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State of Minnesota

HOUSE OF REPRESENTATIVES

NINETY-FOURTH SESSION

H. F. No. 6

02/06/2025 Authored by Bennett, Mueller, Bakeberg, Niska, Duran and others
The bill was read for the first time and referred to the Committee on Education Policy
02/17/2025 Adoption of Report: Re-referred to the Committee on Education Finance

1.1 A bill for an act
1.2 relating to education; modifying the Read Act; canceling appropriations; providing
1.3 for education innovation; modifying innovation zone provisions; modifying
1.4 P-TECH approval process; recodifying and reorganizing education innovation;
1.5 establishing an Office of Achievement and Innovation in the Department of
1.6 Education; modifying equity, diversity, and inclusion appropriation; requiring the
1.7 commissioner to establish a school performance report system; authorizing certain
1.8 fund transfers for fiscal years 2025 through 2029; authorizing a school board to
1.9 not comply with certain recently enacted state laws or rules; amending Minnesota
1.10 Statutes 2024, sections 120B.118; 120B.119, subdivision 4, by adding a subdivision;
1.11 120B.123, subdivision 7; 120B.124; 122A.091, subdivision 1; 122A.185,
1.12 subdivision 1; 124D.085; 124D.093, subdivisions 3, 4; Laws 2017, First Special
1.13 Session chapter 5, article 2, section 52; Laws 2023, chapter 55, article 3, section
1.14 11, subdivision 2; article 12, section 17, subdivision 2, as amended; Laws 2024,
1.15 chapter 115, article 3, section 8, subdivisions 3, 5; proposing coding for new law
1.16 in Minnesota Statutes, chapters 120B; 127A; repealing Laws 2017, First Special
1.17 Session chapter 5, article 2, section 52, subdivision 3.

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

1.19 ARTICLE 1
1.20 READ ACT RESET

1.21 Section 1. Minnesota Statutes 2024, section 120B.118, is amended to read:

1.22 120B.118 TITLE; THE READ ACT.

1.23 Subdivision 1. Title. Sections 120B.118 to 120B.124 may be cited as the "Reading to
1.24 Ensure Academic Development Act" or the "Read Act."

1.25 Subd. 2. Policy. It is the intent of the legislature that public schools promote foundational
1.26 literacy and grade-level reading proficiency through the use of curricula, textbooks,
1.27 instructional materials, instructional practices, interventions, and teacher development and
1.28 training based solely on the science of reading.

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

2.2 Sec. 2. Minnesota Statutes 2024, section 120B.119, subdivision 4, is amended to read:

2.3 Subd. 4. **Evidence-based.** "Evidence-based" or "science of reading" means the instruction
 2.4 or item described is based on reliable, trustworthy, and valid ~~evidence and has demonstrated~~
 2.5 ~~a record of success in increasing students' reading competency in the areas of phonological~~
 2.6 ~~and phonemic awareness, phonics, vocabulary development, reading fluency, and reading~~
 2.7 ~~comprehension~~ science-based research. Evidence-based literacy instruction is explicit,
 2.8 systematic, and includes phonological and phonemic awareness, phonics and decoding,
 2.9 spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated
 2.10 to meet the needs of individual students. Evidence-based instruction does not include the
 2.11 three-cueing system, as defined in subdivision 16.

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

2.13 Sec. 3. Minnesota Statutes 2024, section 120B.119, is amended by adding a subdivision
 2.14 to read:

2.15 Subd. 14a. **Science-based reading research.** "Science-based reading research" means
 2.16 research that:

2.17 (1) applies rigorous, systematic, and objective observational or experimental procedures
 2.18 to obtain knowledge relevant to reading development, reading instruction, and reading and
 2.19 writing difficulties; and

2.20 (2) explains how proficient reading and writing develop, why some children have
 2.21 difficulties developing key literacy skills, and how schools can best assess and instruct early
 2.22 literacy, including the use of evidence-based literacy instruction practices to promote reading
 2.23 and writing achievement.

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

2.25 Sec. 4. Minnesota Statutes 2024, section 120B.123, subdivision 7, is amended to read:

2.26 Subd. 7. **Department of Education.** (a) By July 1, 2023, the department must make
 2.27 available to districts a list of approved evidence-based screeners in accordance with section
 2.28 120B.12. A district must use an approved screener to assess students' mastery of foundational
 2.29 reading skills in accordance with section 120B.12.

2.30 (b) The Department of Education must partner with CAREI as required under section
 2.31 120B.124 to approve professional development programs, subject to final determination by

3.1 the department. After the implementation partnership under section 120B.124 ends, the
3.2 department must continue to regularly provide districts with information about professional
3.3 development opportunities available throughout the state on reading instruction that is
3.4 evidence-based.

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

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

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

3.13 (f) The department must partner with CAREI as required under section 120B.124 to
3.14 approve literacy intervention models by June 30, 2025, subject to final determination by
3.15 the department. The department must make a list of the ~~15~~ approved evidence-based
3.16 intervention models available to districts as they are approved by CAREI, ~~starting November~~
3.17 ~~1, 2025. Upon approval of the evidence-based intervention models, the department must~~
3.18 ~~ensure the models are reviewed by a contracted third party for culturally responsive guidance~~
3.19 ~~and materials, and make those findings available to districts once the review process is~~
3.20 ~~complete. The department must notify districts of the two-step review process for all materials~~
3.21 ~~approved under the Read Act for effectiveness as evidence-based structured literacy, and~~
3.22 ~~for cultural responsiveness. The department may identify additional literacy intervention~~
3.23 models after the partnership with CAREI has ended.

