward a copy of the complaint to the local

17.28 educational agency, public agency, or early intervention services provider serving the child

17.29 at the same time the party files the complaint with the Department of Education.

17.30       Subd. 2. **Remedies.** In resolving a complaint in which the Department of Education has

17.31 found a failure to provide appropriate services, the Department of Education, pursuant to

18.1 its general supervisory authority under Part B and Part C of the federal Individuals with

18.2 Disabilities Education Act, must address:

77.10       Sec. 5. [125A.092] STATE COMPLAINT PROCESS.

77.11           Subdivision 1. **Filing a state complaint.** (a) An organization or individual may file a

77.12 signed, written complaint with the Department of Education, Office of General Counsel,

77.13 Dispute Resolution.

77.14           **(b) The complaint must include:**

77.15           (1) a statement that a public agency, lead agency, or early intervention services provider

77.16 has violated a requirement of Part B or Part C of the federal Individuals with Disabilities

77.17 Education Act;

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

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

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

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

77.22           (ii) the name of the school the child is attending, or the name of the early intervention

77.23 services provider serving the child; and

77.24           (iii) in the case of a homeless child or youth within the meaning of section 725(2) of the

77.25 McKinney-Vento Homeless Assistance Act, United States Code, title 42, section 11434(a)(2),

77.26 the available contact information for the child and the name of the school the child is

77.27 attending;

77.28          (5) a description of the nature of the problem of the child, including facts relating to the

77.29 problem; and

77.30          (6) a proposed resolution of the problem to the extent known and available to the party

77.31 at the time the complaint is filed.

78.1          (c) The complaint must allege a violation that occurred not more than one year prior to

78.2 the date that the complaint is received.

78.3          (d) The party filing the complaint must forward a copy of the complaint to the local

78.4 educational agency, public agency, or early intervention services provider serving the child

78.5 at the same time the party files the complaint with the Department of Education.

78.6       Subd. 2. **Remedies.** In resolving a complaint in which the Department of Education has

78.7 found a failure to provide appropriate services, the Department of Education, pursuant to

78.8 its general supervisory authority under Part B and Part C of the federal Individuals with

78.9 Disabilities Education Act, must address:

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

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

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

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

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

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

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

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

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

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

18.25 (i) findings of fact and conclusions; and

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

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

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

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

19.3 **Subd. 4. Complaints and due process hearings.** (a) If a written complaint is received  
 19.4 that is also the subject of a due process hearing under section 125A.091, subdivision 12, or

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

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

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

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

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

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

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

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

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

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

78.32 (i) findings of fact and conclusions; and

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

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

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

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

79.8 **Subd. 4. Complaints and due process hearings.** (a) If a written complaint is received  
 79.9 that is also the subject of a due process hearing under section 125A.091, subdivision 12, or

19.5 that contains multiple issues of which one or more are part of that hearing, the Department  
19.6 of Education must set aside any part of the complaint that is being addressed in the due  
19.7 process hearing until the conclusion of the hearing. Any issue in the complaint that is not  
19.8 a part of the due process action must be resolved using the time limit and procedures  
19.9 described in paragraphs (c) and (d).

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

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

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

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

19.18 **ARTICLE 6**

19.19 **HEALTH AND NUTRITION**

79.10 that contains multiple issues of which one or more are part of that hearing, the Department  
79.11 of Education must set aside any part of the complaint that is being addressed in the due  
79.12 process hearing until the conclusion of the hearing. However, any issue in the complaint  
79.13 that is not a part of the due process action must be resolved using the time limit and  
79.14 procedures described in paragraphs (c) and (d).

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

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

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

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

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

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

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

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

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

19.30 (c) "Public school" or "school" means a public school under section 120A.05, subdivisions  
19.31 9, 11, 13, and 17, and a charter school under chapter 124E.

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

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

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

19.20       Section 1. Minnesota Statutes 2024, section 121A.22, subdivision 2, is amended to read:

19.21           Subd. 2. **Exclusions.** In addition, this section does not apply to drugs or medicine that

19.22 are:

19.23           (1) purchased without a prescription;

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

20.7           (2) materially and substantially interferes with a student's educational opportunities or

20.8 performance or ability to participate in school functions or activities or receive school

20.9 benefits, services, or privileges.

20.10          (f) "Cyberbullying" means bullying using technology or other electronic communication,

20.11 including but not limited to a transfer of a sign, signal, writing, image, sound, or data,

20.12 including a post on a social network Internet website or forum, transmitted through a

20.13 computer, cell phone, or other electronic device.

20.14          (g) Intimidating, threatening, abusive, or harming conduct may involve, but is not limited

20.15 to, conduct that causes physical harm to a student or a student's property or causes a student

20.16 to be in reasonable fear of harm to person or property; under Minnesota common law,

20.17 violates a student's reasonable expectation of privacy, defames a student, or constitutes

20.18 intentional infliction of emotional distress against a student; is directed at any student or

20.19 students, including those based on a person's actual or perceived race, ethnicity, color, creed,

20.20 religion, national origin, immigration status, sex, marital status, familial status, socioeconomic

20.21 status, physical appearance, sexual orientation, including gender identity and expression,

20.22 academic status related to student performance, disability, or status with regard to public

20.23 assistance, age, or any additional characteristic defined in chapter 363A. However, prohibited

20.24 conduct need not be based on any particular characteristic defined in this paragraph or

20.25 chapter 363A.

20.26          (h) "Prohibited conduct" means bullying or cyberbullying as defined under this

20.27 subdivision or retaliation for asserting, alleging, reporting, or providing information about

20.28 such conduct or knowingly making a false report about bullying.

20.29          (i) "Remedial response" means a measure to stop and correct prohibited conduct, prevent

20.30 prohibited conduct from recurring, and protect, support, and intervene on behalf of the

20.31 student who is the target of the prohibited conduct. Remedial responses may include but

20.32 are not limited to nonexclusionary disciplinary policies and practices as defined in sections

20.33 121A.41, subdivision 12, and 121A.425, subdivision 2, and comprehensive school mental

20.34 health systems.

21.1          (j) "Familial status" means the condition of one or more minors being domiciled having

21.2 legal status or custody with (1) the minor's parent or parents or the minor's legal guardian

21.3 or guardians, or (2) the designee of the parent or parents or guardian or guardians with the

21.4 written permission of the parent or parents or guardian or guardians.

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

25.3           Subd. 2. **Exclusions.** In addition, this section does not apply to drugs or medicine that

25.4 are:

25.5           (1) purchased without a prescription;

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

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

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

19.30 (5) used off the school grounds;

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

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

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

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

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

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

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

25.12 (5) used off the school grounds;

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

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

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

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

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

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

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

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

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

- 21.16 (3) provide a procedure to begin to investigate reports of prohibited conduct within three  
21.17 school days of the report, and make the primary contact person responsible for the  
21.18 investigation and any resulting record and for keeping and regulating access to any record;
- 21.19 (4) indicate how a school will respond to an identified incident of prohibited conduct,  
21.20 including immediately intervening to protect the target of the prohibited conduct; at the  
21.21 school administrator's discretion and consistent with state and federal data practices law  
21.22 governing access to data, including section 13.02, subdivision 8, a presumption that a district  
21.23 or school official will notify the ~~parent~~ individuals with familial status of the reported target  
21.24 of the prohibited conduct and the ~~parent~~ individuals with familial status of the actor engaged  
21.25 in the prohibited conduct; providing other remedial responses to the prohibited conduct;  
21.26 and ensuring that remedial responses are tailored to the particular incident and nature of the  
21.27 conduct and the student's developmental age and behavioral history;
- 21.28 (5) prohibit reprisals or retaliation against any person who asserts, alleges, or reports  
21.29 prohibited conduct or provides information about such conduct and establish appropriate  
21.30 consequences for a person who engages in reprisal or retaliation;
- 21.31 (6) allow anonymous reporting but do not rely solely on an anonymous report to  
21.32 determine discipline;
- 22.1 (7) provide information about available community resources to the target, actor, and  
22.2 other affected individuals, as appropriate;
- 22.3 (8) where appropriate for a child with a disability to prevent or respond to prohibited  
22.4 conduct, allow the child's individualized education program or section 504 plan to address  
22.5 the skills and proficiencies the child needs to respond to or not engage in prohibited conduct;
- 22.6 (9) use new employee training materials, the school publication on school rules,  
22.7 procedures, and standards of conduct, and the student handbook on school policies to  
22.8 publicize the policy;
- 22.9 (10) require ongoing professional development, consistent with section 122A.60, to  
22.10 build the skills of all school personnel who regularly interact with students, including but  
22.11 not limited to educators, administrators, school counselors, social workers, psychologists,  
22.12 other school mental health professionals, school nurses, cafeteria workers, custodians, bus  
22.13 drivers, athletic coaches, extracurricular activities advisors, and paraprofessionals to identify,  
22.14 prevent, and appropriately address prohibited conduct;
- 22.15 (11) allow the alleged actor in an investigation of prohibited conduct to present a defense;  
22.16 and
- 22.17 (12) inform affected students and their parents of their rights under state and federal  
22.18 data practices laws to obtain access to data related to the incident and their right to contest  
22.19 the accuracy or completeness of the data.

20.15       Sec. 2. Minnesota Statutes 2024, section 121A.2205, is amended to read:

20.16       **121A.2205 POSSESSION AND USE OF EPINEPHRINE ~~AUTO-INJECTORS~~**  
20.17 **DELIVERY SYSTEMS; MODEL POLICY.**

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

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

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

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

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

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

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

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

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

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

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

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

22.28       (5) Internet safety and cyberbullying.

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

26.2       **121A.2205 POSSESSION AND USE OF EPINEPHRINE ~~AUTO-INJECTORS~~**  
26.3 **DELIVERY SYSTEMS; MODEL POLICY.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

22.30       Subd. 6. **State model policy.** (a) The commissioner, in consultation with the  
22.31 commissioner of human rights, shall develop and maintain a state model policy. A district  
23.1 or school that does not adopt and implement a local policy under subdivisions 3 to 5 must  
23.2 implement and may supplement the provisions of the state model policy. The commissioner  
23.3 must assist districts and schools under this subdivision to implement the state policy. The  
23.4 state model policy must:

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

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



22.1       Sec. 3. Minnesota Statutes 2024, section 121A.2207, is amended to read:

22.2       **121A.2207 LIFE-THREATENING ALLERGIES IN SCHOOLS; STOCK SUPPLY**

22.3       **OF EPINEPHRINE ~~AUTO-INJECTORS~~ DELIVERY SYSTEMS.**

22.4       Subdivision 1. **Districts and schools permitted to maintain supply.** (a) Notwithstanding

22.5       section 151.37, districts and schools may obtain and possess epinephrine ~~auto-injectors~~

22.6       delivery systems to be maintained and administered by school personnel, including a licensed

22.7       nurse, to a student or other individual if, in good faith, it is determined that person is

22.8       experiencing anaphylaxis regardless of whether the student or other individual has a

22.9       prescription for an epinephrine ~~auto-injector~~ auto-injector delivery system. The administration of an

22.10      epinephrine ~~auto-injector~~ delivery system in accordance with this section is not the practice

22.11      of medicine.

23.7       (3) for a child with a disability, whenever an evaluation by an individualized education

23.8       program team or a section 504 team indicates that the child's disability affects the child's

23.9       social skills development or the child is vulnerable to prohibited conduct because of the

23.10      child's disability, the child's individualized education program or section 504 plan may

23.11      address the skills and proficiencies the child needs to not engage in and respond to such

23.12      conduct; and

23.13      (4) encourage violence prevention and character development education programs under

23.14      section 120B.232, subdivision 1.

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

23.16      (1) periodically reviewing district and school programs and policies for compliance with

23.17      this section;

23.18      (2) ~~investigating~~ assessing, evaluating, reporting, and responding to noncompliance with

23.19      this section, which may include an annual review of plans to improve and provide a safe

23.20      and supportive school climate; and

23.21      (3) allowing students, parents, and educators to file a complaint about noncompliance

23.22      with the commissioner.

23.23      (c) The commissioner must post on the department's website information indicating that

23.24      when districts and schools allow non-curriculum-related student groups access to school

23.25      facilities, the district or school must give all student groups equal access to the school

23.26      facilities regardless of the content of the group members' speech.

23.27      (d) The commissioner must develop and maintain resources to assist a district or school

23.28      in implementing strategies for creating a positive school climate and use evidence-based,

23.29      social-emotional learning to prevent and reduce discrimination and other improper conduct.

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

27.18      **121A.2207 LIFE-THREATENING ALLERGIES IN SCHOOLS; STOCK SUPPLY**

27.19      **OF EPINEPHRINE ~~AUTO-INJECTORS~~ DELIVERY SYSTEMS.**

27.20      Subdivision 1. **Districts and schools permitted to maintain supply.** (a) Notwithstanding

27.21      section 151.37, districts and schools may obtain and possess epinephrine ~~auto-injectors~~

27.22      delivery systems to be maintained and administered by school personnel, including a licensed

27.23      nurse, to a student or other individual if, in good faith, it is determined that person is

27.24      experiencing anaphylaxis regardless of whether the student or other individual has a

27.25      prescription for an epinephrine ~~auto-injector~~ auto-injector delivery system. The administration of an

27.26      epinephrine ~~auto-injector~~ delivery system in accordance with this section is not the practice

27.27      of medicine.

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

22.20 Subd. 2. **Arrangements with manufacturers.** A district or school may enter into  
22.21 arrangements with manufacturers of epinephrine ~~auto-injectors~~ delivery systems to obtain  
22.22 epinephrine ~~auto-injectors~~ delivery systems at fair-market, free, or reduced prices. A third  
22.23 party, other than a manufacturer or supplier, may pay for a school's supply of epinephrine  
22.24 ~~auto-injectors~~ delivery systems.

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

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

28.4 Subd. 2. **Arrangements with manufacturers.** A district or school may enter into  
28.5 arrangements with manufacturers of epinephrine ~~auto-injectors~~ delivery systems to obtain  
28.6 epinephrine ~~auto-injectors~~ delivery systems at fair-market, free, or reduced prices. A third  
28.7 party, other than a manufacturer or supplier, may pay for a school's supply of epinephrine  
28.8 ~~auto-injectors~~ delivery systems.

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

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

23.31 Subd. 2. **Prohibition on American Indian mascots.** (a) Starting September 1, 2026, a  
23.32 public school may not have or adopt a name, symbol, or image that depicts or refers to an  
24.1 American Indian Tribe, individual, custom, or tradition to be used as a mascot, nickname,  
24.2 logo, letterhead, or team name of the school, district, or school within the district, unless  
24.3 the school has obtained an exemption under subdivision 3.

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

24.7 (c) A school district with a prohibited American Indian mascot according to paragraph  
24.8 (a), that has not received an exemption according to subdivision 3, must report to the chairs  
24.9 and ranking minority members of the legislative committees having jurisdiction over  
24.10 kindergarten through grade 12 education policy and education finance by February 14,  
24.11 2025, and again by February 1, 2026, on the district's progress to comply with this section;  
24.12 and the district must submit copies of the reports to the Legislative Reference Library. The  
24.13 reports must include the following:

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

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

22.29 Sec. 4. Minnesota Statutes 2024, section 124D.119, subdivision 5, is amended to read:

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

## ARTICLE 7

## STATE AGENCIES

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

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

23.10 (1) this subdivision; and

23.11 (2) United States Code, title 20, section 1232g, and Code of Federal Regulations, title  
23.12 34, section 99.37, which were in effect on January 3, 2012.

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

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

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

83.17 Sec. 3. Minnesota Statutes 2024, section 124D.119, subdivision 5, is amended to read:

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

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

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

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

## ARTICLE 7

## STATE AGENCIES

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

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

84.1 (1) this subdivision; and

84.2 (2) United States Code, title 20, section 1232g, and Code of Federal Regulations, title  
84.3 34, section 99.37, which were in effect on January 3, 2012.

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

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

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

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

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

24.2 Subd. 3. **Rulemaking.** (a) The commissioner, consistent with the requirements of this  
24.3 section and section 120B.022, must adopt statewide rules under ~~section 14.389~~ chapter 14  
24.4 for implementing statewide rigorous core academic standards in language arts, mathematics,  
24.5 science, social studies, physical education, and the arts.

24.6 (b) The commissioner must adopt statewide rules for implementing statewide rigorous  
24.7 core academic standards in health.

24.8 Sec. 3. Minnesota Statutes 2024, section 122A.092, subdivision 2, is amended to read:

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

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

24.13 (2) the program provides a student teaching program;

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

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

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

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

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

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

84.25 Subd. 3. **Rulemaking.** (a) The commissioner, consistent with the requirements of this  
84.26 section and section 120B.022, must adopt statewide rules under ~~section 14.389~~ chapter 14  
84.27 for implementing statewide rigorous core academic standards in language arts, mathematics,  
84.28 science, social studies, physical education, and the arts.

84.29 (b) The commissioner must adopt statewide rules for implementing statewide rigorous  
84.30 core academic standards in health.

