A bill for an act

relating to education finance; providing funding for prekindergarten through grade 12 education including general education, education excellence, special education, teachers, school safety, facilities and technology, nutrition, libraries, early childhood and family support, community education, self-sufficiency and lifelong learning, and state agencies; appropriating money; amending Minnesota Statutes 2018, sections 120A.20, subdivision 2; 120B.02, by adding a subdivision; 120B.024, subdivision 1; 120B.125; 120B.21; 120B.30, subdivisions 1, 3; 120B.35, subdivision 3; 120B.36, subdivision 1; 121A.035, by adding a subdivision; 121A.335, subdivisions 3, 5; 122A.07, by adding a subdivision; 122A.09, subdivision 2; 122A.092, subdivision 5; 122A.14, subdivision 9; 122A.18, subdivision 8; 122A.182, subdivision 1; 122A.187, subdivision 5; 122A.20, subdivisions 1, 2; 122A.21, subdivision 1; 122A.30; 122A.61, by adding a subdivision; 122A.63, subdivisions 1, 4, 5, 6, by adding a subdivision; 123B.02, by adding a subdivision; 123B.06; 123B.41, subdivisions 2, 5; 123B.42, subdivision 3; 123B.44, subdivisions 1, 5, 6; 123B.49, subdivision 4; 123B.52, subdivision 6; 123B.61; 124D.09, subdivisions 3, 4, 5b, 7, 8, 9, 10, 14, 22; 124D.091, subdivision 3; 124D.111; 124D.151, subdivision 4, by adding a subdivision; 124D.162; 124D.165, subdivisions 2, 3, 4, by adding subdivisions; 124D.19, subdivision 2; 124D.20, subdivisions 8, 10; 124D.34, subdivisions 2, 3, 4, 5, 8, 12; 124D.531, subdivision 1; 124D.78, subdivision 2; 124D.862, subdivision 1; 124D.98, by adding subdivisions; 124D.99, subdivision 3; 124E.03, subdivision 2; 124E.20, subdivision 1; 125A.08; 125A.091, subdivisions 3a, 7; 125A.71, subdivision 1; 125B.26, subdivisions 4, 5; 126C.10, subdivisions 2, 2e, 24; 126C.17, subdivisions 1, 2, 5, 6, 7, 7a, 9; 126C.19, subdivision 4; 126C.44; 127A.45, subdivisions 11, 16; 128C.03; 128C.20; 136A.1276, subdivision 2; 205A.07, subdivision 2; 299F.30, subdivisions 1, 2; 471.59, subdivision 1; 475.58, subdivision 4; 475.59, subdivision 1; 626.556, subdivisions 2, 3b, 10; Laws 2016, chapter 189, article 25, section 62, subdivisions 4, 15; Laws 2017, First Special Session chapter 5, article 1, section 19, subdivisions 2, 3, 4, 5, 6, 7, 9; article 2, sections 55, subdivisions 1, 6; 57, subdivisions 2, 3, 4, 5, 6, 14, 21, 26; article 4, section 12, subdivisions 2, 3, 4, 5; article 5, section 14, subdivisions 2, 3; article 6, section 3, subdivisions 2, 3, 4; article 8, section 10, subdivisions 3, 4, 5a, 6, 12; article 9, section 2, subdivision 2; article 10, section 6, subdivision 2; article 11, sections 8, as amended; 9, subdivision 2; 12; Laws 2018, chapter 211, article 21, section 4; proposing coding for new law in Minnesota Statutes, chapters 120B; 121A; 122A; 123B; 124D; 125A; 245; repealing Minnesota Statutes 2018, sections 120B.299; 122A.09, subdivision 1; 122A.175; 122A.63, subdivisions 7, 8; 123A.26, subdivision 3;
125A.75, subdivision 9; 126C.16, subdivisions 1, 3; 126C.17, subdivision 9a; 127A.14; 128C.02, subdivision 6; Laws 2016, chapter 189, article 25, section 62, subdivision 16; Laws 2017, First Special Session chapter 5, article 2, section 57, subdivision 15; article 11, section 4; Minnesota Rules, part 8710.2100, subparts 1, 2.

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

ARTICLE 1

GENERAL EDUCATION

Section 1. Minnesota Statutes 2018, section 120A.20, subdivision 2, is amended to read:

Subd. 2. Education, residence, and transportation of homeless. (a) Notwithstanding subdivision 1, a district must not deny free admission to a homeless pupil solely because the district cannot determine that the pupil is a resident of the district.

(b) The school district of residence for a homeless pupil shall be the school district in which the parent or legal guardian resides, unless: (1) parental rights have been terminated by court order; (2) the parent or guardian is not living within the state; or (3) the parent or guardian having legal custody of the child is an inmate of a Minnesota correctional facility or is a resident of a halfway house under the supervision of the commissioner of corrections. If any of clauses (1) to (3) apply, the school district of residence shall be the school district in which the pupil resided when the qualifying event occurred. If no other district of residence can be established, the school district of residence shall be the school district in which the pupil currently resides. If there is a dispute between school districts regarding residency, the district of residence is the district designated by the commissioner of education.

(c) Except as provided in paragraph (d), the serving district is responsible for transporting a homeless pupil to and from the pupil's district of residence. The district may transport from a permanent home in another district but only through the end of the academic school year. When a pupil is enrolled in a charter school, the district or school that provides transportation for other pupils enrolled in the charter school is responsible for providing transportation. When a homeless student with or without an individualized education program attends a public school other than an independent or special school district or charter school, the district of residence is responsible for transportation.

(d) For a homeless pupil with an individualized education program enrolled in a program authorized by an intermediate school district, special education cooperative, service cooperative, or education district, the serving district at the time of the pupil's enrollment in the program remains responsible for transporting that pupil for the remainder of the school year.
year, unless the initial serving district and the current serving district mutually agree that
the current serving district is responsible for transporting the homeless pupil.

**EFFECTIVE DATE.** This section is effective July 1, 2019.

Sec. 2. Minnesota Statutes 2018, section 123B.41, subdivision 2, is amended to read:

Subd. 2. **Textbook.** (a) "Textbook" means any book or book substitute, including
electronic books as well as other printed materials delivered electronically, which a pupil
uses as a text or text substitute in a particular class or program in the school regularly
attended and a copy of which is expected to be available for the individual use of each pupil
in this class or program. Textbook includes an online book with an annual subscription cost.
Textbook includes a teacher's edition, teacher's guide, or other materials that accompany a
textbook that a pupil uses when the teacher's edition, teacher's guide, or other teacher
materials are packaged physically or electronically with textbooks for student use.

(b) For purposes of calculating the annual nonpublic pupil aid entitlement for textbooks,
the term shall be limited to books, workbooks, or manuals, whether bound or in loose-leaf
form, as well as electronic books and other printed materials delivered electronically,
intended for use as a principal source of study material for a given class or a group of
students.

(c) For purposes of sections 123B.40 to 123B.48, the terms "textbook" and "software
or other educational technology" include only such secular, neutral, and nonideological
materials as are available, used by, or of benefit to Minnesota public school pupils.

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

Sec. 3. Minnesota Statutes 2018, section 123B.41, subdivision 5, is amended to read:

Subd. 5. **Individualized instructional or cooperative learning materials.** (a)
"Individualized instructional or cooperative learning materials" means educational materials
which:

(1) are designed primarily for individual pupil use or use by pupils in a cooperative
learning group in a particular class or program in the school the pupil regularly attends,
including teacher materials that accompany materials that a pupil uses;

(2) are secular, neutral, nonideological and not capable of diversion for religious
use; and

(3) are available, used by, or of benefit to Minnesota public school pupils.
(b) Subject to the requirements in clauses (a), (b), and (c) of paragraph (a), "individualized instructional or cooperative learning materials" include, but are not limited to, the following if they do not fall within the definition of "textbook" in subdivision 2: published materials; periodicals; documents; pamphlets; photographs; reproductions; pictorial or graphic works; prerecorded video programs; prerecorded tapes, cassettes and other sound recordings; manipulative materials; desk charts; games; study prints and pictures; desk maps; models; learning kits; blocks or cubes; flash cards; individualized multimedia systems; prepared instructional computer software programs; choral and band sheet music; electronic books and other printed materials delivered electronically; and CD-Rom.

(c) "Individualized instructional or cooperative learning materials" do not include instructional equipment, instructional hardware, or ordinary daily consumable classroom supplies.

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

Sec. 4. Minnesota Statutes 2018, section 123B.42, subdivision 3, is amended to read:

Subd. 3. Cost; limitation. (a) The cost per pupil of the textbooks, individualized instructional or cooperative learning materials, software or other educational technology, and standardized tests provided for in this section for each school year must not exceed the statewide average expenditure per pupil, adjusted pursuant to clause paragraph (b), by the Minnesota public elementary and secondary schools for textbooks, individualized instructional materials and standardized tests as computed and established by the department by February 1 of the preceding school year from the most recent public school year data then available.

(b) The cost computed in clause paragraph (a) shall be increased by an inflation adjustment equal to the percent of increase in the formula allowance, pursuant to section 126C.10, subdivision 2, from the second preceding school year to the current school year. Notwithstanding the amount of the formula allowance for fiscal years 2015 and 2016 in section 126C.10, subdivision 2, the commissioner shall use the amount of the formula allowance for the current year minus $414 in determining the inflation adjustment for fiscal years 2015 and 2016.

(c) The commissioner shall allot to the districts or intermediary service areas the total cost for each school year of providing or loaning the textbooks, individualized instructional or cooperative learning materials, software or other educational technology, and standardized tests for the pupils in each nonpublic school. The allotment shall not exceed the product of the statewide average expenditure per pupil, according to clause paragraph (a), adjusted...
pursuant to clause paragraph (b), multiplied by the number of nonpublic school pupils who make requests pursuant to this section and who are enrolled as of September 15 of the current school year.

Sec. 5. Minnesota Statutes 2018, section 123B.44, subdivision 1, is amended to read:

Subdivision 1. Provided services. The commissioner of education shall promulgate rules under the provisions of chapter 14 requiring each district or other intermediary service area: (a) to provide each year upon formal request by a specific date by or on behalf of a nonpublic school pupil enrolled in a nonpublic school located in that district or area, the same specific health services as are provided for public school pupils by the district where the nonpublic school is located; and (b) to provide guidance and counseling services each year upon formal request by a specific date by or on behalf of a nonpublic school secondary pupil enrolled in a nonpublic school located in that district or area, the same specific guidance and counseling services as are provided for public school secondary pupils by the district where the nonpublic school is located or an elementary or secondary pupil enrolled in an American-Indian-controlled tribal contract or grant school. The district where the nonpublic school is located must provide the necessary transportation within the district boundaries between the nonpublic school and a public school or neutral site for nonpublic school pupils who are provided pupil support services under this section if the district elects to provide pupil support services at a site other than the nonpublic school. Each request for pupil support services must set forth the guidance and counseling or health services requested by or on behalf of all eligible nonpublic school pupils enrolled in a given nonpublic school. No district or intermediary service area must not expend an amount for these pupil support services which exceeds the amount allotted to it under this section.

EFFECTIVE DATE. This section is effective for revenue in fiscal year 2020 and later.

Sec. 6. Minnesota Statutes 2018, section 123B.44, subdivision 5, is amended to read:

Subd. 5. Guidance and counseling services; allotment. Each school year the commissioner shall allot to the school districts or intermediary service areas for the provision of guidance and counseling services pursuant to this section the actual cost of the services provided for the pupils in each respective nonpublic school for that school year. The allotment for guidance and counseling services for the elementary pupils enrolled in an American-Indian-controlled tribal contract or grant school must not exceed the average expenditure per public school elementary pupil for these services by those Minnesota public schools that provide these services to their elementary pupils, multiplied by the number of
elementary pupils in that particular American-Indian-controlled tribal contract or grant
school who request these services and who are enrolled as of September 15 of the current
school year. The allotment for guidance and counseling services for the secondary pupils
in each nonpublic school and American-Indian-controlled tribal contract or grant school
must not exceed the average expenditure per public school secondary pupil for these services
by those Minnesota public schools which provide these services to their secondary
pupils, multiplied by the number of secondary pupils in that particular nonpublic school
and American-Indian-controlled tribal contract or grant school who request these services
and who are enrolled as of September 15 of the current school year.

EFFECTIVE DATE. This section is effective for revenue in fiscal year 2020 and later.

Sec. 7. Minnesota Statutes 2018, section 123B.44, subdivision 6, is amended to read:

Subd. 6. Computation of maximum allotments. For purposes of computing maximum
allotments for each school year pursuant to this section, the average public school expenditure
per pupil for health services and the average public school expenditure per elementary and
secondary pupil for guidance and counseling services shall be computed and established
by the department by February 1 of the preceding school year from the most recent public
school year data then available.

EFFECTIVE DATE. This section is effective for revenue in fiscal year 2020 and later.

Sec. 8. Minnesota Statutes 2018, section 123B.49, subdivision 4, is amended to read:

Subd. 4. Board control of extracurricular activities. (a) The board may take
charge of and control all extracurricular activities of the teachers and children of the public
schools in the district. Extracurricular activities means all direct and personal services for
pupils for their enjoyment that are managed and operated under the guidance of an adult or
staff member. The board shall allow all resident pupils receiving instruction in a home
school as defined in section 123B.36, subdivision 1, paragraph (a), to be eligible to fully
participate in extracurricular activities on the same basis as public school students.

(b) Extracurricular activities have all of the following characteristics:

(1) they are not offered for school credit nor required for graduation;

(2) they are generally conducted outside school hours, or if partly during school hours,
at times agreed by the participants, and approved by school authorities;

(3) the content of the activities is determined primarily by the pupil participants under
the guidance of a staff member or other adult.
(c) If the board does not take charge of and control extracurricular activities, these activities shall be self-sustaining with all expenses, except direct salary costs and indirect costs of the use of school facilities, met by dues, admissions, or other student fund-raising events. The general fund must reflect only those salaries directly related to and readily identified with the activity and paid by public funds. Other revenues and expenditures for extracurricular activities must be recorded according to the Manual for Activity Fund Accounting. Extracurricular activities not under board control must have an annual financial audit and must also be audited annually for compliance with this section.

(d) If the board takes charge of and controls extracurricular activities, any or all costs of these activities may be provided from school revenues and all revenues and expenditures for these activities shall be recorded in the same manner as other revenues and expenditures of the district.

(e) If the board takes charge of and controls extracurricular activities, the teachers or pupils in the district must not participate in such activity, nor shall the school name or any allied name be used in connection therewith, except by consent and direction of the board.

(e) A school district must reserve revenue raised for extracurricular activities and spend the revenue only for extracurricular activities.

Sec. 9. Minnesota Statutes 2018, section 124D.09, subdivision 4, is amended to read:

Subd. 4. Alternative pupil. (a) "Alternative pupil" means a 10th, 11th, or 12th grade student, subject to paragraph (b), who is not enrolled in a public school district, and includes alternative pupils attending nonpublic schools and students who are homeschooled. An alternative pupil is considered a pupil for purposes of this section only. An alternative pupil must register with the commissioner of education before participating in the postsecondary enrollment options program. The commissioner shall prescribe the form and manner of the registration, in consultation with the Nonpublic Education Council under section 123B.445, and may request any necessary information from the alternative pupil.

(b) A 10th grade student qualifies as an alternative pupil if the student: (1) is enrolled in a career or technical education course offered by an eligible institution; and (2) received a passing score on the 8th grade Minnesota Comprehensive Assessment, or another reading assessment accepted by the enrolling postsecondary institution. A career or technical education course must meet the requirements under subdivision 5a. If an alternative pupil in 10th grade receives a grade of "C" or better in the career or technical education course...
taken under this subdivision, the postsecondary institution must allow the student to take additional postsecondary courses for credit at that institution, not to exceed the limits in subdivision 8.

**EFFECTIVE DATE.** This section is effective for applications submitted on or after July 1, 2019.

Sec. 10. Minnesota Statutes 2018, section 124D.09, subdivision 7, is amended to read:

Subd. 7. Dissemination of information; notification of intent to enroll. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, a district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. To assist the district in planning, a pupil shall inform the district by May 30 of each year of the pupil's intent to enroll in postsecondary courses during the following school year. A pupil is bound by notifying or not notifying the district by May 30.

**EFFECTIVE DATE.** This section is effective July 1, 2019.

Sec. 11. Minnesota Statutes 2018, section 124D.09, subdivision 9, is amended to read:

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

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

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

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

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

**EFFECTIVE DATE.** This section is effective July 1, 2019.

Sec. 12. Minnesota Statutes 2018, 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, or another location, according to an agreement between a public school board 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 shall apply to a pupil, public school board, district, and the governing body of a postsecondary institution, except as otherwise provided.

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

Sec. 13. Minnesota Statutes 2018, section 124D.09, subdivision 22, is amended to read:

Subd. 22. Transportation. (a) A parent or guardian of a pupil enrolled in a course for secondary credit may apply to the pupil's district of residence for reimbursement for transporting the pupil between the secondary school in which the pupil is enrolled or the pupil's home and the postsecondary institution that the pupil attends. The state shall provide state aid to a district in an amount sufficient to reimburse the parent or guardian for the necessary transportation costs when the family's or guardian's income is at or below the poverty level, as determined by the federal government. The reimbursement shall be the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. However, if the nearest postsecondary institution is more than 25 miles from the pupil's resident secondary school, the weekly reimbursement may not exceed the reimbursement rate per mile times the actual distance between the secondary school or the pupil's home and the nearest postsecondary institution times ten. The state must pay aid to the district according to this subdivision.

(b) A parent or guardian of an alternative pupil enrolled in a course for secondary credit may apply to the pupil's postsecondary institution for reimbursement for transporting the pupil between the secondary school in which the pupil is enrolled or the pupil's home and the postsecondary institution in an amount sufficient to reimburse the parent or guardian for the necessary transportation costs when the family's or guardian's income is at or below the poverty level, as determined by the federal government. The amount of the reimbursement shall be determined as in paragraph (a). The state must pay aid to the postsecondary institution according to this subdivision.

(c) "Necessary transportation costs" under this subdivision includes the costs of transportation in a private vehicle, bus, taxi, or other shared vehicle.

EFFECTIVE DATE. This section is effective for fiscal year 2020 and later.

Sec. 14. Minnesota Statutes 2018, section 124E.20, subdivision 1, is amended to read:

Subdivision 1. Revenue calculation. (a) General education revenue must be paid to a charter school as though it were a district. The general education revenue for each adjusted
pupil unit is the state average general education revenue per pupil unit, plus the referendum

equalization aid allowance and first tier local optional aid allowance in the pupil's district

of residence, minus an amount equal to the product of the formula allowance according to

section 126C.10, subdivision 2, times .0466, calculated without declining enrollment revenue, local optional revenue, basic skills revenue, extended time revenue, pension adjustment revenue, transition revenue, and transportation sparsity revenue, plus declining enrollment revenue, basic skills revenue, pension adjustment revenue, and transition revenue as though the school were a school district.

(b) For a charter school operating an extended day, extended week, or summer program, the general education revenue in paragraph (a) is increased by an amount equal to 25 percent of the statewide average extended time revenue per adjusted pupil unit.

(c) Notwithstanding paragraph (a), the general education revenue for an eligible special education charter school as defined in section 124E.21, subdivision 2, equals the sum of the amount determined under paragraph (a) and the school's unreimbursed cost as defined in section 124E.21, subdivision 2, for educating students not eligible for special education services.

**EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2021 and later.

Sec. 15. Minnesota Statutes 2018, section 126C.10, subdivision 2, is amended to read:

Subd. 2. **Basic revenue.** The basic revenue for each district equals the formula allowance times the adjusted pupil units for the school year. The formula allowance for fiscal year 2017 is $6,067. The formula allowance for fiscal year 2018 is $6,188. The formula allowance for fiscal year 2019 and later is $6,312. The formula allowance for fiscal year 2020 is $6,343. The formula allowance for fiscal year 2021 and later is $6,375.

**EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2020 and later.

Sec. 16. Minnesota Statutes 2018, section 126C.10, subdivision 2e, is amended to read:

Subd. 2e. **Local optional revenue.** (a) For fiscal year 2020, local optional revenue for a school district equals $424 times the adjusted pupil units of the district for that school year. For fiscal year 2021 and later, local optional revenue for a school district equals the sum of the district's first tier local optional revenue and second tier local optional revenue. A district's first tier local optional revenue equals $300 times the adjusted pupil units of the district for that school year. A district's second tier local optional revenue equals $424 times the adjusted pupil units of the district for that school year.
(b) For fiscal year 2020, a district's local optional levy equals its local optional revenue times the lesser of one or the ratio of its referendum market value per resident pupil unit to $510,000. For fiscal year 2021 and later, a district's local optional levy equals the sum of the first tier local optional levy and the second tier local optional levy. A district's first tier local optional levy equals the district's first tier local optional revenue times the lesser of one or the ratio of the district's referendum market value per resident pupil unit to $880,000.

A district's second tier local optional levy equals the district's second tier local optional revenue times the lesser of one or the ratio of the district's referendum market value per resident pupil unit to $510,000. The local optional revenue levy must be spread on referendum market value. A district may levy less than the permitted amount.

(c) A district's local optional aid equals its local optional revenue minus its local optional levy, times the ratio of the actual amount levied to the permitted levy. If a district's actual levy for first or second tier local optional revenue is less than its maximum levy limit for that tier, its aid must be proportionately reduced.

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2021 and later.

Sec. 17. Minnesota Statutes 2018, section 126C.10, subdivision 24, is amended to read:

Subd. 24. Equity revenue. (a) A school district qualifies for equity revenue if:

(1) the school district's adjusted pupil unit amount of basic revenue, transition revenue, first tier local optional revenue, and referendum revenue is less than the value of the school district at or immediately above the 95th percentile of school districts in its equity region for those revenue categories; and

(2) the school district's administrative offices are not located in a city of the first class on July 1, 1999.

(b) Equity revenue for a qualifying district that receives referendum revenue under section 126C.17, subdivision 4, equals the product of (1) the district's adjusted pupil units for that year; times (2) the sum of (i) $14, plus (ii) $80, times the school district's equity index computed under subdivision 27.

(c) Equity revenue for a qualifying district that does not receive referendum revenue under section 126C.17, subdivision 4, equals the product of the district's adjusted pupil units for that year times $14.

(d) A school district's equity revenue is increased by the greater of zero or an amount equal to the district's adjusted pupil units times the difference between ten percent of the statewide average amount of referendum revenue and first tier local optional revenue per
adjusted pupil unit for that year and the sum of the district's referendum revenue and first tier local optional revenue per adjusted pupil unit. A school district's revenue under this paragraph must not exceed $100,000 for that year.

(e) (d) A school district's equity revenue for a school district located in the metro equity region equals the amount computed in paragraphs (b), (c), and (d) multiplied by 1.25.

(f) For fiscal years 2017, 2018, and 2019 for a school district not included in paragraph (e), a district's equity revenue equals the amount computed in paragraphs (b), (c), and (d) multiplied by 1.16. For fiscal year 2020 and later for a school district not included in paragraph (e), a district's equity revenue equals the amount computed in paragraphs (b), (c), and (d) multiplied by 1.25.

(g) (f) A school district's additional equity revenue equals $50 times its adjusted pupil units.

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2021 and later.

Sec. 18. Minnesota Statutes 2018, section 126C.17, subdivision 1, is amended to read:

Subdivision 1. Referendum allowance. (a) A district's initial referendum allowance for fiscal year 2021 and later equals the result of the following calculations:

(1) multiply the referendum allowance the district would have received for fiscal year 2015 under Minnesota Statutes 2012, section 126C.17, subdivision 1, based on elections held before July 1, 2013, by the resident marginal cost pupil units the district would have counted for fiscal year 2015 under Minnesota Statutes 2012, section 126C.05;

(2) add to the result of clause (1) the adjustment the district would have received under Minnesota Statutes 2012, section 127A.47, subdivision 7, paragraphs (a), (b), and (c), based on elections held before July 1, 2013;

(3) divide the result of clause (2) by the district's adjusted pupil units for fiscal year 2015;

(4) add to the result of clause (3) any additional referendum allowance per adjusted pupil unit authorized by elections held between July 1, 2013, and December 31, 2013;

(5) add to the result in clause (4) any additional referendum allowance resulting from inflation adjustments approved by the voters prior to January 1, 2014;

(6) subtract from the result of clause (5) the sum of a district's actual local optional levy and local optional aid under section 126C.10, subdivision 2e, divided by the adjusted pupil units of the district for that school year; and
1. subtract $424 from the district's allowance under Minnesota Statutes 2018, section 126C.17, subdivision 1, paragraph (a), clause (5);

2. if the result of clause (1) is less than zero, set the allowance to zero;

3. add to the result in clause (2) any new referendum allowance authorized between July 1, 2013, and December 31, 2013, under Minnesota Statutes 2013, section 126C.17, subdivision 9a;

4. add to the result in clause (3) any additional referendum allowance per adjusted pupil unit authorized between January 1, 2014, and June 30, 2019;

5. subtract from the result in clause (4) any allowances expiring in fiscal year 2016, 2017, 2018, 2019, or 2020;

6. subtract $300 from the result in clause (5); and

7. if the result of clause (6) is less than zero, set the allowance to zero.

(b) A district's referendum allowance equals the sum of the district's initial referendum allowance, plus any new referendum allowance authorized between July 1, 2013, and December 31, 2013, under subdivision 9a, plus any additional referendum allowance per adjusted pupil unit authorized after December 31, 2013, after July 1, 2019, minus any allowances expiring in fiscal year 2016, 2021 or later, plus any inflation adjustments for fiscal year 2021 and later approved by the voters prior to July 1, 2019, provided that the allowance may not be less than zero. For a district with more than one referendum allowance for fiscal year 2015 under Minnesota Statutes 2012, section 126C.17, the allowance calculated under paragraph (a), clause (3), must be divided into components such that the same percentage of the district's allowance expires at the same time as the old allowances would have expired under Minnesota Statutes 2012, section 126C.17. For a district with more than one allowance for fiscal year 2015 that expires in the same year, the reduction under paragraph (a), clause (6), to offset local optional revenue shall be made first from any allowances that do not have an inflation adjustment approved by the voters.

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2021 and later.

Sec. 19. Minnesota Statutes 2018, section 126C.17, subdivision 2, is amended to read:

Subd. 2. Referendum allowance limit. (a) Notwithstanding subdivision 1, for fiscal year 2015 and later, a district's referendum allowance must not exceed the annual inflationary increase as calculated under paragraph (b) times the greatest of:
(1) $1,845 the product of the annual inflationary increase as calculated under paragraph
(b), and $2,079.50, minus $300;

(2) the product of the annual inflationary increase as calculated under paragraph (b),
and the sum of the referendum revenue the district would have received for fiscal year 2015
under Minnesota Statutes 2012, section 126C.17, subdivision 4, based on elections held
before July 1, 2013, and the adjustment the district would have received under Minnesota
Statutes 2012, section 127A.47, subdivision 7, paragraphs (a), (b), and (c), based on elections
held before July 1, 2013, divided by the district's adjusted pupil units for fiscal year 2015,
minus $300;

(3) the product of the referendum allowance limit the district would have received for
fiscal year 2015 under Minnesota Statutes 2012, section 126C.17, subdivision 2, and the
resident marginal cost pupil units the district would have received for fiscal year 2015 under
Minnesota Statutes 2012, section 126C.05, subdivision 6, plus the adjustment the district
would have received under Minnesota Statutes 2012, section 127A.47, subdivision 7,
paragraphs (a), (b), and (c), based on elections held before July 1, 2013, divided by the
district's adjusted pupil units for fiscal year 2015, minus $424 for a newly reorganized
district created on July 1, 2020, the referendum revenue authority for each reorganizing
district in the year preceding reorganization divided by its adjusted pupil units for the year
preceding reorganization, minus $300; or

(4) for a newly reorganized district created after July 1, 2013, 2021, the referendum
revenue authority for each reorganizing district in the year preceding reorganization divided
by its adjusted pupil units for the year preceding reorganization.

(b) For purposes of this subdivision, for fiscal year 2016 2022 and later, "inflationary
increase" means one plus the percentage change in the Consumer Price Index for urban
consumers, as prepared by the United States Bureau of Labor Standards Statistics, for the
current fiscal year to fiscal year 2015. For fiscal year 2016 and later, for purposes of
paragraph (a), clause (3), the inflationary increase equals one-fourth of the percentage
increase in the formula allowance for that year compared with the formula allowance for
fiscal year 2015 2021.

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2021 and later.
Sec. 20. Minnesota Statutes 2018, section 126C.17, subdivision 5, is amended to read:

Subd. 5. Referendum equalization revenue. (a) A district's referendum equalization revenue equals the sum of the first tier referendum equalization revenue and the second tier referendum equalization revenue, and the third tier referendum equalization revenue.

(b) A district's first tier referendum equalization revenue equals the district's first tier referendum equalization allowance times the district's adjusted pupil units for that year.

(c) A district's first tier referendum equalization allowance equals the lesser of the district's referendum allowance under subdivision 1 or $300 or $460.

(d) A district's second tier referendum equalization revenue equals the district's second tier referendum equalization allowance times the district's adjusted pupil units for that year.

(e) A district's second tier referendum equalization allowance equals the lesser of the district's referendum allowance under subdivision 1 or $760, minus the district's first tier referendum equalization allowance.

(f) A district's third tier referendum equalization revenue equals the district's third tier referendum equalization allowance times the district's adjusted pupil units for that year.

(g) A district's third tier referendum equalization allowance equals the lesser of the district's referendum allowance under subdivision 1 or 25 percent of the formula allowance, minus the sum of $300 and the district's first tier referendum equalization allowance and second tier referendum equalization allowance.

(h) Notwithstanding paragraph (e) (c), the third tier referendum allowance for a district qualifying for secondary sparsity revenue under section 126C.10, subdivision 7, or elementary sparsity revenue under section 126C.10, subdivision 8, equals the district's referendum allowance under subdivision 1 minus the sum of the district's first tier referendum equalization allowance and second tier referendum equalization allowance.

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2021 and later.

Sec. 21. Minnesota Statutes 2018, section 126C.17, subdivision 6, is amended to read:

Subd. 6. Referendum equalization levy. (a) A district's referendum equalization levy equals the sum of the first tier referendum equalization levy, and the second tier referendum equalization levy, and the third tier referendum equalization levy.

(b) A district's first tier referendum equalization levy equals the district's first tier referendum equalization revenue times the lesser of one or the ratio of the district's referendum market value per resident pupil unit to $880,000 or $510,000.
(c) A district's second tier referendum equalization levy equals the district's second tier referendum equalization revenue times the lesser of one or the ratio of the district's referendum market value per resident pupil unit to $510,000 to $290,000.

(d) A district's third tier referendum equalization levy equals the district's third tier referendum equalization revenue times the lesser of one or the ratio of the district's referendum market value per resident pupil unit to $290,000.

**EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2021 and later.

Sec. 22. Minnesota Statutes 2018, section 126C.17, subdivision 7, is amended to read:

Subd. 7. **Referendum equalization aid.** (a) A district's referendum equalization aid equals the difference between its referendum equalization revenue and levy.

(b) If a district's actual levy for first, second, or third tier referendum equalization revenue is less than its maximum levy limit for that tier, aid shall be proportionately reduced.

(c) Notwithstanding paragraph (a), the referendum equalization aid for a district, where the referendum equalization aid under paragraph (a) exceeds 90 percent of the referendum revenue, must not exceed: (1) 25 percent of the formula allowance minus $300; times (2) the district's adjusted pupil units. A district's referendum levy is increased by the amount of any reduction in referendum aid under this paragraph.

**EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2021 and later.

Sec. 23. Minnesota Statutes 2018, section 126C.17, subdivision 7a, is amended to read:

Subd. 7a. **Referendum tax base replacement aid.** For each school district that had a referendum allowance for fiscal year 2002 exceeding $415, for each separately authorized referendum levy, the commissioner of revenue, in consultation with the commissioner of education, shall certify the amount of the referendum levy in taxes payable year 2001 attributable to the portion of the referendum allowance exceeding $415 levied against property classified as class 2, noncommercial 4c(1), or 4c(4), under section 273.13, excluding the portion of the tax paid by the portion of class 2a property consisting of the house, garage, and surrounding one acre of land. The resulting amount must be used to reduce the district's referendum levy or first tier local optional levy amount otherwise determined, and must be paid to the district each year that the referendum or first tier local optional authority remains in effect, is renewed, or new referendum authority is approved. The aid payable under this subdivision must be subtracted from the district's referendum equalization aid under
subdivision 7. The referendum equalization aid and the first tier local optional aid after the subtraction must not be less than zero.

**EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2021 and later.

Sec. 24. Minnesota Statutes 2018, section 126C.17, subdivision 9, is amended to read:

Subd. 9. Referendum revenue. (a) The revenue authorized by section 126C.10, subdivision 1, may be increased in the amount approved by the voters of the district at a referendum called for the purpose. The referendum may be called by the board. The referendum must be conducted one or two calendar years before the increased levy authority, if approved, first becomes payable. Only one election to approve an increase may be held in a calendar year. Unless the referendum is conducted by mail under subdivision 11, paragraph (a), the referendum must be held on the first Tuesday after the first Monday in November. The ballot must state the maximum amount of the increased revenue per adjusted pupil unit. The ballot may state a schedule, determined by the board, of increased revenue per adjusted pupil unit that differs from year to year over the number of years for which the increased revenue is authorized or may state that the amount shall increase annually by the rate of inflation. For this purpose, the rate of inflation shall be the annual inflationary increase calculated under subdivision 2, paragraph (b). The ballot may state that existing referendum levy authority is expiring. In this case, the ballot may also compare the proposed levy authority to the existing expiring levy authority, and express the proposed increase as the amount, if any, over the expiring referendum levy authority. The ballot must designate the specific number of years, not to exceed ten, for which the referendum authorization applies. The ballot, including a ballot on the question to revoke or reduce the increased revenue amount under paragraph (c), must abbreviate the term "per adjusted pupil unit" as "per pupil." The notice required under section 275.60 may be modified to read, in cases of renewing existing levies at the same amount per pupil as in the previous year:

"BY VOTING "YES" ON THIS BALLOT QUESTION, YOU ARE VOTING TO EXTEND AN EXISTING PROPERTY TAX REFERENDUM THAT IS SCHEDULED TO EXPIRE."

