CHAPTER 10--H.F.No. 5

An act relating to education; modifying provisions for prekindergarten through grade 12 education; providing policy and funding for general education, education excellence, teachers, the Read Act, charter schools, American Indian education, special education, facilities, health, safety, school nutrition, libraries, early childhood education, community education, lifelong learning, and state agencies; making forecast adjustments; requiring reports; transferring money; appropriating money; amending Minnesota Statutes 2024, sections 10A.071, subdivision 1; 13.32, subdivision 5, as amended; 120A.22, subdivisions 12, 13; 120A.24, subdivision 4; 120B.021, subdivision 3; 120B.117, subdivision 4; 120B.118; 120B.119, subdivisions 2a, 10, 15; 120B.12, subdivisions 1, 2, 2a, 3, 4, 4a, by adding a subdivision; 120B.123, subdivisions 1, 5, 7, by adding a subdivision; 120B.124, subdivisions 1, 2, 4, 5, 6; 120B.132, subdivision 2; 120B.215, subdivision 1; 120B.22, subdivision 1; 120B.35, subdivision 3; 121A.031, subdivisions 4, 6; 121A.041, subdivisions 2, 3; 121A.22, subdivision 2; 121A.2205; 121A.2207; 121A.224; 121A.642, by adding a subdivision; 122A.092, subdivisions 2, 5; 122A.181, subdivision 3; 122A.182, subdivision 3; 122A.183, subdivision 2; 122A.441; 122A.59, by adding a subdivision; 122A.63, subdivision 9; 122A.635; 122A.70, subdivisions 2, 3, 5, 5a, 6, by adding a subdivision; 123A.48, subdivisions 2, 5; 123A.485, subdivision 2; 123A.73, subdivisions 2, 4, 5, 6, by adding a subdivision; 123B.09, by adding a subdivision; 123B.32, subdivisions 1, 2; 123B.52, by adding a subdivision; 123B.595, subdivisions 1, 4, 8, 10; 123B.71, subdivision 8; 123B.92, subdivision 1; 124D.085; 124D.09, subdivisions 5, 5a, 5b, 9, 10; 124D.093, subdivisions 3, 4; 124D.094, subdivision 1; 124D.111, subdivisions 1a, 2a, 3, by adding a subdivision; 124D.1158, by adding a subdivision; 124D.119, subdivisions 1, 5; 124D.162, subdivision 4; 124D.231; 124D.42, subdivisions 8, as amended, 9; 124D.52, subdivision 2; 124D.792; 124D.83, by adding a subdivision; 124D.861, subdivisions 3, 4; 124D.862, subdivisions 1, 8; 124D.901; 124D.98, subdivisions 1, 5; 124D.992, subdivisions 1, 1a, 2; 124E.02; 124E.03, subdivision 2, by adding a subdivision; 124E.05, subdivision 2; 124E.06, subdivision 7, by adding a subdivision; 124E.07, subdivisions 2, 3, 5, 6; 124E.10, subdivision 4; 124E.13, subdivision 3; 124E.16, subdivision 1, by adding a subdivision; 124E.17; 124E.20, subdivision 1; 124E.21, subdivision 1; 124E.26, subdivision 4, by adding a subdivision; 125A.76, subdivision 2a; 125B.15; 126C.05, subdivision 3; 126C.10, subdivisions 3, 3c; 126C.15, subdivision 2; 126C.17, subdivision 9b; 126C.40, subdivision 1, by adding a subdivision; 126C.45; 127A.45, subdivision 13; 127A.47, subdivision 7; 127A.49, subdivision 3; 136A.1276, subdivision 4; 142D.06, subdivision 4; 142D.08, subdivision 8; 142D.093; 142D.11, subdivisions 1, 2, 10; Laws 2023, chapter 18, section 4, subdivisions 2, as amended, 3, as amended; Laws 2023, chapter 54, section 20, subdivisions 7, as amended, 9, as amended, 17, as amended; Laws 2023, chapter 55, article 1, sections 33; 36, subdivisions 2, as amended, 3, as amended, 4, as amended, 5, as amended, 6, as amended, 7, as amended, 9, as amended, 12; 37; article 2, section 64, subdivisions 2, as amended, 6, as amended, 16, as amended, 20, 21, as amended, 23, as amended, 34; article 3, section 11, subdivisions 2, 3, as amended; article 4, section 21, subdivisions 2, as amended, 5, as amended; article 5, section 64, subdivisions 3, as amended, 14, as amended; article 7, section 18, subdivisions 2, as amended, 3, as amended, 4, as amended, 6, as amended, 7, as amended; article 8, section 19, subdivision 6, as amended; article 9, section 18, subdivisions 4, as amended, 8, as amended; article 11, section 11, subdivisions 2, as amended, 3, as amended, 10, as amended; article 12, section 19; Laws 2024, chapter 115, article 3, sections 7, subdivision 4; 8, subdivision 4; proposing coding for new law in Minnesota Statutes, chapters 120A; 120B; 121A; 125A; 127A; repealing Minnesota Statutes 2024, sections 123B.595, subdivision 2; 123B.935, subdivision 2; 125B.26.

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

ARTICLE 1

GENERAL EDUCATION

Section 1. Minnesota Statutes 2024, section 120A.22, subdivision 12, is amended to read:

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

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

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

(ii) family emergencies;

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

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

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

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

(2) that the child has already completed state and district standards required for graduation from high school; or

(3) that it is the wish of the parent, guardian, or other person having control of the child that the child attend, for a period or periods not exceeding in the aggregate three hours in any week, instruction conducted by a Tribal spiritual or cultural advisor, or a school for religious instruction conducted and maintained by a church, or association of churches, or any Sunday school association incorporated under the laws of this state, or any auxiliary thereof. This instruction must be conducted and maintained in a place other than a public school building, and it must not, in whole or in part, be conducted and maintained at public expense. A child may be absent from school on days that the child attends upon instruction according to this clause.

(b) Notwithstanding subdivision 6, paragraph (a), a parent may withdraw a child from an all-day, every day kindergarten program and put their child in a half-day program, if offered, or an alternate-day program without being truant. A school board must excuse a kindergarten child from a part of a school day at the request of the child's parent.

Sec. 2. Minnesota Statutes 2024, section 120A.22, subdivision 13, is amended to read:

Subd. 13. **~~Issuing and~~ Reporting ~~excuses~~ attendance.** (a) A district must count a student as in attendance on each day the student receives supervision, instruction, or services from school staff during scheduled school hours. Nothing in this section removes district responsibility to continue to comply with reporting requirements in section 126C.05 for the purposes of funding.

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

Sec. 3. Minnesota Statutes 2024, section 120A.24, subdivision 4, is amended to read:

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

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

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

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

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

(c) A school district must notify the local welfare agency of any student dropped from the school's roll under section 126C.05, subdivision 8, paragraph (a), for unexcused absences exceeding 15 consecutive school days. The notice to the local welfare agency must include the student's most recent contact information on file with the school. The school must also send an email, letter, or otherwise contact the student's family to encourage the student to reenroll in the school's programming.

(d) After receiving notification under paragraph (c), the local welfare agency must inform the school if the agency is unable to contact the student or student's family. If the local welfare agency is unable to contact the student or student's family, the district must notify the Department of Education that the student has been dropped from the school's roll, and that the local welfare agency is unable to contact the student or student's family. The notice to the department must include the student's most recent contact information on file with the school.

Sec. 4. **[120A.37] ATTENDANCE PROVISIONS CODED ELSEWHERE.**

Subdivision 1. **Scope.** (a) The sections referred to in subdivisions 2 to 12 are codified outside this section. Those sections include many but not all the sections governing student attendance.

(b) The inclusion or exclusion of a provision related to attendance in this section is not intended to have any substantive legal effect. The cross-references used in this section are intended solely to indicate the contents of the cross-referenced section and are not part of the cross-referenced statute. The cross-references are not substantive and may not be used to construe or limit the meaning of any statutory language. Users of this section must consult the language of each cross-referenced law to fully understand the scope and effect of the statute.

Subd. 2. **Age of instruction.** (a) Compulsory instruction requirements based on age are governed by section 120A.22, subdivision 5.

(b) Limitation on admission to a public school based on age is governed by section 120A.20.

Subd. 3. **District of residence.** (a) Admission to a public school operated by a district is free to a child who resides within the district in accordance with section 120A.20.

(b) A student may attend a school operated by a district in which the student does not reside in accordance with section 124D.03. A nonresident district may terminate the enrollment of a nonresident student if the student is a habitual truant or has been absent without lawful excuse in accordance with section 124D.03, subdivision 12.

Subd. 4. **Nonpublic school student reporting.** The person or nonpublic school in charge of providing instruction to a child must submit a report to the superintendent of the district in which the child resides, and maintain documentation in accordance with section 120A.24.

Subd. 5. **Transportation.** (a) A school board must provide transportation for enrolled students residing within the district in accordance with section 123B.88. A district may provide bus transportation between buildings along school routes for students attending programs at an area learning center in accordance with section 123B.88, subdivision 13.

(b) A school district may revoke a student's bus riding privileges in accordance with sections 121A.59 and 123B.91.

(c) A school district transporting students must do so using a school bus, including a multifunction school activity bus or a type III vehicle, in accordance with chapters 169 and 171. A district may use a vehicle that otherwise qualifies as a type III vehicle where the operator does not meet the requirements of section 171.321 to transport students in a nonscheduled situation in accordance with section 169.454, subdivision 13.

Subd. 6. **Students with disabilities.** (a) A school board must provide transportation for a student with a disability in accordance with the Individuals with Disabilities Education Act, section 123B.88, and chapter 125A.

(b) A district must provide a student with disabilities a free appropriate public education in accordance with the Individuals with Disabilities Education Act, and special instruction and services under chapter 125A.

Subd. 7. **Funding.** A school district may use its unrestricted general fund money or its reserved basic skills revenue for programs to reduce truancy in accordance with section 126C.15.

Subd. 8. **Absences.** (a) A parent or guardian may apply to a district to have a child excused from attendance, and the district may approve the application in accordance with section 120A.22, subdivision 12. An excused absence may include absence so that the child may attend, for up to three hours a week,

instruction by a Tribal spiritual or cultural adviser, or a school for religious instruction. Section 120A.22, subdivision 12, identifies the persons to whom a parent may apply for an excused absence.

(b) A district must make reasonable efforts to accommodate a student who wishes to be excused from a curricular activity for a religious observance or American Indian cultural practice, observance, or ceremony, in accordance with section 120A.35.

Subd. 9. **Removal from attendance roll.** A student who has been absent from school for 15 consecutive school days during the regular school year is dropped from the roll and classified as withdrawn in accordance with section 126C.05.

Subd. 10. **Truancy.** (a) Truancy programs are governed by chapter 260A.

(b) A student who is absent from school without valid excuse within a single school year for three days if the child is in elementary school, or three or more class periods if the child is in middle school, junior high school, or high school, is a continuing truant in accordance with section 260A.02, subdivision 3.

(c) A district must notify the child's parent or guardian that the child is a truant in accordance with section 260A.03.

(d) Truancy programs may include community-based projects, truancy service centers, and school attendance review boards, in accordance with section 260A.04.

(e) A county attorney may establish a truancy mediation program under section 260A.07. A school district may refer a student who is a truant to the county attorney if the student continues to be a truant after the district has notified the parent or guardian that the child is a truant under section 260A.03. Disclosure of student data to the county attorney for purposes of addressing truancy is governed by section 13.32, subdivision 3, paragraph (c); section 260A.07; and chapter 260E.

Subd. 11. **Maltreatment.** (a) The definition of "child in need of protection or services," which includes a habitual truant, is governed by section 260C.007, subdivision 6. The definition of "habitual truant" is governed by section 260C.007, subdivision 19.

(b) Presumptions regarding the intent of the parent when a child is absent from school for purposes of determining compliance with compulsory instruction laws are governed by section 260C.163, subdivision 11.

(c) Habitual truancy may also be considered reportable maltreatment of a minor under chapter 260E. Maltreatment under section 260E.03, subdivision 12, includes neglect under section 260E.03, subdivision 15. Neglect includes failure to ensure that the child is educated as defined in sections 120A.22 and 260C.163, subdivision 11.

Subd. 12. **Criminal penalties.** (a) A person who fails or refuses to provide for instruction of a child who is required to receive instruction when notified to do so by a truant officer or other official, or who meets other conditions, is guilty of a petty misdemeanor in accordance with section 120A.34.

(b) A person who causes or contributes to a child being a habitual truant may be charged with a felony in accordance with section 609.26.

Sec. 5. Minnesota Statutes 2024, section 123A.485, subdivision 2, is amended to read:

Subd. 2. **Aid.** (a) Consolidation transition aid is equal to ~~$200~~ $424 times the number of resident pupil units in the newly created district in the year of consolidation and ~~$100~~ $212 times the number of resident

pupil units in the first year following the year of consolidation. The number of pupil units used to calculate aid in either year shall not exceed ~~1,000 for districts consolidating July 1, 1994, and~~ 1,500 ~~for districts consolidating July 1, 1995, and thereafter~~.

(b) If the total appropriation for consolidation transition aid for any fiscal year, plus any amount transferred under section 127A.41, subdivision 8, is insufficient to pay all districts the full amount of aid earned, the department must first pay the districts in the first year following the year of consolidation the full amount of aid earned and distribute any remaining funds to the newly created districts in the first year of consolidation.

Sec. 6. Minnesota Statutes 2024, section 123A.73, subdivision 2, is amended to read:

Subd. 2. **Dissolution; referendum revenue.** As of the effective date of the voluntary or involuntary dissolution of a district and its attachment to one or more existing districts pursuant to sections 123A.60 or 123A.64 to 123A.72, the authorization for any referendum revenue previously ~~approved by the voters of~~ authorized for the dissolved district in that district pursuant to section 126C.17, ~~subdivision 9,~~ or its predecessor or successor provision, is canceled. The authorization for any referendum revenue previously ~~approved by the voters of~~ authorized for a district to which all or part of the dissolved district is attached shall not be affected by the attachment and shall apply to the entire area of the district as enlarged by the attachment.

Sec. 7. Minnesota Statutes 2024, section 123A.73, subdivision 4, is amended to read:

Subd. 4. **Consolidation; maximum authorized referendum revenues.** (a) As of the effective date of a consolidation pursuant to section 123A.48, if the plan for consolidation so provides, or if the plan for consolidation makes no provision concerning referendum revenues, the authorization for all referendum revenues previously ~~approved by the voters of~~ authorized for all affected districts for those districts pursuant to section 126C.17, ~~subdivision 9,~~ or its predecessor provision shall be recalculated as provided in this subdivision. The referendum revenue authorization for the newly created district shall be the revenue per adjusted pupil unit that would raise an amount equal to the combined dollar amount of the referendum revenues authorized by each of the component districts for the year preceding the consolidation, unless the referendum revenue authorization of the newly created district is subsequently modified pursuant to section 126C.17, subdivision 9.

(b) The referendum allowance for a consolidated district in the years following consolidation equals the average of the consolidating districts' existing authorities for those years, weighted by the districts' adjusted pupil units in the year preceding consolidation. For purposes of this calculation, the referendum authorities used for individual districts shall not decrease from year to year until such time as all existing authorities for all the consolidating districts have fully expired, but shall increase if they were originally approved with consumer price index-based or other annual increases.

(c) The referendum revenue authorization for the newly created district shall continue for a period of time equal to the longest period authorized for any component district. The referendum revenue authorization for the newly created district may be renewed by the school board of the newly created district pursuant to section 126C.17, subdivision 9b, for a term not to exceed the longest period authorized for any component district.

EFFECTIVE DATE. This section is effective retroactively from June 16, 2024, and applies to school board resolutions adopted on or after that date.

Sec. 8. Minnesota Statutes 2024, section 123A.73, subdivision 5, is amended to read:

Subd. 5. **Alternative method.** (a) As of the effective date of a consolidation pursuant to section 123A.48, if the plan for consolidation so provides, the authorization for all referendum revenues previously ~~approved by the voters of~~ authorized for all affected districts for those districts pursuant to section 126C.17, ~~subdivision 9,~~ or its predecessor provision shall be combined as provided in this subdivision. The referendum revenue authorization for the newly created district may be any allowance per adjusted pupil unit provided in the plan for consolidation, but may not exceed the allowance per adjusted pupil unit that would raise an amount equal to the combined dollar amount of the referendum revenues authorized by each of the component districts for the year preceding the consolidation.

(b) The referendum allowance for a consolidated district in the years following consolidation equals the average of the consolidating districts' existing authorities for those years, weighted by the districts' adjusted pupil units in the year preceding consolidation. For purposes of this calculation, the referendum authorities used for individual districts shall not decrease from year to year until such time as all existing authorities for all the consolidating districts have fully expired, but shall increase if they were originally approved with consumer price index-based or other annual increases.

(c) The referendum revenue authorization for the newly created district shall continue for a period of time equal to the longest period authorized for any component district. The referendum revenue authorization for the newly created district may be modified pursuant to section 126C.17, subdivision 9. The referendum revenue authorization for the newly created district may be renewed by the school board of the newly created district pursuant to section 126C.17, subdivision 9b, for a term not to exceed the longest period authorized for any component district.