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

3.26 (h) CAREI must complete all requirements under paragraphs (a) to (g) by June 30, 2025.
3.27 Starting July 1, 2025, the department must complete any ongoing activities required under
3.28 this subdivision without assistance from CAREI.

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

4.1 Sec. 5. Minnesota Statutes 2024, section 120B.124, is amended to read:

4.2 **120B.124 READ ACT IMPLEMENTATION PARTNERSHIP.**

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

4.6 (1) identify at least five literacy curricula and supporting materials that are evidence-based
4.7 or focused on structured literacy by January 1, 2024, and post a list of the curricula on the
4.8 department website. The list must include curricula that use culturally and linguistically
4.9 responsive materials that reflect diverse populations and curricula that reflect the experiences
4.10 of students from diverse backgrounds, including multilingual learners, biliterate students,
4.11 and students who are Black, Indigenous, and People of Color. A district that purchases an
4.12 approved curriculum before the cultural responsiveness review is completed is encouraged
4.13 to work with the curriculum's publisher to obtain updated materials that are culturally and
4.14 linguistically responsive and reflect diverse populations. A district is not required to use an
4.15 approved curriculum;

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

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

4.23 (4) develop an evidence-based literacy lead training and coaching program that trains
4.24 and supports literacy specialists throughout Minnesota to support schools' efforts in screening,
4.25 measuring growth, monitoring progress, and implementing interventions in accordance with
4.26 subdivision 1. Literacy lead training must include instruction on how to train
4.27 paraprofessionals and volunteers that provide Tier 2 interventions on evidence-based literacy
4.28 intervention;

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

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

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

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

5.6 (9) develop a coaching and mentorship program for certified trained facilitators based
5.7 on the previously approved trainings; and

5.8 (10) identify at least 15 evidence-based literacy intervention models by ~~November 1~~
5.9 June 30, 2025, and post a list of the interventions on the department website. A district is
5.10 not required to use an approved intervention model.

5.11 ~~(b) The department must contract with a third party to develop culturally and linguistically~~
5.12 ~~responsive supplemental materials and guidance for the approved literacy curricula to meet~~
5.13 ~~the culturally and linguistically responsive standards under paragraph (a), clause (1).~~

5.14 Subd. 2. **Reconsideration.** (a) The department and CAREI must provide districts an
5.15 opportunity to request that the department and CAREI add to the list of curricula or
5.16 professional development programs a specific curriculum or professional development
5.17 program. The department must publish the request for reconsideration procedure on the
5.18 department website. A request for reconsideration must demonstrate that the curriculum or
5.19 professional development program meets the requirements of the Read Act, is
5.20 evidence-based, and has structured literacy components. The department and CAREI must
5.21 review the request for reconsideration and approve or deny the request within 60 days.

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

5.25 Subd. 3. **Support.** The department and CAREI must support district efforts to implement
5.26 the Read Act by:

5.27 (1) issuing guidance for teachers on implementing curriculum that is evidence-based,
5.28 or focused on structured literacy;

5.29 (2) providing teachers accessible options for evidence-based professional development
5.30 focused on structured literacy;

5.31 (3) providing districts with guidance on adopting MTSS; and

5.32 (4) providing districts with literacy implementation guidance and support.

6.1 Subd. 4. **Volunteer and paraprofessional training.** (a) The department and CAREI
6.2 must develop and provide training on evidence-based literacy interventions for the following
6.3 unlicensed persons that regularly provide Tier 2 interventions to students in Minnesota
6.4 districts:

6.5 (1) paraprofessionals and other unlicensed school staff; and

6.6 (2) volunteers, contractors, and other persons not employed by Minnesota districts.

6.7 (b) The regional literacy networks must develop and provide training on evidence-based
6.8 literacy interventions consistent with paragraph (a).

6.9 (c) CAREI and the regional literacy networks must collaborate to ensure that training
6.10 provided by CAREI and the regional literacy networks is consistent across providers. The
6.11 trainings must not exceed eight hours. The trainings must be based on approved training
6.12 developed for teachers, and must include a train the trainer component to enable literacy
6.13 leads to provide the training to paraprofessionals and volunteers. CAREI and the regional
6.14 literacy networks must provide the trainings at no cost to paraprofessionals and other
6.15 unlicensed school staff who regularly provide Tier 2 interventions to students in Minnesota
6.16 districts.

6.17 Subd. 5. **Ongoing review of literacy materials.** The department may partner with one
6.18 or more institutions of higher education to conduct independent and objective reviews of
6.19 curriculum and intervention materials. The department must determine whether it will
6.20 partner with an institution of higher education to conduct ongoing reviews of literacy
6.21 materials by June 1, 2026. A publisher may submit curriculum or intervention materials for
6.22 review. The publisher is responsible for paying the cost of the review directly to the institution
6.23 of higher education. The review must use the rubric used to approve curriculum under
6.24 subdivision 1. The department and institution of higher education may approve the curriculum
6.25 or intervention materials if they determine that the curriculum or intervention materials are
6.26 evidence-based, and focused on structured literacy, ~~culturally and linguistically responsive,~~
6.27 ~~and reflect diverse populations.~~ The department must add the approved curriculum or
6.28 intervention materials to the list of curricula and materials approved under the Read Act.