The ballot may contain a textual portion with the information required in this subdivision and a question stating substantially the following:

"Shall the increase in the revenue proposed by (petition to) the board of ......., School District No. ..., be approved?"
If approved, an amount equal to the approved revenue per adjusted pupil unit times the adjusted pupil units for the school year beginning in the year after the levy is certified shall be authorized for certification for the number of years approved, if applicable, or until revoked or reduced by the voters of the district at a subsequent referendum.

(b) The board must deliver by mail at least 15 days but no more than 45 days before the day of the referendum to each taxpayer a notice of the referendum and the proposed revenue increase. The board need not mail more than one notice to any taxpayer. For the purpose of giving mailed notice under this subdivision, owners must be those shown to be owners on the records of the county auditor or, in any county where tax statements are mailed by the county treasurer, on the records of the county treasurer. Every property owner whose name does not appear on the records of the county auditor or the county treasurer is deemed to have waived this mailed notice unless the owner has requested in writing that the county auditor or county treasurer, as the case may be, include the name on the records for this purpose. The notice must project the anticipated amount of tax increase in annual dollars for typical residential homesteads, agricultural homesteads, apartments, and commercial-industrial property within the school district.

The notice for a referendum may state that an existing referendum levy is expiring and project the anticipated amount of increase over the existing referendum levy in the first year, if any, in annual dollars for typical residential homesteads, agricultural homesteads, apartments, and commercial-industrial property within the district.

The notice must include the following statement: "Passage of this referendum will result in an increase in your property taxes." However, in cases of renewing existing levies, the notice may include the following statement: "Passage of this referendum extends an existing operating referendum at the same amount per pupil as in the previous year."

The notice, or any other school communication, must not advocate in favor of or against passage of the referendum.

(c) A referendum on the question of revoking or reducing the increased revenue amount authorized pursuant to paragraph (a) may be called by the board. A referendum to revoke or reduce the revenue amount must state the amount per adjusted pupil unit by which the authority is to be reduced. Revenue authority approved by the voters of the district pursuant to paragraph (a) must be available to the school district at least once before it is subject to a referendum on its revocation or reduction for subsequent years. Only one revocation or reduction referendum may be held to revoke or reduce referendum revenue for any specific year and for years thereafter.
(d) The approval of 50 percent plus one of those voting on the question is required to pass a referendum authorized by this subdivision.

(e) At least 15 days before the day of the referendum, the district must submit a copy of the notice required under paragraph (b) to the commissioner and to the county auditor of each county in which the district is located. Within 15 days after the results of the referendum have been certified by the board, or in the case of a recount, the certification of the results of the recount by the canvassing board, the district must notify the commissioner of the results of the referendum.

**EFFECTIVE DATE.** This section is effective for referendum elections held on or after July 1, 2019.

Sec. 25. Minnesota Statutes 2018, section 126C.19, subdivision 4, is amended to read:

Subd. 4. **Location of services.** (a) Public school programs that provide instruction in core curriculum may be provided to shared time pupils only at a public school building, except that digital learning as defined in section 124D.095, subdivision 2, paragraph (a), may be provided to shared time pupils at any suitable location. Public school programs, excluding programs that provide instruction in core curriculum, may be provided to shared time pupils at a public school building, a neutral site, the nonpublic school, or any other suitable location. Guidance and counseling and diagnostic and health services required under sections 125A.03 to 125A.24 and 125A.65 may be provided at a nonpublic school building. As used in this subdivision, "diagnostic services" means speech, hearing, vision, psychological, medical and dental diagnostic services and "health services" means physician, nursing or optometric services provided to pupils in the field of physical and mental health.

(b) For those children with a disability under sections 125A.03 to 125A.24 who attend nonpublic school at their parent's choice, a school district may provide special instruction and services at the nonpublic school building, a public school, or at a neutral site other than a nonpublic school as defined in section 123B.41, subdivision 13. The school district shall determine the location at which to provide services on a student-by-student basis, consistent with federal law.

**EFFECTIVE DATE.** This section is effective for the 2019-2020 school year and later.

Sec. 26. Minnesota Statutes 2018, section 127A.45, subdivision 11, is amended to read:

Subd. 11. **Payment percentage for reimbursement aids.** One hundred percent of the aid for the previous fiscal year must be paid in the current year for the following aids:
telecommunications/Internet access equity and aid according to section 125B.26, special education special pupil aid according to section 125A.75, subdivision 3, aid for litigation costs according to section 125A.75, subdivision 9, aid for court-placed special education expenses according to section 125A.79, subdivision 4, and aid for special education out-of-state tuition according to section 125A.79, subdivision 8, and shared time aid according to section 126C.01, subdivision 7.

Sec. 27. Minnesota Statutes 2018, section 127A.45, subdivision 16, is amended to read:

Subd. 16. Payments to third parties. Notwithstanding subdivision 3, the current year aid payment percentage of the amounts under sections 123A.26, subdivision 3, and section 124D.041; shall be paid in equal installments on August 30, December 30, and March 30, with a final adjustment payment on October 30 of the next fiscal year of the remaining amount.

Sec. 28. BRECKENRIDGE SCHOOL DISTRICT; POSTSECONDARY ENROLLMENT OPTIONS.

Notwithstanding Minnesota Statutes, section 124D.09, subdivision 3, Independent School District No. 846, Breckenridge, may enter into an agreement under Minnesota Statutes, section 124D.09, subdivision 10, with a higher education institution located outside of the state of Minnesota but within four miles of the high school. The higher education institution is an eligible institution only for the purposes of providing a postsecondary enrollment options program under Minnesota Statutes, section 124D.09.

EFFECTIVE DATE. This section is effective for revenue in the 2019-2020 school year and later.

Sec. 29. KARLSTAD ELEMENTARY SCHOOL; SPARSITY AID.

Notwithstanding the distance requirements of Minnesota Statutes, section 126C.10, subdivision 6, paragraph (f), Karlstad Elementary School in Independent School District No. 2358, Tri-County, is eligible to generate elementary sparsity aid for fiscal year 2020 and 2021 only.

Sec. 30. PUPIL TRANSPORTATION WORKING GROUP.

Subdivision 1. Duties. (a) A working group on pupil transportation shall review pupil transportation and transportation efficiencies in Minnesota, consult with stakeholders, and
submit a written report to the legislature recommending policy and formula changes. The pupil transportation working group must examine and consider:

(1) how school districts, charter schools, intermediate school districts, special education cooperatives, education districts, and service cooperatives deliver pupil transportation services and the costs associated with each model;

(2) relevant state laws and rules;

(3) trends in pupil transportation services;

(4) strategies or programs that would be effective in funding necessary pupil transportation services; and

(5) the effect of the elimination of categorical funding for pupil transportation services.

(b) In making its recommendations, the pupil transportation working group must consider a ten-year strategic plan informed by the policy findings in paragraph (a) to help make pupil transportation funding more fair.

Subd. 2. Members. (a) By June 1, 2019, the executive director of each of the following organizations must appoint one representative of that organization to serve as a member of the working group:

(1) the Minnesota School Boards Association;

(2) the Minnesota Association of Charter Schools;

(3) Education Minnesota;

(4) the Minnesota Rural Education Association;

(5) the Association of Metropolitan School Districts;

(6) the Minnesota Association for Pupil Transportation;

(7) the Minnesota School Bus Operators Association;

(8) the Minnesota Association of School Administrators;

(9) the Minnesota Association of School Business Officials;

(10) Schools for Equity in Education;

(11) Service Employees International Union Local 284;

(12) the Minnesota Association of Secondary School Principals;

(13) the Minnesota Administrators of Special Education; and
(14) the Minnesota Transportation Alliance.

(b) The commissioner of education must solicit applications for membership in the working group. By June 25, 2019, the commissioner must designate from the applicants the following to serve as members of the working group:

(1) a representative from an intermediate school district;

(2) a representative from a special education cooperative, education district, or service cooperative;

(3) a representative from a school district in a city of the first class;

(4) a representative from a school district in a first tier suburb;

(5) a representative from a rural school district; and

(6) a representative from a statewide nonprofit advocacy organization serving students with disabilities and their parents.

Subd. 3. Meetings. The commissioner of education, or the commissioner's designee, must convene the first meeting of the working group no later than July 15, 2019. The working group must select a chair or cochairs from among its members at the first meeting. The working group must meet periodically. Meetings of the working group must be open to the public.

Subd. 4. Compensation. Working group members shall not be reimbursed for expenses or receive per diem payments for serving on the working group.

Subd. 5. Administrative support. The commissioner of education must provide technical and administrative assistance and meeting space to the working group upon request.

Subd. 6. Report. (a) By January 15, 2020, the working group must submit a report providing its findings and recommendations to the chairs and ranking minority members of the legislative committees with jurisdiction over kindergarten through grade 12 education.

(b) The legislature convening in January 2020 is encouraged to convene a legislative study group to review the recommendations and ten-year strategic plan to develop its own recommendations for legislative changes, as necessary.

Subd. 7. Expiration. The working group expires on January 16, 2020, unless extended by law.

EFFECTIVE DATE. This section is effective the day following final enactment.
Sec. 31. **APPROPRIATIONS.**

**Subdivision 1. Department of Education.** The sums indicated in this section are appropriated from the general fund to the Department of Education for the fiscal years designated.

**Subd. 2. General education aid.** For general education aid under Minnesota Statutes, section 126C.13, subdivision 4:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$7,274,565,000</td>
<td>2020</td>
</tr>
<tr>
<td>2021</td>
<td>$7,344,480,000</td>
<td>2021</td>
</tr>
</tbody>
</table>

The 2020 appropriation includes $700,383,000 for 2019 and $6,574,182,000 for 2020. The 2021 appropriation includes $703,176,000 for 2020 and $6,641,304,000 for 2021.

**Subd. 3. Enrollment options transportation.** For transportation of pupils attending postsecondary institutions under Minnesota Statutes, section 124D.09, or for transportation of pupils attending nonresident districts under Minnesota Statutes, section 124D.03:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$1,775,000</td>
</tr>
<tr>
<td>2021</td>
<td>$1,815,000</td>
</tr>
</tbody>
</table>

Subd. 4. **Abatement aid.** For abatement aid under Minnesota Statutes, section 127A.49:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$2,897,000</td>
</tr>
<tr>
<td>2021</td>
<td>$2,971,000</td>
</tr>
</tbody>
</table>

The 2020 appropriation includes $274,000 for 2019 and $2,623,000 for 2020. The 2021 appropriation includes $291,000 for 2020 and $2,680,000 for 2021.

**Subd. 5. Consolidation transition aid.** For districts consolidating under Minnesota Statutes, section 123A.485:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$0</td>
</tr>
<tr>
<td>2021</td>
<td>$270,000</td>
</tr>
</tbody>
</table>

The 2020 appropriation includes $0 for 2019 and $0 for 2020. The 2021 appropriation includes $0 for 2020 and $270,000 for 2021.

**Subd. 6. Nonpublic pupil education aid.** For nonpublic pupil education aid under Minnesota Statutes, sections 123B.40 to 123B.43 and 123B.87:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
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<tbody>
<tr>
<td>2020</td>
<td>$18,150,000</td>
</tr>
<tr>
<td>2021</td>
<td>$18,729,000</td>
</tr>
</tbody>
</table>

Article 1 Sec. 31. 24
The 2020 appropriation includes $1,806,000 for 2019 and $16,344,000 for 2020.

The 2021 appropriation includes $1,816,000 for 2020 and $16,913,000 for 2021.

Subd. 7. **Nonpublic pupil transportation.** For nonpublic pupil transportation aid under Minnesota Statutes, section 123B.92, subdivision 9:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$19,220,000</td>
<td>2021</td>
<td>$19,179,000</td>
</tr>
</tbody>
</table>

The 2020 appropriation includes $1,961,000 for 2019 and $17,259,000 for 2020.

The 2021 appropriation includes $1,917,000 for 2020 and $17,262,000 for 2021.

Subd. 8. **One-room schoolhouse.** For a grant to Independent School District No. 690, Warroad, to operate the Angle Inlet School:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$65,000</td>
<td>2021</td>
<td>$65,000</td>
</tr>
</tbody>
</table>

Subd. 9. **Career and technical aid.** For career and technical aid under Minnesota Statutes, section 124D.4531, subdivision 1b:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$3,751,000</td>
<td>2021</td>
<td>$3,321,000</td>
</tr>
</tbody>
</table>

The 2020 appropriation includes $422,000 for 2019 and $3,329,000 for 2020.

The 2021 appropriation includes $369,000 for 2020 and $2,952,000 for 2021.

Sec. 32. **REPEALER.**

Minnesota Statutes 2018, sections 123A.26, subdivision 3; 125A.75, subdivision 9; 126C.16, subdivisions 1 and 3; 126C.17, subdivision 9a; and 127A.14, are repealed.

**ARTICLE 2**

**EDUCATION EXCELLENCE**

Section 1. Minnesota Statutes 2018, section 120B.02, is amended by adding a subdivision to read:

Subd. 1a. **Competency-based education.** (a) A school district or charter school may adopt a locally developed competency-based education plan to allow students to meet academic standards, earn credits, and advance to higher levels of learning by demonstrating mastery of required state standards, regardless of the time or pace of learning. The local plan may be implemented in individual school sites within a school district or districtwide.
Competency-based education is designed to improve educational outcomes for students by advancing their mastery of concepts and skills.

(b) A school district or charter school that adopts a competency-based education plan must include a description of the following in its long-term strategic plan under section 120B.11 or annual public report under section 124E.16 and post on the website:

1. how the plan's components align with required state standards and the goals included in its world's best workforce plan under section 120B.11;

2. how competencies include explicit and measurable student learning objectives;

3. how students master competencies along a personalized and flexible pathway. A student may demonstrate their mastery of competencies through their successful performance of the competencies, application of the competencies, or both;

4. how local assessments are used to personalize learning experiences for a student; and

5. how students receive timely and personalized support based on their individual learning needs.

(c) A school district or charter school with a competency-based education plan must administer the required statewide assessments to all of its students in the appropriate grade levels consistent with section 120B.30.

(d) Average daily membership for a student participating in a competency-based education is subject to the limits under section 126C.05, subdivision 8.

Sec. 2. Minnesota Statutes 2018, section 120B.024, subdivision 1, is amended to read:

Subdivision 1. Graduation requirements. Students beginning 9th grade in the 2011–2012 school year and later must successfully complete the following high school level credits for graduation:

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

2. three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;

3. an algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
(4) three credits of science, including at least one credit of biology, one credit of chemistry or physics, and one elective credit of science. The combination of credits under this clause must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;

(5) three and one-half credits of social studies, including credit for a specific course in government and citizenship in either 11th or 12th grade for students beginning 9th grade in the 2020-2021 school year and later, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

(6) one credit of the arts sufficient to satisfy all of the state or local academic standards in the arts; and

(7) a minimum of seven elective credits.

Sec. 3. Minnesota Statutes 2018, section 120B.125, is amended to read:

120B.125 PLANNING FOR STUDENTS' SUCCESSFUL TRANSITION TO POSTSECONDARY EDUCATION AND EMPLOYMENT; PERSONAL LEARNING PLANS.

(a) Consistent with sections 120B.13, 120B.131, 120B.132, 120B.14, 120B.15, 120B.30, subdivision 1, paragraph (c), 125A.08, and other related sections, school districts, beginning in the 2013-2014 school year, must assist all students by no later than grade 9 to explore their educational, college, and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:

(1) provide a comprehensive plan to prepare for and complete a career and college ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;

(2) emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;

(3) help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college ready goals and postsecondary education and employment choices;
(4) set appropriate career and college ready goals with timelines that identify effective means for achieving those goals;

(5) help students access education and career options, including armed forces career options;

(6) integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;

(7) help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;

(8) help identify collaborative partnerships among prekindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students’ transition to postsecondary education and employment and provide students with applied and experiential learning opportunities; and

(9) be reviewed and revised at least annually by the student, the student's parent or guardian, and the school or district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

(b) A school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.

(c) Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.

(d) When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.
(e) If a student with a disability has an individualized education program (IEP) or standardized written plan that meets the plan components of this section, the IEP satisfies the requirement and no additional transition plan is needed.

(f) Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of section 120A.20, subdivision 1, paragraph (c). A student's plan under this section shall continue while the student is enrolled.

(g) A school district must provide military recruiters and representatives of organizations promoting careers in the skilled trades and manufacturing the same access to secondary school students as the district provides to institutions of higher education or to prospective employers of students.

(h) School districts are encouraged to sponsor an armed forces career opportunity day each school year prior to the third Thursday of November. A school district that sponsors an armed forces career opportunity day must extend invitations to recruiters from each branch of the United States armed forces and allow the recruiters to make presentations to all interested secondary school students.

Sec. 4. [120B.126] CONSTRUCTION AND SKILLED TRADES COUNSELING.

The commissioner of education must collaborate with the commissioner of labor and industry to incorporate construction and skilled trades into career counseling services for middle and high school aged students. Career advisement should identify high-growth, in-demand skilled trades and include information on various career paths and associated jobs, the salary profiles of those jobs, and the credentials and other training desired by employers for those jobs.

Sec. 5. Minnesota Statutes 2018, section 120B.30, subdivision 1, is amended to read:

Subdivision 1. Statewide testing. (a) The commissioner, with advice from experts with appropriate technical qualifications and experience and stakeholders, consistent with subdivision 1a, shall include in the comprehensive assessment system, for each grade level to be tested, state-constructed tests developed as computer-adaptive reading and mathematics assessments for students that are aligned with the state's required academic standards under section 120B.021, include multiple choice questions, and are administered annually to all students in grades 3 through 8. State-developed high school tests aligned with the state's required academic standards under section 120B.021 and administered to
all high school students in a subject other than writing must include multiple choice questions. The commissioner shall establish one or more months during which schools shall administer the tests to students a testing period as late as possible each school year, during which schools must administer the Minnesota Comprehensive Assessments to students. The commissioner must publish the testing schedule at least two years before the beginning of the testing period.

(1) Students enrolled in grade 8 through the 2009-2010 school year are eligible to be assessed under (i) the graduation required assessment for diploma in reading, mathematics, or writing under Minnesota Statutes 2012, section 120B.30, subdivision 1, paragraphs (c), clauses (1) and (2), and (d), (ii) the WorkKeys job skills assessment, (iii) the Compass college placement test, (iv) the ACT assessment for college admission, (v) a nationally recognized armed services vocational aptitude test.

(2) Students enrolled in grade 8 in the 2010-2011 or 2011-2012 school year are eligible to be assessed under (i) the graduation required assessment for diploma in reading, mathematics, or writing under Minnesota Statutes 2012, section 120B.30, subdivision 1, paragraph (c), clauses (1) and (2), (ii) the WorkKeys job skills assessment, (iii) the Compass college placement test, (iv) the ACT assessment for college admission, (v) a nationally recognized armed services vocational aptitude test.

(3) For students under clause (1) or (2), a school district may substitute a score from an alternative, equivalent assessment to satisfy the requirements of this paragraph.

(b) The state assessment system must be aligned to the most recent revision of academic standards as described in section 120B.023 in the following manner:

(1) mathematics;

(i) grades 3 through 8 beginning in the 2010-2011 school year; and

(ii) high school level beginning in the 2013-2014 school year;

(2) science; grades 5 and 8 and at the high school level beginning in the 2011-2012 school year; and

(3) language arts and reading; grades 3 through 8 and high school level beginning in the 2012-2013 school year.

(c) For students enrolled in grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:
(1) achievement and career and college readiness in mathematics, reading, and writing, consistent with paragraph (k) and to the extent available, to monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and, based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and

(2) consistent with this paragraph and section 120B.125, age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.

Based on appropriate state guidelines, students with an individualized education program may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

(d) Expectations of schools, districts, and the state for career or college readiness under this subdivision must be comparable in rigor, clarity of purpose, and rates of student completion.

A student under paragraph (c), clause (1), must receive targeted, relevant, academically rigorous, and resourced instruction, which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation. Consistent with sections 120B.13, 124D.09, 124D.091, 124D.49, and related sections, an enrolling school or district must actively encourage a student in grade 11 or 12 who is identified as academically ready for a career or college to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.

(e) Though not a high school graduation requirement, students are encouraged to participate in a nationally recognized college entrance exam. To the extent state funding for college entrance exam fees is available, a district must pay the cost, one time, for an interested student in grade 11 or 12 who is eligible for a free or reduced-price meal, to take a nationally recognized college entrance exam before graduating. A student must be able
to take the exam under this paragraph at the student's high school during the school day and
at any one of the multiple exam administrations available to students in the district. A district
may administer the ACT or SAT or both the ACT and SAT to comply with this paragraph.
If the district administers only one of these two tests and a free or reduced-price meal eligible
student opts not to take that test and chooses instead to take the other of the two tests, the
student may take the other test at a different time or location and remains eligible for the
examination fee reimbursement. Notwithstanding sections 123B.34 to 123B.39, a school
district may require a student that is not eligible for a free or reduced-price meal to pay the
cost of taking a nationally recognized college entrance exam. The district must waive the
cost for a student unable to pay.

(f) The commissioner and the chancellor of the Minnesota State Colleges and Universities
must collaborate in aligning instruction and assessments for adult basic education students
and English learners to provide the students with diagnostic information about any targeted
interventions, accommodations, modifications, and supports they need so that assessments
and other performance measures are accessible to them and they may seek postsecondary
education or employment without need for postsecondary remediation. When administering
formative or summative assessments used to measure the academic progress, including the
oral academic development, of English learners and inform their instruction, schools must
ensure that the assessments are accessible to the students and students have the modifications
and supports they need to sufficiently understand the assessments.

(g) Districts and schools, on an annual basis, must use career exploration elements to
help students, beginning no later than grade 9, and their families explore and plan for
postsecondary education or careers based on the students' interests, aptitudes, and aspirations.
Districts and schools must use timely regional labor market information and partnerships,
among other resources, to help students and their families successfully develop, pursue,
review, and revise an individualized plan for postsecondary education or a career. This
process must help increase students' engagement in and connection to school, improve
students' knowledge and skills, and deepen students' understanding of career pathways as
a sequence of academic and career courses that lead to an industry-recognized credential,
an associate's degree, or a bachelor's degree and are available to all students, whatever their
interests and career goals.

(h) A student who demonstrates attainment of required state academic standards, which
include career and college readiness benchmarks, on high school assessments under
subdivision 1a is academically ready for a career or college and is encouraged to participate
in courses awarding college credit to high school students. Such courses and programs may
include sequential courses of study within broad career areas and technical skill assessments
that extend beyond course grades.

(i) As appropriate, students through grade 12 must continue to participate in targeted
instruction, intervention, or remediation and be encouraged to participate in courses awarding
college credit to high school students.

(j) In developing, supporting, and improving students' academic readiness for a career
or college, schools, districts, and the state must have a continuum of empirically derived,
clearly defined benchmarks focused on students' attainment of knowledge and skills so that
students, their parents, and teachers know how well students must perform to have a
reasonable chance to succeed in a career or college without need for postsecondary
remediation. The commissioner, in consultation with local school officials and educators,
and Minnesota's public postsecondary institutions must ensure that the foundational
knowledge and skills for students' successful performance in postsecondary employment
or education and an articulated series of possible targeted interventions are clearly identified
and satisfy Minnesota's postsecondary admissions requirements.

(k) For students in grade 8 in the 2012-2013 school year and later, a school, district, or
charter school must record on the high school transcript a student's progress toward career
and college readiness, and for other students as soon as practicable.

(l) The school board granting students their diplomas may formally decide to include a
notation of high achievement on the high school diplomas of those graduating seniors who,
according to established school board criteria, demonstrate exemplary academic achievement
during high school.

(m) The 3rd through 8th grade computer-adaptive assessment results and high school
test results shall must be available to districts for diagnostic purposes affecting student
learning and district instruction and curriculum, and for establishing educational
accountability. The commissioner must establish empirically derived benchmarks on adaptive
assessments in grades 3 through 8. The commissioner, in consultation with the chancellor
of the Minnesota State Colleges and Universities, must establish empirically derived
benchmarks on the high school tests that reveal a trajectory toward career and college
readiness consistent with section 136F.302, subdivision 1a. The commissioner must
disseminate to the public the computer-adaptive assessments and high school test results
upon receiving those results.

(n) The grades 3 through 8 computer-adaptive assessments and high school tests must
be aligned with state academic standards. The commissioner shall must determine the testing
process and the order of administration. The statewide results shall must be aggregated at
the site and district level, consistent with subdivision 1a.

(o) The commissioner shall must include the following components in the statewide
public reporting system:

1) uniform statewide computer-adaptive assessments of all students in grades 3 through
8 and testing at the high school levels that provides appropriate, technically sound
accommodations or alternate assessments;

2) educational indicators that can be aggregated and compared across school districts
and across time on a statewide basis, including average daily attendance, high school
graduation rates, and high school drop-out rates by age and grade level;

3) state results on the American College Test; and

4) state results from participation in the National Assessment of Educational Progress
so that the state can benchmark its performance against the nation and other states, and,
where possible, against other countries, and contribute to the national effort to monitor
achievement.

(p) For purposes of statewide accountability, "career and college ready" means a high
school graduate has the knowledge, skills, and competencies to successfully pursue a career
pathway, including postsecondary credit leading to a degree, diploma, certificate, or
industry-recognized credential and employment. Students who are career and college ready
are able to successfully complete credit-bearing coursework at a two- or four-year college
or university or other credit-bearing postsecondary program without need for remediation.

(q) For purposes of statewide accountability, "cultural competence," "cultural
competency," or "culturally competent" means the ability of families and educators to
interact effectively with people of different cultures, native languages, and socioeconomic
backgrounds.

EFFECTIVE DATE. Paragraph (a) is effective for testing calendars in the 2021-2022
school year and later.

Sec. 6. Minnesota Statutes 2018, section 120B.30, subdivision 3, is amended to read:

Subd. 3. Reporting. (a) The commissioner shall must report test results publicly and to
stakeholders, including the performance achievement levels developed from students'
unweighted test scores in each tested subject and a listing of demographic factors that
strongly correlate with student performance, including student homelessness, as data are
available, among other factors. The test results must not include personally identifiable
information as defined in Code of Federal Regulations, title 34, section 99.3. The
commissioner shall must also report data that compares performance results among school
sites, school districts, Minnesota and other states, and Minnesota and other nations.

(b) The commissioner shall must disseminate to schools and school districts a more
comprehensive report containing testing information that meets local needs for evaluating
instruction and curriculum. The commissioner shall must disseminate to charter school
authorizers a more comprehensive report containing testing information that contains
anonymized data where cell count data are sufficient to protect student identity and that
meets the authorizer's needs in fulfilling its obligations under chapter 124E.

(c) A school district must disseminate the individual student performance data and
achievement report required under section 120B.30, subdivision 1a, paragraph (d), clause
(1), to the parent and teacher of each student no more than 30 days after the district has
administered the test to a student. The district must notify the parent and teacher that the
data and report are preliminary and subject to validation.

(d) A school district must disseminate a testing report to the teacher and to the parent
of each student before the beginning of the following school year. The testing report must:

(1) identify the student's achievement level in each content area; and

(2) track the student's performance history.

EFFECTIVE DATE. Paragraphs (a), (b), and (c) are effective for the 2019-2020 school
year and later. Paragraph (d) is effective for the 2020-2021 school year and later.

Sec. 7. Minnesota Statutes 2018, section 120B.35, subdivision 3, is amended to read:

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

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

(b) The commissioner, in consultation with a stakeholder group that includes assessment
and evaluation directors, district staff, experts in culturally responsive teaching, and
researchers, must implement a growth model that uses a value-added growth indicator and
that compares the difference in students' achievement scores over time, and includes criteria
for identifying schools and school districts that demonstrate medium and high growth under
section 120B.299, subdivisions 8 and 9, and may recommend other value-added measures
under section 120B.299, subdivision 3 academic progress. The model may be used to advance
educators' professional development and replicate programs that succeed in meeting students' 
diverse learning needs. Data on individual teachers generated under the model are personnel
data under section 13.43. The model must allow users to:

1. report student growth consistent with this paragraph; and

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

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

(c) When reporting student performance under section 120B.36, subdivision 1, the
commissioner annually, beginning July 1, 2011, must report two core measures indicating
the extent to which current high school graduates are being prepared for postsecondary
academic and career opportunities:
(1) a preparation measure indicating the number and percentage of high school graduates
in the most recent school year who completed course work important to preparing them for
postsecondary academic and career opportunities, consistent with the core academic subjects
required for admission to Minnesota's public colleges and universities as determined by the
Office of Higher Education under chapter 136A; and

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

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

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

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

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

(2) the percent of students under this paragraph whose progress and performance levels
are meeting career and college readiness benchmarks under section 120B.30, subdivision
1; and
(3) the success that learning year program providers experience in:

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

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

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

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

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

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

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

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

Sec. 8. Minnesota Statutes 2018, section 120B.36, subdivision 1, is amended to read:

Subdivision 1. School performance reports and public reporting. (a) The commissioner shall report:

(1) student academic performance data under section 120B.35, subdivisions 2 and 3;

the percentages of students showing low, medium, and high growth under section 120B.35, subdivision 3, paragraph (b) (2) academic progress consistent with federal expectations;
(3) school safety and student engagement and connection under section 120B.35,

subdivision 3, paragraph (d);

(4) rigorous coursework under section 120B.35, subdivision 3, paragraph (c);

(5) the percentage of students under section 120B.35, subdivision 3, paragraph (b), clause

(2), whose progress and performance levels are meeting career and college readiness

benchmarks under sections 120B.30, subdivision 1, and 120B.35, subdivision 3, paragraph

(e);

(6) longitudinal data on the progress of eligible districts in reducing disparities in students'

academic achievement and realizing racial and economic integration under section 124D.861;

(7) the acquisition of English, and where practicable, native language academic literacy,

including oral academic language, and the academic progress of all English learners enrolled

in a Minnesota public school course or program who are currently or were previously counted

as English learners under section 124D.59;

(8) two separate student-to-teacher ratios that clearly indicate the definition of teacher

consistent with sections 122A.06 and 122A.15 for purposes of determining these ratios;

(9) staff characteristics excluding salaries;

(10) student enrollment demographics;

(11) foster care status, including all students enrolled in a Minnesota public school course

or program who are currently or were previously in foster care, student homelessness, and

district mobility; and

(12) extracurricular activities.

(b) The school performance report for a school site and a school district must include

school performance reporting information and calculate proficiency rates as required by the

most recently reauthorized Elementary and Secondary Education Act.

(c) The commissioner shall develop, annually update, and post on the department website

school performance reports consistent with paragraph (a) and section 120B.11.

(d) The commissioner must make available performance reports by the beginning of

each school year.

(e) A school or district may appeal its results in a form and manner determined by the

commissioner and consistent with federal law. The commissioner's decision to uphold or
deny an appeal is final.
School performance data are nonpublic data under section 13.02, subdivision 9, until the commissioner publicly releases the data. The commissioner shall annually post school performance reports to the department's public website no later than September 1, except that in years when the reports reflect new performance standards, the commissioner shall post the school performance reports no later than October 1.

**EFFECTIVE DATE.** This section is effective for the 2019-2020 school year and later.

Sec. 9. [121A.223] **POSSESSION AND USE OF SUNSCREEN.**

A school district must allow a student to possess and apply a topical sunscreen product during the school day, while on school property, or at a school-sponsored event without a prescription, physician's note, or other documentation from a licensed health care professional. A school district may adopt a policy related to student possession and use of sunscreen consistent with this section. Nothing in this section requires school personnel to provide sunscreen or assist students in applying sunscreen.

Sec. 10. Minnesota Statutes 2018, section 123B.06, is amended to read:

**123B.06 EVALUATION OF PUPIL GROWTH AND PROGRESS; PERMANENT RECORDS.**

Each school district shall provide an assessment program for the purpose of measuring pupil growth and for curriculum evaluation, as well as a system for grading and making reports to parents. Each district shall develop an appropriate program of pupil progress and promotion that may include competency-based education as described in section 120B.02, subdivision 1a, for its elementary, middle, and secondary schools. Each district shall keep accurate and complete individual, permanent, cumulative personal records for all pupils.

Sec. 11. Minnesota Statutes 2018, section 124D.09, subdivision 3, is amended to read:

Subd. 3. **Definitions.** For purposes of this section, the following terms have the meanings given to them.

(a) "Eligible institution" means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central Association of Colleges and Schools, an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
(b) "Course" means a course or program.

c) "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under section 124D.091.

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

Sec. 12. Minnesota Statutes 2018, section 124D.09, subdivision 5b, is amended to read:

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

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

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

3) the course is offered as part of a commissioner-approved P-TECH school under section 124D.093.