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

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

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

32.20 (2) the program provides a student teaching program;

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

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

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

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

25.1 Sec. 4. Minnesota Statutes 2024, section 122A.70, subdivision 6, is amended to read:

25.2 Subd. 6. **Report.** By September 30 of each year after receiving a grant, recipients must  
25.3 submit a report to the Professional Educator Licensing and Standards Board on program

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

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

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

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

28.14 **121A.224 OPIATE ANTAGONISTS.**

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

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

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

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

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

25.4 efforts that describes mentoring and induction activities and assesses the impact of these  
25.5 programs on teacher effectiveness and retention. The board must publish a summary report  
25.6 for the public and submit the report to the committees of the legislature with jurisdiction  
25.7 over kindergarten through grade 12 education policy and finance in accordance with section  
25.8 3.302 by November 30 of each even-numbered year.

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

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

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

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

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

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

29.16 ~~(5) (4) involvement of parents and other community members;~~

29.17 ~~(6) (5) in-service training for appropriate district staff and school board members;~~

29.18 ~~(7) (6) collaboration with state agencies and organizations having a sexually transmitted~~  
29.19 ~~infection and disease prevention or sexually transmitted infection and disease risk reduction~~  
29.20 ~~program;~~

29.21 ~~(8) (7) collaboration with local community health services, agencies and organizations~~  
29.22 ~~having a sexually transmitted infection and disease prevention or sexually transmitted~~  
29.23 ~~infection and disease risk reduction program; and~~

29.24 ~~(9) (8) participation by state and local student organizations.~~

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

- 25.9

Sec. 5. Minnesota Statutes 2024, section 127A.21, subdivision 1, is amended to read:
- 25.10

Subdivision 1. **Establishment of Office of the Inspector General; powers; duties.** The
- 25.11

commissioner must establish within the department an Office of the Inspector General. The
- 25.12

inspector general shall report directly to the commissioner. The Office of the Inspector
- 25.13

General is charged with protecting the integrity of the department and the state by detecting
- 25.14

and preventing fraud, theft, waste, and abuse in department programs. The Office of the
- 25.15

Inspector General must conduct independent and objective investigations to promote the
- 25.16

integrity of the department's programs and operations. When fraud, theft, or other misuse
- 25.17

of public funds is detected, the Office of the Inspector General must report it to the
- 25.18

appropriate law enforcement entity and collaborate and cooperate with law enforcement to
- 25.19

assist in the investigation and any subsequent civil and criminal prosecution.
- 25.20

Sec. 6. Minnesota Statutes 2024, section 127A.21, subdivision 1a, is amended to read:
- 25.21

Subd. 1a. **Definitions.** (a) For purposes of this section, the following terms have the
- 25.22

meanings given.
- 25.23

(b) "Abuse" means actions that may, directly or indirectly, result in unnecessary costs
- 25.24

to department programs. Abuse may involve paying for items or services when there is no
- 25.25

legal entitlement to that payment, or behavior that is deficient or improper when compared

- 29.28

If a district fails to develop and implement a program to prevent and reduce the risk of
- 29.29

sexually transmitted infection and disease, the department must assist the service cooperative
- 29.30

in the region serving that district to develop or implement the program.
- 30.1

Sec. 16. Minnesota Statutes 2024, section 121A.41, subdivision 10, is amended to read:
- 30.2

Subd. 10. **Suspension.** "Suspension" means an action by the school administration,
- 30.3

under rules promulgated by the school board, prohibiting a pupil from attending school for
- 30.4

a period of no more than ten school days. If a suspension is longer than five days, the
- 30.5

suspending administrator must provide the superintendent with a reason for the longer
- 30.6

suspension. This definition does not apply to dismissal from school for ~~one school day or~~
- 30.7

~~less than one school day,~~ except as provided in federal law for a student with a disability.
- 30.8

Each suspension action may include a readmission plan. The readmission plan shall include,
- 30.9

where appropriate, a provision for implementing alternative educational services upon
- 30.10

readmission and may not be used to extend the current suspension. Consistent with section
- 30.11

125A.091, subdivision 5, the readmission plan must not obligate a parent to provide a
- 30.12

sympathomimetic medication for the parent's child as a condition of readmission. The school
- 30.13

administration may not impose consecutive suspensions against the same pupil for the same
- 30.14

course of conduct, or incident of misconduct, except where the pupil will create an immediate
- 30.15

and substantial danger to self or to surrounding persons or property, or where the district is
- 30.16

in the process of initiating an expulsion, in which case the school administration may extend
- 30.17

the suspension to a total of 15 school days.

25.26 with behavior that a prudent person would consider a reasonable and necessary business  
 25.27 practice given the facts and circumstances.

25.28 (c) "Department program" means a program funded by the Department of Education  
 25.29 that involves the transfer or disbursement of public funds or other resources to a program  
 25.30 participant. "Department program" includes state and federal aids or grants received by a  
 25.31 school district or charter school or other program participant.

26.1 (d) "Excluded" means removed by any means from a program administered by a  
 26.2 Minnesota state agency or federal agency.

26.3 ~~(d)~~ (e) "Fraud" means an intentional or deliberate act to deprive another of property or  
 26.4 money or to acquire property or money by deception or other unfair means. Fraud includes  
 26.5 intentionally submitting false information to the department for the purpose of either  
 26.6 obtaining a greater compensation or benefit than that to which the ~~person~~ program participant  
 26.7 is legally entitled or hiding the misuse of funds. ~~Fraud also includes failure to correct errors~~  
 26.8 ~~in the maintenance of records in a timely manner after a request by the department.~~ Fraud  
 26.9 also includes acts that constitute a crime against any program, or attempts or conspiracies  
 26.10 to commit those crimes, including but not limited to the following:

26.11 (1) theft in violation of section 609.52;

26.12 (2) perjury in violation of section 609.48; and

26.13 (3) aggravated forgery and forgery in violation of sections 609.625 and 609.63.

26.14 ~~(e)~~ (f) "Investigation" means an audit, investigation, proceeding, or inquiry by the Office  
 26.15 of the Inspector General related to a program participant in a department program.

26.16 ~~(f)~~ (g) "Program participant" means any entity or person, including associated entities  
 26.17 or persons, that receives, disburses, or has custody of funds or other resources transferred  
 26.18 or disbursed under a department program. Associated persons or entities include but are not  
 26.19 limited to vendors or other entities or persons that contract with recipients of department  
 26.20 program funds.

26.21 (h) "Theft" means the act defined in section 609.52, subdivision 2.

26.22 ~~(g)~~ (i) "Waste" means practices that, directly or indirectly, result in unnecessary costs  
 26.23 to department programs, such as misusing resources. Waste includes an attempt or act using  
 26.24 or expending resources carelessly, extravagantly, or to no purpose.

26.25 ~~(h)~~ (j) For purposes of this section, neither "fraud," "theft," "waste," nor "abuse" includes  
 26.26 decisions on instruction, curriculum, personnel, or other discretionary policy decisions made  
 26.27 by a school district, charter school, cooperative unit as defined by section 123A.24,  
 26.28 subdivision 2, or any library, library system, or library district defined in section 134.001.



26.29       Sec. 7. Minnesota Statutes 2024, section 127A.21, subdivision 4, is amended to read:

26.30               Subd. 4. **Access to records.** (a) For purposes of an investigation, and regardless of the

26.31 data's classification under chapter 13, the Office of the Inspector General shall have access

26.32 to all relevant books, accounts, documents, data, and property related to department programs

27.1 that are maintained by a program participant, charter school, or government entity as defined

27.2 by section 13.02.

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

30.19               **121A.49 APPEAL.**

30.20               A party to an exclusion or expulsion decision made under sections 121A.40 to 121A.56

30.21 may appeal the decision to the commissioner of education within 21 calendar days of school

30.22 board action. Upon being served with a notice of appeal, the district shall provide the

30.23 commissioner and the parent or guardian with a complete copy of the hearing record,

30.24 including a written transcript of the expulsion hearing, within five days of its receipt of the

30.25 notice of appeal. All written submissions by the appellant must be submitted and served on

30.26 the respondent within ten days of its actual receipt of the hearing record, including the

30.27 written transcript. All written submissions by the respondent must be submitted and served

30.28 on the appellant within ten days of its actual receipt of the written submissions of the

30.29 appellant. The decision of the school board must be implemented during the appeal to the

30.30 commissioner.

30.31               In an appeal under this section, the commissioner may affirm the decision of the agency,

30.32 may remand the decision for additional findings, or may reverse or modify the decision if

30.33 the substantial rights of the petitioners have been prejudiced because the administrative

30.34 findings, inferences, conclusions, or decisions are:

31.1               (1) in violation of constitutional provisions;

31.2               (2) in excess of the statutory authority or jurisdiction of the school district;

31.3               (3) made upon unlawful procedure, except as provided in section 121A.48;

31.4               (4) affected by other error of law;

31.5               (5) unsupported by substantial evidence in view of the entire record submitted; or

31.6               (6) arbitrary or capricious.

31.7               The commissioner or the commissioner's representative shall make a final decision based

31.8 upon the record. The commissioner shall issue a decision within 30 calendar days of receiving

31.9 the entire record and the parties' written submission on appeal. The commissioner's decision

31.10 shall be final and binding upon the parties after the time for appeal expires under section

31.11 121A.50.

27.3 (b) Notwithstanding paragraph (a), the Office of the Inspector General must issue a  
27.4 subpoena under subdivision 3 in order to access routing and account numbers to which  
27.5 Department of Education funds have been disbursed.

27.6 (c) Records requested by the Office of the Inspector General under this subdivision shall  
27.7 be provided in a format, place, and time frame reasonably requested by the Office of the  
27.8 Inspector General.

27.9 (d) The department may enter into specific agreements with other state agencies related  
27.10 to records requests by the Office of the Inspector General.

27.11 (e) In an investigation, program participants must give the Office of the Inspector General  
27.12 immediate access without prior notice to any locations of potential record storage and the  
27.13 records themselves, whether physical or electronic, during regular business hours, and to  
27.14 any records related to a department program. Denying the Office of the Inspector General  
27.15 access to requested records is cause for immediate suspension of payment.

27.16 (f) The Office of the Inspector General, at its own expense, may photocopy or otherwise  
27.17 duplicate any record related to a department program. Photocopying or electronic duplication  
27.18 shall be done on the program participant's premises when immediate access is requested,  
27.19 unless removal is specifically permitted by the program participant. If requested, a program  
27.20 participant must help the Office of the Inspector General duplicate any department program  
27.21 record or other records related to a department program's operation, including hard copies  
27.22 or electronically stored data, on the day when access is requested.

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

31.13 **121A.73 SCHOOL CELL PHONE POLICY.**

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

31.20 (b) Beginning in the 2026-2027 school year, the school district or charter school's school  
31.21 cell phone policy must prohibit cell phones and smart watches in school for students in  
31.22 grades kindergarten through 8 and prohibit cell phones and smart watches in classrooms  
31.23 for students in grades 9 through 12. The policy must provide exceptions for devices necessary  
31.24 for medical use, exceptions for devices included in an individualized education program  
31.25 for a student with a disability, or other exceptions at the discretion of the school principal.  
31.26 A school district or charter school with a school building that includes a combination of  
31.27 elementary, middle, or secondary students must adopt a policy under this section that  
31.28 prohibits cell phones and smart watches in school or in classrooms.

- 27.23 Sec. 8. Minnesota Statutes 2024, section 127A.21, subdivision 5, is amended to read:
- 27.24 Subd. 5. **Sanctions; appeal.** (a) This subdivision does not authorize any sanction that
- 27.25 reduces, pauses, or otherwise interrupts state or federal aid to a school district, charter school,
- 27.26 cooperative unit as defined by section 123A.24, subdivision 2, or any library, library system,
- 27.27 or library district defined in section 134.001.
- 27.28 (b) The inspector general may recommend that the commissioner impose appropriate
- 27.29 temporary sanctions, including withholding of payments under the department program, on
- 27.30 a program participant pending an investigation by the Office of the Inspector General if:
- 27.31 (1) during the course of an investigation, the Office of the Inspector General finds credible
- 27.32 indicia of fraud, waste, or abuse by the program participant;
- 28.1 (2) there has been a criminal, civil, or administrative adjudication of fraud, theft, waste,
- 28.2 or abuse against the program participant in Minnesota or in another state or jurisdiction;
- 28.3 (3) the program participant was receiving funds under any contract or registered in any
- 28.4 program administered by another Minnesota state agency, a government agency in another
- 28.5 state, or a federal agency, and was excluded from that contract or program for reasons
- 28.6 credibly indicating fraud, waste, or abuse by the program participant; or
- 28.7 (4) the program participant has a pattern of noncompliance with an investigation.
- 28.8 (c) If an investigation finds, by a preponderance of the evidence, fraud, theft, waste, or
- 28.9 abuse by a program participant, the inspector general may, after reviewing all facts and
- 28.10 evidence and when acting judiciously on a case-by-case basis, recommend that the
- 28.11 commissioner impose appropriate sanctions on the program participant.
- 28.12 (d) Unless prohibited by law, the commissioner has the authority to implement
- 28.13 recommendations by the inspector general, including imposing appropriate sanctions,
- 28.14 temporarily or otherwise, on a program participant. Sanctions may include ending program
- 28.15 participation, stopping disbursement of funds or resources, monetary recovery, and
- 28.16 termination of department contracts with the participant for any current or future department
- 28.17 program or contract. A sanction may be imposed for up to the longest period permitted by
- 28.18 state or federal law. Sanctions authorized under this subdivision are in addition to other
- 28.19 remedies and penalties available under law.
- 28.20 (e) If the commissioner imposes sanctions on a program participant under this subdivision,
- 28.21 the commissioner must notify the participant in writing within seven business days of
- 28.22 imposing the sanction, unless requested in writing by a law enforcement agency to
- 28.23 temporarily delay issuing the notice to prevent disruption of an ongoing law enforcement
- 28.24 agency investigation. A notice of sanction must state:
- 28.25 (1) the sanction being imposed;

- 28.26
- (2) the general allegations that form the basis for the sanction;
- 28.27
- (3) the duration of the sanction;
- 28.28
- (4) the department programs to which the sanction applies; and
- 28.29
- (5) how the program participant may appeal the sanction pursuant to paragraph (c).
- 28.30
- (f) A program participant sanctioned under this subdivision may, within 30 days after
- 28.31
- the date the notice of sanction was mailed to the participant, appeal the determination by
- 28.32
- requesting in writing that the commissioner initiate a contested case proceeding under
- 29.1
- chapter 14. The scope of any contested case hearing is limited to the sanction imposed under
- 29.2
- this subdivision. An appeal request must specify with particularity each disputed item, the
- 29.3
- reason for the dispute, and must include the name and contact information of the person or
- 29.4
- entity that may be contacted regarding the appeal.
- 29.5
- (g) The commissioner shall lift sanctions imposed under this subdivision if the Office
- 29.6
- of the Inspector General determines there is insufficient evidence of fraud, theft, waste, or
- 29.7
- abuse by the program participant. The commissioner must notify the participant in writing
- 29.8
- within seven business days of lifting the sanction.

- 31.29
- Sec. 19. Minnesota Statutes 2024, section 122A.09, subdivision 9, is amended to read:
- 31.30
- Subd. 9. **Professional Educator Licensing and Standards Board must adopt rules.** (a)
- 31.31
- The Professional Educator Licensing and Standards Board must adopt rules subject to the
- 32.1
- provisions of chapter 14 to implement sections ~~120B.363~~, 122A.05 to 122A.09, 122A.092,
- 32.2
- 122A.16, 122A.17, 122A.18, 122A.181, 122A.182, 122A.183, 122A.184, 122A.185,
- 32.3
- 122A.187, 122A.188, 122A.19, 122A.20, 122A.21, 122A.23, 122A.26, 122A.28, 122A.29,
- 32.4
- and 124D.72.
- 32.5
- (b) The board must adopt rules relating to fields of licensure and grade levels that a
- 32.6
- licensed teacher may teach, including a process for granting permission to a licensed teacher
- 32.7
- to teach in a field that is different from the teacher's field of licensure without change to the
- 32.8
- teacher's license tier level.
- 32.9
- (c) If a rule adopted by the board is in conflict with a session law or statute, the law or
- 32.10
- statute prevails. Terms adopted in rule must be clearly defined and must not be construed
- 32.11
- to conflict with terms adopted in statute or session law.
- 32.12
- (d) The board must include a description of a proposed rule's probable effect on teacher
- 32.13
- supply and demand in the board's statement of need and reasonableness under section 14.131.
- 32.14
- (e) The board must adopt rules only under the specific statutory authority.

29.9       Sec. 9. Minnesota Statutes 2024, section 127A.21, is amended by adding a subdivision to  
29.10 read:

29.11       Subd. 8. **Immunity and confidentiality.** (a) A person who makes a good faith report  
29.12 is immune from any civil liability that might otherwise arise from reporting or participating  
29.13 in the investigation. Nothing in this subdivision affects an individual's or entity's  
29.14 responsibility for any monetary recovery under existing law or contractual obligation when  
29.15 receiving public funds.

29.16       (b) For purposes of this subdivision, "person" means a natural person.

29.17       (c) After an investigation is complete, the reporter's name and any identifying information  
29.18 must be kept confidential. The subject of the report may compel disclosure of the reporter's  
29.19 name only with the consent of the reporter or upon a written finding by a district court that  
29.20 the report was false and there is evidence that the report was made in bad faith. This  
29.21 subdivision does not alter disclosure responsibilities or obligations under the Rules of  
29.22 Criminal Procedure, except that when the identity of the reporter is relevant to a criminal  
29.23 prosecution the district court shall conduct an in-camera review before determining whether  
29.24 to order disclosure of the reporter's identity.

