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State of Minnesota

HOUSE OF REPRESENTATIVES

NINETY-THIRD SESSION

H. F. No. **5237**

04/02/2024 Authored by Youakim, Edelson, Jordan, Clardy, Greenman and others  
The bill was read for the first time and referred to the Committee on Education Finance  
04/18/2024 Adoption of Report: Amended and re-referred to the Committee on Taxes  
04/24/2024 Adoption of Report: Re-referred to the Committee on Ways and Means

1.1 A bill for an act

1.2 relating to education; providing for supplemental funding for prekindergarten

1.3 through grade 12 education; modifying provisions for general education, education

1.4 excellence, the Read Act, American Indian education, teachers, charter schools,

1.5 special education, school facilities, school nutrition and libraries, early childhood

1.6 education, and state agencies; requiring reports; appropriating money; amending

1.7 Minnesota Statutes 2022, sections 120A.41; 122A.415, by adding a subdivision;

1.8 122A.73, subdivision 4; 124D.093, subdivisions 3, 4, 5; 124D.19, subdivision 8;

1.9 124D.957, subdivision 1; 124E.22; 126C.05, subdivision 15; 126C.10, subdivision

1.10 13a; 127A.45, subdivisions 12, 13, 14a; 127A.51; Minnesota Statutes 2023

1.11 Supplement, sections 120B.018, subdivision 6; 120B.021, subdivisions 1, 2, 3, 4;

1.12 120B.024, subdivision 1; 120B.1117; 120B.1118, subdivisions 7, 10, by adding

1.13 a subdivision; 120B.12, subdivisions 1, 2, 2a, 3, 4, 4a; 120B.123, subdivisions 1,

1.14 2, 5, 7, by adding a subdivision; 120B.124, subdivisions 1, 2, by adding a

1.15 subdivision; 121A.642; 122A.415, subdivision 4; 122A.73, subdivisions 2, 3;

1.16 122A.77, subdivisions 1, 2; 123B.92, subdivision 11; 124D.111, subdivision 3;

1.17 124D.151, subdivision 6; 124D.42, subdivision 8; 124D.65, subdivision 5; 124D.81,

1.18 subdivision 2b; 124D.901, subdivision 3; 124D.98, subdivision 5; 124D.995,

1.19 subdivision 3; 124E.13, subdivision 1; 126C.10, subdivisions 2e, 3, 3c, 13, 18a;

1.20 256B.0625, subdivision 26; 256B.0671, by adding a subdivision; Laws 2023,

1.21 chapter 18, section 4, subdivisions 2, as amended, 3, as amended; Laws 2023,

1.22 chapter 54, section 20, subdivisions 6, 24; Laws 2023, chapter 55, article 1, section

1.23 36, subdivisions 2, as amended, 8; article 2, section 64, subdivisions 2, as amended,

1.24 6, as amended, 14, 16, 31, 33; article 3, section 11, subdivisions 3, 4; article 5,

1.25 sections 64, subdivisions 3, as amended, 5, 10, 12, 13, 15, 16; 65, subdivisions 3,

1.26 6, 7; article 7, section 18, subdivision 4, as amended; article 8, section 19,

1.27 subdivisions 5, 6, as amended; proposing coding for new law in Minnesota Statutes,

1.28 chapters 120B; 123B; repealing Laws 2023, chapter 55, article 10, section 4.

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

2.2

## ARTICLE 1

2.3

### GENERAL EDUCATION

2.4 Section 1. Minnesota Statutes 2022, section 120A.41, is amended to read:

2.5 **120A.41 LENGTH OF SCHOOL YEAR; HOURS OF INSTRUCTION.**

2.6 (a) A school board's annual school calendar must include at least 425 hours of instruction  
2.7 for a kindergarten student ~~without a disability~~, 935 hours of instruction for a student in  
2.8 grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not  
2.9 including summer school. The school calendar for all-day kindergarten must include at least  
2.10 850 hours of instruction for the school year. The school calendar for a prekindergarten  
2.11 student under section 124D.151, if offered by the district, must include at least 350 hours  
2.12 of instruction for the school year. A school board's annual calendar must include at least  
2.13 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule  
2.14 has been approved by the commissioner under section 124D.126.

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

2.18 Sec. 2. Minnesota Statutes 2023 Supplement, section 123B.92, subdivision 11, is amended  
2.19 to read:

2.20 Subd. 11. **Area learning center transportation aid.** (a) A district or cooperative unit  
2.21 that provides transportation of pupils to and from an area learning center program established  
2.22 under section 123A.05 is eligible for state aid to reimburse the additional costs of  
2.23 transportation during the preceding fiscal year.

2.24 (b) A district or cooperative unit may apply to the commissioner of education for state  
2.25 aid to reimburse the costs of transporting pupils who are enrolled in an area learning center  
2.26 program established under section 123A.05 during the preceding fiscal year. The  
2.27 commissioner shall develop the form and manner of applications for state aid, the criteria  
2.28 to determine when transportation is necessary, and the accounting procedure to determine  
2.29 excess costs. In determining aid amounts, the commissioner shall consider other revenue  
2.30 received by the district or cooperative unit for transportation for area learning center purposes.

3.1 (c) The total aid entitlement for this section is \$1,000,000 each year. The commissioner  
3.2 must prorate aid if this amount is insufficient to reimburse ~~district~~ costs for a district or  
3.3 cooperative unit.

3.4 **EFFECTIVE DATE.** This section is effective for aid for fiscal year 2025 and later.

3.5 Sec. 3. Minnesota Statutes 2023 Supplement, section 124D.65, subdivision 5, is amended  
3.6 to read:

3.7 Subd. 5. **School district EL revenue.** (a) For fiscal year 2024 through fiscal year 2026,  
3.8 a district's English learner programs revenue equals the sum of:

3.9 (1) the product of (i) \$1,228, and (ii) the greater of 20 or the adjusted average daily  
3.10 membership of eligible English learners enrolled in the district during the current fiscal  
3.11 year; and

3.12 (2) \$436 times the English learner pupil units under section 126C.05, subdivision 17.

3.13 (b) For fiscal year 2027 and later, a district's English learner programs revenue equals  
3.14 the sum of:

3.15 (1) the product of (i) \$1,775, and (ii) the greater of 20 or the adjusted average daily  
3.16 membership of eligible English learners enrolled in the district during the current fiscal  
3.17 year;

3.18 (2) \$630 times the English learner pupil units under section 126C.05, subdivision 17;  
3.19 and

3.20 (3) the district's English learner cross subsidy aid. A district's English learner cross  
3.21 subsidy aid ~~under paragraph (e)~~ equals 25 percent of the district's English learner cross  
3.22 subsidy under paragraph (c) for fiscal year 2027 and later.

3.23 (c) A district's English learner cross subsidy aid equals the greater of zero or the difference  
3.24 between the district's expenditures for qualifying English learner services for the second  
3.25 previous year and the district's English learner revenue under paragraph (b), clauses (1) and  
3.26 (2) for the second previous year. "Qualifying English learner services" means the services  
3.27 necessary to implement the Language Instruction Educational Program for students identified  
3.28 as English learners under sections 124D.58 to 124D.65. Only expenditures that both address  
3.29 the English language development standards in Minnesota Rules, parts 3501.1200 and  
3.30 3501.1210, which may include home language instruction, and are supplemental to the cost  
3.31 of core content instruction may be included as expenditures for qualifying English learner

4.1 services. Expenditures do not include costs related to construction, indirect costs, core  
4.2 content instruction, or core administrative personnel.

4.3 (d) A pupil ceases to generate state English learner aid in the school year following the  
4.4 school year in which the pupil attains the state cutoff score on a commissioner-provided  
4.5 assessment that measures the pupil's emerging academic English.

4.6 Sec. 4. Minnesota Statutes 2023 Supplement, section 124D.995, subdivision 3, is amended  
4.7 to read:

4.8 Subd. 3. **Money appropriated.** (a) Subject to the availability of funds, money in the  
4.9 account is annually appropriated to the commissioner of education to reimburse school  
4.10 districts; charter schools; intermediate school districts and cooperative units under section  
4.11 123A.24, subdivision 2; the Perpich Center for Arts Education; and the Minnesota State  
4.12 Academies for costs associated with providing unemployment benefits to school employees  
4.13 under section 268.085, subdivision 7, paragraph (b).

4.14 (b) The Perpich Center for Arts Education and the Minnesota State Academies may only  
4.15 apply to the commissioner for reimbursement of unemployment insurance amounts in excess  
4.16 of the amounts specifically identified in their annual agency appropriations.

4.17 (c) If the amount in the account is insufficient, the commissioner must proportionately  
4.18 reduce the aid payment to each recipient. Aid payments must be paid ~~100~~ 90 percent in the  
4.19 current year and 10 percent in the following year.

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

4.21 Sec. 5. Minnesota Statutes 2022, section 126C.05, subdivision 15, is amended to read:

4.22 Subd. 15. **Learning year pupil units.** (a) When a pupil is enrolled in a learning year  
4.23 program under section 124D.128, an area learning center or an alternative learning program  
4.24 approved by the commissioner under sections 123A.05 and 123A.06, or a contract alternative  
4.25 program under section 124D.68, subdivision 3, paragraph (d), or subdivision 4, for more  
4.26 than 1,020 hours in a school year for a secondary student, more than 935 hours in a school  
4.27 year for an elementary student, more than 850 hours in a school year for a kindergarten  
4.28 student ~~without a disability~~ in an all-day kindergarten program, or more than 425 hours in  
4.29 a school year for a half-day kindergarten student ~~without a disability~~, that pupil may be  
4.30 counted as more than one pupil in average daily membership for purposes of section 126C.10,  
4.31 subdivision 2a. The amount in excess of one pupil must be determined by the ratio of the  
4.32 number of hours of instruction provided to that pupil in excess of: (i) the greater of 1,020

5.1 hours or the number of hours required for a full-time secondary pupil in the district to 1,020  
5.2 for a secondary pupil; (ii) the greater of 935 hours or the number of hours required for a  
5.3 full-time elementary pupil in the district to 935 for an elementary pupil in grades 1 through  
5.4 6; and (iii) the greater of 850 hours or the number of hours required for a full-time  
5.5 kindergarten student ~~without a disability~~ in the district to 850 for a kindergarten student  
5.6 ~~without a disability~~. Hours that occur after the close of the instructional year in June shall  
5.7 be attributable to the following fiscal year. A student in kindergarten or grades 1 through  
5.8 12 must not be counted as more than 1.2 pupils in average daily membership under this  
5.9 subdivision.

5.10 (b)(i) To receive general education revenue for a pupil in an area learning center or  
5.11 alternative learning program that has an independent study component, a district must meet  
5.12 the requirements in this paragraph. The district must develop, for the pupil, a continual  
5.13 learning plan consistent with section 124D.128, subdivision 3. Each school district that has  
5.14 an area learning center or alternative learning program must reserve revenue in an amount  
5.15 equal to at least 90 and not more than 100 percent of the district average general education  
5.16 revenue per pupil unit, minus an amount equal to the product of the formula allowance  
5.17 according to section 126C.10, subdivision 2, times .0466, calculated without basic skills  
5.18 revenue, local optional revenue, and transportation sparsity revenue, times the number of  
5.19 pupil units generated by students attending an area learning center or alternative learning  
5.20 program. The amount of reserved revenue available under this subdivision may only be  
5.21 spent for program costs associated with the area learning center or alternative learning  
5.22 program. Basic skills revenue generated according to section 126C.10, subdivision 4, by  
5.23 pupils attending the eligible program must be allocated to the program.

5.24 (ii) General education revenue for a pupil in a state-approved alternative program without  
5.25 an independent study component must be prorated for a pupil participating for less than a  
5.26 full year, or its equivalent. The district must develop a continual learning plan for the pupil,  
5.27 consistent with section 124D.128, subdivision 3. Each school district that has an area learning  
5.28 center or alternative learning program must reserve revenue in an amount equal to at least  
5.29 90 and not more than 100 percent of the district average general education revenue per pupil  
5.30 unit, minus an amount equal to the product of the formula allowance according to section  
5.31 126C.10, subdivision 2, times .0466, calculated without basic skills revenue, local optional  
5.32 revenue, and transportation sparsity revenue, times the number of pupil units generated by  
5.33 students attending an area learning center or alternative learning program. The amount of  
5.34 reserved revenue available under this subdivision may only be spent for program costs  
5.35 associated with the area learning center or alternative learning program. Basic skills revenue

6.1 generated according to section 126C.10, subdivision 4, by pupils attending the eligible  
6.2 program must be allocated to the program.

6.3 (iii) General education revenue for a pupil in a state-approved alternative program that  
6.4 has an independent study component must be paid for each hour of teacher contact time  
6.5 and each hour of independent study time completed toward a credit or graduation standards  
6.6 necessary for graduation. Average daily membership for a pupil shall equal the number of  
6.7 hours of teacher contact time and independent study time divided by 1,020.

6.8 (iv) For a state-approved alternative program having an independent study component,  
6.9 the commissioner shall require a description of the courses in the program, the kinds of  
6.10 independent study involved, the expected learning outcomes of the courses, and the means  
6.11 of measuring student performance against the expected outcomes.

6.12 Sec. 6. Minnesota Statutes 2023 Supplement, section 126C.10, subdivision 2e, is amended  
6.13 to read:

6.14 Subd. 2e. **Local optional revenue.** (a) Local optional revenue for a school district equals  
6.15 the sum of the district's first tier local optional revenue and second tier local optional revenue.  
6.16 A district's first tier local optional revenue equals \$300 times the adjusted pupil units of the  
6.17 district for that school year. A district's second tier local optional revenue equals \$424 times  
6.18 the adjusted pupil units of the district for that school year.

6.19 (b) A district's local optional levy equals the sum of the first tier local optional levy and  
6.20 the second tier local optional levy.

6.21 (c) A district's first tier local optional levy equals the district's first tier local optional  
6.22 revenue times the lesser of one or the ratio of the district's referendum market value per  
6.23 resident pupil unit to \$880,000.

6.24 (d) For fiscal year 2023, a district's second tier local optional levy equals the district's  
6.25 second tier local optional revenue times the lesser of one or the ratio of the district's  
6.26 referendum market value per resident pupil unit to \$548,842. For fiscal year 2024, a district's  
6.27 second tier local optional levy equals the district's second tier local optional revenue times  
6.28 the lesser of one or the ratio of the district's referendum market value per resident pupil unit  
6.29 to \$510,000. For fiscal year 2025, a district's second tier local optional levy equals the  
6.30 district's second tier local optional revenue times the lesser of one or the ratio of the district's  
6.31 referendum market value per resident pupil unit to ~~\$587,244~~ \$626,450. For fiscal year 2026,  
6.32 a district's second tier local optional levy equals the district's second tier local optional  
6.33 revenue times the lesser of one or the ratio of the district's referendum market value per

7.1 resident pupil unit to \$642,038. For fiscal year 2027 and later, a district's second tier local  
7.2 optional levy equals the district's second tier local optional revenue times the lesser of one  
7.3 or the ratio of the district's referendum market value per resident pupil unit to \$671,345.

7.4 (e) The local optional levy must be spread on referendum market value. A district may  
7.5 levy less than the permitted amount.

7.6 (f) A district's local optional aid equals its local optional revenue minus its local optional  
7.7 levy. If a district's actual levy for first or second tier local optional revenue is less than its  
7.8 maximum levy limit for that tier, its aid must be proportionately reduced.

7.9 Sec. 7. Minnesota Statutes 2023 Supplement, section 126C.10, subdivision 3, is amended  
7.10 to read:

7.11 Subd. 3. **Compensatory education revenue.** (a) For fiscal year 2024, the compensatory  
7.12 education revenue for each building in the district equals the formula allowance minus \$839  
7.13 times the compensation revenue pupil units computed according to section 126C.05,  
7.14 subdivision 3. ~~A district's compensatory revenue equals the sum of its compensatory revenue~~  
7.15 ~~for each building in the district and the amounts designated under Laws 2015, First Special~~  
7.16 ~~Session chapter 3, article 2, section 70, subdivision 8, for fiscal year 2017. Revenue shall~~  
7.17 ~~be paid to the district and must be allocated according to section 126C.15, subdivision 2.~~

7.18 (b) For fiscal year 2025, compensatory revenue must be calculated under Laws 2023,  
7.19 chapter 18, section 3.

7.20 (c) For fiscal year 2026 and later, the compensatory education revenue for each building  
7.21 in the district equals its compensatory pupils multiplied by the building compensatory  
7.22 allowance. ~~Revenue shall be paid to the district and must be allocated according to section~~  
7.23 ~~126C.15, subdivision 2.~~

7.24 (d) When the district contracting with an alternative program under section 124D.69  
7.25 changes prior to the start of a school year, the compensatory revenue generated by pupils  
7.26 attending the program shall be paid to the district contracting with the alternative program  
7.27 for the current school year, and shall not be paid to the district contracting with the alternative  
7.28 program for the prior school year.

7.29 (e) When the fiscal agent district for an area learning center changes prior to the start of  
7.30 a school year, the compensatory revenue shall be paid to the fiscal agent district for the  
7.31 current school year, and shall not be paid to the fiscal agent district for the prior school year.

7.32 (f) Notwithstanding paragraph (c), for voluntary prekindergarten programs under section  
7.33 124D.151, charter schools, and contracted alternative programs in the first year of operation,

8.1 compensatory education revenue must be computed using data for the current fiscal year.  
8.2 If the voluntary prekindergarten program, charter school, or contracted alternative program  
8.3 begins operation after October 1, compensatory education revenue must be computed based  
8.4 on pupils enrolled on an alternate date determined by the commissioner, and the  
8.5 compensatory education revenue must be prorated based on the ratio of the number of days  
8.6 of student instruction to 170 days.

8.7 (g) Notwithstanding paragraph (c), for fiscal year 2026, if the calculation under paragraph  
8.8 ~~(d)~~ (c) results in statewide revenue of less than \$838,947,000, additional revenue must be  
8.9 proportionately provided to each building ~~in a manner prescribed~~ by the commissioner of  
8.10 education until total statewide revenue equals \$838,947,000.

8.11 (h) Notwithstanding paragraph (c), for fiscal year 2027 and later, if the calculation under  
8.12 paragraph (d) results in statewide revenue of less than \$857,152,000, additional revenue  
8.13 must be proportionately provided to each building ~~in a manner prescribed~~ by the  
8.14 commissioner of education until total statewide revenue equals \$857,152,000.

8.15 (i) A district's compensatory revenue equals the sum of its compensatory revenue  
8.16 computed under paragraphs (a) to (h) and the amounts designated under Laws 2015, First  
8.17 Special Session chapter 3, article 2, section 70, subdivision 8, for fiscal year 2017.

8.18 (j) Revenue under this subdivision must be paid to the district and must be allocated  
8.19 according to section 126C.15, subdivision 2.

8.20 Sec. 8. Minnesota Statutes 2023 Supplement, section 126C.10, subdivision 3c, is amended  
8.21 to read:

8.22 Subd. 3c. **Statewide compensatory allowance.** ~~(a)~~ For fiscal year 2026, the statewide  
8.23 compensatory allowance is \$6,734. For fiscal year 2027 and later, the statewide compensatory  
8.24 allowance equals the statewide compensatory allowance in effect for the prior fiscal year  
8.25 times the ratio of the formula allowance under section 126C.10, subdivision 2, for the current  
8.26 fiscal year to the formula allowance under section 126C.10, subdivision 2, for the prior  
8.27 fiscal year, rounded to the nearest whole dollar.

8.28 ~~(b) For fiscal year 2026 and later, the statewide compensatory allowance equals the~~  
8.29 ~~statewide compensatory allowance in effect for the prior fiscal year times the ratio of the~~  
8.30 ~~formula allowance under section 126C.10, subdivision 2, for the current fiscal year to the~~  
8.31 ~~formula allowance under section 126C.10, subdivision 2, for the prior fiscal year, rounded~~  
8.32 ~~to the nearest whole dollar.~~



9.1 Sec. 9. Minnesota Statutes 2023 Supplement, section 126C.10, subdivision 13, is amended  
9.2 to read:

9.3 Subd. 13. **Total operating capital revenue.** (a) Total operating capital revenue for a  
9.4 district equals the sum of:

9.5 (1) \$79 times the adjusted pupil units for the school year;

9.6 (2) the product of \$109, the district's maintenance cost index, and its adjusted pupil units  
9.7 for the school year plus the amount computed under paragraph (c); and

9.8 (3) \$2 times the adjusted pupil units of the school district for the school year for the  
9.9 purposes of supplying menstrual products under subdivision 14, clause (26), and opiate  
9.10 antagonists under subdivision 14, clause (27).