EFFECTIVE DATE. This section is effective retroactively from June 16, 2024, and applies to school board resolutions adopted on or after that date.

Sec. 9. Minnesota Statutes 2024, section 123A.73, subdivision 6, is amended to read:

Subd. 6. **Discontinued referendum revenue.** If the plan for consolidation provides for discontinuance of referendum revenue previously ~~approved by voters of~~ authorized for the component districts pursuant to section 126C.17, ~~subdivision 9,~~ or its predecessor provision, the newly created district must not receive referendum revenue unless the voters of the newly created district authorize referendum revenue pursuant to section 126C.17, subdivision 9.

Sec. 10. Minnesota Statutes 2024, section 124D.09, subdivision 5, is amended to read:

Subd. 5. **Authorization; notification.** (a) Notwithstanding any other law to the contrary, an 11th or 12th grade pupil enrolled in a school district, a charter school, or an American Indian-controlled Tribal contract or grant school eligible for aid under section 124D.83, except a foreign exchange pupil enrolled in a district under a cultural exchange program, may apply to an eligible institution, as defined in subdivision 3, to enroll in nonsectarian courses offered by that postsecondary institution.

(b) If an institution accepts a secondary pupil for enrollment under this section, the institution shall send written notice to the pupil, the pupil's school or school district, and the commissioner. The notice must indicate the course and hours of enrollment of that pupil. The institution must notify the pupil's school as soon as practicable if the pupil withdraws from the enrolled course. The institution must also notify the pupil's school as soon as practicable if the pupil has been absent from a course for ten consecutive days on

which classes are held, based upon the postsecondary institution's academic calendar, and the pupil is not receiving instruction in their home or hospital or other facility.

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

(1) the pupil about payment in the customary manner used by the institution.; and

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

Sec. 11. Minnesota Statutes 2024, section 124D.09, subdivision 5a, is amended to read:

Subd. 5a. **Authorization; career or technical education.** A 10th, 11th, or 12th grade pupil enrolled in a school district, a charter school, or an American Indian-controlled tribal contract or grant school eligible for aid under section 124D.83, except a foreign exchange pupil enrolled in a district under a cultural exchange program, may enroll in a career or technical education course offered by a Minnesota state college or university. A 10th grade pupil applying for enrollment in a career or technical education course under this subdivision must have received a passing score on the 8th grade Minnesota Comprehensive Assessment in reading as a condition of enrollment. A current 10th grade pupil who did not take the 8th grade Minnesota Comprehensive Assessment in reading may substitute another reading assessment accepted by the enrolling postsecondary institution. A secondary pupil may enroll in the pupil's first postsecondary options enrollment course under this subdivision. A student who is refused enrollment by a Minnesota state college or university under this subdivision may apply to an eligible institution offering a career or technical education course. The postsecondary institution must give priority to its students according to subdivision 9. If a secondary student receives a grade of "C" or better in the career or technical education course taken under this subdivision, the postsecondary institution must allow the student to take additional postsecondary courses for secondary credit at that institution, not to exceed the limits in subdivision 8. A "career or technical course" is a course that is part of a career and technical education program that provides individuals with coherent, rigorous content aligned with academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current and emerging professions and provide technical skill proficiency, an industry recognized credential, and a certificate, a diploma, or an associate degree.

Sec. 12. Minnesota Statutes 2024, section 124D.09, subdivision 5b, is amended to read:

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

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

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

Sec. 13. Minnesota Statutes 2024, section 124D.09, subdivision 9, is amended to read:

Subd. 9. **Enrollment priority.** (a) A postsecondary institution must give priority to its postsecondary students when enrolling pupils in grades 10, 11, and 12 in its courses. A postsecondary institution may provide information about its programs to a secondary school or to a pupil or parent and it may advertise or

otherwise recruit or solicit a secondary pupil to enroll in its programs on educational and programmatic grounds only ~~except, notwithstanding other law to the contrary, and for the 2014-2015 through 2019-2020 school years only, an eligible postsecondary institution may advertise or otherwise recruit or solicit a secondary pupil residing in a school district with 700 students or more in grades 10, 11, and 12, to enroll in its programs on educational, programmatic, or financial grounds~~.

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

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

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

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

Sec. 14. Minnesota Statutes 2024, section 124D.09, subdivision 10, is amended to read:

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

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

percentage of participating students who are of color or American Indian meets or exceeds the overall percentage of students of color or American Indian students in the school.

Sec. 15. Minnesota Statutes 2024, section 124D.094, subdivision 1, is amended to read:

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

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

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

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

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

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

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

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

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

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

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

Sec. 16. Minnesota Statutes 2024, section 124E.20, subdivision 1, is amended to read:

Subdivision 1. **Revenue calculation.** (a) General education revenue must be paid to a charter school as though it were a district. The general education revenue for each adjusted pupil unit is the state average general education revenue per pupil unit, plus the referendum equalization aid allowance and first tier local optional aid allowance in the pupil's district of residence, minus an amount equal to the product of the formula allowance according to section 126C.10, subdivision 2, times .0466, calculated without declining enrollment revenue, local optional revenue, basic skills revenue, extended time revenue, pension adjustment revenue,

transition revenue, and transportation sparsity revenue, plus declining enrollment revenue, basic skills revenue, pension adjustment revenue, and transition revenue as though the school were a school district.

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

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

(d) A charter school's general education revenue under paragraphs (a) to (c) is increased by $132 times the adjusted pupil units for that fiscal year.

EFFECTIVE DATE. This section is effective for revenue in fiscal year 2026 and later.

Sec. 17. Minnesota Statutes 2024, section 126C.05, subdivision 3, is amended to read:

Subd. 3. **Compensation revenue pupil units.** Compensation revenue pupil units must be computed according to this subdivision.

(a) The compensation revenue concentration percentage for each building in a district equals the product of 100 times the ratio of:

(1) the sum of the number of pupils enrolled in the building eligible to receive free meals plus one-half of the pupils eligible to receive reduced-priced meals on October 1 of the previous fiscal year; to

(2) the number of pupils enrolled in the building on October 1 of the previous fiscal year.

(b) The compensation revenue pupil weighting factor for a building equals the lesser of one or the quotient obtained by dividing the building's compensation revenue concentration percentage by 80.0.

(c) The compensation revenue pupil units for a building equals the product of:

(1) the sum of the number of pupils enrolled in the building eligible to receive free meals and one-half of the pupils eligible to receive reduced-priced meals on October 1 of the previous fiscal year; times

(2) the compensation revenue pupil weighting factor for the building; times

(3) .60.

(d) Notwithstanding paragraphs (a) to (c), for voluntary prekindergarten programs under section 142D.08, charter schools, and contracted alternative programs in the first year of operation, compensation revenue pupil units shall be computed using data for the current fiscal year. If the voluntary prekindergarten program, charter school, or contracted alternative program begins operation after October 1, compensatory revenue pupil units shall be computed based on pupils enrolled on an alternate date determined by the commissioner, and the compensation revenue pupil units shall be prorated based on the ratio of the number of days of student instruction to 170 days.

(e) The percentages in this subdivision must be based on the count of individual pupils and not on a building average or minimum.

(f) Notwithstanding paragraphs (a) to (e), for revenue in fiscal year 2025 only, the compensation revenue pupil units for each building in a district equals the greater of the building's actual compensation revenue pupil units computed according to paragraphs (a) to (e) for revenue in fiscal year 2025, or the building's actual compensation revenue pupil units computed according to paragraphs (a) to (e) for revenue in fiscal year 2024.

(g) Notwithstanding paragraphs (a) to (e), for revenue in fiscal year 2026 only, the compensation revenue pupil units for each building in a district equals the greater of the building's actual compensation revenue pupil units computed according to paragraphs (a) to (e) for revenue in fiscal year 2026, or the building's actual compensation revenue pupil units computed according to paragraphs (a) to (e) for revenue in fiscal year 2024.

Sec. 18. Minnesota Statutes 2024, section 126C.10, subdivision 3, is amended to read:

Subd. 3. **Compensatory education revenue.** (a) A district's compensatory revenue equals the sum of its compensatory revenue for each building in the district and the amounts designated under Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision 8, for fiscal year 2017. Revenue shall be paid to the district and must be allocated according to section 126C.15, subdivision 2.

(b) For fiscal years 2024 ~~and~~, 2025, and 2026, the compensatory education revenue for each building in the district equals the formula allowance minus $839 times the compensation revenue pupil units computed according to section 126C.05, subdivision 3.

(c) For fiscal year ~~2026~~ 2027 and later, the compensatory education revenue for each building in the district equals its compensatory pupils multiplied by the building compensatory allowance.

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

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

(f) Notwithstanding paragraph (c), for fiscal year 2026, if the sum of the amounts calculated under paragraph (c) is less than $838,947,000, the commissioner must proportionately increase the revenue to each building until the total statewide revenue calculated for each building equals $838,947,000.

(g) Notwithstanding paragraph (c), for fiscal year 2027 and later, if the sum of the amounts calculated under paragraph (c) is less than $857,152,000, the commissioner must proportionately increase the revenue to each building until the total statewide revenue calculated for each building equals $857,152,000.

Sec. 19. Minnesota Statutes 2024, section 126C.10, subdivision 3c, is amended to read:

Subd. 3c. **Statewide compensatory allowance.** For fiscal year ~~2026~~ 2027, the statewide compensatory allowance is ~~$6,734~~ $6,936. For fiscal year ~~2027~~ 2028 and later, the statewide compensatory allowance equals the statewide compensatory allowance in effect for the prior fiscal year times the ratio of the formula allowance under section 126C.10, subdivision 2, for the current fiscal year to the formula allowance under section 126C.10, subdivision 2, for the prior fiscal year, rounded to the nearest whole dollar.

Sec. 20. Minnesota Statutes 2024, section 126C.15, subdivision 2, is amended to read:

Subd. 2. **Building allocation.** (a) A district or cooperative must allocate at least 80 percent of its compensatory revenue to each school building in the district or cooperative where the children who have generated the revenue are served unless the school district or cooperative has received permission under Laws 2005, First Special Session chapter 5, article 1, section 50, to allocate compensatory revenue according to student performance measures developed by the school board.

(b) A district or cooperative may allocate no more than 20 percent of the amount of compensatory revenue that the district receives to school sites according to a plan adopted by the school board. The money reallocated under this paragraph must be spent for the purposes listed in subdivision 1, but may be spent on students in any grade, including students attending school readiness or other prekindergarten programs.

(c) For the purposes of this section and section 126C.05, subdivision 3, "building" means education site as defined in section 123B.04, subdivision 1.

(d) Notwithstanding section 123A.26, subdivision 1, compensatory revenue generated by students served at a cooperative unit shall be paid to the cooperative unit.

(e) A district or cooperative with school building openings, school building closings, changes in attendance area boundaries, or other changes in programs or student demographics between the prior year and the current year may reallocate compensatory revenue among sites to reflect these changes. A district or cooperative must report to the department any adjustments it makes according to this paragraph and the department must use the adjusted compensatory revenue allocations in preparing the report required under section 123B.76, subdivision 3, paragraph (c).

(f) For fiscal years 2026 and 2027 only, notwithstanding the percentages specified in paragraphs (a) and (b), a district may allocate up to 40 percent of the amount of compensatory revenue that the district receives to school sites according to a plan adopted by the school board, consistent with the purposes listed in subdivision 1.

Sec. 21. Minnesota Statutes 2024, section 126C.17, subdivision 9b, is amended to read:

Subd. 9b. **Renewal by school board.** (a) Notwithstanding the election requirements of subdivision 9, a school board may renew an expiring referendum, including an expiring referendum that was approved or adopted under section 123A.73, subdivision 4 or 5, by board action if:

(1) the per pupil amount of the referendum is the same as the amount expiring, or for an expiring referendum that was adjusted annually by the rate of inflation, the same as the per pupil amount of the expiring referendum, adjusted annually for inflation in the same manner as if the expiring referendum had continued;

(2) the term of the renewed referendum is no longer than the initial term approved by the voters, except as provided under section 123A.73, subdivision 4 or 5;

(3) the school board, having taken a recorded vote, has adopted a written resolution authorizing the renewal after holding a meeting and allowing public testimony on the proposed renewal; and

(4) the expiring referendum has not been previously renewed under this subdivision.

(b) The resolution must be adopted by the school board ~~by~~ on or after July 1 of the second fiscal year prior to the fiscal year in which the referendum expires, but no later than June 15 of ~~any calendar year and~~

the fiscal year prior to the fiscal year in which the referendum expires. The resolution becomes effective 60 days after its adoption.

(c) A referendum expires in the last fiscal year in which the referendum generates revenue for the school district. ~~A school board may renew an expiring referendum under this subdivision not more than two fiscal years before the referendum expires.~~

(d) A district renewing an expiring referendum under this subdivision must submit a copy of the adopted resolution to the commissioner and to the county auditor no later than ~~September 1~~ August 15 of the ~~calendar year in which the written resolution is adopted~~ fiscal year in which the referendum expires.

EFFECTIVE DATE. This section is effective retroactively from June 16, 2024, and applies to school board resolutions adopted on or after that date.

Sec. 22. Minnesota Statutes 2024, section 127A.47, subdivision 7, is amended to read:

Subd. 7. **Alternative attendance programs.** (a) The general education aid and special education aid for districts must be adjusted for each pupil attending a nonresident district under sections 123A.05 to 123A.08, 124D.03, 124D.08, and 124D.68. The adjustments must be made according to this subdivision.

(b) For purposes of this subdivision, the "unreimbursed cost of providing special education and services" means the difference between: (1) the actual cost of providing special instruction and services, including special transportation and unreimbursed building lease and debt service costs for facilities used primarily for special education, for a pupil with a disability, as defined in section 125A.02, or a pupil, as defined in section 125A.51, who is enrolled in a program listed in this subdivision, minus (2) if the pupil receives special instruction and services outside the regular classroom for more than 60 percent of the school day, the amount of general education revenue, excluding local optional revenue, plus local optional aid and referendum equalization aid as defined in section 125A.11, subdivision 1, paragraph (d), attributable to that pupil for the portion of time the pupil receives special instruction and services outside of the regular classroom, excluding portions attributable to district and school administration, district support services, operations and maintenance, capital expenditures, and pupil transportation, minus (3) special education aid under section 125A.76, excluding cross subsidy reduction aid under section 125A.76, subdivision 2e, attributable to that pupil, that is received by the district providing special instruction and services. For purposes of this paragraph, general education revenue and referendum equalization aid attributable to a pupil must be calculated using the serving district's average general education revenue and referendum equalization aid per adjusted pupil unit.

(c) For fiscal year 2020, special education aid paid to a resident district must be reduced by an amount equal to 85 percent of the unreimbursed cost of providing special education and services. For fiscal year 2021 and later, special education aid paid to a resident district must be reduced by an amount equal to 80 percent of the unreimbursed cost of providing special education and services.

(d) Notwithstanding paragraph (c), special education aid paid to a resident district must be reduced by an amount equal to 100 percent of the unreimbursed cost of special education and services provided to students at an intermediate district, cooperative, or charter school where the percent of students eligible for special education services is at least 70 percent of the charter school's total enrollment.

(e) Notwithstanding paragraph (c), special education aid paid to a resident district must be reduced under paragraph (d) for students at a charter school receiving special education aid under section 124E.21, subdivision 3, calculated as if the charter school received special education aid under section 124E.21, subdivision 1.

(f) Special education aid paid to the district or cooperative providing special instruction and services for the pupil, or to the fiscal agent district for a cooperative, must be increased by the amount of the reduction in the aid paid to the resident district under paragraphs (c) and (d). If the resident district's special education aid is insufficient to make the full adjustment under paragraphs (c), (d), and (e), the remaining adjustment shall be made to other state aids due to the district.

(g) Notwithstanding paragraph (a), general education aid paid to the resident district of a nonspecial education student for whom an eligible special education charter school receives general education aid under section 124E.20, subdivision 1, paragraph (c), must be reduced by an amount equal to the difference between the general education aid attributable to the student under section 124E.20, subdivision 1, paragraph (c), and the general education aid that the student would have generated for the charter school under section 124E.20, subdivision 1, paragraph (a). For purposes of this paragraph, "nonspecial education student" means a student who does not meet the definition of pupil with a disability as defined in section 125A.02 or the definition of a pupil in section 125A.51.

(h) An area learning center operated by a service cooperative, intermediate district, education district, or a joint powers cooperative may elect through the action of the constituent boards to charge the resident district tuition for pupils rather than to have the general education revenue paid to a fiscal agent school district. Except as provided in paragraph (f), the district of residence must pay tuition equal to ~~at least 90 and no more than~~ 100 percent of the district average general education revenue per pupil unit minus an amount equal to the product of the formula allowance according to section 126C.10, subdivision 2, times .0466, calculated without compensatory revenue, local optional revenue, and transportation sparsity revenue, times the number of pupil units for pupils attending the area learning center.