29.25       Sec. 10. Minnesota Statutes 2024, section 127A.21, is amended by adding a subdivision  
29.26 to read:

29.27       Subd. 9. **Limits on receiving public funds; prohibition.** (a) This subdivision does not  
29.28 authorize any action that reduces, pauses, or otherwise interrupts state or federal aid to a  
29.29 school district, charter school, cooperative unit as defined in section 123A.24, subdivision  
29.30 2, or any library, library system, or library district defined in section 134.001.

30.1       (b) For purposes of this subdivision, "program participant" includes individuals or persons  
30.2 who have an ownership interest in, control of, or the ability to control a program participant  
30.3 in a department program.

30.4       (c) If a program participant is excluded from a department program, the inspector general  
30.5 shall notify the commissioner, who shall:

30.6       (1) prohibit the excluded program participant from enrolling in, receiving grant money  
30.7 from, or registering in any other program administered by the commissioner; and

30.8       (2) disenroll or disqualify the excluded program participant from any other program  
30.9 administered by the commissioner.

30.10       (d) If a program participant enrolled, licensed, or receiving funds under any contract or  
30.11 program administered by a Minnesota state agency or federal agency is excluded from that  
30.12 program, the inspector general shall notify the commissioner, who may:

30.13 (1) prohibit the excluded program participant from enrolling in, becoming licensed,  
30.14 receiving grant money from, or registering in any other program administered by the  
30.15 commissioner; and

30.16 (2) disenroll or disqualify the excluded program participant from any other program  
30.17 administered by the commissioner.

30.18 (e) The duration of a prohibition, disenrollment, revocation, suspension, or  
30.19 disqualification under paragraph (c) must last for the longest applicable sanction or  
30.20 disqualifying period in effect for the program participant permitted by state or federal law.  
30.21 The duration of a prohibition, disenrollment, revocation, suspension, or disqualification  
30.22 under paragraph (d) may last up until the longest applicable sanction or disqualifying period  
30.23 in effect for the program participant as permitted by state or federal law.

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

33.6 Subd. 5. **Reading strategies.** (a) A teacher preparation provider approved by the  
33.7 Professional Educator Licensing and Standards Board to prepare persons for classroom  
33.8 teacher licensure must include in its teacher preparation programs evidence-based best  
33.9 practices in reading, consistent with sections 120B.118 to 120B.124, including instruction  
33.10 on phonemic awareness, phonics, vocabulary development, reading fluency, and reading  
33.11 comprehension. Instruction on reading must enable the licensure candidate to teach reading  
33.12 in the candidate's content areas. Teacher candidates must be instructed in using students'  
33.13 native languages as a resource in creating effective differentiated instructional strategies  
33.14 for English learners developing literacy skills. ~~A teacher preparation provider also must~~  
33.15 ~~prepare early childhood and elementary teacher candidates for Tier 3 and Tier 4 teaching~~  
33.16 ~~licenses under sections 122A.183 and 122A.184, respectively.~~

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

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

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

33.26 (c) Board-approved teacher preparation programs for teachers of elementary education,  
33.27 early childhood education, special education, and reading intervention must include  
33.28 instruction on dyslexia, as defined in section 125A.01, subdivision 2. Teacher preparation  
33.29 programs may consult with the Department of Education, including the dyslexia specialist  
33.30 under section 120B.122, to develop instruction under this paragraph. Instruction on dyslexia

30.24      Sec. 11. Minnesota Statutes 2024, section 127A.21, is amended by adding a subdivision  
30.25 to read:

30.26           Subd. 10. **Notice.** Within five days of taking an action against a program participant  
30.27 under subdivision 9, paragraph (c) or (d), the commissioner must send notice of the action  
30.28 to the program participant. The notice must state:

30.29           (1) the basis for the action;

30.30           (2) the effective date of the action;

30.31           (3) the right to appeal the action; and

31.1           (4) the requirements and procedures for reinstatement.

33.31 must be modeled on practice standards of the International Dyslexia Association, and must  
33.32 address:

33.33           (1) the nature and symptoms of dyslexia;

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

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

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

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

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

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

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

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

34.17           (2) the teacher holding the Tier 1 license took a content examination in accordance with  
34.18 section 122A.185 and submitted the examination results to the teacher's employing district

31.2       Sec. 12. Minnesota Statutes 2024, section 127A.21, is amended by adding a subdivision  
31.3       to read:

31.4       Subd. 11. **Appeal.** (a) Upon receipt of a notice under subdivision 10, a program  
31.5       participant may request a contested case hearing, as defined in section 14.02, subdivision  
31.6       3, by filing with the commissioner a written request of appeal. The appeal request must be  
31.7       received by the commissioner no later than 30 days after the date the notification was mailed  
31.8       to the program participant.

31.9       (b) The appeal request must specify: (1) each disputed item and the reason for the dispute;  
31.10      (2) the authority in statute or rule upon which the program participant relies for each disputed  
31.11      item; (3) the name and address of the person or entity with whom contacts may be made  
31.12      regarding the appeal; and (4) other information required by the commissioner.

31.13      (c) Unless timely and proper appeal is received by the commissioner, the action of the  
31.14      commissioner shall be considered final and binding on the effective date of the action as  
31.15      stated in the notice under subdivision 10, clause (2).

34.19      or charter school within one year of the board approving the request for the initial Tier 1  
34.20      license;

34.21      ~~(3)~~ (2) the teacher holding the Tier 1 license participated in cultural competency training  
34.22      consistent with section 120B.30, subdivision 8, within one year of the board approving the  
34.23      request for the initial Tier 1 license; and

34.24      ~~(4)~~ (3) the teacher holding the Tier 1 license met the mental illness training renewal  
34.25      requirement under section 122A.187, subdivision 6.

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

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

35.1       Sec. 23. Minnesota Statutes 2024, section 122A.20, subdivision 2, is amended to read:

35.2       Subd. 2. **Mandatory reporting.** (a) A school board, superintendent, charter school  
35.3       board, charter school executive director, or charter school authorizer must report to the  
35.4       Professional Educator Licensing and Standards Board, the Board of School Administrators,  
35.5       or the Board of Trustees of the Minnesota State Colleges and Universities, whichever has  
35.6       jurisdiction over the teacher's or administrator's license, when its teacher or administrator  
35.7       is discharged or resigns from employment after a charge is filed with the school board under  
35.8       section 122A.41, subdivisions 6, paragraph (a), clauses (1), (2), and (3), and 7, or after



35.9 charges are filed that are grounds for discharge under section 122A.40, subdivision 13,  
 35.10 paragraph (a), clauses (1) to (5), or when a teacher or administrator is suspended or resigns  
 35.11 while an investigation is pending under section 122A.40, subdivision 13, paragraph (a),  
 35.12 clauses (1) to (5), or chapter 260E; or 122A.41, subdivisions 6, clauses (1), (2), and (3),  
 35.13 and 7; or when a teacher or administrator is suspended without an investigation under section  
 35.14 122A.41, subdivisions 6, paragraph (a), clauses (1), (2), and (3), and 7, or chapter 260E.  
 35.15 For the purposes of this subdivision, the term "discharge" includes a rescinded contract or  
 35.16 a nonrenewed contract. A report must be filed if the teacher or administrator's contract is  
 35.17 rescinded or nonrenewed in lieu of discharge under this subdivision. The report must be  
 35.18 made to the appropriate licensing board within ten days after the discharge, suspension, or  
 35.19 resignation has occurred. The licensing board to which the report is made must investigate  
 35.20 the report for violation of subdivision 1 and the reporting board, administrator, or authorizer  
 35.21 must cooperate in the investigation. Notwithstanding any provision in chapter 13 or any  
 35.22 law to the contrary, upon written request from the licensing board having jurisdiction over  
 35.23 the license, a board, charter school, authorizer, charter school executive director, or school  
 35.24 superintendent shall provide the licensing board with information about the teacher or  
 35.25 administrator from the district's files, any termination or disciplinary proceeding, any  
 35.26 settlement or compromise, or any investigative file. Upon written request from the appropriate  
 35.27 licensing board, a board or school superintendent may, at the discretion of the board or  
 35.28 school superintendent, solicit the written consent of a student and the student's parent to  
 35.29 provide the licensing board with information that may aid the licensing board in its  
 35.30 investigation and license proceedings. The licensing board's request need not identify a  
 35.31 student or parent by name. The consent of the student and the student's parent must meet  
 35.32 the requirements of chapter 13 and Code of Federal Regulations, title 34, section 99.30.  
 35.33 The licensing board may provide a consent form to the district. Any data transmitted to any  
 35.34 board under this section is private data under section 13.02, subdivision 12, notwithstanding  
 35.35 any other classification of the data when it was in the possession of any other agency.

36.1 (b) The licensing board to which a report is made must transmit to the Attorney General's  
 36.2 Office any record or data it receives under this subdivision for the sole purpose of having  
 36.3 the Attorney General's Office assist that board in its investigation. When the Attorney  
 36.4 General's Office has informed an employee of the appropriate licensing board in writing  
 36.5 that grounds exist to suspend or revoke a teacher's license to teach, that licensing board  
 36.6 must consider suspending or revoking or decline to suspend or revoke the teacher's or  
 36.7 administrator's license within 45 days of receiving a stipulation executed by the teacher or  
 36.8 administrator under investigation or a recommendation from an administrative law judge  
 36.9 that disciplinary action be taken.

36.10 (c) The Professional Educator Licensing and Standards Board and Board of School  
 36.11 Administrators must report to the appropriate law enforcement authorities a revocation,  
 36.12 suspension, or agreement involving a loss of license, relating to a teacher or administrator's  
 36.13 inappropriate sexual conduct with a minor. For purposes of this section, "law enforcement  
 36.14 authority" means a police department, county sheriff, or Tribal police department. A report  
 36.15 by the Professional Educator Licensing and Standards Board to appropriate law enforcement

31.16       Sec. 13. Minnesota Statutes 2024, section 127A.21, is amended by adding a subdivision  
31.17 to read:

31.18       Subd. 12. **Withholding of payments.** (a) This subdivision does not authorize withholding  
31.19 of payments that reduces, pauses, or otherwise interrupts state or federal aid to a school  
31.20 district, charter school, cooperative unit as defined in section 123A.24, subdivision 2, or  
31.21 any library, library system, or library district defined in section 134.001.

31.22       (b) Except as otherwise provided by state or federal law, the inspector general shall  
31.23 notify and recommend to the commissioner to withhold payments to a program participant  
31.24 in any program administered by the commissioner, to the extent permitted under federal  
31.25 law, if the commissioner determines there is a credible allegation of fraud or theft for which  
31.26 an investigation is pending for a program administered by the department, a Minnesota state  
31.27 agency, or a federal agency.

31.28       (c) Allegations are considered credible when they have indicia of reliability and the  
31.29 inspector general has reviewed the evidence and acts on a case-by-case basis. A credible  
31.30 allegation of fraud is an allegation that has been verified by the commissioner from any  
31.31 source, including but not limited to:

31.32       (1) fraud hotline complaints;

32.1       (2) claims data mining; and

32.2       (3) patterns identified through provider audits, civil false claims cases, and investigations.

32.3       (d) The commissioner must send notice of the withholding of payments within five days  
32.4 of taking such action. The notice must: (1) state that payments are being withheld according  
32.5 to this paragraph; (2) set forth the general allegations as to the reasons for the withholding  
32.6 action, but need not disclose any specific information concerning an ongoing investigation;  
32.7 (3) state that the withholding is for a temporary period and cite the circumstances under  
32.8 which withholding will be terminated; and (4) inform the program participant of the right  
32.9 to submit written evidence for consideration by the commissioner.

32.10       (e) The withholding of payments shall not continue after the commissioner determines  
32.11 there is insufficient evidence of fraud by the program participant or after legal proceedings  
32.12 relating to the alleged fraud are completed, unless the commissioner has sent notice under  
32.13 subdivision 5 of the intention to take an additional action related to the program participant's  
32.14 participation in a program administered by the commissioner.

36.16       authorities does not diminish, modify, or otherwise affect the responsibilities of a school  
36.17 board or any person mandated to report abuse under chapter 260E.

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

32.15 (f) The withholding of payments is a temporary action and shall not be subject to appeal  
 32.16 under this subdivision or chapter 14.

32.17 Sec. 14. Minnesota Statutes 2024, section 127A.49, subdivision 3, is amended to read:

32.18 Subd. 3. **Excess tax increment.** (a) The county auditor must, prior to February 1 of each  
 32.19 year, certify to the commissioner of education the amount of any excess tax increment that  
 32.20 accrued to the district during the preceding year. If a return of excess tax increment is made  
 32.21 to a district pursuant to sections 469.176, subdivision 2, and 469.177, subdivision 9, or upon  
 32.22 decertification of a tax increment district, the school district's aid and levy limitations must  
 32.23 be adjusted for the fiscal year in which the excess tax increment is paid under the provisions  
 32.24 of this subdivision.

32.25 (b) An amount must be subtracted from the district's aid for the current fiscal year equal  
 32.26 to the product of:

32.27 (1) the amount of the payment of excess tax increment to the district in the preceding  
 32.28 year, times

32.29 (2) the ratio of:

32.30 (i) the sum of the amounts of the district's certified levy in the third preceding year  
 32.31 according to the following:

33.1 (A) section 123B.57, if the district received health and safety aid according to that section  
 33.2 for the second preceding year;

33.3 (B) section 124D.20, if the district received aid for community education programs  
 33.4 according to that section for the second preceding year;

33.5 (C) section 142D.11, subdivision 3, if the district received early childhood family  
 33.6 education aid according to section 142D.11 for the second preceding year;

33.7 (D) section 126C.17, subdivision 6, if the district received referendum equalization aid  
 33.8 according to that section for the second preceding year;

33.9 (E) section 126C.10, subdivision 13a, if the district received operating capital aid  
 33.10 according to section 126C.10, subdivision 13b, in the second preceding year;

33.11 (F) section 126C.10, subdivision 29, if the district received equity aid according to  
 33.12 section 126C.10, subdivision 30, in the second preceding year;

33.13 (G) section 126C.10, subdivision 32, if the district received transition aid according to  
 33.14 section 126C.10, subdivision 33, in the second preceding year;

33.15 (H) section 123B.53, subdivision 5, if the district received debt service equalization aid  
 33.16 according to section 123B.53, subdivision 6, in the second preceding year;

33.17 (I) section 123B.535, subdivision 4, if the district received natural disaster debt service  
33.18 equalization aid according to section 123B.535, subdivision 5, in the second preceding year;

33.19 (J) section 124D.22, subdivision 3, if the district received school-age care aid according  
33.20 to section 124D.22, subdivision 4, in the second preceding year; and

33.21 (K) section 122A.415, subdivision 5, if the district received alternative teacher  
33.22 compensation equalization aid according to section 122A.415, subdivision 6, paragraph (a),  
33.23 in the second preceding year; to

33.24 (ii) the total amount of the district's certified levy in the third preceding year, plus or  
33.25 minus auditor's adjustments.

33.26 (c) An amount must be subtracted from the school district's levy limitation for the next  
33.27 levy certified equal to the difference between:

33.28 (1) the amount of the distribution of excess increment; and

33.29 (2) the amount subtracted from aid pursuant to clause (a).

33.30 If the aid and levy reductions required by this subdivision cannot be made to the aid for  
33.31 the fiscal year specified or to the levy specified, the reductions must be made from aid for  
34.1 subsequent fiscal years, and from subsequent levies. The school district must use the payment  
34.2 of excess tax increment to replace the aid and levy revenue reduced under this subdivision.

34.3 (d) This subdivision applies only to the total amount of excess increments received by  
34.4 a district for a calendar year that exceeds \$25,000.

34.5 Sec. 15. Minnesota Statutes 2024, section 136A.1276, subdivision 4, is amended to read:

34.6 Subd. 4. **Report.** An alternative teacher preparation program receiving a grant under  
34.7 this section must submit a report to the commissioner and the Professional Educator Licensing  
34.8 and Standards Board on the grantee's ability to fill teacher shortage areas and positively  
34.9 impact student achievement where data are available and do not identify individual teachers.  
34.10 A grant recipient must submit the report required under this subdivision by January 31,  
34.11 2018, and each ~~even-numbered~~ subsequent year thereafter this particular grant receives  
34.12 allocated funding. The report must include disaggregated data regarding:

38.2 Sec. 25. Minnesota Statutes 2024, section 123B.09, is amended by adding a subdivision  
38.3 to read:

38.4 Subd. 1b. **Student representatives.** The school board is strongly encouraged to adopt  
38.5 a process to include two student representatives to serve one-year terms to advise the school  
38.6 board. The board process must include a process for replacing a student representative if  
38.7 the original student cannot serve the entire one-year term. A student representative is bound  
38.8 by the same rules and regulations within the law that bind the board. A student  
38.9 representative's actions must follow the board's rules and processes around personal conduct.

34.13 (1) the racial and ethnic diversity of teachers and teacher candidates licensed through  
34.14 the program; and

34.15 (2) program participant placement.