9.11 (b) The revenue under this subdivision must be placed in a reserved account in the  
9.12 general fund and may only be used according to subdivision 14.

9.13 (c) The revenue under paragraph (a), clause (2), for a district that operates a program  
9.14 under section 124D.128, is increased by an amount equal to \$31 times the number of adjusted  
9.15 pupil units served at the site where the program is implemented.

9.16 (d) The revenue under paragraph (a), clause (3), is not subject to the operating capital  
9.17 equalization levy formula in 126C.10, subdivision 13a.

9.18 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

9.19 Sec. 10. Minnesota Statutes 2022, section 126C.10, subdivision 13a, is amended to read:

9.20 Subd. 13a. **Operating capital levy.** To obtain operating capital revenue, a district may  
9.21 levy an amount not more than the product of its operating capital revenue for the fiscal year  
9.22 times the lesser of one or the ratio of its adjusted net tax capacity per adjusted pupil unit to  
9.23 the operating capital equalizing factor. The operating capital equalizing factor equals ~~\$23,902~~  
9.24 ~~for fiscal year 2020, \$23,885 for fiscal year 2021, and \$22,912 for fiscal year 2022 and later~~  
9.25 2024, \$23,138 for fiscal year 2025, and \$22,912 for fiscal year 2026 and later.

9.26 Sec. 11. Minnesota Statutes 2023 Supplement, section 126C.10, subdivision 18a, is  
9.27 amended to read:

9.28 Subd. 18a. **Pupil transportation adjustment.** (a) An independent, common, or special  
9.29 school district's transportation sparsity revenue under subdivision 18 is increased by the  
9.30 greater of zero or 35 percent of the difference between:

10.1 (1) the lesser of the district's total cost for regular and excess pupil transportation under  
 10.2 section 123B.92, subdivision 1, paragraph (b), including depreciation, for the previous fiscal  
 10.3 year or 105 percent of the district's total cost for the second previous fiscal year; and

10.4 (2) the sum of:

10.5 (i) 4.66 percent of the district's basic revenue for the previous fiscal year;

10.6 (ii) transportation sparsity revenue under subdivision 18 for the previous fiscal year;

10.7 (iii) the district's charter school transportation adjustment for the previous fiscal year;

10.8 ~~and~~

10.9 (iv) the district's reimbursement for transportation provided under section 123B.92,  
 10.10 subdivision 1, paragraph (b), clause (1), item (vi), for the previous fiscal year; and

10.11 (v) the district's area learning center transportation aid under section 123B.92, subdivision  
 10.12 11, for the previous fiscal year.

10.13 (b) A charter school's pupil transportation adjustment equals the school district per pupil  
 10.14 unit adjustment under paragraph (a).

10.15 **EFFECTIVE DATE.** This section is effective for revenue in fiscal year 2025 and later.

10.16 Sec. 12. Minnesota Statutes 2022, section 127A.51, is amended to read:

10.17 **127A.51 STATEWIDE AVERAGE REVENUE.**

10.18 (a) By December 1 of each year the commissioner must estimate the statewide average  
 10.19 adjusted general revenue per adjusted pupil unit and the disparity in adjusted general revenue  
 10.20 among pupils and districts by computing the ratio of the 95th percentile to the fifth percentile  
 10.21 of adjusted general revenue. The commissioner must provide that information to all districts.

10.22 (b) If the disparity in adjusted general revenue as measured by the ratio of the 95th  
 10.23 percentile to the fifth percentile increases in any year, the commissioner shall recommend  
 10.24 to the legislature options for change in the general education formula that will limit the  
 10.25 disparity in adjusted general revenue to no more than the disparity for the previous school  
 10.26 year. The commissioner must submit the recommended options to the education committees  
 10.27 of the legislature by February 1.

10.28 (c) For purposes of this section and section 126C.10, adjusted general revenue means  
 10.29 the sum of basic revenue under section 126C.10, subdivision 2; referendum revenue under  
 10.30 section 126C.17; local optional revenue under section 126C.10, subdivision 2e; and equity  
 10.31 revenue under section 126C.10, ~~subdivisions 24a and 24b~~ subdivision 24.

11.1 **EFFECTIVE DATE.** This section is effective July 1, 2024.

11.2 Sec. 13. Laws 2023, chapter 55, article 1, section 36, subdivision 2, as amended by Laws  
11.3 2024, chapter 81, section 1, is amended to read:

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

11.6 \$ 8,103,909,000 ..... 2024

11.7 ~~8,299,317,000~~

11.8 \$ 8,333,843,000 ..... 2025

11.9 (b) The 2024 appropriation includes \$707,254,000 for 2023 and \$7,396,655,000 for  
11.10 2024.

11.11 (c) The 2025 appropriation includes \$771,421,000 for 2024 and ~~\$7,527,896,000~~  
11.12 \$7,562,422,000 for 2025.

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

11.14 Sec. 14. Laws 2023, chapter 55, article 1, section 36, subdivision 8, is amended to read:

11.15 Subd. 8. **One-room schoolhouse.** (a) For ~~a grant~~ aid to Independent School District No.  
11.16 690, Warroad, to operate the Angle Inlet School:

11.17 \$ 65,000 ..... 2024

11.18 \$ 65,000 ..... 2025

11.19 (b) This aid is 100 percent payable in the current year.

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

11.21 Sec. 15. **BASIC SKILLS REVENUE ACCOUNT TRANSFERS.**

11.22 Notwithstanding Minnesota Statutes, section 126C.15, subdivision 4, by June 30, 2025,  
11.23 school districts with a balance in their basic skills revenue account that is restricted for use  
11.24 on extended time programs must transfer those funds to an account that is restricted for  
11.25 basic skills revenue.

11.26 Sec. 16. **TASK FORCE ON ENGLISH LEARNER PROGRAMS.**

11.27 Subdivision 1. **Task force established.** A task force is established to analyze how public  
11.28 schools use English learner revenue at the site level and administrative level, consider how  
11.29 microcredentials or other certifications may be used to improve collaboration between  
11.30 teachers working with English learners, and make recommendations on how English learner

12.1 revenue can be used more effectively to help students become proficient in English and  
12.2 participate meaningfully and equally in education programs.

12.3 Subd. 2. **Members.** The commissioner of education, in consultation with the executive  
12.4 director of the Professional Educator Licensing and Standards Board, must appoint the  
12.5 following members to the task force by July 1, 2024:

12.6 (1) the commissioner of education or the commissioner's designee;

12.7 (2) the executive director of the Professional Educator Licensing and Standards Board  
12.8 or the executive director's designee;

12.9 (3) the executive director of the Minnesota Education Equity Partnership or the executive  
12.10 director's designee;

12.11 (4) one member who represents teacher preparation programs that enroll candidates  
12.12 seeking a field license in English as a second language;

12.13 (5) one member who represents school boards;

12.14 (6) one member who represents the superintendent;

12.15 (7) one member who is a teacher of English learners;

12.16 (8) one member who is a teacher in a state-approved alternative program;

12.17 (9) one member who is a director of an English learner program in a school district;

12.18 (10) one member who is a director of a state-approved alternative program;

12.19 (11) one member who is a parent of a student identified as an English learner;

12.20 (12) one member who is a parent liaison to families of English learners in a school  
12.21 district;

12.22 (13) one member who is a parent of a student enrolled in a state-approved alternative  
12.23 program;

12.24 (14) one member from the Southeast Service Cooperative's Project Momentum; and

12.25 (15) one member from a community organization that works with families of English  
12.26 learners.

12.27 Subd. 3. **Duties.** (a) The task force must:

12.28 (1) review best practices in English learner programming, including:

12.29 (i) an accountability framework that uses student performance on state assessments to  
12.30 determine whether the program is improving academic outcomes for English learners;

- 13.1 (ii) staffing and managing an English learner program, including providing appropriate  
13.2 professional development for teachers, administrators, and other staff;
- 13.3 (iii) evaluation of the efficacy of the English learner program; and
- 13.4 (iv) ensuring meaningful communication and engagement with limited English proficient  
13.5 parents;
- 13.6 (2) review best practices in providing services to students who are eligible to participate  
13.7 in the graduation incentives program under Minnesota Statutes, section 124D.68, including:
- 13.8 (i) an accountability framework that uses credit recovery rates and graduation rates to  
13.9 determine whether the program is improving academic outcomes for participating students;  
13.10 and
- 13.11 (ii) professional development for teachers and other staff;
- 13.12 (3) analyze how English learner revenue is used at the site level and administrative level  
13.13 and whether expenditures align with the best practices identified under clause (1);
- 13.14 (4) identify obstacles to hiring and retaining necessary staff to support effective English  
13.15 learner programs;
- 13.16 (5) analyze how microcredentials or other certifications can improve collaboration among  
13.17 teachers working with English learners, and recommend a process for awarding the  
13.18 microcredentials or other certifications; and
- 13.19 (6) to the extent time is available, review best practices for dual enrollment programs  
13.20 for students eligible for the graduation incentives program, including the provision of college  
13.21 and career and readiness counselors and:
- 13.22 (i) an accountability framework based on the acceleration of dual credit accumulation  
13.23 before a student graduates from high school;
- 13.24 (ii) professional development for counselors; and
- 13.25 (iii) evaluation of the efficacy of the dual enrollment program.
- 13.26 (b) The task force must review data regarding student access to teachers with a field  
13.27 license in English as a second language.
- 13.28 (c) The task force must report its findings and recommendations on the current use of  
13.29 English learner revenue at the site level and administrative level, implementation of  
13.30 microcredentials or other certifications, and how English learner funding can be used more  
13.31 effectively to help students become proficient in English and participate meaningfully and

14.1 equally in an education program. The task force must submit the report to the legislative  
14.2 committees with jurisdiction over kindergarten through grade 12 education by January 15,  
14.3 2025.

14.4 Subd. 4. **Compensation.** Minnesota Statutes, section 15.059, subdivision 3, governs  
14.5 compensation of the members of the task force.

14.6 Subd. 5. **Meetings and administrative support.** (a) The commissioner of education or  
14.7 the commissioner's designee must convene the first meeting of the task force no later than  
14.8 July 15, 2024. The task force must establish a schedule for meetings and meet as necessary  
14.9 to accomplish the duties under subdivision 3. Meetings are subject to Minnesota Statutes,  
14.10 chapter 13D. The task force may meet by telephone or interactive technology consistent  
14.11 with Minnesota Statutes, section 13D.015.

14.12 (b) The Department of Education must provide administrative support to assist the task  
14.13 force in its work, including providing information and technical support, and must assist in  
14.14 the creation of the report under subdivision 3.

14.15 Subd. 6. **Expiration.** The task force expires January 15, 2025, or upon submission of  
14.16 the report required under subdivision 3, whichever is later.

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

14.18 Sec. 17. **STUDENT ATTENDANCE PILOT PROGRAM.**

14.19 Subdivision 1. **Pilot program established.** A pilot program is established to support  
14.20 districts developing and implementing innovative strategies to improve student attendance,  
14.21 and help policymakers determine how to effectively support district efforts to improve  
14.22 student attendance and engagement. The pilot program is effective for the 2024-2025,  
14.23 2025-2026, and 2026-2027 school years.

14.24 Subd. 2. **Participating districts.** (a) The pilot program consists of the following school  
14.25 districts:

14.26 (1) Special School District No. 1, Minneapolis;

14.27 (2) Independent School District No. 13, Columbia Heights;

14.28 (3) Independent School District No. 38, Red Lake;

14.29 (4) Independent School District No. 77, Mankato;

14.30 (5) Independent School District No. 152, Moorhead;

14.31 (6) Independent School District No. 177, Windom;

- 15.1 (7) Independent School District No. 191, Burnsville;
- 15.2 (8) Independent School District No. 659, Northfield; and
- 15.3 (9) Independent School District No. 695, Chisholm.
- 15.4 (b) Special School District No. 1, Minneapolis, must serve as the lead district in the pilot
- 15.5 program. The duties of the lead district are:
- 15.6 (1) convening virtual quarterly meetings of the participating districts to share updates
- 15.7 on implementation to facilitate collaboration on promising practices;
- 15.8 (2) developing a template for each district to report its goals, strategies, policies, or
- 15.9 practices for counting and reporting attendance and absences, challenges, efforts to assess
- 15.10 effectiveness, data on student absenteeism, and lessons learned; and
- 15.11 (3) reporting progress and results of the pilot program in accordance with subdivision
- 15.12 4.
- 15.13 (c) Independent School District No. 38, Red Lake, must partner with Charter School
- 15.14 District No. 4298, Endazhi-Nitaawiging, to implement strategies to reduce student
- 15.15 absenteeism at both the district and charter school.
- 15.16 (d) By July 1, 2024, each district must designate a primary staff person responsible for
- 15.17 implementing the pilot program. The participating districts must hold their first meeting by
- 15.18 August 1, 2024.
- 15.19 Subd. 3. **Strategies.** Participating districts must use pilot program aid to develop and
- 15.20 implement sustainable strategies to reduce student absenteeism. Allowable uses of pilot
- 15.21 program aid include but are not limited to:
- 15.22 (1) addressing risk factors for high absenteeism through supports and interventions;
- 15.23 (2) strategies that focus on the individual needs of each student;
- 15.24 (3) personalized outreach to students who have stopped attending school, including
- 15.25 home visits and connecting with students in community centers or other public areas;
- 15.26 (4) regular meetings with students to provide tutoring or other supports or to connect
- 15.27 students with resources that provide tutoring or other supports;
- 15.28 (5) activities that increase students' sense of belonging in the school community;
- 15.29 (6) data analysis to assess the effectiveness of district strategies; and
- 15.30 (7) technology that assists districts' efforts to communicate with students and families.

16.1 Subd. 4. **Reporting.** (a) The lead school district must submit reports to the chairs and  
16.2 minority leaders of the legislative committees with jurisdiction over kindergarten through  
16.3 grade 12 education by December 31, 2024; July 1, 2025; July 1, 2026; and September 1,  
16.4 2027. Each report must include each participating district's individual reports.

16.5 (b) The first report must identify the goals and strategies each district plans to implement  
16.6 during the pilot program, and how each district counts and reports latenesses and absences.  
16.7 The other reports must identify each district's goals, strategies, challenges in meeting goals  
16.8 or implementing planned strategies, promising practices and practices that were not effective,  
16.9 and attendance data for the school year preceding the pilot program and the three school  
16.10 years of the pilot program. The attendance data must include attendance data for students  
16.11 that were absent up to ten percent of classes or school days, between ten and 29 percent of  
16.12 classes or school days, between 30 and 49 percent of classes or school days, and 50 percent  
16.13 or more of classes or school days; and for students who are homeless or highly mobile. The  
16.14 fourth report must also include recommendations for funding and statutory changes that  
16.15 would facilitate district efforts to implement local solutions to improve attendance.

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

16.17 Sec. 18. **STUDENT ATTENDANCE AND TRUANCY LEGISLATIVE STUDY**  
16.18 **GROUP.**

16.19 Subdivision 1. **Establishment.** A legislative study group is established to study issues  
16.20 related to student attendance and truancy.

16.21 Subd. 2. **Members.** (a) The legislative study group on student attendance and truancy  
16.22 consists of:

16.23 (1) four duly elected and currently serving members of the house of representatives, two  
16.24 appointed by the speaker of the house and two appointed by the house minority leader; and

16.25 (2) four duly elected and currently serving senators, two appointed by the senate majority  
16.26 leader and two appointed by the senate minority leader.

16.27 (b) The appointments must be made by June 15, 2024, and expire December 31, 2024.

16.28 (c) If a vacancy occurs, the leader of the caucus in the house of representatives or senate  
16.29 to which the vacating study group member belonged must fill the vacancy.

16.30 Subd. 3. **Duties.** (a) The legislative study group must study and evaluate ways to increase  
16.31 student attendance and reduce truancy. In preparing the recommendations, the group must  
16.32 consider the following:



- 17.1 (1) current statutory requirements relating to student attendance and truancy;  
17.2 (2) currently available attendance data and additional data that would help schools and  
17.3 policy makers understand and reduce absenteeism;  
17.4 (3) the effect of school programs and strategies to improve attendance;  
17.5 (4) the role of school principals in addressing student absenteeism;  
17.6 (5) the role of the Department of Education in addressing student absenteeism;  
17.7 (6) the role of counties in addressing truancy; and  
17.8 (7) how truant students are tracked across county lines.

17.9 (b) The study group must identify and include in its report any statutory changes needed  
17.10 to implement the study group recommendations.

17.11 Subd. 4. **Meetings and chair.** (a) The speaker of the house must designate a member  
17.12 to convene the first meeting of the study group, which must be held no later than July 15,  
17.13 2024. Members of the study group must elect a chair from among the members present at  
17.14 the first meeting. The study group must meet periodically.

17.15 (b) Meetings of the study group are subject to Minnesota Statutes, section 3.055. The  
17.16 meetings may be conducted by interactive television.

17.17 Subd. 5. **Administrative support.** The Department of Education must cooperate with  
17.18 the legislative study group and provide information requested in a timely fashion. The  
17.19 Legislative Coordinating Commission must provide meeting space, technical and  
17.20 administrative support, and staff support for the study group. The study group may hold  
17.21 meetings in any publicly accessible location in the Capitol complex that is equipped with  
17.22 technology that can facilitate remote testimony.

17.23 Subd. 6. **Consultation with stakeholders.** In making recommendations, the study group  
17.24 must consult with interested and affected stakeholders.

17.25 Subd. 7. **Report.** The study group must submit a preliminary report with its  
17.26 recommendations to the legislative committees and divisions with jurisdiction over  
17.27 kindergarten through grade 12 education by November 1, 2024, and a final report by  
17.28 December 31, 2024.

17.29 Subd. 8. **Expiration.** The study group expires December 31, 2024, or on the date upon  
17.30 which the final report required under subdivision 7 is submitted to the legislature, whichever  
17.31 is later.

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

18.2 Sec. 19. **APPROPRIATION.**

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

18.6 Subd. 2. **Attendance pilot program.** (a) For attendance pilot program aid:

18.7     \$        3,334,000    .....    2025

18.8 (b) Of the amount in paragraph (a), the department must provide aid to the participating  
18.9 districts in the following amounts:

18.10 (1) \$1,022,000 for Special School District No. 1, Minneapolis;

18.11 (2) \$253,000 for Independent School District No. 13, Columbia Heights;

18.12 (3) \$196,000 for Independent School District No. 38, Red Lake;

18.13 (4) \$398,000 for Independent School District No. 77, Mankato;

18.14 (5) \$374,000 for Independent School District No. 152, Moorhead;

18.15 (6) \$185,000 for Independent School District No. 177, Windom;

18.16 (7) \$378,000 for Independent School District No. 191, Burnsville;

18.17 (8) \$266,000 for Independent School District No. 659, Northfield; and

18.18 (9) \$170,000 for Independent School District No. 695, Chisholm.

18.19 (c) Up to \$92,000 is available for the department to administer the pilot program.

18.20 (d) Aid payments must be paid 100 percent in fiscal year 2025. Districts may use the  
18.21 aid in the 2024-2025, 2025-2026, and 2026-2027 school years.

18.22 (e) This is a onetime appropriation.

18.23 Subd. 3. **Minnesota Alliance With Youth.** (a) For a grant to the Minnesota Alliance  
18.24 With Youth to improve student attendance and academic engagement provided through the  
18.25 Promise Fellow program:

18.26     \$        1,500,000    .....    2025

18.27 (b) The Promise Fellow program must form partnerships with AmeriCorps members,  
18.28 individual schools, school districts, charter schools, and community organizations to provide  
18.29 attendance and academic engagement intervention services. Services may include family

19.1 and caregiver outreach and engagement, academic support, connection to out-of-school  
 19.2 activities and resources, and individual and small group mentoring designed to help students  
 19.3 return to and maintain consistent school attendance.