6.29 Subd. 6. **Comprehensive review of literacy materials.** Starting in 2033, the department
6.30 and an institution of higher education may partner to conduct a comprehensive review of
6.31 curriculum and intervention materials to identify literacy curriculum and supporting materials,
6.32 and intervention materials that are evidence-based, and focused on structured literacy,
6.33 ~~culturally and linguistically responsive, and reflect diverse populations.~~ The department

7.1 must revise the list of approved curriculum and supporting materials, and intervention
7.2 materials based on the findings of the review.

7.3 Subd. 7. **Partnership expiration.** The partnership between the department and CAREI
7.4 expires June 30, 2025. Starting July 1, 2025, the department must complete any duties
7.5 provided under this section without participation by CAREI.

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

7.7 Sec. 6. Minnesota Statutes 2024, section 122A.091, subdivision 1, is amended to read:

7.8 Subdivision 1. **Teacher and administrator preparation and performance data;**
7.9 **report.** (a) The Professional Educator Licensing and Standards Board and the Board of
7.10 School Administrators, in cooperation with board-approved teacher or administrator
7.11 preparation programs, annually must collect and report summary data on teacher and
7.12 administrator preparation and performance outcomes, consistent with this subdivision. The
7.13 Professional Educator Licensing and Standards Board and the Board of School Administrators
7.14 annually by July 1 must update and post the reported summary preparation and performance
7.15 data on teachers and administrators from the preceding school years on their respective
7.16 websites.

7.17 (b) Publicly reported summary data on teacher preparation providers must include:

7.18 (1) summary data on teacher educator qualifications and their years of experience either
7.19 as birth through grade 12 classroom teachers or school administrators;

7.20 (2) the current number and percentage of enrolled candidates who entered the program
7.21 through a transfer pathway disaggregated by race, except when disaggregation would not
7.22 yield statistically reliable results or would reveal personally identifiable information about
7.23 an individual;

7.24 (3) the current number and percentage of program completers by program who received
7.25 a Tier 3 or Tier 4 license disaggregated by race, except when disaggregation would not
7.26 yield statistically reliable results or would reveal personally identifiable information about
7.27 an individual;

7.28 (4) the current number and percentage of program completers who entered the program
7.29 through a transfer pathway and received a Tier 3 or Tier 4 license disaggregated by race,
7.30 except when disaggregation would not yield statistically reliable results or would reveal
7.31 personally identifiable information about an individual;

8.1 (5) the current number and percentage of program completers who were hired to teach
8.2 full time in their licensure field in a Minnesota district or school in the preceding year
8.3 disaggregated by race, except when disaggregation would not yield statistically reliable
8.4 results or would reveal personally identifiable information about an individual;

8.5 (6) the current number and percentage of program completers who entered the program
8.6 through a transfer pathway and who were hired to teach full time in their licensure field in
8.7 a Minnesota district or school in the preceding year disaggregated by race, except when
8.8 disaggregation would not yield statistically reliable results or would reveal personally
8.9 identifiable information about an individual;

8.10 (7) board-adopted survey results measuring initial licensure program quality and structure
8.11 in the preceding school year disaggregated by race, except when disaggregation would not
8.12 yield statistically reliable results or would reveal personally identifiable information about
8.13 an individual;

8.14 (8) board-adopted survey results from school principals or supervisors on initial licensure
8.15 program quality and structure; and

8.16 (9) the number and percentage of program completers who met or exceeded the state
8.17 threshold score on ~~the~~ a board-adopted teacher examination or performance assessment
8.18 required under section 122A.185.

8.19 Program reporting must be consistent with subdivision 2.

8.20 (c) Publicly reported summary data on administrator preparation programs approved by
8.21 the Board of School Administrators must include:

8.22 (1) summary data on faculty qualifications, including at least the content areas of faculty
8.23 undergraduate and graduate degrees and the years of experience either as kindergarten
8.24 through grade 12 classroom teachers or school administrators;

8.25 (2) the average time program graduates in the preceding year needed to complete the
8.26 program;

8.27 (3) the current number and percentage of students who graduated, received a standard
8.28 Minnesota administrator license, and were employed as an administrator in a Minnesota
8.29 school district or school in the preceding year disaggregated by race, except when
8.30 disaggregation would not yield statistically reliable results or would reveal personally
8.31 identifiable information about an individual;

8.32 (4) the number of credits by graduate program that students in the preceding school year
8.33 needed to complete to graduate;

9.1 (5) survey results measuring student, graduate, and employer satisfaction with the
 9.2 program in the preceding school year disaggregated by race, except when disaggregation
 9.3 would not yield statistically reliable results or would reveal personally identifiable
 9.4 information about an individual; and

9.5 (6) information under subdivision 3, paragraphs (c) and (d).