34.16 Sec. 16. Minnesota Statutes 2024, section 268.19, subdivision 1, is amended to read:

34.17 Subdivision 1. **Use of data.** (a) Except as provided by this section, data gathered from  
34.18 any person under the administration of the Minnesota Unemployment Insurance Law are  
34.19 private data on individuals or nonpublic data not on individuals as defined in section 13.02,  
34.20 subdivisions 9 and 12, and may not be disclosed except according to a district court order  
34.21 or section 13.05. A subpoena is not considered a district court order. These data may be  
34.22 disseminated to and used by the following agencies without the consent of the subject of  
34.23 the data:

34.24 (1) state and federal agencies specifically authorized access to the data by state or federal  
34.25 law;

34.26 (2) any agency of any other state or any federal agency charged with the administration  
34.27 of an unemployment insurance program;

34.28 (3) any agency responsible for the maintenance of a system of public employment offices  
34.29 for the purpose of assisting individuals in obtaining employment;

34.30 (4) the public authority responsible for child support in Minnesota or any other state in  
34.31 accordance with section 518A.83;

35.1 (5) human rights agencies within Minnesota that have enforcement powers;

35.2 (6) the Department of Revenue to the extent necessary for its duties under Minnesota  
35.3 laws;

35.4 (7) public and private agencies responsible for administering publicly financed assistance  
35.5 programs for the purpose of monitoring the eligibility of the program's recipients;

38.10 Sec. 26. Minnesota Statutes 2024, section 123B.52, is amended by adding a subdivision  
38.11 to read:

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

- 35.6 (8) the Department of Labor and Industry and the Commerce Fraud Bureau in the  
 35.7 Department of Commerce for uses consistent with the administration of their duties under  
 35.8 Minnesota law;
- 35.9 (9) the Department of Human Services and the Office of Inspector General and its agents  
 35.10 within the Department of Human Services, including county fraud investigators, for  
 35.11 investigations related to recipient or provider fraud and employees of providers when the  
 35.12 provider is suspected of committing public assistance fraud;
- 35.13 (10) the Department of Human Services for the purpose of evaluating medical assistance  
 35.14 services and supporting program improvement;
- 35.15 (11) local and state welfare agencies for monitoring the eligibility of the data subject  
 35.16 for assistance programs, or for any employment or training program administered by those  
 35.17 agencies, whether alone, in combination with another welfare agency, or in conjunction  
 35.18 with the department or to monitor and evaluate the statewide Minnesota family investment  
 35.19 program and other cash assistance programs, the Supplemental Nutrition Assistance Program,  
 35.20 and the Supplemental Nutrition Assistance Program Employment and Training program by  
 35.21 providing data on recipients and former recipients of Supplemental Nutrition Assistance  
 35.22 Program (SNAP) benefits, cash assistance under chapter 256, 256D, 256J, or 256K, child  
 35.23 care assistance under chapter 142E, or medical programs under chapter 256B or 256L or  
 35.24 formerly codified under chapter 256D;
- 35.25 (12) local and state welfare agencies for the purpose of identifying employment, wages,  
 35.26 and other information to assist in the collection of an overpayment debt in an assistance  
 35.27 program;
- 35.28 (13) local, state, and federal law enforcement agencies for the purpose of ascertaining  
 35.29 the last known address and employment location of an individual who is the subject of a  
 35.30 criminal investigation;
- 35.31 (14) the United States Immigration and Customs Enforcement has access to data on  
 35.32 specific individuals and specific employers provided the specific individual or specific  
 35.33 employer is the subject of an investigation by that agency;
- 36.1 (15) the Department of Health for the purposes of epidemiologic investigations;
- 36.2 (16) the Department of Corrections for the purposes of case planning and internal research  
 36.3 for preprobation, probation, and postprobation employment tracking of offenders sentenced  
 36.4 to probation and preconfinement and postconfinement employment tracking of committed  
 36.5 offenders;
- 36.6 (17) the state auditor to the extent necessary to conduct audits of job opportunity building  
 36.7 zones as required under section 469.3201;

36.8 (18) the Office of Higher Education for purposes of supporting program improvement,  
36.9 system evaluation, and research initiatives including the Statewide Longitudinal Education  
36.10 Data System; ~~and~~

36.11 (19) the Family and Medical Benefits Division of the Department of Employment and  
36.12 Economic Development to be used as necessary to administer chapter 268B; and

36.13 (20) the Department of Education Office of the Inspector General for investigations  
36.14 related to fraud, theft, waste, and abuse or other misuse of public funds by a program  
36.15 participant in a department program pursuant to chapter 127A.21.

36.16 (b) Data on individuals and employers that are collected, maintained, or used by the  
36.17 department in an investigation under section 268.182 are confidential as to data on individuals  
36.18 and protected nonpublic data not on individuals as defined in section 13.02, subdivisions 3  
36.19 and 13, and must not be disclosed except under statute or district court order or to a party  
36.20 named in a criminal proceeding, administrative or judicial, for preparation of a defense.

36.21 (c) Data gathered by the department in the administration of the Minnesota unemployment  
36.22 insurance program must not be made the subject or the basis for any suit in any civil  
36.23 proceedings, administrative or judicial, unless the action is initiated by the department.

38.20 Sec. 27. Minnesota Statutes 2024, section 124D.162, is amended to read:

38.21 **124D.162 KINDERGARTEN ENTRY FALL ASSESSMENT.**

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

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

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

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

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

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

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

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

39.18 Sec. 28. Minnesota Statutes 2024, section 124D.792, is amended to read:

39.19 **124D.792 GRADUATION CEREMONIES; TRIBAL REGALIA AND OBJECTS**  
39.20 **OF CULTURAL SIGNIFICANCE; DRUMMING.**

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

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

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

39.28 Sec. 29. **[124D.793] AMERICAN INDIAN DRUMMING.**

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

40.1 Sec. 30. Laws 2024, chapter 115, article 2, section 21, subdivision 2, is amended to read:

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

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

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



- 40.10 (3) cannabis use and substance use education that includes overdose recognition,
- 40.11 prevention, and response education that allows districts to provide instruction to students
- 40.12 in grades 6 through 12 in accordance with Minnesota Statutes, section 120B.215;
  
- 40.13 (4) sexually transmitted infections and diseases education that meets the requirements
- 40.14 of Minnesota Statutes, section 121A.23; and
  
- 40.15 (5) mental health education for students in grades 4 through 12.
  
- 40.16 **EFFECTIVE DATE.** This section is effective the day following final enactment.
  
- 40.17 Sec. 31. Laws 2024, chapter 115, article 2, section 21, subdivision 3, is amended to read:
  
- 40.18 Subd. 3. **Other health-related subject areas.** The commissioner may include the
- 40.19 following expectations for learning in the statewide standards:
  
- 40.20 (1) child physical and sexual abuse prevention education in accordance with Minnesota
- 40.21 Statutes, sections 120B.021, subdivision 1, paragraph (d); and 120B.234;
  
- 40.22 (2) violence prevention education in accordance with Minnesota Statutes, section
- 40.23 120B.22;
  
- 40.24 (3) character development education in accordance with Minnesota Statutes, section
- 40.25 120B.232;
  
- 40.26 (4) safe and supportive schools education in accordance with Minnesota Statutes, section
- 40.27 121A.031, subdivision 5; and
  
- 40.28 (5) other expectations for learning identified through the standards development process.
  
- 40.29 **EFFECTIVE DATE.** This section is effective the day following final enactment.
  
- 41.1 Sec. 32. **REPEALER.**
  
- 41.2 Minnesota Statutes 2024, section 123B.935, subdivision 2, is repealed.
  
- 41.5 Section 1. Minnesota Statutes 2024, section 10A.071, subdivision 1, is amended to read:
  
- 41.6 Subdivision 1. **Definitions.** (a) The definitions in this subdivision apply to this section.
  
- 41.7 (b) "Gift" means money, real or personal property, a service, a loan, a forbearance or
- 41.8 forgiveness of indebtedness, or a promise of future employment, that is given and received
- 41.9 without the giver receiving consideration of equal or greater value in return.
  
- 41.10 (c) "Official" means a public official, an employee of the legislature, ~~or~~ a local official,
- 41.11 a member of a charter school board, or a charter school director or chief administrator.

- 41.12 (d) "Plaque" means a decorative item with an inscription recognizing an individual for  
41.13 an accomplishment.
- 41.14 Sec. 2. Minnesota Statutes 2024, section 124E.02, is amended to read:
- 41.15 **124E.02 DEFINITIONS.**
- 41.16 (a) For purposes of this chapter, the terms defined in this section have the meanings  
41.17 given them.
- 41.18 (b) "Affidavit" means a written statement the authorizer submits to the commissioner  
41.19 for approval to establish a charter school under section 124E.06, subdivision 4, attesting to  
41.20 its review and approval process before chartering a school.
- 41.21 (c) "Affiliate" means a person that directly or indirectly, through one or more  
41.22 intermediaries, controls, is controlled by, or is under common control with another person.
- 41.23 (d) "Charter management organization" or "CMO" means a nonprofit entity or  
41.24 organization that operates or manages a charter school or a network of charter schools or  
41.25 can control all or substantially all of a school's education program or a school's administrative,  
41.26 financial, business, or operational functions.
- 41.27 (e) "Competitive procurement process" means a process for procurement by sealed bids  
41.28 or by proposals under section 124E.26, subdivision 4a.
- 41.29 ~~(e)~~ (f) "Control" means the ability to affect the management, operations, or policy actions  
41.30 or decisions of a person, whether by owning voting securities, by contract, or otherwise.
- 42.1 ~~(f)~~ (g) "Educational management organization" or "EMO" means a for-profit entity or  
42.2 organization that operates or manages a charter school or a network of charter schools or  
42.3 can control all or substantially all of a school's education program, or a school's  
42.4 administrative, financial, business, or operational functions.
- 42.5 ~~(g)~~ (h) "Immediate family member" means any relationship by blood, marriage, adoption,  
42.6 or partnership of spouses, parents, grandparents, siblings, children, first cousins, aunts,  
42.7 uncles, grandchildren, nieces, and nephews.
- 42.8 ~~(h)~~ (i) "Market need and demand study" means a study that includes the following for  
42.9 the proposed locations of the school or additional site that supports all of the proposed  
42.10 grades, sites, and programs:
- 42.11 (1) current and projected demographic information;
- 42.12 (2) student enrollment patterns;
- 42.13 (3) information on existing schools and types of educational programs currently available;

- 42.14 (4) characteristics of proposed students and families;
- 42.15 (5) availability of properly zoned and classified facilities; and
- 42.16 (6) quantification of existing demand for the school or site.
- 42.17 ~~(j)~~ (j) "Person" means an individual or entity of any kind.
- 42.18 ~~(k)~~ (k) "Related party" means an affiliate or immediate family member of the other
- 42.19 interested party, an affiliate of an immediate family member who is the other interested
- 42.20 party, or an immediate family member of an affiliate who is the other interested party.
- 42.21 ~~(l)~~ (l) For purposes of this chapter, the terms defined in section 120A.05 have the same
- 42.22 meanings.
- 42.23 Sec. 3. Minnesota Statutes 2024, section 124E.03, subdivision 2, is amended to read:
- 42.24 Subd. 2. **Certain federal, state, and local requirements.** (a) A charter school shall
- 42.25 meet all federal, state, and local health and safety requirements applicable to school districts.
- 42.26 (b) A charter school must comply with ~~statewide accountability requirements governing~~
- 42.27 ~~standards and assessments in~~ chapter 120B.
- 42.28 (c) A charter school must comply with the Minnesota Public School Fee Law, sections
- 42.29 123B.34 to 123B.39.
- 42.30 (d) A charter school is a district for the purposes of tort liability under chapter 466.
- 43.1 (e) A charter school must comply with the Pledge of Allegiance requirement under
- 43.2 section 121A.11, subdivision 3.
- 43.3 (f) A charter school and charter school board of directors must comply with chapter 181
- 43.4 governing requirements for employment.
- 43.5 (g) A charter school must comply with continuing truant notification under section
- 43.6 260A.03.
- 43.7 (h) A charter school must develop and implement a teacher evaluation and peer review
- 43.8 process under section 122A.40, subdivision 8, paragraph (b), clauses (2) to (13), and place
- 43.9 students in classrooms in accordance with section 122A.40, subdivision 8, paragraph (d).
- 43.10 The teacher evaluation process in this paragraph does not create any additional employment
- 43.11 rights for teachers.
- 43.12 (i) A charter school must adopt a plan, budget, and process, consistent with section
- 43.13 120B.11, to review curriculum, instruction, and student achievement and strive for
- 43.14 comprehensive achievement and civic readiness.

- 43.15 (j) A charter school is subject to and must comply with the Pupil Fair Dismissal Act,  
43.16 sections 121A.40 to 121A.56 and 121A.575, 121A.60, 121A.61, and 121A.65.
- 43.17 (k) A charter school must comply with the limits on screen time for children in preschool,  
43.18 prekindergarten, and kindergarten under section 124D.166.
- 43.19 Sec. 4. Minnesota Statutes 2024, section 124E.03, is amended by adding a subdivision to  
43.20 read:
- 43.21 Subd. 11. **Statement of economic interest; gift ban.** Members of charter school boards  
43.22 and persons employed as charter school directors and chief administrators are subject to the  
43.23 requirements of sections 10A.071 and 471.895.
- 43.24 Sec. 5. Minnesota Statutes 2024, section 124E.05, subdivision 2, is amended to read:
- 43.25 Subd. 2. **Roles, responsibilities, and requirements of authorizers.** (a) The role of an  
43.26 authorizer is to ensure that a school it authorizes has the autonomy granted by statute, fulfills  
43.27 the purposes of a charter school, and is accountable to the agreed upon terms of the charter  
43.28 school contract in order to safeguard quality educational opportunities for students and  
43.29 maintain public trust and confidence.
- 43.30 (b) An authorizer has the following responsibilities:
- 44.1 (1) to review applications for new schools, determine whether a new school is ready to  
44.2 open, review applications for grade and site expansions, review applications for change in  
44.3 authorizers, and determine whether to approve or deny an application based on the  
44.4 authorizer's approved criteria;
- 44.5 (2) to negotiate and execute the performance charter contracts with the schools it  
44.6 authorizes;
- 44.7 (3) to conduct ongoing monitoring, oversight, and evaluation of the school's academic,  
44.8 operational, and financial performance during the term of the charter contract;
- 44.9 (4) to evaluate the academic, operational, and financial performance of the school as  
44.10 defined in the charter contract prior to the end of the contract to determine the renewal,  
44.11 nonrenewal, or termination of the contract; and
- 44.12 (5) to comply with authorizer requirements in chapter 124E.
- 44.13 (c) An authorizer must document in the authorizer annual report under section 124E.16,  
44.14 subdivision 2, paragraph (b), the annual successful completion of training of its staff members  
44.15 during the previous year relative to chartering ~~and~~, an authorizer's role and responsibilities,  
44.16 and each authorizer's performance review findings listed under subdivision 5.
- 44.17 (d) An authorizer must participate in annual department-approved training.

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

44.19               Subd. 7. **Merger.** (a) Two or more charter schools may merge under chapter 317A. The

44.20 effective date of a merger must be July 1. The merged school must continue under the

44.21 identity of one of the merging schools. The authorizer and the merged school must execute

44.22 a new charter contract under section 124E.10, subdivision 1, by July June 1, before the

44.23 effective date of the merger. The authorizer must submit to the commissioner a copy of the

44.24 new signed charter contract within ten business days of executing the contract.

44.25               (b) Each merging school must submit a separate year-end report for the previous fiscal

44.26 year for that school only. After the final fiscal year of the premerger schools is closed out,

44.27 each of those schools must transfer the fund balances and debts to the merged school.

44.28               (c) For its first year of operation, the merged school is eligible to receive aid from

44.29 programs requiring approved applications equal to the sum of the aid of all of the merging

44.30 schools. For aids based on prior year data, the merged school is eligible to receive aid for

44.31 its first year of operation based on the combined data of all of the merging schools.

45.1       Sec. 7. Minnesota Statutes 2024, section 124E.06, is amended by adding a subdivision to

45.2 read:

45.3               Subd. 8. **Change in location.** A developing, preoperational, or operational charter school

45.4 with an approved affidavit must apply to its authorizer to change the charter school's location

45.5 by submitting documentation, including a revised market need and demand study, to the

45.6 authorizer for authorizer review and approval. The authorizer must establish a review process

45.7 to ensure the location change will address market need and demand as well as the charter

45.8 school's ongoing viability.

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

45.10               Subd. 2. **Ongoing board of directors.** The initial board must begin the transition to the

45.11 ongoing board structure by the end of the first year of operation and complete the transition

45.12 by the end of the second year of operation. The terms of board members shall begin on July

45.13 1. Terms shall be no less than two years. The bylaws shall set the number of terms an

45.14 individual may serve on the board and as an officer of the board. ~~Board elections must be~~

45.15 ~~held during the school year but may not be conducted on days when the school is closed.~~

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

45.17               Subd. 3. **Membership criteria.** (a) The ongoing charter school board of directors shall

45.18 have at least five members. The board members must not be related parties. The ongoing

45.19 board must include: (1) at least one licensed teacher; (2) at least one parent or legal guardian

45.20 of a student enrolled in the charter school who is not an employee of the charter school; and

45.21 (3) at least one interested community member. A community member serving on the board

45.22 must reside in Minnesota, must not have a child enrolled in the school, and must not be an

45.23 employee of the charter school.