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2026 and later.

Sec. 23. Laws 2023, chapter 55, article 1, section 33, is amended to read:

Sec. 33. **UNEMPLOYMENT INSURANCE REPORT.**

By January 15 of each year, the Department of Education, in consultation with the Department of Employment and Economic Development, must report to the legislative committees with jurisdiction over education the balances in unemployment insurance aid accounts and information about the annual changes in reimbursable costs for school workers receiving unemployment insurance benefits. To the extent possible, the report must break out the costs by district and major job classes including separately identifying special education paraprofessionals from other paraprofessionals. The report must be filed according to Minnesota Statutes, section 3.195.

EFFECTIVE DATE. This section is effective for reports filed after July 1, 2025.

Sec. 24. Laws 2023, chapter 55, article 1, section 36, subdivision 12, is amended to read:

Subd. 12. **Career and technical program expansion; aeronautics pilot program.** (a) For Independent School District No. 482, Little Falls, for an aeronautics and commercial over-the-road technical program:

$ 450,000 2024

(b) The funds must be used to help support the district's aeronautics and commercial over-the-road technical pilot program. The funds may be used for equipment, staffing costs, travel costs, and contracted services.

(c) By February 1, 2027, the district must report to the chairs and ranking minority members of the legislative committees with jurisdiction over kindergarten through grade 12 education on the activities funded by this appropriation. The report must include but is not limited to information about program participation and demographic information about the students served in the program, a description of the type of activities offered by each program during the year, partnerships with higher education and private providers of aeronautic and commercial over-the-road services, and recommendations for state actions that could improve aeronautics and commercial over-the-road programming for all school districts. The report must also describe how the district's early expenditures for the program were successful in providing the aeronautics and commercial over-the-road technical program in a more timely manner to the district's participating students.

(d) The school district's program expenditures for this program occurring after May 24, 2023, and prior to the Department of Education officially awarding this grant to the school district, qualify as eligible program expenditures and are reimbursable from the grant amount in paragraph (a).

~~(d)~~ (e) This appropriation is available until June 30, 2026. This is a onetime appropriation.

EFFECTIVE DATE. This section is effective retroactively from May 24, 2023.

Sec. 25. Laws 2023, chapter 55, article 1, section 37, the effective date, is amended to read:

EFFECTIVE DATE. Paragraph (a) is effective for revenue for fiscal year ~~2026~~ 2027. Paragraph (b) is effective May 28, 2023. Paragraph (c) is effective the day following final enactment.

Sec. 26. **SCHOOL START DATE FOR THE 2026-2027 AND 2027-2028 SCHOOL YEARS ONLY.**

Notwithstanding Minnesota Statutes, section 120A.40, for the 2026-2027 and 2027-2028 school years only, a school district may begin the school year on or after September 1. This section does not limit a school district that otherwise qualifies to begin the school year on any day before Labor Day as provided under Minnesota Statutes, section 120A.40.

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

Sec. 27. **COMPENSATORY REVENUE TASK FORCE.**

Subdivision 1. **Task force established.** A task force is established to analyze the general education compensatory revenue formula, including the purpose of the program, the revenue levels of the program, the distribution formula for the revenue, the uses of compensatory revenue, and methods to evaluate the outcomes of compensatory revenue spending.

Subd. 2. **Membership.** (a) The Compensatory Revenue Task Force consists of 14 members, including:

(1) one member appointed by the majority leader of the senate;

(2) one member appointed by the minority leader of the senate;

(3) one member appointed by the speaker of the house;

(4) one member appointed by the speaker emerita of the house; and

(5) ten members appointed by the commissioner of education.

(b) Each appointing authority must appoint task force members no later than August 1, 2025.

(c) Unless the appointed member is a duly elected and currently serving member of the senate or house of representatives, appointed members of the task force must meet one or more of the following qualifications:

(1) professional experience in kindergarten through grade 12 education funding support for Minnesota local education agencies;

(2) professional experience in areas related to equity in education;

(3) hold a current Minnesota superintendent's license;

(4) professional experience working with the current compensatory revenue funding components;

(5) national recognition in demographic and economic trends and student well-being;

(6) demonstrated development of education funding formula in rural districts;

(7) demonstrated development of education funding formula in metropolitan districts;

(8) professional experience working with advocacy organizations that address issues related to hunger and low-income students; or

(9) professional experience representing an educators union.

Subd. 3. **Consultation and advice.** The commissioner of education and the task force must request expert advice as necessary, including advice and technical assistance from: the Department of Revenue regarding pupil identification methods voluntarily linked to certain state income tax data; the state demographer regarding census information that may inform the compensatory revenue formula; the Department of Children, Youth, and Families; the Department of Human Services; Minnesota Management and Budget; and the Minnesota Association of School Business Officials regarding general school district accounting and business practices.

Subd. 4. **Duties.** The task force must:

(1) evaluate which students currently generate compensatory revenue, examine whether this student count aligns with students who are underprepared to learn or otherwise not meeting academic standards, and determine the best student population to target with compensatory revenue;

(2) examine and determine the best proxy and demographic variables to identify students, sites, and districts in need of assistance to help students better meet academic standards and prepare to learn;

(3) examine potential input data elements for determining compensatory revenue, including income tax data, census information, and federal school meals eligibility, whether identified through direct certification of income from public assistance program participation or through the application for educational benefits;

(4) determine whether compensatory revenue should be generated at the school district or school site level;

(5) evaluate whether the compensatory revenue formula should contain a concentration formula;

(6) examine the interrelationships between the compensatory revenue program and extended time revenue program, including summer school, and propose methods to better integrate compensatory revenue and extended time revenue;

(7) evaluate the best uses of compensatory revenue; and

(8) evaluate potential ways to examine the effectiveness of compensatory revenue, including measures of absolute levels and growth in student attendance, graduation rates, assessment results, student behavior, and disciplinary events.

Subd. 5. **Compensation.** Minnesota Statutes, section 15.059, subdivision 3, governs compensation of the members of the task force.

Subd. 6. **Meetings and administrative support.** (a) The commissioner of education or the commissioner's designee must convene the first meeting of the task force no later than September 3, 2025. The task force must establish a schedule for meetings and meet as necessary to accomplish the duties under this section. Meetings are subject to Minnesota Statutes, chapter 13D. The task force may meet by telephone or interactive technology consistent with Minnesota Statutes, section 13D.015.

(b) The Department of Education must provide administrative support to assist the task force in its work, including providing information, data, and technical support, and the department must assist in the creation of the task force reports.

Subd. 7. **Reporting.** The task force must issue a preliminary report to the legislature by February 25, 2026, and a final report to the legislature by October 15, 2026. The reports must be prepared and filed consistent with the requirements of Minnesota Statutes, section 3.195, and submitted to the chairs and ranking minority members of the legislative committees with jurisdiction over education finance and policy.

Subd. 8. **Expiration.** The task force expires October 16, 2026.

Sec. 28. **APPROPRIATIONS.**

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

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

$	8,509,608,000	.....	2026
$	8,765,730,000	.....	2027

(b) The 2026 appropriation includes $783,251,000 for 2025 and $7,726,357,000 for 2026.

(c) The 2027 appropriation includes $807,134,000 for 2026 and $7,958,596,000 for 2027.

Subd. 3. **Abatement aid.** (a) For abatement aid under Minnesota Statutes, section 127A.49:

$	1,929,000	.....	2026
$	2,340,000	.....	2027

(b) The 2026 appropriation includes $140,000 for 2025 and $1,789,000 for 2026.

(c) The 2027 appropriation includes $198,000 for 2026 and $2,142,000 for 2027.

Subd. 4. **Area learning center transportation aid.** (a) For area learning center transportation aid under Minnesota Statutes, section 123B.92, subdivision 11:

$	1,000,000	.....	2026
$	1,000,000	.....	2027

(b) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

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

Subd. 5. **Career and technical aid.** (a) For career and technical aid under Minnesota Statutes, section 124D.4531, subdivision 1b:

$	451,000	.....	2026
$	350,000	.....	2027

(b) The 2026 appropriation includes $85,000 for 2025 and $366,000 for 2026.

(c) The 2027 appropriation includes $40,000 for 2026 and $310,000 for 2027.

Subd. 6. **Career and technical education consortium.** (a) To the Minnesota Service Cooperatives for career and technical education consortium grants under Minnesota Statutes, section 124D.4536:

$	5,000,000	.....	2026
$	5,000,000	.....	2027

(b) If the appropriation in fiscal year 2026 is insufficient, the appropriation in fiscal year 2027 is available.

(c) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to three percent of the appropriation in each year is available for grant administration.

(d) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 7. **Compensatory Revenue Task Force.** For the Compensatory Revenue Task Force:

$	110,000	.....	2026

(b) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 8. **Consolidation transition aid.** (a) For consolidation transition aid under Minnesota Statutes, section 123A.485:

$	572,000	.....	2026
$	350,000	.....	2027

(b) The 2026 appropriation includes $0 for 2025 and $572,000 for 2026.

(c) The 2027 appropriation includes $64,000 for 2026 and $286,000 for 2027.

Subd. 9. **Emergency medical training.** (a) For grants to offer high school students courses in emergency medical services:

$	500,000	.....	2026
$	500,000	.....	2027

(b) A school district, charter school, Tribal contract school, or cooperative unit under Minnesota Statutes, section 123A.24, subdivision 2, may apply for a grant under this section to offer enrolled students emergency medical services courses approved by the Minnesota Emergency Medical Services Regulatory Board to prepare students to take the emergency medical technician certification test, including an emergency medical services course that is a prerequisite to an emergency medical technician course.

(c) A grant recipient may use grant funds to partner with a district, charter school, cooperative unit, postsecondary institution, political subdivision, or entity with expertise in emergency medical services, including health systems, hospitals, ambulance services, and health care providers to offer an emergency medical services course.

(d) Eligible uses of grant funds include teacher salaries, transportation, equipment costs, emergency medical technician certification test fees, and student background checks.

(e) To the extent practicable, the commissioner must award at least half of the grant funds to applicants outside of the seven-county metropolitan area, and at least 30 percent of the grant funds to applicants with high concentrations of students of color.

(f) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

(g) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to $50,000 of the appropriation in each year is available for grant administration.

Subd. 10. **Enrollment options transportation.** For transportation of pupils attending postsecondary institutions under Minnesota Statutes, section 124D.09, or for transportation of pupils attending nonresident districts under Minnesota Statutes, section 124D.03:

$	25,000	.....	2026
$	27,000	.....	2027

Subd. 11. **Nonpublic pupil education aid.** (a) For nonpublic pupil education aid under Minnesota Statutes, sections 123B.40 to 123B.43 and 123B.87:

$	25,349,000	.....	2026
$	27,160,000	.....	2027

(b) The 2026 appropriation includes $2,355,000 for 2025 and $22,994,000 for 2026.

(c) The 2027 appropriation includes $2,554,000 for 2026 and $24,606,000 for 2027.

Subd. 12. **Nonpublic pupil transportation aid.** (a) For nonpublic pupil transportation aid under Minnesota Statutes, section 123B.92, subdivision 9:

$	28,123,000	.....	2026
$	29,359,000	.....	2027

(b) The 2026 appropriation includes $2,609,000 for 2025 and $25,514,000 for 2026.

(c) The 2027 appropriation includes $2,834,000 for 2026 and $26,525,000 for 2027.

Subd. 13. **One-room schoolhouse.** (a) For aid to Independent School District No. 690, Warroad, to operate the Angle Inlet School:

$	65,000	.....	2026
$	65,000	.....	2027

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

Subd. 14. **Pregnant and parenting pupil transportation reimbursement.** (a) To reimburse districts for transporting pregnant or parenting pupils under Minnesota Statutes, section 123B.92, subdivision 1, paragraph (b), clause (1), item (vi):

$	55,000	.....	2026
$	55,000	.....	2027

(b) To receive reimbursement, districts must apply in the form and manner prescribed by the commissioner. If the appropriation is insufficient, the commissioner must prorate the amount paid to districts seeking reimbursement.

(c) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Sec. 29. **REVISOR INSTRUCTION.**

The revisor of statutes must substitute the term "school district, charter school, or Tribal contract school" for "district" or "school district" wherever the terms appear in Minnesota Statutes, section 124D.09, subdivisions 3, 4, 6, 7, 8, 9, 11a, 12, 13, 16, 21, and 24, and section 124D.091. The revisor may also make grammatical changes related to the change in terms.

ARTICLE 2

EDUCATION EXCELLENCE

Section 1. Minnesota Statutes 2024, section 120B.132, subdivision 2, is amended to read:

Subd. 2. **Application and review process; funding priority.** (a) Charter schools and school districts in which eligible schools under subdivision 1 are located may apply to the commissioner, in the form and manner the commissioner determines, for competitive funding to further raise students' academic achievement. The application must detail the specific efforts the applicant intends to undertake in further raising students' academic achievement, consistent with subdivision 1, and a proposed budget detailing the district or charter school's current and proposed expenditures for advanced placement, preadvanced placement, and international baccalaureate courses and programs. The proposed budget must demonstrate that the applicant's efforts will support implementation of advanced placement, preadvanced placement, and international baccalaureate courses and programs. Expenditures for administration must not exceed five percent of the proposed budget. Priority for advanced placement grants must be given to grantees who add or expand offerings of advanced

placement computer science principles. The commissioner may require an applicant to provide additional information.

(b) When reviewing applications, the commissioner must determine whether the applicant satisfied all the requirements in this subdivision and subdivision 1. The commissioner may give funding priority to an otherwise qualified applicant that demonstrates:

(1) a focus on developing or expanding preadvanced placement, advanced placement, or international baccalaureate courses or programs or increasing students' participation in, access to, or success with the courses or programs, including the participation, access, or success of low-income and other disadvantaged students;

(2) a compelling need for access to preadvanced placement, advanced placement, or international baccalaureate courses or programs;

(3) an effective ability to actively involve local business and community organizations in student activities that are integral to preadvanced placement, advanced placement, or international baccalaureate courses or programs;

(4) access to additional public or nonpublic funds or in-kind contributions that are available for preadvanced placement, advanced placement, or international baccalaureate courses or programs;

(5) an intent to implement activities that target low-income and other disadvantaged students; ~~or~~

(6) an intent to increase the advanced placement and international baccalaureate course offerings in science, technology, engineering, and math to low-income and other disadvantaged students~~.~~; or

(7) adoption of a policy providing for automatic enrollment in preadvanced placement, advanced placement, or international baccalaureate programs for students that meet locally adopted eligibility criteria.

Sec. 2. **[120B.213] HEALTHY AGING AND DEMENTIA EDUCATION.**

School districts and charter schools are encouraged to provide instruction on healthy aging and dementia to students in grades 6 through 12 that is aligned with applicable health standards and integrated into existing programs, curriculum, or the general school environment of a district or charter school.

Sec. 3. Minnesota Statutes 2024, section 120B.215, subdivision 1, is amended to read:

Subdivision 1. **Model program.** The commissioner of education, in consultation with the commissioners of health and human services, local district and school health education specialists, and other qualified experts, shall identify one or more model programs that may be used to educate middle school and high school students on the health effects on children and adolescents of cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, consistent with local standards as required in section 120B.021, subdivision 1, paragraph (a), clause (6), for elementary and secondary school students. The commissioner must publish a list of model programs that include written materials, resources, and training for instructors by June 1, 2025. A model program identified by the commissioner must be medically accurate, age and developmentally appropriate, culturally inclusive, and grounded in science, and must address:

(1) the physical and mental health effects of cannabis use and substance use by children, adolescents, and persons under 25 years of age, including effects on the developing brains of children, adolescents, and persons under 25 years of age;

(2) unsafe or unhealthy behaviors associated with cannabis use and substance use;

(3) signs of substance use disorders;

(4) treatment options; ~~and~~

(5) healthy coping strategies for children and adolescents~~.~~; and

(6) overdose recognition, prevention, and response.

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

Sec. 4. Minnesota Statutes 2024, section 120B.22, subdivision 1, is amended to read:

Subdivision 1. **Violence prevention curriculum.** (a) The commissioner of education, in consultation with the commissioners of health and human services, state minority councils, battered women's and domestic abuse programs, battered women's shelters, sexual assault centers, representatives of religious communities, and the assistant commissioner of the Office of Drug Policy and Violence Prevention, shall assist districts on request in developing or implementing a violence prevention program for students in kindergarten to grade 12 that can be integrated into existing curriculum. The purpose of the program is to help students learn how to resolve conflicts within their families and communities in nonviolent, effective ways.