**EFFECTIVE DATE.** This section is effective for the 2019-2020 school year and later.

Sec. 13. Minnesota Statutes 2018, section 124D.09, subdivision 8, is amended to read:

Subd. 8. Limit on participation. (a) A pupil who first enrolls in grade 9 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of four academic years. A pupil who first enrolls in grade 10 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of three academic years. A pupil who first enrolls in grade 11 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of two academic years. A pupil who first enrolls in grade 12 may not enroll in postsecondary courses under this section for secondary credit for more than the equivalent of one academic year. If a pupil in grade 9, 10, 11, or 12 first enrolls in a postsecondary course for secondary credit during the school year, the time of participation shall be reduced proportionately. If a pupil is in a learning
year or other year-round program and begins each grade in the summer session, summer sessions shall not be counted against the time of participation. If a school district determines a pupil is not on track to graduate, the limit on participation does not apply to that pupil. A pupil who has graduated from high school cannot participate in a program under this section.

(b) A pupil who has completed course requirements for graduation but who has not received a diploma may participate in the program under this section.

(c) Subdivision 8, paragraph (a), does not apply to pupils enrolled in a P-TECH school under section 124D.093.

EFFECTIVE DATE. This section is effective for the 2019-2020 school year and later.

Sec. 14. Minnesota Statutes 2018, section 124D.09, subdivision 14, is amended to read:


EFFECTIVE DATE. This section is effective for fiscal year 2020 and later.

Sec. 15. Minnesota Statutes 2018, section 124D.091, subdivision 3, is amended to read:

Subd. 3. Aid. An eligible district shall receive $150 per pupil enrolled in a concurrent enrollment course, including a P-TECH school under section 124D.093. The money must be used to defray the cost of delivering the course at the high school. The commissioner shall must establish application procedures and deadlines for receipt of aid payments.

EFFECTIVE DATE. This section is effective for fiscal year 2020 and later.

Sec. 16. [124D.093] P-TECH SCHOOLS.

Subdivision 1. Establishment. (a) P-TECH schools are established as a public-private partnership that will prepare students for high-skill jobs of the future in identified growth industries.

(b) The P-TECH school model must deliver five core benefits to students:

1. a rigorous, relevant, and cost-free education in grades 9 to 14, inclusive, focused on knowledge and skills that students need for science, technology, engineering, and mathematics (STEM) careers;

2. workplace learning that includes mentoring by industry professionals, worksite visits, speakers, and internships;
(3) intensive, individualized academic support by both secondary and postsecondary faculty within an academic year or school day that enables students to progress through the program at their own pace;

(4) an opportunity to earn an associate's degree; and

(5) a commitment to students who complete the program to be first in line for a job with participating business partners following completion of the program.

Subd. 2. Objectives. (a) P-TECH schools must accomplish the following:

(1) develop programs of study in high-wage, high-skill, and high-demand career areas;

(2) align school, college, and community systems in the programs of study developed under this section;

(3) support strong academic performance by program participants;

(4) promote informed and appropriate career choices and preparation; and

(5) ensure that employers in key technical fields have access to a talented and skilled workforce.

(b) Through the programs of study developed under this section, participating students must be able to earn college course credit toward an associate's degree. Career pathways will begin in grade 9 and must include workplace learning, high school, and postsecondary coursework. These pathways will provide a seamless sequence of study, extending through two years of postsecondary career and technical education, and culminating in an associate's degree.

Subd. 3. Application process. The commissioner must determine the form and manner of application for a school to be designated a P-TECH school. The application must contain at least the following information:

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

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

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

(4) a description of the facilities to be used by the P-TECH school;
44.1 (5) a description of proposed budgets, curriculum, transportation plans, and other
operating procedures for the P-TECH school;

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

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

44.4 (8) any additional information that the commissioner requires.

44.5 Subd. 4. Approval process. (a) The commissioner of education must appoint an advisory
committee to review the applications and to recommend approval for those applications
that meet the requirements of this section. The commissioner of education has final authority
over application approvals.

(b) To the extent practicable, the commissioner must ensure an equitable geographic
distribution of approved P-TECH schools.

(c) The commissioner must first begin approving applications for a P-TECH school
enrolling students in the 2020-2021 school year or later.

44.6 Subd. 5. P-TECH support grants. When an appropriation is available, each P-TECH
school is eligible for a grant to support start-up and ongoing program costs, which may
include, but are not limited to, recruitment, student support, program materials, and P-TECH
school liaisons. An approved P-TECH school is eligible to receive a grant to support start-up
costs the year before first enrolling P-TECH students.

44.7 EFFECTIVE DATE. This section is effective for the 2019-2020 school year and later.

44.8 Sec. 17. Minnesota Statutes 2018, section 124D.34, subdivision 2, is amended to read:

44.9 Subd. 2. Creation of foundation. There is created the Minnesota Foundation for Student
Organizations. The purpose of the foundation is to promote vocational career and technical
student organizations and applied leadership opportunities in Minnesota public and nonpublic
schools through public-private partnerships. The foundation is a nonprofit organization.

44.10 The board of directors of the foundation and activities of the foundation are under the
direction of the commissioner of education.

44.11 Sec. 18. Minnesota Statutes 2018, section 124D.34, subdivision 3, is amended to read:

44.12 Subd. 3. Board of directors. The board of directors of the Minnesota Foundation for
Student Organizations consists of:

44.13 (1) seven members appointed by the board of directors of the school-to-work career and
technical student organizations and chosen so that each represents one of the following
career areas: agriculture, family and consumer sciences, service occupations, health
occupations, marketing, business, and technical/industrial;

(2) seven members from business, industry, and labor appointed by the governor to staggered terms and chosen so that each represents one of the following career areas: agriculture, family and consumer sciences, service occupations, health occupations, marketing, business, and technical/industrial;

(3) five students or alumni of school-to-work career and technical student organizations representing diverse career areas, three from secondary student organizations, and two from postsecondary student organizations. The students or alumni shall be appointed by the criteria and process agreed upon by the executive directors of the student-to-work career and technical organizations; and

(4) four members from education appointed by the governor to staggered terms and chosen so that each represents one of the following groups: school district level administrators, secondary school administrators, middle school administrators, and postsecondary administrators.

Executive directors of vocational career and technical education student organizations are ex officio, nonvoting members of the board.

Sec. 19. Minnesota Statutes 2018, section 124D.34, subdivision 4, is amended to read:

Subd. 4. Foundation programs. The foundation shall advance applied leadership and intracurricular vocational career and technical learning experiences for students. These may include, but are not limited to:

(1) recognition programs and awards for students demonstrating excellence in applied leadership;

(2) summer programs for student leadership, career development, applied academics, and mentorship programs with business and industry;

(3) recognition programs for teachers, administrators, and others who make outstanding contributions to school-to-work career and technical programs;

(4) outreach programs to increase the involvement of urban and suburban students;

(5) organized challenges requiring cooperation and competition for secondary and postsecondary students;

(6) assistance and training to community teams to increase career awareness and empowerment of youth as community leaders; and
(7) assessment and activities in order to plan for and implement continuous improvement.

To the extent possible, the foundation shall make these programs available to students in all parts of the state.

Sec. 20. Minnesota Statutes 2018, section 124D.34, subdivision 5, is amended to read:

Subd. 5. **Powers and duties.** The foundation may:

1. identify and plan common goals and priorities for the various school-to-work career and technical student organizations in Minnesota;

2. publish brochures or booklets relating to the purposes of the foundation and collect reasonable fees for the publications;

3. seek and receive public and private money, grants, and in-kind services and goods from nonstate sources for the purposes of the foundation, without complying with section 16A.013, subdivision 1;

4. contract with consultants on behalf of the school-to-work career and technical student organizations;

5. plan, implement, and expend money for awards and other forms of recognition for school-to-work career and technical student programs; and

6. identifying an appropriate name for the foundation.

Sec. 21. Minnesota Statutes 2018, section 124D.34, subdivision 8, is amended to read:

Subd. 8. **Public funding.** The state shall identify and secure appropriate funding for the basic staffing of the foundation and individual student school-to-work career and technical student organizations at the state level.

Sec. 22. Minnesota Statutes 2018, section 124D.34, subdivision 12, is amended to read:

Subd. 12. **Student organizations.** Individual boards of vocational career and technical education student organizations shall continue their operations in accordance with section 124D.355 and applicable federal law.

Sec. 23. Minnesota Statutes 2018, section 124D.78, subdivision 2, is amended to read:

Subd. 2. **Resolution of concurrence.** Prior to March 1, the school board or American Indian school must submit to the department a copy of a resolution adopted by the American Indian education parent advisory committee. The copy must be signed by the chair of the
committee and must state whether the committee concurs with the educational programs
for American Indian students offered by the school board or American Indian school. If the
committee does not concur with the educational programs, the reasons for nonconcurrence
and recommendations shall be submitted directly to the school board with the resolution.
By resolution, the board must respond in writing within 60 days, in cases of nonconcurrence,
to each recommendation made by the committee and state its reasons for not implementing
the recommendations.

Sec. 24. Minnesota Statutes 2018, section 124D.862, subdivision 1, is amended to read:

Subdivision 1. Initial achievement and integration revenue. (a) An eligible district's
initial achievement and integration revenue equals the lesser of 100.3 percent of the district's
expenditures under the budget approved by the commissioner under section 124D.861,
subdivision 3, paragraph (c), excluding expenditures used to generate incentive revenue
under subdivision 2, or the sum of (1) $350 times the district's adjusted pupil units for that
year times the ratio of the district's enrollment of protected students for the previous school
year to total enrollment for the previous school year and (2) the greater of zero or 66 percent
of the difference between the district's integration revenue for fiscal year 2013 and the
district's integration revenue for fiscal year 2014 under clause (1).

(b) In each year, an amount equal to 0.3 percent of each district's initial achievement
and integration revenue for the second prior fiscal year is transferred to the department for
the oversight and accountability activities required under this section and section 124D.861.

Sec. 25. Minnesota Statutes 2018, section 124D.98, is amended by adding a subdivision
to read:

Subd. 4. Medium and high growth. (a) The definitions in this subdivision apply to this
section.

(b) "Medium growth" is an assessment score within one-half standard deviation above
or below the average year-two assessment scores for students with similar year-one
assessment scores.

(c) "High growth" is an assessment score one-half standard deviation or more above the
average year-two assessment scores for students with similar year-one assessment scores.

Sec. 26. Laws 2016, chapter 189, article 25, section 62, subdivision 15, is amended to
read:

Subd. 15. Certificate incentive funding. (a) For the certificate incentive program:
Sec. 27. Laws 2017, First Special Session chapter 5, article 2, section 55, subdivision 1, is amended to read:

Subdivision 1. **Definition.** (a) "Rural career and technical education (CTE) consortium" means a voluntary collaboration of at least one service cooperative and other regional public and private partners, including school districts and higher education institutions, that work together to provide career and technical education opportunities within the service cooperative's multicounty service area.

(b) A consortium that includes more than one service cooperative must designate one service cooperative to serve as fiscal host for the consortium.

Sec. 28. Laws 2017, First Special Session chapter 5, article 2, section 55, subdivision 6, is amended to read:

Subd. 6. **Grant recipients.** For fiscal years 2018 and 2019, the commissioner shall award a two-year grant to the consortium that is a collaboration of the Southwest/West Central Service Cooperative (SWWC), Southwest Minnesota State University, Minnesota West Community and Technical College, Ridgewater College, and other regional public and private partners. For fiscal years 2020 and 2021, the commissioner shall award a two-year grant to an applicant consortium that includes at least one of the South Central Service Cooperative or Southeast Service Cooperative and a two-year grant to an applicant consortium that includes at least one of the Northwest Service Cooperative or Northeast Service Cooperative.

Sec. 29. Laws 2017, First Special Session chapter 5, article 2, section 57, subdivision 14, is amended to read:

Subd. 14. **Singing-based pilot program to improve student reading.** (a) For a grant to pilot a research-supported, computer-based educational program that uses singing to improve the reading ability of students in grades 2 through 5:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Amount</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$500,000</td>
<td>270,000</td>
</tr>
<tr>
<td>2019</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
(b) The commissioner of education shall award a grant to the Rock 'n' Read Project to implement a research-supported, computer-based educational program that uses singing to improve the reading ability of students in grades 2 through 5. The grantee shall be responsible for selecting participating school sites; providing any required hardware and software, including software licenses, for the duration of the grant period; providing technical support, training, and staff to install required project hardware and software; providing on-site professional development and instructional monitoring and support for school staff and students; administering preintervention and postintervention reading assessments; evaluating the impact of the intervention; and other project management services as required. To the extent practicable, the grantee must select participating schools in urban, suburban, and greater Minnesota, and give priority to schools in which a high proportion of students do not read proficiently at grade level and are eligible for free or reduced-price lunch.

(c) By February 15, 2019, the grantee must submit a report detailing expenditures and outcomes of the grant to the commissioner of education and the chairs and ranking minority members of the legislative committees with primary jurisdiction over kindergarten through grade 12 education policy and finance.

(d) This is a onetime appropriation. $230,000 of the initial fiscal year 2018 appropriation is canceled to the general fund on June 30, 2019.

Sec. 30. COLLABORATIVE SUMMER INTENSIVE PROGRAM.

An intensive summer school program for students in grades 5 through 8 is established in six school districts. The school districts of Ely, Independent School District No. 696; St. Louis County, Independent School District No. 2142; Mesabi East, Independent School District No. 2711; Mountain Iron-Buhl, Independent School District No. 712; Chisholm, Independent School District No. 695; and Hibbing, Independent School District No. 701; must collaborate to provide a summer school program that includes vocational, academic, fine arts, and recreational programming in each of the school districts over a three-week period spread throughout the summer, as long as appropriated grant funds are available.

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

Sec. 31. CURSIVE HANDWRITING.

As part of the English language arts standards review during the 2019-2020 school year, the commissioner of education must develop an elementary English language arts model curriculum that is designed to enable students to develop legible cursive handwriting skills.
by the end of grade 5. The commissioner must include instructional materials in the model
curriculum.

Sec. 32. MINNESOTA READS ACTION COUNCIL.

Subdivision 1. Establishment. The commissioner of education may establish the
Minnesota Reads action council.

Subd. 2. Membership. The Minnesota Reads action council must consist of 26 public
members.

Subd. 3. Public members. (a) The commissioner must appoint, in the manner provided
in Minnesota Statutes, section 15.0597, 26 public members, including the following:

(1) two early childhood teachers;
(2) three reading specialists;
(3) two adult basic education literacy teachers;
(4) one licensed school media specialist;
(5) one school board member;
(6) one member representing public libraries;
(7) two literacy researchers;
(8) one member representing Minnesota teacher preparation programs;
(9) one member representing the Minnesota Parent Teacher Association;
(10) one member representing public health;
(11) one member representing Decoding Dyslexia;
(12) two school administrators;
(13) two parents or guardians of elementary-aged children;
(14) two students;
(15) one member representing the Minnesota Literacy Council;
(16) one member representing Minnesota Reading Corps; and
(17) two members representing Minnesota businesses.

(b) Council membership must include, where possible, representation that is racially,
culturally, linguistically, geographically, and economically diverse.
The first appointments must be made by August 15, 2019.

Subd. 4. Term. Members of the council must serve until the council's expiration.

Subd. 5. Administration. The commissioner or the commissioner's designee must provide meeting space and administrative services for the council. The Department of Education dyslexia specialist must provide technical assistance to the action council on request. The commissioner or the commissioner's designee must convene the first meeting of the council no later than September 15, 2019.

Subd. 6. Chairs. At the council's first meeting, the members must elect a chair and a vice-chair whose duties shall be established by the council. The council's chair must be a member with substantial professional and academic expertise in literacy pedagogy or research.

Subd. 7. Meeting. The council must meet periodically.

Subd. 8. No compensation; expenses. Public members of the council serve without compensation but are eligible for reimbursement for expenses consistent with Minnesota Statutes, section 15.059, subdivision 6.

Subd. 9. Duties. The council must consult with and advise the commissioner on matters related to the development, implementation, and evaluation of programs designed to increase the reading proficiency of children and adults, including early childhood programs, programs for school-age children, and programs for adult learners. The council must advise the commissioner on strategies to (1) meet or exceed a 90 percent rate of reading proficiency on the Minnesota Comprehensive Assessments no later than 2025, and (2) meet the legislature's goal of every student reading at or above grade level no later than the end of grade 3 under Minnesota Statutes, section 120B.12.

Subd. 10. Report. (a) By February 15, 2020, the council must submit to the chairs and ranking minority members of the committees of the senate and the house of representatives with primary jurisdiction over prekindergarten through grade 12 education a report containing:

(1) the council's rigorous assessment of the state's literacy programs for children and adults;

(2) the council's rigorous assessment of the state's literacy outcomes for children and adults;

(3) recommendations for legislative action, with draft legislation to implement the recommendations; and
(4) a plan for a strategic statewide campaign to eliminate child and adult illiteracy.

(b) The Department of Education must publish the report on the department's website.

Subd. 11. **Agency coordination.** The council must consult with other state agencies and organizations with an interest in child and adult literacy and advise the commissioner on strategies to better coordinate state literacy programs and resources.

Subd. 12. **Open meetings.** The council is subject to the requirements of Minnesota Statutes, chapter 13D.


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

Sec. 33. **REPORT ON THE SAFETY OF YOUTH IN SKILLED TRADES.**

The commissioner of labor and industry must study ways to allow for the safety of middle and high school aged students who receive hands-on training in skilled trades, including on location at construction sites. The report must identify safety precautions that should be undertaken, including proposed legislation, if any. The commissioner must report to the chairs and ranking minority members of legislative committees with jurisdiction over labor and industry and kindergarten through grade 12 by January 15, 2020.

Sec. 34. **APPROPRIATIONS.**

**Subdivision 1. Department of Education.** The sums indicated in this section are appropriated from the general fund to the Department of Education for the fiscal years designated.

**Subd. 2. Achievement and integration aid.** For achievement and integration aid under Minnesota Statutes, section 124D.862:

$ 80,201,000 ..... 2020
$ 83,003,000 ..... 2021

The 2020 appropriation includes $7,059,000 for 2019 and $73,142,000 for 2020.

The 2021 appropriation includes $8,091,000 for 2020 and $74,912,000 for 2021.

**Subd. 3. Literacy incentive aid.** For literacy incentive aid under Minnesota Statutes, section 124D.98:

$ 45,304,000 ..... 2020
$ 45,442,000 ..... 2021
The 2020 appropriation includes $4,582,000 for 2019 and $40,722,000 for 2020.

The 2021 appropriation includes $4,524,000 for 2020 and $40,918,000 for 2021.

Subd. 4. **Interdistrict desegregation or integration transportation grants.** For interdistrict desegregation or integration transportation grants under Minnesota Statutes, section 124D.87:

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<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
<th>Amount</th>
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<tbody>
<tr>
<td>2020</td>
<td>13,874,000</td>
<td>2021</td>
<td>14,589,000</td>
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</table>

Subd. 5. **Tribal contract schools.** For tribal contract school aid under Minnesota Statutes, section 124D.83:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
<th>Amount</th>
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<tbody>
<tr>
<td>2020</td>
<td>1,825,000</td>
<td>2021</td>
<td>1,779,000</td>
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</tbody>
</table>

The 2020 appropriation includes $299,000 for 2019 and $1,526,000 for 2020.

The 2021 appropriation includes $169,000 for 2020 and $1,610,000 for 2021.

Subd. 6. **American Indian education aid.** For American Indian education aid under Minnesota Statutes, section 124D.81, subdivision 2a:

<table>
<thead>
<tr>
<th>Year</th>
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<th>Year</th>
<th>Amount</th>
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<tbody>
<tr>
<td>2020</td>
<td>9,515,000</td>
<td>2021</td>
<td>9,673,000</td>
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</table>

The 2020 appropriation includes $960,000 for 2019 and $8,555,000 for 2020.

The 2021 appropriation includes $950,000 for 2020 and $8,723,000 for 2021.

Subd. 7. **Early childhood literacy programs.** (a) For early childhood literacy programs under Minnesota Statutes, section 119A.50, subdivision 3:

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<tbody>
<tr>
<td>2020</td>
<td>7,953,000</td>
<td>2021</td>
<td>7,953,000</td>
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</tbody>
</table>

(b) Up to $7,953,000 each year is for leveraging federal and private funding to support AmeriCorps members serving in the Minnesota reading corps program established by ServeMinnesota, including costs associated with training and teaching early literacy skills to children ages three through grade 3 and evaluating the impact of the program under Minnesota Statutes, sections 124D.38, subdivision 2, and 124D.42, subdivision 6.

(c) Any balance in the first year does not cancel but is available in the second year.

(d) The base for fiscal year 2022 is $8,106,000.

(e) The base for fiscal year 2023 and later is $8,103,000.
Subd. 8. Concurrent enrollment program. (a) For concurrent enrollment programs under Minnesota Statutes, section 124D.091:

(b) If the appropriation is insufficient, the commissioner must proportionately reduce the aid payment to each district.

(c) Any balance in the first year does not cancel but is available in the second year.

Subd. 9. ServeMinnesota program. (a) For funding ServeMinnesota programs under Minnesota Statutes, sections 124D.37 to 124D.45:

(b) A grantee organization may provide health and child care coverage to the dependents of each participant enrolled in a full-time ServeMinnesota program to the extent such coverage is not otherwise available.

Subd. 10. Student organizations. (a) For student organizations:

(b) $46,000 each year is for student organizations serving health occupations (HOSA).

(c) $100,000 each year is for student organizations serving trade and industry occupations (Skills USA, secondary and postsecondary).

(d) $95,000 each year is for student organizations serving business occupations (BPA, secondary and postsecondary).

(e) $193,000 each year is for student organizations serving agriculture occupations (FFA, PAS).

(f) $185,000 each year is for student organizations serving family and consumer science occupations (FCCLA). Notwithstanding Minnesota Rules, part 3505.1000, subparts 28 and 31, the student organizations serving FCCLA shall continue to serve students younger than grade 9.

(g) $109,000 each year is for student organizations serving marketing occupations (DECA and DECA collegiate).

(h) $40,000 each year is for the Minnesota Foundation for Student Organizations.
Any balance in the first year does not cancel but is available in the second year.

Subd. 11. Museums and education centers. (a) For grants to museums and education centers:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>2020</td>
<td>$541,000</td>
<td>2021</td>
</tr>
<tr>
<td>2021</td>
<td>$541,000</td>
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</tbody>
</table>

(b) $319,000 each year is for the Minnesota Children's Museum. Of the amount in this paragraph, $50,000 each year is for the Minnesota Children's Museum, Rochester.

(c) $50,000 each year is for the Duluth Children's Museum.

(d) $41,000 each year is for the Minnesota Academy of Science.

(e) $50,000 each year is for the Headwaters Science Center.

(f) $31,000 in fiscal years 2020 and 2021 only is for the Judy Garland Museum for the Children's Discovery Museum of Grand Rapids.

(g) $50,000 in fiscal years 2020 and 2021 only is for the Children's Museum of Southern Minnesota.

(h) Any balance in the first year does not cancel but is available in the second year.

(i) The base for fiscal year 2022 is $460,000.

Subd. 12. Recovery program grants. For recovery program grants under Minnesota Statutes, section 124D.695:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>2020</td>
<td>$750,000</td>
<td>2021</td>
</tr>
<tr>
<td>2021</td>
<td>$750,000</td>
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</table>

Any balance in the first year does not cancel but is available in the second year.

Subd. 13. Minnesota math corps program. (a) For the Minnesota math corps program under Minnesota Statutes, section 124D.42, subdivision 9:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
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<tbody>
<tr>
<td>2020</td>
<td>$500,000</td>
<td>2021</td>
</tr>
<tr>
<td>2021</td>
<td>$500,000</td>
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</tbody>
</table>

(b) The base for fiscal year 2022 is $650,000. Any balance in the first year does not cancel but is available in the second year.

Subd. 14. Minnesota Principals Academy. (a) For grants to the University of Minnesota College of Education and Human Development for the operation of the Minnesota Principals Academy:
(b) Of these amounts, $50,000 must be used to pay the costs of attendance for principals and school leaders from schools identified for intervention under the state's accountability system as implemented to comply with the federal Every Student Succeeds Act. To the extent funds are available, the Department of Education is encouraged to use up to $200,000 of federal Title II funds to support additional participation in the Principals Academy by principals and school leaders from schools identified for intervention under the state's accountability system as implemented to comply with the federal Every Student Succeeds Act.

(c) Any balance in the first year does not cancel but is available in the second year.

Subd. 15. Charter school building lease aid. For building lease aid under Minnesota Statutes, section 124E.22:

Subd. 16. Statewide testing and reporting system. For the statewide testing and reporting system under Minnesota Statutes, section 120B.30:

Subd. 17. College entrance examination reimbursement. To reimburse districts for students who qualify under Minnesota Statutes, section 120B.30, subdivision 1, paragraph (e), for payment of their college entrance examination fee:

Any balance in the first year does not cancel but is available in the second year.
Subd. 18. **Examination fees; teacher training and support programs.** (a) For students’ advanced placement and international baccalaureate examination fees under Minnesota Statutes, section 120B.13, subdivision 3, and the training and related costs for teachers and other interested educators under Minnesota Statutes, section 120B.13, subdivision 1:

- $4,500,000 .... 2020
- $4,500,000 .... 2021

(b) The advanced placement program shall receive 75 percent of the appropriation each year and the international baccalaureate program shall receive 25 percent of the appropriation each year. The department, in consultation with representatives of the advanced placement and international baccalaureate programs selected by the Advanced Placement Advisory Council and International Baccalaureate Minnesota, respectively, shall determine the amounts of the expenditures each year for examination fees and training and support programs for each program.

(c) Notwithstanding Minnesota Statutes, section 120B.13, subdivision 1, at least $500,000 each year is for teachers to attend subject matter summer training programs and follow-up support workshops approved by the advanced placement or international baccalaureate programs. The amount of the subsidy for each teacher attending an advanced placement or international baccalaureate summer training program or workshop shall be the same. The commissioner shall determine the payment process and the amount of the subsidy.

(d) The commissioner shall pay all examination fees for all students of low-income families under Minnesota Statutes, section 120B.13, subdivision 3, and to the extent of available appropriations, shall also pay examination fees for students sitting for an advanced placement examination, international baccalaureate examination, or both.

(e) Any balance in the first year does not cancel but is available in the second year.

Subd. 19. **Grants to increase science, technology, engineering, and math course offerings.** (a) For grants to schools to encourage low-income and other underserved students to participate in advanced placement and international baccalaureate programs according to Minnesota Statutes, section 120B.132:

- $250,000 .... 2020
- $250,000 .... 2021

(b) Any balance in the first year does not cancel but is available in the second year.

Subd. 20. **Rural career and technical education consortium.** (a) For rural career and technical education consortium grants:
(b) If the appropriation in the first year is insufficient, the 2021 appropriation is available.

(c) The base for fiscal year 2022 is $0.

Subd. 21. **Online access to music education.** (a) For a grant to the MacPhail Center for
Music to broaden access to music education in rural Minnesota:

(b) The MacPhail Center must use the grants received under paragraph (a) to broaden
access to music education in rural Minnesota. The program must supplement and enhance
an existing program and may provide individual instruction, sectional ensembles, other
group activities, workshops, and early childhood music activities. The MacPhail Center
must design its program in consultation with music educators who teach in rural Minnesota.
The grant may be used by the MacPhail Center for costs related to delivering online access
to music education including employee costs, program evaluation, and technology expenses.

(c) Upon request from a school's music educator, the MacPhail Center may enter into
an agreement with the school to provide a program according to paragraph (b). In an early
childhood setting, the MacPhail Center may provide a program upon a request initiated by
an early childhood educator.

(d) By January 15 of each year, the MacPhail Center must prepare and submit a report
to the legislature describing the online programs offered, program outcomes, the students
served, an estimate of the unmet need for music education, and for calendar years 2020 and
later, a detailed list of expenditures for the previous year.

(e) The base in fiscal year 2024 is $0.

Subd. 22. **ServeMinnesota programs at tribal contract and grant schools.** (a) For
grants to ServeMinnesota to enhance reading and math corps programming at American
Indian-controlled tribal contract and grant schools eligible for aid under Minnesota Statutes,
section 124D.83:

(b) Any balance in the first year does not cancel, but is available in the second year. The
base in fiscal year 2022 is $0.
Subd. 23. Educational stability for students living in foster care. For a pilot project to promote educational stability for students living in foster care under Laws 2017, First Special Session chapter 5, article 2, section 54:

<table>
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<th>Amount</th>
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<td></td>
</tr>
<tr>
<td>2021</td>
<td>$0</td>
<td></td>
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</tbody>
</table>

Up to five percent of the appropriation may be used for state and local administrative costs such as reporting, technical support, and establishing a title IV-E reimbursement claiming process. This is a onetime appropriation and is available until June 30, 2021.

Subd. 24. P-TECH schools. (a) For P-TECH support grants under Minnesota Statutes, section 124D.093, subdivision 5:

<table>
<thead>
<tr>
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<th>Amount</th>
<th>Fiscal Year</th>
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<tr>
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<td></td>
</tr>
<tr>
<td>2021</td>
<td>$1,500,000</td>
<td></td>
</tr>
</tbody>
</table>

(b) Grants must not exceed $500,000 per P-TECH school, per fiscal year.

(c) Any balance in the first year does not cancel but is available in the second year.

Subd. 25. Sanneh Foundation. (a) For a grant to the Sanneh Foundation:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>2021</td>
<td>$1,000,000</td>
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</tbody>
</table>

(b) The grant must be used for programs for low-performing and chronically absent students with a focus on low-income students and students of color. The goals of the grants include decreasing absenteeism, encouraging school engagement, improving grades, and improving graduation rates. The grants may be used to:

1. provide all-day, in-school academic and behavioral interventions and social and emotional learning throughout the school year;
2. provide year-round, out-of-school behavioral, social, and emotional learning interventions and enrichment activities;
3. enhance career exploration opportunities, including exposure to businesses and business activities; and
4. develop pathways in cooperation with business higher education partners for participants to pursue careers in education and youth development.

(c) The base for fiscal year 2022 is $0.
Subd. 26. **Collaborative summer intensive program.** (a) For the collaborative summer intensive program:

702,000 $ ..... 2020

(b) The six collaborating school districts must provide matching funds equal to the grant amount. The matching funds may be in cash or in-kind contributions.

(c) This is a onetime appropriation and is available until June 30, 2021.

Subd. 27. **Vocational enrichment grant.** (a) For a vocational enrichment grant to Independent School District No. 252, Fairmont:

87,000 $ ..... 2020

(b) The grant must be used for a vocational enrichment program that operates outside of the regular school day, including over weekends or the summer, to provide instruction in vocational courses, including courses in welding and construction trades.

(c) This is a onetime appropriation and is available until June 30, 2021.

Subd. 28. **Race 2 Reduce.** (a) For grants to support Race 2 Reduce water conservation programming in Minnesota schools:

50,000 $ ..... 2020

50,000 $ ..... 2021

(b) In each fiscal year, $10,000 is for H2O for Life to provide project management and support, Minnesota GreenCorps member hosting, curriculum development and classroom instruction assistance, school outreach, and community volunteer training.

(c) In each fiscal year, $30,000 is for Independent School District No. 624, White Bear Lake, for Race 2 Reduce curriculum development, teacher in-service training, service learning activities, and community public awareness events.

(d) In each fiscal year, $10,000 is for competitive grants to schools to implement the water conservation curriculum and co-develop the central platform. Minnesota school districts or charter schools may apply to the commissioner in the form and manner determined by the commissioner.

(e) The base in fiscal year 2022 is $0.

Subd. 29. **Construction and skilled trades counseling and report.** (a) For transfer to the commissioner of labor and industry for staff collaboration with the Department of Education on construction and skilled trades counseling under Minnesota Statutes, section 120B.126:
$125,000 .... 2020

$25,000 .... 2021

(b) $100,000 in fiscal year 2020 is for a report on the safety of youth in skilled trades.

(c) The base in fiscal year 2022 is $0.

Sec. 35. REPEALER.

(a) Minnesota Statutes 2018, section 120B.299, is repealed.

(b) Laws 2016, chapter 189, article 25, section 62, subdivision 16, is repealed.

(c) Laws 2017, First Special Session chapter 5, article 2, section 57, subdivision 15, is repealed.

EFFECTIVE DATE. Paragraphs (b) and (c) are effective the day following final enactment.

ARTICLE 3

TEACHERS

Section 1. [122A.051] CODE OF ETHICS.

Subdivision 1. Scope. Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles that defines professional conduct. These principles are reflected in the code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct. This code applies to all persons licensed according to rules established by the Professional Educator Licensing and Standards Board.

Subd. 2. Standards of professional conduct. (a) A teacher must provide professional education services in a nondiscriminatory manner, including not discriminating on the basis of political, ideological, or religious beliefs.

(b) A teacher must make a reasonable effort to protect students from conditions harmful to health and safety.

(c) In accordance with state and federal laws, a teacher must disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.

(d) A teacher must take reasonable disciplinary action in exercising the authority to provide an atmosphere conductive to learning.
(e) A teacher must not use professional relationships with students, parents, and colleagues to personal advantage.

(f) A teacher must delegate authority for teaching responsibilities only to licensed personnel or as otherwise provided by law.

(g) A teacher must not deliberately suppress or distort subject matter.

(h) A teacher must not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.

(i) A teacher must not knowingly make false or malicious statements about students or colleagues.

(j) A teacher must accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

(k) A teacher must not engage in any sexual conduct or contact with a student.