- 45.24 (b) To serve as a licensed teacher on a charter school board, an individual must:
- 45.25 (1) be employed by the school or provide at least 720 hours of service under a contract
- 45.26 between the charter school and a teacher cooperative;
- 45.27 (2) be a qualified teacher as defined under section 122A.16, either serving as a teacher
- 45.28 of record in a field in which the individual has a field license, or providing services to
- 45.29 students the individual is licensed to provide; and
- 45.30 (3) not serve in an administrative or supervisory capacity for more than 240 hours in a
- 45.31 school calendar year.
- 46.1 (c) The board structure must be defined in the bylaws. The board structure may (1) be
- 46.2 a majority of teachers under paragraph (b), (2) be a majority of parents, (3) be a majority
- 46.3 of community members, or (4) have no clear majority.
- 46.4 (d) The chief administrator may only serve as an ex-officio nonvoting board member.
- 46.5 No charter school employees shall serve on the board other than teachers under paragraph
- 46.6 (b).
- 46.7 (e) A contractor providing facilities, goods, or services to a charter school must not serve
- 46.8 on the board of directors. In addition, an individual is prohibited from serving as a member
- 46.9 of the charter school board of directors if: (1) the individual, an immediate family member,
- 46.10 or the individual's partner is a full or part owner or principal with a for-profit or nonprofit
- 46.11 entity or independent contractor with whom the charter school contracts, directly or indirectly,
- 46.12 for professional services, goods, or facilities; or (2) an immediate family member is an
- 46.13 employee of the school. An individual may serve as a member of the board of directors if
- 46.14 no conflict of interest exists under this paragraph, consistent with this section.
- 46.15 (f) A violation of paragraph (e) renders a contract voidable at the option of the
- 46.16 commissioner or the charter school board of directors. A member of a charter school board
- 46.17 of directors who violates paragraph (e) is individually liable to the charter school for any
- 46.18 damage caused by the violation.
- 46.19 (g) Any employee, agent, contractor, or board member of the authorizer who participates
- 46.20 in initially reviewing, approving, overseeing, evaluating, renewing, or not renewing the
- 46.21 charter school is ineligible to serve on the board of directors of a school chartered by that
- 46.22 authorizer.
- 46.23 (h) An individual is prohibited from serving on more than one charter school board at
- 46.24 the same time in either an elected or ex-officio capacity, except that an individual serving
- 46.25 as an administrator serving more than one school under section 124E.12, subdivision 2,
- 46.26 paragraph (f), may serve on each board as an ex-officio member. A board member who

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- 47.29 (5) provide professional development related to the individual's job responsibilities.
- 47.30 (b) The board must adopt a nepotism policy that prohibits the employment of immediate  
47.31 family members of a board member, a school employee, or a teacher who provides instruction  
48.1 under a contract between the charter school and a cooperative. The board may waive this  
48.2 policy if: (1) the position is publicly posted for 20 business days; and (2) a two-thirds  
48.3 majority of the remaining board of directors who are not immediate family members of an  
48.4 applicant vote to approve the hiring. A board member, school employee, or teacher under  
48.5 contract with a cooperative must not be involved in an interview, selection process, hiring,  
48.6 supervision, or evaluation of an employee who is an immediate family member.
- 48.7 (c) The board of directors must establish a finance committee that meets regularly and  
48.8 includes at least one member of the school's board. The committee must review and provide  
48.9 recommendations to the board on matters related to financial health and best practices,  
48.10 which may include but are not limited to financial strategy, enrollment tracking, budgeting  
48.11 and planning, internal controls and compliance, revenue generation, financial conflicts of  
48.12 interest, audits and financial reporting, regular finance statements and transactions, and  
48.13 authorizer finance related requirements in the charter contract.
- 48.14 (d) A charter school board that is under corrective action for financial reasons, as  
48.15 determined by its authorizer, must:
- 48.16 (1) include the authorizer in regularly scheduled finance committee meetings, either in  
48.17 person or virtually, at least monthly; and
- 48.18 (2) upon the request of the authorizer, hire a financial expert.
- 48.19 Sec. 12. Minnesota Statutes 2024, section 124E.07, subdivision 8, is amended to read:
- 48.20 Subd. 8. **Meetings and information.** (a) Board of director meetings must comply with  
48.21 chapter 13D governing open meetings.
- 48.22 (b) Charter school board meetings shall be recorded by video recording including audio  
48.23 at the expense of the governing body. A charter school shall publish and maintain on the  
48.24 school's official website: (1) the recordings of board meetings, within 30 days following  
48.25 the earlier of the date of board approval or the next regularly scheduled meeting, and for at  
48.26 least 365 days from the date of publication; (2) the meeting minutes of the board of directors  
48.27 and of members and committees having board-delegated authority, within 30 days following  
48.28 the earlier of the date of board approval or the next regularly scheduled meeting, and for at  
48.29 least 365 days from the date of publication; ~~(2) (3)~~ (3) directory information for the board of  
48.30 directors and for the members of committees having board-delegated authority; and ~~(3) (4)~~ (4)  
48.31 identifying and contact information for the school's authorizer.
- 48.32 (c) A charter school must include identifying and contact information for the school's  
48.33 authorizer in other school materials it makes available to the public.



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

49.2               Subd. 4. **Causes for nonrenewal or termination of charter school contract.** (a) The

49.3 duration of the contract with an authorizer must be for the term contained in the contract

49.4 according to subdivision 1, paragraph (a). The authorizer may or may not renew a contract

49.5 at the end of the term for any ground listed in paragraph (b). An authorizer may unilaterally

49.6 terminate a contract during the term of the contract for any ground listed in paragraph (b).

49.7 At least 60 business days before not renewing or terminating a contract, the authorizer shall

49.8 notify the board of directors of the charter school of the proposed action in writing. The

49.9 notice shall state the grounds for the proposed action in reasonable detail and describe the

49.10 informal hearing process, consistent with this paragraph. The charter school's board of

49.11 directors may request in writing an informal hearing before the authorizer within 15 business

49.12 days after receiving notice of nonrenewal or termination of the contract. Failure by the board

49.13 of directors to make a written request for an informal hearing within the 15-business-day

49.14 period shall be treated as acquiescence to the proposed action. Upon receiving a timely

49.15 written request for a hearing, the authorizer shall give ten business days' notice to the charter

49.16 school's board of directors of the hearing date. The hearing must be live-streamed and

49.17 recorded by audio recording, video recording, or a court reporter. The authorizer must

49.18 preserve the recording for three years and make the recording available to the public. The

49.19 authorizer shall conduct an informal hearing before taking final action. The authorizer shall

49.20 take final action to renew or not renew a contract no later than 20 business days before the

49.21 proposed date for terminating the contract or the end date of the contract.

49.22               (b) An authorizer may terminate or not renew a contract upon any of the following

49.23 grounds:

49.24               (1) failure to demonstrate satisfactory academic achievement for all students, including

49.25 the requirements for pupil performance contained in the contract;

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

49.27               (3) violations of law; or

49.28               (4) other good cause shown.

49.29               If the authorizer terminates or does not renew a contract under this paragraph, the school

49.30 must be dissolved according to the applicable provisions of chapter 317A.

49.31               (c) The commissioner, after providing reasonable notice to the board of directors of a

49.32 charter school and the existing authorizer, and after providing an opportunity for a public

50.1 hearing, may terminate the existing contract between the authorizer and the charter school

50.2 board if the charter school has a history of:

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

- 50.4 (2) financial mismanagement or failure to meet generally accepted standards of fiscal  
50.5 management; or
- 50.6 (3) repeated or major violations of the law.
- 50.7 Sec. 14. Minnesota Statutes 2024, section 124E.13, subdivision 3, is amended to read:
- 50.8 Subd. 3. **Affiliated nonprofit building corporation.** (a) An affiliated nonprofit building  
50.9 corporation may purchase, expand, or renovate an existing facility to serve as a school or  
50.10 may construct a new school facility. One charter school may organize an affiliated nonprofit  
50.11 building corporation that serves only that charter school if the charter school:
- 50.12 (1) has operated for at least six consecutive years;
- 50.13 (2) as of June 30, has a net positive unreserved general fund balance in the preceding  
50.14 three fiscal years;
- 50.15 (3) has long-range strategic and financial plans that include enrollment projections for  
50.16 at least five years;
- 50.17 (4) completes a feasibility study of facility options that outlines the benefits and costs  
50.18 of each option; and
- 50.19 (5) has a plan that describes project parameters and budget.
- 50.20 (b) An affiliated nonprofit building corporation under this subdivision must:
- 50.21 (1) be incorporated under chapter 317A;
- 50.22 (2) comply with applicable Internal Revenue Service regulations, including regulations  
50.23 for "supporting organizations" as defined by the Internal Revenue Service;
- 50.24 (3) post on the school website the name, mailing address, bylaws, minutes of board  
50.25 meetings, and names of the current board of directors of the affiliated nonprofit building  
50.26 corporation;
- 50.27 (4) submit to the commissioner a copy of its annual audit by December 31 of each year;  
50.28 and
- 50.29 (5) comply with government data practices law under chapter 13.
- 51.1 (c) An affiliated nonprofit building corporation must not serve as the leasing agent for  
51.2 property or facilities it does not own. A charter school that leases a facility from an affiliated  
51.3 nonprofit building corporation that does not own the leased facility is ineligible to receive  
51.4 charter school lease aid. The state is immune from liability resulting from a contract between  
51.5 a charter school and an affiliated nonprofit building corporation.

- 51.6 (d) The board of directors of the charter school must ensure the affiliated nonprofit  
51.7 building corporation complies with all applicable legal requirements. The charter school's  
51.8 authorizer must oversee the efforts of the board of directors of the charter school to ensure  
51.9 legal compliance of the affiliated building corporation. A school's board of directors that  
51.10 fails to ensure the affiliated nonprofit building corporation's compliance violates its  
51.11 responsibilities and an authorizer must consider that failure when evaluating the charter  
51.12 school.
- 51.13 (e) A contractor providing facilities, goods, or services to a charter school must not serve  
51.14 on the board of directors of the charter school's affiliated building corporation. In addition,  
51.15 an individual is prohibited from serving as a member of the board of directors of a charter  
51.16 school's affiliated building corporation if the individual, an immediate family member, or  
51.17 the individual's partner is a full or part owner or principal with a for-profit or nonprofit  
51.18 entity or independent contractor with whom the charter school contracts, directly or indirectly,  
51.19 for professional services, goods, or facilities. A charter school employee or immediate  
51.20 family member of that employee may serve on the board of directors of the charter school's  
51.21 affiliated building corporation if the employee has no conflict of interest, as defined in  
51.22 section 471.87.
- 51.23 Sec. 15. Minnesota Statutes 2024, section 124E.16, subdivision 1, is amended to read:
- 51.24 Subdivision 1. **Audit report.** (a) A charter school is subject to the same financial audits,  
51.25 audit procedures, and audit requirements as a district, except as required under this  
51.26 subdivision. Audits must be conducted in compliance with generally accepted governmental  
51.27 auditing standards, the federal Single Audit Act, if applicable, and section 6.65 governing  
51.28 auditing procedures. The audit must comply with the requirements of sections 123B.75 to  
51.29 123B.83 governing school district finance, except when the commissioner and authorizer  
51.30 approve a deviation made necessary because of school program finances. The commissioner,  
51.31 state auditor, legislative auditor, or authorizer may conduct financial, program, or compliance  
51.32 audits. A charter school in statutory operating debt under sections 123B.81 to 123B.83 must  
51.33 submit a plan under section 123B.81, subdivision 4.
- 52.1 (b) The charter school must submit an audit report, including all supplemental information  
52.2 included with the audit, to the commissioner and its authorizer annually by December 31.
- 52.3 (c) The charter school, with the assistance of the auditor conducting the audit, must  
52.4 include with the report, as supplemental information: (1) a copy of ~~a new~~ any management  
52.5 agreement ~~or an amendment to a current agreement~~ with a CMO or EMO ~~signed during the~~  
52.6 ~~audit year~~; and (2) a copy of a service agreement or contract with a company or individual  
52.7 totaling over five percent of the audited expenditures for the most recent audit year. The  
52.8 agreements must detail the terms of the agreement, including the services provided and the  
52.9 annual costs for those services.

- 52.10

52.11

52.12
- (d) A charter school independent audit report shall include audited financial data of an affiliated building corporation under section 124E.13, subdivision 3, or other component unit.
- 52.13

52.14

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52.17

52.18
- (e) If the audit report finds that a material weakness exists in the financial reporting systems of a charter school, the charter school must submit a written report to the commissioner explaining how the charter school will resolve that material weakness. An auditor, as a condition of providing financial services to a charter school, must agree to make available information about a charter school's financial audit to the commissioner and authorizer upon request.
- 52.19
- Sec. 16. Minnesota Statutes 2024, section 124E.16, subdivision 3, is amended to read:
- 52.20

52.21
- Subd. 3. **Public accounting and reporting CMO and EMO agreements.** (a) A charter school that enters into a management agreement with a CMO or EMO must:
- 52.22

52.23

52.24

52.25

52.26
- (1) publish on the charter school website for at least 20 business days the proposed final agreement for public review and comment before the school board may adopt the contract or agreement. Any changes made to the posted agreement during the public review period or any proposed amendments to the agreement once adopted must be posted for 20 business days before the board may adopt the amendments to the contract;
- 52.27

52.28

52.29

52.30

52.31
- (2) annually publish on the charter school website a statement of assurance that no member of the school board, staff, or any agent of the school has been promised or received any form of compensation or gifts from the CMO or EMO and that no board member, employee, or agent of the CMO or EMO or any of the organization affiliates or providers serve on the charter school board; and
- 53.1

53.2

53.3
- (3) conduct an independent review and evaluation of the services provided by the CMO or EMO and publish the evaluation on the school's website at least 30 business days before the end of the current contract.
- 53.4
- (b) A management agreement with a CMO or EMO must contain the following:
- 53.5
- (1) the term of the contract, not to exceed five years;
- 53.6
- (2) the total dollar value of the contract including the annual projected costs of services;
- 53.7
- (3) a description and terms of the services to be provided during the term of the contract;
- 53.8

53.9

53.10
- (4) notice that a charter school closure during the term of the contract by action of the authorizer or the school's board results in the balance of the current contract becoming null and void;

- 53.11

(5) an annual statement of assurance to the charter school board that the CMO or EMO
- 53.12

provided no compensation or gifts to any charter school board member, staff member, or
- 53.13

agent of the charter school;
- 53.14

(6) an annual statement of assurance that no ~~charter school~~ board member, employee,
- 53.15

contractor, or agent of the CMO or EMO or any affiliated organization is a board member
- 53.16

of the charter school or any other charter school;
- 53.17

(7) the policies and protocols that meet federal and state laws regarding student and
- 53.18

personnel data collection, usage, access, retention, disclosure and destruction, and
- 53.19

indemnification and warranty provisions in case of data breaches by the CMO or EMO;
- 53.20

and
- 53.21

(8) an annual assurance that all assets purchased on behalf of the charter school using
- 53.22

public funds remain assets of the school.
- 53.23

(c) The CMO or EMO must annually provide the charter school board a financial report
- 53.24

by July 31 that accounts for income and expenditures for the previous fiscal year using the
- 53.25

account categories in uniform financial accounting and reporting standards.
- 53.26

(d) Any agreement with a CMO or EMO containing any of the following provisions is
- 53.27

null and void:
- 53.28

(1) restrictions on the charter school's ability to operate a school upon termination of
- 53.29

the agreement;
- 53.30

(2) restrictions on the annual or total amount of the school's operating surplus or fund
- 53.31

balance;
- 54.1

(3) authorization to allow a CMO or EMO to withdraw funds from a charter school
- 54.2

account; or
- 54.3

(4) authorization to allow a CMO or EMO to loan funds to the charter school.
- 54.4

(e) A CMO or EMO or its affiliates, employees, or agents may not contract with, be
- 54.5

employed by, or serve on the board of an authorizer. An authorizer or its affiliates, employees,
- 54.6

or agents may not contract with, be employed by, serve as a paid consultant for, or serve as
- 54.7

a board member of a CMO or EMO.
- 54.8

Sec. 17. Minnesota Statutes 2024, section 124E.16, is amended by adding a subdivision
- 54.9

to read:
- 54.10

Subd. 4. **Authorizer performance evaluation report.** (a) A charter school must publish
- 54.11

on its website the formal written performance evaluation from its authorizer and disseminate

- 54.12 the evaluation to enrolled families in languages they understand, consistent with the school's  
54.13 language access plan under section 124E.03, subdivision 9, paragraph (b).
- 54.14 (b) Evaluations must be published on the charter school's website within 15 business  
54.15 days of receipt of the evaluation by the charter school and for at least 365 days from the  
54.16 date of publication.
- 54.17 Sec. 18. Minnesota Statutes 2024, section 124E.17, is amended to read:
- 54.18 **124E.17 DISSEMINATION OF INFORMATION.**
- 54.19 Subdivision 1. **Charter school information.** (a) Charter schools must disseminate  
54.20 information about the school's offerings and enrollment procedures to families that reflect  
54.21 the diversity of Minnesota's population and targeted groups. Targeted groups include  
54.22 low-income families and communities, students of color, students at risk of academic failure,  
54.23 and students underrepresented in the school's student body relative to Minnesota's population.  
54.24 The school must document its dissemination activities in the school's annual report. The  
54.25 school's dissemination activities must be a component of the authorizer's performance review  
54.26 of the school.
- 54.27 (b) Authorizers and the commissioner must disseminate information to the public on  
54.28 how to form and operate a charter school. Authorizers, operators, and the commissioner  
54.29 also may disseminate information to interested stakeholders about the successful best  
54.30 practices in teaching and learning demonstrated by charter schools.
- 54.31 (c) For each charter school it authorizes, an authorizer must publish on its website for  
54.32 at least five years from the date of issuance all charter contracts and amendments executed  
55.1 under section 124E.10; school performance reviews including the performance evaluations  
55.2 required by section 124E.10, subdivision 1, paragraph (a), clause (6), if different; notices  
55.3 of intent to terminate or not renew the charter contract and related final determinations; and  
55.4 unresolved notices of intervention, deficiency, concern, corrective action, or probationary  
55.5 status.
- 55.6 (d) Each charter school must post a link in a conspicuous place on the school's official  
55.7 website to the section of its authorizer's website where information listed in paragraph (c)  
55.8 specific to that school is published. A charter school must also, upon the request of the  
55.9 authorizer, distribute information from their authorizer about interventions, corrective  
55.10 actions, and probationary status by publication, mail, or electronic means to its authorizer,  
55.11 school employees, and parents and legal guardians of students enrolled in the charter school.
- 55.12 Subd. 2. **Financial information.** (a) Upon request of an individual, the charter school  
55.13 must make available in a timely fashion financial statements showing all operations and  
55.14 transactions affecting the school's income, surplus, and deficit during the last annual  
55.15 accounting period; and a balance sheet summarizing assets and liabilities on the closing  
55.16 date of the accounting period.