(b) Each district is encouraged to integrate into its existing curriculum a program for violence prevention that includes at least:

(1) a comprehensive, accurate, and age appropriate curriculum on violence prevention, nonviolent conflict resolution, sexual, racial, and cultural harassment, self-protection, and student hazing that promotes equality, respect, understanding, effective communication, individual responsibility, thoughtful decision making, positive conflict resolution, useful coping skills, critical thinking, listening and watching skills, and personal safety;

(2) planning materials, guidelines, and other accurate information on preventing physical and emotional violence, identifying and reducing the incidence of sexual, racial, and cultural harassment, and reducing child abuse, including physical abuse, and neglect;

(3) a special parent education component of early childhood family education programs to prevent child abuse and neglect and to promote positive parenting skills, giving priority to services and outreach programs for at-risk families;

(4) involvement of parents and other community members, including the clergy, business representatives, civic leaders, local elected officials, law enforcement officials, and the county attorney;

(5) collaboration with local community services, agencies, and organizations that assist in violence intervention or prevention, including family-based services, crisis services, life management skills services, case coordination services, mental health services, and early intervention services;

(6) collaboration among districts and service cooperatives;

(7) targeting early adolescents for prevention efforts, especially early adolescents whose personal circumstances may lead to violent or harassing behavior;

(8) opportunities for teachers to receive in-service training or attend other programs on strategies or curriculum designed to assist students in intervening in or preventing violence in school and at home; and

(9) administrative policies that reflect, and a staff that models, nonviolent behaviors that do not display or condone sexual, racial, or cultural harassment or student hazing.

(c) The department may provide assistance at a neutral site to a nonpublic school participating in a district's program.

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

Sec. 5. Minnesota Statutes 2024, section 120B.35, subdivision 3, is amended to read:

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

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

(b) The commissioner, in consultation with a stakeholder group that includes assessment and evaluation directors, district staff, experts in culturally responsive teaching, and researchers, must implement an appropriate growth model that compares the difference in students' achievement scores over time, and includes criteria for identifying schools and school districts that demonstrate academic progress or progress toward English language proficiency. The model may be used to advance educators' professional development and replicate programs that succeed in meeting students' diverse learning needs. Data on individual teachers generated under the model are personnel data under section 13.43. The model must allow users to:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sec. 6. Minnesota Statutes 2024, section 121A.031, subdivision 4, is amended to read:

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

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

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

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

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

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

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

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

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

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

(10) require ongoing professional development, consistent with section 122A.60, to build the skills of all school personnel who regularly interact with students, including but not limited to educators, administrators, school counselors, social workers, psychologists, other school mental health professionals, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, extracurricular activities advisors, and paraprofessionals to identify, prevent, and appropriately address prohibited conduct;

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

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

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

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

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

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

(4) the incidence and nature of cyberbullying; and

(5) Internet safety and cyberbullying.

Sec. 7. Minnesota Statutes 2024, section 121A.031, subdivision 6, is amended to read:

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

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

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

(3) for a child with a disability, whenever an evaluation by an individualized education program team or a section 504 team indicates that the child's disability affects the child's social skills development or the child is vulnerable to prohibited conduct because of the child's disability, the child's individualized education program or section 504 plan may address the skills and proficiencies the child needs to not engage in and respond to such conduct; and

(4) encourage violence prevention and character development education programs under section 120B.232, subdivision 1.

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

(1) periodically reviewing district and school programs and policies for compliance with this section;

(2) ~~investigating~~ assessing, evaluating, reporting, and responding to noncompliance with this section, which may include an annual review of plans to improve and provide a safe and supportive school climate; and

(3) allowing students, parents, and educators to file a complaint about noncompliance with the commissioner.

(c) The commissioner must post on the department's website information indicating that when districts and schools allow non-curriculum-related student groups access to school facilities, the district or school must give all student groups equal access to the school facilities regardless of the content of the group members' speech.

(d) The commissioner must develop and maintain resources to assist a district or school in implementing strategies for creating a positive school climate and use evidence-based, social-emotional learning to prevent and reduce discrimination and other improper conduct.

Sec. 8. Minnesota Statutes 2024, section 121A.642, is amended by adding a subdivision to read:

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

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

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

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

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

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

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

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

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

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

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

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

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

(x) understanding applicable laws, rules, and regulations, and procedural safeguards regarding the management of student behaviors;

(xi) awareness of the primary factors that influence student behavior;

(xii) the ability to effectively employ a variety of strategies that reinforce positive behavior;

(xiii) the ability to use ethical practices for confidential communication about students;

(xiv) the ability to follow teacher instructions while conferring and collaborating with teachers about student schedules, instructional goals, and performance;

(xv) demonstrating a commitment to assisting students in reaching the students' highest potential, including the modeling of positive behavior;

(xvi) showing respect for the diversity of students;

(xvii) showing a willingness to participate in ongoing staff development and self-evaluation and to apply constructive feedback;

(xviii) supporting and reinforcing the instruction of students in mathematics following written and oral lesson plans developed by licensed teachers;

(xix) supporting and reinforcing the instruction of students in reading following written and oral lesson plans developed by licensed teachers. Professional development required under the Read Act in section 120B.123 exceeds this requirement; and

(xx) supporting and reinforcing the instruction of students in writing following written and oral lesson plans developed by licensed teachers.

(b) Starting in the 2025-2026 school year, a paraprofessional meets the federal personnel qualifications required in Code of Federal Regulations, title 34, section 200.58, if the paraprofessional:

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

(2) met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing, as appropriate:

(i) reading or language arts, writing, and mathematics; or

(ii) reading readiness, writing readiness, and mathematics readiness.

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

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

Sec. 9. Minnesota Statutes 2024, section 123B.09, is amended by adding a subdivision to read:

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

Sec. 10. Minnesota Statutes 2024, section 123B.52, is amended by adding a subdivision to read:

Subd. 6a. **Disposing of surplus books.** Notwithstanding section 471.345, governing school district contracts made upon sealed bid or otherwise complying with the requirements for competitive bidding, other provisions of this section governing school district contracts, or other law to the contrary, a school district under this subdivision may dispose of school books, including library books, books from an individual classroom library, and textbooks including other materials accompanying a textbook. A school district may dispose of surplus books by donating them to a family of a student residing in the district or a charitable organization under section 501(c)(3) of the Internal Revenue Code.

Sec. 11. Minnesota Statutes 2024, section 124D.085, is amended to read:

124D.085 EXPERIENTIAL AND APPLIED LEARNING OPPORTUNITIES FOR STUDENTS.

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

(1) magnet schools~~,~~;

(2) language immersion programs~~,~~;

(3) project-based learning~~,~~;

(4) accelerated learning~~,~~;

(5) college prep schools~~,~~;

(6) career and technical education~~,~~;

(7) Montessori schools~~,~~;

(8) military schools~~,~~;

(9) work-based schools~~,~~; and

(10) place-based learning.

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

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

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

Sec. 12. Minnesota Statutes 2024, section 124D.093, subdivision 3, is amended to read:

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

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

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

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

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

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

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

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

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

Sec. 13. Minnesota Statutes 2024, section 124D.093, subdivision 4, is amended to read:

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

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

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

Sec. 14. Minnesota Statutes 2024, section 124D.231, is amended to read:

124D.231 FULL-SERVICE COMMUNITY SCHOOLS.

Subdivision 1. **Definitions.** For the purposes of this section, the following terms have the meanings given them.

(a) "Community organization" means a community center, university, nonprofit organization ~~that has~~, or other community-based organization focused on providing service to a specific geographic area. The partnering organization must have been in existence for three years or more and ~~serves~~ serve persons within the community surrounding the covered school site on education and other issues.

(b) "Community school consortium" means ~~a group of schools and community organizations~~ a partnership between at least one school and at least one community organization that propose to work together to plan and implement community school programming.

(c) "Community school programming" means services, activities, and opportunities described under subdivision ~~2, paragraph (f)~~ 2c.

(d) "Community-wide full-service community school leadership team" means a district-level team that is responsible for guiding the vision, policy, resource alignment, implementation, oversight, and goal setting for community school programs within the district. This team ~~shall~~ may include representatives from the district, including teachers, school leaders, students, and family members from the eligible schools; community members; system-level partners that include representatives from government agencies, relevant unions, and nonprofit and other community-based partners; and, if applicable, the full-service community school initiative director.

(e) "Full-service community school initiative director" means a director responsible for coordinating districtwide administrative and leadership assistance to community school sites and site coordinators, including serving as chairperson for the district's community-wide full-service community school leadership team; site coordinator support; data gathering and evaluation; administration of partnership and data agreements, contracts, and procurement; and grant administration.

(f) "High-quality child care or early childhood education programming" means educational programming for preschool-aged children that is grounded in research, consistent with best practices in the field, and provided by licensed teachers.

(g) "School site" means a school site at which an applicant has proposed or has ~~been funded to provide~~ provided community school programming.

(h) "Site coordinator" means a full-time staff member serving one eligible school who is responsible for the identification, implementation, and coordination of programming to address the needs of the school community identified in the baseline analysis.

Subd. 2. **Full-service community school program.** (a) The commissioner shall provide funding to districts ~~and~~, charter schools, and Tribal contract schools with eligible school sites to plan, implement, and improve full-service community schools. Eligible school sites must meet one of the following criteria:

(1) the school is ~~on a development plan for continuous improvement under section 120B.35, subdivision 2~~ identified as in need of comprehensive support under Minnesota's plan implementing the federal Every Student Succeeds Act; ~~or~~

(2) the school is in a district that has an achievement and integration plan approved by the commissioner of education under sections 124D.861 and 124D.862~~.~~; or

(3) the school is a Tribal contract school under section 124D.83.

(b) School sites receiving funding under this section shall hire or contract with a partner agency to hire a full-time site coordinator. Districts, charter schools, or Tribal contract schools receiving funding under this section for three or more school sites shall provide or contract with a partner agency to provide a full-service community school initiative director. Districts and charter schools may receive up to:

(1) $100,000 for each eligible school available for up to one year to fund planning activities, including convening a full-service community school leadership team, facilitating family and community stakeholder engagement, conducting a baseline analysis, and creating a full-service community school plan. At the end of this period, the school must submit a full-service community school plan pursuant to ~~paragraphs (d) and (e)~~ subdivisions 2a and 2b; and

(2) $200,000 annually for each eligible school for up to three years of implementation of a full-service community school plan, pursuant to ~~paragraphs (f) and (g)~~ subdivision 2c. ~~School sites receiving funding under this section shall hire or contract with a partner agency to hire a site coordinator to coordinate services at each covered school site. Districts or charter schools receiving funding under this section for three or more schools shall provide or contract with a partner agency to provide a full-service community school initiative director.~~

(c) The commissioner shall consider additional school factors when dispensing funds including: schools with significant populations of students ~~receiving~~ eligible for free or reduced-price meals; significant homeless and highly mobile rates; equity among urban, suburban, and greater Minnesota schools; and demonstrated success implementing full-service community school programming. In prioritizing and dispensing funds, the commissioner must not prioritize existing full-service community school sites based upon previous funding sources. The commissioner must fund programs in the following priority order:

(1) existing full-service community school sites with execution of the full-service community school model, including an established consortium partner, at least one full-time site coordinator, established family and community engagement processes, extended and enriched learning time and opportunities, completion of the school review process under subdivision 3, and that are identified as low-performing under the federal Every Student Succeeds Act, or are a Tribal contract school;

(2) schools identified as low-performing under the federal Every Student Succeeds Act, or which are a Tribal contract school, with expressed commitment to installing the community school strategy;

(3) existing full-service community school sites with demonstrated execution of the full-service community school strategy, including an established consortium partner, at least one full-time site coordinator, established family and community engagement processes, extended and enriched learning time and opportunities, and completion of the school review process under subdivision 3; and

(4) any other applicants.

(d) A school district or charter school initially determined eligible under paragraph (a), clause (1), remains eligible for continued funding under this section for seven years.

Subd. 2a. **School leadership team.** ~~(d)~~ (a) To be eligible for funding under this section, a school site must establish a full-service community school leadership team responsible for developing school-specific programming goals, assessing program needs, and overseeing the process of implementing expanded programming. The school leadership team ~~shall~~ must have at least 12 members ~~and shall meet~~, including but not limited to the following ~~requirements~~ representatives:

(1) at least ~~30 percent of the~~ two members who are parents, guardians, family members, or students ~~and 30 percent of the~~ at the school site;

(2) at least two members who are teachers or school leaders at the school site ~~and must include~~;

(3) the school principal; and

(4) representatives from partner agencies~~; and~~ or the community.

~~(2)~~ (b) The full-service community school leadership team must be responsible for overseeing the baseline analyses under ~~paragraph (c)~~ subdivision 2b and the creation of a full-service community school plan under ~~paragraphs (f) and (g)~~ subdivision 2c. A full-service community school leadership team must meet at least quarterly and have ongoing responsibility for monitoring the development and implementation

of full-service community school operations and programming at the school site and ~~shall~~ must issue recommendations to schools on a regular basis and summarized in an annual report. These reports ~~shall also~~ must be made available to the public at the school site and on school and district websites.

Subd. 2b. **Baseline analysis.** ~~(c)~~ To be eligible for funding under this section, school sites must complete a baseline analysis prior to the creation of a full-service community school plan. The analysis ~~shall~~ must include:

(1) a baseline analysis of needs at the school site, led by the school leadership team, including the following elements:

(i) identification of challenges facing the school;

(ii) analysis of the student body, including:

(A) number and percentage of students with disabilities and needs of these students;

(B) number and percentage of students who are English learners and the needs of these students;

(C) number of students who are homeless or highly mobile;

(D) number and percentage of students receiving free or reduced-price meals and the needs of these students; and

(E) number and percentage of students by race and ethnicity;

(iii) analysis of enrollment and retention rates for students with disabilities, English learners, homeless and highly mobile students, and students receiving free or reduced-price meals;

(iv) analysis of suspension and expulsion data, including the justification for such disciplinary actions and the degree to which particular populations, including but not limited to American Indian students and students of color, students with disabilities, students who are English learners, and students receiving free or reduced-price meals are represented among students subject to such actions;

(v) analysis of school achievement data disaggregated by major demographic categories, including but not limited to race, ethnicity, English learner status, disability status, and free or reduced-price meals status;

(vi) analysis of current parent engagement strategies and their success; and

(vii) evaluation of the need for and availability of full-service community school activities, including, but not limited to:

(A) integrated student supports that address out-of-school barriers to learning through partnerships with social and health service agencies and providers, and may include medical, dental, vision care, and mental health services or counselors to assist with housing, transportation, nutrition, immigration, or criminal justice issues;

(B) expanded and enriched learning time and opportunities, including before-school, after-school, weekend, and summer programs that provide additional academic instruction, individualized academic support, enrichment activities, and learning opportunities that emphasize real-world learning and community problem solving and may include art, music, drama, creative writing, hands-on experience with engineering or science, tutoring and homework help, or recreational programs that enhance and are consistent with the school's curriculum;

(C) active family and community engagement that brings students' families and the community into the school as partners in education and makes the school a neighborhood hub, providing adults with educational opportunities that may include adult English as a second language classes, computer skills, art, or other programs that bring community members into the school for meetings or events; and

(D) collaborative leadership and practices that build a culture of professional learning, collective trust, and shared responsibility and include a school-based full-service community school leadership team, a full-service community school site coordinator, a full-service community school initiative director, a community-wide leadership team, other leadership or governance teams, teacher learning communities, or other staff to manage the joint work of school and community organizations;

(2) a baseline analysis of community assets, including documentation of individuals in the community, faith-based organizations, community and neighborhood associations, colleges, hospitals, libraries, businesses, and social service agencies that may be able to provide support and resources; and

(3) a baseline analysis of needs in the community surrounding the school, led by the school leadership team, including:

(i) the need for high-quality, full-day child care and early childhood education programs;

(ii) the need for physical and mental health care services for children and adults; and

(iii) the need for job training and other adult education programming.

Subd. 2c. **School plan.** ~~(f)~~ (a) Each school site receiving funding under this section must develop a full-service community school plan that utilizes and aligns district and community assets and establishes services in at least two of the following types of programming:

(1) early childhood:

(i) early childhood education; and

(ii) child care services;

(2) academic:

(i) academic support and enrichment activities, including expanded learning time;

(ii) summer or after-school enrichment and learning experiences;

(iii) job training, internship opportunities, and career counseling services;

(iv) programs that provide assistance to students who have been chronically absent, truant, suspended, or expelled; and

(v) specialized instructional support services;

(3) parental involvement:

(i) programs that promote parental involvement and family literacy;

(ii) parent leadership development activities that empower and strengthen families and communities, provide volunteer opportunities, or promote inclusion in school-based leadership teams; and

(iii) parenting education activities;

(4) mental and physical health:

(i) mentoring and other youth development programs, including peer mentoring and conflict mediation;

(ii) juvenile crime prevention and rehabilitation programs;

(iii) home visitation services by teachers and other professionals;

(iv) developmentally appropriate physical education;

(v) nutrition services;

(vi) primary health and dental care; and

(vii) mental health counseling services;

(5) community involvement:

(i) service and service-learning opportunities;

(ii) adult education, including instruction in English as a second language; and

(iii) homeless prevention services;

(6) positive discipline practices; and

(7) other programming designed to meet school and community needs identified in the baseline analysis and reflected in the full-service community school plan.