19.4 (c) The Minnesota Alliance With Youth must promote Promise Fellow program  
 19.5 opportunities throughout the state.

19.6 (d) This appropriation does not cancel but is available until June 30, 2027.

19.7 (e) This is a onetime appropriation.

19.8 Subd. 4. Student attendance and truancy legislative study group. (a) For transfer to  
 19.9 the Legislative Coordinating Commission for the student attendance and truancy legislative  
 19.10 study group:

19.11 §           64,000   ..... 2025

19.12 (b) This is a onetime appropriation.

19.13 Subd. 5. English learner program task force. (a) For the English learner program task  
 19.14 force:

19.15 §           117,000   ..... 2025

19.16 (b) This is a onetime appropriation.

19.17 **EFFECTIVE DATE.** This section is effective July 1, 2024.

## 19.18 **ARTICLE 2**

### 19.19 **EDUCATION EXCELLENCE**

19.20 Section 1. Minnesota Statutes 2023 Supplement, section 120B.018, subdivision 6, is  
 19.21 amended to read:

19.22 Subd. 6. **Required standard.** "Required standard" means ~~(1)~~ a statewide adopted  
 19.23 expectation for student learning in the content areas of language arts, mathematics, science,  
 19.24 social studies, physical education, health, and the arts, ~~and (2) a locally adopted expectation~~  
 19.25 ~~for student learning in health.~~ Locally developed academic standards in health apply until  
 19.26 the end of the 2026-2027 school year, or until statewide rules implementing statewide health  
 19.27 standards under section 120B.021, subdivision 3 are effective, whichever occurs later.

19.28 **EFFECTIVE DATE.** This section is effective July 1, 2024.

20.1 Sec. 2. Minnesota Statutes 2023 Supplement, section 120B.021, subdivision 1, is amended  
20.2 to read:

20.3 Subdivision 1. **Required academic standards.** (a) The following subject areas are  
20.4 required for statewide accountability:

20.5 (1) language arts;

20.6 (2) mathematics, encompassing algebra II, integrated mathematics III, or an equivalent  
20.7 in high school, and to be prepared for the three credits of mathematics in grades 9 through  
20.8 12, the grade 8 standards include completion of algebra;

20.9 (3) science, including earth and space science, life science, and the physical sciences,  
20.10 including chemistry and physics;

20.11 (4) social studies, including history, geography, economics, and government and  
20.12 citizenship that includes civics;

20.13 (5) physical education;

20.14 (6) health, ~~for which locally developed academic standards apply~~; and

20.15 (7) the arts. Public elementary and middle schools must offer at least three and require  
20.16 at least two of the following five arts areas: dance; media arts; music; theater; and visual  
20.17 arts. Public high schools must offer at least three and require at least one of the following  
20.18 five arts areas: media arts; dance; music; theater; and visual arts.

20.19 (b) For purposes of applicable federal law, the academic standards for language arts,  
20.20 mathematics, and science apply to all public school students, except the very few students  
20.21 with extreme cognitive or physical impairments for whom an individualized education  
20.22 program team has determined that the required academic standards are inappropriate. An  
20.23 individualized education program team that makes this determination must establish  
20.24 alternative standards.

20.25 (c) The department may modify SHAPE America (Society of Health and Physical  
20.26 Educators) standards and adapt the national standards to accommodate state interest. The  
20.27 modification and adaptations must maintain the purpose and integrity of the national  
20.28 standards. The department must make available sample assessments, which school districts  
20.29 may use as an alternative to local assessments, to assess students' mastery of the physical  
20.30 education standards beginning in the 2018-2019 school year.

20.31 (d) A school district may include child sexual abuse prevention instruction in a health  
20.32 curriculum, consistent with paragraph (a), clause (6). Child sexual abuse prevention

21.1 instruction may include age-appropriate instruction on recognizing sexual abuse and assault,  
21.2 boundary violations, and ways offenders groom or desensitize victims, as well as strategies  
21.3 to promote disclosure, reduce self-blame, and mobilize bystanders. A school district may  
21.4 provide instruction under this paragraph in a variety of ways, including at an annual assembly  
21.5 or classroom presentation. A school district may also provide parents information on the  
21.6 warning signs of child sexual abuse and available resources.

21.7 (e) District efforts to develop, implement, or improve instruction or curriculum as a  
21.8 result of the provisions of this section must be consistent with sections 120B.10, 120B.11,  
21.9 and 120B.20.

21.10 (f) Locally developed academic standards in health apply until the end of the 2026-2027  
21.11 school year, or until statewide rules implementing statewide health standards under  
21.12 subdivision 3 are effective, whichever occurs later.

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

21.14 Sec. 3. Minnesota Statutes 2023 Supplement, section 120B.021, subdivision 2, is amended  
21.15 to read:

21.16 Subd. 2. **Standards development.** (a) The commissioner must consider advice from at  
21.17 least the following stakeholders in developing statewide rigorous core academic standards  
21.18 in language arts, mathematics, science, social studies, including history, geography,  
21.19 economics, government and citizenship, health, and the arts:

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

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

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

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

21.27 (5) representatives of the Minnesota business community; ~~and~~

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

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

21.31 (b) Academic standards must:

- 22.1 (1) be clear, concise, objective, measurable, and grade-level appropriate;
- 22.2 (2) not require a specific teaching methodology or curriculum; and
- 22.3 (3) be consistent with the Constitutions of the United States and the state of Minnesota.

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

22.5 Sec. 4. Minnesota Statutes 2023 Supplement, section 120B.021, subdivision 3, is amended  
22.6 to read:

22.7 Subd. 3. **Rulemaking.** (a) The commissioner, consistent with the requirements of this  
22.8 section and section 120B.022, must adopt statewide rules under section 14.389 for  
22.9 implementing statewide rigorous core academic standards in language arts, mathematics,  
22.10 science, social studies, physical education, and the arts.

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

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

22.14 Sec. 5. Minnesota Statutes 2023 Supplement, section 120B.021, subdivision 4, is amended  
22.15 to read:

22.16 Subd. 4. **Revisions and reviews required.** (a) The commissioner of education must  
22.17 revise the state's academic standards and graduation requirements and implement a ten-year  
22.18 cycle to review and, consistent with the review, revise state academic standards and related  
22.19 benchmarks, consistent with this subdivision. During each ten-year review and revision  
22.20 cycle, the commissioner also must examine the alignment of each required academic standard  
22.21 and related benchmark with the knowledge and skills students need for career and college  
22.22 readiness and advanced work in the particular subject area. The commissioner must include  
22.23 the contributions of Minnesota American Indian Tribes and communities, including urban  
22.24 Indigenous communities, as related to the academic standards during the review and revision  
22.25 of the required academic standards. The commissioner must embed Indigenous education  
22.26 for all students consistent with recommendations from Tribal Nations and urban Indigenous  
22.27 communities in Minnesota regarding the contributions of American Indian Tribes and  
22.28 communities in Minnesota into the state's academic standards during the review and revision  
22.29 of the required academic standards. The recommendations to embed Indigenous education  
22.30 for all students includes but is not limited to American Indian experiences in Minnesota,  
22.31 including Tribal histories, Indigenous languages, sovereignty issues, cultures, treaty rights,  
22.32 governments, socioeconomic experiences, contemporary issues, and current events.

23.1 (b) The commissioner must ensure that the statewide mathematics assessments  
23.2 administered to students in grades 3 through 8 and 11 are aligned with the state academic  
23.3 standards in mathematics, consistent with section 120B.302, subdivision 3, paragraph (a).  
23.4 The commissioner must implement a review of the academic standards and related  
23.5 benchmarks in mathematics beginning in the 2021-2022 school year and every ten years  
23.6 thereafter.

23.7 (c) The commissioner must implement a review of the academic standards and related  
23.8 benchmarks in arts beginning in the 2017-2018 school year and every ten years thereafter.

23.9 (d) The commissioner must implement a review of the academic standards and related  
23.10 benchmarks in science beginning in the 2018-2019 school year and every ten years thereafter.

23.11 (e) The commissioner must implement a review of the academic standards and related  
23.12 benchmarks in language arts beginning in the 2019-2020 school year and every ten years  
23.13 thereafter.

23.14 (f) The commissioner must implement a review of the academic standards and related  
23.15 benchmarks in social studies beginning in the 2020-2021 school year and every ten years  
23.16 thereafter.

23.17 (g) The commissioner must implement a review of the academic standards and related  
23.18 benchmarks in physical education beginning in the 2026-2027 school year and every ten  
23.19 years thereafter.

23.20 (h) The commissioner must implement a review of the academic standards and related  
23.21 benchmarks in health education beginning in the 2034-2035 school year and every ten years  
23.22 thereafter.

23.23 ~~(h)~~ (i) School districts and charter schools must revise and align local academic standards  
23.24 and high school graduation requirements in ~~health~~, world languages, and career and technical  
23.25 education to require students to complete the revised standards beginning in a school year  
23.26 determined by the school district or charter school. School districts and charter schools must  
23.27 formally establish a periodic review cycle for the academic standards and related benchmarks  
23.28 in ~~health~~, world languages, and career and technical education.

23.29 ~~(i)~~ (j) The commissioner of education must embed technology and information literacy  
23.30 standards consistent with recommendations from school media specialists into the state's  
23.31 academic standards and graduation requirements.

23.32 ~~(j)~~ (k) The commissioner of education must embed ethnic studies as related to the  
23.33 academic standards during the review and revision of the required academic standards.

24.1 **EFFECTIVE DATE.** This section is effective July 1, 2024.

24.2 Sec. 6. Minnesota Statutes 2023 Supplement, section 120B.024, subdivision 1, is amended  
24.3 to read:

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

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

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

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

24.14 (4) three and one-half credits of social studies, including credit for a course in government  
24.15 and citizenship in either grade 11 or 12 for students beginning grade 9 in the 2024-2025  
24.16 school year and later or an advanced placement, international baccalaureate, or other rigorous  
24.17 course on government and citizenship under section 120B.021, subdivision 1a, and a  
24.18 combination of other credits encompassing at least United States history, geography,  
24.19 government and citizenship, world history, and economics sufficient to satisfy all of the  
24.20 academic standards in social studies;

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

24.22 (6) credits sufficient to satisfy the state standards in physical education; ~~and~~

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

24.25 ~~(7)~~ (8) a minimum of seven elective credits.

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

24.31 **EFFECTIVE DATE.** This section is effective July 1, 2024.



25.1 **Sec. 7. [120B.025] HEALTH EDUCATION STANDARDS.**

25.2 **Subdivision 1. Statewide standards.** The commissioner of education must begin the  
25.3 rulemaking process to adopt statewide academic standards in health in accordance with  
25.4 chapter 14 and section 120B.021. The commissioner must consult with the commissioner  
25.5 of health and the commissioner of human services in developing the proposed rules. The  
25.6 rules must include at least the expectations for student learning listed in subdivision 2, and  
25.7 may include the expectations in subdivision 3, in addition to other expectations for learning  
25.8 identified through the standards development process.

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

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

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

25.16 (3) cannabis use and substance use education that allows districts to provide instruction  
25.17 to students in grades 6 through 12 in accordance with section 120B.215;

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

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

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

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

25.25 (2) violence prevention education in accordance with section 120B.22;

25.26 (3) character development education in accordance with section 120B.232;

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

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

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

26.1 Sec. 8. Minnesota Statutes 2022, section 124D.093, subdivision 3, is amended to read:

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

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

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

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

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

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

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

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

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

26.17 Sec. 9. Minnesota Statutes 2022, section 124D.093, subdivision 4, is amended to read:

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

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

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

26.26 Sec. 10. Minnesota Statutes 2022, section 124D.093, subdivision 5, is amended to read:

26.27 Subd. 5. **P-TECH support grants.** (a) When an appropriation is available, each P-TECH  
26.28 school is eligible for a grant to support start-up and ongoing program costs, which may  
26.29 include, but are not limited to, recruitment, student support, program materials, and P-TECH

27.1 school liaisons. A P-TECH school may form a partnership with a school in another school  
27.2 district.

27.3 (b) For fiscal year 2026 and later, the maximum P-TECH support grant must not exceed  
27.4 \$500,000 per year. A support grant may be awarded for a period not to exceed two years.  
27.5 Beginning in fiscal year 2028, all P-TECH support grants must be awarded on a competitive  
27.6 grant basis.

27.7 (c) An approved P-TECH school is eligible to receive a grant to support start-up costs  
27.8 the year before first enrolling P-TECH students. A start-up grant may be awarded to a new  
27.9 applicant in an amount not to exceed \$50,000.

27.10 (d) A grant recipient operating a P-TECH program may provide mentoring and technical  
27.11 assistance to a school eligible for a start-up grant. A mentoring and technical assistance  
27.12 grant may not exceed \$50,000.

27.13 (e) For each year that an appropriation is made for the purposes of this section, the  
27.14 Department of Education may retain five percent of the appropriation for grant administration  
27.15 and program oversight.

27.16 Sec. 11. Minnesota Statutes 2022, section 124D.957, subdivision 1, is amended to read:

27.17 Subdivision 1. **Establishment and membership.** The Minnesota Youth Council  
27.18 Committee is established within and under the auspices of the Minnesota Alliance With  
27.19 Youth. The committee consists of four members from each congressional district in  
27.20 Minnesota and four members selected at-large. Members must be selected through an  
27.21 application and interview process conducted by the Minnesota Alliance With Youth. In  
27.22 making its appointments, the Minnesota Alliance With Youth should strive to ensure gender  
27.23 and ethnic diversity in the committee's membership. Members must be ~~between the ages of~~  
27.24 ~~13 and 19~~ in grades 8 through 12 and serve two-year terms, except that one-half of the initial  
27.25 members must serve a one-year term. Members may serve a maximum of two terms.

27.26 **EFFECTIVE DATE.** This section is effective for appointments made on or after July  
27.27 1, 2024.

27.28 Sec. 12. Laws 2023, chapter 55, article 2, section 64, subdivision 2, as amended by Laws  
27.29 2024, chapter 81, section 8, is amended to read:

27.30 Subd. 2. **Achievement and integration aid.** (a) For achievement and integration aid  
27.31 under Minnesota Statutes, section 124D.862:

28.1           \$       82,818,000   ..... 2024  
 28.2                        ~~84,739,000~~  
 28.3           \$       85,043,000   ..... 2025

28.4           (b) The 2024 appropriation includes \$8,172,000 for 2023 and \$74,646,000 for 2024.

28.5           (c) The 2025 appropriation includes \$8,294,000 for 2024 and ~~\$76,445,000~~ \$76,749,000  
 28.6 for 2025.

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

28.8           Sec. 13. Laws 2023, chapter 55, article 2, section 64, subdivision 14, is amended to read:

28.9           Subd. 14. **Ethnic studies school grants.** (a) For competitive grants to school districts  
 28.10 and charter schools to develop, evaluate, and implement ethnic studies courses:

28.11           \$       700,000   ..... 2024  
 28.12           \$       700,000   ..... 2025

28.13           (b) The commissioner must consult with the Ethnic Studies Working Group to develop  
 28.14 criteria for the grants.

28.15           (c) Up to five percent of the appropriation is available for grant administration.

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

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

28.18           Sec. 14. Laws 2023, chapter 55, article 2, section 64, subdivision 16, is amended to read:

28.19           Subd. 16. **Full-service community schools.** (a) For grants to plan or expand the  
 28.20 full-service community schools program under Minnesota Statutes, section 124D.231:

28.21           \$       7,500,000   ..... 2024  
 28.22           \$       7,500,000   ..... 2025

28.23           (b) Of this amount, priority must be given to programs in the following order:

28.24           (1) current grant recipients issued under Minnesota Statutes, section 124D.231;

28.25           (2) schools identified as low-performing under the federal Every Student Succeeds Act;  
 28.26 and

28.27           (3) any other applicants.

28.28           (c) Up to two percent of the appropriation is available for grant administration.

28.29           (d) The base for fiscal year 2026 and later is \$5,000,000.

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

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

29.3 Sec. 15. Laws 2023, chapter 55, article 2, section 64, subdivision 31, is amended to read:

29.4 Subd. 31. **Nonexclusionary discipline.** (a) For grants to school districts and charter  
29.5 schools to provide training for school staff on nonexclusionary disciplinary practices:

29.6 \$ 1,750,000 ..... 2024

29.7 \$ 1,750,000 ..... 2025

29.8 (b) Grants are to develop training and to work with schools to train staff on  
29.9 nonexclusionary disciplinary practices that maintain the respect, trust, and attention of  
29.10 students and help keep students in classrooms. These funds may also be used for grant  
29.11 administration.

29.12 (c) Eligible grantees include school districts, charter schools, intermediate school districts,  
29.13 and cooperative units as defined in section 123A.24, subdivision 2.

29.14 (d) Up to five percent of the appropriation is available for grant administration.

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

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

29.17 Sec. 16. Laws 2023, chapter 55, article 2, section 64, subdivision 33, is amended to read:

29.18 Subd. 33. **P-TECH schools.** (a) For P-TECH support grants under Minnesota Statutes,  
29.19 section 124D.093, subdivision 5:

29.20 \$ 791,000 ..... 2024

29.21 \$ 791,000 ..... 2025

29.22 (b) ~~The amounts in this subdivision are for grants, including~~ fiscal year 2024 appropriation  
29.23 must be awarded as a grant to a public-private partnership that includes Independent School  
29.24 District No. 535, Rochester. The fiscal year 2025 appropriation must include a grant of at  
29.25 least \$500,000 to a public-private partnership that includes Independent School District No.  
29.26 535, Rochester. The department may award start-up grants and technical assistance grants  
29.27 beginning in fiscal year 2025.

29.28 (c) ~~Any balance in the first year does~~ These appropriations do not cancel but is are  
29.29 available in the second year until June 30, 2027. Notwithstanding any law to the contrary,  
29.30 a grant recipient may spend its grant amount in the fiscal year the grant is awarded or in the  
29.31 following three fiscal years.

30.1 (d) The department may retain up to five percent of the fiscal year 2024 appropriation  
 30.2 and five percent of the fiscal year 2025 appropriation for grant administration.

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

30.4 Sec. 17. **APPROPRIATIONS.**

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

30.8 Subd. 2. **Civic education grants.** (a) For grants to the YMCA Youth in Government  
 30.9 program and the YMCA Center for Youth Voice program to support civic education programs  
 30.10 for youth age 18 and under by providing teacher professional development, educational  
 30.11 resources, and program support:

30.12 §            150,000    ..... 2025

30.13 (b) The Youth in Government and Center for Youth Voice programs must instruct  
 30.14 students in:

30.15 (1) the constitutional principles and the democratic foundation of our national, state,  
 30.16 and local institutions; and

30.17 (2) the political processes and structures of government, grounded in the understanding  
 30.18 of constitutional government and individual rights.

30.19 (c) This is a onetime appropriation.

30.20 Subd. 3. **Minnesota Youth Council.** (a) For a grant to the Minnesota Alliance With  
 30.21 Youth for the activities of the Minnesota Youth Council:

30.22 §            750,000    ..... 2025

30.23 (b) This appropriation does not cancel but is available until June 30, 2027.

30.24 (c) This is a onetime appropriation.

30.25 Subd. 4. **Rulemaking.** (a) For rulemaking related to health education standards:

30.26 §            627,000    ..... 2025

30.27 (b) This appropriation does not cancel but is available until June 30, 2027.

30.28 (c) This is a onetime appropriation.

30.29 **EFFECTIVE DATE.** This section is effective July 1, 2024.

31.1

**ARTICLE 3**

31.2

**THE READ ACT**

31.3 Section 1. Minnesota Statutes 2023 Supplement, section 120B.1117, is amended to read:

31.4

**120B.1117 TITLE; THE READ ACT.**

31.5

31.6

Sections ~~120B.1117~~ 120B.118 to 120B.124 may be cited as the "Reading to Ensure Academic Development Act" or the "Read Act."