- 55.17 (b) Upon request of an individual, an authorizer must make available in a timely fashion  
55.18 financial statements showing all operations and transactions affecting the authorizer's income,  
55.19 surplus, and deficit during the last annual accounting period, and a balance sheet summarizing  
55.20 assets and liabilities on the closing date of the accounting period. An authorizer must publish  
55.21 on its website an annual financial statement identifying its sources of income related to  
55.22 authorizing activities and its authorizing expenses including staff, consultants, facility,  
55.23 professional development, transportation, membership dues, technology, office supplies,  
55.24 bank fees, administrative overhead, and professional fees for accounting, legal, and financial  
55.25 services, consistent with section 124E.05, subdivision 8, and a balance sheet related to  
55.26 authorizing activities summarizing assets and liabilities.
- 55.27 Sec. 19. Minnesota Statutes 2024, section 124E.26, subdivision 4, is amended to read:
- 55.28 Subd. 4. **Required policy components.** A charter school procurement policy must at a  
55.29 minimum include:
- 55.30 (1) conflict of interest provisions consistent with section 124E.14;
- 55.31 (2) thresholds for purchases by employees without board approval;
- 56.1 (3) thresholds for purchases that require competitive bidding procurement processes as  
56.2 defined in section 124E.02, paragraph (e), except that a competitive bidding procurement  
56.3 process must occur for any procurement estimated to exceed \$25,000; and
- 56.4 (4) a prohibition on breaking up a procurement into smaller components to avoid the  
56.5 thresholds established in clauses (2) and (3).
- 56.6 Notwithstanding clause (3), for a procurement estimated to exceed \$25,000 but not \$175,000,  
56.7 the purchase may be made either by a competitive procurement process, or by direct  
56.8 negotiation, by obtaining two or more bids or proposals for the purchase or sale when  
56.9 possible and without advertising for bids or proposals or otherwise complying with the  
56.10 requirements of a competitive procurement process. If a procurement is estimated to exceed  
56.11 \$175,000, a competitive procurement process must occur.
- 56.12 Sec. 20. Minnesota Statutes 2024, section 124E.26, is amended by adding a subdivision  
56.13 to read:
- 56.14 Subd. 4a. **Competitive procurement.** (a) "Procurement by sealed bids" means a process  
56.15 in which bids are publicly solicited and a firm fixed price contract by lump sum or unit price  
56.16 is awarded to the responsible bidder whose bid, conforming with all material terms and  
56.17 conditions of the invitation for bids, is the lowest in price. If sealed bids are used, the  
56.18 following requirements apply:
- 56.19 (1) bids must be solicited from an adequate number of qualified sources, providing  
56.20 bidders sufficient response time prior to the date set for opening bids;

- 56.21 (2) the invitation for bids, which includes any specifications and pertinent attachments,  
56.22 must define the items or services in order for the bidder to properly respond;
- 56.23 (3) all bids will be opened at the time and place prescribed in the invitation for bids, and  
56.24 the bids must be opened publicly;
- 56.25 (4) a firm fixed price contract award will be made in writing to the lowest responsive  
56.26 and responsible bidder. Where specified in bidding documents, factors such as discounts,  
56.27 transportation cost, and life cycle costs must be considered in determining which bid is  
56.28 lowest. Payment discounts will only be used to determine the low bid when prior experience  
56.29 indicates that the discounts are usually taken advantage of;
- 56.30 (5) any or all bids may be rejected if there is a sound documented reason; and
- 56.31 (6) in order for a sealed bid to be feasible, the following conditions must be present:
- 56.32 (i) a complete, adequate, and realistic specification or purchase description is available;
- 57.1 (ii) two or more responsible bidders are willing and able to compete effectively for the  
57.2 business; and
- 57.3 (iii) the procurement lends itself to a firm fixed price contract and the selection of the  
57.4 successful bidder can be made principally on the price.
- 57.5 (b) "Procurement by proposals" means a process in which either a fixed price or  
57.6 cost-reimbursement type contract is awarded. Proposals are generally used when conditions  
57.7 are not appropriate for the use of sealed bids. They are awarded in accordance with the  
57.8 following requirements:
- 57.9 (1) requests for proposals must be publicized and identify all evaluation factors and their  
57.10 relative importance. Proposals must be solicited from an adequate number of qualified  
57.11 offerors. Any response to publicized requests for proposals must be considered to the  
57.12 maximum extent practical;
- 57.13 (2) the charter school must have a written method for conducting technical evaluations  
57.14 of the proposals received and for making selections; and
- 57.15 (3) contracts must be awarded to the responsible offeror whose proposal is most  
57.16 advantageous to the charter school, with price and other factors considered.
- 57.17 Sec. 21. Minnesota Statutes 2024, section 124E.26, subdivision 5, is amended to read:
- 57.18 Subd. 5. **Reduction in aid.** If a charter school makes a purchase without a procurement  
57.19 policy adopted by the school's board or makes a purchase not in conformity with the school's  
57.20 procurement policy, or the adopted policy does not meet the requirements of this section,  
57.21 the commissioner may reduce that charter school's state aid in an amount equal to the  
57.22 purchase.



58.1 **ARTICLE 4**

58.2 **THE READ ACT**

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

58.4 Subd. 2a. **Certified trained facilitator.** "Certified trained facilitator" means a person

58.5 employed by a district or regional literacy network Minnesota service cooperative who has

58.6 completed professional development approved by the Department of Education in structured

58.7 literacy, completed the vendor's certification prerequisites and facilitator training

58.8 requirements, completed the vendor's annual recertification requirements, remains in good

58.9 standing with the sponsoring agency and vendor, uses the vendor's training materials with

58.10 fidelity, and participates in mentoring or coaching provided by CAREI and the Department

58.11 of Education on facilitating literacy training. A literacy lead who meets the requirements

58.12 under this subdivision may be a certified trained facilitator.

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

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

58.15 Subd. 10. **Oral language.** "Oral language;" also called "spoken language," includes

58.16 speaking and listening, and consists of five components: phonology, morphology, syntax,

58.17 semantics, and pragmatics. Oral language also includes sign language, in which speaking

58.18 and listening skills are defined as expressive and receptive skills, and consists of phonology,

58.19 including sign language phonological awareness, morphology, syntax, semantics, and

58.20 pragmatics.

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

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

58.23 Subdivision 1. **Literacy goal.** (a) The legislature seeks to have every child reading at

58.24 or above grade level every year, beginning in kindergarten, and to support multilingual

58.25 learners and students receiving special education services in achieving their individualized

58.26 reading goals in order to meet grade-level proficiency benchmarks. By the 2026-2027 school

58.27 year, districts must provide evidence-based reading instruction through a focus on student

58.28 mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as

58.29 well as the development of oral language, vocabulary, and reading comprehension skills.

58.30 Students must receive evidence-based instruction that is proven to effectively teach children

58.31 to read, consistent with sections 120B.118 to 120B.124.

59.1 (b) To meet this goal, each district must provide teachers and instructional support staff

59.2 with responsibility for teaching reading with training on evidence-based reading instruction

59.3 that is approved by the Department of Education by the deadlines provided in section

59.4 120B.123, subdivision 5.

- 59.5 (c) Districts are strongly encouraged to adopt a MTSS framework. The framework should  
59.6 include a process for engaging families and communities, monitoring student progress,  
59.7 evaluating program fidelity, and analyzing student outcomes and needs in order to design  
59.8 and implement ongoing evidenced-based, culturally responsive instruction and interventions.
- 59.9 **EFFECTIVE DATE.** This section is effective July 1, 2025.
- 59.10 Sec. 4. Minnesota Statutes 2024, section 120B.12, subdivision 2, is amended to read:
- 59.11 Subd. 2. **Identification; report.** (a) Each school district must screen every student  
59.12 enrolled in kindergarten, grade 1, grade 2, and grade 3 using a screening tool approved by  
59.13 the Department of Education three times each school year: (1) within the first six weeks of  
59.14 the school year; (2) by February 15 each year; and (3) within the last six weeks of the school  
59.15 year. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual  
59.16 learners ~~and~~, students receiving special education services, and students enrolled in dual  
59.17 language immersion programs, must be universally screened for mastery of foundational  
59.18 reading skills, including phonemic awareness, phonics, decoding, fluency, ~~oral~~ language,  
59.19 and for characteristics of dyslexia as measured by a screening tool approved by the  
59.20 Department of Education. Students enrolled in dual language immersion programs must be  
59.21 screened in the partner language of the program at the same intervals as the screenings in  
59.22 English. A student enrolled in a dual language immersion program must be screened initially  
59.23 in English when entering kindergarten, in the primary language of instruction at each  
59.24 screening window, and in English starting in third grade or when the program is taught  
59.25 equally in English and the partner language, whichever occurs first. The screening tool must  
59.26 be approved by the district for kindergarten through grade 3 students enrolled in dual  
59.27 language immersion programs. The screening for characteristics of dyslexia may be integrated  
59.28 with universal screening for mastery of foundational skills and ~~oral~~ expressive-receptive  
59.29 language mastery. After a student's initial screening for characteristics of dyslexia, a school  
59.30 district has discretion to determine when to screen English learners scoring below three on  
59.31 the annual ACCESS assessment for characteristics of dyslexia. The screening tool used  
59.32 must be a valid and reliable universal screener that is highly correlated with foundational  
59.33 reading skills. For students reading at grade level, beginning in the winter of grade 2, the  
59.34 oral reading fluency screener may be used to assess reading difficulties, including  
60.1 characteristics of dyslexia, without requiring a separate screening of each subcomponent  
60.2 of foundational reading skills.
- 60.3 (b) A district must submit data on student performance in kindergarten, grade 1, grade  
60.4 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics,  
60.5 decoding, fluency, and oral language to the Department of Education in the annual local  
60.6 literacy plan submission due on June 15.
- 60.7 ~~(b)~~ (c) Students in grades 4 and above, including multilingual learners and students  
60.8 receiving special education services, who ~~do not demonstrate mastery of foundational~~  
60.9 ~~reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language,~~  
60.10 are not reading at grade level must be screened for reading difficulties, including

60.11 characteristics of dyslexia, using a screening tool approved by the Department of Education  
60.12 for characteristics of dyslexia, and must continue to receive evidence-based instruction,  
60.13 interventions, and progress monitoring until the students achieve grade-level proficiency.  
60.14 A parent, in consultation with a teacher, may opt a student out of the literacy screener if the  
60.15 parent and teacher decide that continuing to screen would not be beneficial to the student.  
60.16 In such limited cases, the student must continue to receive progress monitoring and literacy  
60.17 interventions.

60.18 ~~(e)~~ (d) Reading screeners in English, and in the predominant languages of district students  
60.19 where practicable, must identify and evaluate students' areas of academic need related to  
60.20 literacy. The district also must monitor the progress and provide reading instruction  
60.21 appropriate to the specific needs of multilingual learners. The district must use an approved,  
60.22 developmentally appropriate, and culturally responsive screener and annually report summary  
60.23 screener results to the commissioner by June 15 in the form and manner determined by the  
60.24 commissioner.

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

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

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

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

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

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

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

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

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

- 61.13 (2) reading-related services currently being provided to the student and the student's  
61.14 progress; and
- 61.15 (3) strategies for parents to use at home in helping their student succeed in becoming  
61.16 grade-level proficient in reading in English and in their native language.
- 61.17 (b) For students enrolled in dual language immersion programs, the district-approved  
61.18 screener must measure the student's reading proficiency in the program's partner language.  
61.19 The dual language immersion program may provide information about national research  
61.20 on reading proficiency for students in dual language immersion programs in the parent  
61.21 notification.
- 61.22 (c) A district may not use this section to deny a student's right to a special education  
61.23 evaluation.
- 61.24 **EFFECTIVE DATE.** This section is effective July 1, 2025.
- 61.25 Sec. 6. Minnesota Statutes 2024, section 120B.12, subdivision 3, is amended to read:
- 61.26 Subd. 3. **Intervention.** (a) For each student identified under subdivision 2, the district  
61.27 shall provide aligned and targeted reading ~~intervention~~ support to accelerate student growth  
61.28 and reach the goal of reading at or above grade level by the end of the current grade and  
61.29 school year. A district is encouraged to provide reading intervention through a MTSS  
61.30 framework. If a student does not read at or above grade level by the end of the current school  
61.31 year, the district must continue to provide aligned and targeted reading ~~intervention~~ support  
62.1 as defined by the MTSS framework until the student reads at grade level. District intervention  
62.2 methods shall encourage family engagement and, where possible, collaboration with  
62.3 appropriate school and community programs that specialize in evidence-based instructional  
62.4 practices ~~and measure mastery of foundational reading skills, including phonemic awareness,~~  
62.5 ~~phonics, decoding, fluency, and oral language. Intervention may include but is not limited~~  
62.6 ~~to requiring student attendance in summer school, intensified reading instruction that may~~  
62.7 ~~require that the student be removed from the regular classroom for part of the school day,~~  
62.8 ~~extended-day programs, or programs that strengthen students' cultural connections.~~
- 62.9 (b) A district or charter school is strongly encouraged to provide a personal learning  
62.10 plan for a student who is unable to demonstrate grade-level proficiency, as measured by the  
62.11 statewide reading assessment in grade 3 or a screener identified by the Department of  
62.12 Education under section 120B.123. The district or charter school must determine the format  
62.13 of the personal learning plan in collaboration with the student's educators and other  
62.14 appropriate professionals. The school must develop the learning plan in consultation with  
62.15 the student's parent or guardian. The personal learning plan must include targeted instruction  
62.16 that is evidence-based and ongoing progress monitoring, and address knowledge gaps and  
62.17 skill deficiencies through strategies such as specific exercises and practices during and  
62.18 outside of the regular school day, group interventions, periodic assessments or screeners,  
62.19 and reasonable timelines. The personal learning plan may include grade retention, if it is in

- 62.20 the student's best interest; a student may not be retained solely due to delays in literacy or  
62.21 not demonstrating grade-level proficiency. A school must maintain and regularly update  
62.22 and modify the personal learning plan until the student reads at grade level. This paragraph  
62.23 does not apply to a student under an individualized education program.
- 62.24 (c) Starting in the ~~2025-2026~~ 2026-2027 school year, a district must use only  
62.25 evidence-based literacy interventions. Districts are strongly encouraged to use intervention  
62.26 materials approved by the Department of Education under the Read Act.
- 62.27 (d) Starting in the 2026-2027 school year, to provide a Tier 2 literacy intervention, a  
62.28 trained teacher who has completed one of the three approved professional development  
62.29 trainings must oversee and monitor the instruction provided by any paraprofessional or  
62.30 other unlicensed person, including a volunteer, ~~must be supervised by a licensed teacher~~  
62.31 ~~who has completed training in evidence-based reading instruction approved by the~~  
62.32 ~~Department of Education, and has completed.~~ A paraprofessional or other unlicensed person,  
62.33 including a volunteer, must complete evidence-based training developed under the Read  
62.34 Act ~~by CAREI or~~ and offered at no cost through the regional literacy networks under section  
63.1 120B.124, subdivision 4, or a training that the department has determined meets or exceeds  
63.2 the requirements of section 120B.124, subdivision 4.
- 63.3 **EFFECTIVE DATE.** This section is effective July 1, 2025.
- 63.4 Sec. 7. Minnesota Statutes 2024, section 120B.12, subdivision 4, is amended to read:
- 63.5 Subd. 4. **Staff development.** (a) A district must provide training on evidence-based  
63.6 structured literacy instruction to teachers and instructional staff in accordance with  
63.7 subdivision 1, paragraphs (b) and (c). The training must include teaching in the areas of  
63.8 phonemic awareness, phonics, vocabulary development, reading fluency, reading  
63.9 comprehension, and culturally and linguistically responsive pedagogy.
- 63.10 (b) Each district shall use the data under subdivision 2 to identify the staff development  
63.11 needs so that:
- 63.12 (1) elementary teachers are able to implement explicit, systematic, evidence-based  
63.13 instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary,  
63.14 and comprehension with emphasis on mastery of foundational reading skills as defined in  
63.15 section 120B.119 and other literacy-related areas including writing until the student achieves  
63.16 grade-level reading and writing proficiency;
- 63.17 (2) elementary teachers receive training to provide students with evidence-based reading  
63.18 and oral language instruction that meets students' developmental, linguistic, and literacy  
63.19 needs using the intervention methods or programs selected by the district for the identified  
63.20 students;