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

Sec. 2. Minnesota Statutes 2018, section 122A.07, is amended by adding a subdivision to read:

Subd. 6. **Public employer compensation reduction prohibited.** The public employer of a member shall not reduce the member's compensation or benefits because of the member's absence from employment when engaging in the business of the board.

Sec. 3. Minnesota Statutes 2018, section 122A.09, subdivision 2, is amended to read:

Subd. 2. **Advise members of profession.** (a) The Professional Educator Licensing and Standards Board must act in an advisory capacity to members of the profession in matters of interpretation of the code of ethics in section 122A.051.

(b) The board must develop a process for a school district or charter school to receive a written complaint about a teacher under the code of ethics and forward the complaint to the board. A school board must inform parents and guardians of students in the school district or charter school of their ability to submit a complaint to the school board under this section.

EFFECTIVE DATE. This section is effective the day following final enactment.
Sec. 4. Minnesota Statutes 2018, section 122A.092, subdivision 5, is amended to read:

Subd. 5. Reading strategies. (a) All colleges and universities A teacher preparation program approved by the Professional Educator Licensing and Standards Board to prepare persons for classroom teacher licensure must include in their teacher preparation programs research-based best practices in reading, consistent with section 122A.06, subdivision 4, that enables the licensure candidate to teach reading in the candidate's content areas. Teacher candidates must be instructed in using students' native languages as a resource in creating effective differentiated instructional strategies for English learners developing literacy skills. These colleges and universities also must prepare early childhood and elementary teacher candidates for Tier 3 and Tier 4 teaching licenses under sections 122A.183 and 122A.184, respectively, for the portion of the examination under section 122A.185, subdivision 1, paragraph (c), covering assessment of reading instruction.

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

(1) teach students to read using foundational knowledge, practices, and strategies consistent with section 122A.06, subdivision 4, so that all students achieve continuous progress in reading; and

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

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

(1) the nature and symptoms of dyslexia;

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

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

(4) outcomes of intervention and lack of intervention for students who show characteristics of dyslexia.
Nothing in this section limits the authority of a school district to select a school's reading program or curriculum.

EFFECTIVE DATE. This section is effective June 1, 2020.

Sec. 5. Minnesota Statutes 2018, section 122A.182, subdivision 1, is amended to read:

Subdivision 1. Requirements. (a) The Professional Educator Licensing and Standards Board must approve a request from a district or charter school to issue a Tier 2 license in a specified content area to a candidate if:

1. the candidate meets the educational or professional requirements in paragraph (b) or (c);

2. the candidate:
   i. has completed the coursework required under subdivision 2;
   ii. is enrolled in a Minnesota-approved teacher preparation program or a state-approved teacher preparation program if no licensure program exists in Minnesota; or
   iii. has a master's degree in the specified content area; and

3. the district or charter school demonstrates that a criminal background check under section 122A.18, subdivision 8, has been completed on the candidate.

(b) A candidate for a Tier 2 license must have a bachelor's degree to teach a class outside a career and technical education or career pathways course of study.

(c) A candidate for a Tier 2 license must have one of the following credentials in a relevant content area to teach a class or course in a career and technical education or career pathways course of study:

1. an associate's degree;
2. a professional certification; or
3. five years of relevant work experience.

Sec. 6. Minnesota Statutes 2018, section 122A.187, subdivision 5, is amended to read:

Subd. 5. Reading preparation. (a) The Professional Educator Licensing and Standards Board must adopt rules that require all early childhood through grade 8 licensed teachers who are renewing a Tier 3 or Tier 4 teaching license under sections 122A.183 and 122A.184, respectively, to include in the renewal requirements further reading preparation, consistent with section 122A.06, subdivision 4.
(b) The reading preparation under this subdivision must include training to enable a teacher to:

1. understand dyslexia as defined in section 125A.01, subdivision 2, and recognize dyslexia characteristics in students; and

2. identify and access Department of Education personnel and professional resources using dyslexia best practices in each license renewal period that are evidence-based.

(c) The Department of Education must provide guidance on evidence-based approaches and best practices for trainings.

(d) The rules adopted under this subdivision do not take effect until they are approved by law. Teachers who do not provide direct instruction including, at least, counselors, school psychologists, school nurses, school social workers, audiovisual directors and coordinators, and recreation personnel are exempt from this subdivision.

Sec. 7. Minnesota Statutes 2018, section 122A.20, subdivision 1, is amended to read:

Subdivision 1. **Grounds for revocation, suspension, or denial.** (a) The Professional Educator Licensing and Standards Board or Board of School Administrators, whichever has jurisdiction over a teacher's licensure, may, on the written complaint of the school board employing a teacher, a teacher organization, or any other interested person, refuse to issue, refuse to renew, suspend, or revoke a teacher's license to teach for any of the following causes:

1. immoral character or conduct;

2. failure, without justifiable cause, to teach for the term of the teacher's contract;

3. gross inefficiency or willful neglect of duty;

4. failure to meet licensure requirements; or

5. fraud or misrepresentation in obtaining a license; or

6. engagement in any sexual conduct or contact with a student, such as intentional and inappropriate patting, touching, pinching, or other physical contact with a student that is sexually motivated.

The written complaint must specify the nature and character of the charges.

(b) The Professional Educator Licensing and Standards Board or Board of School Administrators, whichever has jurisdiction over a teacher's licensure, shall refuse to issue, refuse to renew, or automatically revoke a teacher's license to teach without the right to a
hearing upon receiving a certified copy of a conviction showing that the teacher has been convicted of:

1. child abuse, as defined in section 609.185;
2. sex trafficking in the first degree under section 609.322, subdivision 1;
3. sex trafficking in the second degree under section 609.322, subdivision 1a;
4. engaging in hiring, or agreeing to hire a minor to engage in prostitution, or housing an unrelated minor engaged in prostitution under section 609.324, subdivision subdivisions 1 or 1a;
5. criminal sexual abuse conduct under section 609.342, 609.343, 609.344, 609.345, or 609.3451, subdivision 3;
6. indecent exposure under section 617.23, subdivision subdivisions 2 and 3;
7. solicitation of children to engage in sexual conduct or communication of sexually explicit materials to children under section 609.352;
8. interference with privacy under section 609.746 or stalking under section 609.749 and the victim was a minor;
9. using minors in a sexual performance under section 617.246;
10. possessing pornographic works involving a minor under section 617.247; or
11. any other offense not listed in this paragraph that requires the person to register as a predatory offender under section 243.166, or a crime under a similar law of another state or the United States. The board shall send notice of this licensing action to the district in which the teacher is currently employed.

(c) A person whose license to teach has been revoked, not issued, or not renewed under paragraph (b), may petition the board to reconsider the licensing action if the person's conviction for child abuse or sexual abuse is reversed by a final decision of the court of appeals or the supreme court or if the person has received a pardon for the offense. The petitioner shall attach a certified copy of the appellate court's final decision or the pardon to the petition. Upon receiving the petition and its attachment, the board shall schedule and hold a disciplinary hearing on the matter under section 214.10, subdivision 2, unless the petitioner waives the right to a hearing. If the board finds that, notwithstanding the reversal of the petitioner's criminal conviction or the issuance of a pardon, the petitioner is disqualified from teaching under paragraph (a), clause (1), the board shall affirm its previous licensing.
action. If the board finds that the petitioner is not disqualified from teaching under paragraph
(a), clause (1), it shall reverse its previous licensing action.

(d) The Professional Educator Licensing and Standards Board or Board of School
Administrators, whichever has jurisdiction over a teacher's licensure, must refuse to issue,
refuse to renew, or automatically revoke a teacher's license if the teacher has engaged in
sexual penetration as defined in section 609.321, subdivision 11, with a student enrolled in
a school where the teacher works or volunteers.

(e) The Professional Educator Licensing and Standards Board or the Board of School
Administrators, whichever has jurisdiction over a teacher's licensure, must refuse to issue, refuse to renew, or revoke a teacher's license to teach upon receiving a
certified copy of a conviction showing that the teacher has been convicted of:

(1) a qualified, domestic violence-related offense as defined in section 609.02, subdivision
16;

(2) embezzlement of public funds under section 609.54, clause (1) or (2); or

(3) a felony involving a minor as the victim.

If an offense included in clause (1), (2), or (3) is already included in paragraph (b), the
provisions of paragraph (b) apply to the conduct.

(f) Section 122A.188 does not apply to a decision by the board to refuse to issue, refuse
to renew, or revoke a license under this subdivision. A person whose license has been
revoked, not issued, or not renewed under this subdivision may appeal the decision by filing
a written request with the Professional Educator Licensing and Standards Board or the Board
of School Administrators, as appropriate, within 30 days of notice of the licensing action.
The board must then initiate a contested case under the Administrative Procedure Act,
sections 14.001 to 14.69.

(g) The Professional Educator Licensing and Standards Board or the Board of School
Administrators, whichever has jurisdiction over a teacher's licensure, may suspend a teacher's
license pending an investigation into a report of conduct that would be grounds for revocation
under paragraph (b), (d), or (e). The teacher's license is suspended until the licensing board
completes its disciplinary investigation and determines whether disciplinary action is
necessary.

(h) For purposes of this subdivision, the Professional Educator Licensing and
Standards Board is delegated the authority to suspend or revoke coaching licenses.
Sec. 8. Minnesota Statutes 2018, section 122A.20, subdivision 2, is amended to read:

Subd. 2. Mandatory reporting. (a) A school board, superintendent, charter school board, charter school executive director, or charter school authorizer must report to the Professional Educator Licensing and Standards Board, the Board of School Administrators, or the Board of Trustees of the Minnesota State Colleges and Universities, whichever has jurisdiction over the teacher's or administrator's license, when its teacher or administrator is discharged or resigns from employment after a charge is filed with the school board under section 122A.41, subdivisions 6, clauses (1), (2), and (3), and 7, or after charges are filed that are grounds for discharge under section 122A.40, subdivision 13, paragraph (a), clauses (1) to (5), or when a teacher or administrator is suspended or resigns while an investigation is pending under section 122A.40, subdivision 13, paragraph (a), clauses (1) to (5); 122A.41, subdivisions 6, clauses (1), (2), and (3), and 7; or 626.556, or when a teacher or administrator is suspended without an investigation under section 122A.41, subdivisions 6, paragraph (a), clauses (1), (2), and (3), and 7; or 626.556. The report must be made to the appropriate licensing board within ten days after the discharge, suspension, or resignation has occurred. The licensing board to which the report is made must investigate the report for violation of subdivision 1 and the reporting board, administrator, or authorizer must cooperate in the investigation. Notwithstanding any provision in chapter 13 or any law to the contrary, upon written request from the licensing board having jurisdiction over the license, a board, charter school, authorizer, charter school executive director, or school superintendent shall provide the licensing board with information about the teacher or administrator from the district's files, any termination or disciplinary proceeding, any settlement or compromise, or any investigative file. Upon written request from the appropriate licensing board, a board or school superintendent may, at the discretion of the board or school superintendent, solicit the written consent of a student and the student's parent to provide the licensing board with information that may aid the licensing board in its investigation and license proceedings. The licensing board's request need not identify a student or parent by name. The consent of the student and the student's parent must meet the requirements of chapter 13 and Code of Federal Regulations, title 34, section 99.30. The licensing board may provide a consent form to the district. Any data transmitted to any board under this section is private data under section 13.02, subdivision 12, notwithstanding any other classification of the data when it was in the possession of any other agency.

(b) The licensing board to which a report is made must transmit to the Attorney General's Office any record or data it receives under this subdivision for the sole purpose of having the Attorney General's Office assist that board in its investigation. When the Attorney
General's Office has informed an employee of the appropriate licensing board in writing that grounds exist to suspend or revoke a teacher's license to teach, that licensing board must consider suspending or revoking or decline to suspend or revoke the teacher's or administrator's license within 45 days of receiving a stipulation executed by the teacher or administrator under investigation or a recommendation from an administrative law judge that disciplinary action be taken.

(c) The Professional Educator Licensing and Standards Board and Board of School Administrators must report to the appropriate law enforcement authorities a revocation, suspension, or agreement involving a loss of license, relating to a teacher or administrator's inappropriate sexual conduct with a minor. For purposes of this section, "law enforcement authority" means a police department, county sheriff, or tribal police department. A report by the Professional Educator Licensing and Standards Board to appropriate law enforcement authorities does not diminish, modify, or otherwise affect the responsibilities of a school board or any person mandated to report abuse under section 626.556.

Sec. 9. Minnesota Statutes 2018, section 122A.30, is amended to read:

122A.30 EXEMPTION FOR CAREER AND TECHNICAL EDUCATION INSTRUCTORS.

(a) Notwithstanding section 122A.15, subdivision 1, and upon approval of the local employer school board, a person who teaches in a part-time vocational or career and technical education program and demonstrates occupational competency based on work experience in business or industry is exempt from a license requirement. Nothing in this section shall exclude licensed career and technical educators from the definition of "teacher" in section 122A.40, 122A.41, or 179A.03.

(b) This section expires June 30, 2020. After this section expires, persons who teach in a part-time vocational or career and technical education program may apply for a teaching license provided in sections 122A.18 to 122A.184.

Sec. 10. Minnesota Statutes 2018, section 122A.61, is amended by adding a subdivision to read:

Subd. 4. Reading preparation. A school district may use the revenue reserved under subdivision 1 for grants to teachers to take courses from accredited providers. The providers must be a Wilson Language Training accredited partner, accredited by the International Multisensory Structured Language Education Council, or an Academy of Orton-Gillingham Practitioners and Educators accredited training program.
Sec. 11. [122A.615] READING PROFESSIONAL DEVELOPMENT BY
ACCREDITED PROVIDERS.

A school district may grant an elementary teacher's request for reimbursement for successfully completing training provided by a Wilson Language Training accredited partner, an International Multisensory Structured Language Education Council accredited provider, or an Academy of Orton-Gillingham Practitioners and Educators accredited training program. The school district may use literacy incentive aid under section 124D.98, or the reserved revenue for staff development under section 122A.61, or other district resources to reimburse the teacher.

Sec. 12. Minnesota Statutes 2018, section 122A.63, subdivision 1, is amended to read:

Subdivision 1. Establishment. (a) A grant program is established to assist American Indian people to become teachers and to provide additional education for American Indian teachers. The commissioner may award a joint grant to each of the following:

1. the Duluth campus of the University of Minnesota and Independent School District No. 709, Duluth;
2. Bemidji State University and Independent School District No. 38, Red Lake;
3. Moorhead State University and one of the school districts located within the White Earth Reservation; and

(b) If additional funds are available, the commissioner may award additional joint grants to other postsecondary institutions and school districts.

(c) Grantees may enter into contracts with tribal, technical, and community colleges and four-year postsecondary institutions to identify and provide grants to students at those institutions interested in the field of education. Each grantee is eligible to and may contract with partner institutions to provide professional development and supplemental services to a tribal, technical, or community college or four-year postsecondary institution, including identification of prospective students, provision of instructional supplies and materials, and provision of grant money to students. A contract with a tribal, technical, or community college or four-year postsecondary institution includes coordination of student identification, professional development, and mentorship services.
Sec. 13. Minnesota Statutes 2018, section 122A.63, subdivision 4, is amended to read:

Subd. 4. Grant amount. The commissioner may award a joint grant in the amount it determines to be appropriate. The grant shall include money for the postsecondary institution, school district, and student scholarships, and student loans.

Sec. 14. Minnesota Statutes 2018, section 122A.63, subdivision 5, is amended to read:

Subd. 5. Information to student applicants. At the time a student applies for a scholarship and loan grant, the student shall be provided information about the fields of licensure needed by school districts in the part of the state within which the district receiving the joint grant is located. The information shall be acquired and periodically updated by the recipients of the joint grant and their contracted partner institutions. Information provided to students shall clearly state that scholarship and loan decisions are not based upon the field of licensure selected by the student.

Sec. 15. Minnesota Statutes 2018, section 122A.63, subdivision 6, is amended to read:

Subd. 6. Eligibility for scholarships and loans. The following Indian people are eligible for scholarships:

(1) a student having origins in any of the original peoples of North America and maintaining cultural identification through tribal affiliation or community recognition;

(2) a student, including a teacher aide employed by a district receiving a joint grant or their contracted partner school, who intends to become a teacher or who is interested in the field of education and who is enrolled in a postsecondary institution or their contracted partner institutions receiving a joint grant;

(3) a licensed employee of a district receiving a joint grant or a contracted partner school, who is enrolled in a master of education program; and

(4) a student who, after applying for federal and state financial aid and an Indian scholarship according to section 136A.126, has financial needs that remain unmet. Financial need shall be determined according to the congressional methodology for needs determination or as otherwise set in federal law.

A person who has actual living expenses in addition to those addressed by the congressional methodology for needs determination, or as otherwise set in federal law, may receive a loan according to criteria established by the commissioner. A contract shall be executed between the state and the student for the amount and terms of the loan. Priority
shall be given to a student who is tribally enrolled and then to first- and second-generation
descendants.

Sec. 16. Minnesota Statutes 2018, section 122A.63, is amended by adding a subdivision
to read:

Subd. 9. Eligible programming. (a) The grantee institutions and the contracted partner
institutions may provide grants to students progressing toward educational goals in any area
of teacher licensure, including an associate of arts, bachelor's, master's, or doctoral degree
in the following:

1. any educational certification necessary for employment;
2. early childhood family education or prekindergarten licensure;
3. elementary and secondary education;
4. school administration; or
5. any educational program that provides services to American Indian students in
prekindergarten through grade 12.

The grantee institutions and the contracted partner institutions must give priority to grants
for students progressing towards an associate of arts or a bachelor's degree. Students
progressing towards a master's or doctoral degree may be awarded a grant if they were
enrolled in the degree granting program before May 1, 2019.

(b) For purposes of recruitment, the grantees or their partner contracted institutions must
agree to work with their respective organizations to hire an American Indian work-study
student or other American Indian staff to conduct initial information queries and to contact
persons working in schools to provide programming regarding education professions to a
high school student who may be interested in education as a profession.

(c) At least 80 percent of the grants awarded under this section must be used for student
grants. No more than 20 percent of the grants awarded under this section may be used for
recruitment or administration of the student grants.

Subd. 10. Eligible programming. (a) The grantee institutions and the contracted partner
institutions may provide grants to students progressing toward educational goals in any area
of teacher licensure, including an associate of arts, bachelor's, master's, or doctoral degree
in the following:

1. any educational certification necessary for employment;
2. early childhood family education or prekindergarten licensure;
3. elementary and secondary education;
4. school administration; or
5. any educational program that provides services to American Indian students in
prekindergarten through grade 12.

The grantee institutions and the contracted partner institutions must give priority to grants
for students progressing towards an associate of arts or a bachelor's degree. Students
progressing towards a master's or doctoral degree may be awarded a grant if they were
enrolled in the degree granting program before May 1, 2019.

(b) For purposes of recruitment, the grantees or their partner contracted institutions must
agree to work with their respective organizations to hire an American Indian work-study
student or other American Indian staff to conduct initial information queries and to contact
persons working in schools to provide programming regarding education professions to a
high school student who may be interested in education as a profession.

(c) At least 80 percent of the grants awarded under this section must be used for student
grants. No more than 20 percent of the grants awarded under this section may be used for
recruitment or administration of the student grants.

Sec. 17. [122A.76] LITERACY PROFESSIONAL DEVELOPMENT FOR
TEACHERS.

Subdivision 1. Program. A teacher licensed by the Professional Educator Licensing
and Standards Board, whose duties include providing instruction to students, may participate
in a literacy professional development program offered by an eligible training provider.
under subdivision 2. An online or in-person training program offered by an eligible training
provider qualifies for reimbursement. The commissioner may pay a portion of the tuition,
room, board, and travel costs a teacher incurs in participating in literacy professional
development. The teacher reimbursements must not exceed the amount appropriated for
this purpose. In order to be eligible for expense reimbursement, a teacher must submit a
request in the form and manner required by the commissioner.

Subd. 2. **Eligible training providers.** An eligible training provider must be:

(1) a Wilson Language Training accredited partner;

(2) accredited by the International Multisensory Structured Language Education Council;

or

(3) an accredited site of the Academy of Orton-Gillingham Practitioners and Educators.

Subd. 3. **Training information report.** By February 1 of each year, the commissioner
must report the following information to the legislative committees having jurisdiction over
kindergarten through grade 12 education:

(1) the number of participating teachers;

(2) each school represented by the teachers in the trainings;

(3) the amounts expended in the most recent calendar year for tuition, room, board, and
travel costs; and

(4) recommendations to improve training for teachers.

Sec. 18. Minnesota Statutes 2018, section 123B.02, is amended by adding a subdivision
to read:

Subd. 14b. **Hiring bonuses.** The board may give a hiring bonus to a teacher licensed in
or working in a shortage area as defined in section 122A.06, subdivision 6. For the purposes
of hiring bonuses under this subdivision only, a teacher trained by a Wilson Language
Training accredited partner, an International Multisensory Structured Language Education
Council accredited provider, or an Academy of Orton-Gillingham Practitioners and Educators
accredited training program is a teacher licensed in or working in a shortage area. The school
board must establish criteria for the repayment of a hiring bonus if the employee does not
complete two years of teaching in the district after receiving the bonus. The board must
decide if the bonus is a onetime bonus or an ongoing bonus included in the teacher's salary
as long as they teach in the district.
Sec. 19. Minnesota Statutes 2018, section 124D.98, is amended by adding a subdivision to read:

Subd. 5. Allowed use. A school may use literacy incentive aid under this section for staff development by accredited providers or any other school-related purpose. The providers must be a Wilson Language Training accredited partner, accredited by the International Multisensory Structured Language Education Council, or an Academy of Orton-Gillingham Practitioners and Educators accredited training program.

Sec. 20. Minnesota Statutes 2018, section 136A.1276, subdivision 2, is amended to read:

Subd. 2. Establishment; eligibility. (a) The commissioner, in consultation with the Professional Educator Licensing and Standards Board, must establish and administer a program annually awarding grants to eligible alternative teacher preparation programs consistent with this section.

(b) To be eligible to receive a grant, an alternative teacher preparation program must certify that it:

(1) is working to fill Minnesota's teacher shortage areas; and

(2) is a school district, charter school, or nonprofit corporation organized under chapter 317A or under section 501(c)(3) of the Internal Revenue Code of 1986 for an education-related purpose that has been operating continuously for at least three years in Minnesota or any other state.

(c) The commissioner must give priority to applicants based in Minnesota when awarding grants under this section.

(d) The commissioner may award a grant to an alternative teacher preparation program that has previously received a grant under this section.

EFFECTIVE DATE. This section is effective July 1, 2019.

Sec. 21. Laws 2016, chapter 189, article 25, section 62, subdivision 4, is amended to read:

Subd. 4. Northwest Regional Partnership concurrent enrollment program. (a) For a grant to the Lakes Country Service Cooperative to operate a continuing education program:

$ 3,000,000

3,000,000

$ 1,500,000

1,500,000

..... 2017
This is a onetime appropriation. This appropriation is available until June 30, 2019.

$1,500,000 of the initial fiscal year 2017 appropriation is canceled to the general fund on

June 29, 2019.

Sec. 22. REPORT; TEACHER PREPARATION DEVELOPMENT.

No later than January 15, 2021, the Professional Educator Licensing and Standards
Board must provide a preliminary report to the members of the senate and house of
representatives committees with jurisdiction over kindergarten through grade 12 education
and higher education on teacher preparation development under Minnesota Statutes, section
122A.092, subdivision 5, paragraph (c).

Sec. 23. APPROPRIATIONS.

Subdivision 1. Department of Education. The sums indicated in this section are
appropriated from the general fund to the Department of Education in the fiscal year
designated.

Subd. 2. Literacy professional development for teachers. For literacy professional
development for teachers under Minnesota Statutes, section 122A.76:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$250,000</td>
</tr>
<tr>
<td>2021</td>
<td>$250,000</td>
</tr>
</tbody>
</table>

Any balance in the first year does not cancel but is available in the second year.

Subd. 3. Curriculum best practices sharing. (a) For a grant to Intermediate School
District No. 287 for the Minnesota Partnership for Collaborative Curriculum to provide
sample curricula aligned to the state academic standards for teachers throughout the state:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$250,000</td>
</tr>
<tr>
<td>2021</td>
<td>$250,000</td>
</tr>
</tbody>
</table>

(b) The Minnesota Partnership for Collaborative curriculum must post sample curricula
to its website as an open resource. The website must include a feedback mechanism for
teachers to provide comments and ratings on the sample curricula.

(c) The Department of Education's website must contain a link to the Minnesota
Partnership for Collaborative Curriculum website with the sample curricula. The website
must indicate that the selected curricula are examples aligned to appropriate standards and
benchmarks, but the examples are not considered endorsements by the department. The first
shared curricula must be posted by January 1, 2020.
(d) The base for fiscal year 2024 is $0.

Subd. 4. **Expanded concurrent enrollment grants.** (a) For grants to institutions offering "Introduction to Teaching" or "Introduction to Education" college in the schools courses under Minnesota Statutes, section 124D.09, subdivision 10, paragraph (b):

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$375,000</td>
</tr>
<tr>
<td>2021</td>
<td>$375,000</td>
</tr>
</tbody>
</table>

(b) The department may retain up to five percent of the appropriation amount to monitor and administer the grant program.

Subd. 5. **Paraprofessional pathway to teacher licensure.** (a) For grants to school districts for Grow Your Own new teacher programs:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$1,500,000</td>
</tr>
<tr>
<td>2021</td>
<td>$1,500,000</td>
</tr>
</tbody>
</table>

(b) Grants are for school districts and charter schools for a nonconventional teacher residency pilot program approved by the Professional Educator Licensing and Standards Board. The program must provide tuition scholarships or stipends to enable school district employees or community members affiliated with a school district who seek an education license to participate in a nonconventional teacher preparation program. School districts that receive funds under this subdivision must ensure a majority of candidates are of color or American Indian to participate in the Grow Your Own new teacher programs. School districts or charter schools providing financial support may require a commitment as determined by the district to teach in the district or school for a reasonable amount of time that does not exceed five years.

(c) School districts and charter schools may apply for grants to develop innovative, expanded Grow Your Own programs that encourage secondary school students to pursue teaching, including developing and offering dual-credit postsecondary course options in schools for "Introduction to Teaching" or "Introduction to Education" courses consistent with Minnesota Statutes, section 124D.09, subdivision 10.

(d) Programs must annually report to the commissioner by the date determined by the commissioner on their activities under this section, including the number of participants, the percentage of participants who are of color or American Indian, and an assessment of program effectiveness including participant feedback, areas for improvement, the percentage of participants continuing to pursue teacher licensure, and the number of participants hired in the school or district as teachers after completing preparation programs.
(e) The department may retain up to three percent of the appropriation amount to monitor
and administer the grant program.

(f) Any balance in the first year does not cancel but is available in the second year.

Subd. 6. Alternative teacher compensation aid. For alternative teacher compensation
aid under Minnesota Statutes, section 122A.415, subdivision 4:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$89,196,000</td>
</tr>
<tr>
<td>2021</td>
<td>$88,841,000</td>
</tr>
</tbody>
</table>

The 2020 appropriation includes $8,974,000 for 2019 and $80,222,000 for 2020.

The 2021 appropriation includes $8,913,000 for 2020 and $79,928,000 for 2021.

Subd. 7. Collaborative urban and greater Minnesota educators of color program
grants. (a) For collaborative urban and greater Minnesota educators of color program grants:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>2021</td>
<td>$1,000,000</td>
</tr>
</tbody>
</table>

(b) By January 15 of each year, each institution shall prepare for the legislature a detailed
report regarding the funds used to recruit, retain, and induct teacher candidates who are of
color or who are American Indian. The report must include the total number of teacher
candidates of color disaggregated by race or ethnic group, who are recruited to the institution,
are newly admitted to the licensure program, are enrolled in the licensure program, have
completed student teaching, have graduated, and are licensed and newly employed as
Minnesota teachers in their licensure field. The total number of teacher candidates who are
of color or American Indian at each stage from recruitment to licensed teaching must be
reported as a percentage of total candidates seeking the same licensure at the institution.
The report must include the graduation rate for each cohort of teacher candidates, the
placement rate for each graduating cohort of teacher candidates, and the retention rate for
each graduating cohort of teacher candidates, among other program outcomes.

(c) The commissioner must award all collaborative urban educator grants through a
competitive grant process. The competitive process must award grants based on program
benchmarks, including licensure rates, participation rates, on-time graduation rates, and a
score of "B" or higher in the most recent National Council on Teacher Quality program
grade for early reading instruction. Grants must only be awarded to teacher preparation
programs approved by the Professional Educator Licensing and Standards Board, including
alternative teacher preparation programs.

(d) Any balance in the first year does not cancel but is available in the second year.
Subd. 8. **Agricultural educator grants.** (a) For agricultural educator grants under Laws 2017, First Special Session chapter 5, article 2, section 51:

- $275,000 ..... 2020
- $275,000 ..... 2021

(b) Any balance in the first year does not cancel but is available in the second year.

Subd. 9. **American Indian teacher preparation grants.** For joint grants to assist people who are American Indian to become teachers under Minnesota Statutes, section 122A.63:

- $460,000 ..... 2020
- $460,000 ..... 2021

Subd. 10. **Statewide concurrent enrollment teacher training program.** (a) For the statewide concurrent enrollment teacher training program under Laws 2016, chapter 189, article 25, section 58, as amended:

- $375,000 ..... 2020
- $375,000 ..... 2021

(b) Any balance in the first year does not cancel but is available in the second year.

Subd. 11. **Alternative teacher preparation grant program.** (a) For transfer to the commissioner of the Office of Higher Education for alternative teacher preparation program grants under Minnesota Statutes, section 136A.1276:

- $1,000,000 ..... 2020
- $0 ..... 2021

(b) Any balance in the first year does not cancel but is available in the second year.

(c) The commissioner may use no more than three percent of this appropriation to administer the program under this subdivision.

(d) A grant recipient must submit a report to the commissioner and Professional Educator Licensing and Standards Board by January 31, 2020, in accordance with Minnesota Statutes, section 136A.1276, subdivision 4.

Sec. 24. **REPEALER.**

(a) Minnesota Statutes 2018, sections 122A.09, subdivision 1; and 122A.63, subdivisions 7 and 8, are repealed.

(b) Minnesota Rules, part 8710.2100, subparts 1 and 2, are repealed.
ARTICLE 4
SPECIAL EDUCATION

Section 1. Minnesota Statutes 2018, section 125A.08, is amended to read:

125A.08 INDIVIDUALIZED EDUCATION PROGRAMS.

(a) At the beginning of each school year, each school district shall have in effect, for each child with a disability, an individualized education program.

(b) As defined in this section, every district must ensure the following:

(1) all students with disabilities are provided the special instruction and services which are appropriate to their needs. Where the individualized education program team has determined appropriate goals and objectives based on the student's needs, including the extent to which the student can be included in the least restrictive environment, and where there are essentially equivalent and effective instruction, related services, or assistive technology devices available to meet the student's needs, cost to the district may be among the factors considered by the team in choosing how to provide the appropriate services, instruction, or devices that are to be made part of the student's individualized education program. The individualized education program team shall consider and may authorize services covered by medical assistance according to section 256B.0625, subdivision 26.

Before a school district evaluation team makes a determination of other health disability under Minnesota Rules, part 3525.1335, subparts 1 and 2, item A, subitem (1), the evaluation team must seek written documentation of the student's medically diagnosed chronic or acute health condition signed by a licensed physician or a licensed health care provider acting within the scope of the provider's practice. The student's needs and the special education instruction and services to be provided must be agreed upon through the development of an individualized education program. The program must address the student's need to develop skills to live and work as independently as possible within the community. The individualized education program team must consider positive behavioral interventions, strategies, and supports that address behavior needs for children. During grade 9, the program must address the student's needs for transition from secondary services to postsecondary education and training, employment, community participation, recreation, and leisure and home living. In developing the program, districts must inform parents of the full range of transitional goals and related services that should be considered. The program must include a statement of the needed transition services, including a statement of the interagency responsibilities or linkages or both before secondary services are concluded. If the individualized education program meets the plan components in section 120B.125, the individualized education
program satisfies the requirement and no additional transition plan is needed; The
individualized education program may report the student's performance on general state or
districtwide assessments related to the student's educational needs;

(2) children with a disability under age five and their families are provided special
instruction and services appropriate to the child's level of functioning and needs;

(3) children with a disability and their parents or guardians are guaranteed procedural
safeguards and the right to participate in decisions involving identification, assessment
including assistive technology assessment, and educational placement of children with a
disability;

(4) eligibility and needs of children with a disability are determined by an initial
evaluation or reevaluation, which may be completed using existing data under United States
Code, title 20, section 33, et seq.;

(5) to the maximum extent appropriate, children with a disability, including those in
public or private institutions or other care facilities, are educated with children who are not
disabled, and that special classes, separate schooling, or other removal of children with a
disability from the regular educational environment occurs only when and to the extent that
the nature or severity of the disability is such that education in regular classes with the use
of supplementary services cannot be achieved satisfactorily;

(6) in accordance with recognized professional standards, testing and evaluation materials,
and procedures used for the purposes of classification and placement of children with a
disability are selected and administered so as not to be racially or culturally discriminatory;

(7) the rights of the child are protected when the parents or guardians are not known or
not available, or the child is a ward of the state.