9.6 Program reporting must be consistent with section 122A.14, subdivision 10.

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

9.8 Sec. 7. Minnesota Statutes 2024, section 122A.185, subdivision 1, is amended to read:

9.9 Subdivision 1. **Tests.** (a) The board must adopt rules requiring applicants for Tier 3 and
 9.10 Tier 4 licenses to pass an examination or performance assessment of general pedagogical
 9.11 knowledge and examinations or assessments of licensure field specific content. An applicant
 9.12 is exempt from the examination requirements if the applicant:

9.13 (1) completed a board-approved teacher preparation program;

9.14 (2) completed licensure via portfolio pursuant to section 122A.18, subdivision 10, and
 9.15 the portfolio has been recommended;

9.16 (3) obtained national board certification from the National Board for Professional
 9.17 Teaching Standards; or

9.18 (4) completed a state-approved teacher preparation program in another state and passed
 9.19 licensure examinations in that state, if applicable. The content examination requirement
 9.20 does not apply if no relevant content exam exists.

9.21 (b) The board must adopt rules requiring applicants for Tier 3 and Tier 4 licenses in
 9.22 elementary education to pass an examination or performance assessment of knowledge,
 9.23 skill, and ability to teach the science of reading, as defined in section 120B.119.

9.24 ~~(b)~~ (c) All testing centers in the state must provide monthly opportunities for untimed
 9.25 content and pedagogy examinations. These opportunities must be advertised on the test
 9.26 registration website. The board must require the exam vendor to provide other equitable
 9.27 opportunities to pass exams, including: (1) waiving testing fees for test takers who qualify
 9.28 for federal grants; (2) providing free, multiple, full-length practice tests for each exam and
 9.29 free, comprehensive study guides on the test registration website; (3) making content and
 9.30 pedagogy exams available in languages other than English for teachers seeking licensure
 9.31 to teach in language immersion programs; and (4) providing free, detailed exam results
 9.32 analysis by test objective to assist applicants who do not pass an exam in identifying areas

10.1 for improvement. Any applicant who has not passed a required exam after two attempts
 10.2 must be allowed to retake the exam, including new versions of the exam, without being
 10.3 charged an additional fee.

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

10.5 Sec. 8. Laws 2023, chapter 55, article 3, section 11, subdivision 2, is amended to read:

10.6 Subd. 2. **CAREI.** (a) To contract with the Center for Applied Research and Educational
 10.7 Improvement at the University of Minnesota for the Read Act implementation partnership
 10.8 under section 120B.124:

10.9 \$ 4,200,000 2024

10.10 \$ 0 2025

10.11 (b) This appropriation is available until June 30, ~~2026~~ 2025.

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

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

10.14 Sec. 9. Laws 2024, chapter 115, article 3, section 8, subdivision 3, is amended to read:

10.15 Subd. 3. **Culturally responsive materials.** (a) For the Department of Education to issue
 10.16 a request for proposals for a contract to develop supplemental culturally responsive materials
 10.17 for the approved evidence-based structured literacy curricula under Minnesota Statutes,
 10.18 section 120B.124, subdivision 1, paragraph (a), clause (1):

10.19 \$ 1,000,000 2025

10.20 (b) The contractor must review all approved instructional and intervention materials to
 10.21 ensure they are culturally responsive within 90 days of receiving the materials from the
 10.22 Department of Education. The contractor must work with publishers to ensure materials are
 10.23 culturally responsive and provide districts with supplementary materials and guidance as
 10.24 needed.

10.25 (c) This is a onetime appropriation and is available until June 30, ~~2027~~ 2025.

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

10.27 Sec. 10. Laws 2024, chapter 115, article 3, section 8, subdivision 5, is amended to read:

10.28 Subd. 5. **CAREI paraprofessional and volunteer training.** (a) For CAREI to develop
 10.29 training for paraprofessionals and volunteers that regularly provide Tier 2 literacy

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

12.2 **124D.085 EXPERIENTIAL AND APPLIED LEARNING OPPORTUNITIES FOR**
 12.3 **STUDENTS.**

12.4 (a) To strengthen the alignment between career and college ready curriculum and state
 12.5 and local academic standards and increase students' opportunities for participating in applied
 12.6 and experiential learning in a nontraditional setting, school districts are encouraged to
 12.7 provide programs such as:

12.8 (1) magnet schools;

12.9 (2) language immersion programs;

12.10 (3) project-based learning;

12.11 (4) accelerated learning;

12.12 (5) college prep schools;

12.13 (6) career and technical education;

12.14 (7) Montessori schools;

12.15 (8) military schools;

12.16 (9) work-based schools; and

12.17 (10) place-based learning.

12.18 (b) Districts may provide such programs, including those listed under paragraph (a),
 12.19 independently or in cooperation with other districts, at a school single site, for particular
 12.20 grades, or throughout the district. In addition to meeting the other accountability measures
 12.21 under chapter 120B, districts may declare that a student meets or exceeds specific academic
 12.22 standards required for graduation under the rigorous course of study waiver in section
 12.23 120B.021, subdivision 1a, where appropriate.

12.24 ~~(b)~~ (c) The board of a district that chooses to participate must publicly adopt and review
 12.25 a plan for providing a program under this section. The plan must: define the program and
 12.26 its structure; describe the enrollment process; identify measures and processes for regularly
 12.27 assessing, evaluating, and publicly reporting on program efficacy and use summary data to
 12.28 show student progress and outcomes; and establish a data-informed public process for
 12.29 modifying and revising the plan as needed. A district must publish its plan contents and
 12.30 evaluation outcomes on the district website.