- 63.21

(3) licensed teachers employed by the district have opportunities to improve reading
- 63.22

and writing instruction through approved professional development identified in the local
- 63.23

literacy plan;
- 63.24

(4) licensed teachers recognize students' diverse needs in cross-cultural settings and are
- 63.25

able to serve the oral language and linguistic needs of students who are multilingual learners
- 63.26

by maximizing strengths in their native languages in order to cultivate students' English
- 63.27

language development, including oral academic language development, and build academic
- 63.28

literacy; and
- 63.29

(5) licensed teachers are trained in culturally responsive pedagogy that enables students
- 63.30

to master content, develop skills to access content, and build relationships.
- 63.31

(c) A district that offers early childhood programs, including voluntary prekindergarten
- 63.32

for eligible four-year-old children, early childhood special education, and school readiness
- 64.1

programs, must provide classroom teachers in early childhood programs training approved
- 64.2

by the Department of Education to provide children in early childhood programs with
- 64.3

explicit, systematic instruction in phonological and phonemic awareness; oral language,
- 64.4

including listening comprehension; vocabulary; and letter-sound correspondence.
- 64.5

**EFFECTIVE DATE.** This section is effective July 1, 2025.
- 64.6

Sec. 8. Minnesota Statutes 2024, section 120B.12, subdivision 4a, is amended to read:
- 64.7

Subd. 4a. **Local literacy plan.** (a) Consistent with this section, a school district must
- 64.8

adopt a local literacy plan to have every child reading at or above grade level every year
- 64.9

beginning in kindergarten and to support multilingual learners and students receiving special
- 64.10

education services in achieving their individualized reading goals. A district must update
- 64.11

and submit the plan to the commissioner by June 15 each year. The plan must be consistent
- 64.12

with the Read Act, and include the following:
- 64.13

(1) a process to assess students' foundational reading skills, oral language, and level of
- 64.14

reading proficiency and the approved screeners used, by school site and grade level, under
- 64.15

section 120B.123;
- 64.16

(2) a process to notify and involve parents;
- 64.17

(3) a description of how schools in the district will determine the targeted reading
- 64.18

instruction that is evidence-based and includes an intervention strategy for a student and
- 64.19

the process for intensifying or modifying the reading strategy in order to obtain measurable
- 64.20

reading progress;
- 64.21

(4) evidence-based intervention methods for students who are not reading at or above
- 64.22

grade level and progress monitoring to provide information on the effectiveness of the
- 64.23

intervention;

- 64.24 (5) identification of staff development needs, including a plan to meet those needs;
- 64.25 (6) the curricula used by school site and grade level and, if applicable, the district plan
- 64.26 and timeline for adopting ~~approved~~ evidence-based curricula and materials starting in the
- 64.27 2025-2026 school year;
- 64.28 (7) a statement of whether the district has adopted a MTSS framework;
- 64.29 (8) student data using the measures of foundational literacy skills and mastery identified
- 64.30 by the Department of Education for the following students:
- 64.31 (i) students in kindergarten through grade 3;
- 65.1 (ii) students who demonstrate characteristics of dyslexia; and
- 65.2 (iii) students in grades 4 to 12 who are identified as not reading at grade level;
- 65.3 (9) the number of teachers and other staff who have completed training approved by the
- 65.4 department;
- 65.5 (10) the number of teachers and other staff proposed for training in structured literacy;
- 65.6 and
- 65.7 (11) how the district used funding provided under the Read Act to implement the
- 65.8 requirements of the Read Act.
- 65.9 (b) The district must post its literacy plan on the official school district website and
- 65.10 submit it to the commissioner of education using the template developed by the commissioner
- 65.11 of education annually beginning June 15, 2024.
- 65.12 (c) ~~By March 1, 2024, the commissioner of education must develop~~ Districts must use
- 65.13 a streamlined template developed by the commissioner of education for local literacy plans
- 65.14 that meets the requirements of this subdivision and requires all reading instruction and
- 65.15 teacher training in reading instruction to be evidence-based. The template must require a
- 65.16 district to report information using the student categories required in the commissioner's
- 65.17 report under paragraph (d). The template must focus district resources on improving students'
- 65.18 foundational reading skills while reducing paperwork requirements for teachers.
- 65.19 (d) By December 1, 2025, the commissioner of education must submit a report to the
- 65.20 legislative committees with jurisdiction over prekindergarten through grade 12 education
- 65.21 summarizing the local literacy plans submitted to the commissioner. The summary must
- 65.22 include the following information:
- 65.23 (1) the number of teachers and other staff, by grade level, who have completed training
- 65.24 approved by the Department of Education;

- 65.25 (2) the number of teachers and other staff, by grade level, required to complete the  
65.26 training under section 120B.123, subdivision 5, who have not completed the training;
- 65.27 (3) the number of teachers exempt under section 120B.123, subdivision 5, from  
65.28 completing training approved by the Department of Education;
- 65.29 (4) the statewide total number of teachers or other staff required to complete the training  
65.30 under section 120B.123, subdivision 5 that have received other training or education that  
65.31 meets the requirements of the training approved by the Department of Education;
- 66.1 (5) by school site and grade, the approved screeners and the reading curriculum used;  
66.2 and
- 66.3 ~~(5)~~ (6) by school site and grade, using the measurements of foundational literacy skills  
66.4 and mastery identified by the department, both aggregated data and disaggregated data on  
66.5 student performance on the approved screeners using the student categories under section  
66.6 120B.35, subdivision 3, paragraph (a), clause (2).
- 66.7 (e) By December 1, 2026, and December 1, 2027, the commissioner of education must  
66.8 submit updated reports containing the information required under paragraph (d) to the  
66.9 legislative committees with jurisdiction over prekindergarten through grade 12 education.
- 66.10 **EFFECTIVE DATE.** This section is effective July 1, 2025.
- 66.11 Sec. 9. Minnesota Statutes 2024, section 120B.123, subdivision 1, is amended to read:
- 66.12 Subdivision 1. **Approved screeners.** (a) A district must administer an approved  
66.13 evidence-based reading screener to students in kindergarten through grade 3 within the first  
66.14 six weeks of the school year, by February 15 each year, and again within the last six weeks  
66.15 of the school year. The screener must be one of the screening tools approved by the  
66.16 Department of Education. A district must identify any screener it uses in the district's annual  
66.17 literacy plan, and submit screening data with the annual literacy plan by June 15.
- 66.18 (b) Starting in the 2024-2025 school year, district staff, ~~contractors,~~ and ~~volunteers,~~  
66.19 external partners offering literacy supports in schools may only use screeners that have been  
66.20 approved by the Department of Education.
- 66.21 **EFFECTIVE DATE.** This section is effective July 1, 2025.
- 66.22 Sec. 10. Minnesota Statutes 2024, section 120B.123, subdivision 5, is amended to read:
- 66.23 Subd. 5. **Professional development.** (a) A district must provide training from a menu  
66.24 of approved evidence-based training programs to the following teachers and staff by July  
66.25 1, 2026:
- 66.26 (1) reading literacy intervention teachers working with students in kindergarten through  
66.27 grade 12;



- 66.28 (2) all classroom teachers of students in kindergarten through grade 3 and children in  
66.29 prekindergarten programs;
- 66.30 (3) kindergarten through grade 12 special education teachers responsible for literacy  
66.31 instruction;
- 67.1 (4) curriculum directors;
- 67.2 (5) instructional support staff, contractors, and volunteers who assist in providing Tier  
67.3 2 literacy interventions under the oversight and monitoring of a trained licensed teacher;
- 67.4 (6) employees who select literacy instructional materials for a district; and
- 67.5 (7) teachers licensed to teach English to multilingual learners.
- 67.6 (b) A district must provide training from a menu of approved evidence-based training  
67.7 programs to the following teachers by July 1, 2027:
- 67.8 (1) teachers who provide foundational reading skills instruction to students in grades 4  
67.9 to 12; and
- 67.10 (2) teachers who provide instruction to students in a state-approved alternative program.
- 67.11 (c) The commissioner of education may grant a district an extension to the deadlines in  
67.12 this subdivision.
- 67.13 (d) Training provided by a department-approved certified trained facilitator may satisfy  
67.14 the professional development requirements under this subdivision.
- 67.15 (e) Beginning July 1, 2027, an educator required to receive training under paragraph  
67.16 (a), who is new to the state of Minnesota or is a newly licensed teacher who did not receive  
67.17 instruction in the teaching of foundational reading skills based on structured literacy, must  
67.18 complete one of the approved required trainings. Training must be offered through the  
67.19 regional literacy network and facilitated by a local certified trained facilitator. The  
67.20 Department of Education must review district literacy lead waiver requests and grant waivers  
67.21 to educators new to the state or educators who provide reading instruction exclusively using  
67.22 alternatives to sound-based approaches, and who have completed the professional  
67.23 development requirements consistent with this subdivision.
- 67.24 ~~(e)~~ (f) For the 2024-2025 and 2025-2026 school year years only, the hours of instruction  
67.25 requirement under section 120A.41 for students in an elementary and secondary school, as  
67.26 defined in section 120A.05, subdivision subdivisions 9 and 13, is reduced by 5-1/2 hours  
67.27 for a district that enters into an agreement with the exclusive representative of the teachers  
67.28 that requires teachers to receive at least 5-1/2 hours of approved evidence-based training  
67.29 required under this subdivision, on a day when other students in the district receive  
67.30 instruction. If a charter school's teachers are not represented by an exclusive representative,

67.31 the charter school may reduce the number of instructional hours for students in an elementary  
67.32 and secondary school, as defined in section 120A.05, subdivision subdivisions 9 and 13,  
67.33 by 5-1/2 hours after consulting with its teachers in order to provide teachers with at least  
68.1 5-1/2 hours of evidence-based training required under this subdivision on a day when other  
68.2 students receive instruction. The hours of instruction reduction for secondary school students  
68.3 is applicable only for the 2025-2026 school year.

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

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

68.7 Subd. 5a. **Teacher licensure; renewal.** (a) Starting July 1, 2027, a Tier 1 early childhood  
68.8 education teacher, elementary education teacher, special education teacher who is responsible  
68.9 for teaching reading, kindergarten through grade 12 English as a second language teacher,  
68.10 grade 4 through 12 classroom teacher responsible for foundational reading skills instruction,  
68.11 teacher who provides instruction to students in a state-approved alternative program, or a  
68.12 teacher who is responsible for selecting literacy curriculum materials for grades 6 through  
68.13 12, and is licensed under section 122A.181 for their first licensure renewal must demonstrate  
68.14 that they are registered for, are currently taking, or have completed evidence-based structured  
68.15 literacy training consistent with training approved by the Department of Education. A Tier  
68.16 1 teacher may demonstrate evidence of progress in meeting the subject matter reading  
68.17 standards for reading in administrative rule through evidence-based structured literacy  
68.18 coursework or through employer verification. The training required must be in progress  
68.19 before a second renewal of the Tier 1 license. A hiring district, cooperative, or charter school  
68.20 is responsible for any fees and enrollment costs associated with completing these professional  
68.21 development requirements. An individual educator must not be financially responsible for  
68.22 the initial enrollment costs associated with the training needed to meet these requirements.

68.23 (b) Starting, July 1, 2027, a Tier 2 early childhood education teacher, elementary  
68.24 education teacher, special education teacher who is responsible for teaching reading,  
68.25 kindergarten through grade 12 English as a second language teacher, grade 4 through 12  
68.26 classroom teacher responsible for foundational reading skills instruction, teacher who  
68.27 provides instruction to students in a state-approved alternative program, or a teacher who  
68.28 is responsible for selecting literacy curriculum materials for grades 6 through 12, and is  
68.29 licensed under section 122A.182, for their first licensure renewal must demonstrate that  
68.30 they are registered for, currently taking, or have completed evidence-based structured literacy  
68.31 training consistent with training approved by the Department of Education. A Tier 2 teacher  
68.32 may demonstrate evidence of progress in meeting the subject matter reading standards for  
68.33 reading in administrative rule through evidence-based structured literacy coursework or  
68.34 through employer verification. The training required must be in progress before the first  
69.1 renewal of the Tier 2 license is granted. A hiring district, cooperative, or charter school is  
69.2 responsible for any fees and enrollment costs associated with completing these professional

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

69.5 (c) Starting July 1, 2027, a Tier 2 early childhood education teacher, elementary education  
69.6 teacher, special education teacher who is responsible for teaching reading, kindergarten  
69.7 through grade 12 English as a second language teacher, grade 4 through 12 classroom teacher  
69.8 responsible for foundational reading skills instruction, teacher who provides instruction to  
69.9 students in a state-approved alternative program, or a teacher who is responsible for selecting  
69.10 literacy curriculum materials for grades 6 through 12, who demonstrates field-specific  
69.11 teaching experience to complete the coursework requirements under section 122A.183,  
69.12 subdivision 2, clause (5), must demonstrate they have completed evidence-based structured  
69.13 literacy training required under subdivision 5 before the Professional Educator Licensing  
69.14 and Standards Board issues the Tier 3 license. The board must not deny a Tier 3 license to  
69.15 an educator who has made progress toward completion, but has not completed, the required  
69.16 training. A hiring district, cooperative, or charter school is responsible for any fees and  
69.17 enrollment costs associated with completing these professional development requirements.  
69.18 An individual educator must not be financially responsible for the initial enrollment costs  
69.19 associated with the training needed to meet these requirements.

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

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

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

70.4 Subd. 7. **Department of Education.** (a) By July 1, 2023, the department must make  
70.5 available to districts a list of approved evidence-based screeners in accordance with section  
70.6 120B.12. A district must use an approved screener to assess students' mastery of foundational  
70.7 reading skills in accordance with section 120B.12.

- 70.8 (b) The Department of Education must partner with CAREI as required under section  
70.9 120B.124 to approve professional development programs, subject to final determination by  
70.10 the department. After the implementation partnership under section 120B.124 ends, the  
70.11 department must continue to regularly provide districts with information about professional  
70.12 development opportunities available throughout the state on reading instruction that is  
70.13 evidence-based.
- 70.14 (c) The department and CAREI must identify training required for a literacy lead and  
70.15 literacy specialist employed by a district or Minnesota service cooperatives.
- 70.16 (d) The department must employ one or more literacy specialists to provide support to  
70.17 districts implementing the Read Act and coordinate duties assigned to the department under  
70.18 the Read Act. The literacy specialist must work on state efforts to improve literacy tracking  
70.19 and implementation.
- 70.20 (e) The department must develop a template for a local literacy plan in accordance with  
70.21 section 120B.12, subdivision 4a.
- 70.22 (f) The department must partner with CAREI as required under section 120B.124 to  
70.23 approve literacy intervention models, subject to final determination by the department. The  
70.24 department must make a list of the 15 approved evidence-based intervention models available  
70.25 to districts as they are approved by the department and CAREI, starting November 1, 2025.  
70.26 Upon approval of the evidence-based intervention models, the department must ensure the  
70.27 models are reviewed by a contracted third party for culturally responsive guidance and  
70.28 materials, and make those findings available to districts once the review process is complete.  
70.29 The department must notify districts of the two-step review process for all materials approved  
70.30 under the Read Act for effectiveness as evidence-based structured literacy, and for cultural  
70.31 responsiveness.
- 70.32 (g) The department and CAREI must provide ongoing coaching, mentoring, and support  
70.33 to certified trained facilitators.
- 71.1 **EFFECTIVE DATE.** This section is effective July 1, 2025.
- 71.2 Sec. 13. Minnesota Statutes 2024, section 120B.124, subdivision 2, is amended to read:
- 71.3 Subd. 2. ~~Reconsideration Curriculum review cycle.~~ (a) Every five years, starting July  
71.4 1, 2030, the department and CAREI must provide districts an opportunity to request that  
71.5 the department and CAREI add to the list of reviewed curricula or professional development  
71.6 and intervention programs a specific curriculum or professional development program. The  
71.7 department must publish the request procedure for reconsideration procedure review on the  
71.8 department website by July 1, 2029. A request for reconsideration review must demonstrate  
71.9 that the curriculum or professional development intervention program meets the requirements  
71.10 of the Read Act, is evidence-based, and has structured literacy components. The department  
71.11 and CAREI must review the request for reconsideration and approve or deny the request

- 71.12 ~~within 60 days~~ The review process must use the rubric used to approve curriculum under  
71.13 subdivision 1 with the addition of culturally responsive criteria as determined by the  
71.14 department. Alternative curriculum and intervention programs for those who cannot access  
71.15 sound-based approaches must be reviewed on the same review cycle as traditional programs.
- 71.16 (b) The department and CAREI must conduct a final curriculum review of previously  
71.17 submitted curriculum by March 3, 2025, to review curriculum that is available to districts  
71.18 at no cost. The reviewed resources must be categorized as highly aligned, partially aligned,  
71.19 minimally aligned, or not aligned to evidence-based structured literacy practices. Nonranked  
71.20 curricular resources do not fully meet the criteria to be classified as a Tier 1 core highly  
71.21 aligned program. The reviewed resources categories are defined as follows:
- 71.22 (1) "highly aligned" means 100 percent of domains were at or above the cut point with  
71.23 no significant red flags identified for the program;
- 71.24 (2) "partially aligned" means 60 to 99 percent of domains were at or above the cut point;
- 71.25 (3) "minimally aligned" means 34 to 59 percent of domains were at or above the cut  
71.26 point; and
- 71.27 (4) "not aligned" means 33 percent or less of domains were at or above the cut point.
- 71.28 It is a district's responsibility, when planning for curriculum implementation, to verify that  
71.29 instruction and materials align with evidence-based structured literacy practices and to  
71.30 resolve issues identified in the report and rubric provided by the Department of Education.
- 71.31 (c) A district must ensure that any red flags for a program are resolved through district  
71.32 enhancements to the selected program.
- 72.1 (d) A program going through a full review cycle will be added to the reviewed curricula  
72.2 and intervention program list after the review process is completed.
- 72.3 (e) Only materials that are categorized as highly aligned qualify for use of literacy aid  
72.4 under section 124D.98, or state funding provided under the Read Act.
- 72.5 Sec. 14. Minnesota Statutes 2024, section 122A.181, subdivision 3, is amended to read:
- 72.6 Subd. 3. **Term of license and renewal.** (a) The Professional Educator Licensing and  
72.7 Standards Board must issue an initial Tier 1 license for a term of one year. A Tier 1 license  
72.8 may be renewed subject to paragraphs (b) ~~and (c)~~ to (d).
- 72.9 (b) The Professional Educator Licensing and Standards Board must renew a Tier 1  
72.10 license if:
- 72.11 (1) the district or charter school requesting the renewal demonstrates that it has posted  
72.12 the teacher position but was unable to hire an acceptable teacher with a Tier 2, 3, or 4 license  
72.13 for the position;

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

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

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

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

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

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

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

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

73.10 (b) Before a Tier 2 license is renewed for the first time, a teacher holding a Tier 2 license  
73.11 must participate in cultural competency training consistent with section 120B.30, subdivision  
73.12 8, and mental illness training under section 122A.187, subdivision 6.