~~(g)~~ (b) The full-service community school leadership team at each school site must develop a full-service community school plan detailing the steps the school leadership team will take, including:

(1) timely establishment and consistent operation of the school leadership team;

(2) maintenance of attendance records in all programming components;

(3) maintenance of measurable data showing annual participation and the impact of programming on the participating children and adults;

(4) documentation of meaningful and sustained collaboration between the school and community stakeholders, including local governmental units, civic engagement organizations, businesses, and social service providers;

(5) establishment and maintenance of partnerships with institutions, such as universities, hospitals, museums, or not-for-profit community organizations to further the development and implementation of community school programming;

(6) ensuring compliance with the district nondiscrimination policy; and

(7) plan for school leadership team development.

Subd. 3. **Full-service community school review.** (a) A full-service community school site receiving funding under this section must submit to the commissioner, and make available at the school site and online, a report describing efforts to integrate community school programming at each covered school site and the effect of the transition to a full-service community school on participating children and adults. This report shall include, but is not limited to, the following:

(1) an assessment of the effectiveness of the school site in development or implementing the community school plan;

(2) problems encountered in the design and execution of the community school plan, including identification of any federal, state, or local statute or regulation impeding program implementation;

(3) the operation of the school leadership team and its contribution to successful execution of the community school plan;

(4) recommendations for improving delivery of community school programming to students and families;

(5) the number and percentage of students receiving community school programming who had not previously been served;

(6) the number and percentage of nonstudent community members receiving community school programming who had not previously been served;

(7) improvement in retention among students who receive community school programming;

(8) improvement in academic achievement among students who receive community school programming;

(9) changes in student's readiness to enter school, active involvement in learning and in their community, physical, social and emotional health, and student's relationship with the school and community environment;

(10) an accounting of anticipated local budget savings, if any, resulting from the implementation of the program;

(11) improvements to the frequency or depth of families' involvement with their children's education;

(12) assessment of community stakeholder satisfaction;

(13) assessment of institutional partner satisfaction;

(14) the ability, or anticipated ability, of the school site and partners to continue to provide services in the absence of future funding under this section;

(15) increases in access to services for students and their families; and

(16) the degree of increased collaboration among participating agencies and private partners.

(b) Reports submitted under this section shall be evaluated by the commissioner with respect to the following criteria:

(1) the effectiveness of the school or the community school consortium in implementing the full-service community school plan, including the degree to which the school site navigated difficulties encountered in the design and operation of the full-service community school plan, including identification of any federal, state, or local statute or regulation impeding program implementation;

(2) the extent to which the project has produced lessons about ways to improve delivery of community school programming to students;

(3) the degree to which there has been an increase in the number or percentage of students and nonstudents receiving community school programming;

(4) the degree to which there has been an improvement in retention of students and improvement in academic achievement among students receiving community school programming;

(5) local budget savings, if any, resulting from the implementation of the program;

(6) the degree of community stakeholder and institutional partner engagement;

(7) the ability, or anticipated ability, of the school site and partners to continue to provide services in the absence of future funding under this section;

(8) increases in access to services for students and their families; and

(9) the degree of increased collaboration among participating agencies and private partners.

Sec. 15. Minnesota Statutes 2024, section 124D.42, subdivision 9, is amended to read:

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

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

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

Sec. 16. Minnesota Statutes 2024, section 124D.861, subdivision 3, is amended to read:

Subd. 3. **Public engagement; progress report and budget process.** (a) To receive revenue under section 124D.862, the school board of an eligible district must incorporate school and district plan components under section 120B.11 into the district's comprehensive integration plan.

(b) A school board must hold at least one formal annual hearing to publicly report its progress in realizing the goals identified in its plan. At the hearing, the board must provide the public with longitudinal data demonstrating district and school progress in reducing the disparities in student academic performance among the specified categories of students, in improving students' equitable access to effective and more diverse teachers, and in realizing racial and economic diversity and integration, consistent with the district plan and the measures in paragraph (a). At least 30 days before the formal hearing under this paragraph, the board must post its plan, its preliminary analysis, relevant student performance data, and other longitudinal data on the district's website. A district must hold one hearing to meet the hearing requirements of both this section and section 120B.11. Annually by October 15, a school board must submit a report of its progress in realizing the goals identified in its comprehensive integration plan to the commissioner of education in the form and manner determined by the commissioner.

(c) The district must submit a detailed budget to the commissioner by March 15 in the year before it implements its plan. The commissioner must review, and approve or disapprove the district's budget by June 1 of that year.

(d) The longitudinal data required under paragraph (b) must be based on student growth and progress in reading and mathematics, as defined under section 120B.303, and student performance data and achievement reports from fully adaptive reading and mathematics assessments for grades 3 through 7 beginning in the 2015-2016 school year under section 120B.302, and either (i) school enrollment choices, (ii) the number of world language proficiency or high achievement certificates awarded under section 120B.022, subdivision 1a, or the number of state bilingual and multilingual seals issued under section 120B.022, subdivision 1b, or (iii) school safety and students' engagement and connection at school under section 120B.35, subdivision 3, paragraph (d). Additional longitudinal data may be based on: students' progress toward career and college readiness under section 120B.307; or rigorous coursework completed under section 120B.35, subdivision 3, paragraph (c), clause (2).

Sec. 17. Minnesota Statutes 2024, section 124D.861, subdivision 4, is amended to read:

Subd. 4. **Timeline and implementation.** A board must approve its plan and submit it to the department by March 15. If a district that is part of a multidistrict council applies for revenue for a plan, the individual district shall not receive revenue unless it ratifies the plan adopted by the multidistrict council. Each plan has a term of three years. ~~For the 2014-2015 school year, an eligible district under this section must submit its plan to the commissioner for review by March 15, 2014. For the 2013-2014 school year only, an eligible district may continue to implement its current plan until the commissioner approves a new plan under this section.~~

Sec. 18. Minnesota Statutes 2024, section 124D.862, subdivision 1, is amended to read:

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

(b) In each year, an amount equal to ~~0.3~~ 1.3 percent of each district's initial achievement and integration revenue for the second prior fiscal year is transferred to the department for the oversight and accountability activities required under this section and section 124D.861.

EFFECTIVE DATE. This section is effective for revenue in fiscal year 2026 and later.

Sec. 19. Minnesota Statutes 2024, section 124D.862, subdivision 8, is amended to read:

Subd. 8. **Commissioner authority to withhold revenue.** (a) The commissioner must review the results of each district's integration and achievement plan by ~~August~~ January 1 at the end of the third year of implementing the plan and determine if the district met its goals.

(b) If a district met its goals, it may submit a new three-year plan to the commissioner for review.

(c) If a district has not met its goals, the commissioner must:

(1) guide the district in the development of an improvement plan and timeline that identifies strategies and practices designed to meet the district's goals under this section and section 120B.11; and

(2) direct the district to use up to 20 percent of the district's integration revenue, until the district's goals are reached, to implement the improvement plan.

Sec. 20. Minnesota Statutes 2024, section 124D.98, subdivision 1, is amended to read:

Subdivision 1. **Literacy ~~incentive~~ aid.** A district's literacy ~~incentive~~ aid equals the sum of the proficiency aid under subdivision 2, and the growth aid under subdivision 3.

Sec. 21. Minnesota Statutes 2024, section 124D.98, subdivision 5, is amended to read:

Subd. 5. **Literacy ~~incentive~~ aid uses.** A school district must use its literacy ~~incentive~~ aid to ~~support implementation of evidence-based reading instruction~~ meet the requirements and goals adopted in the district's local literacy plan under section 120B.12, subdivision 4a. ~~The following are eligible uses of literacy incentive aid:~~

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

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

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

~~(4) employing an intervention specialist;~~

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

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

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

EFFECTIVE DATE. This section is effective for revenue in fiscal year 2026 and later.

Sec. 22. Laws 2023, chapter 55, article 2, section 64, subdivision 16, as amended by Laws 2024, chapter 115, article 2, section 16, is amended to read:

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

$	7,500,000	.....	2024
$	7,500,000	.....	2025

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

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

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

(3) any other applicants.

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

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

(e) ~~Any balance in the first year does not cancel but is available in the second year.~~ This appropriation is available until June 30, 2027.

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

Sec. 23. Laws 2023, chapter 55, article 2, section 64, subdivision 20, is amended to read:

Subd. 20. **Innovation service learning grants.** (a) For innovative service-learning grants under article 2, section 59:

$	1,000,000	.....	2024
$	0	.....	2025

(b) ~~Any balance in the first year does not cancel but is available in the second year~~ This appropriation is available until June 30, 2026.

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

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

Sec. 24. **APPROPRIATIONS.**

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

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

$	85,619,000	.....	2026
$	85,222,000	.....	2027

(b) The 2026 appropriation includes $8,446,000 for 2025 and $77,173,000 for 2026.

(c) The 2027 appropriation includes $8,575,000 for 2026 and $76,647,000 for 2027.

Subd. 3. **Alternative programs.** (a) For a grant to the Minnesota Association of Alternative Programs STARS (Success, Teamwork, Achievement, Recognition, and Self-esteem) program to help students in alternative programs develop employment, academic, and social skills and to support student participation in trainings and conferences:

$	55,000	.....	2026
$	55,000	.....	2027

(b) Minnesota Statutes, section 16B.98, subdivision 14, does not apply to this appropriation.

(c) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

(d) This is a onetime appropriation.

Subd. 4. **College entrance examination reimbursement.** (a) To reimburse districts for the costs of college entrance examination fees for students who are eligible for free or reduced-price meals who take the ACT or SAT test under Minnesota Statutes, section 120B.30, subdivision 16:

$	1,011,000	.....	2026
$	1,011,000	.....	2027

(b) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 5. **COMPASS and MTSS.** (a) To support the development and implementation of the MTSS framework and the Collaborative Minnesota Partnerships to Advance Student Success (COMPASS) school improvement model:

$	13,000,000	.....	2026
$	13,000,000	.....	2027

(b) Of this amount, $5,000,000 each year is to support implementation of MTSS and COMPASS. Funds must be used to support increased capacity at the Department of Education and the Minnesota service cooperatives for implementation supports. Funds may be used to contract with the University of Minnesota Center for Applied Research and Educational Improvement to support implementation and evaluation of the MTSS framework.

(c) Of this amount, $5,000,000 each year is reserved for grants to school districts, charter schools, Tribal contract schools, and cooperative units as defined in Minnesota Statutes, section 123A.24, subdivision 2, for implementation of MTSS, including: hiring local MTSS coordinators; deferring costs for personnel to participate in cohort activities and professional learning; and piloting the Department of Education One Plan, the consolidation of multiple reporting structures to streamline various applications, reports, and submissions by school districts and charter schools. Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to five percent of this amount is available for program and grant administration.

(d) Of this amount, $3,000,000 each year must be used to develop a regional network focusing on mathematics to provide dedicated mathematics trainers and coaches to train regional support staff from the Minnesota service cooperatives and to support school leaders and teachers to implement evidence-based instructional strategies in mathematics. Funds may also be used to host an annual mathematics standards-based instructional institute.

(e) Support for school districts, charter schools, and cooperative units under this subdivision may include but is not limited to:

(1) partnering with the Minnesota Service Cooperatives to support districts in implementing COMPASS to support schools in the areas of literacy, math, social-emotional learning, and mental health using the MTSS framework;

(2) providing support to districts and charter schools identified under Minnesota Statutes, section 120B.11;

(3) providing support to districts and charter schools to streamline various applications, reports, and submissions to the Department of Education through One Plan;

(4) providing training, guidance, and implementation resources for MTSS, including a universal screening process approved by the Department of Education to identify students who may be at risk of experiencing academic, behavioral, and social-emotional development difficulties;

(5) providing guidance to convene school-based teams to analyze data provided by screenings and resources for related identification, instruction, and intervention methods;

(6) dyslexia screening and interventions that are evidence-based;

(7) requiring school districts and charter schools to provide parents of students identified in screenings with notice of screening findings and related support information;

(8) requiring districts and charter schools to provide at-risk students with interventions and to monitor the effectiveness of these interventions and student progress; and

(9) developing and annually reporting findings regarding the implementation of MTSS.

(f) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 6. **Computer science education advancement.** (a) For computer science advancement:

$	500,000	.....	2026
$	500,000	.....	2027

(b) Of this amount, $150,000 in each year is for the computer science supervisor.

(c) Eligible uses of the appropriation include expenses related to the implementation of Laws 2023, chapter 55, article 2, section 61, as amended by Laws 2024, chapter 115, article 2, section 12, and expenses related to the development, advancement, and promotion of kindergarten through grade 12 computer science education.

(d) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 7. **Concurrent enrollment aid.** (a) For concurrent enrollment aid under Minnesota Statutes, section 124D.091:

$	4,000,000	.....	2026
$	4,000,000	.....	2027

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

(c) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 8. **Ethnic studies community consultation.** (a) To consult with community members throughout Minnesota on the development of ethnic studies curricula, resources, and implementation support:

$	150,000	.....	2026
$	150,000	.....	2027

(b) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 9. **Ethnic studies school grants.** (a) For competitive grants to school districts, charter schools, and Tribal contract schools to develop, evaluate, and implement ethnic studies courses:

$	700,000	.....	2026
$	700,000	.....	2027

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

(c) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to five percent of the appropriation in each year is available for grant administration.

(d) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 10. **Examination fees; teacher training and support programs.** (a) For students' advanced placement and international baccalaureate examination fees under Minnesota Statutes, section 120B.13, subdivision 3, and for training and related costs for teachers and other interested educators under Minnesota Statutes, section 120B.13, subdivision 1:

$	4,500,000	.....	2026
$	4,500,000	.....	2027

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

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

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

(e) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 11. **Full-service community schools.** (a) For grants to plan or expand the full-service community schools program under Minnesota Statutes, section 124D.231:

$	5,000,000	.....	2026
$	5,000,000	.....	2027

(b) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to two percent of the appropriation in each year is available for grant administration.

(c) The fiscal year 2026 appropriation is available until June 30, 2029. The fiscal year 2027 appropriation is available until June 30, 2030.

(d) The base for fiscal year 2028 and later is $4,000,000.

Subd. 12. **Grants to increase science, technology, engineering, and math course offerings.** (a) For grants to schools to encourage low-income and other underserved students to participate in advanced placement and international baccalaureate programs according to Minnesota Statutes, section 120B.132:

$	250,000	.....	2026
$	250,000	.....	2027

(b) To the extent practicable, the commissioner must distribute grant funds equitably among geographic areas in the state, including to schools located in greater Minnesota and in the seven-county metropolitan area.

(c) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to three percent of the appropriation in each year is for grant administration.

(d) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 13. **Implementation of education on the Holocaust, genocide of Indigenous Peoples, and other genocides.** (a) For implementation of requirements for education on the Holocaust, genocide of Indigenous Peoples, and other genocides under Minnesota Statutes, section 120B.252:

$	75,000	.....	2026
$	75,000	.....	2027

(b) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 14. **Interdistrict desegregation or integration transportation grants.** For interdistrict desegregation or integration transportation grants under Minnesota Statutes, section 124D.87:

$	16,396,000	.....	2026
$	18,157,000	.....	2027

Subd. 15. **Literacy aid.** (a) For literacy aid under Minnesota Statutes, section 124D.98:

$	40,686,000	.....	2026
$	40,897,000	.....	2027

(b) The 2026 appropriation includes $4,057,000 for 2025 and $36,629,000 for 2026.

(c) The 2027 appropriation includes $4,069,000 for 2026 and $36,828,000 for 2027.

Subd. 16. **Minnesota Center for the Book programming.** (a) For grants to the entity designated by the Library of Congress as the Minnesota Center for the Book to provide statewide programming related to the Minnesota Book Awards and for additional programming throughout the state related to the Center for the Book designation:

$	200,000	.....	2026
$	200,000	.....	2027

(b) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to three percent of the appropriation in each year is available for grant administration.

(c) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

(d) This is a onetime appropriation.

Subd. 17. **Minnesota Independence College and Community.** (a) For transfer to the Office of Higher Education for grants to Minnesota Independence College and Community for tuition reduction and institutional support:

$	625,000	.....	2026
$	625,000	.....	2027

(b) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

(c) By January 15 of each year, Minnesota Independence College and Community must submit a report detailing expenditures, activities, and outcomes to the commissioner and the chairs and ranking minority members of the legislative committees with jurisdiction over kindergarten through grade 12 education.

(d) This is a onetime appropriation.

Subd. 18. **Minnesota math corps.** (a) For the Minnesota math corps program under Minnesota Statutes, section 124D.42, subdivision 9:

$	2,000,000	.....	2026
$	1,000,000	.....	2027

(b) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 19. **Minnesota Principals Academy.** (a) For grants to the University of Minnesota College of Education and Human Development for the operation of the Minnesota Principals Academy:

$	200,000	.....	2026
$	200,000	.....	2027

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

(c) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

(d) This is a onetime appropriation.

Subd. 20. **Minnesota Youth Council.** (a) For grants to the Minnesota Alliance With Youth for the activities of the Minnesota Youth Council:

$	375,000	.....	2026
$	375,000	.....	2027

(b) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to three percent of the appropriation in each year is available for grant administration.