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

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

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

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

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

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

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

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

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

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

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

13.23 Sec. 4. Minnesota Statutes 2024, section 124D.093, subdivision 4, is amended to read:

13.24 Subd. 4. **Approval Grant process.** (a) When an appropriation is available, the
 13.25 commissioner of education must appoint an advisory committee to review the applications
 13.26 and to recommend approval for those applications that meet the requirements of this section.
 13.27 The commissioner of education has final authority over application approvals.

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

14.1 (c) Nothing in this subdivision may be construed to authorize the commissioner to
14.2 approve or deny a locally adopted P-TECH plan.

14.3 **Sec. 5. [127A.22] OFFICE OF ACHIEVEMENT AND INNOVATION.**

14.4 Subdivision 1. **Establishment.** The Office of Achievement and Innovation is established
14.5 in the Department of Education to assist school districts and charter schools in researching
14.6 and implementing innovative practices focused on promoting academic achievement in
14.7 literacy and reading comprehension, mathematics and numeracy, science, and career
14.8 readiness.

14.9 Subd. 2. **Research.** (a) The Office of Achievement and Innovation must research
14.10 innovative practices and maintain a clearinghouse for ideas, information, and resources on
14.11 supporting academic achievement.

14.12 (b) The office must assist districts seeking to implement innovative practices to support
14.13 academic achievement. All opinions and guidance issued by the office are advisory, and
14.14 are not binding on a district or charter school.

14.15 Subd. 3. **Nonprofits.** (a) The office must establish a central point of contact for districts
14.16 and charter schools for approved nonprofit organizations that have demonstrated effectiveness
14.17 in implementing innovative practices to support student academic achievement. To be
14.18 considered for approval, a nonprofit organization must submit the following to the office:

14.19 (1) the organization's most recent Form 990 or Form 990-EZ filed with the Internal
14.20 Revenue Service;

14.21 (2) a summary of the organization's history of supporting student academic achievement;

14.22 (3) evidence of the organization's good standing with the secretary of state under chapter
14.23 317A, or other applicable law; and

14.24 (4) certification by the organization that none of its current principals have been convicted
14.25 of a felony financial crime in the last ten years.

14.26 (b) The office may revoke approval of a nonprofit organization at any time.

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

15.1 Sec. 6. Laws 2017, First Special Session chapter 5, article 2, section 52, is amended to
15.2 read:

15.3 Sec. 52. **EDUCATION INNOVATION RESEARCH ZONES PILOT PROGRAM.**

15.4 Subdivision 1. **Establishment; requirements for participation; ~~research~~ innovation**
15.5 **zone plans.** (a) The innovation ~~research~~ zone ~~pilot~~ program is established to improve student
15.6 and school outcomes consistent with the ~~world's best workforce~~ requirements under
15.7 Minnesota Statutes, section 120B.11. Innovation zone partnerships allow school districts
15.8 and charter schools to research and implement innovative education programming models
15.9 designed to better prepare students for the world of the 21st century.

15.10 (b) One or more school districts or charter schools may join together to form an innovation
15.11 zone partnership. The partnership may include other nonschool partners, including
15.12 postsecondary institutions, other units of local government, nonprofit organizations, and
15.13 for-profit organizations. An innovation zone plan must be collaboratively developed in
15.14 concert with the school's instructional staff.

15.15 (c) An innovation ~~research~~ zone partnership ~~must research and~~ may implement innovative
15.16 education programs and models that ~~are based on proposed hypotheses. An innovation zone~~
15.17 ~~plan may include an emerging practice not yet supported by peer-reviewed research.~~
15.18 ~~Examples of innovation zone research~~ may include, but are not limited to:

15.19 (1) personalized learning, allowing students to excel at their own pace and according to
15.20 their interests, aspirations, and unique needs;

15.21 (2) the use of competency outcomes rather than seat time and course completion to fulfill
15.22 standards, credits, and other graduation requirements;

15.23 (3) multidisciplinary, real-world, inquiry-based, and student-directed models designed
15.24 to make learning more engaging and relevant, including documenting and validating learning
15.25 that takes place beyond the school day and school walls;

15.26 (4) models of instruction designed to close the achievement gap, including new models
15.27 for age three to grade 3 models, English as a second language models, early identification
15.28 and prevention of mental health issues, and others;

15.29 (5) new partnerships between secondary schools and postsecondary institutions,
15.30 employers, or career training institutions enabling students to complete industry certifications,
15.31 postsecondary education credits, and other credentials;

16.1 (6) new methods of collaborative leadership including the expansion of schools where
16.2 teachers have larger professional roles;

16.3 (7) new ways to enhance parental and community involvement in learning;

16.4 (8) new models of professional development for educators, including embedded
16.5 professional development; ~~or~~

16.6 (9) new models in other areas such as whole child instruction, social-emotional skill
16.7 development, technology-based or blended learning, parent and community involvement,
16.8 professional development and mentoring, and models that increase the return on investment;

16.9 (10) new models of evaluation, assessment, and accountability using multiple indicators,
16.10 including models that demonstrate alternative ways to validate a student's academic
16.11 attainment that have predictive validity to the state tests, and also assess other skills, including
16.12 but not limited to problem solving, creativity, analytical thinking, collaboration, respecting
16.13 others, global understanding, postgraduation student performance, and other information;