31.7

31.8

Sec. 2. Minnesota Statutes 2023 Supplement, section 120B.1118, is amended by adding a subdivision to read:

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

31.18

31.19

Sec. 3. Minnesota Statutes 2023 Supplement, section 120B.1118, subdivision 7, is amended to read:

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Subd. 7. **Literacy specialist.** "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Department of Education in structured literacy. ~~A literacy specialist employed by the department under section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.~~

31.26

31.27

Sec. 4. Minnesota Statutes 2023 Supplement, section 120B.1118, subdivision 10, is amended to read:

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31.31

Subd. 10. **Oral language.** "Oral language," also called "spoken language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics. Oral language also includes sign language, in which speaking and listening skills are defined as expressive and receptive skills, and consists of phonology,

32.1 including sign language phonological awareness, morphology, syntax, semantics, and  
 32.2 pragmatics.

32.3 Sec. 5. Minnesota Statutes 2023 Supplement, section 120B.12, subdivision 1, is amended  
 32.4 to read:

32.5 Subdivision 1. **Literacy goal.** (a) The legislature seeks to have every child reading at  
 32.6 or above grade level every year, beginning in kindergarten, and to support multilingual  
 32.7 learners and students receiving special education services in achieving their individualized  
 32.8 reading goals in order to meet grade-level proficiency. By the 2026-2027 school year,  
 32.9 districts must provide evidence-based reading instruction through a focus on student mastery  
 32.10 of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as  
 32.11 the development of oral language, vocabulary, and reading comprehension skills. Students  
 32.12 must receive evidence-based instruction that is proven to effectively teach children to read,  
 32.13 consistent with sections ~~120B.1117~~ 120B.118 to 120B.124.

32.14 (b) To meet this goal, each district must provide teachers and instructional support staff  
 32.15 with responsibility for teaching reading with training on evidence-based reading instruction  
 32.16 that is approved by the Department of Education by the deadlines provided in ~~this subdivision~~  
 32.17 section 120B.123, subdivision 5. ~~The commissioner may grant a district an extension to the~~  
 32.18 ~~deadlines in this paragraph. Beginning July 1, 2024, a district must provide access to the~~  
 32.19 ~~training required under section 120B.123, subdivision 5, to:~~

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

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

32.23 ~~(3) special education teachers;~~

32.24 ~~(4) curriculum directors;~~

32.25 ~~(5) instructional support staff who provide reading instruction; and~~

32.26 ~~(6) employees who select literacy instructional materials for a district.~~

32.27 ~~(e) All other teachers and instructional staff required to receive training under the Read~~  
 32.28 ~~Act must complete the training no later than July 1, 2027.~~

32.29 ~~(d)~~ (c) Districts are strongly encouraged to adopt a MTSS framework. The framework  
 32.30 should include a process for monitoring student progress, evaluating program fidelity, and  
 32.31 analyzing student outcomes and needs in order to design and implement ongoing  
 32.32 evidenced-based instruction and interventions.



33.1 Sec. 6. Minnesota Statutes 2023 Supplement, section 120B.12, subdivision 2, is amended  
33.2 to read:

33.3 Subd. 2. **Identification; report.** (a) ~~Twice per year,~~ Each school district must screen  
33.4 every student enrolled in kindergarten, grade 1, grade 2, and grade 3 using a screening tool  
33.5 approved by the Department of Education three times each school year: (1) within the first  
33.6 six weeks of the school year; (2) by February 15 each year; and (3) within the last six weeks  
33.7 of the school year. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including  
33.8 multilingual learners and students receiving special education services, must be universally  
33.9 screened for mastery of foundational reading skills, including phonemic awareness, phonics,  
33.10 decoding, fluency, oral language, and for characteristics of dyslexia as measured by a  
33.11 screening tool approved by the Department of Education. The screening for characteristics  
33.12 of dyslexia may be integrated with universal screening for mastery of foundational skills  
33.13 and oral language. A district must submit data on student performance in kindergarten,  
33.14 grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness,  
33.15 phonics, decoding, fluency, and oral language to the Department of Education in the annual  
33.16 local literacy plan submission due on June 15.

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

33.27 (c) Reading screeners in English, and in the predominant languages of district students  
33.28 where practicable, must identify and evaluate students' areas of academic need related to  
33.29 literacy. The district also must monitor the progress and provide reading instruction  
33.30 appropriate to the specific needs of multilingual learners. The district must use an approved,  
33.31 developmentally appropriate, and culturally responsive screener and annually report summary  
33.32 screener results to the commissioner by June 15 in the form and manner determined by the  
33.33 commissioner.

33.34 (d) The district also must include in its literacy plan under subdivision 4a, a summary  
33.35 of the district's efforts to screen, identify, and provide interventions to students who

34.1 demonstrate characteristics of dyslexia as measured by a screening tool approved by the  
34.2 Department of Education. Districts are strongly encouraged to use ~~the~~ a MTSS framework.  
34.3 With respect to students screened or identified under paragraph (a), the report must include:

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

34.9 Sec. 7. Minnesota Statutes 2023 Supplement, section 120B.12, subdivision 2a, is amended  
34.10 to read:

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

- 34.16 (1) the student's reading proficiency as measured by a screener approved by the  
34.17 Department of Education;
- 34.18 (2) reading-related services currently being provided to the student and the student's  
34.19 progress; and
- 34.20 (3) strategies for parents to use at home in helping their student succeed in becoming  
34.21 grade-level proficient in reading in English and in their native language.

34.22 A district may not use this section to deny a student's right to a special education  
34.23 evaluation.

34.24 Sec. 8. Minnesota Statutes 2023 Supplement, section 120B.12, subdivision 3, is amended  
34.25 to read:

34.26 Subd. 3. **Intervention.** (a) For each student identified under subdivision 2, the district  
34.27 shall provide reading intervention to accelerate student growth and reach the goal of reading  
34.28 at or above grade level by the end of the current grade and school year. A district is  
34.29 encouraged to provide reading intervention through a MTSS framework. If a student does  
34.30 not read at or above grade level by the end of the current school year, the district must  
34.31 continue to provide reading intervention until the student reads at grade level. District

35.1 intervention methods shall encourage family engagement and, where possible, collaboration  
35.2 with appropriate school and community programs that specialize in evidence-based  
35.3 instructional practices and measure mastery of foundational reading skills, including  
35.4 phonemic awareness, phonics, decoding, fluency, and oral language. By the 2025-2026  
35.5 school year, intervention programs must be taught by an intervention teacher or special  
35.6 education teacher who has successfully completed training in evidence-based reading  
35.7 instruction approved by the Department of Education. Intervention may include but is not  
35.8 limited to requiring student attendance in summer school, intensified reading instruction  
35.9 that may require that the student be removed from the regular classroom for part of the  
35.10 school day, extended-day programs, or programs that strengthen students' cultural  
35.11 connections.

35.12 (b) A district or charter school is strongly encouraged to provide a personal learning  
35.13 plan for a student who is unable to demonstrate grade-level proficiency, as measured by the  
35.14 statewide reading assessment in grade 3 or a screener identified by the Department of  
35.15 Education under section 120B.123. The district or charter school must determine the format  
35.16 of the personal learning plan in collaboration with the student's educators and other  
35.17 appropriate professionals. The school must develop the learning plan in consultation with  
35.18 the student's parent or guardian. The personal learning plan must include targeted instruction  
35.19 that is evidence-based and ongoing progress monitoring, and address knowledge gaps and  
35.20 skill deficiencies through strategies such as specific exercises and practices during and  
35.21 outside of the regular school day, group interventions, periodic assessments or screeners,  
35.22 and reasonable timelines. The personal learning plan may include grade retention, if it is in  
35.23 the student's best interest; a student may not be retained solely due to delays in literacy or  
35.24 not demonstrating grade-level proficiency. A school must maintain and regularly update  
35.25 and modify the personal learning plan until the student reads at grade level. This paragraph  
35.26 does not apply to a student under an individualized education program.

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

35.30 Sec. 9. Minnesota Statutes 2023 Supplement, section 120B.12, subdivision 4, is amended  
35.31 to read:

35.32 Subd. 4. **Staff development.** (a) A district must provide training on evidence-based  
35.33 ~~reading~~ structured literacy instruction to teachers and instructional staff in accordance with  
35.34 subdivision 1, ~~paragraph~~ paragraphs (b) and (c). The training must include teaching in the

36.1 areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading  
36.2 comprehension, and culturally and linguistically responsive pedagogy.

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

36.5 (1) elementary teachers are able to implement explicit, systematic, evidence-based  
36.6 instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary,  
36.7 and comprehension with emphasis on mastery of foundational reading skills as defined in  
36.8 section ~~120B.1118~~ 120B.119 and other literacy-related areas including writing until the  
36.9 student achieves grade-level reading and writing proficiency;

36.10 (2) elementary teachers ~~have sufficient~~ receive training to provide students with  
36.11 evidence-based reading and oral language instruction that meets students' developmental,  
36.12 linguistic, and literacy needs using the intervention methods or programs selected by the  
36.13 district for the identified students;

36.14 (3) licensed teachers employed by the district have ~~regular~~ opportunities to improve  
36.15 reading and writing instruction through professional development identified in the local  
36.16 literacy plan;

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

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

36.24 (c) A district that offers early childhood programs, including voluntary prekindergarten  
36.25 for eligible four-year-old children, early childhood special education, and school readiness  
36.26 programs, must provide ~~staff~~ classroom teachers in early childhood programs ~~sufficient~~  
36.27 training approved by the Department of Education to provide children in early childhood  
36.28 programs with explicit, systematic instruction in phonological and phonemic awareness;  
36.29 oral language, including listening comprehension; vocabulary; and letter-sound  
36.30 correspondence.

37.1 Sec. 10. Minnesota Statutes 2023 Supplement, section 120B.12, subdivision 4a, is amended  
37.2 to read:

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

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

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

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

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

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

37.21 (6) the curricula used by school site and grade level, and, if applicable, the district plan  
37.22 and timeline for adopting approved curricula and materials, starting in the 2025-2026 school  
37.23 year;

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

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

37.27 (i) students in kindergarten through grade 3;

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

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

37.30 (9) the number of teachers and other staff that have completed training approved by the  
37.31 department;

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

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

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

38.8 (c) By March 1, 2024, the commissioner of education must develop a streamlined template  
38.9 for local literacy plans that meets the requirements of this subdivision and requires all  
38.10 reading instruction and teacher training in reading instruction to be evidence-based. The  
38.11 template must require a district to report information using the student categories required  
38.12 in the commissioner's report under paragraph (d). The template must focus district resources  
38.13 on improving students' foundational reading skills while reducing paperwork requirements  
38.14 for teachers.

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

38.19 (1) the number of teachers and other staff that have completed training approved by the  
38.20 Department of Education;

38.21 (2) the number of teachers and other staff required to complete the training under section  
38.22 120B.123, subdivision 5, that have not completed the training;

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

38.25 ~~(2)~~ (4) by school site and grade, the screeners ~~used at the beginning and end of the school~~  
38.26 ~~year~~ and the reading curriculum used; and

38.27 ~~(3)~~ (5) by school site and grade, using the measurements of foundational literacy skills  
38.28 and mastery identified by the department, both aggregated data and disaggregated data on  
38.29 student performance on the approved screeners using the student categories under section  
38.30 120B.35, subdivision 3, paragraph (a), clause (2).

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

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

39.2 Sec. 11. Minnesota Statutes 2023 Supplement, section 120B.123, subdivision 1, is amended  
39.3 to read:

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

39.10 (b) Starting in the 2024-2025 school year, district staff, contractors, and volunteers may  
39.11 use only screeners that have been approved by the Department of Education.

39.12 Sec. 12. Minnesota Statutes 2023 Supplement, section 120B.123, subdivision 2, is amended  
39.13 to read:

39.14 Subd. 2. **Progress monitoring.** A district must implement progress monitoring, as  
39.15 defined in section ~~120B.1118~~ 120B.119, for a student not reading at grade level.

39.16 Sec. 13. Minnesota Statutes 2023 Supplement, section 120B.123, subdivision 5, is amended  
39.17 to read:

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

39.21 (1) reading intervention teachers, literacy specialists, and other teachers and staff  
39.22 identified in section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1,  
39.23 2027, to other teachers in the district, prioritizing teachers who work with students with  
39.24 disabilities, English learners, and students who qualify for the graduation incentives program  
39.25 under section 124D.68. working with students in kindergarten through grade 12;

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

39.28 (3) special education teachers;

39.29 (4) curriculum directors;

39.30 (5) instructional support staff, contractors, and volunteers who assist in providing Tier  
39.31 2 interventions;

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

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

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

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

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

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

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

40.11 (e) For the 2024-2025 school year only, the hours of instruction requirement under  
40.12 section 120A.41 for students in grades 1 through 5 is reduced to 929-1/2 hours for a district  
40.13 that enters into an agreement with the exclusive representative of the teachers that requires  
40.14 teachers to receive at least 5-1/2 hours of approved evidence-based training required under  
40.15 this subdivision, on a day when other students in the district receive instruction. If a charter  
40.16 school's teachers are not represented by an exclusive representative, the charter school may  
40.17 reduce the number of instructional hours for students in grades 1 through 5 by 5-1/2 hours  
40.18 after consulting with its teachers in order to provide teachers with at least 5-1/2 hours of  
40.19 evidence-based training required under this subdivision on a day when other students receive  
40.20 instruction.

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

40.22 Sec. 14. Minnesota Statutes 2023 Supplement, section 120B.123, subdivision 7, is amended  
40.23 to read:

40.24 Subd. 7. **Department of Education.** (a) By July 1, 2023, the department must make  
40.25 available to districts a list of approved evidence-based screeners in accordance with section  
40.26 120B.12. A district must use an approved screener to assess students' mastery of foundational  
40.27 reading skills in accordance with section 120B.12.

40.28 (b) The Department of Education must partner with CAREI as required under section  
40.29 120B.124 to approve professional development programs, subject to final determination by  
40.30 the department. After the implementation partnership under section 120B.124 ends, the  
40.31 department must continue to regularly provide districts with information about professional



41.1 development opportunities available throughout the state on reading instruction that is  
41.2 evidence-based.

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

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

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

41.11 (f) The department must partner with CAREI as required under section 120B.124 to  
41.12 approve literacy intervention models, subject to final determination by the department. The  
41.13 department must make a list of the approved intervention models available to districts, and  
41.14 make available to districts a list of at least 15 approved evidence-based literacy intervention  
41.15 models by November 1, 2025. The department may make the list of approved intervention  
41.16 models available as each program is approved.

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

41.19 (h) The department must collaborate with the publishers of curriculum and intervention  
41.20 models approved by the department and CAREI on updating the curriculum and materials  
41.21 to reflect the cultural diversity of students and students with disabilities.

41.22 (i) The Department of Education must partner with the regional literacy networks to  
41.23 identify or develop training for paraprofessionals that regularly assist in providing Tier 2  
41.24 literacy interventions to students in Minnesota school districts on the key components of  
41.25 structured literacy instruction and interventions by June 10, 2025. The training must be at  
41.26 least eight hours long.

41.27 Sec. 15. Minnesota Statutes 2023 Supplement, section 120B.123, is amended by adding  
41.28 a subdivision to read:

41.29 Subd. 8. **Special revenue fund.** (a) An account is established in the special revenue  
41.30 fund known as the Read Act program account. All amounts appropriated under Laws 2023,  
41.31 chapter 55, article 3, that are unobligated and unencumbered as of June 30, 2028, must be  
41.32 transferred to the Read Act program account. Remaining unspent funds from previously

42.1 obligated or encumbered appropriations under the Read Act cancel to the Read Act program  
42.2 account.

42.3 (b) Funds appropriated to implement the Read Act must be transferred to the Read Act  
42.4 program account in the special revenue fund.

42.5 (c) Money in the account is annually appropriated to the commissioner for curriculum,  
42.6 training, and other programming necessary to implement the Read Act.

42.7 Sec. 16. Minnesota Statutes 2023 Supplement, section 120B.124, subdivision 1, is amended  
42.8 to read:

42.9 Subdivision 1. **Resources.** (a) The Department of Education must partner with CAREI  
42.10 for two years beginning July 1, 2023, until August 30, 2025, to support implementation of  
42.11 the Read Act. The department and CAREI must jointly:

42.12 (1) identify at least five literacy curricula and supporting materials that are evidence-based  
42.13 or focused on structured literacy by January 1, 2024, and post a list of the curricula on the  
42.14 department website. The list must include curricula that use culturally and linguistically  
42.15 responsive materials that reflect diverse populations and, to the extent practicable, curricula  
42.16 that reflect the experiences of students from diverse backgrounds, including multilingual  
42.17 learners, biliterate students, and students who are Black, Indigenous, and People of Color.  
42.18 A district is not required to use an approved curriculum, unless the curriculum was purchased  
42.19 with state funds that require a curriculum to be selected from a list of approved curricula;

42.20 (2) identify at least three professional development programs that focus on the five pillars  
42.21 of literacy and the components of structured literacy by August 15, 2023, subject to final  
42.22 approval by the department. The department must post a list of the programs on the  
42.23 department website. The programs may include a program offered by CAREI. The  
42.24 requirements of section 16C.08 do not apply to the selection of a provider under this section;

42.25 (3) identify evidence-based literacy intervention materials for students in kindergarten  
42.26 through grade 12;

42.27 (4) develop an evidence-based literacy lead training program that trains literacy specialists  
42.28 throughout Minnesota to support schools' efforts in screening, measuring growth, monitoring  
42.29 progress, and implementing interventions in accordance with subdivision 1;

42.30 (5) identify measures of foundational literacy skills and mastery that a district must  
42.31 report on a local literacy plan;

43.1 (6) provide guidance to districts about best practices in literacy instruction, and practices  
43.2 that are not evidence-based;

43.3 (7) develop MTSS model plans that districts may adopt to support efforts to screen,  
43.4 identify, intervene, and monitor the progress of students not reading at grade level; ~~and~~

43.5 (8) ensure that teacher professional development options and MTSS framework trainings  
43.6 are geographically equitable by supporting trainings through the regional service  
43.7 cooperatives;

43.8 (9) identify or develop training for volunteers in accordance with subdivision 4;

43.9 (10) develop a coaching and mentorship program for certified trained facilitators; and

43.10 (11) identify at least 15 evidence-based literacy intervention models by November 1,  
43.11 2025, and post a list of the interventions on the department website. A district is not required  
43.12 to use an approved intervention model, unless the intervention model was purchased with  
43.13 state funds that require an intervention model to be selected from a list of approved models.

43.14 (b) The department and CAREI may partner to identify literacy curriculum and supporting  
43.15 materials, and revise the list of curriculum and supporting materials that are evidence-based  
43.16 or focused on structured literacy, starting in 2033.

43.17 Sec. 17. Minnesota Statutes 2023 Supplement, section 120B.124, subdivision 2, is amended  
43.18 to read:

43.19 Subd. 2. **Reconsideration.** (a) The department and CAREI must provide districts an  
43.20 opportunity to request that the department and CAREI add to the list of curricula or  
43.21 professional development programs a specific curriculum or professional development  
43.22 program. The department must publish the request for reconsideration procedure on the  
43.23 department website. A request for reconsideration must demonstrate that the curriculum or  
43.24 professional development program meets the requirements of the Read Act, is  
43.25 evidence-based, and has structured literacy components; ~~or that the screener accurately~~  
43.26 ~~measures literacy growth, monitors progress, and accurately assesses effective reading,~~  
43.27 ~~including phonemic awareness, phonics, fluency, vocabulary, and comprehension.~~ The  
43.28 department and CAREI must review the request for reconsideration and approve or deny  
43.29 the request within 60 days.

43.30 (b) The department and CAREI must conduct a final curriculum review of previously  
43.31 submitted curriculum by March 3, 2025, to review curriculum that is available to districts  
43.32 at no cost.

44.1 (c) The department and CAREI must provide districts an opportunity to request that the  
44.2 department and CAREI add to the list of approved literacy intervention models. The  
44.3 department must publish the request for reconsideration procedure on the department website.  
44.4 A request for reconsideration must demonstrate that the intervention model meets the  
44.5 requirements of the Read Act, is evidence-based, and has structured literacy components.  
44.6 The department and CAREI must review the request for reconsideration and approve or  
44.7 deny the request within 90 days.

44.8 Sec. 18. Minnesota Statutes 2023 Supplement, section 120B.124, is amended by adding  
44.9 a subdivision to read:

44.10 Subd. 4. **Training for volunteers.** The Department of Education must partner with  
44.11 CAREI to identify or develop training on the key components of structured literacy  
44.12 instruction and interventions for volunteers and other persons not employed by a district  
44.13 that provide Tier 2 literacy interventions to students in Minnesota school districts on a  
44.14 regular basis by June 10, 2025, subject to final approval by the department.