(c) For all paraprofessionals employed to work in programs whose role in part is to
provide direct support to students with disabilities, the school board in each district shall
ensure that:

(1) before or beginning at the time of employment, each paraprofessional must develop
sufficient knowledge and skills in emergency procedures, building orientation, roles and
responsibilities, confidentiality, vulnerability, and reportability, among other things, to begin
meeting the needs, especially disability-specific and behavioral needs, of the students with
whom the paraprofessional works;
(2) annual training opportunities are required to enable the paraprofessional to continue
to further develop the knowledge and skills that are specific to the students with whom the
paraprofessional works, including understanding disabilities, the unique and individual
needs of each student according to the student's disability and how the disability affects the
student's education and behavior, following lesson plans, and implementing follow-up
instructional procedures and activities; and

(3) a districtwide process obligates each paraprofessional to work under the ongoing
direction of a licensed teacher and, where appropriate and possible, the supervision of a
school nurse.

(d) A school district may conduct a functional behavior assessment as defined in
Minnesota Rules, part 3525.0210, subpart 22, as a stand-alone evaluation without conducting
a comprehensive evaluation of the student. A parent may request a school district to conduct
a comprehensive evaluation.

Sec. 2. [125A.081] SPECIAL EDUCATION SUPPLEMENTAL INFORMATION.
A school district is encouraged to include check boxes on all special education forms
and other materials identifying students who are:

(1) twice-exceptional;

(2) print disabled;

(3) served under a standards-based individualized education program; or

(4) served under an individualized education program with modifications.

Sec. 3. Minnesota Statutes 2018, section 125A.091, subdivision 3a, is amended to read:
Subd. 3a. Additional requirements for prior written notice. In addition to federal law
requirements, a prior written notice shall:

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

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

(i) request a conciliation conference under subdivision 7 or another alternative dispute
resolution procedure under subdivision 8 or 9.
82.1 (ii) identify the specific part of the proposal or refusal the parent objects to and request a meeting of the individualized education program team.

82.3 Sec. 4. Minnesota Statutes 2018, section 125A.091, subdivision 7, is amended to read:

82.4 Subd. 7. Conciliation conference. A parent must have an opportunity to request a meeting with appropriate members of the individualized education program team or meet with appropriate district staff in at least one conciliation conference if the parent objects to any proposal of which the parent receives notice under subdivision 3a. A district must hold a conciliation conference within ten calendar days from the date the district receives a parent's objection to a proposal or refusal in the prior written notice request for a conciliation conference. Except as provided in this section, all discussions held during a conciliation conference are confidential and are not admissible in a due process hearing. Within five school days after the final conciliation conference, the district must prepare and provide to the parent a conciliation conference memorandum that describes the district's final proposed offer of service. This memorandum is admissible in evidence in any subsequent proceeding.

82.15 Sec. 5. APPROPRIATIONS.

82.16 Subdivision 1. Department of Education. The sums indicated in this section are appropriated from the general fund to the Department of Education for the fiscal years designated.

82.19 Subd. 2. Special education; regular. For special education aid under Minnesota Statutes, section 125A.75:

82.21 $ 1,592,153,000 .... 2020
82.22 $ 1,706,195,000 .... 2021

82.23 The 2020 appropriation includes $184,363,000 for 2019 and $1,407,790,000 for 2020.

82.24 The 2021 appropriation includes $198,176,000 for 2020 and $1,508,019,000 for 2021.

82.25 Subd. 3. Aid for children with disabilities. (a) For aid under Minnesota Statutes, section 125A.75, subdivision 3, for children with disabilities placed in residential facilities within the district boundaries for whom no district of residence can be determined:

82.28 $ 1,382,000 .... 2020
82.29 $ 1,564,000 .... 2021

82.26 (b) If the appropriation for either year is insufficient, the appropriation for the other year is available.
Subd. 4. **Travel for home-based services.** For aid for teacher travel for home-based services under Minnesota Statutes, section 125A.75, subdivision 1:

- $422,000 ..... 2020
- $442,000 ..... 2021

The 2020 appropriation includes $40,000 for 2019 and $382,000 for 2020.

The 2021 appropriation includes $42,000 for 2020 and $400,000 for 2021.

Subd. 5. **Court-placed special education revenue.** For reimbursing serving school districts for unreimbursed eligible expenditures attributable to children placed in the serving school district by court action under Minnesota Statutes, section 125A.79, subdivision 4:

- $31,000 ..... 2020
- $32,000 ..... 2021

Subd. 6. **Special education out-of-state tuition.** For special education out-of-state tuition under Minnesota Statutes, section 125A.79, subdivision 8:

- $250,000 ..... 2020
- $250,000 ..... 2021

**ARTICLE 5**

**SCHOOL SAFETY**

Section 1. Minnesota Statutes 2018, section 120B.21, is amended to read:

120B.21 MENTAL HEALTH EDUCATION.

School districts and charter schools are encouraged to provide mental health instruction for students in grades 6 through 12 aligned with local health standards and integrated into existing programs, curriculum, or the general school environment of a district or charter school. The commissioner, in consultation with the commissioner of human services and a mental health organization, is encouraged to must, by July 1, 2020, and July 1 of each even-numbered year thereafter, provide districts and charter schools with resources gathered by Minnesota mental health advocates, including:

1. age-appropriate model learning activities for grades 6 through 12 that encompass the mental health components of the National Health Education Standards and the benchmarks developed by the department's quality teaching network in health and best practices in mental health education; and
(2) a directory of resources for planning and implementing age-appropriate mental health curriculum and instruction in grades 6 through 12 that includes resources on suicide and self-harm prevention.

Sec. 2. Minnesota Statutes 2018, section 121A.035, is amended by adding a subdivision to read:

Subd. 3. School floor plans. A school district and charter school must provide the law enforcement agency or other emergency management officials servicing the school district or charter school with a school floor plan or map that shows doors, windows, stairways, room numbers, and other information useful to first responders in crisis situations.

Sec. 3. [121A.35] SAFETY ASSESSMENT POLICY.

A school board and a charter school must adopt a safety assessment policy that establishes a process for the assessment of and intervention with students whose behavior may pose a threat to the safety of school staff or students. The policy must be consistent with the Minnesota school safety center’s recommendations. The policy must include procedures for parent notification and student referrals as appropriate. Nothing in this section precludes school personnel from acting immediately to address an imminent threat.

Sec. 4. Minnesota Statutes 2018, section 123B.61, is amended to read:

123B.61 PURCHASE OF CERTAIN EQUIPMENT.

(a) The board of a district may issue general obligation certificates of indebtedness or capital notes subject to the district debt limits to:

(1) purchase vehicles, computers, telephone systems, cable equipment, photocopy and office equipment, technological equipment for instruction, public announcement systems, emergency communications devices, other equipment related to violence prevention and facility security, and other capital equipment having an expected useful life at least as long as the terms of the certificates or notes;

(2) purchase computer hardware and software, without regard to its expected useful life, whether bundled with machinery or equipment or unbundled, together with application development services and training related to the use of the computer; and

(3) prepay special assessments.

(b) The certificates or notes must be payable in not more than ten years and must be issued on the terms and in the manner determined by the board, except that certificates or
notes issued to prepay special assessments must be payable in not more than 20 years. The certificates or notes may be issued by resolution and without the requirement for an election. The certificates or notes are general obligation bonds for purposes of section 126C.55.

(c) A tax levy must be made for the payment of the principal and interest on the certificates or notes, in accordance with section 475.61, as in the case of bonds. The sum of the tax levies under this section and section 123B.62 for each year must not exceed the lesser of the sum of the amount of the district's total operating capital revenue and safe schools revenue or the sum of the district's levy in the general and community service funds excluding the adjustments under this section for the year preceding the year the initial debt service levies are certified.

(d) The district's general fund levy for each year must be reduced by the sum of:

1. the amount of the tax levies for debt service certified for each year for payment of the principal and interest on the certificates or notes issued under this section as required by section 475.61;
2. the amount of the tax levies for debt service certified for each year for payment of the principal and interest on bonds issued under section 123B.62; and
3. any excess amount in the debt redemption fund used to retire bonds, certificates, or notes issued under this section or section 123B.62 after April 1, 1997, other than amounts used to pay capitalized interest.

(e) If the district's general fund levy is less than the amount of the reduction, the balance shall be deducted first from the district's community service fund levy, and next from the district's general fund or community service fund levies for the following year.

(f) A district using an excess amount in the debt redemption fund to retire the certificates or notes shall report the amount used for this purpose to the commissioner by July 15 of the following fiscal year. A district having an outstanding capital loan under section 126C.69 or an outstanding debt service loan under section 126C.68 must not use an excess amount in the debt redemption fund to retire the certificates or notes.

EFFECTIVE DATE. This section is effective July 1, 2019.

Sec. 5. Minnesota Statutes 2018, section 124E.03, subdivision 2, is amended to read:

Subd. 2. Certain federal, state, and local requirements. (a) A charter school shall meet all federal, state, and local health and safety requirements applicable to school districts.
(b) A school must comply with statewide accountability requirements governing standards and assessments in chapter 120B.

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

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

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

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

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

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

(i) A charter school must adopt a policy, plan, budget, and process, consistent with section 120B.11, to review curriculum, instruction, and student achievement and strive for the world's best workforce.

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

(k) A charter school must adopt a safety assessment policy consistent with section 121A.35.

Sec. 6. Minnesota Statutes 2018, section 126C.44, is amended to read:

126C.44 SAFE SCHOOLS LEVY REVENUE.

Subdivision 1. Safe schools revenue. (a) Each district may make a levy on all taxable property located within the district for the purposes specified in this section. The maximum amount which may be levied for all costs under this section shall be equal to $36 multiplied by the district's adjusted pupil units for the school year. For fiscal year 2020 and later, safe schools revenue for a school district equals the sum of its safe schools levy and its safe schools aid.
Subd. 2. Safe schools levy. (a) For fiscal year 2020 and later, a district's safe schools
levy equals the sum of its initial safe schools levy and its intermediate safe schools levy.
(b) For fiscal year 2020 and later, the initial safe schools levy for a district equals $36
times the district's adjusted pupil units for the school year.
(c) For fiscal year 2020 and later, the intermediate safe schools levy for a school district
that is a member of an intermediate school district equals $15 times the district's adjusted
pupil units for the school year.

Subd. 3. Safe schools aid. For fiscal year 2020 and 2021, a district's safe schools aid
equals the greater of (1) $32,000 minus the permitted levy under subdivision 2, paragraph
(b), or (2) $38 times the district's adjusted pupil units for the school year. For fiscal year
2022 and later, a district's safe schools aid equals zero.

Subd. 3a. Intermediate district revenue transfer. Revenue raised under subdivision
2, paragraph (c), must be transferred to the intermediate school district of which the district
is a member and used only for costs associated with safe schools activities authorized under
subdivision 5, paragraph (a), clauses (1) to (10).

Subd. 4. Safe schools revenue for a charter school. (a) For fiscal year 2020 and 2021,
safe schools revenue for a charter school equals $38 times the adjusted pupil units for the
school year. For fiscal year 2022 and later, safe schools revenue for a charter school equals
zero.
(b) The revenue must be reserved and used only for costs associated with safe schools
activities authorized under subdivision 5, paragraph (a), clauses (1) to (10), or for building
lease expenses not funded by charter school building lease aid that are attributable to facility
security enhancements made by the landlord after March 1, 2019.

Subd. 5. Uses of safe schools revenue. (a) The proceeds of the levy revenue must be
reserved and used for directly funding the following purposes or for reimbursing the cities
and counties who contract with the district for the following purposes:
(1) to pay the costs incurred for the salaries, benefits, and transportation costs of peace
officers and sheriffs for liaison in services in the district's schools;
(2) to pay the costs for a drug abuse prevention program as defined in section 609.101,
subdivision 3, paragraph (e), in the elementary schools;
(3) to pay the costs for a gang resistance education training curriculum in the district's
schools;
88.1 (4) to pay the costs for security in the district's schools and on school property;
88.2 (5) to pay the costs for other crime prevention, drug abuse, student and staff safety,
88.3 voluntary opt-in suicide prevention tools, and violence prevention measures taken by the
88.4 school district;
88.5 (6) to pay costs for licensed school counselors, licensed school nurses, licensed school
88.6 social workers, licensed school psychologists, and licensed alcohol and chemical dependency
88.7 counselors to help provide early responses to problems;
88.8 (7) to pay for facility security enhancements including laminated glass, public
88.9 announcement systems, emergency communications devices, and equipment and facility
88.10 modifications related to violence prevention and facility security;
88.11 (8) to pay for costs associated with improving the school climate; or
88.12 (9) to pay costs for colocating and collaborating with mental health professionals who
88.13 are not district employees or contractors or for school-linked mental health services delivered
88.14 by telemedicine;
88.15 (10) to pay the costs of enhancing cybersecurity in the district's information systems; or
88.16 (11) by board resolution, to transfer money into the debt redemption fund to pay the
88.17 amounts needed to meet, when due, principal and interest payments on obligations issued
88.18 under sections 123B.61 and 123B.62 for purposes included in clause (7).
88.19 (b) For expenditures under paragraph (a), clause (1), the district must initially attempt
88.20 to contract for services to be provided by peace officers or sheriffs with the police department
88.21 of each city or the sheriff's department of the county within the district containing the school
88.22 receiving the services. If a local police department or a county sheriff's department does
88.23 not wish to provide the necessary services, the district may contract for these services with
88.24 any other police or sheriff's department located entirely or partially within the school district's
88.25 boundaries.
88.26 (c) A school district that is a member of an intermediate school district may include in
88.27 its authority under this section the costs associated with safe schools activities authorized
88.28 under paragraph (a) for intermediate school district programs. This authority must not exceed
88.29 $15 times the adjusted pupil units of the member districts. This authority is in addition to
88.30 any other authority authorized under this section. Revenue raised under this paragraph must
88.31 be transferred to the intermediate school district.
88.32 Subd. 6. Report. By January 15 of each year, the commissioner of education must deliver
88.33 to the chairs and ranking minority members of the legislative committees with jurisdiction

Article 5 Sec. 6. 88
over kindergarten through grade 12 education a report detailing district-level expenditures

of safe schools revenue for the prior fiscal year for each of the authorized purposes under

subdivision 5.

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2020 and later.

Sec. 7. [245.4901] SCHOOL-LINKED MENTAL HEALTH GRANTS.

Subdivision 1. Establishment. The commissioner of human services shall establish a

school-linked mental health grant program to provide early identification and intervention

for students with mental health needs and to build the capacity of schools to support students

with mental health needs in the classroom.

Subd. 2. Eligible applicants. An eligible applicant for school-linked mental health grants

is an entity that is:

(1) certified under Minnesota Rules, parts 9520.0750 to 9520.0870;

(2) a community mental health center under section 256B.0625, subdivision 5;

(3) an Indian health service facility or a facility owned and operated by a tribe or tribal

organization operating under United States Code, title 25, section 5321;

(4) a provider of children's therapeutic services and supports as defined in section

256B.0943; or

(5) enrolled in medical assistance as a mental health or substance use disorder provider

agency and employs at least two full-time equivalent mental health professionals as defined

in section 245.4871, subdivision 27, clauses (1) to (6), or two alcohol and drug counselors

licensed or exempt from licensure under chapter 148F who are qualified to provide clinical

services to children and families.

Subd. 3. Allowable grant activities and related expenses. (a) Allowable grant activities

and related expenses may include but are not limited to:

(1) identifying and diagnosing mental health conditions of students;

(2) delivering mental health treatment and services to students and their families,

including via telemedicine consistent with section 256B.0625, subdivision 3b;

(3) supporting families in meeting their child's needs, including navigating health care,

social service, and juvenile justice systems;

(4) providing transportation for students receiving school-linked mental health services

when school is not in session;
(5) building the capacity of schools to meet the needs of students with mental health concerns, including school staff development activities for licensed and nonlicensed staff; and

(6) purchasing equipment, connection charges, on-site coordination, set-up fees, and site fees in order to deliver school-linked mental health services via telemedicine.

(b) Grantees shall obtain all available third-party reimbursement sources as a condition of receiving a grant. For purposes of this grant program, a third-party reimbursement source excludes a public school as defined in section 120A.20, subdivision 1. Grantees shall serve students regardless of health coverage status or ability to pay.

Subd. 4. Data collection and outcome measurement. Grantees shall provide data to the commissioner for the purpose of evaluating the effectiveness of the school-linked mental health grant program.

Subd. 5. Specialized grants. (a) Specialized grants must be made available to eligible applicants under subdivision 2, serving a public school program that provides instruction to students in a setting of federal instructional level 4 or higher. Specialized grants must first be awarded to providers working in conjunction with school programs that received a grant under Laws 2016, chapter 189, article 25, section 62, subdivision 2, and Laws 2017, First Special Session chapter 5, article 2, section 56. Additional specialized grants may be made available to eligible applicants under subdivision 2, who cooperate with programs operated by:

(1) a school district or charter school; or

(2) a special education cooperative or other cooperative unit under section 123A.24, subdivision 2.

(b) In addition to allowable grant expenses under subdivision 3, grant funds awarded under this subdivision may be used to develop innovative therapeutic teaching models.

Sec. 8. Minnesota Statutes 2018, section 299F.30, subdivision 1, is amended to read:

Subdivision 1. Duties of fire marshal. Consistent with sections 121A.035, 121A.037, and this section, it shall be the duty of the state fire marshal, deputies and assistants, to require public and private schools and educational institutions to have at least five fire drills each school year, including at least four drills as provided under subdivision 2, paragraph (a), and to keep all doors and exits unlocked from the inside of the building during school hours.
Sec. 9. Minnesota Statutes 2018, section 299F.30, subdivision 2, is amended to read:

Subd. 2. Fire drill. (a) Each superintendent, principal, or other person in charge of a public or private school, educational institution, children's home or orphanage housing 20 or more students or other persons, shall instruct and train such students or other persons to quickly and expeditiously quit the premises in case of fire or other emergency by means of drills or rapid dismissals while such school, institution, home, or orphanage is in operation.

(b) In addition to the drills required under paragraph (a), a public or private school or educational institution may implement an alternative fire drill that does not require students or other persons to quit the premises. A school or educational institution choosing to develop and implement nonevacuating fire drill protocols must work in partnership with the local fire chief or the fire chief's designee and chief law enforcement officers or their designee.

(c) Records of such fire drills shall be posted so that such records are available for review by the state fire marshal at all times and shall include the type of drill conducted, nonevacuation or evacuation, and drill date and the time required to evacuate the building, if the drill required an evacuation.

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

Sec. 10. Minnesota Statutes 2018, section 626.556, subdivision 2, is amended to read:

Subd. 2. Definitions. As used in this section, the following terms have the meanings given them unless the specific content indicates otherwise:

(a) "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:

(1) is not likely to occur and could not have been prevented by exercise of due care; and

(2) if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence or event.

(b) "Commissioner" means the commissioner of human services.

(c) "Facility" means:

(1) a licensed or unlicensed day care facility, certified license-exempt child care center, residential facility, agency, hospital, sanitarium, or other facility or institution required to
be licensed under sections 144.50 to 144.58, 241.021, or 245A.01 to 245A.16, or chapter
144H, 245D, or 245H;

(2) a school as defined in section 120A.05, subdivisions 9, 11, and 13; and chapter 124E;

or

(3) a nonlicensed personal care provider organization as defined in section 256B.0625, subdivision 19a.

(d) "Family assessment" means a comprehensive assessment of child safety, risk of subsequent child maltreatment, and family strengths and needs that is applied to a child maltreatment report that does not allege sexual abuse or substantial child endangerment. Family assessment does not include a determination as to whether child maltreatment occurred but does determine the need for services to address the safety of family members and the risk of subsequent maltreatment.

(e) "Investigation" means fact gathering related to the current safety of a child and the risk of subsequent maltreatment that determines whether child maltreatment occurred and whether child protective services are needed. An investigation must be used when reports involve sexual abuse or substantial child endangerment, and for reports of maltreatment in facilities required to be licensed or certified under chapter 245A, 245D, or 245H; under sections 144.50 to 144.58 and 241.021; in a school as defined in section 120A.05, subdivisions 9, 11, and 13, and chapter 124E; or in a nonlicensed personal care provider association as defined in section 256B.0625, subdivision 19a.

(f) "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.

(g) "Neglect" means the commission or omission of any of the acts specified under clauses (1) to (9), other than by accidental means:

(1) failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child's physical or mental health when reasonably able to do so;

(2) failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
(3) failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for the child's own basic needs or safety, or the basic needs or safety of another child in their care;

(4) failure to ensure that the child is educated as defined in sections 120A.22 and 260C.163, subdivision 11, which does not include a parent's refusal to provide the parent's child with sympathomimetic medications, consistent with section 125A.091, subdivision 5;

(5) nothing in this section shall be construed to mean that a child is neglected solely because the child's parent, guardian, or other person responsible for the child's care in good faith selects and depends upon spiritual means or prayer for treatment or care of disease or remedial care of the child in lieu of medical care; except that a parent, guardian, or caretaker, or a person mandated to report pursuant to subdivision 3, has a duty to report if a lack of medical care may cause serious danger to the child's health. This section does not impose upon persons, not otherwise legally responsible for providing a child with necessary food, clothing, shelter, education, or medical care, a duty to provide that care;

(6) prenatal exposure to a controlled substance, as defined in section 253B.02, subdivision 2, used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child at birth, medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance, or the presence of a fetal alcohol spectrum disorder;

(7) "medical neglect" as defined in section 260C.007, subdivision 6, clause (5);

(8) chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child's basic needs and safety;

(9) emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

(h) "Nonmaltreatment mistake" means:

(1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minnesota Rules, part 9503.0045;
(2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years;

(3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years;

(4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and

(5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident.

This definition only applies to child care centers licensed under Minnesota Rules, chapter 9503. If clauses (1) to (5) apply, rather than making a determination of substantiated maltreatment by the individual, the commissioner of human services shall determine that a nonmaltreatment mistake was made by the individual.

(i) "Operator" means an operator or agency as defined in section 245A.02.

(j) "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.

(k) "Physical abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care on a child other than by accidental means, or any physical or mental injury that cannot reasonably be explained by the child's history of injuries, or any aversive or deprivation procedures, or regulated interventions, that have not been authorized under section 125A.0942 or 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by section 121A.582. Actions which are not reasonable and moderate include, but are not limited to, any of the following:

(1) throwing, kicking, burning, biting, or cutting a child;
(2) striking a child with a closed fist;
(3) shaking a child under age three;
(4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age;
(5) unreasonable interference with a child's breathing;
(6) threatening a child with a weapon, as defined in section 609.02, subdivision 6;
(7) striking a child under age one on the face or head;
(8) striking a child who is at least age one but under age four on the face or head, which results in an injury;
(9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child; or other substances that substantially affect the child's behavior, motor coordination, or judgment or that results in sickness or internal injury, or subjects the child to medical procedures that would be unnecessary if the child were not exposed to the substances;
(10) unreasonable physical confinement or restraint not permitted under section 609.379, including but not limited to tying, caging, or chaining; or
(11) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under section 121A.58.

(l) "Practice of social services," for the purposes of subdivision 3, includes but is not limited to employee assistance counseling and the provision of guardian ad litem and parenting time expeditor services.

(m) "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes neglect or physical or sexual abuse of a child and contains sufficient content to identify the child and any person believed to be responsible for the neglect or abuse, if known.

(n) "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child, as defined in section 609.341, or by a person in a position of authority, as defined in section 609.341, subdivision 10, to any act which constitutes a violation of section 609.342 (criminal sexual conduct in the first degree), 609.343 (criminal sexual conduct in the second degree), 609.344 (criminal sexual
conduct in the third degree), 609.345 (criminal sexual conduct in the fourth degree), or 609.3451 (criminal sexual conduct in the fifth degree), or 609.352 (solicitation of children to engage in sexual conduct; communication of sexually explicit materials to children).

Sexual abuse also includes any act which involves a minor which constitutes a violation of prostitution offenses under sections 609.321 to 609.324 or 617.246. Effective May 29, 2017, sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes child sex trafficking as defined in section 609.321, subdivisions 7a and 7b. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration as an offender under section 243.166, subdivision 1b, paragraph (a) or (b), or required registration under section 243.166, subdivision 1b, paragraph (a) or (b).

(o) "Substantial child endangerment" means a person responsible for a child's care, by act or omission, commits or attempts to commit an act against a child under their care that constitutes any of the following:

(1) egregious harm as defined in section 260C.007, subdivision 14;
(2) abandonment under section 260C.301, subdivision 2;
(3) neglect as defined in paragraph (g), clause (2), that substantially endangers the child's physical or mental health, including a growth delay, which may be referred to as failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
(4) murder in the first, second, or third degree under section 609.185, 609.19, or 609.195;
(5) manslaughter in the first or second degree under section 609.20 or 609.205;
(6) assault in the first, second, or third degree under section 609.221, 609.222, or 609.223;
(7) solicitation, inducement, and promotion of prostitution under section 609.322;
(8) criminal sexual conduct under sections 609.342 to 609.3451;
(9) solicitation of children to engage in sexual conduct under section 609.352;
(10) malicious punishment or neglect or endangerment of a child under section 609.377 or 609.378;
(11) use of a minor in sexual performance under section 617.246; or
(12) parental behavior, status, or condition which mandates that the county attorney file a termination of parental rights petition under section 260C.503, subdivision 2.
"Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care, as defined in paragraph (j), clause (1), who has:

1. subject a child to, or failed to protect a child from, an overt act or condition that constitutes egregious harm, as defined in section 260C.007, subdivision 14, or a similar law of another jurisdiction;
2. been found to be palpably unfit under section 260C.301, subdivision 1, paragraph (b), clause (4), or a similar law of another jurisdiction;
3. committed an act that has resulted in an involuntary termination of parental rights under section 260C.301, or a similar law of another jurisdiction; or
4. committed an act that has resulted in the involuntary transfer of permanent legal and physical custody of a child to a relative under Minnesota Statutes 2010, section 260C.201, subdivision 11, paragraph (d), clause (1), section 260C.515, subdivision 4, or a similar law of another jurisdiction.

A child is the subject of a report of threatened injury when the responsible social services agency receives birth match data under paragraph (q) from the Department of Human Services.

Upon receiving data under section 144.225, subdivision 2b, contained in a birth record or recognition of parentage identifying a child who is subject to threatened injury under paragraph (p), the Department of Human Services shall send the data to the responsible social services agency. The data is known as "birth match" data. Unless the responsible social services agency has already begun an investigation or assessment of the report due to the birth of the child or execution of the recognition of parentage and the parent's previous history with child protection, the agency shall accept the birth match data as a report under this section. The agency may use either a family assessment or investigation to determine whether the child is safe. All of the provisions of this section apply. If the child is determined to be safe, the agency shall consult with the county attorney to determine the appropriateness of filing a petition alleging the child is in need of protection or services under section 260C.007, subdivision 6, clause (16), in order to deliver needed services. If the child is determined not to be safe, the agency and the county attorney shall take appropriate action as required under section 260C.503, subdivision 2.

Persons who conduct assessments or investigations under this section shall take into account accepted child-rearing practices of the culture in which a child participates and
accepted teacher discipline practices, which are not injurious to the child's health, welfare, and safety.

Sec. 11. Minnesota Statutes 2018, section 626.556, subdivision 3b, is amended to read:

Subd. 3b. Agency responsible for assessing or investigating reports of maltreatment. The Department of Education is the agency responsible for assessing or investigating allegations of child maltreatment in schools as defined in section 120A.05, subdivisions 9, 11, and 13; and chapter 124E. The Department of Education's responsibility to assess and investigate includes allegations of maltreatment involving students 18 to 21 years of age, including students receiving special education services, up to and until graduation and the issuance of a secondary or high school diploma.

Sec. 12. Minnesota Statutes 2018, section 626.556, subdivision 10, is amended to read:

Subd. 10. Duties of local welfare agency and local law enforcement agency upon receipt of report; mandatory notification between police or sheriff and agency. (a) The police department or the county sheriff shall immediately notify the local welfare agency or agency responsible for child protection reports under this section orally and in writing when a report is received. The local welfare agency or agency responsible for child protection reports shall immediately notify the local police department or the county sheriff orally and in writing when a report is received. The county sheriff and the head of every local welfare agency, agency responsible for child protection reports, and police department shall each designate a person within their agency, department, or office who is responsible for ensuring that the notification duties of this paragraph are carried out. When the alleged maltreatment occurred on tribal land, the local welfare agency or agency responsible for child protection reports and the local police department or the county sheriff shall immediately notify the tribe's social services agency and tribal law enforcement orally and in writing when a report is received. When a police department or county sheriff determines that a child has been the subject of physical abuse, sexual abuse, or neglect by a person licensed by the Professional Educator Licensing and Standards Board or the Board of School Administrators, the department or sheriff shall, in addition to its other duties under this section, immediately inform the licensing board.

(b) Upon receipt of a report, the local welfare agency shall determine whether to conduct a family assessment or an investigation as appropriate to prevent or provide a remedy for child maltreatment. The local welfare agency:
(1) shall conduct an investigation on reports involving sexual abuse or substantial child endangerment;

(2) shall begin an immediate investigation if, at any time when it is using a family assessment response, it determines that there is reason to believe that sexual abuse or substantial child endangerment or a serious threat to the child's safety exists;

(3) may conduct a family assessment for reports that do not allege sexual abuse or substantial child endangerment. In determining that a family assessment is appropriate, the local welfare agency may consider issues of child safety, parental cooperation, and the need for an immediate response;

(4) may conduct a family assessment on a report that was initially screened and assigned for an investigation. In determining that a complete investigation is not required, the local welfare agency must document the reason for terminating the investigation and notify the local law enforcement agency if the local law enforcement agency is conducting a joint investigation; and

(5) shall provide immediate notice, according to section 260.761, subdivision 2, to an Indian child's tribe when the agency has reason to believe the family assessment or investigation may involve an Indian child. For purposes of this clause, "immediate notice" means notice provided within 24 hours.

If the report alleges neglect, physical abuse, or sexual abuse by a parent, guardian, or individual functioning within the family unit as a person responsible for the child's care, or sexual abuse by a person with a significant relationship to the child when that person resides in the child's household or by a sibling, the local welfare agency shall immediately conduct a family assessment or investigation as identified in clauses (1) to (4). In conducting a family assessment or investigation, the local welfare agency shall gather information on the existence of substance abuse and domestic violence and offer services for purposes of preventing future child maltreatment, safeguarding and enhancing the welfare of the abused or neglected minor, and supporting and preserving family life whenever possible. If the report alleges a violation of a criminal statute involving sexual abuse, physical abuse, or neglect or endangerment, under section 609.378, the local law enforcement agency and local welfare agency shall coordinate the planning and execution of their respective investigation and assessment efforts to avoid a duplication of fact-finding efforts and multiple interviews. Each agency shall prepare a separate report of the results of its investigation or assessment. In cases of alleged child maltreatment resulting in death, the local agency may rely on the fact-finding efforts of a law enforcement investigation to make a determination of whether...
or not maltreatment occurred. When necessary the local welfare agency shall seek authority to remove the child from the custody of a parent, guardian, or adult with whom the child is living. In performing any of these duties, the local welfare agency shall maintain appropriate records.

If the family assessment or investigation indicates there is a potential for abuse of alcohol or other drugs by the parent, guardian, or person responsible for the child's care, the local welfare agency shall conduct a chemical use assessment pursuant to Minnesota Rules, part 9530.6615.

(c) When a local agency receives a report or otherwise has information indicating that a child who is a client, as defined in section 245.91, has been the subject of physical abuse, sexual abuse, or neglect at an agency, facility, or program as defined in section 245.91, it shall, in addition to its other duties under this section, immediately inform the ombudsman established under sections 245.91 to 245.97. The commissioner of education shall inform the ombudsman established under sections 245.91 to 245.97 of reports regarding a child defined as a client in section 245.91 that maltreatment occurred at a school as defined in section 120A.05, subdivisions 9, 11, and 13, and chapter 124E.

(d) Authority of the local welfare agency responsible for assessing or investigating the child abuse or neglect report, the agency responsible for assessing or investigating the report, and of the local law enforcement agency for investigating the alleged abuse or neglect includes, but is not limited to, authority to interview, without parental consent, the alleged victim and any other minors who currently reside with or who have resided with the alleged offender. The interview may take place at school or at any facility or other place where the alleged victim or other minors might be found or the child may be transported to, and the interview conducted at, a place appropriate for the interview of a child designated by the local welfare agency or law enforcement agency. The interview may take place outside the presence of the alleged offender or parent, legal custodian, guardian, or school official. For family assessments, it is the preferred practice to request a parent or guardian's permission to interview the child prior to conducting the child interview, unless doing so would compromise the safety assessment. Except as provided in this paragraph, the parent, legal custodian, or guardian shall be notified by the responsible local welfare or law enforcement agency no later than the conclusion of the investigation or assessment that this interview has occurred. Notwithstanding rule 32 of the Minnesota Rules of Procedure for Juvenile Courts, the juvenile court may, after hearing on an ex parte motion by the local welfare agency, order that, where reasonable cause exists, the agency withhold notification of this interview from the parent, legal custodian, or guardian. If the interview took place or is to
take place on school property, the order shall specify that school officials may not disclose
to the parent, legal custodian, or guardian the contents of the notification of intent to interview
the child on school property, as provided under this paragraph, and any other related
information regarding the interview that may be a part of the child's school record. A copy
of the order shall be sent by the local welfare or law enforcement agency to the appropriate
school official.