16.14 (11) improving teacher and principal mentorship and evaluation;

16.15 (12) granting a high school diploma to a student who meets the graduation requirements
16.16 under Minnesota Statutes, section 120B.02, subdivision 2, while providing the student
16.17 opportunities to:

16.18 (i) attain postsecondary credits or degrees through advanced placement, international
16.19 baccalaureate, or concurrent enrollment courses; or

16.20 (ii) participate in career and industrial certification programs, including apprenticeship
16.21 programs;

16.22 (13) exercising the authority granted under Minnesota Statutes, sections 124D.085,
16.23 governing experiential and applied learning opportunities; 124D.52, subdivision 9, governing
16.24 standard adult high school diploma requirements; and 126C.05, subdivision 15, paragraph
16.25 (b), item (i), governing the use of independent study;

16.26 (14) providing career and technical education programs after school, on weekends, and
16.27 during school breaks, including summers through a learning year program under Minnesota
16.28 Statutes, section 124D.128, for a student in grade 10, 11, or 12. A district may receive
16.29 general education revenue funding for the program if it allows a student to earn both high
16.30 school and postsecondary credit, and to earn a career certification or technical college degree,
16.31 or participate in an apprenticeship program. A student participating in a learning year
16.32 program may attend school year-round, and the student's continual learning plan must

17.1 provide for the student to meet the high school graduation standards no later than the end
 17.2 of the fall semester of grade 12;

17.3 (15) implementing models that provide students supports or interventions to reduce the
 17.4 need for special education services, and to reduce teacher time devoted to required special
 17.5 education documentation; or

17.6 (16) other innovations as determined by the local boards.

17.7 (d) An innovation zone plan submitted to the commissioner of education must describe:

17.8 (1) how the plan will improve student and school outcomes consistent with the ~~world's~~
 17.9 ~~best workforce~~ requirements under Minnesota Statutes, section 120B.11;

17.10 (2) the role of each partner in the zone;

17.11 ~~(3) the research methodology used for each proposed action in the plan;~~

17.12 ~~(4)~~ (3) the exemptions from statutes and rules in subdivision 2 that the ~~research~~ innovation
 17.13 zone partnership will use;

17.14 ~~(5)~~ (4) a description of how teachers and other educational staff from the affected school
 17.15 sites will be included in the planning and implementation process;

17.16 ~~(6)~~ (5) a detailed description of expected outcomes and graduation standards;

17.17 ~~(7)~~ (6) a timeline for implementing the plan and assessing the outcomes; and

17.18 ~~(8)~~ (7) how results of the plan will be disseminated.

17.19 The governing board for each partner must approve the innovation zone plan.

17.20 (e) Upon unanimous approval of the initial innovation zone partners ~~and approval of the~~
 17.21 ~~commissioner of education~~, the innovation zone partnership may extend membership to
 17.22 other partners. A new partner's membership is effective 30 days after the innovation zone
 17.23 partnership notifies the commissioner of the proposed change in membership ~~unless the~~
 17.24 ~~commissioner disapproves the new partner's membership~~ and updates the plan.

17.25 (f) Notwithstanding any other law to the contrary, a school district or charter school
 17.26 participating in an innovation zone partnership under this section continues to receive all
 17.27 revenue and maintains its taxation authority in the same manner as before its participation
 17.28 in the innovation zone partnership. The innovation zone school district and charter school
 17.29 partners remain organized and governed by their respective school boards with general
 17.30 powers under Minnesota Statutes, chapter 123B or 124E, and remain subject to any
 17.31 employment agreements under Minnesota Statutes, chapters 122A and 179A. School district

18.1 and charter school employees participating in an innovation zone partnership remain
 18.2 employees of their respective school district or charter school.

18.3 (g) An innovation zone partnership may submit its plan at any time to the commissioner
 18.4 in the form and manner specified by the commissioner. ~~The commissioner must approve~~
 18.5 ~~or reject the plan after reviewing the recommendation of the Innovation Research Zone~~
 18.6 ~~Advisory Panel. An initial innovation zone plan that has been rejected by the commissioner~~
 18.7 ~~may be resubmitted to the commissioner after the innovation zone partnership has modified~~
 18.8 ~~the plan to meet each individually identified objection.~~

18.9 (h) An innovation zone plan must not cause an increase in state aid or levies for partners.

18.10 Subd. 2. **Exemptions from laws and rules.** (a) Notwithstanding any other law to the
 18.11 contrary, an innovation zone partner with ~~an approved~~ a plan filed with the commissioner
 18.12 is exempt from each of the following state education laws and rules specifically identified
 18.13 in its plan:

18.14 (1) any law or rule from which a district-created, site-governed school under Minnesota
 18.15 Statutes, section 123B.045, is exempt;

18.16 (2) any statute or rule from which the commissioner has exempted another district or
 18.17 charter school, as identified in the list published on the Department of Education's ~~Web site~~
 18.18 website under subdivision 4, paragraph (b);

18.19 (3) online learning program approval under Minnesota Statutes, section ~~124D.095,~~
 18.20 ~~subdivision 7~~ 124D.094, subdivision 6, if the school district or charter school offers a course
 18.21 or program online combined with direct access to a teacher for a portion of that course or
 18.22 program;

18.23 (4) restrictions on extended time revenue under Minnesota Statutes, section 126C.10,
 18.24 subdivision 2a, for a student who meets the criteria of Minnesota Statutes, section 124D.68,
 18.25 subdivision 2; and

18.26 (5) any required hours of instruction in any class or subject area for a student who is
 18.27 meeting all competencies consistent with the graduation standards described in the innovation
 18.28 zone plan.