44.15 Sec. 19. Minnesota Statutes 2023 Supplement, section 124D.42, subdivision 8, is amended  
44.16 to read:

44.17 **Subd. 8. Minnesota reading corps program.** (a) A Minnesota reading corps program  
44.18 is established to provide ServeMinnesota AmeriCorps members with a data-based  
44.19 problem-solving model of literacy instruction to use in helping to train local Head Start  
44.20 program providers, other prekindergarten program providers, and staff in schools with  
44.21 students in kindergarten through grade 3 to evaluate and teach early literacy skills, including  
44.22 evidence-based literacy instruction under sections 120B.1117 to 120B.124, to children age  
44.23 3 to grade 3 and interventions for children in kindergarten to grade ~~4~~ 3.

44.24 (b) Literacy programs under this subdivision must comply with the provisions governing  
44.25 literacy program goals and data use under section 119A.50, subdivision 3, paragraph (b).

44.26 (c) Literacy programs under this subdivision must use evidence-based reading instruction  
44.27 and interventions focused on structured literacy and must provide training to ServeMinnesota  
44.28 AmeriCorps members that meets or exceeds the requirements of section 120B.124,  
44.29 subdivision 4, for volunteers.

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

45.1 Sec. 20. Minnesota Statutes 2023 Supplement, section 124D.98, subdivision 5, is amended  
 45.2 to read:

45.3 Subd. 5. **Literacy incentive aid uses.** A school district must use its literacy incentive  
 45.4 aid to support implementation of evidence-based reading instruction. The following are  
 45.5 eligible uses of literacy incentive aid:

45.6 (1) training for kindergarten through grade 3 teachers, early childhood educators, special  
 45.7 education teachers, reading intervention teachers working with students in kindergarten  
 45.8 through grade 12, curriculum directors, and instructional support staff that provide reading  
 45.9 instruction, on using evidence-based screening and progress monitoring tools;

45.10 (2) evidence-based training using a training program approved by the Department of  
 45.11 Education under the Read Act;

45.12 (3) employing or contracting with a literacy lead, as defined in section ~~120B.1118~~  
 45.13 120B.119;

45.14 (4) employing an intervention specialist;

45.15 ~~(4)~~ (5) approved screeners, materials, training, and ongoing coaching to ensure reading  
 45.16 interventions under section 125A.56, subdivision 1, are evidence-based; and

45.17 ~~(5)~~ (6) costs of substitute teachers to allow teachers to complete required training during  
 45.18 the teachers' contract day; and

45.19 (7) stipends for teachers completing training required under section 120B.12.

45.20 Sec. 21. Laws 2023, chapter 55, article 3, section 11, subdivision 3, is amended to read:

45.21 Subd. 3. **Read Act curriculum and intervention materials reimbursement.** (a) ~~To~~  
 45.22 ~~reimburse~~ For state aid for school districts, charter schools, and cooperative units for  
 45.23 evidence-based literacy supports for children in prekindergarten through grade 12 based on  
 45.24 structured literacy:

45.25 § 35,000,000 ..... 2024

45.26 ~~(b) The commissioner must use this appropriation to reimburse school districts, charter~~  
 45.27 ~~schools, and cooperatives for approved evidence-based structured literacy curriculum and~~  
 45.28 ~~supporting materials, and intervention materials purchased after July 1, 2021. An applicant~~  
 45.29 ~~must apply for the reimbursement in the form and manner determined by the commissioner.~~

45.30 ~~(c) The commissioner must report to the legislative committees with jurisdiction over~~  
 45.31 ~~kindergarten through grade 12 education the districts, charter schools, and cooperative units~~

46.1 ~~that receive literacy grants and the amounts of each grant, by January 15, 2025, according~~  
 46.2 ~~to Minnesota Statutes, section 3.195.~~

46.3 (b) The aid amount for each school district, charter school, and cooperative unit providing  
 46.4 direct instructional services equals the greater of \$2,000 or \$39.91 times the number of  
 46.5 students served by the school district, charter school, or cooperative as determined by the  
 46.6 fall 2023 enrollment count of students.

46.7 (c) A school district, charter school, or cooperative unit must place any aid received  
 46.8 under this subdivision in a reserved account in the general fund. Aid in the reserved account  
 46.9 must be used to implement requirements under the Read Act or for literacy incentive aid  
 46.10 uses under Minnesota Statutes, section 124D.98, subdivision 5.

46.11 (d) A school district, charter school, or cooperative unit must purchase curriculum and  
 46.12 instructional materials that reflect diverse populations.

46.13 (e) Of this amount, up to \$250,000 is available for ~~grant~~ administration.

46.14 (f) This appropriation does not cancel but is available until June 30, 2025. This is a  
 46.15 onetime appropriation ~~and is available until June 30, 2028.~~

46.16 (g) This aid is 100 percent payable in fiscal year 2025.

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

46.18 Sec. 22. Laws 2023, chapter 55, article 3, section 11, subdivision 4, is amended to read:

46.19 Subd. 4. **Read Act professional development.** (a) For evidence-based training on  
 46.20 structured literacy for teachers working in school districts, charter schools, and cooperatives:

46.21 \$ 34,950,000 ..... 2024

46.22 \$ 0

46.23 \$ 4,000,000 ..... 2025

46.24 (b) Of the amount for fiscal year 2024 in paragraph (a), \$18,000,000 is for the Department  
 46.25 of Education and the regional literacy networks and \$16,700,000 is for statewide training.

46.26 The department must use the funding to develop a data collection system to collect and  
 46.27 analyze the submission of the local literacy plans and student-level universal screening data,  
 46.28 to establish the regional literacy networks as a partnership between the department and the  
 46.29 Minnesota service cooperatives, and to administer statewide training based in structured  
 46.30 literacy to be offered free to school districts and charter schools and facilitated by the regional  
 46.31 literacy networks and the department. The regional literacy networks must focus on  
 46.32 implementing comprehensive literacy reform efforts based on structured literacy. Each

47.1 regional literacy network must add a literacy lead position and establish a team of trained  
47.2 literacy coaches to facilitate evidence-based structured literacy training opportunities and  
47.3 ongoing supports to school districts and charter schools in each of their regions. The amount  
47.4 in fiscal year 2025 is for statewide training. Funds appropriated under this subdivision may  
47.5 also be used to provide training in structured literacy to fourth and fifth grade classroom  
47.6 teachers and literacy professors from Minnesota institutions of higher education.

47.7 (c) Of the amount in paragraph (a), \$250,000 is for administration.

47.8 (d) If funds remain unspent on July 1, 2026, the commissioner must expand eligibility  
47.9 for approved training to include principals and other district, charter school, or cooperative  
47.10 administrators.

47.11 (e) The commissioner must report to the legislative committees with jurisdiction over  
47.12 kindergarten through grade 12 education the number of teachers from each district who  
47.13 received approved structured literacy training using funds under this subdivision, and the  
47.14 amounts awarded to districts, charter schools, or cooperatives.

47.15 (f) The regional literacy networks and staff at the Department of Education must provide  
47.16 ongoing support to school districts, charter schools, and cooperatives implementing  
47.17 evidence-based literacy instruction.

47.18 (g) This appropriation is available until June 30, 2028. Any unspent funds do not cancel  
47.19 but are transferred to the Read Act program account in the special revenue fund. The base  
47.20 for fiscal year 2026 and later is \$7,750,000, of which \$6,500,000 is for the regional literacy  
47.21 networks and \$1,250,000 is for statewide training.

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

47.23 **Sec. 23. PELSB READING AUDIT REPORT.**

47.24 (a) The Professional Educator Licensing and Standards Board must conduct an audit  
47.25 that evaluates whether and how approved teacher training programs for candidates for the  
47.26 following licensure areas meet subject matter standards for reading:

47.27 (1) early childhood education in accordance with Minnesota Rules, part 8710.3000;

47.28 (2) elementary education in accordance with Minnesota Rules, part 8710.3200; and

47.29 (3) special education in accordance with Minnesota Rules, part 8710.5000.

47.30 (b) The board must submit an initial report with its findings to the legislative committees  
47.31 with jurisdiction over kindergarten through grade 12 and higher education by January 15,  
47.32 2025, and a final report by August 1, 2026. Each report must:

48.1 (1) identify the reading standards for each licensure area, identify how they are aligned  
48.2 to the requirements of the Read Act, including requirements on evidence-based instruction,  
48.3 phonemic awareness, phonics, vocabulary development, reading fluency, and reading  
48.4 comprehension, and to the requirements of Minnesota Statutes, section 122A.092, subdivision  
48.5 5;

48.6 (2) describe how the board conducted the audit;

48.7 (3) identify the results of the audit; and

48.8 (4) summarize the program effectiveness reports for continuing approval related to  
48.9 reading standards reviewed by the board, including the board determinations under Minnesota  
48.10 Rules, part 8705.2200.

48.11 **Sec. 24. READ ACT DEAF, DEAFBLIND, AND HARD OF HEARING WORKING**  
48.12 **GROUP.**

48.13 Subdivision 1. **Working group purpose.** The Department of Education must establish  
48.14 a working group to make recommendations on literacy training, screeners, and curriculum  
48.15 for students who cannot fully access sound-based approaches such as phonics.

48.16 Subd. 2. **Members.** The Department of Education must appoint representatives from  
48.17 the Center for Applied Research and Educational Improvement at the University of  
48.18 Minnesota; the Minnesota Commission of the Deaf, Deafblind and Hard of Hearing; the  
48.19 Minnesota State Academies; Metro Deaf School; intermediate school districts; regional  
48.20 low-incidence facilitators; a Deaf and Hard of Hearing teacher licensure preparation program  
48.21 in Minnesota approved by the Professional Educator Licensing and Standards Board; and  
48.22 teachers of students who are deaf, deafblind, or hard of hearing.

48.23 Subd. 3. **Report.** The working group must review curriculum, screeners, and training  
48.24 approved under the Read Act and make recommendations for adapting curriculum, screeners,  
48.25 and training available to districts, charter schools, teachers, and administrators to meet the  
48.26 needs of students and educators who cannot fully access sound-based approaches. The report  
48.27 must address how approved curriculum, screeners, and training may be modified and identify  
48.28 resources for alternatives to sound-based approaches. The working group must post its  
48.29 report on the Department of Education website, and submit the report to the legislative  
48.30 committees with jurisdiction over kindergarten through grade 12 education no later than  
48.31 January 15, 2025.

48.32 Subd. 4. **Administrative provisions.** (a) The commissioner, or the commissioner's  
48.33 designee, must convene the initial meeting of the working group. At the first meeting, the



49.1 department must provide members of the working group information on structured literacy  
49.2 and the curriculum, screeners, and training approved under the Read Act.

49.3 (b) Members of the working group are eligible for per diem compensation as provided  
49.4 under Minnesota Statutes, section 15.059, subdivision 3. The working group expires January  
49.5 16, 2025, or upon submission of the report to the legislature under subdivision 3, whichever  
49.6 is earlier.

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

49.8 **Sec. 25. APPROPRIATION; SUPPLEMENTAL READ ACT FUNDING.**

49.9 Subdivision 1. **Department of Education.** The sum indicated in this section is  
49.10 appropriated from the general fund to the Department of Education in the fiscal year  
49.11 designated.

49.12 Subd. 2. **Read Act implementation.** (a) For transfer to the Read Act program account  
49.13 in the special revenue fund under Minnesota Statutes, section 120B.123:

49.14 §       33,225,000     ..... 2025

49.15 (b) Of this amount, \$31,375,000 is for school districts, charter schools, and cooperatives,  
49.16 to be allocated based on the number of teachers required to complete training, as reported  
49.17 in local literacy plans. Districts, charter schools, and cooperatives may use the funding in  
49.18 the following order of priority:

49.19 (1) to compensate staff who complete an evidence-based professional development  
49.20 program approved under Minnesota Statutes, section 120B.124, outside of the regular work  
49.21 time or staff development time at their regular hourly wage;

49.22 (2) to pay for substitute teachers or other staff needed while teachers or other staff  
49.23 complete an evidence-based professional development program approved under section  
49.24 Minnesota Statutes, section 120B.124; and

49.25 (3) for stipends for teachers who have a license to teach in Minnesota and complete an  
49.26 evidence-based professional development program approved under Minnesota Statutes,  
49.27 section 120B.124, between July 1, 2021, and July 1, 2027.

49.28 (c) Of this amount, \$1,000,000 is for CAREI to collaborate with publishers of approved  
49.29 curriculum and intervention materials to improve the materials' cultural responsiveness, and  
49.30 ensure that the publisher provides districts, charter schools and cooperatives with the updated  
49.31 materials.

50.1 (d) Of this amount \$500,000 is for the department to develop training for  
 50.2 paraprofessionals that regularly provide Tier 2 literacy interventions to students in Minnesota  
 50.3 school districts, charter schools, or cooperative units.

50.4 (e) Of this amount, \$250,000 is for the department to partner with CAREI to develop  
 50.5 training for volunteers, and other persons not employed by districts that regularly provide  
 50.6 Tier 2 literacy interventions to students in Minnesota school districts, charter schools, or  
 50.7 cooperative units.

50.8 (f) Of this amount, \$100,000 is for the Read Act Deaf, Deafblind, and Hard of hearing  
 50.9 working group.

50.10 (g) This is a onetime appropriation.

50.11 **Sec. 26. REVISOR INSTRUCTION.**

50.12 The revisor of statutes shall renumber each section of Minnesota Statutes listed in column  
 50.13 A with the number listed in column B. The revisor shall also make necessary cross-reference  
 50.14 changes consistent with the renumbering. The revisor shall also make any technical and  
 50.15 other changes necessitated by the renumbering and cross-reference changes in this act.

50.16	<u>Column A</u>	<u>Column B</u>
50.17	<u>120B.1117</u>	<u>120B.118</u>
50.18	<u>120B.1118</u>	<u>120B.119</u>

50.19 **ARTICLE 4**  
 50.20 **AMERICAN INDIAN EDUCATION**

50.21 Section 1. Minnesota Statutes 2023 Supplement, section 124D.81, subdivision 2b, is  
 50.22 amended to read:

50.23 Subd. 2b. **Carry forward of funds.** Notwithstanding section 16A.28, if a school district  
 50.24 or Tribal contract school does not expend the full amount of the American Indian education  
 50.25 aid in accordance with the plan in the designated fiscal year, the school district or Tribal  
 50.26 contract school may carry forward and expend up to half of the remaining funds in the ~~first~~  
 50.27 ~~six months of the~~ following fiscal year, and is not subject to an aid reduction if:

50.28 (1) the district is otherwise following the plan submitted and approved under subdivision  
 50.29 2;

51.1 (2) the American Indian Parent Advisory Committee for the school is aware of and has  
 51.2 approved the carry forward and has concurred with the district's educational offerings  
 51.3 extended to American Indian students under section 124D.78;

51.4 (3) the funds carried over are used in accordance with section 124D.74, subdivision 1;  
 51.5 and

51.6 (4) by April 1, the district reports to the Department of Education American Indian  
 51.7 education director the reason the aid was not expended in the designated fiscal year, and  
 51.8 describes how the district intends to expend the funds in the following fiscal year. The  
 51.9 district must report this information in the form and manner determined by the commissioner.

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

## 51.11 **ARTICLE 5**

### 51.12 **TEACHERS**

51.13 Section 1. Minnesota Statutes 2023 Supplement, section 121A.642, is amended to read:

#### 51.14 **121A.642 PARAPROFESSIONAL TRAINING.**

51.15 Subdivision 1. **Training required.** (a) For purposes of this section, "school" means a  
 51.16 school district or, charter school, intermediate school district, other cooperative unit, Perpich  
 51.17 Center for Arts Education, or the Minnesota State Academies.

51.18 (b) A school must provide a minimum of eight hours of paid orientation or professional  
 51.19 development annually to all paraprofessionals, Title I aides, and other instructional support  
 51.20 staff.

51.21 (c) Six of the eight hours must be completed before the first instructional day of the  
 51.22 school year or within 30 days of hire.

51.23 (d) The orientation or professional development must be relevant to the employee's  
 51.24 occupation and may include collaboration time with classroom teachers and planning for  
 51.25 the school year.

51.26 (e) For paraprofessionals who provide direct support to students, at least 50 percent of  
 51.27 the professional development or orientation must be dedicated to meeting the requirements  
 51.28 of this section. Professional development for paraprofessionals may also address the  
 51.29 requirements of section 120B.363, subdivision 3.

51.30 (f) A school administrator must provide an annual certification of compliance with this  
 51.31 requirement to the commissioner.

52.1 (g) For the 2024-2025 school year only, a school may reduce the hours of training  
52.2 required in paragraphs (b) to (e) to a minimum of six hours and must pay for paraprofessional  
52.3 test materials and testing fees for any paraprofessional employed by the school district  
52.4 during the 2023-2024 school year who has not yet successfully completed the  
52.5 paraprofessional assessment or met the requirements of the paraprofessional competency  
52.6 grid.

52.7 **Subd. 2. Reimbursement for paraprofessional training.** (a) Beginning in fiscal year  
52.8 2025, the commissioner of education must reimburse ~~school districts, charter schools,~~  
52.9 ~~intermediate school districts and other cooperative units, the Perpich Center for Arts~~  
52.10 ~~Education, and the Minnesota State Academies~~ schools in the form and manner specified  
52.11 by the commissioner for paraprofessional training costs.

52.12 (b) The paraprofessional reimbursement equals the prior year compensation expenses  
52.13 associated with providing up to eight hours of paid orientation and professional development  
52.14 for each paraprofessional trained under subdivision 1. For purposes of this paragraph,  
52.15 "compensation expenses" means the sum of the following amounts attributable to the school's  
52.16 paraprofessionals:

52.17 (1) regular hourly wages;

52.18 (2) Federal Insurance Contributions Act (FICA) taxes under United States Code, title  
52.19 26, chapter 21; and

52.20 (3) the employer share of retirement contributions required under chapter 352, 353, 354,  
52.21 or 354A.

52.22 (c) The commissioner may establish procedures to ensure that any costs reimbursed  
52.23 under this section are excluded from other school revenue calculations.

52.24 (d) For the school reimbursements paid in fiscal year 2026 for costs incurred during the  
52.25 2024-2025 school year only, the commissioner must not reduce the aid to any school that  
52.26 paid for paraprofessional test materials or testing fees under subdivision 1, paragraph (g).

52.27 **Subd. 3. Consultation.** In any school where the paraprofessionals are represented by a  
52.28 bargaining unit, the school must consult with the exclusive representative for employees  
52.29 receiving training when creating or planning training required under this section.

52.30 **EFFECTIVE DATE.** The amendments to subdivisions 1 and 2 are effective July 1,  
52.31 2024. Subdivision 3 is effective the day following final enactment.

53.1 Sec. 2. Minnesota Statutes 2023 Supplement, section 122A.415, subdivision 4, is amended  
53.2 to read:

53.3 Subd. 4. **Basic alternative teacher compensation aid.** (a) The basic alternative teacher  
53.4 compensation aid for a school with a plan approved under section 122A.414, subdivision  
53.5 2b, equals 65 percent of the alternative teacher compensation revenue under subdivision 1.  
53.6 The basic alternative teacher compensation aid for a charter school with a plan approved  
53.7 under section 122A.414, subdivisions 2a and 2b, equals \$260 times the number of pupils  
53.8 enrolled in the school on October 1 of the previous year, or on October 1 of the current year  
53.9 for a charter school in the first year of operation, times the ratio of the sum of the alternative  
53.10 teacher compensation aid and alternative teacher compensation levy for all participating  
53.11 school districts to the maximum alternative teacher compensation revenue for those districts  
53.12 under subdivision 1.