(e) When the local welfare, local law enforcement agency, or the agency responsible
for assessing or investigating a report of maltreatment determines that an interview should
take place on school property, written notification of intent to interview the child on school
property must be received by school officials prior to the interview. The notification shall
include the name of the child to be interviewed, the purpose of the interview, and a reference
to the statutory authority to conduct an interview on school property. For interviews
conducted by the local welfare agency, the notification shall be signed by the chair of the
local social services agency or the chair's designee. The notification shall be private data
on individuals subject to the provisions of this paragraph. School officials may not disclose
to the parent, legal custodian, or guardian the contents of the notification or any other related
information regarding the interview until notified in writing by the local welfare or law
enforcement agency that the investigation or assessment has been concluded, unless a school
employee or agent is alleged to have maltreated the child. Until that time, the local welfare
or law enforcement agency or the agency responsible for assessing or investigating a report
of maltreatment shall be solely responsible for any disclosures regarding the nature of the
assessment or investigation.

Except where the alleged offender is believed to be a school official or employee, the
time and place, and manner of the interview on school premises shall be within the discretion
of school officials, but the local welfare or law enforcement agency shall have the exclusive
authority to determine who may attend the interview. The conditions as to time, place, and
manner of the interview set by the school officials shall be reasonable and the interview
shall be conducted not more than 24 hours after the receipt of the notification unless another
time is considered necessary by agreement between the school officials and the local welfare
or law enforcement agency. Where the school fails to comply with the provisions of this
paragraph, the juvenile court may order the school to comply. Every effort must be made
to reduce the disruption of the educational program of the child, other students, or school
staff when an interview is conducted on school premises.

(f) Where the alleged offender or a person responsible for the care of the alleged victim
or other minor prevents access to the victim or other minor by the local welfare agency, the
juvenile court may order the parents, legal custodian, or guardian to produce the alleged
victim or other minor for questioning by the local welfare agency or the local law
enforcement agency outside the presence of the alleged offender or any person responsible
for the child's care at reasonable places and times as specified by court order.

(g) Before making an order under paragraph (f), the court shall issue an order to show
cause, either upon its own motion or upon a verified petition, specifying the basis for the
requested interviews and fixing the time and place of the hearing. The order to show cause
shall be served personally and shall be heard in the same manner as provided in other cases
in the juvenile court. The court shall consider the need for appointment of a guardian ad
litem to protect the best interests of the child. If appointed, the guardian ad litem shall be
present at the hearing on the order to show cause.

(h) The commissioner of human services, the ombudsman for mental health and
developmental disabilities, the local welfare agencies responsible for investigating reports,
the commissioner of education, and the local law enforcement agencies have the right to
enter facilities as defined in subdivision 2 and to inspect and copy the facility's records,
including medical records, as part of the investigation. Notwithstanding the provisions of
chapter 13, they also have the right to inform the facility under investigation that they are
conducting an investigation, to disclose to the facility the names of the individuals under
investigation for abusing or neglecting a child, and to provide the facility with a copy of
the report and the investigative findings.

(i) The local welfare agency responsible for conducting a family assessment or
investigation shall collect available and relevant information to determine child safety, risk
of subsequent child maltreatment, and family strengths and needs and share not public
information with an Indian's tribal social services agency without violating any law of the
state that may otherwise impose duties of confidentiality on the local welfare agency in
order to implement the tribal state agreement. The local welfare agency or the agency
responsible for investigating the report shall collect available and relevant information to
ascertain whether maltreatment occurred and whether protective services are needed.
Information collected includes, when relevant, information with regard to the person reporting
the alleged maltreatment, including the nature of the reporter's relationship to the child and
to the alleged offender, and the basis of the reporter's knowledge for the report; the child
allegedly being maltreated; the alleged offender; the child's caretaker; and other collateral
sources having relevant information related to the alleged maltreatment. The local welfare
agency or the agency responsible for investigating the report may make a determination of
Information relevant to the assessment or investigation must be asked for, and may include:

(1) the child's sex and age; prior reports of maltreatment, including any maltreatment reports that were screened out and not accepted for assessment or investigation; information relating to developmental functioning; credibility of the child's statement; and whether the information provided under this clause is consistent with other information collected during the course of the assessment or investigation;

(2) the alleged offender's age, a record check for prior reports of maltreatment, and criminal charges and convictions. The local welfare agency or the agency responsible for assessing or investigating the report must provide the alleged offender with an opportunity to make a statement. The alleged offender may submit supporting documentation relevant to the assessment or investigation;

(3) collateral source information regarding the alleged maltreatment and care of the child. Collateral information includes, when relevant: (i) a medical examination of the child; (ii) prior medical records relating to the alleged maltreatment or the care of the child maintained by any facility, clinic, or health care professional and an interview with the treating professionals; and (iii) interviews with the child's caretakers, including the child's parent, guardian, foster parent, child care provider, teachers, counselors, family members, relatives, and other persons who may have knowledge regarding the alleged maltreatment and the care of the child; and

(4) information on the existence of domestic abuse and violence in the home of the child, and substance abuse.

Nothing in this paragraph precludes the local welfare agency, the local law enforcement agency, or the agency responsible for assessing or investigating the report from collecting other relevant information necessary to conduct the assessment or investigation.

Notwithstanding sections 13.384 or 144.291 to 144.298, the local welfare agency has access to medical data and records for purposes of clause (3). Notwithstanding the data's classification in the possession of any other agency, data acquired by the local welfare agency or the agency responsible for assessing or investigating the report during the course of the assessment or investigation are private data on individuals and must be maintained in accordance with subdivision 11. Data of the commissioner of education collected or maintained during and for the purpose of an investigation of alleged maltreatment in a school...
are governed by this section, notwithstanding the data's classification as educational,

licensing, or personnel data under chapter 13.

In conducting an assessment or investigation involving a school facility as defined in
subdivision 2, paragraph (c), the commissioner of education shall collect investigative
reports and data that are relevant to a report of maltreatment and are from local law
enforcement and the school facility.

(j) Upon receipt of a report, the local welfare agency shall conduct a face-to-face contact
with the child reported to be maltreated and with the child's primary caregiver sufficient to
complete a safety assessment and ensure the immediate safety of the child. The face-to-face
contact with the child and primary caregiver shall occur immediately if sexual abuse or
substantial child endangerment is alleged and within five calendar days for all other reports.

If the alleged offender was not already interviewed as the primary caregiver, the local welfare
agency shall also conduct a face-to-face interview with the alleged offender in the early
stages of the assessment or investigation. At the initial contact, the local child welfare agency
or the agency responsible for assessing or investigating the report must inform the alleged
offender of the complaints or allegations made against the individual in a manner consistent
with laws protecting the rights of the person who made the report. The interview with the
alleged offender may be postponed if it would jeopardize an active law enforcement
investigation.

(k) When conducting an investigation, the local welfare agency shall use a question and
answer interviewing format with questioning as nondirective as possible to elicit spontaneous
responses. For investigations only, the following interviewing methods and procedures must
be used whenever possible when collecting information:

(1) audio recordings of all interviews with witnesses and collateral sources; and

(2) in cases of alleged sexual abuse, audio-video recordings of each interview with the
alleged victim and child witnesses.

(l) In conducting an assessment or investigation involving a school facility as defined
in subdivision 2, paragraph (c), the commissioner of education shall collect available and
relevant information and use the procedures in paragraphs (j) and (k), and subdivision 3d,
except that the requirement for face-to-face observation of the child and face-to-face interview
of the alleged offender is to occur in the initial stages of the assessment or investigation
provided that the commissioner may also base the assessment or investigation on investigative
reports and data received from the school facility and local law enforcement, to the extent
those investigations satisfy the requirements of paragraphs (j) and (k), and subdivision 3d.
Sec. 13. APPROPRIATIONS.

Subdivision 1. Department of Education. The sums indicated in this section are appropriated from the general fund to the Department of Education for the fiscal years designated.

Subd. 2. Suicide prevention training for teachers. (a) For a grant to a nationally-recognized provider of evidence-based online training on suicide prevention and engagement of students experiencing mental distress:

(b) Training funded by the grant must be accessible to teachers in every school district, charter school, intermediate school district, service cooperative, and tribal school in Minnesota.

(c) The grant recipient must report to the commissioner of education the number of teachers completing the online training, average length of time to complete training, and length of average stay using the online training. The commissioner must survey online training users to determine their perception of the online training. By January 8, 2021, the commissioner must report the grant recipient's information and the survey results to the chairs and ranking minority members of the legislative committees having jurisdiction over kindergarten through grade 12 education.

(d) This is a onetime appropriation and is available until June 30, 2021.

Subd. 3. Safe schools aid. (a) For safe schools aid under Minnesota Statutes, section 126C.44:

(b) One hundred percent of the aid under Minnesota Statutes, section 126C.44, must be paid in the current year.

Subd. 4. School-linked mental health grants. (a) For transfer to the commissioner of human services for school-linked mental health grants under Minnesota Statutes, section 245.4901, subdivisions 1 to 5:

(b) Any balance in the first year is available in the second year. The base for fiscal year 2022 is $2,500,000. The base for fiscal year 2024 is $0.
ARTICLE 6

FACILITIES, FUND TRANSFERS, AND ACCOUNTING

Section 1. Minnesota Statutes 2018, section 121A.335, subdivision 3, is amended to read:

Subd. 3. Frequency of testing. (a) The plan under subdivision 2 must include a testing schedule for every building serving prekindergarten through grade 12 students. The schedule must require that each building be tested at least once every five years. A school district or charter school must begin testing school buildings by July 1, 2018, and complete testing of all buildings that serve students within five years.

(b) A school district or charter school that finds lead at a specific location providing cooking or drinking water within a facility must formulate, make publicly available, and implement a plan that is consistent with established guidelines and recommendations to ensure that student exposure to lead is minimized. This includes, when a school district or charter school finds the presence of lead at a level where action should be taken as set by the guidance in any water source that can provide cooking or drinking water, immediately shutting off the water source or making it unavailable until the hazard has been minimized.

Sec. 2. Minnesota Statutes 2018, section 121A.335, subdivision 5, is amended to read:

Subd. 5. Reporting. A school district or charter school that has tested its buildings for the presence of lead shall make the results of the testing available to the public for review and must notify parents of the availability of the information. School districts and charter schools must follow the actions outlined in guidance from the commissioners of health and education. If a test conducted under subdivision 3, paragraph (a), reveals the presence of lead above a level where action should be taken as set by the guidance, the school district or charter must, within 30 days of receiving the test result, either remediate the presence of lead to below the level set in guidance, verified by retest, or directly notify parents of the test result. The school district or charter school must make the water source unavailable until the hazard has been minimized.

Sec. 3. [121A.337] NOTIFICATION OF ENVIRONMENTAL HAZARDS.

If the Department of Health or Pollution Control Agency notifies a school district, charter school, or nonpublic school of environmental hazards that may affect the health of students or school staff, the school must notify school staff, students, and parents of the hazards as soon as practicable. The notice must include direction on how to obtain additional information about the hazard, including any actions that may reduce potential harm to those affected by the hazard.
Sec. 4. Minnesota Statutes 2018, section 123B.52, subdivision 6, is amended to read:

Subd. 6. Disposing of surplus school computers. (a) Notwithstanding section 471.345, governing school district contracts made upon sealed bid or otherwise complying with the requirements for competitive bidding, other provisions of this section governing school district contracts, or other law to the contrary, a school district under this subdivision may dispose of school computers, including a tablet device.

(b) A school district may dispose of a surplus school computer and related equipment if the district disposes of the surplus property by conveying the property and title to:

(1) another school district;

(2) the state Department of Corrections;

(3) the Board of Trustees of the Minnesota State Colleges and Universities; or

(4) the family of a student residing in the district whose total family income meets the federal definition of poverty; or

(5) a charitable organization under section 501(c)(3) of the Internal Revenue Code that is registered with the attorney general's office for educational use.

(c) If surplus school computers are not disposed of under paragraph (b), upon adoption of a written resolution of the school board, when updating or replacing school computers, including tablet devices, used primarily by students, a school district may sell or give used computers or tablets to qualifying students at the price specified in the written resolution.

A student is eligible to apply to the school board for a computer or tablet under this subdivision if the student is currently enrolled in the school and intends to enroll in the school in the year following the receipt of the computer or tablet. If more students apply for computers or tablets than are available, the school must first qualify students whose families are eligible for free or reduced-price meals, and then dispose of the remaining computers or tablets by lottery.

EFFECTIVE DATE. This section is effective July 1, 2019.

Sec. 5. [123B.651] ENERGY USE REDUCTION AND REPORTING FOR PUBLIC SCHOOLS.

Beginning October 1, 2019, each public school or school district reporting on behalf of a public school must enter and maintain monthly utility consumption data into the Minnesota B3 benchmarking program for all buildings under its custodial control. Reporting by a third party, including automatic reporting by an electric or gas utility, may be used to meet this
requirement. A school or school district must not be penalized for failure to comply with this section.

Sec. 6. Minnesota Statutes 2018, section 125B.26, subdivision 4, is amended to read:

Subd. 4. District aid. For fiscal year 2006 and later, a district, charter school, or intermediate school district's Internet access equity aid equals the district, charter school, or intermediate school district's approved cost for the previous fiscal year according to subdivision 1 exceeding $16 times the district's adjusted pupil units for the previous fiscal year or no reduction if the district is part of an organized telecommunications access cluster. Equity aid must be distributed to the telecommunications access cluster for districts, charter schools, or intermediate school districts that are members of the cluster or to individual districts, charter schools, or intermediate school districts not part of a telecommunications access cluster.

EFFECTIVE DATE. This section is effective for revenue in fiscal year 2020 and later.

Sec. 7. Minnesota Statutes 2018, section 125B.26, subdivision 5, is amended to read:

Subd. 5. Telecommunications/Internet access services for nonpublic schools. (a) Districts shall provide each year upon formal request by or on behalf of a nonpublic school, not including home schools, located in that district or area, ongoing or recurring telecommunications access services to the nonpublic school either through existing district providers or through separate providers.

(b) The amount of district aid for telecommunications access services for each nonpublic school under this subdivision equals the lesser of:

(1) 90 percent of the nonpublic school's approved cost for the previous fiscal year according to subdivision 1 exceeding $10 for fiscal year 2006 and later times the number of weighted pupils enrolled at the nonpublic school as of October 1 of the previous school year; or

(2) the product of the district's aid per pupil unit according to subdivision 4 times the number of weighted pupils enrolled at the nonpublic school as of October 1 of the previous school year.

(c) For purposes of this subdivision, nonpublic school pupils shall be weighted by grade level using the weighting factors defined in section 126C.05, subdivision 1.

(d) Each year, a district providing services under paragraph (a) may claim up to five percent of the aid determined in paragraph (b) for costs of administering this subdivision.
No district may expend an amount for these telecommunications access services which exceeds the amount allocated under this subdivision. The nonpublic school is responsible for the Internet access costs not covered by this section.

(e) At the request of a nonpublic school, districts may allocate the amount determined in paragraph (b) directly to the nonpublic school to pay for or offset the nonpublic school's costs for telecommunications access services; however, the amount allocated directly to the nonpublic school may not exceed the actual amount of the school's ongoing or recurring telecommunications access costs.

**EFFECTIVE DATE.** This section is effective for revenue in fiscal year 2020 and later.

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Sec. 8. Minnesota Statutes 2018, section 205A.07, subdivision 2, is amended to read:

Subd. 2. **Sample ballot, posting.** (a) For every school district primary, general, or special election, the school district clerk shall at least four days before the primary, general, or special election, post a sample ballot in the administrative offices of the school district for public inspection, and shall post a sample ballot in each polling place on election day.

(b) For a school district general or special election held to authorize the issuance of bonds to finance a capital project requiring review and comment under section 123B.71, the summary of the commissioner's review and comment and supplemental information required under section 123B.71, subdivision 12, paragraph (a), must be posted in the same manner as the sample ballot under paragraph (a).

**EFFECTIVE DATE.** This section is effective for elections held on or after August 1, 2019.

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Sec. 9. Minnesota Statutes 2018, section 471.59, subdivision 1, is amended to read:

Subdivision 1. **Agreement.** (a) Two or more governmental units, by agreement entered into through action of their governing bodies, may jointly or cooperatively exercise any power common to the contracting parties or any similar powers, including those which are the same except for the territorial limits within which they may be exercised. The agreement may provide for the exercise of such powers by one or more of the participating governmental units on behalf of the other participating units.

(b) The term "governmental unit" as used in this section includes every city, county, town, school district, service cooperative under section 123A.21, charter school under chapter 124E, independent nonprofit firefighting corporation, other political subdivision of
this or another state, another state, federally recognized Indian tribe, the University of Minnesota, the Minnesota Historical Society, nonprofit hospitals licensed under sections 144.50 to 144.56, rehabilitation facilities and extended employment providers that are certified by the commissioner of employment and economic development, day and supported employment services licensed under chapter 245D, and any agency of the state of Minnesota or the United States, and includes any instrumentality of a governmental unit. For the purpose of this section, an instrumentality of a governmental unit means an instrumentality having independent policy-making and appropriating authority.

Sec. 10. Minnesota Statutes 2018, section 475.58, subdivision 4, is amended to read:

Subd. 4. Proper use of bond proceeds. The proceeds of obligations issued after approval of the electors under this section may only be spent: (1) for the purposes stated in the ballot language; or (2) to pay, redeem, or defease obligations and interest, penalties, premiums, and costs of issuance of the obligations. The proceeds may not be spent for a different purpose or for an expansion of the original purpose without the approval by a majority of the electors voting on the question of changing or expanding the purpose of the obligations.

Sec. 11. Minnesota Statutes 2018, section 475.59, subdivision 1, is amended to read:

Subdivision 1. Generally; notice. (a) When the governing body of a municipality resolves to issue bonds for any purpose requiring the approval of the electors, it shall provide for submission of the proposition of their issuance at a general or special election or town or school district meeting. Notice of such election or meeting shall be given in the manner required by law and shall state the maximum amount and the purpose of the proposed issue.

(b) In any school district, the school board or board of education may, according to its judgment and discretion, submit as a single ballot question or as two or more separate questions in the notice of election and ballots the proposition of their issuance for any one or more of the following, stated conjunctively or in the alternative: acquisition or enlargement of sites, acquisition, betterment, erection, furnishing, equipping of one or more new schoolhouses, remodeling, repairing, improving, adding to, betterment, furnishing, equipping of one or more existing schoolhouses. The ballot question or questions submitted by a school board must state the name of the plan or plans being proposed by the district as submitted to the commissioner of education for review and comment under section 123B.71.

(c) In any city, town, or county, the governing body may, according to its judgment and discretion, submit as a single ballot question or as two or more separate questions in the
notice of election and ballots the proposition of their issuance, stated conjunctively or in
the alternative, for the acquisition, construction, or improvement of any facilities at one or
more locations.

**EFFECTIVE DATE.** This section is effective for elections held on or after August 1, 2019.

Sec. 12. **FUND TRANSFERS.**

Subdivision 1. **Truman.** (a) Notwithstanding Minnesota Statutes, section 123B.79, 123B.80, or 124D.135, on June 30, 2019, Independent School District No. 458, Truman, may permanently transfer up to $65,000 from the early childhood and family education reserve account in the community service fund to the undesignated general fund.

(b) Notwithstanding Minnesota Statutes, section 123B.79, 123B.80, or 124D.16, on June 30, 2019, Independent School District No. 458, Truman, may permanently transfer up to $45,000 from the school readiness reserve account in the community service fund to the undesignated general fund.

Subd. 2. **Minnetonka.** Notwithstanding Minnesota Statutes, section 123B.79, 123B.80, or 124D.20, subdivision 10, on June 30, 2019, Independent School District No. 276, Minnetonka, may permanently transfer up to $3,300,000 from its community education reserve fund balance to its reserved for operating capital account in the general fund. The transferred funds must be used only to design, construct, furnish, and equip an early childhood or community education classroom addition.

Subd. 3. **Hopkins.** (a) Notwithstanding Minnesota Statutes, section 123B.79, 123B.80, or 124D.20, subdivision 10, on June 30, 2019, Independent School District No. 270, Hopkins, may permanently transfer up to $500,000 from its community education reserve fund balance to its reserved for operating capital account in the general fund.

(b) The transfer funds must be used only to design, construct, furnish, and equip an early childhood classroom addition.

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

Sec. 13. **APPROPRIATIONS.**

Subdivision 1. **Department of Education.** The sum indicated in this section is appropriated from the general fund to the Department of Education for the fiscal year designated.
Subd. 2. Debt service equalization aid. For debt service equalization aid under Minnesota Statutes, section 123B.53, subdivision 6:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>2020</td>
<td>$20,684,000</td>
<td>2021</td>
<td>$20,363,000</td>
</tr>
</tbody>
</table>

The 2020 appropriation includes $2,292,000 for 2019 and $18,392,000 for 2020. The 2021 appropriation includes $2,043,000 for 2020 and $18,320,000 for 2021.

Subd. 3. Long-term facilities maintenance equalized aid. For long-term facilities maintenance equalized aid under Minnesota Statutes, section 123B.595, subdivision 9:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>2020</td>
<td>$105,144,000</td>
<td>2021</td>
<td>$107,850,000</td>
</tr>
</tbody>
</table>

The 2020 appropriation includes $10,464,000 for 2019 and $94,680,000 for 2020. The 2021 appropriation includes $10,520,000 for 2020 and $97,330,000 for 2021.

Subd. 4. Equity in telecommunications access. (a) For equity in telecommunications access:

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<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>2020</td>
<td>$4,250,000</td>
<td>2021</td>
<td>$4,250,000</td>
</tr>
</tbody>
</table>

(b) If the appropriation amount is insufficient, the commissioner shall reduce the reimbursement rate in Minnesota Statutes, section 125B.26, subdivisions 4 and 5, and the revenue for fiscal years 2020 and 2021 shall be prorated.

(c) Any balance in the first year does not cancel but is available in the second year.

Subd. 5. Early repayment aid incentive. (a) For incentive grants for a district that repays the full outstanding original principal on its capital loan by November 30, 2016, under Laws 2011, First Special Session chapter 11, article 4, section 8, as amended by Laws 2016, chapter 189, article 30, section 22:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>2020</td>
<td>$2,350,000</td>
<td>2021</td>
<td>$2,350,000</td>
</tr>
</tbody>
</table>

(b) Of this amount, $150,000 is for a grant to Independent School District No. 36, Kelliher; $180,000 is for a grant to Independent School District No. 95, Cromwell; $495,000 is for a grant to Independent School District No. 299, Caledonia; $220,000 is for a grant to Independent School District No. 306, Laporte; $150,000 is for a grant to Independent School District No. 362, Littlefork; $650,000 is for a grant to Independent School District No. 682, Roseau; and $505,000 is for a grant to Independent School District No. 2580, East Central.
(c) The grant may be used for any school-related purpose.

(d) The base for fiscal year 2022 is $0.

Subd. 6. **Maximum effort loan aid.**  (a) For aid payments to schools with outstanding capital loans under Minnesota Statutes, section 477A.09.

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$3,291,000</td>
<td>2021</td>
</tr>
<tr>
<td>2021</td>
<td>$3,291,000</td>
<td></td>
</tr>
</tbody>
</table>

(b) The base for fiscal year 2022 is $3,291,000 and the base for fiscal year 2023 is $0.

**ARTICLE 7**

**NUTRITION AND LIBRARIES**

Section 1. Minnesota Statutes 2018, section 124D.111, is amended to read:

**124D.111 SCHOOL MEALS POLICIES; LUNCH AID; FOOD SERVICE**

**ACCOUNTING.**

Subdivision 1. **School lunch aid computation**. (a) Each Minnesota participant in the national school lunch program must adopt and post to its website, or the website of the organization where the meal is served, a school meals policy.

(b) The policy must be in writing and clearly communicate student meal charges when payment cannot be collected at the point of service. The policy must be reasonable and well-defined and maintain the dignity of students by prohibiting lunch shaming.

Subd. 1a. **School lunch aid amounts.** Each school year, the state must pay participants in the national school lunch program the amount of 12.5 cents for each full paid and free student lunch and 52.5 cents for each reduced-price lunch served to students.

Subd. 2. **Application.** A school district, charter school, nonpublic school, or other participant in the national school lunch program shall apply to the department for this payment on forms provided by the department.

Subd. 2a. **Federal Child and Adult Care Food Program; criteria and notice.** The commissioner must post on the department's website eligibility criteria and application information for nonprofit organizations interested in applying to the commissioner for approval as a multisite sponsoring organization under the federal Child and Adult Care Food Program. The posted criteria and information must inform interested nonprofit organizations about:
(1) the criteria the commissioner uses to approve or disapprove an application, including how an applicant demonstrates financial viability for the Minnesota program, among other criteria;

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

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

Subd. 3. School food service fund. (a) The expenses described in this subdivision must be recorded as provided in this subdivision. (b) In each district, the expenses for a school food service program for pupils must be attributed to a school food service fund. Under a food service program, the school food service may prepare or serve milk, meals, or snacks in connection with school or community service activities.

(c) Revenues and expenditures for food service activities must be recorded in the food service fund. The costs of processing applications, accounting for meals, preparing and serving food, providing kitchen custodial services, and other expenses involving the preparing of meals or the kitchen section of the lunchroom may be charged to the food service fund or to the general fund of the district. The costs of lunchroom supervision, lunchroom custodial services, lunchroom utilities, and other administrative costs of the food service program must be charged to the general fund.

That portion of superintendent and fiscal manager costs that can be documented as attributable to the food service program may be charged to the food service fund provided that the school district does not employ or contract with a food service director or other individual who manages the food service program, or food service management company. If the cost of the superintendent or fiscal manager is charged to the food service fund, the charge must be at a wage rate not to exceed the statewide average for food service directors as determined by the department.

(d) Capital expenditures for the purchase of food service equipment must be made from the general fund and not the food service fund, unless the restricted balance in the food service fund at the end of the last fiscal year is greater than the cost of the equipment to be purchased.

(e) If the condition set out in paragraph (d) applies, the equipment may be purchased from the food service fund.
(f) If a deficit in the food service fund exists at the end of a fiscal year, and the deficit is not eliminated by revenues from food service operations in the next fiscal year, then the deficit must be eliminated by a permanent fund transfer from the general fund at the end of that second fiscal year. However, if a district contracts with a food service management company during the period in which the deficit has accrued, the deficit must be eliminated by a payment from the food service management company.

(g) Notwithstanding paragraph (f), a district may incur a deficit in the food service fund for up to three years without making the permanent transfer if the district submits to the commissioner by January 1 of the second fiscal year a plan for eliminating that deficit at the end of the third fiscal year.

(h) If a surplus in the food service fund exists at the end of a fiscal year for three successive years, a district may recode for that fiscal year the costs of lunchroom supervision, lunchroom custodial services, lunchroom utilities, and other administrative costs of the food service program charged to the general fund according to paragraph (c) and charge those costs to the food service fund in a total amount not to exceed the amount of surplus in the food service fund.

Subd. 4. No fees. A participant that receives school lunch aid under this section must make lunch available without charge to all participating students who qualify for free or reduced-price meals. The participant must also ensure that any reminders for payment of outstanding student meal balances do not demean or stigmatize any child participating in the school lunch program.

Sec. 2. APPROPRIATIONS.

Subdivision 1. Department of Education. The sums indicated in this section are appropriated from the general fund to the Department of Education for the fiscal years designated.

Subd. 2. School lunch. For school lunch aid under Minnesota Statutes, section 124D.111, and Code of Federal Regulations, title 7, section 210.17:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$16,215,000</td>
</tr>
<tr>
<td>2021</td>
<td>$16,484,000</td>
</tr>
</tbody>
</table>

Subd. 3. School breakfast. For traditional school breakfast aid under Minnesota Statutes, section 124D.1158:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$11,073,000</td>
</tr>
<tr>
<td>2021</td>
<td>$11,534,000</td>
</tr>
</tbody>
</table>
### Kindergarten milk
For kindergarten milk aid under Minnesota Statutes, section 124D.118:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$691,000</td>
<td>2021</td>
</tr>
</tbody>
</table>

### Summer school food service replacement aid
For summer school food service replacement aid under Minnesota Statutes, section 124D.119:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$150,000</td>
<td>2021</td>
</tr>
</tbody>
</table>

### Basic system support
For basic system support aid under Minnesota Statutes, section 134.355:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$13,570,000</td>
<td>2021</td>
</tr>
</tbody>
</table>

The 2020 appropriation includes $1,357,000 for 2019 and $12,213,000 for 2020.

The 2021 appropriation includes $1,357,000 for 2020 and $12,213,000 for 2021.

### Multicounty, multitype library systems
For aid under Minnesota Statutes, sections 134.353 and 134.354, to multicounty, multitype library systems:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$1,300,000</td>
<td>2021</td>
</tr>
</tbody>
</table>

The 2020 appropriation includes $130,000 for 2019 and $1,170,000 for 2020.

The 2021 appropriation includes $130,000 for 2020 and $1,170,000 for 2021.

### Electronic library for Minnesota
(a) For statewide licenses to online databases selected in cooperation with the Minnesota Office of Higher Education for school media centers, public libraries, state government agency libraries, and public or private college or university libraries:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$900,000</td>
<td>2021</td>
</tr>
</tbody>
</table>

(b) Any balance in the first year does not cancel but is available in the second year.

### Regional library telecommunications aid
For regional library telecommunications aid under Minnesota Statutes, section 134.355:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$2,300,000</td>
<td>2021</td>
</tr>
</tbody>
</table>

The 2020 appropriation includes $230,000 for 2019 and $2,070,000 for 2020.

The 2021 appropriation includes $230,000 for 2020 and $2,070,000 for 2021.

ARTICLE 8
EARLY CHILDHOOD

Section 1. Minnesota Statutes 2018, section 124D.151, subdivision 4, is amended to read:

Subd. 4. Eligibility. A child who is four years of age as of September 1 in the calendar year in which the school year commences is eligible to participate in a voluntary prekindergarten program free of charge. An eligible four-year-old child served in a mixed-delivery system by a child care center, family child care program licensed under section 245A.03, or community-based organization may be charged a fee as long as the mixed-delivery partner was not awarded a seat for that child. Each eligible child must complete a health and developmental screening within 90 days of program enrollment under sections 121A.16 to 121A.19, and provide documentation of required immunizations under section 121A.15.

Sec. 2. Minnesota Statutes 2018, section 124D.151, is amended by adding a subdivision to read:

Subd. 7. Financial accounting. An eligible school district or charter school must record expenditures attributable to voluntary prekindergarten pupils according to guidelines prepared by the commissioner under section 127A.17.

Sec. 3. Minnesota Statutes 2018, section 124D.162, is amended to read:

124D.162 KINDERGARTEN READINESS ASSESSMENT.

Subdivision 1. Implementation. (a) The commissioner of education may implement a kindergarten readiness assessment representative of incoming kindergartners to:

(1) identify preparedness of a child for success in school;

(2) inform instructional decision-making;

(3) improve understanding of connections between kindergarten readiness and later academic achievement; and

(4) produce data that can assist in evaluation of the effectiveness of early childhood programs.
(b) The commissioner must provide districts with a process for measuring on a comparable basis the kindergarten readiness of incoming kindergartners. A district is encouraged to use the commissioner-provided measurement process under this section.

Subd. 2. Assessment development. The measurement tools used for assessment must be research based, developmentally appropriate, valid and reliable, aligned to the state early childhood indicators of progress and kindergarten academic standards, and based on the Department of Education Kindergarten Readiness Assessment at kindergarten entrance study.

Subd. 3. Reporting. Beginning in the 2020-2021 school year, a district that uses the commissioner-provided process must annually report kindergarten readiness results under this section to the department in the form and manner determined by the commissioner concurrent with the district's world's best workforce report under section 120B.11. The commissioner must publicly report kindergarten readiness results as part of the performance reports required under section 120B.36 and consistent with section 120B.35, subdivision 3, paragraph (a), clause (2).

Subd. 4. Longitudinal data system. Beginning for data reported on incoming kindergartners in the 2020-2021 school year, the commissioner must integrate kindergarten readiness data under this section into statewide longitudinal educational data systems.

Sec. 4. Minnesota Statutes 2018, section 124D.165, subdivision 2, is amended to read:

Subd. 2. Family eligibility. (a) For a family to receive an early learning scholarship, parents or guardians must meet the following eligibility requirements:

(1) have an eligible child; and

(2) have income equal to or less than 185 percent of federal poverty level income in the current calendar year, or be able to document their child's current participation in the free and reduced-price lunch program or Child and Adult Care Food Program, National School Lunch Act, United States Code, title 42, sections 1751 and 1766; the Food Distribution Program on Indian Reservations, Food and Nutrition Act, United States Code, title 7, sections 2011-2036; Head Start under the federal Improving Head Start for School Readiness Act of 2007; Minnesota family investment program under chapter 256J; child care assistance programs under chapter 119B; the supplemental nutrition assistance program; or placement in foster care under section 260C.212. Parents or guardians are not required to provide income verification under this clause if the child is an eligible child under paragraph (b), clause (4) or (5); and
(3) must not currently be disqualified from the child care assistance program under chapter 119B, as provided under section 256.98, subdivision 8, paragraph (b).

(b) An "eligible child" means a child who has not yet enrolled in kindergarten and is:

1. at least three but not yet five six years of age on September 1 of the current school year;

2. a sibling from birth to age five six of a child who has been awarded a scholarship under this section provided the sibling attends the same program as long as funds are available;

3. the child of a parent under age 21 who is pursuing a high school degree or a course of study for a high school equivalency test; or

4. homeless, in foster care, or in need of child protective services, a child in need of protective services or in foster care as defined under section 260C.007; or

5. designated as homeless under the federal McKinney-Vento Homeless Assistance Act, United States Code, title 42, section 11434a.

(c) A child who has received a scholarship under this section must continue to receive a scholarship each year until that child is eligible for kindergarten under section 120A.20 and as long as funds are available.