(c) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

(d) This is a onetime appropriation.

Subd. 21. **Museums and education centers.** (a) For grants to museums and education centers:

$	1,791,000	.....	2026
$	1,791,000	.....	2027

(b) $500,000 each year is for the Minnesota Children's Museum.

(c) $106,000 each year is for the Children's Museum of Rochester.

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

(e) $100,000 each year is for The Bakken Museum, Minneapolis.

(f) $60,000 each year is for the Headwaters Science Center.

(g) $132,000 each year is for The Works Museum, Bloomington.

(h) $89,000 each year is for the WonderTrek Children's Museum, Brainerd-Baxter.

(i) $82,000 each year is for the Otter Cove Children's Museum, Fergus Falls.

(j) $82,000 each year is for the Children's Discovery Museum, Grand Rapids.

(k) $82,000 each year is for the Wheel and Cog Children's Museum, Hutchinson.

(l) $82,000 each year is for the Village Children's Museum, Willmar.

(m) $89,000 each year is for the Duluth Children's Museum, Duluth.

(n) $132,000 each year is for the Children's Museum of Southern Minnesota, Mankato.

(o) $132,000 each year is for the Great River Children's Museum, St. Cloud.

(p) $82,000 each year is for the Children's Discovery Museum, Breckenridge.

(q) A recipient of a grant under this subdivision must use the funds to encourage and increase access for historically underserved communities.

(r) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to three percent of the appropriation in each year is available for grant administration.

(s) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 22. **Nonexclusionary discipline.** (a) For grants to school districts and charter schools to provide training for school staff on nonexclusionary disciplinary practices:

$	1,750,000	.....	2026
$	1,750,000	.....	2027

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

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

(d) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to five percent of the appropriation in each year is available for grant administration.

(e) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 23. **P-TECH schools.** (a) For P-TECH implementation grants under Minnesota Statutes, section 124D.093, subdivision 5:

$	791,000	.....	2026
$	791,000	.....	2027

(b) The department may award start-up and mentoring and technical assistance grants beginning in fiscal year 2026. Of the amount in fiscal year 2026, at least $500,000 is for a support grant to a public-private partnership that includes Independent School District No. 535, Rochester. Of the amount in fiscal year 2027, at least $250,000 is for a support grant to a public-private partnership that includes Independent School District No. 535, Rochester.

(c) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, the department may retain money from this appropriation for administrative costs under Minnesota Statutes, section 124D.093, subdivision 5.

(d) This appropriation is available until June 30, 2029.

(e) The base for fiscal year 2028 and later is $791,000, of which at least $250,000 each year is for a support grant to a public-private partnership that includes Independent School District No. 535, Rochester.

Subd. 24. **Paraprofessional training.** (a) For compensation associated with paid orientation and professional development for paraprofessionals under Minnesota Statutes, section 121A.642:

$	4,721,000	.....	2026
$	5,000,000	.....	2027

(b) The 2026 appropriation includes $221,000 for 2025 and $4,500,000 for 2026.

(c) The 2027 appropriation includes $500,000 for 2026 and $4,500,000 for 2027.

Subd. 25. **Recovery program grants.** (a) For recovery program grants under Minnesota Statutes, section 124D.695:

$	750,000	.....	2026
$	750,000	.....	2027

(b) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to three percent of the appropriation in each year is for grant administration.

(c) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 26. **Sanneh Foundation.** (a) For grants to the Sanneh Foundation:

$	1,500,000	.....	2026
$	450,000	.....	2027

(b) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to three percent of the appropriation in each year is available for grant administration.

(c) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

(d) This is a onetime appropriation.

Subd. 27. **ServeMinnesota program.** (a) For funding ServeMinnesota programs under Minnesota Statutes, sections 124D.37 to 124D.45:

$	900,000	.....	2026
$	900,000	.....	2027

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

(c) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 28. **Starbase MN.** (a) For a grant to Starbase MN for a rigorous science, technology, engineering, and math program providing students in grades 4 through 6 with a multisensory learning experience and a hands-on curriculum in an aerospace environment using state-of-the-art technology:

$	500,000	.....	2026
$	500,000	.....	2027

(b) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

(c) This is a onetime appropriation.

Subd. 29. **Statewide testing and reporting system.** (a) For the statewide testing and reporting system under Minnesota Statutes, sections 120B.302 and 120B.305:

$	10,892,000	.....	2026
$	10,892,000	.....	2027

(b) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 30. **Student organizations.** (a) For elementary or secondary student organizations:

$	1,084,000	.....	2026
$	1,084,000	.....	2027

(b) $68,000 each year is for student organizations serving health occupations (HOSA).

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

(d) $122,000 each year is for student organizations serving business occupations (BPA).

(e) $322,000 each year is for student organizations serving agriculture occupations (FFA).

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

(g) $202,000 each year is for student organizations serving marketing occupations (DECA).

(h) $85,000 each year is for the Minnesota Foundation for Student Organizations. Of this amount, $30,000 each year must be used for direct support of underserved and special student populations.

(i) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Sec. 25. **REVISOR INSTRUCTION.**

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

Column A	Column B
Laws 2017, First Special Session chapter 5, article 2, section 52	124F.01

124D.085	124F.02
124D.093	124F.03
124D.4535	124F.04
124D.46	124F.05
124D.47	124F.06
124D.48	124F.07
124D.49	124F.08
124D.50	124F.09

(b) Paragraph (a) is intended to be a reorganization of statutes relating to Education Innovation in Minnesota Statutes, chapter 124F, and not intended to change the meaning or prior interpretation of those laws.

Sec. 26. **REPEALER.**

Minnesota Statutes 2024, section 123B.935, subdivision 2, is repealed.

ARTICLE 3

TEACHERS

Section 1. Minnesota Statutes 2024, section 120B.117, subdivision 4, is amended to read:

Subd. 4. **Reporting.** The ~~Professional Educator Licensing and Standards Board~~ Department of Education must collaborate with the ~~Department of Education~~ Professional Educator Licensing and Standards Board and the Office of Higher Education to publish a summary report of each of the programs they administer and any other programs receiving state appropriations that have or include an explicit purpose of increasing the racial and ethnic diversity of the state's teacher workforce to more closely reflect the diversity of students. The report must include programs under sections 122A.59, 122A.63, 122A.635, 122A.70, 122A.73, 124D.09, 124D.861, 136A.1274, 136A.1276, and 136A.1791, along with any other programs or initiatives that receive state appropriations to address the shortage of teachers of color and American Indian teachers. The ~~board~~ commissioner must, in coordination with the Professional Educator Licensing and Standards Board and the Office of Higher Education ~~and Department of Education~~, provide policy and funding recommendations related to state-funded programs to increase the recruitment, preparation, licensing, hiring, and retention of racially and ethnically diverse teachers and the state's progress toward meeting or exceeding the goals of this section. The report must include recommendations for state policy and funding needed to achieve the goals of this section, plans for sharing the report and activities of grant recipients, and opportunities among grant recipients of various programs to share effective practices with each other. The initial report must also include a recommendation of whether a state advisory council should be established to address the shortage of racially and ethnically diverse teachers and what the composition and charge of such an advisory council would be if established. The ~~board~~ commissioner must consult with the Indian Affairs Council and other ethnic councils along with other community partners, including students of color and American Indian students, in developing the report. The ~~board~~ commissioner must submit the report to the chairs and ranking minority members of the legislative committees with jurisdiction over education and higher education policy

and finance by November 3, 2025, for the initial report, and by November 3 each even-numbered year thereafter. The report must be available to the public on the ~~board's~~ commissioner's website.

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

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

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

(2) the program provides a student teaching program;

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

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

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

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

Sec. 3. Minnesota Statutes 2024, section 122A.092, subdivision 5, is amended to read:

Subd. 5. **Reading strategies.** (a) A teacher preparation provider approved by the Professional Educator Licensing and Standards Board to prepare persons for classroom teacher licensure must include in its teacher preparation programs evidence-based best practices in reading, consistent with sections 120B.118 to 120B.124, including instruction on phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Instruction on reading must enable the licensure candidate to teach reading in the candidate's content areas. Teacher candidates must be instructed in using students' native languages as a resource in creating effective differentiated instructional strategies for English learners developing literacy skills. ~~A teacher preparation provider also must prepare early childhood and elementary teacher candidates for Tier 3 and Tier 4 teaching licenses under sections 122A.183 and 122A.184, respectively.~~

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

(1) teach students to read using foundational knowledge, practices, and strategies consistent with sections 120B.118 to 120B.124, with emphasis on mastery of foundational reading skills so that students achieve continuous progress in reading; and

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

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

(1) the nature and symptoms of dyslexia;

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

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

(4) outcomes of intervention and lack of intervention for students who show characteristics of dyslexia.

(d) Nothing in this section limits the authority of a school district to select a school's reading program or curriculum.

Sec. 4. Minnesota Statutes 2024, section 122A.441, is amended to read:

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

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

(1) the applicant:

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

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

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

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

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

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

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

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

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

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

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

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

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

Sec. 5. Minnesota Statutes 2024, section 122A.59, is amended by adding a subdivision to read:

Subd. 6. **Expiration.** This section expires June 30, 2029, and any balance remaining in the account is canceled to the general fund.

Sec. 6. Minnesota Statutes 2024, section 122A.635, is amended to read:

122A.635 ~~COLLABORATIVE URBAN AND GREATER MINNESOTA EDUCATORS OF COLOR GRANT PROGRAM~~ EDUCATOR TUITION ASSISTANCE PROGRAM.

Subdivision 1. **Establishment.** The ~~Professional Educator Licensing and Standards Board~~ Department of Education must award competitive grants to increase the number of teacher candidates who are of color or who are American Indian, complete teacher preparation programs, and meet the requirements for a Tier 3 license under section 122A.183. Eligibility for a grant under this section is limited to public or private higher education institutions that offer a teacher preparation program approved by the Professional Educator Licensing and Standards Board.

Subd. 2. **Competitive grants.** (a) The ~~Professional Educator Licensing and Standards Board~~ commissioner must award competitive grants to a variety of higher education institution types under this section. The ~~board~~ commissioner must require an applicant institution to submit a plan describing how it would use grant funds to increase the number of teachers who are of color or who are American Indian~~, and must award grants based on the following criteria, listed in descending order of priority~~. To the extent practicable, the commissioner must award grants based on the following criteria:

(1) program outcomes, including graduation or program completion rates and licensure recommendation rates for candidates who are of color or who are American Indian compared to all candidates enrolled in a teacher preparation program at the institution and, for each outcome measure, the number of teacher candidates who are of color or who are American Indian;

(2) the extent to which an institution's plan is clear in describing how the institution would use grant funds for implementing explicit research-based practices to provide programmatic support to teacher candidates who are of color or who are American Indian. Plans for grant funds may include:

(i) recruiting more racially and ethnically diverse candidates for admission to teacher preparation programs;

(ii) providing differentiated advising, mentoring, or other supportive community-building activities in addition to what the institution provides to all candidates enrolled in the institution;

(iii) providing academic tutoring or support to help teacher candidates pass required assessments; and

(iv) providing for program staffing expenses;

(3) an institution's plan to provide direct financial assistance as scholarships or stipends ~~within the allowable dollar range determined by the board under subdivision 3, paragraph (b),~~ to teacher candidates who are of color or who are American Indian, not to exceed $5,000 per academic year for each candidate. The purpose of direct financial assistance is to provide cost of attendance financial assistance to candidates matriculating through the licensure program if they demonstrate financial need;

(4) whether the institution has previously received a competitive grant under this section and has demonstrated positive outcomes from the use of grant funds for efforts helping teacher candidates who are of color or who are American Indian to enroll in and successfully complete teacher preparation programs and be recommended for licensure;

(5) geographic diversity among the applicant institutions. ~~In order to expand the number of grant recipients throughout the state, whenever there is at least a 20 percent increase in the base appropriation for this grant program, the board must prioritize awarding grants to institutions outside of the Twin Cities metropolitan area. If the board awards a grant based on the criteria in paragraph (a) to a program that has not previously received funding, the board must thereafter give priority to the program equivalent to other programs that have received grants and demonstrated positive outcomes~~ To the extent there are sufficient applications, and to the extent practicable, the commissioner must award an equal number of grants between applicants in greater Minnesota and those in the seven-county metropolitan area; and

(6) the percentage of racially and ethnically diverse teacher candidates enrolled in the ~~institution~~ teacher preparation program compared to~~:~~ the aggregate percentage of students of color and American Indian students enrolled in the institution, regardless of major.

~~(i) the aggregate percentage of students of color and American Indian students enrolled in the institution, regardless of major; and~~

~~(ii) the percentage of underrepresented racially and ethnically diverse teachers in the economic development region of the state where the institution is located and where a shortage of diverse teachers exists, as reported under section 122A.091, subdivision 5.~~

(b) The ~~board~~ commissioner must not penalize an applicant institution in the grant review process for using grant funds only to provide direct financial support to teacher candidates if that is the institution's priority and the institution uses other resources to provide programmatic support to candidates.

(c) The ~~board~~ commissioner must determine award amounts for development, maintenance, or expansion of programs based only on the degree to which applicants meet the criteria in this subdivision, the number

of candidates who are of color or who are American Indian supported by an applicant program, and funds available.

(d) ~~The board must determine grant awards in part by multiplying the number of teacher candidates to be provided direct financial assistance by the average amount the institution proposes per candidate that is within the allowable dollar range. After assessing an institution's adherence to grant criteria and funds available, the board may grant an institution a lower average amount per candidate and the institution may decide to award less per candidate or provide financial assistance to fewer candidates within the allowable range. Additionally, an institution may use up to 25 percent of the awarded grant funds to provide programmatic support as described in paragraph (a), clause (3). If the board does not award an applicant institution's full request, the board must allow the institution to modify how it uses grant funds to maximize program outcomes consistent with the requirements of this section.~~ The commissioner must allow an institution to use up to 25 percent of the awarded grant funds to provide programmatic support for the teacher candidates receiving financial support.

Subd. 3. **Grant program administration.** (a) ~~The Professional Educator Licensing and Standards Board may enter into an interagency agreement with the Office of Higher Education. The agreement may include a transfer of funds to the Office of Higher Education to help establish and administer the competitive grant process. The board must award grants to institutions located in various economic development regions throughout the state, but~~ The department must not predetermine the number of institutions to be awarded grants under this section or set a limit for the amount that any one institution may receive as part of the competitive grant application process.

~~(b) The board must establish a standard allowable dollar range for the amount of direct financial assistance an applicant institution may provide to each candidate. To determine the range, the board may collect de-identified data from institutions that received a grant during the previous grant period and calculate the average scholarship amount awarded to all candidates across all institutions using the most recent fiscal year data available. The calculation may be used to determine a scholarship range that is no more than 25 percent of this amount and no less than half the average of this amount. The purpose of direct financial assistance is to assist candidates matriculating through completing licensure programs if they demonstrate financial need after considering other grants and scholarships provided.~~

~~(c)~~ (b) All grants must be awarded by August 15 of the fiscal year in which the grants are to be used. The deadline must be extended if changes to the grant program or appropriation impact the timeline for grant awards. An institution that receives a grant under this section may use the grant funds ~~over a two-~~ up to a four-year period to sustain support for teacher candidates at any stage from recruitment and program admission to graduation and licensure application. For grantees who receive multiple awards that overlap in the same academic years, the maximum combined total of direct financial assistance that an institution may provide to the same teacher candidate in the same academic year is $10,000.

Subd. 4. **Report.** (a) By August 15 of each year, an institution awarded a grant under this section must prepare for the ~~board~~ commissioner a detailed report regarding the expenditure of grant funds, including the amounts used to recruit, retain, and support teacher candidates of color or American Indian teacher candidates to complete programs and be recommended for licensure. The report must include:

(1) the total number of teacher candidates of color and American Indian teacher candidates who:

(i) are enrolled in the institution;

(ii) are supported by grant funds with direct financial assistance during the academic reporting year;

(iii) are supported with other programmatic supports;

(iv) are recruited and newly admitted to a licensure program;

(v) are enrolled in a licensure program;

(vi) have completed a licensure program; and

(vii) were recommended for licensure in the field for which they were prepared;

(2) the total number of teacher candidates of color or American Indian teacher candidates at each stage from program admission to licensure recommendation as a percentage of all candidates seeking the same licensure at the institution; and

(3) a brief narrative describing the successes and challenges of efforts proposed in the grant application to support candidates with grant funds, and lessons learned for future efforts.

(b) By November 1 of each year, the ~~board~~ commissioner must post a report on its website summarizing the activities and outcomes of grant recipients and results that promote sharing of effective practices and lessons learned among grant recipients.

Subd. 5. **Positions transferred.** All classified and unclassified positions associated with the administration of grant programs being transferred to the Department of Education under this section are transferred with their incumbents in accordance with section 15.039, subdivision 7, except as otherwise provided in section 122A.07.

Sec. 7. Minnesota Statutes 2024, section 122A.70, subdivision 2, is amended to read:

Subd. 2. **~~Board~~ Grants.** (a) The ~~Professional Educator Licensing and Standards Board~~ Department of Education must make grant application forms available to sites interested in developing, sustaining, or expanding a mentorship program.