53.13 (b) Notwithstanding paragraph (a) and subdivision 1, the state total basic alternative  
53.14 teacher compensation aid entitlement must not exceed \$88,118,000 for fiscal year 2023;  
53.15 \$88,461,000 for fiscal year 2024; ~~\$88,461,000~~ \$88,961,000 for fiscal year 2025; and  
53.16 \$89,486,000 for fiscal year 2026 and later. The commissioner must limit the amount of  
53.17 alternative teacher compensation aid approved under this section so as not to exceed these  
53.18 limits by not approving new participants or by prorating the aid among participating districts,  
53.19 intermediate school districts, school sites, and charter schools. The commissioner may also  
53.20 reallocate a portion of the allowable aid for the biennium from the second year to the first  
53.21 year to meet the needs of approved participants.

53.22 (c) Basic alternative teacher compensation aid for an intermediate district or other  
53.23 cooperative unit equals \$3,000 times the number of licensed teachers employed by the  
53.24 intermediate district or cooperative unit on October 1 of the previous school year.

53.25 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2025 and later.

53.26 Sec. 3. Minnesota Statutes 2022, section 122A.415, is amended by adding a subdivision  
53.27 to read:

53.28 Subd. 7. **Revenue reserved.** Revenue received under this section must be reserved and  
53.29 used only for the programs authorized under section 122A.414.

53.30 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2025 and later.

54.1 Sec. 4. Minnesota Statutes 2023 Supplement, section 122A.73, subdivision 2, is amended  
54.2 to read:

54.3 Subd. 2. **Grow Your Own district programs.** (a) A school district, charter school,  
54.4 Tribal contract school, or cooperative unit under section 123A.24, subdivision 2, may apply  
54.5 for a grant for a teacher preparation program that meets the requirements of paragraph (c)  
54.6 to establish a Grow Your Own pathway for adults to obtain their first professional teaching  
54.7 license. The grant recipient must use at least 80 percent of grant funds to provide tuition  
54.8 scholarships or stipends to enable school district employees or community members affiliated  
54.9 with a school district, who are of color or American Indian and who seek a teaching license,  
54.10 to participate in the teacher preparation program. Grant funds may also be used to pay for  
54.11 teacher licensure exams and licensure fees.

54.12 (b) A district using grant funds under this subdivision to provide financial support to  
54.13 teacher candidates may require a commitment as determined by the district to teach in the  
54.14 district for a reasonable amount of time that does not exceed five years.

54.15 (c) A grantee must partner with:

54.16 (1) a Professional Educator Licensing and Standards Board-approved teacher preparation  
54.17 program;

54.18 (2) a Council for the Accreditation of Educator Preparation-accredited teacher preparation  
54.19 program from a private, not for profit, institution of higher education; or

54.20 (3) an institution that has an articulated transfer pathway with a board-approved teacher  
54.21 preparation program.

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

54.23 Sec. 5. Minnesota Statutes 2023 Supplement, section 122A.73, subdivision 3, is amended  
54.24 to read:

54.25 Subd. 3. **Grants for programs serving secondary school students.** (a) A school district  
54.26 or charter school may apply for grants under this section to offer other innovative programs  
54.27 that encourage secondary school students, especially students of color and American Indian  
54.28 students, to pursue teaching. To be eligible for a grant under this subdivision, an applicant  
54.29 must ensure that the aggregate percentage of secondary school students of color and American  
54.30 Indian students participating in the program is equal to or greater than the aggregate  
54.31 percentage of students of color and American Indian students in the school district, charter  
54.32 school, Tribal contract school, or cooperative unit.

55.1 (b) A grant recipient must use grant funds awarded under this subdivision for:

55.2 (1) supporting future teacher clubs or service-learning opportunities that provide middle  
55.3 and high school students with experiential learning that supports the success of younger  
55.4 students or peers and increases students' interest in pursuing a teaching career;

55.5 (2) developing and offering postsecondary enrollment options for "Introduction to  
55.6 Teaching" or "Introduction to Education" courses consistent with section 124D.09,  
55.7 subdivision 10, that meet degree requirements for teacher licensure;

55.8 (3) providing direct support, including wrap-around services, for students who are of  
55.9 color or American Indian to enroll and be successful in postsecondary enrollment options  
55.10 courses under section 124D.09 that would meet degree requirements for teacher licensure;  
55.11 or

55.12 (4) offering scholarships to graduating high school students who are of color or American  
55.13 Indian to enroll in board-approved undergraduate teacher preparation programs at a college  
55.14 or university in Minnesota or in an institution that has an articulated transfer pathway with  
55.15 a board-approved teacher preparation program.

55.16 (c) The maximum grant award under this subdivision is \$500,000. The commissioner  
55.17 may consider the number of participants a grant recipient intends to support when determining  
55.18 a grant amount.

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

55.20 Sec. 6. Minnesota Statutes 2022, section 122A.73, subdivision 4, is amended to read:

55.21 Subd. 4. **Grant procedure.** (a) A district must apply for a grant under this section in  
55.22 the form and manner specified by the commissioner. The commissioner must give priority  
55.23 to districts with the highest total number or percentage of students who are of color or  
55.24 American Indian. To the extent that there are sufficient applications, the commissioner must,  
55.25 to the extent practicable, award an equal number of grants between districts in greater  
55.26 Minnesota and those in the Twin Cities metropolitan area.

55.27 (b) For the 2022-2023 school year and later, grant applications for new and existing  
55.28 programs must be received by the commissioner no later than January 15 of the year prior  
55.29 to the school year in which the grant will be used. The commissioner must review all  
55.30 applications and notify grant recipients by March 15 or as soon as practicable of the  
55.31 anticipated amount awarded. If the commissioner determines that sufficient funding is  
55.32 unavailable for the grants, the commissioner must notify grant applicants by June 30 or as  
55.33 soon as practicable that there are insufficient funds.

56.1 ~~(e) For the 2021-2022 school year, the commissioner must set a timetable for awarding~~  
56.2 ~~grants as soon as practicable.~~

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

56.4 Sec. 7. Minnesota Statutes 2023 Supplement, section 122A.77, subdivision 1, is amended  
56.5 to read:

56.6 Subdivision 1. **Grant program established.** The commissioner of education must  
56.7 administer a grant program to develop a pipeline of trained, licensed Tier 3 or Tier 4 special  
56.8 education teachers. A school district, charter school, Tribal contract school, or cooperative  
56.9 unit under section 123A.24, subdivision 2, may apply for a grant under this section. An  
56.10 applicant must partner with:

56.11 (1) a Professional Educator Licensing and Standards Board-approved teacher preparation  
56.12 program;

56.13 (2) a Council for the Accreditation of Educator Preparation-accredited teacher preparation  
56.14 program from a private, not-for-profit, institution of higher education; or

56.15 (3) an institution that has an articulated transfer pathway with a board-approved teacher  
56.16 preparation program.

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

56.18 Sec. 8. Minnesota Statutes 2023 Supplement, section 122A.77, subdivision 2, is amended  
56.19 to read:

56.20 Subd. 2. **Grant uses.** (a) A grant recipient must use grant funds to support participants  
56.21 who are employed by the grant recipient ~~as either a paraprofessional or other unlicensed~~  
56.22 ~~staff, or a teacher with a Tier 1 or Tier 2 license~~, and demonstrate a willingness to be a  
56.23 special education teacher after completing the program.

56.24 (b) A grant recipient may use grant funds for:

56.25 (1) tuition assistance or stipends for participants;

56.26 (2) supports for participants, including mentoring, licensure test preparation, and  
56.27 technology support; or

56.28 (3) participant recruitment.

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



57.1 Sec. 9. [123B.155] PAID LEAVE FOR SCHOOL CLOSURES.

57.2 A school district or charter school that alters its calendar due to a weather event, public  
57.3 health emergency, or any other circumstance must continue to pay the full wages for  
57.4 scheduled work hours and benefits of all school employees for full or partial day closures,  
57.5 if the district or charter school counts that day as an instructional day for any students in  
57.6 the district or charter school. School employees may be allowed to work from home to the  
57.7 extent practicable. Paid leave for an e-learning day is provided under section 120A.414,  
57.8 subdivision 6.

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

57.10 Sec. 10. Minnesota Statutes 2023 Supplement, section 124D.901, subdivision 3, is amended  
57.11 to read:

57.12 Subd. 3. **Student support personnel aid.** (a) The initial student support personnel aid  
57.13 for a school district equals the greater of the student support personnel allowance times the  
57.14 adjusted pupil units at the district for the current fiscal year or \$40,000. The initial student  
57.15 support personnel aid for a charter school equals the greater of the student support personnel  
57.16 allowance times the adjusted pupil units at the charter school for the current fiscal year or  
57.17 \$20,000. There is no penalty for fiscal year 2024. For fiscal year 2025 and later, aid under  
57.18 this paragraph must be reserved in a fund balance which may not exceed the prior year's  
57.19 aid allocation.

57.20 (b) The cooperative student support personnel aid for a school district that is a member  
57.21 of an intermediate school district or other cooperative unit that serves students equals the  
57.22 greater of the cooperative student support allowance times the adjusted pupil units at the  
57.23 district for the current fiscal year or \$40,000. If a district is a member of more than one  
57.24 cooperative unit that serves students, the revenue must be allocated among the cooperative  
57.25 units. A cooperative is not subject to an aid penalty for fiscal year 2024. For fiscal year  
57.26 2025 and later, a cooperative must place its student personnel aid into a reserve account,  
57.27 the balance of which may not exceed the previous year's aid.

57.28 (c) The student support personnel allowance equals \$11.94 for fiscal year 2024, \$17.08  
57.29 for fiscal year 2025, and \$48.73 for fiscal year 2026 and later.

57.30 (d) The cooperative student support allowance equals \$0.60 for fiscal year 2024, \$0.85  
57.31 for fiscal year 2025, and \$2.44 for fiscal year 2026 and later.

57.32 ~~(e) Notwithstanding paragraphs (a) and (b), the student support personnel aid must not~~  
57.33 ~~exceed the district's, charter school's, or cooperative unit's actual expenditures.~~

58.1 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2025 and later.

58.2 Sec. 11. Laws 2023, chapter 55, article 5, section 64, subdivision 3, as amended by Laws  
58.3 2024, chapter 81, section 14, is amended to read:

58.4 Subd. 3. **Alternative teacher compensation aid.** (a) For alternative teacher compensation  
58.5 aid under Minnesota Statutes, section 122A.415, subdivision 4:

58.6 \$ 88,706,000 ..... 2024

58.7 ~~\$88,562,000~~

58.8 \$ 89,012,000 ..... 2025

58.9 (b) The 2024 appropriation includes \$8,824,000 for fiscal year 2023 and \$79,882,000  
58.10 for fiscal year 2024.

58.11 (c) The 2025 appropriation includes \$8,875,000 for fiscal year 2024 and ~~\$79,687,000~~  
58.12 \$80,137,000 for fiscal year 2025.

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

58.14 Sec. 12. Laws 2023, chapter 55, article 5, section 64, subdivision 5, is amended to read:

58.15 Subd. 5. **Closing educational opportunity gaps grants.** (a) To support schools in their  
58.16 efforts to close opportunity gaps under Minnesota Statutes, section 120B.113:

58.17 \$ 3,000,000 ..... 2024

58.18 \$ 3,000,000 ..... 2025

58.19 (b) The department may retain up to five percent of this appropriation to administer the  
58.20 grant program.

58.21 (c) The base for fiscal year 2026 and later is \$0.

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

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

58.24 Sec. 13. Laws 2023, chapter 55, article 5, section 64, subdivision 10, is amended to read:

58.25 Subd. 10. **Grow Your Own pathways to teacher licensure grants.** (a) For grants to  
58.26 develop, continue, or expand Grow Your Own new teacher programs under Minnesota  
58.27 Statutes, section 122A.73, to develop a teaching workforce that more closely reflects the  
58.28 state's increasingly diverse student population and ensure all students have equitable access  
58.29 to effective and diverse teachers:

59.1 \$ 25,000,000 ..... 2024

59.2 \$ 25,000,000 ..... 2025

59.3 (b) This appropriation is subject to the requirements under Minnesota Statutes, section  
 59.4 122A.73, subdivision 5. The commissioner may allow a grant recipient to modify its program  
 59.5 to align with statutory changes to Minnesota Statutes, section 122A.73, made after the grant  
 59.6 was awarded.

59.7 (c) The base for fiscal year 2026 and later is \$31,954,000.

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

59.9 Sec. 14. Laws 2023, chapter 55, article 5, section 64, subdivision 12, is amended to read:

59.10 Subd. 12. **Special education teacher pipeline.** (a) For grants to develop special education  
 59.11 teacher pipelines across Minnesota under Minnesota Statutes, section ~~122A.731~~ 122A.77:

59.12 \$ 20,000,000 ..... 2024

59.13 \$ 10,000,000 ..... 2025

59.14 (b) This appropriation is subject to the requirements under Minnesota Statutes, section  
 59.15 ~~122A.731~~ 122A.77, subdivision 5.

59.16 (c) The commissioner may allow a grant recipient to modify its program to align with  
 59.17 statutory changes to Minnesota Statutes, section 122A.77, made after the grant was awarded.

59.18 ~~(e)~~ (d) The base for fiscal year 2026 is \$0 and the base for fiscal year 2027 is \$10,000,000.

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

59.20 Sec. 15. Laws 2023, chapter 55, article 5, section 64, subdivision 13, is amended to read:

59.21 Subd. 13. **Statewide teacher mentoring program.** (a) For a statewide teacher induction  
 59.22 and mentoring program:

59.23 \$ 9,940,000 ..... 2024

59.24 \$ 0 ..... 2025

59.25 (b) Funds may be used for:

59.26 (1) competitive grants to Minnesota regional partners, including institutions of higher  
 59.27 education, regional service cooperatives, other district or charter collaboratives, and  
 59.28 professional organizations, to provide mentoring supports for new teachers, on-the-ground  
 59.29 training, technical assistance, and networks or communities of practice for local new teachers,  
 59.30 districts, and charter schools to implement Minnesota's induction model;

60.1 (2) competitive grants to school districts to fund ~~Teacher of Record~~ mentorships to Tier  
 60.2 1 and Tier 2 special education teachers, including training and supervision; and

60.3 (3) contracts with national content experts and research collaboratives to assist in  
 60.4 developing Minnesota's induction model, to provide ongoing training to mentors and  
 60.5 principals, and to evaluate the program over time.

60.6 (c) Up to five percent of the appropriation is available for grant administration.

60.7 (d) This is a onetime appropriation and is available until June 30, 2027.

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

60.9 Sec. 16. Laws 2023, chapter 55, article 5, section 64, subdivision 15, is amended to read:

60.10 Subd. 15. **Student support personnel workforce pipeline.** (a) For a grant program to  
 60.11 develop a student support personnel workforce pipeline focused on increasing school  
 60.12 psychologists, school nurses, school counselors, and school social workers of color and  
 60.13 Indigenous providers, professional respecialization, recruitment, and retention:

60.14 \$ 5,000,000 ..... 2024

60.15 \$ 5,000,000 ..... 2025

60.16 (b) Of the amount in paragraph (a), \$150,000 is for providing support to school nurses  
 60.17 across the state.

60.18 (c) To the extent practicable, the pipeline grants must be used to support equal numbers  
 60.19 of students pursuing careers as school psychologists, school nurses, school counselors, and  
 60.20 school social workers.

60.21 (d) For grants awarded under this subdivision to school psychologists, the following  
 60.22 terms have the meanings given:

60.23 (1) "eligible designated trainee" means an individual enrolled in a NASP-approved or  
 60.24 APA-accredited school psychology program granting educational specialist certificates or  
 60.25 doctoral degrees in school psychology;

60.26 (2) "practica" means an educational experience administered and evaluated by the  
 60.27 graduate training program, with university and site supervision by appropriately credentialed  
 60.28 school psychologists, to develop trainees' competencies to provide school psychological  
 60.29 services based on the graduate program's goals and competencies relative to accreditation  
 60.30 and licensure requirements; and

61.1 (3) "eligible employment" means a paid position within a school or local education  
 61.2 agency directly related to the training program providing direct or indirect school psychology  
 61.3 services. Direct services include assessment, intervention, prevention, or consultation services  
 61.4 to students or their family members and educational staff. Indirect services include  
 61.5 supervision, research and evaluation, administration, program development, technical  
 61.6 assistance, or professional learning to support direct services.

61.7 (e) Grants awarded to school psychologists must be used for:

61.8 (1) the provision of paid, supervised, and educationally meaningful practica in a public  
 61.9 school setting for an eligible designated trainee enrolled in a qualifying program within the  
 61.10 grantee's institution;

61.11 (2) to support student recruitment and retention to enroll and hire an eligible designated  
 61.12 trainee for paid practica in public school settings; and

61.13 (3) oversight of trainee practica and professional development by the qualifying institution  
 61.14 to ensure the qualifications and conduct by an eligible designated trainee meet requirements  
 61.15 set forth by the state and accrediting agencies.

61.16 (f) Upon successful completion of the graduate training program, grants awarded to  
 61.17 school psychologists must maintain eligible employment within Minnesota for a minimum  
 61.18 period of one-year full-time equivalent for each academic year of paid traineeship under  
 61.19 the grant program.

61.20 (g) Up to \$150,000 of the appropriation is available for grant administration.

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

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

61.23 Sec. 17. Laws 2023, chapter 55, article 5, section 64, subdivision 16, is amended to read:

61.24 Subd. 16. **Teacher residency program.** (a) For the teacher residency program that meets  
 61.25 the requirements of Minnesota Rules, part 8705.2100, subpart 2, item D, subitem (5), unit  
 61.26 (g):

61.27 \$ 3,000,000 ..... 2024

61.28 \$ 3,000,000 ..... 2025

61.29 (b) Up to three percent of the appropriation is available for grant administration.

61.30 (c) Any balance in the first year does not cancel but is available in the ~~following fiscal~~  
 61.31 second year.

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

62.2 Sec. 18. Laws 2023, chapter 55, article 5, section 65, subdivision 3, is amended to read:

62.3 Subd. 3. **Collaborative urban and greater Minnesota educators of color grants.** (a)

62.4 For collaborative urban and greater Minnesota educators of color competitive grants under  
62.5 Minnesota Statutes, section 122A.635:

62.6 \$ 5,440,000 ..... 2024

62.7 \$ 5,440,000 ..... 2025

62.8 (b) The board may retain up to \$100,000 of the appropriation amount to monitor and  
62.9 administer the grant program.

62.10 (c) Any balance in the first year does not cancel but is available in the ~~following fiscal~~  
62.11 second year.

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

62.13 Sec. 19. Laws 2023, chapter 55, article 5, section 65, subdivision 6, is amended to read:

62.14 Subd. 6. **Mentoring, induction, and retention incentive program grants for teachers**

62.15 **of color.** (a) To develop and expand mentoring, induction, and retention programs designed  
62.16 for teachers of color or American Indian teachers under Minnesota Statutes, section 122A.70:

62.17 \$ 3,500,000 ..... 2024

62.18 \$ 3,500,000 ..... 2025

62.19 (b) Any balance in the first year does not cancel but is available in the ~~following fiscal~~  
62.20 second year.

62.21 (c) The base for grants under Minnesota Statutes, section 122A.70, for fiscal year 2026  
62.22 and later is \$4,500,000, of which at least \$3,500,000 each fiscal year is for grants to develop  
62.23 and expand mentoring, induction, and retention programs designed for teachers of color or  
62.24 American Indian teachers.

62.25 (d) The board may retain up to three percent of the appropriation amount to monitor and  
62.26 administer the grant program.

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

62.28 Sec. 20. Laws 2023, chapter 55, article 5, section 65, subdivision 7, is amended to read:

62.29 Subd. 7. **Pathway preparation grants.** (a) For grants to support teachers holding a Tier  
62.30 1 or Tier 2 license and seeking a Tier 3 or Tier 4 license:

63.1           \$         400,000     ..... 2024

63.2           \$         400,000     ..... 2025

63.3           (b) The following are eligible for grants under this subdivision:

63.4           (1) school districts;

63.5           (2) charter schools;

63.6           (3) service cooperatives; and

63.7           (4) partnerships between one or more teacher preparation providers, school districts, or  
63.8 charter schools.

63.9           (c) Grant funds must be used to support teachers holding a Tier 1 or Tier 2 license and  
63.10 seeking a Tier 3 or Tier 4 license through completion of a teacher preparation program or  
63.11 the licensure via portfolio process. A grant recipient must provide teachers holding a Tier  
63.12 1 or Tier 2 license with professional development, mentorship, and coursework aligned to  
63.13 state standards for teacher licensure.