18.29 (b) The exemptions under this subdivision must not be construed as exempting an
 18.30 innovation zone partner from the Minnesota Comprehensive Assessments or as increasing
 18.31 any state aid or levy.

19.1 Subd. 3. **Innovation Research Zone Advisory Panel.** (a) The commissioner must
 19.2 establish and convene an Innovation Research Zone Advisory Panel to review all innovation
 19.3 zone plans submitted for approval.

19.4 (b) The panel must be composed of nine members. One member must be appointed by
 19.5 each of the following organizations: Educators for Excellence, Education Minnesota,
 19.6 Minnesota Association of Secondary School Principals, Minnesota Elementary School
 19.7 Principals' Association, Minnesota Association of School Administrators, Minnesota School
 19.8 Boards Association, Minnesota Association of Charter Schools, and the Office of Higher
 19.9 Education. The commissioner must appoint one member with expertise in evaluation and
 19.10 research.

19.11 Subd. 4. **Role of the commissioner approval.** (a) ~~Upon recommendation of the~~
 19.12 ~~Innovation Research Zone Advisory Panel, the commissioner may approve up to three~~
 19.13 ~~innovation zone plans in the seven-county metropolitan area and up to three in greater~~
 19.14 ~~Minnesota.~~ If an innovation zone partnership fails to implement its innovation zone plan as
 19.15 described in its application and according to the stated timeline, ~~upon recommendation of~~
 19.16 ~~the Innovation Research Zone Advisory Panel,~~ the commissioner ~~must~~ may alert the
 19.17 partnership members and provide the opportunity to remediate. If implementation continues
 19.18 to fail, the commissioner ~~must~~ may suspend or terminate the innovation zone plan.

19.19 (b) The commissioner must publish a list of the exemptions the commissioner has granted
 19.20 to a district or charter school on the Department of Education's ~~Web site~~ website by July 1,
 19.21 2017. The list must be updated annually.

19.22 Subd. 5. **Project evaluation, dissemination, and report to legislature.** Each ~~research~~
 19.23 innovation zone partnership must submit project data to the commissioner in the form and
 19.24 manner ~~provided for in the approved application~~ specified by the commissioner. At least
 19.25 once every two years, the commissioner ~~must~~ may analyze each innovation zone's progress
 19.26 in realizing the objectives of the innovation zone partnership's plan. To the extent practicable,
 19.27 and using existing resources, the commissioner ~~must~~ may summarize and categorize
 19.28 innovation zone plans and submit a report to the legislative committees having jurisdiction
 19.29 over education by February 1 of each odd-numbered year in accordance with Minnesota
 19.30 Statutes, section 3.195.

19.31 Sec. 7. Laws 2023, chapter 55, article 12, section 17, subdivision 2, as amended by Laws
 19.32 2024, chapter 115, article 10, section 3, is amended to read:

19.33 Subd. 2. **Department.** (a) For the Department of Education:

20.1 \$ 47,005,000 2024

20.2 \$ 40,052,000 2025

20.3 Of these amounts:

20.4 (1) \$405,000 each year is for the Board of School Administrators;

20.5 (2) \$1,000,000 each year is for regional centers of excellence under Minnesota Statutes,
20.6 section 120B.115;

20.7 (3) \$720,000 each year is for implementing Minnesota's Learning for English Academic
20.8 Proficiency and Success Act (LEAPS) under Laws 2014, chapter 272, article 1, as amended;

20.9 (4) \$480,000 each year is for the Department of Education's mainframe update;

20.10 (5) \$7,500,000 in fiscal year 2024 only is for legal fees and costs associated with
20.11 litigation;

20.12 (6) \$595,000 in fiscal year 2024 and \$2,609,000 in fiscal year 2025 are for modernizing
20.13 district data submissions. The base for fiscal year 2026 and later is \$2,359,000;

20.14 (7) \$573,000 each year is for engagement and rulemaking related to Specific Learning
20.15 Disability;

20.16 (8) \$150,000 each year is for an ethnic studies specialist in the academic standards
20.17 division to provide support to the ethnic studies working group and to school districts seeking
20.18 to establish or strengthen ethnic studies courses;

20.19 (9) \$150,000 each year is for the comprehensive school mental health services lead under
20.20 Minnesota Statutes, section 127A.215;

20.21 (10) \$150,000 each year is for a school health services specialist under Minnesota
20.22 Statutes, section 121A.20;

20.23 (11) \$2,000,000 each year is for the Office of the Inspector General established under
20.24 Minnesota Statutes, section 127A.21;

20.25 (12) \$800,000 each year is for audit and internal control resources;

20.26 (13) \$2,000,000 in fiscal year 2024 only is for information technology infrastructure
20.27 and portfolio resources;

20.28 (14) \$2,000,000 each year is for staffing the ~~Equity, Diversity and Inclusion (EDI) Center~~
20.29 Office of Achievement and Innovation at the Department of Education;

20.30 (15) \$275,000 in fiscal year 2024 and \$175,000 in fiscal year 2025 are for administrative
20.31 expenses for unemployment aid; and

21.1 (16) \$130,000 in fiscal year 2025 only is for the state school librarian under Minnesota
21.2 Statutes, section 127A.151.