(b) The following ~~applicants~~ are eligible for a program grant:

(1) a school district, charter school, or cooperative unit, on behalf of its participating school sites;

(2) a Tribal contract school;

(3) a coalition of teachers; ~~and~~

(4) a higher education institution;

(5) a nonprofit organization;

(6) a professional organization; and

~~(4)~~ (7) a coalition of two or more applicants that are individually eligible for a grant.

A higher education institution, professional organization, or nonprofit organization ~~may~~ must partner with ~~an eligible grant applicant but is not eligible as a sole applicant for grant funds~~ a school district, charter school, cooperative unit, Tribal contract school, or coalition of teachers to apply for a grant.

(c) The ~~Professional Educator Licensing and Standards Board, in consultation with the teacher mentoring task force,~~ commissioner must approve or disapprove the applications. To the extent possible, the approved applications must reflect effective mentoring, professional development, and retention components, and be

geographically distributed throughout the state. ~~The Professional Educator Licensing and Standards Board must encourage the selected sites to consider the use of its assessment procedures.~~

Sec. 8. Minnesota Statutes 2024, section 122A.70, subdivision 3, is amended to read:

Subd. 3. **Criteria for selection.** (a) ~~At a minimum,~~ Applicants for grants under subdivision 2 must express commitment to:

(1) allow staff participation;

(2) assess skills of both beginning and mentor teachers;

(3) provide appropriate in-service to needs identified in the assessment;

(4) provide leadership to the effort;

(5) cooperate with higher education institutions or teacher educators;

(6) provide facilities and other resources;

(7) share findings, materials, and techniques with other school districts; and

(8) retain teachers of color and teachers who are American Indian.

(b) The ~~Professional Educator Licensing and Standards Board~~ commissioner must give priority to applications to fund programs to induct, mentor, and retain ~~Tier 2 or Tier 3~~ teachers who are of color or who are American Indian~~,~~ and ~~Tier 2 or Tier 3~~ teachers in licensure shortage areas within the applicant's economic development region.

Sec. 9. Minnesota Statutes 2024, section 122A.70, subdivision 5, is amended to read:

Subd. 5. **Program implementation.** A grant recipient may use grant funds on implementing activities over a period of time up to 24 months. New and expanding mentorship sites that receive a ~~board~~ grant under subdivision 2 to design, develop, implement, and evaluate their program must participate in activities that support program development and implementation.

Sec. 10. Minnesota Statutes 2024, section 122A.70, subdivision 5a, is amended to read:

Subd. 5a. **Grant program administration.** The ~~Professional Educator Licensing and Standards Board~~ commissioner may enter into an interagency agreement with the Office of Higher Education or the ~~Department of Education~~ Professional Educator Licensing and Standards Board. The agreement may include a transfer of funds to the Office of Higher Education or the ~~Department of Education~~ Professional Educator Licensing and Standards Board to help administer the competitive grant process.

Sec. 11. Minnesota Statutes 2024, section 122A.70, subdivision 6, is amended to read:

Subd. 6. **Report.** By September 30 of each year after receiving a grant, recipients must submit a report to ~~the Professional Educator Licensing and Standards Board~~ the Department of Education on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention. The ~~board~~ commissioner must publish a summary report for the public and submit the report to the committees of the legislature with jurisdiction over kindergarten through grade 12

education policy and finance in accordance with section 3.302 by November 30 of each even-numbered year.

Sec. 12. Minnesota Statutes 2024, section 122A.70, is amended by adding a subdivision to read:

Subd. 7. **Positions transferred.** Classified and unclassified positions associated with the administration of grant programs being transferred to the Department of Education under this section are transferred with their incumbents in accordance with section 15.039, subdivision 7, except as otherwise provided in section 122A.07.

Sec. 13. Minnesota Statutes 2024, section 124D.901, is amended to read:

124D.901 STUDENT SUPPORT PERSONNEL AID.

Subdivision 1. **Definitions.** For the purposes of this section, the following terms have the meanings given:

(1) "new position" means a student support services personnel full-time or part-time position not under contract by a school district, charter school, or cooperative unit at the start of the 2022-2023 school year;

(2) "part-time position" means a student support services personnel position less than 1.0 full-time equivalent at the start of the 2022-2023 school year; and

~~(3) "American Rescue Plan Act" means the federal American Rescue Plan Act of 2021, Public Law 117-2, that awarded funds; and~~

~~(4)~~ (3) "student support services personnel" means an individual licensed to serve as a school counselor, school psychologist, school social worker, school nurse, or chemical dependency counselor in Minnesota.

Subd. 2. **Purpose.** The purpose of student support personnel aid is to:

(1) address shortages of student support services personnel within Minnesota schools;

(2) decrease caseloads for existing student support services personnel to ensure effective services;

(3) ensure that students receive effective student support services and integrated and comprehensive services to improve prekindergarten through grade 12 academic, physical, social, and emotional outcomes supporting career and college readiness and effective school mental health services;

(4) ensure that student support services personnel serve within the scope and practice of their training and licensure;

(5) fully integrate learning supports, instruction, assessment, data-based decision making, and family and community engagement within a comprehensive approach that facilitates interdisciplinary collaboration; and

(6) improve student health, school safety, and school climate to support academic success and career and college readiness.

Subd. 3. **Student support personnel aid.** (a) The initial student support personnel aid for ~~a~~ an independent or special school district equals the greater of the student support personnel allowance times the adjusted pupil units at the district for the current fiscal year or $40,000. The initial student support personnel aid for a charter school equals the greater of the student support personnel allowance times the

adjusted pupil units at the charter school for the current fiscal year or $20,000. Aid under this paragraph must be reserved in a fund balance that, beginning in fiscal year 2025, may not exceed the greater of the aid entitlement in the prior fiscal year or the fund balance in the prior fiscal year.

(b) The cooperative student support personnel aid for ~~a~~ an independent or special school district that is a member of an intermediate school district or other cooperative unit that serves students equals the greater of the cooperative student support allowance times the adjusted pupil units at the district for the current fiscal year or $40,000. If a district is a member of more than one cooperative unit that serves students, the revenue must be allocated among the cooperative units. Aid under this paragraph must not exceed actual expenditures.

(c) The student support personnel allowance equals ~~$11.94 for fiscal year 2024,~~ $17.08 for fiscal year 2025, ~~and $48.73~~ $30.05 for fiscal ~~year~~ years 2026 and 2027, and $34.32 for fiscal year 2028 and later.

(d) The cooperative student support allowance equals ~~$0.60 for fiscal year 2024,~~ $0.85 for fiscal year 2025~~,~~ and ~~$2.44~~ $1.60 for fiscal year 2026 and later.

Subd. 4. **Allowed uses.** (a) Aid under this section must be used to ~~hire~~ enhance student support services by:

(1) increasing new ~~positions for~~ student support services personnel ~~or increase~~ positions;

(2) increasing a current student support services personnel position that is less than 1.0 full-time equivalent to a greater number of service hours ~~or make~~; or

(3) making permanent a student support services personnel position hired using onetime resources ~~awarded through the federal Coronavirus Aid Relief and Economic Security Act, the federal Consolidated Appropriations Act, the federal Division M-Coronavirus Response and Relief Supplemental Appropriations Act, or the federal American Rescue Plan Act, or to maintain a position that would otherwise be eliminated~~.

(b) Cooperative student support personnel aid must be transferred to the intermediate district or other cooperative unit of which the district is a member and used to hire new positions for student support services personnel or increase a current position that is less than 1.0 full-time equivalent to a greater number of service hours or make permanent a position hired using onetime resources ~~awarded through the American Rescue Plan Act~~ at the intermediate district or cooperative unit.

(c) If a school district, charter school, or cooperative unit does not receive at least two applications and is not able to hire a new full-time equivalent position with student support personnel aid or use the aid as otherwise provided under subdivision 4a, the aid may be used for contracted services from individuals licensed to serve as a school counselor, school psychologist, school social worker, school nurse, or chemical dependency counselor in Minnesota.

(d) In addition to the personnel uses authorized under paragraphs (a), (b), and (c) and subdivision 4a, a district, charter school, or cooperative unit may use up to $5,000 of student support personnel aid each year for the following purposes:

(1) to cover the costs of providing training or job-embedded coaching; or

(2) to cover the costs of student support personnel travel among school sites operated by a single district, charter school, or cooperative unit, or among school sites operated by a cooperative unit's member districts or a group of charter schools.

Subd. 4a. **Additional uses for a school with declining enrollment upon board approval.** (a) If a school district, charter school, or cooperative unit has declining enrollment in fiscal year 2025 or a later fiscal year, and is unable to use student support personnel aid in accordance with subdivision 4, the district, charter school, or cooperative unit may use student support personnel aid to maintain a student support services personnel position if the position would otherwise be eliminated due to budgetary concerns.

(b) For purposes of this subdivision, a school district, charter school, or cooperative unit has declining enrollment for that fiscal year if the school district, charter school, or cooperative unit reports fewer students on its previous year's fall enrollment report than for the second previous year's fall enrollment report.

(c) Before a school board may exercise its authority under this subdivision, the school board must allow for public testimony on the proposal at a regularly scheduled school board meeting before approving a resolution approving the usage of the student support personnel aid for this purpose.

Subd. 5. **Report required.** By February 1 following any fiscal year in which student support personnel aid was received, a school district, charter school, or cooperative unit must submit a written report to the commissioner indicating how the new position affected two or more of the following measures:

(1) school climate;

(2) student health;

(3) attendance rates;

(4) academic achievement;

(5) career and college readiness; and

(6) postsecondary completion rates.

Sec. 14. **TRANSFER OF GRANT ADMINISTRATION AND STAFF.**

Subdivision 1. **Transfer of contracts, obligations, and unexpended funds.** All contracts, obligations, and unexpended funds associated with the administration of grant programs under Minnesota Statutes, sections 122A.635 and 122A.70, are transferred from the Professional Educator Licensing and Standards Board to the Department of Education pursuant to Minnesota Statutes, section 15.039, subdivisions 5, 5a, and 6.

Subd. 2. **Transfer of staff; protections; applicability of collective bargaining agreements.** (a) Personnel relating to the administration of grant programs under Minnesota Statutes, sections 122A.635 and 122A.70, with the Professional Educator Licensing and Standards Board are transferred to the Department of Education beginning August 1, 2025, with 30 days notice from the commissioner of management and budget and after approval by the commissioner.

(b) The following protections apply to employees who are transferred to the department from the Professional Educator Licensing and Standards Board to administer grant programs under Minnesota Statutes, sections 122A.635 and 122A.70:

(1) no transferred employee shall have their employment status and job classification altered as a result of the transfer;

(2) transferred employees who were represented by an exclusive representative prior to the transfer shall continue to be represented by the same exclusive representative after the transfer;

(3) any applicable collective bargaining agreements with exclusive representatives shall continue in full force and effect for transferred employees after the transfer;

(4) when an employee in a temporary unclassified position is transferred to the department, the total length of time that the employee has served in the appointment shall include all time served in the appointment at the transferring agency and the time served in the appointment at the department. An employee in a temporary unclassified position who was hired by a transferring agency through an open competitive selection process in accordance with a policy enacted by the commissioner of management and budget is considered to have been hired through that selection process after the transfer; and

(5) the state must meet and negotiate with the exclusive representatives of the transferred employees about any proposed changes affecting or relating to the transferred employees' terms and conditions of employment to the extent that the proposed changes are not addressed in the applicable collective bargaining agreement.

Subd. 3. **Future transfer.** (a) If the state transfers ownership or control of any facilities, services, or operations of the department related to the administration of grant programs under Minnesota Statutes, sections 122A.635 and 122A.70, to another private or public entity by subcontract, sale, assignment, lease, or other transfer, the state must require as a written condition of the transfer of ownership or control the following:

(1) employees who perform work in the facilities, services, or operations related to the administration of grant programs under Minnesota Statutes, sections 122A.635 and 122A.70, must be offered employment with the entity acquiring ownership or control before the entity offers employment to any individual who was not employed by the transferring agency at the time of the transfer; and

(2) the wage and benefit standards of the transferred employees must not be reduced by the entity acquiring ownership or control through the expiration of the collective bargaining agreement in effect at the time of the transfer or for a period of two years after the transfer, whichever is longer.

(b) There is no liability on the part of, and no cause of action arises against, the state of Minnesota or its officers or agents for any action or inaction of any entity acquiring ownership or control of any facilities, services, or operations of the department related to the administration of grant programs under Minnesota Statutes, sections 122A.635 and 122A.70.

Sec. 15. **APPROPRIATIONS; DEPARTMENT OF EDUCATION.**

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

Subd. 2. **Agricultural educator grants.** (a) For agricultural educator grants under Laws 2017, First Special Session chapter 5, article 2, section 51:

$	250,000	.....	2026
$	250,000	.....	2027

(b) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to three percent of the appropriation in each year is available for grant administration.

(c) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

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

$	88,717,000	.....	2026
$	87,942,000	.....	2027

(b) The 2026 appropriation includes $8,814,000 for fiscal year 2025 and $79,903,000 for fiscal year 2026.

(c) The 2027 appropriation includes $8,878,000 for fiscal year 2026 and $79,064,000 for fiscal year 2027.

Subd. 4. **Black Men Teach Twin Cities.** (a) For a grant to Black Men Teach Twin Cities for the purposes listed in paragraph (c):

$	500,000	.....	2026
$	500,000	.....	2027

(b) Black Men Teach Twin Cities must use the grant to establish partnerships with public elementary schools with a goal of increasing the number of black male teachers to 20 percent of the teachers at each school site. To the extent possible, Black Men Teach Twin Cities must include sites in greater Minnesota, suburban areas, and urban settings.

(c) The grant money may be used for:

(1) scholarships for aspiring teachers;

(2) student teacher stipends;

(3) mentoring activities;

(4) professional development, with an emphasis on early literacy training, including best practices associated with the science of reading; and

(5) stipends for housing to allow a teacher to live closer to the teacher's school.

(d) Black Men Teach Twin Cities must provide a detailed report to the chairs and ranking minority members of the legislative committees with jurisdiction over kindergarten through grade 12 education and higher education by January 15 of each year following the year of a grant award describing how the grant money was used. The report must describe the progress made toward the goal of increasing the number of Black male teachers at each school site, identify the strategies used to recruit Black teachers, and describe barriers Black men face in the teaching profession. The report must be filed in accordance with Minnesota Statutes, section 3.195.

(e) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to three percent of the appropriation in each year is available for grant administration.

(f) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

(g) This is a onetime appropriation.

Subd. 5. **Coalition to Increase Teachers of Color and American Indian Teachers.** (a) For the Board of Directors of the Minnesota Humanities Center for a grant to the Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota for nonlobbying activities and general operating expenses that support the recruitment and retention of racially and ethnically diverse teachers underrepresented in the state's workforce:

$	100,000	.....	2026
$	100,000	.....	2027

(b) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

(c) This is a onetime appropriation.

Subd. 6. **Educator tuition assistance program.** (a) For the educator tuition assistance program under Minnesota Statutes, section 122A.635:

$	4,440,000	.....	2026
$	4,440,000	.....	2027

(b) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to $100,000 of the appropriation in each year is available for grant administration.

(c) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 7. **Concurrent enrollment teacher training program.** (a) For the concurrent enrollment teacher partnership under Minnesota Statutes, section 122A.76:

$	375,000	.....	2026
$	375,000	.....	2027

(b) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 8. **Expanded concurrent enrollment grants.** (a) For grants to institutions offering "Introduction to Teaching" or "Introduction to Education" courses under Minnesota Statutes, section 124D.09, subdivision 10, paragraph (b):

$	500,000	.....	2026
$	500,000	.....	2027

(b) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to five percent of the appropriation in each year is available for grant administration.

(c) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 9. **Grow Your Own pathways to teacher licensure grants.** (a) For grants to develop, continue, or expand Grow Your Own new teacher programs under Minnesota Statutes, section 122A.73, to develop a teaching workforce that more closely reflects the state's increasingly diverse student population and ensure all students have equitable access to effective and diverse teachers:

$ 31,954,000 2026

$ 54,913,000 2027

(b) This appropriation is subject to the requirements under Minnesota Statutes, section 122A.73, subdivision 5.

(c) The base for fiscal year 2028 and later is $11,487,000.

Subd. 10. **Mentoring, induction, and retention incentive program grants.** (a) For mentoring, induction, and retention programs under Minnesota Statutes, section 122A.70:

$ 3,500,000 2026

$ 3,500,000 2027

(b) Of the amounts in paragraph (a), at least $2,500,000 each fiscal year is for grants to develop and expand mentoring, induction, and retention programs designed for teachers of color or American Indian teachers.

(c) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to three percent of the appropriation in each year is available for grant administration.