(d) Early learning scholarships may not be counted as earned income for the purposes of medical assistance under chapter 256B, MinnesotaCare under chapter 256L, Minnesota family investment program under chapter 256J, child care assistance programs under chapter 119B, or Head Start under the federal Improving Head Start for School Readiness Act of 2007.

(e) A child from an adjoining state whose family resides at a Minnesota address as assigned by the United States Postal Service, who has received developmental screening under sections 121A.16 to 121A.19, who intends to enroll in a Minnesota school district, and whose family meets the criteria of paragraph (a) is eligible for an early learning scholarship under this section.

EFFECTIVE DATE. This section is effective July 1, 2019.
families and programs. The commissioner must give highest priority to applications from children who are eligible under subdivision 2, paragraph (b), clause (3), (4), or (5).

1. have a parent under age 21 who is pursuing a high school diploma or a course of study for a high school equivalency test;

2. are in foster care or otherwise in need of protection or services; or

3. have experienced homelessness in the last 24 months, as defined under the federal McKinney-Vento Homeless Assistance Act, United States Code, title 42, section 11434a.

The commissioner may prioritize applications on additional factors including family income, geographic location, and whether the child's family is on a waiting list for a publicly funded program providing early education or child care services.

(b) The commissioner shall establish a target for the average scholarship amount per child based on the results of the rate survey conducted under section 119B.02.

(c) A four-star rated program that has children eligible for a scholarship enrolled in or on a waiting list for a program beginning in July, August, or September may notify the commissioner, in the form and manner prescribed by the commissioner, each year of the program's desire to enhance program services or to serve more children than current funding provides. The commissioner may designate a predetermined number of scholarship slots for that program and notify the program of that number. For fiscal year 2018 and later, the statewide amount of funding directly designated by the commissioner must not exceed the funding directly designated for fiscal year 2017. For fiscal year 2020 and later, the number of scholarship slots designated for a program under this paragraph must not exceed the number of scholarship slots designated for that program in fiscal year 2019. Beginning July 1, 2016, a school district or Head Start program qualifying under this paragraph may use its established registration process to enroll scholarship recipients and may verify a scholarship recipient's family income in the same manner as for other program participants.

(d) A scholarship is awarded for a 12-month period. If the scholarship recipient has not been accepted and subsequently enrolled in a rated program within ten months of the awarding of the scholarship, the scholarship cancels and the recipient must reapply in order to be eligible for another scholarship. A child may not be awarded more than one scholarship in a 12-month period.

(e) A child who is at least three years of age who receives a scholarship who has not completed development screening under sections 121A.16 to 121A.19 must complete that screening within 90 days of first attending an eligible program.
a scholarship before the age of three must complete the developmental screening no later
than 90 days after the child's third birthday.

(f) For fiscal year 2017 and later, a school district or Head Start program enrolling
scholarship recipients under paragraph (c) may apply to the commissioner, in the form and
manner prescribed by the commissioner, for direct payment of state aid. Upon receipt of
the application, the commissioner must pay each program directly for each approved
scholarship recipient enrolled under paragraph (c) according to the metered payment system
or another schedule established by the commissioner.

Sec. 6. Minnesota Statutes 2018, section 124D.165, is amended by adding a subdivision
to read:

Subd. 3a. Transitional scholarship seats. (a) For fiscal years 2020 and 2021 only,
consistent with the commissioner's authority to prioritize applications based on geographic
location under subdivision 3, paragraph (a), the commissioner must give priority to an
otherwise eligible child who is resident to a school district with a transition seat count greater
than zero. The commissioner must not directly designate a scholarship under this subdivision
to any particular program.

(b) For purposes of this subdivision, a school district's "transition seat count" equals (1)
the total number of seats approved for the school district and any charter school located in
that district for fiscal year 2019 under section 124D.151 and the school readiness plus
program under Laws 2017, First Special Session chapter 5, article 8, section 9, minus (2)
the number of seats approved for the school district and any charter school located in that
district for fiscal year 2017 under section 124D.151.

(c) Notwithstanding paragraph (a), the commissioner must not give priority under this
subdivision to more applicants resident to any school district than that school district's
transition seat count.

EFFECTIVE DATE. This section is effective for scholarships awarded after June 30,
2019.

Sec. 7. Minnesota Statutes 2018, section 124D.165, subdivision 4, is amended to read:

Subd. 4. Early childhood program eligibility. (a) In order to be eligible to accept an
for early learning scholarship funds, a program must:

(1) participate in the quality rating and improvement system under section 124D.142;
(2) beginning July 1, 2020, have a three- or four-star rating in the quality rating and improvement system, except that a program must remain eligible to accept an early learning scholarship for a child who was attending that program prior to July 1, 2021.

(b) Any program accepting scholarships must use the revenue to supplement and not supplant federal funding.

(c) Notwithstanding paragraph (a), all Minnesota early learning foundation scholarship program pilot sites are eligible to accept an early learning scholarship under this section. A program is not eligible for early learning scholarship funds if:

(1) it is disqualified from receiving payment for child care services from the child care assistance program under chapter 119B, as provided under section 256.98, subdivision 8, paragraph (c); or

(2) the commissioner of human services or county agency refuses to issue a child care authorization, revokes an existing child care authorization, stops payment issued to a program, or refuses to pay a bill under section 119B.13, subdivision 6, paragraph (d), clause (2).

EFFECTIVE DATE. This section is effective July 1, 2019.

Sec. 8. Minnesota Statutes 2018, section 124D.165, is amended by adding a subdivision to read:

Subd. 4a. Data sharing. The commissioner of human services may disseminate to the commissioner of education data on child care assistance program disqualification for purposes of determining family eligibility under subdivision 2, paragraph (a), clause (3), and program eligibility under subdivision 4, paragraph (c). The commissioner of education may disseminate the data to an early learning scholarship area administrator.

EFFECTIVE DATE. This section is effective July 1, 2019.

Sec. 9. Minnesota Statutes 2018, section 124D.165, is amended by adding a subdivision to read:

Subd. 6. Early learning scholarship account. (a) An account is established in the special revenue fund known as the "early learning scholarship account."

(b) Funds appropriated for early learning scholarships under this section shall be transferred to the early learning scholarship account in the special revenue fund.

(c) Money in this account is annually appropriated to the commissioner for early learning scholarships under this section. Any returned funds are available to be regranted. Any funds
remaining unspent at the close of the fiscal year four years after the initial transfer from the
general fund cancel to the general fund.

(d) Up to $950,000 annually is appropriated to the commissioner for costs associated
with administering and monitoring early learning scholarships.

Sec. 10. Laws 2017, First Special Session chapter 5, article 8, section 10, subdivision 4,
is amended to read:

Subd. 4. Early learning scholarships. (a) For the early learning scholarship program
under Minnesota Statutes, section 124D.165:

(b) Up to $950,000 each year is in fiscal year 2018 and $800,000 in fiscal year 2019 are
for administration of this program.

(c) Any balance in the first year does not cancel but is available in the second year.

(d) The base for fiscal year 2020 is $70,709,000 $9,650,000 of the initial fiscal year
2019 appropriation is canceled to the general fund on June 30, 2019.

Sec. 11. APPROPRIATIONS.

Subdivision 1. Department of Education. The sums indicated in this section are
appropriated from the general fund to the Department of Education for the fiscal years
designated.

Subd. 2. School readiness. (a) For revenue for school readiness programs under
Minnesota Statutes, sections 124D.15 and 124D.16:

(b) The 2020 appropriation includes $3,368,000 for 2019 and $30,315,000 for 2020.

(c) The 2021 appropriation includes $3,368,000 for 2020 and $30,315,000 for 2021.

Subd. 3. Early learning scholarships. (a) For the early learning scholarship program
under Minnesota Statutes, section 124D.165:

(b) The 2020 appropriation includes $3,368,000 for 2019 and $30,315,000 for 2020.

(c) The 2021 appropriation includes $3,368,000 for 2020 and $30,315,000 for 2021.
(b) Money appropriated for the early learning scholarship program under Minnesota Statutes, section 124D.165, is transferred to the early learning scholarship account in the special revenue fund.

(c) The base for fiscal year 2022 is $70,709,000.

Subd. 4. **Head Start program.** For Head Start programs under Minnesota Statutes, section 119A.52:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$25,100,000</td>
<td>2021</td>
</tr>
<tr>
<td>2021</td>
<td>$25,100,000</td>
<td></td>
</tr>
</tbody>
</table>

Subd. 5. **Early childhood family education aid.** (a) For early childhood family education aid under Minnesota Statutes, section 124D.135:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
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<td>2021</td>
</tr>
<tr>
<td>2021</td>
<td>$31,988,000</td>
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</tbody>
</table>

(b) The 2020 appropriation includes $3,098,000 for 2019 and $28,356,000 for 2020.

(c) The 2021 appropriation includes $3,150,000 for 2020 and $28,838,000 for 2021.

Subd. 6. **Developmental screening aid.** (a) For developmental screening aid under Minnesota Statutes, sections 121A.17 and 121A.19:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$3,639,000</td>
<td>2021</td>
</tr>
<tr>
<td>2021</td>
<td>$3,625,000</td>
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</table>

(b) The 2020 appropriation includes $363,000 for 2019 and $3,276,000 for 2020.

(c) The 2021 appropriation includes $363,000 for 2020 and $3,262,000 for 2021.

Subd. 7. **Parent-child home program.** (a) For a grant to the parent-child home program:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
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<td>2021</td>
</tr>
<tr>
<td>2021</td>
<td>$900,000</td>
<td></td>
</tr>
</tbody>
</table>

(b) The grant must be used for an evidence-based and research-validated early childhood literacy and school readiness program for children ages 16 months to four years. The program must serve at least one location within the 11-county metropolitan region and at least one location outside of the 11-county metropolitan region.

Subd. 8. **Kindergarten entrance assessment initiative and intervention program.** For the kindergarten entrance assessment initiative and intervention program under Minnesota Statutes, section 124D.162:
<table>
<thead>
<tr>
<th>Section</th>
<th>Amount 2020</th>
<th>Amount 2021</th>
</tr>
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<tbody>
<tr>
<td>125.1</td>
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</tr>
<tr>
<td>125.2</td>
<td>$281,000</td>
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</tr>
</tbody>
</table>

**Subd. 9. Quality rating and improvement system.** (a) For transfer to the commissioner of human services for the purposes of expanding the quality rating and improvement system under Minnesota Statutes, section 124D.142, in greater Minnesota and increasing supports for providers participating in the quality rating and improvement system:

<table>
<thead>
<tr>
<th>Section</th>
<th>Amount 2020</th>
<th>Amount 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>125.7</td>
<td>$1,750,000</td>
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</tr>
<tr>
<td>125.8</td>
<td>$1,750,000</td>
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</tr>
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</table>

(b) The amounts in paragraph (a) must be in addition to any federal funding under the child care and development block grant authorized under Public Law 101-508 in that year for the system under Minnesota Statutes, section 124D.142.

(c) Any balance in the first year does not cancel but is available in the second year.

**Subd. 10. Early childhood programs at tribal contract schools.** For early childhood family education programs at tribal contract schools under Minnesota Statutes, section 124D.83, subdivision 4:

<table>
<thead>
<tr>
<th>Section</th>
<th>Amount 2020</th>
<th>Amount 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>125.16</td>
<td>$68,000</td>
<td></td>
</tr>
<tr>
<td>125.17</td>
<td>$68,000</td>
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</tr>
</tbody>
</table>

**Subd. 11. Educate parents partnership.** For the educate parents partnership under Minnesota Statutes, section 124D.129:

<table>
<thead>
<tr>
<th>Section</th>
<th>Amount 2020</th>
<th>Amount 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>125.20</td>
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</tr>
<tr>
<td>125.21</td>
<td>$49,000</td>
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</tr>
</tbody>
</table>

**Subd. 12. Home visiting aid.** (a) For home visiting aid under Minnesota Statutes, section 124D.135:

<table>
<thead>
<tr>
<th>Section</th>
<th>Amount 2020</th>
<th>Amount 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>125.24</td>
<td>$521,000</td>
<td></td>
</tr>
<tr>
<td>125.25</td>
<td>$503,000</td>
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</tbody>
</table>

(b) The 2020 appropriation includes $54,000 for 2019 and $467,000 for 2020.

(c) The 2021 appropriation includes $51,000 for 2020 and $452,000 for 2021.
ARTICLE 9
COMMUNITY EDUCATION AND LIFELONG LEARNING

Section 1. Minnesota Statutes 2018, section 124D.19, subdivision 2, is amended to read:

Subd. 2. Advisory council. (a) Each board must provide for an advisory council to consist of members who represent: various service organizations; churches; public and nonpublic schools; local government including elected officials; public and private nonprofit agencies serving youth and families; parents; youth; park, recreation or forestry services of municipal or local government units located in whole or in part within the boundaries of the school district; and any other groups participating in the community education program in the school district.

(b) The advisory council must make written recommendations to the community education director and to the school board on the use of general community education revenue under section 124D.20, subdivision 3. A school board must take public testimony on the advisory council's written recommendations.

EFFECTIVE DATE. This section is effective July 1, 2019.

Sec. 2. Minnesota Statutes 2018, section 124D.20, subdivision 8, is amended to read:

Subd. 8. Uses of general revenue. (a) General community education revenue may be used for:

(1) nonvocational, recreational, and leisure time activities and programs;

(2) programs for adults with disabilities, if the programs and budgets are approved by the department;

(3) adult basic education programs, according to section 124D.52;

(4) summer programs for elementary and secondary pupils;

(5) implementation of a youth development plan;

(6) implementation of a youth service program;

(7) early childhood family education programs, according to section 124D.13;

(8) school readiness programs, according to section 124D.15; and

(9) school-age care programs, according to section 124D.19, subdivision 11; and
(10) a mutually beneficial program or service, including programs offered by nonschool
organizations, that promotes the goals of both general education and community education
and serves the needs of school district staff, students, and residents.

(b) In addition to money from other sources, a district may use up to ten percent of its
community education revenue for equipment that is used exclusively primarily in community
education programs. This revenue may be used only for the following purposes:

(1) to purchase or lease computers and related materials;

(2) to purchase or lease equipment for instructional programs; and

(3) to purchase textbooks and library books.

(c) General community education revenue must not be used to subsidize the direct activity
costs for adult enrichment programs. Direct activity costs include, but are not limited to,
the cost of the activity leader or instructor, cost of materials, or transportation costs.

Sec. 3. Minnesota Statutes 2018, section 124D.20, subdivision 10, is amended to read:

Subd. 10. Reserve account. (a) Community education revenue, which includes aids,
levies, fees, grants, and all other revenues received by the school district for community
education programs, must be maintained in a reserve account within the community service
fund, except as provided in paragraph (b).

(b) A school board may transfer funds from the community education reserve account
to either the operating capital account in the general fund or the building construction fund
for capital and facility needs that are to be used primarily by community education programs.

Sec. 4. Minnesota Statutes 2018, section 124D.531, subdivision 1, is amended to read:

Subdivision 1. State total adult basic education aid. (a) The state total adult basic
education aid for fiscal year 2011 equals $44,419,000, plus any amount that is not paid
during the previous fiscal year as a result of adjustments under subdivision 4, paragraph
(a), or section 124D.52, subdivision 3. The state total adult basic education aid for later
fiscal years equals:

(1) the state total adult basic education aid for the preceding fiscal year plus any amount
that is not paid for during the previous fiscal year, as a result of adjustments under subdivision
4, paragraph (a), or section 124D.52, subdivision 3; times

(2) the greater of 1.00 or the lesser of:

(i) 1.03; or
(ii) the average growth in state total contact hours over the prior ten program years.

Three percent of the state total adult basic education aid must be set aside for adult basic education supplemental service grants under section 124D.522.

(b) The state total adult basic education aid, excluding basic population aid, equals the difference between the amount computed in paragraph (a), and the state total basic population aid under subdivision 2.

Sec. 5. Minnesota Statutes 2018, section 124D.99, subdivision 3, is amended to read:

Subd. 3. Administration; design. (a) The commissioner shall establish program requirements, an application process and timeline for each tier of grants specified in subdivision 4, criteria for evaluation of applications, and a grant awards process. The commissioner's process must minimize administrative costs, minimize burdens for applicants and grant recipients, and provide a framework that permits flexibility in program design and implementation among grant recipients.

(b) To the extent practicable, the commissioner shall design the program to align with programs implemented or proposed by organizations in Minnesota that:

1) identify and increase the capacity of organizations that are focused on achieving data-driven, locally controlled positive outcomes for children and youth throughout an entire neighborhood or geographic area through programs such as Strive Together, Promise Neighborhood, and the Education Partnerships Coalition members;

2) build a continuum of educational family and community supports with academically rigorous schools at the center;

3) maximize program efficiencies by integrating programmatic activities and eliminating administrative barriers;

4) develop local infrastructure needed to sustain and scale up proven and effective solutions beyond the initial neighborhood or geographic area; and

5) utilize appropriate outcome measures based on unique community needs and interests and apply rigorous evaluation on a periodic basis to be used to both monitor outcomes and allow for continuous improvements to systems;

6) collect and utilize data to improve student outcomes;

7) share disaggregated performance data with the community to set community-level outcomes;
employ continuous improvement processes;

(9) have an anchor entity which shall be a tribal entity, community foundation, higher education institution, or community-based organization to manage the partnership;

(10) convene a cross-sector leadership group and have a documented accountability structure; and

(11) demonstrate use of nonstate funds, from multiple sources, including in-kind contributions.

(c) A grant recipient's supportive services programming must address:

(1) kindergarten readiness and youth development;

(2) grade 3 reading proficiency;

(3) middle school mathematics;

(4) high school graduation;

(5) postsecondary educational attainment or enrollment;

(6) postsecondary education completion or attainment;

(7) physical and mental health;

(8) development of career skills and readiness;

(9) parental engagement and development;

(10) community engagement and programmatic alignment; and

(11) reduction of remedial education.

(d) The commissioner, in consultation with grant recipients, must:

(1) develop and revise core indicators of progress toward outcomes specifying impacts for each tier identified under subdivision 4;

(2) establish a reporting system for grant recipients to measure program outcomes using data sources and program goals; and

(3) evaluate effectiveness based on the core indicators established by each partnership for each tier.
Sec. 6. APPROPRIATIONS.

Subdivision 1. Department of Education. The sums indicated in this section are appropriated from the general fund to the Department of Education for the fiscal years designated.

Subd. 2. Community education aid. For community education aid under Minnesota Statutes, section 124D.20:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$330,000</td>
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<tr>
<td>2021</td>
<td>$257,000</td>
</tr>
</tbody>
</table>

The 2020 appropriation includes $40,000 for 2019 and $290,000 for 2020.

The 2021 appropriation includes $32,000 for 2020 and $225,000 for 2021.

Subd. 3. Adults with disabilities program aid. For adults with disabilities programs under Minnesota Statutes, section 124D.56:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
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<tbody>
<tr>
<td>2020</td>
<td>$710,000</td>
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<tr>
<td>2021</td>
<td>$710,000</td>
</tr>
</tbody>
</table>

The 2020 appropriation includes $71,000 for 2019 and $639,000 for 2020.

The 2021 appropriation includes $71,000 for 2020 and $639,000 for 2021.

Subd. 4. Hearing-impaired adults. For programs for hearing-impaired adults under Minnesota Statutes, section 124D.57:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$70,000</td>
</tr>
<tr>
<td>2021</td>
<td>$70,000</td>
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</tbody>
</table>

Subd. 5. School-age care aid. For school-age care aid under Minnesota Statutes, section 124D.22:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$1,000</td>
</tr>
<tr>
<td>2021</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

The 2020 appropriation includes $0 for 2019 and $1,000 for 2020.

The 2021 appropriation includes $0 for 2020 and $1,000 for 2021.

Subd. 6. Tier 1 grants. (a) For education partnership program Tier 1 sustaining grants under Minnesota Statutes, section 124D.99:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$2,600,000</td>
</tr>
<tr>
<td>2021</td>
<td>$2,600,000</td>
</tr>
</tbody>
</table>
(b) Of the amounts in paragraph (a), $1,300,000 each year is for the Northside Achievement Zone and $1,300,000 each year is for the St. Paul Promise Neighborhood.

(c) Any balance in the first year does not cancel but is available in the second year.

Subd. 7. Tier 2 implementing grants. (a) For Tier 2 implementing grants under Minnesota Statutes, section 124D.99:

(b) Of the amounts in paragraph (a), $250,000 each year is for the Northfield Healthy Community Initiative in Northfield; $250,000 is for the Jones Family Foundation for the Every Hand Joined program in Red Wing; $250,000 is for the United Way of Central Minnesota for the Partners for Student Success program; $250,000 is for Austin Aspires; and $250,000 is for the Rochester Area Foundation for the Cradle to Career program.

(c) The base for fiscal year 2022 is $1,250,000. The base includes $250,000 each year for each of the following programs: the Northfield Healthy Community Initiative, the Every Hand Joined program, the Partners for Student Success program, Austin Aspires, and the Cradle to Career program.

(d) Any balance in the first year does not cancel but is available in the second year.

Subd. 8. Adult basic education aid. For adult basic education aid under Minnesota Statutes, section 124D.531:

The 2020 appropriation includes $4,868,000 for 2019 and $45,238,000 for 2020.

The 2021 appropriation includes $5,026,000 for 2020 and $46,594,000 for 2021.

Subd. 9. High school equivalency tests. For payment of 60 percent of the costs of the commissioner-selected high school equivalency tests under Minnesota Statutes, section 124D.55:

The 2020 appropriation includes $125,000 for 2020.

The 2021 appropriation includes $125,000 for 2021.
ARTICLE 10

STATE AGENCIES

Section 1. Minnesota Statutes 2018, section 122A.14, subdivision 9, is amended to read:

Subd. 9. Fee. Each person licensed by the Board of School Administrators shall pay the board a fee of $75, collected each fiscal year. When transmitting notice of the license fee, the board also must notify the licensee of the penalty for failing to pay the fee within the time specified by the board. The board may provide a lower fee for persons on retired or inactive status. After receiving notice from the board, any licensed school administrator who does not pay the fee in the given fiscal year shall have all administrative licenses held by the person automatically suspended, without the right to a hearing, until the fee has been paid to the board. If the board suspends a licensed school administrator for failing to pay the fee, it must immediately notify the district currently employing the school administrator of the school administrator's suspension. The executive secretary shall deposit the fees in the educator licensure account in the special revenue fund in the state treasury general fund.

Sec. 2. Minnesota Statutes 2018, section 122A.18, subdivision 8, is amended to read:

Subd. 8. Background checks. (a) The Professional Educator Licensing and Standards Board and the Board of School Administrators must request a criminal history background check from the superintendent of the Bureau of Criminal Apprehension on all first-time teaching applicants for licenses under their jurisdiction. Applicants must include with their licensure applications:

1. an executed criminal history consent form, including fingerprints; and
2. a money order or cashier’s check payable to the Bureau of Criminal Apprehension for the fee for conducting payment to conduct the criminal history background check. The Professional Educator Licensing and Standards Board must deposit payments received under this subdivision in the general fund.

(b) The superintendent of the Bureau of Criminal Apprehension shall perform the background check required under paragraph (a) by retrieving criminal history data as defined in section 13.87 and shall also conduct a search of the national criminal records repository. The superintendent is authorized to exchange fingerprints with the Federal Bureau of Investigation for purposes of the criminal history check. The superintendent shall recover the cost to the bureau of a background check through the fee charged to the applicant under paragraph (a).
(c) The Professional Educator Licensing and Standards Board or the Board of School
Administrators may issue a license pending completion of a background check under this
subdivision, but must notify the individual and the school district or charter school employing
the individual that the individual's license may be revoked based on the result of the
background check.

Sec. 3. Minnesota Statutes 2018, section 122A.21, subdivision 1, is amended to read:

Subdivision 1. Licensure applications. Each applicant submitting an application to the
Professional Educator Licensing and Standards Board to issue, renew, or extend a teaching
license, including applications for licensure via portfolio under subdivision 2, must include
a processing fee of $57. The processing fee for a teacher's license and for the licenses of
supervisory personnel must be paid to the executive secretary of the appropriate board and
deposited in the educator licensure account in the special revenue fund state treasury. The
fees as set by the board are nonrefundable for applicants not qualifying for a license.
However, the commissioner of management and budget must refund a fee in any case in
which the applicant already holds a valid unexpired license. The board may waive or reduce
fees for applicants who apply at the same time for more than one license.

Sec. 4. Minnesota Statutes 2018, section 125A.71, subdivision 1, is amended to read:

Subdivision 1. Rental income; appropriation. Rental income, excluding rent for land
and living residences, must be deposited in the state treasury and credited to a revolving
fund of the academies. Money in the revolving fund for rental income is annually
appropriated to the academies for staff development purposes. Payment from the revolving
fund for rental income may be made only according to vouchers authorized by the
administrator of the academies.

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

Sec. 5. Minnesota Statutes 2018, section 128C.03, is amended to read:

128C.03 ELIGIBILITY BYLAWS, POLICIES, AND PROCEDURES.

Subdivision 1. Public input and access to proposed eligibility bylaws, policies, and
procedures. (a) The league shall adopt procedures to ensure public notice of all eligibility
rules and bylaws, policies, and procedures that will afford the opportunity for public hearings
on proposed eligibility rules bylaws, policies, and procedures. If requested by 100 or
more parents or guardians of students, the public hearing must be conducted by an
administrative law judge from the Office of Administrative Hearings, by a person hired
under contract by the Office of Administrative Hearings, or by an independent hearing 
officer appointed by the commissioner of education from a list maintained for that purpose. 
At the conclusion of a public hearing requested by 100 or more parents or guardians of 
students, the person conducting the hearing shall write a report evaluating the extent to 
which the league has shown that the proposed rule is bylaws, policies, and procedures are 
needed and reasonable and the legality of the proposed rule bylaws, policies, and procedures. 
The league shall pay for hearings under this section. 

(b) The league shall: 

(1) maintain a public docket on the league's website that includes historical and proposed 
changes in eligibility bylaws, policies, and procedures; 
(2) post notice and final versions of all proposed changes to eligibility policies, 
procedures, and definitions to the league website for at least 30 days prior to board meetings; 
(3) include publication dates on all versions of the league's official handbook or other 
advisory documents regarding league eligibility bylaws, policies, procedures, and definitions; 
and 

(4) reconcile and remove duplicate eligibility policies and procedures. 

Subd. 2. Eligibility review process. (a) The league must establish a process for student 
eligibility review that provides students and parents with a reasonable opportunity to present 
information regarding the student's eligibility. The league must: 

(1) publish general criteria by which a request for review may qualify for a review by 
the league's eligibility committee; 
(2) publish general criteria by which a request may qualify for further review by an 
independent hearing officer; 
(3) indicate the conditions, timelines, and procedures for administering any review under 
clause (1) or (2); and 

(4) provide specific reasons for any request the league denies. 

(b) The eligibility review process contained in this section does not create a property 
right or liberty interest in extracurricular varsity athletic competition.
135.1 Sec. 6. Minnesota Statutes 2018, section 128C.20, is amended to read:

135.2 128C.20 LEAGUE INFORMATION REVIEW AND REPORT; COMMISSIONER REVIEW OF LEAGUE RECOMMENDATIONS.

135.3 Subdivision 1. Annually. (a) Each year, the commissioner of education league shall obtain and review the following information about the league:

135.4 (1) an accurate and concise summary of the annual financial and compliance audit prepared by the state auditor that includes information about the compensation of and the expenditures by the executive director of the league and league staff;

135.5 (2) a list of all complaints filed with the league and all lawsuits filed against the league and the disposition of those complaints and lawsuits;

135.6 (3) an explanation of the executive director's performance review;

135.7 (4) information about the extent to which the league has implemented its affirmative action policy, its comparable worth plan, and its sexual harassment and violence policy and rules; and

135.8 (5) an evaluation of any proposed changes in league policy bylaws, policies, procedures, and definitions, including those that have been proposed, for compliance with Department of Education programs and applicable state and federal law; and

135.9 (6) an explanation of recent and proposed changes to eligibility bylaws, policies, and procedures, including the eligibility review process under section 128C.03, subdivision 2.

135.10 The league shall post the review on the league's website and present written copies of the review to the commissioner of education and the chairs and ranking minority members of the legislative committees with jurisdiction over kindergarten through grade 12 education.

135.11 (b) The commissioner may examine any league activities or league-related issues when the commissioner believes this review is warranted.

135.12 Subd. 2. Recommend laws. The commissioner may recommend to the legislature whether any legislation is made necessary by league activities.
Sec. 7. Laws 2017, First Special Session chapter 5, article 11, section 8, as amended by Laws 2018, chapter 182, article 1, section 106, is amended to read:

Sec. 8. TRANSFERS.

Subdivision 1. Portfolio account. On July 1, 2019, the commissioner of management and budget shall transfer any balances in the education licensure portfolio account in the special revenue fund to the educator licensure account in the special revenue fund.

Subd. 2. Background check. Any balance in an account that holds fees collected under Minnesota Statutes, section 122A.18, subdivision 8, is transferred to the educator licensure background check account in the special revenue fund under Minnesota Statutes, section 122A.175, subdivision 2. On July 2, 2019, $80,000 is transferred from the educator licensure background check account in the special revenue fund to the educator licensure account in the special revenue fund. Any unspent balance in an account that holds fees under Minnesota Statutes, section 122A.18, subdivision 8, is transferred to the general fund.

Sec. 8. Laws 2017, First Special Session chapter 5, article 11, section 9, subdivision 2, is amended to read:

Subd. 2. Department. (a) For the Department of Education:

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>27,158,000</td>
<td>24,874,000</td>
</tr>
<tr>
<td></td>
<td>22,874,000</td>
<td>22,874,000</td>
</tr>
</tbody>
</table>

Of these amounts:

1. $231,000 each year is for the Board of School Administrators, and beginning in fiscal year 2020, the amount indicated is from the educator licensure account in the special revenue fund;
2. $1,000,000 each year is for regional centers of excellence under Minnesota Statutes, section 120B.115;
3. $500,000 each year is for the school safety technical assistance center under Minnesota Statutes, section 127A.052;
4. $250,000 each year is for the School Finance Division to enhance financial data analysis;
5. $720,000 each year is for implementing Minnesota’s Learning for English Academic Proficiency and Success Act under Laws 2014, chapter 272, article 1, as amended;
(6) $2,750,000 in fiscal year 2018 and $500,000 in fiscal year 2019 are for the Department of Education's mainframe update;

(7) $123,000 each year is for a dyslexia specialist; and

(8) $2,000,000 each year in fiscal year 2018 is for legal fees and costs associated with litigation.

(b) Any balance in the first year does not cancel but is available in the second year.

(c) None of the amounts appropriated under this subdivision may be used for Minnesota's Washington, D.C. office.

(d) The expenditures of federal grants and aids as shown in the biennial budget document and its supplements are approved and appropriated and shall be spent as indicated.

(e) This appropriation includes funds for information technology project services and support subject to the provisions of Minnesota Statutes, section 16E.0466. Any ongoing information technology costs will be incorporated into the service level agreement and will be paid to the Office of MN.IT Services by the Department of Education under the rates and mechanism specified in that agreement.

(f) The agency's base is $22,054,000 for fiscal year 2020 and $21,965,000 for 2021.

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

Sec. 9. Laws 2017, First Special Session chapter 5, article 11, section 12, is amended to read:

Sec. 12. APPROPRIATIONS; PERPICH CENTER FOR ARTS EDUCATION.

(a) The sums in this section are appropriated from the general fund to the Perpich Center for Arts Education for the fiscal years designated:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$8,173,000</td>
</tr>
<tr>
<td>2019</td>
<td>$6,973,000</td>
</tr>
</tbody>
</table>

(b) Of the amounts appropriated in paragraph (a), $370,000 is for fiscal years 2018 or 2019 only for arts integration and Turnaround Arts programs.

(c) $1,200,000 $400,000 in fiscal year 2018 is for severance payments related to the closure of Crosswinds school and is available until June 30, 2019, $800,000 of the initial fiscal year 2018 appropriation for severance payments is canceled to the general fund on June 29, 2019.
138.1 **EFFECTIVE DATE.** This section is effective the day following final enactment.

138.2 Sec. 10. **APPROPRIATIONS; DEPARTMENT OF EDUCATION.**

138.3 Subdivision 1. **Department of Education.** Unless otherwise indicated, the sums indicated in this section are appropriated from the general fund to the Department of Education for the fiscal years designated.

138.4 Subd. 2. **Department.** (a) For the Department of Education:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$20,809,000</td>
</tr>
<tr>
<td>2021</td>
<td>$20,740,000</td>
</tr>
</tbody>
</table>

138.5 Of these amounts:

138.6 (1) $319,000 each year is for the Board of School Administrators;

138.7 (2) $1,000,000 each year is for the regional centers of excellence under Minnesota Statutes, section 120B.115;

138.8 (3) $250,000 each year is for the School Finance Division to enhance financial data analysis;

138.9 (4) $720,000 each year is for implementing Minnesota's Learning for English Academic Proficiency and Success Act under Laws 2014, chapter 272, article 1, as amended; and

138.10 (5) $123,000 each year is for a dyslexia specialist.

138.11 (b) Any balance in the first year does not cancel but is available in the second year.

138.12 (c) None of the amounts appropriated under this subdivision may be used for Minnesota's Washington, D.C. office.

138.13 (d) The expenditures of federal grants and aids as shown in the biennial budget document and its supplements are approved and appropriated and shall be spent as indicated.