73.13 (c) Starting July 1, 2027, a Tier 2 licensed early childhood education teacher, elementary  
73.14 education teacher, special education teacher who is responsible for teaching reading,  
73.15 kindergarten through grade 12 English as a second language teacher, grade 4 through 12  
73.16 classroom teacher responsible for foundational reading skills instruction, teacher who  
73.17 provides instruction to students in a state-approved alternative program, or a teacher who  
73.18 is responsible for selecting literacy curriculum materials for grades 6 through 12, must

- 73.19 demonstrate that they have made progress toward completing the evidence-based literacy  
73.20 training requirements of section 120B.123, subdivision 5a, for the first renewal of their  
73.21 initial license.
- 73.22 (d) The board must issue rules setting forth the conditions for additional renewals after  
73.23 the initial license has been renewed three times.
- 73.24 Sec. 16. Minnesota Statutes 2024, section 122A.183, subdivision 2, is amended to read:
- 73.25 Subd. 2. **Coursework.** (a) An applicant for a Tier 3 license must meet the coursework  
73.26 requirement by demonstrating one of the following:
- 73.27 (1) completion of a Minnesota-approved teacher preparation program;
- 73.28 (2) completion of a state-approved teacher preparation program that includes field-specific  
73.29 student teaching equivalent to field-specific student teaching in Minnesota-approved teacher  
73.30 preparation programs. The field-specific student teaching requirement does not apply to an  
73.31 applicant that has two years of field-specific teaching experience;
- 73.32 (3) a recommendation for licensure through the licensure via portfolio process;
- 74.1 (4) a professional teaching license from another state, evidence that the applicant's license  
74.2 is in good standing, and two years of field-specific teaching experience; or
- 74.3 (5) three years of teaching experience under a Tier 2 license and evidence of summative  
74.4 teacher evaluations that did not result in placing or otherwise keeping the teacher on an  
74.5 improvement process pursuant to section 122A.40, subdivision 8, or 122A.41, subdivision  
74.6 5.
- 74.7 (b) Starting July 1, 2027, a Tier 2 early childhood education teacher, elementary education  
74.8 teacher, special education teacher who is responsible for teaching reading, kindergarten  
74.9 through grade 12 English as a second language teacher, grade 4 through 12 classroom teacher  
74.10 responsible for foundational reading skills instruction, teacher who provides instruction to  
74.11 students in a state-approved alternative program, or a teacher who is responsible for selecting  
74.12 literacy curriculum materials for grades 6 through 12, who demonstrates field-specific  
74.13 teaching experience to complete the coursework requirements under this subdivision must  
74.14 demonstrate they have completed evidence-based structured literacy training according to  
74.15 section 120B.123, subdivision 5a, before the Professional Educator Licensing and Standards  
74.16 Board may issue an initial Tier 3 license.
- 74.17 Sec. 17. Minnesota Statutes 2024, section 124D.42, subdivision 8, is amended to read:
- 74.18 Subd. 8. **Minnesota reading corps program.** (a) A Minnesota reading corps program  
74.19 is established to provide ServeMinnesota AmeriCorps members with a data-based  
74.20 problem-solving model of literacy instruction to use in helping to train local Head Start  
74.21 program providers, other prekindergarten program providers, and staff in schools with

- 74.22 students in kindergarten through grade 3 to evaluate and teach early literacy skills, including  
74.23 evidence-based literacy instruction under sections 120B.118 to 120B.124, to children age  
74.24 3 to grade 3 and interventions for children in kindergarten to grade 3.
- 74.25 (b) Literacy programs under this subdivision must comply with the provisions governing  
74.26 literacy program goals and data use under section 142D.12, subdivision 3, paragraph (b).
- 74.27 (c) Literacy programs under this subdivision must use a department-approved screener,  
74.28 evidence-based reading instruction, and interventions focused on structured literacy.  
74.29 ServeMinnesota must demonstrate to the department that the training AmeriCorps members  
74.30 receive meets or exceeds the requirements of section 120B.124, subdivision 4, for volunteers.  
74.31 Minnesota Reading Corps AmeriCorps members are not required to complete the training  
74.32 under section ~~120B.24~~ 120B.124, subdivision 4.
- 75.1 (d) The commission must submit a biennial report to the committees of the legislature  
75.2 with jurisdiction over kindergarten through grade 12 education that records and evaluates  
75.3 program data to determine the efficacy of the programs under this subdivision.
- 75.4 **EFFECTIVE DATE.** This section is effective July 1, 2025.
- 75.5 Sec. 18. **REPEALER.**
- 75.6 Minnesota Statutes 2024, section 120B.124, subdivision 6, is repealed.
- 75.9 Section 1. Minnesota Statutes 2024, section 123B.32, subdivision 1, is amended to read:
- 75.10 Subdivision 1. **Language access plan required.** Starting in the 2025-2026 school year,  
75.11 during a regularly scheduled public board hearing, a school board must adopt a language  
75.12 access plan that specifies the district's process and procedures to render effective language  
75.13 assistance to students and adults who communicate in a language other than English or  
75.14 require additional assistance due to a disability. The language access plan must be available  
75.15 to the public and included in the school's handbook.
- 75.16 Sec. 2. Minnesota Statutes 2024, section 123B.32, subdivision 2, is amended to read:
- 75.17 Subd. 2. **Plan requirements.** The language access plan must include how the district  
75.18 and its schools will use trained or certified spoken language interpreters for communication  
75.19 related to academic outcomes, progress, determinations, and placement of students in  
75.20 specialized programs and services, such as special education and related individualized  
75.21 education programs under section 125A.08; and ensure meaningful participation in the  
75.22 individualized education program process by families where the family speaks a language  
75.23 other than English or has a disability themselves; how families and communities will be  
75.24 notified of their rights under this plan; and a process to appeal the accommodations of the  
75.25 access plan if needs are not met.



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

75.27              Subd. 3a. **Additional requirements for prior written notice.** In addition to federal law

75.28 requirements, a prior written notice shall:

75.29              (1) inform the parent that except for the initial ~~placement of a child in special education~~

75.30 ~~evaluation and the initial provision of special education and related services generally~~, the

76.1 school district will proceed with its proposal ~~for the child's placement or for providing~~

76.2 ~~special education services~~ unless the child's parent notifies the district of an objection within

76.3 14 days of when the district sends the prior written notice to the parent; and

76.4              (2) state that a parent who objects to a proposal or refusal in the prior written notice

76.5 may:

76.6              (i) request a conciliation conference under subdivision 7 or another alternative dispute

76.7 resolution procedure under subdivision 8 or 9; or

76.8              (ii) identify the specific part of the proposal or refusal the parent objects to and request

76.9 a meeting with appropriate members of the individualized education program team.

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

76.11              Subd. 5. **Initial action; parent consent.** (a) A district must make reasonable efforts to

76.12 obtain written consent from the parent for an initial evaluation to determine whether their

76.13 child is a child with a disability.

76.14              (b) If the initial evaluation determines that the child qualifies as a child with a disability

76.15 under section 125A.02, the district must make reasonable efforts to obtain the written consent

76.16 of the child's parent for the initial provision of special education and related services

76.17 generally.

76.18              ~~(a)~~ (c) The district must not proceed with the initial evaluation of a child, ~~the initial~~

76.19 ~~placement of a child in a special education program, or the initial provision of special~~

76.20 ~~education services for a child~~ or the initial provision of special education and related services

76.21 to a child generally, without the prior written consent of the child's parent. The district is

76.22 not required to obtain the written consent of the child's parent to the particular special

76.23 education and related services proposed in the initial individualized education program but

76.24 must provide prior written notice consistent with federal requirements and the additional

76.25 requirements under subdivision 3a.

76.26              (d) Parental consent for the initial evaluation must not be construed as consent for the

76.27 initial provision of special education and related services generally.

76.28              ~~(e)~~ A district may not override the written refusal of a parent to consent to an initial

76.29 evaluation or reevaluation.

- 76.30

76.31
- (f) If the parent of a child fails to respond to a request for, or refuses to consent to, the initial provision of special education and related services generally, the district:
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77.2
- (1) may not use mediation or request a due process hearing in order to obtain agreement or a ruling that services may be provided to the child;
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77.4
- (2) will not be considered in violation of the responsibility to make a free appropriate public education available to the child; and
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77.6
- (3) is not required to convene an individualized education program team meeting or develop an initial individualized education program for the child.
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- ~~(b)~~ (g) A parent, after consulting with health care, education, or other professional providers, may agree or disagree to provide the parent's child with sympathomimetic medications unless section 144.344 applies.
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- Sec. 6. Minnesota Statutes 2024, section 125A.0942, subdivision 4, is amended to read:
- Subd. 4. **Prohibitions.** (a) The following actions or procedures are prohibited:
- (1) engaging in conduct prohibited under section 121A.58;
- (2) requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
- (3) totally or partially restricting a child's senses as punishment;
- (4) presenting an intense sound, light, or other sensory stimuli using smell, taste, substance, or spray as punishment;
- (5) denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate the child's functioning, except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
- (6) interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under chapter 260E;
- (7) withholding regularly scheduled meals or water;
- (8) denying access to bathroom facilities;
- (9) physical holding that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;

80.14 (10) prone restraint; and

80.15 (11) the use of seclusion on children from birth through grade 3 by September 1, 2024

80.16 6, unless the use of seclusion is explicitly agreed to by the student's parents and the rest of

80.17 the individualized education program team under section 125A.08. Nothing in this section

80.18 requires a school to create a seclusion room if one does not exist.

80.19 (b) At the end of each school year, a school district must report disaggregated data to

80.20 the Department of Education on the students who have the use of seclusion in their

80.21 individualized education program. By January 10 of each year, the commissioner must

80.22 report the number of students statewide with the use of seclusion in their individualized

80.23 education program based on the school district reports.

80.24 Sec. 7. Minnesota Statutes 2024, section 125A.0942, subdivision 6, is amended to read:

80.25 Subd. 6. **Behavior supports; reasonable force.** (a) School districts are encouraged to

80.26 establish effective schoolwide systems of positive behavior interventions and supports.

80.27 (b) Nothing in this section or section 125A.0941 precludes the use of reasonable force

80.28 under sections 121A.582; 609.06, subdivision 1; and 609.379. Any reasonable force used

80.29 under sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child

80.30 immobile or limit a child's movement where body contact is the only source of physical

80.31 restraint or confines a child alone in a room from which egress is barred shall be reported

81.1 to the Department of Education as a restrictive procedure, including physical holding or

81.2 seclusion used by an unauthorized or untrained staff person.

81.3 (e) By February 1, 2024, the commissioner, in cooperation with stakeholders, must make

81.4 recommendations to the legislature for urgently ending seclusion in Minnesota schools. The

81.5 commissioner must consult with interested stakeholders, including parents of students who

81.6 have been secluded or restrained; advocacy organizations; legal services providers; special

81.7 education directors; teachers; paraprofessionals; intermediate school districts and cooperative

81.8 units as defined under section 123A.24, subdivision 2; school boards; day treatment

81.9 providers; county social services; state human services department staff; mental health

81.10 professionals; autism experts; and representatives of groups disproportionately affected by

81.11 restrictive procedures, including People of Color and people with disabilities. The

81.12 recommendations must include specific dates for ending seclusion by grade or facility. The

81.13 recommendations must identify existing resources and the new resources necessary for staff

81.14 capacity, staff training, children's supports, child mental health services, and schoolwide

81.15 collaborative efforts.

81.16 Sec. 8. **DEVELOPMENTAL DELAY AGE LIMIT WORKING GROUP.**

81.17 Subdivision 1. **Working group.** The Department of Education must establish a working

81.18 group on the age limit for children receiving special education services for developmental

81.19 delay.

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- Subd. 2. **Members.** (a) The commissioner of education must consult with the organizations identified in paragraph (b) before naming appointed members to the working group.
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81.24
- (b) By July 1, 2025, the commissioner must appoint the following members to the working group:
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- (1) the commissioner or the commissioner's designee;
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- (2) two representatives from Minnesota Administrators for Special Education, consisting of one member from the seven-county metropolitan area and one member from outside the metropolitan area;
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- (3) one representative from the Professional Educator Licensing and Standards Board;
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81.31
- (4) two representatives from the Minnesota Association of Colleges for Teacher Education;
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82.2
- (5) two representatives from Education Minnesota, consisting of one member from the seven-county metropolitan area and one member from outside the metropolitan area;
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- (6) two representatives from the PACER Center;
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- (7) two representatives from the Minnesota School Psychologists Association, consisting of one member working in a school setting and one member working in a postsecondary school psychologist preparation program; and
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- (8) two representatives from the Minnesota School Social Workers Association, consisting of one member working in a school setting and one member working in a postsecondary school social worker preparation program.
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- Subd. 3. **Duties.** The working group must meet on a regular basis and review current law limiting the eligibility of children seven years old or older from receiving intervention services for developmental delay, and assess the impact of extending eligibility to children under age nine. The working group must report its findings and recommendations to the legislative committees with jurisdiction over kindergarten through grade 12 education by February 1, 2026.
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- Subd. 4. **Administrative provisions.** (a) The commissioner or commissioner's designee must convene the initial meeting of the working group. Upon request, the commissioner must provide meeting space and administrative support for the group.
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- (b) Members of the working group serve without compensation or payment of expenses.

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

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

82.23 **ARTICLE 6**

82.24 **SCHOOL NUTRITION AND FACILITIES**

82.25 Section 1. Minnesota Statutes 2024, section 124D.111, is amended by adding a subdivision  
82.26 to read:

82.27 Subd. 1c. **Free school meals program required notice.** (a) A school district site or  
82.28 charter school site that qualifies for the free school meals program but does not participate  
82.29 in the free school meals program under subdivision 1c must annually provide notice to  
82.30 parents and students enrolled at the site.

82.31 (b) The notice must be in writing and must at least:

83.1 (1) indicate that the school site does not participate in the free school meals program;

83.2 (2) estimate the amount that the average student at the school site will pay in total meal  
83.3 sales fees for the current school year for food that would otherwise be included in a federally  
83.4 reimbursable meal; and

83.5 (3) indicate that the student would be eligible to receive breakfast and lunch at no cost  
83.6 if the site participated in the free school meals program.

83.7 (c) The site must provide the required notice no later than 15 days after the beginning  
83.8 of each school year.

83.9 (d) The site must provide the required notice in the same languages as the application  
83.10 for educational benefits provided to students at that site.

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

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

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

85.1 Sec. 3. **MINNESOTA STATE HIGH SCHOOL LEAGUE; CATASTROPHIC**  
85.2 **INJURY.**

85.3 Subdivision 1. **Insurance policy.** The Minnesota State High School League must enter  
85.4 a contract for a catastrophic injury insurance policy that provides coverage for students

85.5 involved in high school league-sponsored extracurricular activities. The insurance policy  
85.6 must provide at least \$5,000,000 in lifetime coverage per catastrophic injury.

85.7 Subd. 2. **Catastrophic injury payments.** The Minnesota State High School League  
85.8 may make catastrophic injury payments from the Minnesota State High School League  
85.9 Foundation to two former high school athletes who suffered catastrophic injuries during  
85.10 high school league-sponsored events as a final payment for payment of expenses not covered  
85.11 by the league's catastrophic accident insurance policy of the former high school athletes'  
85.12 private insurance. The Minnesota State High School League may make payments to a student  
85.13 athlete who sustained a catastrophic injury in a hockey game in 2011 and to a student who  
85.14 sustained a catastrophic injury in a football game in 2022.

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