21.3 (b) None of the amounts appropriated under this subdivision may be used for Minnesota's
21.4 Washington, D.C., office.

21.5 (c) The expenditures of federal grants and aids as shown in the biennial budget document
21.6 and its supplements are approved and appropriated and must be spent as indicated.

21.7 (d) The base for fiscal year 2026 and later is \$39,667,000.

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

21.9 Sec. 8. **REVISOR INSTRUCTION.**

21.10 (a) The revisor of statutes shall renumber the provisions of Minnesota Statutes and Laws
21.11 of Minnesota listed in column A to the references listed in column B. The revisor shall also
21.12 make necessary cross-reference changes in Minnesota Statutes and Minnesota Rules
21.13 consistent with the renumbering in this instruction.

	<u>Column A</u>	<u>Column B</u>
21.14		
21.15	<u>Laws 2017, First Special Session</u>	<u>124F.01</u>
21.16	<u>chapter 5, article 2, section 52</u>	
21.17	<u>124D.085</u>	<u>124F.02</u>
21.18	<u>124D.093</u>	<u>124F.03</u>
21.19	<u>124D.4535</u>	<u>124F.04</u>
21.20	<u>124D.46</u>	<u>124F.05</u>
21.21	<u>124D.47</u>	<u>124F.06</u>
21.22	<u>124D.48</u>	<u>124F.07</u>
21.23	<u>124D.49</u>	<u>124F.08</u>
21.24	<u>124D.50</u>	<u>124F.09</u>

21.25 (b) Paragraph (a) is intended to be a reorganization of statutes relating to education
21.26 innovation into Minnesota Statutes, chapter 124F, and not intended to change the meaning
21.27 or prior interpretation of those laws.

21.28 Sec. 9. **REPEALER.**

21.29 Laws 2017, First Special Session chapter 5, article 2, section 52, subdivision 3, is
21.30 repealed.

ARTICLE 3**FUNDING AND MANDATES FLEXIBILITY****Section 1. FUND TRANSFERS FOR FISCAL YEARS 2025 THROUGH 2029.**

Notwithstanding Minnesota Statutes, section 123B.80, subdivision 3, or any law to the contrary, for fiscal years 2025 through 2029 only, a school district, charter school, or cooperative unit may transfer any funds not already assigned to or encumbered by staff salary and benefits, or otherwise encumbered by federal law, from any operating account or operating fund to the undesignated balance in any other operating account or operating fund. A fund or account transfer under this section must not increase state aid obligations to the district or school, or result in additional property tax authority for the district. The school board must adopt a written resolution outlining the purpose for and specifying the amount of funds that are transferred under this section. A school board must post the resolution for each approved transfer on its website and must transmit a timely, electronic notice of each approved transfer to the commissioner.

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

Sec. 2. RELIEF FROM STATE MANDATES FOR SCHOOL YEARS 2025-2026 THROUGH 2028-2029.

(a) Notwithstanding any law to the contrary, for the 2025-2026 through 2028-2029 school years only, a school district or charter school may adopt a resolution not to comply with a new state education law or new state education rule applicable to that school according to paragraph (b) for the length of time established in the resolution.

(b) For purposes of this section, "new rule" means a rule adopted by the Professional Educator Licensing and Standards Board after July 1, 2023, and "new law" means a law initially enacted under:

(1) Laws 2023, chapter 53, article 12, section 4;

(2) Laws 2023, chapter 54;

(3) Laws 2023, chapter 55;

(4) Laws 2023, chapter 59;

(5) Laws 2024, chapter 109;

(6) Laws 2024, chapter 115; or

23.1 (7) amendments enacted during the 2023 or 2024 legislative session to an existing law
23.2 enacted under clauses (1) to (6).

23.3 (c) Upon a recorded vote, a school board that formally resolves not to comply with a
23.4 newly enacted or newly amended state law or rule under this section must post a record of
23.5 each decision to not comply on its website and transmit to the commissioner an electronic
23.6 notice of each decision.

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

APPENDIX
Article locations for 25-03537

ARTICLE 1	READ ACT RESET.....	Page.Ln 1.19
ARTICLE 2	EDUCATION INNOVATION.....	Page.Ln 11.6
ARTICLE 3	FUNDING AND MANDATES FLEXIBILITY.....	Page.Ln 22.1

Laws 2017, First Special Session chapter 5, article 2, section 52, subdivision 3

Sec. 52. **INNOVATION RESEARCH ZONES PILOT PROGRAM.**

Subd. 3. Innovation Research Zone Advisory Panel. (a) The commissioner must establish and convene an Innovation Research Zone Advisory Panel to review all innovation zone plans submitted for approval.

(b) The panel must be composed of nine members. One member must be appointed by each of the following organizations: Educators for Excellence, Education Minnesota, Minnesota Association of Secondary School Principals, Minnesota Elementary School Principals' Association, Minnesota Association of School Administrators, Minnesota School Boards Association, Minnesota Association of Charter Schools, and the Office of Higher Education. The commissioner must appoint one member with expertise in evaluation and research.