138.14 (e) This appropriation includes funds for information technology project services and support subject to the provisions of Minnesota Statutes, section 16E.0466. Any ongoing information technology costs will be incorporated into the service level agreement and will be paid to the Office of MN.IT Services by the Department of Education under the rates and mechanism specified in that agreement.

138.15 (f) To account for the base adjustments provided in Laws 2018, chapter 211, article 21, section 1, paragraph (a), and section 3, paragraph (a), the base for fiscal year 2022 is $20,810,000 The base for fiscal year 2023 is $20,830,000.
Sec. 11. APPROPRIATIONS; PERPICH CENTER FOR ARTS EDUCATION.

(a) The sums in this section are appropriated from the general fund to the Perpich Center for Arts Education for the fiscal years designated:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$4,558,000</td>
<td>.... 2020</td>
</tr>
<tr>
<td>2021</td>
<td>$4,558,000</td>
<td>.... 2021</td>
</tr>
</tbody>
</table>

(b) For fiscal year 2020 and later, the appropriation is calculated with an operational fixed cost of $3,175,000 and a variable cost of $12,344 times the estimated number of pupil units served. Operational fixed costs include the base adjustments provided in Laws 2018, chapter 211, article 21, section 1, paragraph (a), and section 3, paragraph (c).

(c) Any balance in the first year does not cancel and is available in the second year.

Sec. 12. APPROPRIATIONS; PROFESSIONAL EDUCATOR LICENSING AND STANDARDS BOARD.

Subdivision 1. Professional Educator Licensing and Standards Board. (a) The sums indicated in this section are appropriated from the general fund to the Professional Educator Licensing and Standards Board for the fiscal years designated:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$2,744,000</td>
<td>.... 2020</td>
</tr>
<tr>
<td>2021</td>
<td>$2,719,000</td>
<td>.... 2021</td>
</tr>
</tbody>
</table>

(b) Any balance in the first year does not cancel but is available in the second year.

(c) The base for fiscal year 2022 and later is $2,719,000.

Subd. 2. Licensure by portfolio. For licensure by portfolio:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$34,000</td>
<td>.... 2020</td>
</tr>
<tr>
<td>2021</td>
<td>$34,000</td>
<td>.... 2021</td>
</tr>
</tbody>
</table>

This appropriation is from the education licensure portfolio account in the special revenue fund.

Sec. 13. APPROPRIATIONS; MINNESOTA STATE ACADEMIES.

(a) The sums indicated in this section are appropriated from the general fund to the Minnesota State Academies for the Deaf and the Blind for the fiscal years designated:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$13,231,000</td>
<td>.... 2020</td>
</tr>
<tr>
<td>2021</td>
<td>$13,237,000</td>
<td>.... 2021</td>
</tr>
</tbody>
</table>

(b) Any balance in the first year does not cancel but is available in the second year.
To account for the base adjustments provided in Laws 2018, chapter 211, article 21, section 1, paragraph (a), and section 3, paragraph (b), the base for fiscal year 2022 is $13,244,000 and the base for fiscal year 2023 is $13,251,000.

Sec. 14. REPEALER.

(a) Minnesota Statutes 2018, sections 122A.175; and 128C.02, subdivision 6, are repealed.

(b) Laws 2017, First Special Session chapter 5, article 11, section 4, is repealed.

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

ARTICLE 11
FORECAST ADJUSTMENTS

A. GENERAL EDUCATION

Section 1. Laws 2017, First Special Session chapter 5, article 1, section 19, subdivision 2, is amended to read:

Subd. 2. General education aid. For general education aid under Minnesota Statutes, section 126C.13, subdivision 4:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$7,032,051,000</td>
</tr>
<tr>
<td>2019</td>
<td>$7,253,606,000</td>
</tr>
</tbody>
</table>

The 2018 appropriation includes $686,828,000 for 2017 and $6,345,223,000 for 2018.

The 2019 appropriation includes $705,024,000 for 2018 and $6,548,582,000 for 2019.

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

Sec. 2. Laws 2017, First Special Session chapter 5, article 1, section 19, subdivision 3, is amended to read:

Subd. 3. Enrollment options transportation. For transportation of pupils attending postsecondary institutions under Minnesota Statutes, section 124D.09, or for transportation of pupils attending nonresident districts under Minnesota Statutes, section 124D.03:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$29,000</td>
</tr>
<tr>
<td>2019</td>
<td>$22,000</td>
</tr>
</tbody>
</table>

EFFECTIVE DATE. This section is effective the day following final enactment.
Sec. 3. Laws 2017, First Special Session chapter 5, article 1, section 19, subdivision 4, is amended to read:

Subd. 4. Abatement aid. For abatement aid under Minnesota Statutes, section 127A.49:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$2,374,000</td>
<td>2019</td>
<td>$2,939,000</td>
</tr>
</tbody>
</table>

The 2018 appropriation includes $262,000 for 2017 and $2,112,000 for 2018.

The 2019 appropriation includes $234,000 $468,000 for 2018 and $1,929,000 $2,471,000 for 2019.

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

Sec. 4. Laws 2017, First Special Session chapter 5, article 1, section 19, subdivision 5, is amended to read:

Subd. 5. Consolidation transition aid. For districts consolidating under Minnesota Statutes, section 123A.485:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$185,000</td>
<td>2019</td>
<td>$20,000</td>
</tr>
</tbody>
</table>

The 2018 appropriation includes $0 for 2017 and $185,000 for 2018.

The 2019 appropriation includes $20,000 for 2018 and $362,000 $0 for 2019.

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

Sec. 5. Laws 2017, First Special Session chapter 5, article 1, section 19, subdivision 6, is amended to read:

Subd. 6. Nonpublic pupil education aid. For nonpublic pupil education aid under Minnesota Statutes, sections 123B.40 to 123B.43 and 123B.87:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$18,197,000</td>
<td>2019</td>
<td>$18,093,000</td>
</tr>
</tbody>
</table>

The 2018 appropriation includes $1,687,000 for 2017 and $16,510,000 for 2018.

The 2019 appropriation includes $1,834,000 for 2018 and $17,391,000 $16,259,000 for 2019.

EFFECTIVE DATE. This section is effective the day following final enactment.
Sec. 6. Laws 2017, First Special Session chapter 5, article 1, section 19, subdivision 7, is amended to read:

Subd. 7. Nonpublic pupil transportation. For nonpublic pupil transportation aid under Minnesota Statutes, section 123B.92, subdivision 9:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$18,372,000</td>
</tr>
<tr>
<td>2019</td>
<td>$18,541,000</td>
</tr>
<tr>
<td>2018</td>
<td>$1,835,000</td>
</tr>
<tr>
<td>2019</td>
<td>$1,837,000</td>
</tr>
</tbody>
</table>

The 2018 appropriation includes $1,835,000 for 2017 and $16,537,000 for 2018. The 2019 appropriation includes $1,837,000 for 2018 and $16,704,000 for 2019.

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

Sec. 7. Laws 2017, First Special Session chapter 5, article 1, section 19, subdivision 9, is amended to read:

Subd. 9. Career and technical aid. For career and technical aid under Minnesota Statutes, section 124D.4531, subdivision 1b:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$4,561,000</td>
</tr>
<tr>
<td>2019</td>
<td>$4,125,000</td>
</tr>
<tr>
<td>2018</td>
<td>$476,000</td>
</tr>
<tr>
<td>2019</td>
<td>$453,000</td>
</tr>
</tbody>
</table>

The 2018 appropriation includes $476,000 for 2017 and $4,085,000 for 2018. The 2019 appropriation includes $453,000 for 2018 and $3,672,000 for 2019.

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

**B. EDUCATION EXCELLENCE**

Sec. 8. Laws 2017, First Special Session chapter 5, article 2, section 57, subdivision 2, is amended to read:

Subd. 2. Achievement and integration aid. For achievement and integration aid under Minnesota Statutes, section 124D.862:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$71,249,000</td>
</tr>
<tr>
<td>2019</td>
<td>$72,267,000</td>
</tr>
<tr>
<td>2018</td>
<td>$6,725,000</td>
</tr>
<tr>
<td>2019</td>
<td>$64,524,000</td>
</tr>
</tbody>
</table>

The 2018 appropriation includes $6,725,000 for 2017 and $64,524,000 for 2018.
The 2019 appropriation includes $7,169,000 for 2018 and $66,098,000 for 2019.

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

Sec. 9. Laws 2017, First Special Session chapter 5, article 2, section 57, subdivision 3, is amended to read:

Subd. 3. **Literacy incentive aid.** For literacy incentive aid under Minnesota Statutes, section 124D.98:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>47,264,000</td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>47,763,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>45,987,000</td>
<td>2019</td>
</tr>
</tbody>
</table>

The 2018 appropriation includes $4,597,000 for 2017 and $42,667,000 for 2018.

The 2019 appropriation includes $4,740,000 for 2018 and $43,023,000 for 2019.

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

Sec. 10. Laws 2017, First Special Session chapter 5, article 2, section 57, subdivision 4, is amended to read:

Subd. 4. **Interdistrict desegregation or integration transportation grants.** For interdistrict desegregation or integration transportation grants under Minnesota Statutes, section 124D.87:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13,337,000</td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>14,075,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13,193,000</td>
<td>2019</td>
</tr>
</tbody>
</table>

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

Sec. 11. Laws 2017, First Special Session chapter 5, article 2, section 57, subdivision 5, is amended to read:

Subd. 5. **Tribal contract schools.** For tribal contract school aid under Minnesota Statutes, section 124D.83:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3,623,000</td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>4,018,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3,059,000</td>
<td>2019</td>
</tr>
</tbody>
</table>

The 2018 appropriation includes $323,000 for 2017 and $3,300,000 for 2018.
The 2019 appropriation includes $366,000 for 2018 and $3,652,000 for 2019.

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

Sec. 12. Laws 2017, First Special Session chapter 5, article 2, section 57, subdivision 6, is amended to read:

Subd. 6. American Indian education aid. For American Indian education aid under Minnesota Statutes, section 124D.81, subdivision 2a:

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>$7,244,000</td>
<td>$9,244,000</td>
<td>..... 2018</td>
</tr>
<tr>
<td>$8,464,000</td>
<td>$9,573,000</td>
<td>..... 2019</td>
</tr>
</tbody>
</table>

The 2018 appropriation includes $886,000 for 2017 and $8,358,000 for 2018.

The 2019 appropriation includes $928,000 for 2018 and $8,536,000 for 2019.

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

Sec. 13. Laws 2017, First Special Session chapter 5, article 2, section 57, subdivision 21, is amended to read:

Subd. 21. Charter school building lease aid. For building lease aid under Minnesota Statutes, section 124E.22:

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>$73,341,000</td>
<td>$78,802,000</td>
<td>..... 2018</td>
</tr>
<tr>
<td>$79,646,000</td>
<td>$79,646,000</td>
<td>..... 2019</td>
</tr>
</tbody>
</table>

The 2018 appropriation includes $6,850,000 for 2017 and $66,491,000 for 2018.

The 2019 appropriation includes $7,387,000 for 2018 and $71,415,000 for 2019.

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

Sec. 14. Laws 2017, First Special Session chapter 5, article 2, section 57, subdivision 26, is amended to read:

Subd. 26. Alternative teacher compensation aid. For alternative teacher compensation aid under Minnesota Statutes, section 122A.415, subdivision 4:
The 2018 appropriation includes $8,917,000 for 2017 and $80,946,000 for 2018.

The 2019 appropriation includes $8,994,000 and $9,015,000 for 2018 and $80,629,000 and $80,768,000 for 2019.

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

### C. SPECIAL EDUCATION

Sec. 15. Laws 2017, First Special Session chapter 5, article 4, section 12, subdivision 2, as amended by Laws 2017, First Special Session chapter 7, section 12, is amended to read:

Subd. 2. Special education; regular. For special education aid under Minnesota Statutes, section 125A.75:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$1,341,161,000</td>
</tr>
<tr>
<td>2019</td>
<td>$1,513,013,000</td>
</tr>
</tbody>
</table>

The 2018 appropriation includes $156,403,000 for 2017 and $1,184,758,000 for 2018.

The 2019 appropriation includes $166,667,000 and $204,145,000 for 2018 and $1,260,160,000 and $1,308,868,000 for 2019.

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

Sec. 16. Laws 2017, First Special Session chapter 5, article 4, section 12, subdivision 3, is amended to read:

Subd. 3. Aid for children with disabilities. For aid under Minnesota Statutes, section 125A.75, subdivision 3, for children with disabilities placed in residential facilities within the district boundaries for whom no district of residence can be determined:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$1,597,000</td>
</tr>
<tr>
<td>2019</td>
<td>$1,217,000</td>
</tr>
</tbody>
</table>

If the appropriation for either year is insufficient, the appropriation for the other year is available.

**EFFECTIVE DATE.** This section is effective the day following final enactment.
Sec. 17. Laws 2017, First Special Session chapter 5, article 4, section 12, subdivision 4, is amended to read:

Subd. 4. Travel for home-based services. For aid for teacher travel for home-based services under Minnesota Statutes, section 125A.75, subdivision 1:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$522,000</td>
<td>2018</td>
</tr>
<tr>
<td>2019</td>
<td>$417,000</td>
<td>2019</td>
</tr>
</tbody>
</table>

The 2018 appropriation includes $48,000 for 2017 and $460,000 for 2018. The 2019 appropriation includes $51,000 for 2018 and $481,000 for 2019.

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

Sec. 18. Laws 2017, First Special Session chapter 5, article 4, section 12, subdivision 5, is amended to read:

Subd. 5. Court-placed special education revenue. For reimbursing serving school districts for unreimbursed eligible expenditures attributable to children placed in the serving school district by court action under Minnesota Statutes, section 125A.79, subdivision 4:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$46,000</td>
<td>2018</td>
</tr>
<tr>
<td>2019</td>
<td>$47,000</td>
<td>2019</td>
</tr>
</tbody>
</table>

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

D. FACILITIES AND TECHNOLOGY

Sec. 19. Laws 2017, First Special Session chapter 5, article 5, section 14, subdivision 2, is amended to read:

Subd. 2. Debt service equalization aid. For debt service equalization aid under Minnesota Statutes, section 123B.53, subdivision 6:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$24,908,000</td>
<td>2018</td>
</tr>
<tr>
<td>2019</td>
<td>$23,137,000</td>
<td>2019</td>
</tr>
</tbody>
</table>

The 2018 appropriation includes $2,324,000 for 2017 and $22,584,000 for 2018. The 2019 appropriation includes $2,509,000 for 2018 and $19,851,000 for 2019.

EFFECTIVE DATE. This section is effective the day following final enactment.
Sec. 20. Laws 2017, First Special Session chapter 5, article 5, section 14, subdivision 3, is amended to read:

Subd. 3. **Long-term facilities maintenance equalized aid.** For long-term facilities maintenance equalized aid under Minnesota Statutes, section 123B.595, subdivision 9:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$80,179,000</td>
</tr>
<tr>
<td>2019</td>
<td>$103,460,000</td>
</tr>
</tbody>
</table>

The 2018 appropriation includes $5,815,000 for 2017 and $74,364,000 for 2018. The 2019 appropriation includes $8,262,000 for 2018 and $95,198,000 for 2019.

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

**E. NUTRITION**

Sec. 21. Laws 2017, First Special Session chapter 5, article 6, section 3, subdivision 2, is amended to read:

Subd. 2. **School lunch.** For school lunch aid under Minnesota Statutes, section 124D.111, and Code of Federal Regulations, title 7, section 210.17:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$16,721,000</td>
</tr>
<tr>
<td>2019</td>
<td>$17,223,000</td>
</tr>
</tbody>
</table>

The 2018 appropriation includes $8,262,000 for 2018 and $95,198,000 for 2019.

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

Sec. 22. Laws 2017, First Special Session chapter 5, article 6, section 3, subdivision 3, is amended to read:

Subd. 3. **School breakfast.** For traditional school breakfast aid under Minnesota Statutes, section 124D.1158:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$10,601,000</td>
</tr>
<tr>
<td>2019</td>
<td>$11,350,000</td>
</tr>
</tbody>
</table>

**EFFECTIVE DATE.** This section is effective the day following final enactment.
Sec. 23. Laws 2017, First Special Session chapter 5, article 6, section 3, subdivision 4, is amended to read:

Subd. 4. Kindergarten milk. For kindergarten milk aid under Minnesota Statutes, section 124D.118:

- $758,000 ..... 2018
- $691,000 ..... 2019

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

F. EARLY CHILDHOOD AND FAMILY SUPPORT

Sec. 24. Laws 2017, First Special Session chapter 5, article 8, section 10, subdivision 3, is amended to read:

Subd. 3. Mixed delivery prekindergarten programs. (a) For mixed delivery prekindergarten programs and school readiness plus programs:

- $21,429,000 ..... 2018
- $28,571,000
- $2,381,000 ..... 2019

(b) The fiscal year 2018 appropriation includes $0 for 2017 and $21,429,000 for 2018.

(c) The fiscal year 2019 appropriation includes $2,381,000 for 2018 and $26,190,000 for 2019.

(d) The commissioner must proportionately allocate the amounts appropriated in this subdivision among each education funding program affected by the enrollment of mixed delivery system prekindergarten pupils.

(e) The appropriation under this subdivision is reduced by any other amounts specifically appropriated for those purposes.

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

Sec. 25. Laws 2017, First Special Session chapter 5, article 8, section 10, subdivision 5a, is amended to read:

Subd. 5a. Early childhood family education aid. For early childhood family education aid under Minnesota Statutes, section 124D.135:

- $30,405,000 ..... 2018
- $21,927,000
- $30,942,000 ..... 2019
The 2018 appropriation includes $2,904,000 for 2017 and $27,501,000 for 2018.

The 2019 appropriation includes $3,055,000 for 2018 and $28,922,000

$27,887,000 for 2019.

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

Sec. 26. Laws 2017, First Special Session chapter 5, article 8, section 10, subdivision 6, is amended to read:

Subd. 6. **Developmental screening aid.** For developmental screening aid under Minnesota Statutes, sections 121A.17 and 121A.19:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$3,606,000</td>
</tr>
<tr>
<td>2019</td>
<td>$3,629,000</td>
</tr>
</tbody>
</table>

The 2018 appropriation includes $358,000 for 2017 and $3,248,000 for 2018.

The 2019 appropriation includes $360,000 for 2018 and $3,269,000

$3,272,000 for 2019.

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

Sec. 27. Laws 2017, First Special Session chapter 5, article 8, section 10, subdivision 12, is amended to read:

Subd. 12. **Home visiting aid.** For home visiting aid under Minnesota Statutes, section 124D.135:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$527,000</td>
</tr>
<tr>
<td>2019</td>
<td>$533,000</td>
</tr>
</tbody>
</table>

The 2018 appropriation includes $0 for 2017 and $527,000 for 2018.

The 2019 appropriation includes $58,000 for 2018 and $513,000

$495,000 for 2019.

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

**G. COMMUNITY EDUCATION AND PREVENTION**

Sec. 28. Laws 2017, First Special Session chapter 5, article 9, section 2, subdivision 2, is amended to read:

Subd. 2. **Community education aid.** For community education aid under Minnesota Statutes, section 124D.20:
The 2018 appropriation includes $53,000 for 2017 and $430,000 for 2018.

The 2019 appropriation includes $47,000 for 2018 and $346,000 $363,000 for 2019.

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

**H. SELF-SUFFICIENCY AND LIFELONG LEARNING**

Sec. 29. Laws 2017, First Special Session chapter 5, article 10, section 6, subdivision 2, is amended to read:

Subd. 2. Adult basic education aid. For adult basic education aid under Minnesota Statutes, section 124D.531:

The 2018 appropriation includes $4,881,000 for 2017 and $45,129,000 for 2018.

The 2019 appropriation includes $5,014,000 for 2018 and $46,483,000 $43,817,000 for 2019.

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

Sec. 30. Laws 2018, chapter 211, article 21, section 4, is amended to read:

Sec. 4. EDUCATION APPROPRIATIONS.

Subdivision 1. Department of Education. The sums indicated are appropriated from the general fund to the Department of Education for the fiscal years designated. These sums are in addition to appropriations made for the same purpose in any other law.

Subd. 2. General education aid. For general education aid under Minnesota Statutes, section 126C.13, subdivision 4:

The 2019 appropriation includes $0 for 2018 and $10,863,000 $0 for 2019.
120B.299 DEFINITIONS.

Subdivision 1. Definitions. The definitions in this section apply to this chapter.

Subd. 2. Growth. "Growth" compares the difference in a student's achievement score at two or more distinct points in time.

Subd. 3. Value added. "Value added" is the amount of achievement a student demonstrates above an established baseline. The difference between the student's score and the baseline defines value added.

Subd. 4. Value-added growth. "Value-added growth" is based on a student's growth score. In a value-added growth system, the student's first test is the baseline, and the difference between the student's first and next test scores within a defined period is the measure of value added. Value-added growth models use student-level data to measure what portion of a student's growth can be explained by inputs related to the educational environment.

Subd. 5. Adequate yearly progress. A school or district makes "adequate yearly progress" if, for every student subgroup under the federal 2001 No Child Left Behind Act in the school or district, its proficiency index or other approved adjustments for performance, based on statewide assessment scores, meets or exceeds federal expectations. To make adequate yearly progress, the school or district also must satisfy applicable federal requirements related to student attendance, graduation, and test participation rates.

Subd. 6. State growth target. (a) "State growth target" is the average year-two assessment scores for students with similar year-one assessment scores.

(b) The state growth targets for each grade and subject are benchmarked as follows until the assessment scale changes:

(1) beginning in the 2008-2009 school year, the state growth target for grades 3 through 8 is benchmarked to 2006-2007 and 2007-2008 school year data;

(2) beginning in the 2008-2009 school year the state growth target for grade 10 is benchmarked to 2005-2006 and 2006-2007 school year data;

(3) for the 2008-2009 school year, the state growth target for grade 11 is benchmarked to 2005-2006 school year data; and

(4) beginning in the 2009-2010 school year, the state growth target for grade 11 is benchmarked to 2005-2006 and 2006-2007 school year data.

(c) Each time before the assessment scale changes, a stakeholder group that includes assessment and evaluation directors and staff and researchers must recommend a new state growth target that the commissioner must consider when revising standards under section 120B.021, subdivision 4.

Subd. 7. Low growth. "Low growth" is an assessment score one-half standard deviation below the state growth target.

Subd. 8. Medium growth. "Medium growth" is an assessment score within one-half standard deviation above or below the state growth target.

Subd. 9. High growth. "High growth" is an assessment score one-half standard deviation or more above the state growth target.

Subd. 10. Proficiency. "Proficiency" for purposes of reporting growth on school performance report cards under section 120B.36, subdivision 1, means those students who, in the previous school year, scored at or above "meets standards" on the statewide assessments under section 120B.30. Each year, school performance report cards must separately display: (1) the numbers and percentages of students who achieved low growth, medium growth, and high growth and achieved proficiency in the previous school year; and (2) the numbers and percentages of students who achieved low growth, medium growth, and high growth and did not achieve proficiency in the previous school year.

Subd. 11. Growth and progress toward proficiency. The categories of low growth, medium growth, and high growth shall be used to indicate both (1) growth and (2) progress toward grade-level proficiency that is consistent with subdivision 10.
122A.09 DUTIES.

Subdivision 1. Code of ethics. The Professional Educator Licensing and Standards Board must develop by rule a code of ethics covering standards of professional teaching practices, including areas of ethical conduct and professional performance and methods of enforcement.

122A.175 SPECIAL REVENUE FUND ACCOUNTS; EDUCATOR LICENSURE AND BACKGROUND CHECKS.

Subdivision 1. Educator licensure account. An educator licensure account is created in the special revenue fund. Applicant licensure fees received by the Department of Education, the Professional Educator Licensing and Standards Board, or the Board of School Administrators must be deposited in the educator licensure account. Any funds appropriated from this account that remain unexpended at the end of the biennium cancel to the educator licensure account in the special revenue fund.

Subd. 2. Background check account. An educator licensure background check account is created in the special revenue fund. The Department of Education, the Professional Educator Licensing and Standards Board, and the Board of School Administrators must deposit all payments submitted by license applicants for criminal background checks conducted by the Bureau of Criminal Apprehension in the educator licensure background check account. Amounts in the account are annually appropriated to the commissioner of education for payment to the superintendent of the Bureau of Criminal Apprehension for the costs of background checks on applicants for licensure.

122A.63 GRANTS TO PREPARE INDIAN TEACHERS.

Subd. 7. Loan forgiveness. The loan may be forgiven if the recipient is employed as a teacher, as defined in section 122A.40 or 122A.41, in an eligible school or program in Minnesota. One-fourth of the principal of the outstanding loan amount shall be forgiven for each year of eligible employment, or a pro rata amount for eligible employment during part of a school year, part-time employment as a substitute teacher, or other eligible part-time teaching. Loans for $2,500 or less may be forgiven at the rate of up to $1,250 per year. The following schools and programs are eligible for the purposes of loan forgiveness:

(1) a school or program operated by a school district;
(2) a tribal contract school eligible to receive aid according to section 124D.83;
(3) a Head Start program;
(4) an early childhood family education program;
(5) a program providing educational services to children who have not entered kindergarten;
or
(6) a program providing educational enrichment services to American Indian students in grades kindergarten through 12.

If a person has an outstanding loan obtained through this program, the duty to make payments of principal and interest may be deferred during any time period the person is enrolled at least one-half time in an advanced degree program in a field that leads to employment by a school district. To defer loan obligations, the person shall provide written notification to the commissioner and the joint grant recipients that originally authorized the loan. Upon approval by the commissioner and the joint grant recipients, payments shall be deferred.

The Minnesota Office of Higher Education shall approve the loan forgiveness program, loan deferral, and procedures to administer the program.

Subd. 8. Revolving fund. The Indian teacher preparation loan repayment revolving account is established in the state treasury. Any amounts repaid or contributed by a teacher who received a scholarship or loan under this program shall be deposited in the account. All money in the account is annually appropriated to the commissioner of education and shall be used to enable Indian students to participate in the program.

123A.26 COOPERATIVE UNITS; PROHIBITED AID AND LEVIES.

Subd. 3. Allocation from members. By July 15 of each year, a school district may, by board resolution, request the department to make a payment to a third party. The total sum of the payments for the year may not exceed the lesser of (a) the district’s general education aid for the fiscal year beginning July 1, according to sections 127A.47, subdivision 7, and 126C.13, subdivision 4, or (b)
an amount equal to $100 times the adjusted pupil units for the fiscal year beginning July 1. By July 30 of each year, the school district must report to the commissioner the amount allocated. The amount shall be paid to the third party according to section 127A.45, subdivision 16. Amounts paid to third parties under this subdivision shall be recognized and reported as revenues and expenditures on the school district's books of account under sections 123B.75 and 123B.76.

125A.75 SPECIAL EDUCATION PROGRAMS; APPROVAL; AID PAYMENTS; TRAVEL AID; LITIGATION COSTS.

Subd. 9. Litigation costs; annual report. (a) By November 30 of each year, a school district must annually report the district's special education litigation costs, including attorney fees and costs of due process hearings, to the commissioner of education, consistent with the Uniform Financial Accounting and Reporting Standards.

(b) By February 1 of each year, the commissioner shall report school district special education litigation costs to the house of representatives and the senate committees having jurisdiction over kindergarten through grade 12 education finance.

126C.16 REFERENDUM AND DESEGREGATION REVENUE CONVERSION.

Subdivision 1. Revenue conversion. Except as provided under subdivision 3, the referendum authority under section 126C.17 of a district must be converted by the department according to this section.

Subd. 3. Per pupil revenue conversion. (a) The department must convert each district's referendum revenue authority for fiscal year 2002 and later years to an allowance per pupil unit as follows: the revenue allowance equals the amount determined by dividing the district's maximum revenue under section 126C.17, for fiscal year 2001 by the district's 2000-2001 resident marginal cost pupil units. A district's maximum revenue for all later years for which the revenue is authorized equals the revenue allowance times the district's resident marginal cost pupil units for that year.

(b) The referendum allowance reduction must be applied first to the authority with the earliest expiration date.

126C.17 REFERENDUM REVENUE.

Subd. 9a. Board-approved referendum allowance. Notwithstanding subdivision 9, a school district may convert up to $300 per adjusted pupil unit of referendum authority from voter approved to board approved by a board vote. A district with less than $300 per adjusted pupil unit of referendum authority after the local optional revenue subtraction under subdivision 1 may authorize new referendum authority up to the difference between $300 per adjusted pupil unit and the district's referendum authority. The board may authorize this levy for up to five years and may subsequently reauthorize that authority in increments of up to five years.

127A.14 COMMISSIONER PURCHASE OF ANNUITY FOR EMPLOYEES.

Subdivision 1. Purchase of annuity contract; allocation of portion of employee compensation. At the request of an employee, the commissioner of education may negotiate and purchase an individual annuity contract from a company licensed to do business in the state of Minnesota for an employee for retirement or other purposes and may allocate a portion of the compensation otherwise payable to the employee as salary for the purpose of paying the entire premium due or to become due under such contract. The allocation shall be made in a manner which will qualify the annuity premiums, or a portion thereof, for the benefit afforded under section 403(b) of the current federal Internal Revenue Code or any equivalent provision of subsequent federal income tax law. The employee shall own such contract and the employee's rights thereunder shall be nonforfeitable except for failure to pay premiums.

Subd. 2. Annuity account; appropriation. All amounts so allocated shall be deposited in an annuity account which is hereby established in the state treasury. There is annually appropriated from the annuity account in the state treasury to the commissioner of education all moneys deposited therein for the payment of annuity premiums when due or for other application in accordance with the salary agreement entered into between the employee and the commissioner of education. The moneys in the annuity account in the state treasury are not subject to the budget, allotment, and incumbrance system provided for in chapter 16A and any act amendatory thereof.

128C.02 DUTIES, POLICIES, CRITERIA, RULES OF BOARD.

Subd. 6. Annual report. The board annually shall prepare a written report containing the information about the league that the commissioner is required to obtain and review under section
128C.20. The board shall present copies of the report in a timely manner to the education committees of the legislature.
Sec. 62. APPROPRIATIONS.

Subd. 16. Grants for vision therapy pilot project. (a) For a grant to Independent School District No. 12, Centennial, to implement a neuro-optometric vision therapy pilot project:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>$200,000</td>
</tr>
</tbody>
</table>

This is a onetime appropriation and is available until June 30, 2019.

(b) In each year of the pilot project, second and third grade students identified by a set of criteria created by the district shall be admitted into the pilot study. Identified students shall have a comprehensive eye examination with written standard requirements of testing. Students identified with a diagnosis of convergence insufficiency must undergo a vision efficiency evaluation by a licensed optometrist or ophthalmologist trained in the evaluation of learning-related vision problems. The results of this examination shall determine whether a student will qualify for neuro-optometric vision therapy funded by the grant. The parent or guardian of a student who qualifies for the pilot program under this paragraph may submit a written notification to the school opting the student out of the program. The district must establish guidelines to provide quality standards and measures to ensure an appropriate diagnosis and treatment plan that is consistent with the convergence insufficiency treatment trial study.

(c) The commissioner of education must provide for an evaluation of the pilot project and make a report to the legislative committees with jurisdiction over kindergarten through grade 12 education policy and finance by January 15, 2020.

Sec. 4. Minnesota Statutes 2016, section 122A.18, subdivision 8, is amended to read:

Subd. 8. Background checks. (a) The Board of Teaching and the commissioner of education must request a criminal history background check from the superintendent of the Bureau of Criminal Apprehension on all first-time teaching applicants for licenses under their jurisdiction. Applicants must include with their licensure applications:

1. an executed criminal history consent form, including fingerprints; and

2. a money order or cashier's check payable to the Bureau of Criminal Apprehension for the fee for conducting the criminal history background check. The Board of Teaching and the commissioner of education must deposit payments received under this subdivision in the educator licensure background check account in the special revenue fund.

(b) The superintendent of the Bureau of Criminal Apprehension shall perform the background check required under paragraph (a) by retrieving criminal history data as defined in section 13.87 and shall also conduct a search of the national criminal records repository. The superintendent is authorized to exchange fingerprints with the Federal Bureau of Investigation for purposes of the criminal history check. The superintendent shall recover the cost to the bureau of a background check through the fee charged to the applicant under paragraph (a).

(c) The Board of Teaching or the commissioner of education may issue a license pending completion of a background check under this subdivision, but must notify the individual that the individual's license may be revoked based on the result of the background check.

EFFECTIVE DATE. This section is effective July 1, 2019.

Sec. 57. APPROPRIATIONS.

Subd. 15. Starbase MN. (a) For a grant to Starbase MN for a rigorous science, technology, engineering, and math (STEM) program providing students in grades 4 through 6 with a multisensory learning experience and a hands-on curriculum in an aerospace environment using state-of-the-art technology:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$1,350,000</td>
</tr>
<tr>
<td>2019</td>
<td>$0</td>
</tr>
</tbody>
</table>
(b) Any balance in the first year does not cancel but is available in the second year. The base for fiscal year 2020 is $500,000.

(c) All unspent funds, estimated at $850,000 from the Starbase MN appropriation under Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision 17, are canceled the day following final enactment.
Subpart 1. **Scope.** Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to rules established by the Professional Educator Licensing and Standards Board.

Subp. 2. **Standards of professional conduct.** The standards of professional conduct are as follows:

A. A teacher shall provide professional education services in a nondiscriminatory manner.

B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.

C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.

D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.

E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.

F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.

G. A teacher shall not deliberately suppress or distort subject matter.

H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.

I. A teacher shall not knowingly make false or malicious statements about students or colleagues.

J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.