63.14          (d) The Professional Educator Licensing and Standards Board may collaborate with the  
63.15 Department of Education and the Office of Higher Education to administer the grant program.

63.16          (e) The board may retain up to three percent of the appropriation amount to monitor and  
63.17 administer the grant.

63.18          Sec. 21. **STUDENT TEACHING STIPEND PILOT PROGRAM.**

63.19          Subdivision 1. **Pilot program established.** A pilot program is established to support  
63.20 student teachers placed in Minnesota school districts or charter schools to complete clinical  
63.21 experiences necessary to obtain Minnesota teaching licenses, and help policymakers  
63.22 determine how to reduce the financial burden of completing valuable clinical experiences  
63.23 and strengthen the pipeline of qualified teachers. The pilot program is effective for the  
63.24 2024-2025 school year.

63.25          Subd. 2. **Participating teacher preparation program providers.** (a) The pilot program  
63.26 consists of the following teacher preparation program providers:

63.27          (1) St. Cloud State University;

63.28          (2) Bemidji State University;

63.29          (3) Minnesota State University, Mankato;

63.30          (4) Winona State University;

64.1 (5) Fond du Lac Tribal and Community College;

64.2 (6) the University of Minnesota-Duluth; and

64.3 (7) the University of Minnesota-Crookston.

64.4 (b) A participating teacher preparation program provider must:

64.5 (1) determine the stipend amount based on the available funding and number of eligible  
64.6 student teachers;

64.7 (2) award each student teacher placed in a student teaching assignment a stipend of the  
64.8 same amount regardless of financial need or intended licensure area; and

64.9 (3) notify student teachers of their stipend amounts no later than 30 days before the  
64.10 student teacher is placed in a student teaching assignment.

64.11 Subd. 3. **Student teacher eligibility.** (a) A student teacher is eligible for a stipend through  
64.12 the pilot program if the student teacher:

64.13 (1) is enrolled in a teacher preparation program approved by the Professional Educator  
64.14 Licensing and Standards Board that requires at least 12 weeks of student teaching in order  
64.15 to be recommended for a Tier 3 teaching license;

64.16 (2) is placed in a Minnesota school district or charter school to complete required student  
64.17 teaching; and

64.18 (3) is meeting satisfactory academic progress as defined under Minnesota Statutes,  
64.19 section 136A.101, subdivision 10.

64.20 (b) A student teacher may receive a stipend under this section, and under Minnesota  
64.21 Statutes, section 136A.1274 or 136A.1275.

64.22 Subd. 4. **Stipends not considered income for certain purposes.** (a) Notwithstanding  
64.23 any law to the contrary, payments under this section must not be considered income, assets,  
64.24 or personal property for purposes of determining eligibility or recertifying eligibility for:

64.25 (1) child care assistance programs under Minnesota Statutes, chapter 119B, and early  
64.26 learning scholarships under Minnesota Statutes, section 124D.165;

64.27 (2) general assistance, Minnesota supplemental aid, and food support under Minnesota  
64.28 Statutes, chapter 256D;

64.29 (3) housing support under Minnesota Statutes, chapter 256I;

64.30 (4) the Minnesota family investment program and diversionary work program under  
64.31 Minnesota Statutes, chapter 256J; and



65.1 (5) economic assistance programs under Minnesota Statutes, chapter 256P.

65.2 (b) The commissioner of human services must not consider a stipend under this section  
65.3 as income or assets when determining medical assistance eligibility under Minnesota Statutes,  
65.4 section 256B.055, subdivisions 7, 7a, and 12; or section 256B.057, subdivisions 3, 3a, 3b,  
65.5 and 4. The commissioner of human services must not include the stipend received under  
65.6 this section when calculating an individual's premiums under Minnesota Statutes, section  
65.7 256B.057, subdivision 9.

65.8 Subd. 5. **Professional Educator Licensing and Standards Board.** (a) The Professional  
65.9 Educator Licensing and Standards Board must develop and administer a survey to students  
65.10 who receive stipends through the pilot program, and interview a representative sample of  
65.11 student teachers who receive stipends. The surveys and interviews must seek information  
65.12 related to the impact of the stipend on the student teacher, whether the student teacher  
65.13 received any other stipends or compensation for student teaching, and other information  
65.14 relevant to development of a statewide paid student teaching program.

65.15 (b) The board must submit reports to the chairs and minority leaders of the legislative  
65.16 committees with jurisdiction over kindergarten through grade 12 education and higher  
65.17 education by February 1, 2025, and July 1, 2025, in accordance with Minnesota Statutes,  
65.18 section 3.195. Each report must identify the number of student teachers receiving stipends  
65.19 by teacher preparation program provider and the districts or charter schools where the student  
65.20 teachers were placed, and the amount each student teacher received under this section. The  
65.21 second report must also summarize the results of the surveys and interviews, and make  
65.22 recommendations for implementing a statewide paid student teacher program.

65.23 **EFFECTIVE DATE.** This section is effective July 1, 2024, except for subdivision 4,  
65.24 paragraph (b), which is effective July 1, 2024, or upon federal approval, whichever is later.

65.25 Sec. 22. **PARAPROFESSIONAL QUALIFICATIONS EXAMINED.**

65.26 (a) The Department of Education and the Professional Educator Licensing and Standards  
65.27 Board must collaboratively examine Minnesota's process for determining standards for  
65.28 paraprofessionals in consultation with at least the following:

65.29 (1) one representative each from at least two organizations representing paraprofessionals;

65.30 (2) one person representing the Minnesota Association of School Administrators; and

65.31 (3) one person representing the Minnesota Administrators for Special Education.

66.1 (b) By June 15, 2024, the agencies must announce their work plan to revise the  
 66.2 paraprofessional qualifications under Minnesota Statutes, section 120B.363, and the  
 66.3 qualifications used to determine eligibility for state special education aid calculations.

66.4 (c) The competency grid must be aligned with the minimum standards required under  
 66.5 federal law. The grid matrix may be consolidated and the categories for each matrix cell  
 66.6 may be simplified.

66.7 (d) After examining the pass rates for paraprofessionals grouped by linguistic and ethnic  
 66.8 and racial strata, the state's cut scores for the paraprofessional assessments necessary for  
 66.9 paraprofessional qualifications in Minnesota must be adjusted to ensure equitable pass rates  
 66.10 for paraprofessionals from all racial, ethnic, and linguistic backgrounds.

66.11 (e) By September 1, 2024, the Professional Educator Licensing and Standards Board  
 66.12 must post the revised competency grid to its website and the Department of Education must  
 66.13 post the new paraprofessional assessment cut scores to its website and notify school districts,  
 66.14 charter schools, and cooperative units of the revised competency grid and paraprofessional  
 66.15 assessment cut scores.

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

66.17 Sec. 23. **APPROPRIATION; DEPARTMENT OF EDUCATION PROGRAMS.**

66.18 Subdivision 1. **Department of Education.** The sum indicated in this section is  
 66.19 appropriated from the general fund to the Department of Education in the fiscal year  
 66.20 designated.

66.21 Subd. 2. **Special education apprenticeship programs.** (a) For grants to intermediate  
 66.22 school districts for special education registered apprenticeship programs:

66.23 §        1,030,000    ..... 2025

66.24 (b) The department must award grants of \$250,000 each to Intermediate School Districts  
 66.25 Nos. 287, 288, 916, and 917. The grant funds must be used for special education registered  
 66.26 apprenticeship programs. Grant funds may be used for:

66.27 (1) program oversight and administrative costs of the intermediate school district and  
 66.28 its partner higher education institution;

66.29 (2) stipends and tuition, fees, and other direct program costs incurred by apprentices;

66.30 (3) stipends for teachers serving as mentors; and

66.31 (4) the cost of substitute teachers.

67.1 (c) Up to \$30,000 of the appropriation is available for grant administration.

67.2 (d) This appropriation does not cancel but is available until June 30, 2027.

67.3 (e) This is a onetime appropriation.

67.4 **Sec. 24. APPROPRIATION; PROFESSIONAL EDUCATOR LICENSING AND**  
 67.5 **STANDARDS BOARD.**

67.6 Subdivision 1. Professional Educator Licensing and Standards Board. The sum  
 67.7 indicated in this section is appropriated from the general fund to the Professional Educator  
 67.8 Licensing and Standards Board in the fiscal year designated.

67.9 Subd. 2. Paid student teaching pilot program. (a) For the paid student teaching pilot  
 67.10 program:

67.11 \$ 7,000,000 ..... 2025

67.12 (b) Of the amount in paragraph (a), \$4,751,000 is for transfer to the Board of Trustees  
 67.13 of the Minnesota State Colleges and Universities. The Board of Trustees must allocate the  
 67.14 funding among the following teacher preparation program providers in the amounts indicated:

67.15 (1) \$609,000 for St. Cloud State University;

67.16 (2) \$822,000 for Bemidji State University;

67.17 (3) \$1,789,000 for Minnesota State University, Mankato;

67.18 (4) \$1,523,000 for Winona State University; and

67.19 (5) \$8,000 for Fond du Lac Tribal and Community College.

67.20 (c) Of the amount in paragraph (a), \$2,109,000 is for transfer to the Board of Regents  
 67.21 of the University of Minnesota to allocate to the following teacher preparation program  
 67.22 providers in the amounts indicated:

67.23 (1) \$1,622,000 for the University of Minnesota-Duluth; and

67.24 (2) \$487,000 for the University of Minnesota-Crookston.

67.25 (d) The Professional Educator Licensing and Standards Board may retain up to two  
 67.26 percent of the appropriation to administer the pilot program, including administering surveys  
 67.27 and completing required reports.

67.28 (e) Any balance in fiscal year 2025 does not cancel but is available in fiscal year 2026.

67.29 (f) This is a onetime appropriation.

68.1 **EFFECTIVE DATE.** This section is effective July 1, 2024.

68.2 **ARTICLE 6**  
68.3 **CHARTER SCHOOLS**

68.4 Section 1. Minnesota Statutes 2023 Supplement, section 124E.13, subdivision 1, is amended  
68.5 to read:

68.6 Subdivision 1. **Leased space.** A charter school may lease space from: an independent  
68.7 or special school board; other public organization; private, nonprofit, nonsectarian  
68.8 organization; private property owner; or a sectarian organization if the leased space is  
68.9 constructed as a school facility. In all cases, the eligible lessor must also be the building  
68.10 owner. The commissioner must review and approve or disapprove ~~leases~~ lease aid  
68.11 applications in a timely manner to determine eligibility for lease aid under section 124E.22.

68.12 Sec. 2. Minnesota Statutes 2022, section 124E.22, is amended to read:

68.13 **124E.22 BUILDING LEASE AID.**

68.14 (a) When a charter school finds it economically advantageous to rent or lease a building  
68.15 or land for any instructional purpose and it determines that the total operating capital revenue  
68.16 under section 126C.10, subdivision 13, is insufficient for this purpose, it may apply to the  
68.17 commissioner for building lease aid in the form and manner prescribed by the commissioner.  
68.18 The commissioner must review and either approve or deny a lease aid application using at  
68.19 least the following criteria:

68.20 (1) the reasonableness of the price based on current market values;

68.21 (2) the extent to which the lease conforms to applicable state laws and rules; and

68.22 (3) the appropriateness of the proposed lease in the context of the space needs and  
68.23 financial circumstances of the charter school. The commissioner must approve aid only for  
68.24 a facility lease that has (i) a sum certain annual cost and (ii) a closure clause to relieve the  
68.25 charter school of its lease obligations at the time the charter contract is terminated or not  
68.26 renewed. The closure clause under item (ii) must not be constructed or construed to relieve  
68.27 the charter school of its lease obligations in effect before the charter contract is terminated  
68.28 or not renewed.

68.29 (b) A charter school must not use the building lease aid it receives for custodial,  
68.30 maintenance service, utility, or other operating costs.

69.1 (c) The amount of annual building lease aid for a charter school shall not exceed the  
 69.2 lesser of (1) 90 percent of the approved cost or (2) the product of the charter school building  
 69.3 lease aid pupil units served for the current school year times \$1,314.

69.4 (d) A charter school's building lease aid pupil units equals the sum of the charter school  
 69.5 pupil units under section 126C.05 and the pupil units for the portion of the day that the  
 69.6 charter school's enrolled students are participating in the Postsecondary Enrollment Options  
 69.7 Act under section 124D.09 and not otherwise included in the pupil count under section  
 69.8 126C.05.

69.9 Sec. 3. Laws 2023, chapter 55, article 2, section 64, subdivision 6, as amended by Laws  
 69.10 2024, chapter 81, section 9, is amended to read:

69.11 Subd. 6. **Charter school building lease aid.** (a) For building lease aid under Minnesota  
 69.12 Statutes, section 124E.22:

69.13	\$	91,457,000	.....	2024
69.14		<del>94,578,000</del>		
69.15	\$	<u>94,906,000</u>	.....	2025

69.16 (b) The 2024 appropriation includes \$9,047,000 for 2023 and \$82,410,000 for 2024.

69.17 (c) The 2025 appropriation includes \$9,156,000 for 2024 and ~~\$85,422,000~~ \$85,750,000  
 69.18 for 2025.

69.19 **ARTICLE 7**

69.20 **SPECIAL EDUCATION**

69.21 Section 1. Minnesota Statutes 2022, section 124D.19, subdivision 8, is amended to read:

69.22 Subd. 8. **Program approval.** ~~To be eligible for revenue for the program for adults with~~  
 69.23 ~~disabilities, a program and budget must receive approval from the~~ (a) Beginning July 1,  
 69.24 2024, and at least once every five years thereafter, a district's community education section  
 69.25 in the department advisory council must review and approve the district's adults with  
 69.26 disabilities program and submit a statement of assurances to the commissioner in the form  
 69.27 and manner determined by the commissioner. ~~Approval may be for five years. During that~~  
 69.28 ~~time, a board must report any significant changes to the department for approval. For~~  
 69.29 ~~programs offered cooperatively, the request for approval must include an agreement on the~~  
 69.30 ~~method by which local money is to be derived and distributed. A request for approval~~ The  
 69.31 program must seek feedback from adults with disabilities and other community organizations  
 69.32 providing services to adults with disabilities.

70.1 (b) Each school district with an adults with disabilities program must include all of at  
70.2 least the following information about its adults with disabilities program in its annual  
70.3 community education report under subdivision 14:

70.4 (1) a summary of the characteristics of the people to be served by the program;

70.5 (2) a description of the program services and activities;

70.6 (3) the most recent program budget and amount of aid requested;

70.7 (4) a summary of the participation by adults with disabilities in developing the program;

70.8 (5) an assessment of the needs of adults with disabilities; and

70.9 (6) a description of cooperative efforts with community organizations.

70.10 **EFFECTIVE DATE.** This section is effective July 1, 2024, for plans developed on or  
70.11 after that date.

70.12 Sec. 2. Minnesota Statutes 2023 Supplement, section 256B.0625, subdivision 26, is  
70.13 amended to read:

70.14 Subd. 26. **Special education services.** (a) Medical assistance covers evaluations necessary  
70.15 in making a determination for eligibility for individualized education program and  
70.16 individualized family service plan services and for medical services identified in a recipient's  
70.17 individualized education program and individualized family service plan and covered under  
70.18 the medical assistance state plan. Covered services include occupational therapy, physical  
70.19 therapy, speech-language therapy, clinical psychological services, nursing services, school  
70.20 psychological services, school social work services, personal care assistants serving as  
70.21 management aides, assistive technology devices, transportation services, health assessments,  
70.22 and other services covered under the medical assistance state plan. Mental health services  
70.23 eligible for medical assistance reimbursement must be provided or coordinated through a  
70.24 children's mental health collaborative where a collaborative exists if the child is included  
70.25 in the collaborative operational target population. The provision or coordination of services  
70.26 does not require that the individualized education program be developed by the collaborative.

70.27 The services may be provided by a Minnesota school district that is enrolled as a medical  
70.28 assistance provider or its subcontractor, and only if the services meet all the requirements  
70.29 otherwise applicable if the service had been provided by a provider other than a school  
70.30 district, in the following areas: medical necessity; physician's, advanced practice registered  
70.31 nurse's, or physician assistant's orders; documentation; personnel qualifications; and prior  
70.32 authorization requirements. The nonfederal share of costs for services provided under this

71.1 subdivision is the responsibility of the local school district as provided in section 125A.74.  
71.2 Services listed in a child's individualized education program are eligible for medical  
71.3 assistance reimbursement only if those services meet criteria for federal financial participation  
71.4 under the Medicaid program.

71.5 (b) Approval of health-related services for inclusion in the individualized education  
71.6 program does not require prior authorization for purposes of reimbursement under this  
71.7 chapter. The commissioner may require physician, advanced practice registered nurse, or  
71.8 physician assistant review and approval of the plan not more than once annually or upon  
71.9 any modification of the individualized education program that reflects a change in  
71.10 health-related services.

71.11 (c) Services of a speech-language pathologist provided under this section are covered  
71.12 notwithstanding Minnesota Rules, part 9505.0390, subpart 1, item L, if the person:

71.13 (1) holds a masters degree in speech-language pathology;

71.14 (2) is licensed by the Professional Educator Licensing and Standards Board as an  
71.15 educational speech-language pathologist; and

71.16 (3) either has a certificate of clinical competence from the American Speech and Hearing  
71.17 Association, has completed the equivalent educational requirements and work experience  
71.18 necessary for the certificate or has completed the academic program and is acquiring  
71.19 supervised work experience to qualify for the certificate.

71.20 (d) Medical assistance coverage for medically necessary services provided under other  
71.21 subdivisions in this section may not be denied solely on the basis that the same or similar  
71.22 services are covered under this subdivision.

71.23 (e) The commissioner shall develop and implement package rates, bundled rates, or per  
71.24 diem rates for special education services under which separately covered services are grouped  
71.25 together and billed as a unit in order to reduce administrative complexity.

71.26 (f) The commissioner shall develop a cost-based payment structure for payment of these  
71.27 services. Only costs reported through the designated Minnesota Department of Education  
71.28 data systems in distinct service categories qualify for inclusion in the cost-based payment  
71.29 structure. The commissioner shall reimburse claims submitted based on an interim rate, and  
71.30 shall settle at a final rate once the department has determined it. The commissioner shall  
71.31 notify the school district of the final rate. The school district has 60 days to appeal the final  
71.32 rate. To appeal the final rate, the school district shall file a written appeal request to the  
71.33 commissioner within 60 days of the date the final rate determination was mailed. The appeal

72.1 request shall specify (1) the disputed items and (2) the name and address of the person to  
72.2 contact regarding the appeal.

72.3 (g) Effective July 1, 2000, medical assistance services provided under an individualized  
72.4 education program or an individual family service plan by local school districts shall not  
72.5 count against medical assistance authorization thresholds for that child.

72.6 (h) Nursing services as defined in section 148.171, subdivision 15, and provided as an  
72.7 individualized education program health-related service, are eligible for medical assistance  
72.8 payment if they are otherwise a covered service under the medical assistance program.  
72.9 Medical assistance covers the administration of prescription medications by a licensed nurse  
72.10 who is employed by or under contract with a school district when the administration of  
72.11 medications is identified in the child's individualized education program. The simple  
72.12 administration of medications alone is not covered under medical assistance when  
72.13 administered by a provider other than a school district or when it is not identified in the  
72.14 child's individualized education program.

72.15 (i) ~~School social work Services provided by a school social worker as described in~~  
72.16 paragraph (l) must be provided by a mental health professional as defined in section 245I.04,  
72.17 subdivision 2; a clinical trainee as defined in section 245I.04, subdivision 6, under the  
72.18 supervision of a mental health professional; or a mental health practitioner as defined in  
72.19 section 245I.04, subdivision 4, under the supervision of a mental health professional, are  
72.20 to be eligible for medical assistance payment. A mental health practitioner performing  
72.21 school social work services under this section must provide services within the mental health  
72.22 practitioner's licensure scope of practice, if applicable, and within the mental health  
72.23 practitioner scope of practice under section 245I.04, subdivision 5 reimbursement. Services  
72.24 described in paragraph (l) must be provided within the provider's scope of practice as defined  
72.25 in section 245I.04, subdivisions 3, 5, and 7.

72.26 (j) Notwithstanding section 245I.10, subdivision 2, a special education evaluation, and  
72.27 assessment for and within an individual family service plan or individualized education  
72.28 program, or individual family service plan may be used to determine medical necessity and  
72.29 eligibility for school social work services under paragraph (i) instead of a diagnostic  
72.30 assessment for services described under paragraph (l). The special education evaluation and  
72.31 assessments for and within the individualized education program, or individual family  
72.32 service plan, that meet the requirements in section 245I.10, subdivisions 4, and 5 or 6, and  
72.33 that is completed by a licensed mental health professional or clinical trainee supervised by  
72.34 a licensed mental health professional can be used for determining medical necessity. In  
72.35 addition, for services that do not require a diagnosis using an assessment as defined in



73.1 section 245I.10, subdivisions 4, and 5 or 6, the special education evaluation and assessments  
 73.2 for and within the individualized education program, or individual family service plan, that  
 73.3 provide an International Classification of Diseases diagnostic code and are completed by a  
 73.4 licensed mental health professional or clinical trainee supervised by a licensed mental health  
 73.5 professional can be used for determining medical necessity.

73.6 (k) A school social worker or school providing ~~mental health~~ services under paragraph  
 73.7 ~~(i)~~ (l) is not required to be certified to provide children's therapeutic services and supports  
 73.8 under section 256B.0943.

73.9 (l) Covered ~~mental health~~ services provided by a school social worker under this  
 73.10 paragraph ~~(i)~~ include ~~but are not limited to~~:

73.11 ~~(1) administering and reporting standardized measures;~~

73.12 ~~(2) care coordination;~~

73.13 ~~(3) children's mental health crisis assistance, planning, and response services;~~

73.14 (1) the explanation of finding as described in section 256B.0671, subdivision 4;

73.15 (2) psychotherapy for crisis as described in section 256B.0625;

73.16 ~~(4)~~ (3) children's mental health clinical care consultation, as described in section  
 73.17 256B.0671, subdivision 7;

73.18 ~~(5)~~ (4) dialectical behavioral therapy for adolescents, as described in section 256B.0671,  
 73.19 subdivision 6;

73.20 ~~(6) direction of mental health behavioral aides;~~

73.21 ~~(7)~~ (5) family psychoeducation, as described in section 256B.0671, subdivision 5, which  
 73.22 includes skill development, peer group sessions, and individual sessions. Notwithstanding  
 73.23 section 256B.0671, subdivision 5, family psychoeducation services under this section may  
 73.24 be delivered by a mental health practitioner as defined under section 245I.04, subdivision  
 73.25 4; and

73.26 ~~(8)~~ (6) individual, family, and group psychotherapy, as described in section 256B.0671,  
 73.27 subdivision 5, which includes skills development, individual treatment plan and diagnostic  
 73.28 condition or statutorily equivalent components.

73.29 ~~(9) mental health behavioral aide services;~~

73.30 ~~(10) skills training; and~~

73.31 ~~(11) treatment plan development and review.~~

74.1 **EFFECTIVE DATE.** This section is effective July 1, 2024, or upon federal approval,  
 74.2 whichever is later.

74.3 Sec. 3. Minnesota Statutes 2023 Supplement, section 256B.0671, is amended by adding  
 74.4 a subdivision to read:

74.5 Subd. 11a. **Psychotherapy for crisis.** (a) Medical assistance covers psychotherapy for  
 74.6 crisis when a recipient is in need of an immediate response due to an increase of mental  
 74.7 illness symptoms that put them at risk of one of the following:

74.8 (1) experiencing a life threatening mental health crisis;

74.9 (2) needing a higher level of care;

74.10 (3) worsening symptoms without mental health intervention;

74.11 (4) harm to self, others, or property damage; or

74.12 (5) significant disruption of functioning in at least one life area.

74.13 (b) "Psychotherapy for crisis" means a treatment of clients to reduce their mental health  
 74.14 crisis through immediate assessment and psychotherapeutic interventions. Psychotherapy  
 74.15 for crisis must include:

74.16 (1) emergency assessment of the crisis situation;

74.17 (2) mental status exam;

74.18 (3) psychotherapeutic interventions to reduce the crisis; and

74.19 (4) development of a post-crisis plan that addresses the recipient's coping skills and  
 74.20 community resources.

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

74.22 Sec. 4. Laws 2023, chapter 55, article 7, section 18, subdivision 4, as amended by Laws  
 74.23 2024, chapter 81, section 18, is amended to read:

74.24 Subd. 4. **Special education; regular.** (a) For special education aid under Minnesota  
 74.25 Statutes, section 125A.75:

74.26 \$ 2,288,826,000 ..... 2024

74.27 ~~2,485,140,000~~

74.28 \$ 2,486,181,000 ..... 2025

74.29 (b) The 2024 appropriation includes \$229,860,000 for 2023 and \$2,058,966,000 for  
 74.30 2024.

75.1 (c) The 2025 appropriation includes \$289,842,000 for 2024 and ~~\$2,195,298,000~~  
75.2 \$2,196,339,000 for 2025.

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

75.4 Sec. 5. **SPECIAL EDUCATION FUNDING RECOMMENDATIONS.**

75.5 (a) The commissioner of education must contract with an external consultant to:

75.6 (1) review special education delivery and costs in Minnesota; and

75.7 (2) develop recommendations to increase paperwork efficiency while reducing costs.

75.8 (b) In developing the recommendations, the consultant must consult with school districts,  
75.9 charter schools, intermediate school districts, special education cooperatives, education  
75.10 districts, and service cooperatives; special education teachers, administrators, and unlicensed  
75.11 staff providing support to students with disabilities; families of students with disabilities;  
75.12 advocacy organizations that provide support to students with disabilities; and other  
75.13 stakeholders.

75.14 (c) The consultant must submit a report to the commissioner with the recommendations.

75.15 The report must:

75.16 (1) review how school districts, charter schools, intermediate school districts, special  
75.17 education cooperatives, education districts, and service cooperatives deliver special education  
75.18 services, including complying with paperwork requirements, and the costs and benefits;

75.19 (2) compare relevant state and federal special education laws and regulations;

75.20 (3) analyze trends in special education enrollment;

75.21 (4) identify funding disparities that decrease inclusion;

75.22 (5) identify strategies or programs and universal interventions that are evidence-based  
75.23 and would be effective in reducing the need for special education services; and

75.24 (6) analyze funding for nonresident children in accordance with Minnesota Statutes,  
75.25 sections 125A.11 and 127A.47.

75.26 (d) The commissioner must submit the consultant's report to the legislative committees  
75.27 with jurisdiction over education policy and finance by January 5, 2025, and in accordance  
75.28 with Minnesota Statutes, section 3.195.

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

76.1 Sec. 6. **APPROPRIATION.**

76.2 **Subdivision 1. Department of Education.** The sum indicated in this section is  
 76.3 appropriated from the general fund to the Department of Education in the fiscal year  
 76.4 designated.

76.5 **Subd. 2. Special education funding report.** (a) To contract with an external consultant  
 76.6 for a report on increasing special education paperwork efficiency while reducing costs:

76.7 \$ 440,000 ..... 2025

76.8 (b) This is a onetime appropriation.

76.9 **ARTICLE 8**

76.10 **SCHOOL FACILITIES**

76.11 Section 1. Laws 2023, chapter 55, article 8, section 19, subdivision 5, is amended to read:

76.12 **Subd. 5. Grants for gender-neutral single-user restrooms.** (a) For grants to school  
 76.13 districts for remodeling, constructing, or repurposing space for gender-neutral single-user  
 76.14 restrooms:

76.15 \$ 1,000,000 ..... 2024

76.16 \$ 1,000,000 ..... 2025

76.17 (b) A school district or a cooperative unit under Minnesota Statutes, section 123A.24,  
 76.18 subdivision 2, may apply for a grant of not more than \$75,000 per site under this subdivision  
 76.19 in the form and manner specified by the commissioner. The commissioner must award at  
 76.20 least one grant under this subdivision to Independent School District No. 709, Duluth, for  
 76.21 a demonstration grant for a project awaiting construction.

76.22 (c) The commissioner must ensure that grants are awarded to schools to reflect the  
 76.23 geographic diversity of the state.

76.24 (d) Up to \$75,000 each year is available for grant administration and monitoring.

76.25 (e) By February 1 of each year, the commissioner must annually report to the committees  
 76.26 of the legislature with jurisdiction over education on the number of grants that were awarded  
 76.27 each year and the number of grant applications that were unfunded during that year.

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

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

77.1 Sec. 2. Laws 2023, chapter 55, article 8, section 19, subdivision 6, as amended by Laws  
 77.2 2024, chapter 81, section 22, is amended to read:

77.3 Subd. 6. **Long-term facilities maintenance equalized aid.** (a) For long-term facilities  
 77.4 maintenance equalized aid under Minnesota Statutes, section 123B.595, subdivision 9:

77.5	\$	107,905,000	.....	2024
77.6		<del>107,630,000</del>		
77.7	\$	<u>107,865,000</u>	.....	2025

77.8 (b) The 2024 appropriation includes \$10,821,000 for 2023 and \$97,084,000 for 2024.

77.9 (c) The 2025 appropriation includes \$10,787,000 for 2024 and ~~\$96,843,000~~ \$97,078,000  
 77.10 for 2025.

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

77.12 **ARTICLE 9**

77.13 **SCHOOL NUTRITION AND LIBRARIES**

77.14 Section 1. Minnesota Statutes 2023 Supplement, section 124D.111, subdivision 3, is  
 77.15 amended to read:

77.16 Subd. 3. **School food service fund.** (a) The expenses described in this subdivision must  
 77.17 be recorded as provided in this subdivision.

77.18 (b) In each district, the expenses for a school food service program for pupils must be  
 77.19 attributed to a school food service fund. Under a food service program, the school food  
 77.20 service may prepare or serve milk, meals, or snacks in connection with school or community  
 77.21 service activities.

77.22 (c) Revenues and expenditures for food service activities must be recorded in the food  
 77.23 service fund. The costs of processing applications, accounting for meals, preparing and  
 77.24 serving food, providing kitchen custodial services, and other expenses involving the preparing  
 77.25 of meals or the kitchen section of the lunchroom may be charged to the food service fund  
 77.26 or to the general fund of the district. The costs of lunchroom supervision, lunchroom custodial  
 77.27 services, lunchroom utilities, lunchroom furniture, and other administrative costs of the  
 77.28 food service program must be charged to the general fund.

77.29 That portion of superintendent and fiscal manager costs that can be documented as  
 77.30 attributable to the food service program may be charged to the food service fund provided  
 77.31 that the school district does not employ or contract with a food service director or other  
 77.32 individual who manages the food service program, or food service management company.

78.1 If the cost of the superintendent or fiscal manager is charged to the food service fund, the  
78.2 charge must be at a wage rate not to exceed the statewide average for food service directors  
78.3 as determined by the department.

78.4 (d) Capital expenditures for the purchase of food service equipment must be made from  
78.5 the general fund and not the food service fund, unless the restricted balance in the food  
78.6 service fund at the end of the last fiscal year is greater than the cost of the equipment to be  
78.7 purchased.

78.8 (e) If the condition set out in paragraph (d) applies, the equipment may be purchased  
78.9 from the food service fund.

78.10 (f) If a deficit in the food service fund exists at the end of a fiscal year, and the deficit  
78.11 is not eliminated by revenues from food service operations in the next fiscal year, then the  
78.12 deficit must be eliminated by a permanent fund transfer from the general fund at the end of  
78.13 that second fiscal year. However, if a district contracts with a food service management  
78.14 company during the period in which the deficit has accrued, the deficit must be eliminated  
78.15 by a payment from the food service management company.

78.16 (g) Notwithstanding paragraph (f), a district may incur a deficit in the food service fund  
78.17 for up to three years without making the permanent transfer if the district submits to the  
78.18 commissioner by January 1 of the second fiscal year a plan for eliminating that deficit at  
78.19 the end of the third fiscal year.

78.20 (h) If a surplus in the food service fund exists at the end of a fiscal year for three  
78.21 successive years, a district may recode for that fiscal year the costs of lunchroom supervision,  
78.22 lunchroom custodial services, lunchroom utilities, lunchroom furniture, and other  
78.23 administrative costs of the food service program charged to the general fund according to  
78.24 paragraph (c) and charge those costs to the food service fund in a total amount not to exceed  
78.25 the amount of surplus in the food service fund.

78.26 (i) For purposes of this subdivision, "lunchroom furniture" means tables and chairs  
78.27 regularly used by pupils in a lunchroom from which they may consume milk, meals, or  
78.28 snacks in connection with school or community service activities.

78.29 **EFFECTIVE DATE.** This section is effective for fiscal year 2024 and later.

78.30 Sec. 2. Minnesota Statutes 2022, section 127A.45, subdivision 12, is amended to read:

78.31 Subd. 12. **Payment percentage for certain aids.** One hundred percent of the aid for  
78.32 the current fiscal year must be paid for the following aids: reimbursement for enrollment  
78.33 options transportation; according to sections 124D.03, subdivision 8, and 124D.09,

79.1 subdivision 22, and chapter 124E; ~~school lunch aid, according to section 124D.111,~~ and  
 79.2 support services aid, for persons who are deaf, deafblind, and hard-of-hearing according to  
 79.3 section 124D.57.

79.4 **EFFECTIVE DATE.** This section is effective July 1, 2024.

79.5 Sec. 3. Minnesota Statutes 2022, section 127A.45, subdivision 13, is amended to read:

79.6 Subd. 13. **Aid payment percentage.** Except as provided in subdivisions 11, 12, 12a,  
 79.7 ~~and 14, and 14a,~~ each fiscal year, all education aids and credits in this chapter and chapters  
 79.8 120A, 120B, 121A, 122A, 123A, 123B, 124D, 124E, 125A, 125B, 126C, 134, and section  
 79.9 273.1392, shall be paid at the current year aid payment percentage of the estimated  
 79.10 entitlement during the fiscal year of the entitlement. For the purposes of this subdivision,  
 79.11 a district's estimated entitlement for special education aid under section 125A.76 for fiscal  
 79.12 year 2014 and later equals 97.4 percent of the district's entitlement for the current fiscal  
 79.13 year. The final adjustment payment, according to subdivision 9, must be the amount of the  
 79.14 actual entitlement, after adjustment for actual data, minus the payments made during the  
 79.15 fiscal year of the entitlement.

79.16 **EFFECTIVE DATE.** This section is effective July 1, 2024.

79.17 Sec. 4. Minnesota Statutes 2022, section 127A.45, subdivision 14a, is amended to read:

79.18 Subd. 14a. **State nutrition programs.** Notwithstanding ~~subdivision~~ subdivisions 3 and  
 79.19 13, the state shall pay 100 percent of the aid for the current year according to sections  
 79.20 124D.111, 124D.1158, and 124D.118 based on submitted monthly vouchers showing meals  
 79.21 and milk served.

79.22 **EFFECTIVE DATE.** This section is effective July 1, 2024.

79.23 Sec. 5. Laws 2023, chapter 18, section 4, subdivision 2, as amended by Laws 2023, chapter  
 79.24 55, article 9, section 16, and Laws 2024, chapter 81, section 23, is amended to read:

79.25 Subd. 2. **School lunch.** For school lunch aid under Minnesota Statutes, section 124D.111,  
 79.26 including the amounts for the free school meals program:

79.27	\$	218,801,000	.....	2024
79.28		<del>238,987,000</del>		
79.29	\$	<u>239,686,000</u>	.....	2025

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

80.1 Sec. 6. Laws 2023, chapter 18, section 4, subdivision 3, as amended by Laws 2023, chapter  
 80.2 55, article 9, section 17, and Laws 2024, chapter 81, section 24, is amended to read:

80.3 Subd. 3. **School breakfast.** For school breakfast aid under Minnesota Statutes, section  
 80.4 124D.1158:

80.5	\$	44,178,000	.....	2024
80.6		<del>48,334,000</del>		
80.7	\$	<u>48,747,000</u>	.....	2025

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

80.9 **ARTICLE 10**  
 80.10 **EARLY CHILDHOOD EDUCATION**

80.11 Section 1. Minnesota Statutes 2023 Supplement, section 124D.151, subdivision 6, is  
 80.12 amended to read:

80.13 Subd. 6. **Participation limits.** (a) Notwithstanding section 126C.05, subdivision 1,  
 80.14 paragraph (c), the pupil units for a voluntary prekindergarten program for an eligible school  
 80.15 district or charter school must not exceed 60 percent of the kindergarten pupil units for that  
 80.16 school district or charter school under section 126C.05, subdivision 1, paragraph (d).

80.17 (b) In reviewing applications under subdivision 5, the commissioner must limit the total  
 80.18 number of participants in the voluntary prekindergarten and school readiness plus programs  
 80.19 under Laws 2017, First Special Session chapter 5, article 8, section 9, to not more than 7,160  
 80.20 participants for fiscal ~~years 2023, year 2024, and 2025,~~ and 12,360 participants for fiscal  
 80.21 year ~~2026~~ 2025 and later.

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

80.23 Sec. 2. Laws 2023, chapter 54, section 20, subdivision 6, is amended to read:

80.24 Subd. 6. **Head Start program.** (a) For Head Start programs under Minnesota Statutes,  
 80.25 section 119A.52:

80.26	\$	35,100,000	.....	2024
80.27	\$	35,100,000	.....	2025

80.28 (b) Up to two percent of the appropriation in fiscal year 2025 is available for  
 80.29 administration.

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

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



81.1 Sec. 3. Laws 2023, chapter 54, section 20, subdivision 24, is amended to read:

81.2 Subd. 24. **Early childhood curriculum grants.** (a) For competitive grants to Minnesota  
 81.3 postsecondary institutions to improve the curricula of the recipient institution's early  
 81.4 childhood education programs by incorporating or conforming to the Minnesota knowledge  
 81.5 and competency frameworks for early childhood professionals:

81.6 \$ 250,000 ..... 2024

81.7 \$ 250,000 ..... 2025

81.8 (b) By December 1, 2024, and again by December 1, 2025, the commissioner must  
 81.9 submit a report to the chairs and ranking minority members of the legislative committees  
 81.10 with jurisdiction over early childhood through grade 12 education and higher education  
 81.11 finance and policy reporting on grants awarded under this subdivision. The report must  
 81.12 include the following information for the previous fiscal year:

81.13 (1) the number of grant applications received;

81.14 (2) the criteria applied by the commissioner for evaluating applications;

81.15 (3) the number of grants awarded, grant recipients, and amounts awarded;

81.16 (4) early childhood education curricular reforms proposed by each recipient institution;

81.17 (5) grant outcomes for each recipient institution; and

81.18 (6) other information identified by the commissioner as outcome indicators.

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

81.21 (d) This is a onetime appropriation.

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

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

81.24 Sec. 4. **REPEALER.**

81.25 Laws 2023, chapter 55, article 10, section 4, is repealed.

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

82.1

**ARTICLE 11**

82.2

**STATE AGENCIES**

82.3 Section 1. **APPROPRIATION; PROFESSIONAL EDUCATOR LICENSING AND**  
82.4 **STANDARDS BOARD.**

82.5 Subdivision 1. Professional Educator Licensing and Standards Board. The sum  
82.6 indicated in this section is appropriated from the general fund to the Professional Educator  
82.7 Licensing and Standards Board in the fiscal year designated.

82.8 Subd. 2. Information technology costs. (a) For information technology costs of the  
82.9 Professional Educator Licensing and Standards Board:

82.10 \$ 2,767,000 ..... 2025

82.11 (b) This is a onetime appropriation and is available until June 30, 2027.

*Laws 2023, chapter 55, article 10, section 4*

Sec. 4. **APPROPRIATION; VOLUNTARY PREKINDERGARTEN RESERVE.**

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 years designated.

Subd. 2. Voluntary prekindergarten reserve. (a) The commissioner must reserve the following amount for future allocation towards 3,000 voluntary prekindergarten seats:

\$	<u>0</u>	<u>.....</u>	<u>2024</u>
\$	<u>50,000,000</u>	<u>.....</u>	<u>2025</u>

(b) The 2024 legislature must provide direction to the commissioner on allocating the money reserved under paragraph (a).

(c) This is a onetime appropriation and is available until June 30, 2026.