(d) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 11. **Special education apprenticeship programs.** (a) For grants to intermediate school districts for registered special education apprenticeship programs:

$ 2,000,000 2026

$ 2,000,000 2027

(b) In each year, the department must award grants of $493,000 each to Intermediate School Districts Nos. 287, 288, 916, and 917. Grant recipients must use grant money for registered special education apprenticeship programs. Grant money may be used for:

(1) program oversight and administrative costs incurred by an intermediate school district and its partner higher education institution;

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

(3) stipends for teachers serving as mentors; and

(4) the cost of substitute teachers.

(c) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to $28,000 of the appropriation is available for grant administration.

(d) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

(e) This is a onetime appropriation.

Subd. 12. **Special education teacher pathway program.** (a) For grants to develop special education teacher pathways across Minnesota under Minnesota Statutes, section 122A.77:

$	0	.....	2026
$	10,000,000	.....	2027

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

(c) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 13. **Student support personnel aid.** (a) For student support personnel aid under Minnesota Statutes, section 124D.901:

$	44,950,000	.....	2026
$	45,772,000	.....	2027

(b) The 2026 appropriation includes $3,655,000 for fiscal year 2025 and $41,295,000 for fiscal year 2026.

(c) The 2027 appropriation includes $4,588,000 for fiscal year 2026 and $41,184,000 for fiscal year 2027.

Subd. 14. **Student support personnel workforce pathway.** (a) For a grant program to develop a student support personnel workforce pathway focused on increasing school psychologists, school nurses, school counselors, and school social workers of color and Indigenous providers, professional respecialization, recruitment, and retention:

$	5,000,000	.....	2026
$	5,000,000	.....	2027

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

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

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

(1) "eligible designated trainee" means an individual enrolled in a National Association of School Psychologists approved or American Psychological Association accredited school psychology program granting educational specialist certificates or doctoral degrees in school psychology;

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

(3) "practica" means an educational experience administered and evaluated by a graduate training program, with university and site supervision provided by appropriately credentialed school psychologists,

to develop trainees' competencies to provide school psychological services based on the graduate training program's goals and competencies relative to accreditation and licensure requirements.

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

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

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

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

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

(g) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to $150,000 of the appropriation in each year is available for grant administration.

(h) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

(i) The base for fiscal year 2028 and later is $4,000,000.

Subd. 15. **Teacher residency program.** (a) For a teacher residency program that meets the requirements of Minnesota Rules, part 8705.2100, subpart 2, item D, subitem (5), unit (g):

$	3,000,000	.....	2026
$	3,000,000	.....	2027

(b) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to three percent of the appropriation in each year is available for grant administration.

(c) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

(d) The base for fiscal year 2028 and later is $1,125,000.

Sec. 16. **APPROPRIATIONS; PROFESSIONAL EDUCATOR LICENSING AND STANDARDS BOARD.**

Subdivision 1. **Professional Educator Licensing and Standards Board.** The sums indicated in this section are appropriated from the general fund to the Professional Educator Licensing and Standards Board for the fiscal years designated.

Subd. 2. **Alternative pathways support position.** (a) To fund a position at the Professional Educator Licensing and Standards Board to support candidates through alternative pathway programs, including the licensure via portfolio process, and to support districts, charter schools, and educational cooperatives to become alternative preparation providers:

$	150,000	.....	2026
$	150,000	.....	2027

(b) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 3. **Heritage language and culture teachers.** (a) To support the licensure pathway program for heritage language and culture teachers under Minnesota Statutes, section 122A.631, including funding for a portfolio liaison and funding for substitute teachers on meeting days, portfolio fees, licensure fees, and licensure exam fees for 50 program participants:

$	208,000	.....	2026
$	208,000	.....	2027

(b) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 4. **Licensure via portfolio online platform.** (a) To complete the licensure via portfolio online platform to streamline the portfolio submission and review process:

$	471,000	.....	2026
$	321,000	.....	2027

(b) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 5. **Pathway preparation grants.** (a) For grants to support teachers holding a Tier 1 or Tier 2 license who are seeking a Tier 3 or Tier 4 license:

$	400,000	.....	2026
$	400,000	.....	2027

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

(1) school districts;

(2) charter schools;

(3) service cooperatives; and

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

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

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

(e) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to three percent of the appropriation in each year is available for grant administration.

(f) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 6. **Teacher recruitment marketing campaign.** (a) To develop two contracts to develop and implement an outreach and marketing campaign under this subdivision:

$	500,000	.....	2026
$	500,000	.....	2027

(b) The Professional Educator Licensing and Standards Board must issue a request for proposals to develop and implement an outreach and marketing campaign to elevate the profession and recruit teachers, especially teachers of color and American Indian teachers. Outreach efforts may include and support current and former Teacher of the Year finalists interested in being recruitment fellows to encourage prospective educators throughout the state. The board may renew a contract with a prior recipient if it determines sufficient deliverables were achieved and the plans of the firm or organization are more promising than proposals from other entities.

(c) The outreach and marketing campaign must focus on increasing interest in teaching in Minnesota public schools for the following individuals:

(1) high school and college students of color or American Indian students who have not chosen a career path; or

(2) adults from racial or ethnic groups underrepresented in the teacher workforce who may be seeking to change careers.

(d) The board must award two $250,000 contracts each year to firms or organizations that demonstrate capacity to reach wide and varied audiences of prospective teachers based on a work plan with quarterly deliverables. Preferences may be given to firms or organizations that are led by people of color and that have people of color working on the campaign with a proven record of success. The contract recipients must recognize current pathways or programs to become a teacher and must partner with educators, schools, institutions, and racially diverse communities. The contract recipients are encouraged to provide in-kind contributions or seek funds from nonstate sources to supplement the contract.

(e) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, the board may use no more than three percent of the appropriation amount to administer the program under this subdivision, and may have an interagency agreement with the Department of Education including transfer of funds to help administer the program.

(f) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

(g) This is a onetime appropriation.

Sec. 17. **REVISOR INSTRUCTION.**

(a) The revisor of statutes must change the term "pipeline" to "pathway" wherever it appears in Minnesota Statutes, section 122A.77.

(b) The revisor of statutes shall codify Laws 2017, First Special Session chapter 5, article 2, section 51, as Minnesota Statutes, section 122A.78.

ARTICLE 4

THE READ ACT

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

120B.118 TITLE; THE READ ACT.

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

Subd. 2. **Policy.** It is the intent of the legislature that public schools promote foundational literacy and grade-level reading proficiency through the use of curricula, textbooks, instructional materials, instructional practices, interventions, and teacher development and training aligned with the science of reading.

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

Subd. 2a. **Certified trained facilitator.** "Certified trained facilitator" means a person employed by a district or ~~regional literacy network~~ Minnesota service cooperative 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 good 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.

Sec. 3. Minnesota Statutes 2024, section 120B.119, subdivision 10, is amended to read:

Subd. 10. **Oral language.** "Oral language," also called "~~spoken~~ expressive language" or "receptive 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, including sign language phonological awareness, morphology, syntax, semantics, and pragmatics.

Sec. 4. Minnesota Statutes 2024, section 120B.119, subdivision 15, is amended to read:

Subd. 15. **Structured literacy.** "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension. This approach is consistent with the principles identified in the science of reading and is designed to ensure all students develop strong foundational literacy skills.

Sec. 5. Minnesota Statutes 2024, section 120B.12, subdivision 1, is amended to read:

Subdivision 1. **Literacy goal.** (a) The legislature seeks to have every child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade-level ~~proficiency~~ benchmarks. By the 2026-2027 school year, districts must provide evidence-based reading

instruction through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills. Students must receive evidence-based instruction that is proven to effectively teach children to read, consistent with sections 120B.118 to 120B.124.

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

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

Sec. 6. Minnesota Statutes 2024, section 120B.12, subdivision 2, is amended to read:

Subd. 2. **Identification; report.** (a) Each school district must screen every student enrolled in kindergarten, grade 1, grade 2, and grade 3 using a screening tool approved by the Department of Education three times each school year: (1) within the first six weeks of the school year; (2) by February 15 each year; and (3) within the last six weeks of the school year. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners ~~and~~, students receiving special education services, and students enrolled in dual language immersion programs, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by the Department of Education. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and ~~oral~~ expressive or receptive language mastery. The screening tool used must be a valid and reliable universal screener that is highly correlated with foundational reading skills. For students reading at grade level, beginning in the winter of grade 2, the oral reading fluency screener may be used to assess reading difficulties, including characteristics of dyslexia, without requiring a separate screening of each subcomponent of foundational reading skills. A district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to the Department of Education in the annual local literacy plan submission due on June 15.

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

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

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

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

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

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

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

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

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

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

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

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

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

Sec. 7. Minnesota Statutes 2024, section 120B.12, subdivision 2a, is amended to read:

Subd. 2a. **Parent notification and involvement.** (a) A district must administer an approved reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, by February 15 each year, and again within the last six weeks of the school year. Schools, after administering each screener, must follow the language access plan under section 123B.32 and give the parent of each student who is not reading at or above grade level ~~timely~~ information from the screener about:

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

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

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

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

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

Sec. 8. Minnesota Statutes 2024, section 120B.12, subdivision 3, is amended to read:

Subd. 3. **Intervention.** (a) For each student identified under subdivision 2, the district shall provide aligned and targeted reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. A district is encouraged to provide reading intervention through a MTSS framework. If a student does not read at or above grade level by the end of the current school year, the district must continue to provide aligned and targeted reading intervention as defined by the MTSS framework until the student reads at grade level. District intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.

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

(c) Starting in the ~~2025-2026~~ 2026-2027 school year, a district must use only evidence-based literacy interventions. Districts are strongly encouraged to use intervention materials approved by the Department of Education under the Read Act.

(d) Starting in the 2026-2027 school year, to provide ~~a Tier 2 literacy~~ foundational reading intervention, a trained teacher who has completed an approved professional development training must oversee and monitor the instruction provided by any paraprofessional or other unlicensed person, including a volunteer~~, must be supervised by a licensed teacher who has completed training in evidence-based reading instruction approved by the Department of Education, and has completed~~. A paraprofessional or other unlicensed person,

including a volunteer, must complete evidence-based training developed under the Read Act ~~by CAREI or~~ and offered at no cost through the regional literacy networks under section 120B.124, subdivision 4, or a training that the department has determined meets or exceeds the requirements of section 120B.124, subdivision 4.

Sec. 9. Minnesota Statutes 2024, section 120B.12, subdivision 4, is amended to read:

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

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

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

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

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

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

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

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

Sec. 10. Minnesota Statutes 2024, section 120B.12, subdivision 4a, is amended to read:

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

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

(2) a process to notify and involve parents;

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

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

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

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

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

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

(i) students in kindergarten through grade 3;

(ii) students who demonstrate characteristics of dyslexia; and

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

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

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

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

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

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

(i) the program's partner language;

(ii) grade levels included in the program;

(iii) the language used to screen students' foundational reading skills;

(iv) the percentage of grade 3 students taking the Minnesota Comprehensive Assessments; and

(v) the number of students in the program in grades 4 to 12 who are identified as not reading at grade level.

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

(c) ~~By March 1, 2024, the commissioner of education must develop~~ Districts must use a streamlined template developed by the commissioner of education for local literacy plans that meets the requirements of this subdivision and requires all reading instruction and teacher training in reading instruction to be evidence-based. The template must require a district to report information using the student categories

required in the commissioner's report under paragraph (d). The template must focus district resources on improving students' foundational reading skills while reducing paperwork requirements for teachers.

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

(1) the number of teachers and other staff, by grade level, who have completed training approved by the Department of Education;

(2) the number of teachers and other staff, by grade level, required to complete the training under section 120B.123, subdivision 5, who have not completed the training;

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

(4) the statewide total number of teachers or other staff required to complete the training under section 120B.123, subdivision 5, that have received other training or education that meets the requirements of the training approved by the Department of Education;

~~(4)~~ (5) by school site and grade, the approved screeners and the reading curriculum used; ~~and~~

~~(5)~~ (6) by school site and grade, using the measurements of foundational literacy skills and mastery identified by the department, both aggregated data and disaggregated data on student performance on the approved screeners using the student categories under section 120B.35, subdivision 3, paragraph (a), clause (2)~~.~~; and

(7) information about dual language immersion programs.

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

Sec. 11. Minnesota Statutes 2024, section 120B.12, is amended by adding a subdivision to read:

Subd. 6. **Dual language immersion advisory committee.** (a) By January 1, 2026, the Department of Education must establish a dual language immersion advisory committee to advise the department on the unique needs of dual language immersion programs implementation of the Read Act requirements.

(b) Meetings of the advisory committee are subject to the Open Meeting Law under chapter 13D.

(c) Demographics of the advisory committee must be inclusive and represent the diversity of dual language immersion programs.

(d) The advisory committee membership must include but is not limited to:

(1) members whose native language is the partner language of a dual language immersion program;

(2) families of students enrolled in dual language immersion programs;

(3) members with expertise in special education; and

(4) teachers, administrators, and other instructional staff with knowledge and experience in dual language immersion programs.

(e) In consultation with the advisory committee, the department must:

(1) develop and issue guidance to dual language immersion programs on screeners;

(2) identify materials available in programs' partner languages to provide instruction in foundational reading skills and methods for evaluating alignment to the requirements under the Read Act;

(3) identify professional development opportunities in programs' partner languages on providing instruction in foundational reading skills aligned to the requirements under the Read Act; and

(4) make recommendations on how districts can support the transfer of literacy skills between the partner language to English.

(f) The department must post the guidance, list of materials and professional development opportunities, and recommendations on its website.

Sec. 12. Minnesota Statutes 2024, section 120B.123, subdivision 1, is amended to read:

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

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

Sec. 13. Minnesota Statutes 2024, section 120B.123, subdivision 5, is amended to read:

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

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

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

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

(4) curriculum directors;

(5) instructional support staff, contractors, and volunteers who assist in providing ~~Tier 2~~ reading interventions under the oversight and monitoring of a trained licensed teacher;

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

(7) teachers ~~licensed to teach English to multilingual learners~~ holding English as a second language teaching licenses.

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

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

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

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

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

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

(1) a certified trained facilitator; or

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

(e) Beginning July 1, 2027, an educator required to receive training under paragraph (a), who is new to the state of Minnesota or is a newly licensed teacher who did not receive instruction in the teaching of foundational reading skills based on structured literacy, must complete one of the approved required trainings. Training must be offered through the regional literacy network and facilitated by a local certified trained facilitator. The Department of Education must review district literacy lead waiver requests and grant waivers to educators new to the state or educators who provide reading instruction exclusively using alternatives to sound-based approaches, and who have completed the professional development requirements consistent with this subdivision.

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

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

Sec. 14. Minnesota Statutes 2024, section 120B.123, is amended by adding a subdivision to read:

Subd. 5a. **Teacher licensure; renewal.** (a) Starting July 1, 2027, a Tier 1 early childhood education teacher, elementary education teacher, special education teacher who is responsible for teaching reading, kindergarten through grade 12 English as a second language teacher, grade 4 through 12 classroom teacher responsible for foundational reading skills instruction, teacher who provides instruction to students in a state-approved alternative program, or a teacher who is responsible for selecting literacy curriculum materials for grades 6 through 12, and is licensed under section 122A.181 for their first licensure renewal must demonstrate that they are registered for, are currently taking, or have completed evidence-based structured literacy training consistent with training approved by the Department of Education. A Tier 1 teacher may

demonstrate evidence of progress in meeting the subject matter reading standards for reading in administrative rule through evidence-based structured literacy coursework or through employer verification. The training required must be in progress before a second renewal of the Tier 1 license. A hiring district, cooperative, or charter school is responsible for any fees and enrollment costs associated with completing these professional development requirements. An individual educator must not be financially responsible for the initial enrollment costs associated with the training needed to meet these requirements.

(b) Starting, July 1, 2027, a Tier 2 early childhood education teacher, elementary education teacher, special education teacher who is responsible for teaching reading, kindergarten through grade 12 English as a second language teacher, grade 4 through 12 classroom teacher responsible for foundational reading skills instruction, teacher who provides instruction to students in a state-approved alternative program, or a teacher who is responsible for selecting literacy curriculum materials for grades 6 through 12, and is licensed under section 122A.182, for their first licensure renewal must demonstrate that they are registered for, currently taking, or have completed evidence-based structured literacy training consistent with training approved by the Department of Education. A Tier 2 teacher may demonstrate evidence of progress in meeting the subject matter reading standards for reading in administrative rule through evidence-based structured literacy coursework or through employer verification. The training required must be in progress before the first renewal of the Tier 2 license is granted. A hiring district, cooperative, or charter school is responsible for any fees and enrollment costs associated with completing these professional development requirements. An individual educator must not be financially responsible for the initial enrollment costs associated with the training needed to meet these requirements.

(c) Starting July 1, 2027, a Tier 2 early childhood education teacher, elementary education teacher, special education teacher who is responsible for teaching reading, kindergarten through grade 12 English as a second language teacher, grade 4 through 12 classroom teacher responsible for foundational reading skills instruction, teacher who provides instruction to students in a state-approved alternative program, or a teacher who is responsible for selecting literacy curriculum materials for grades 6 through 12, who demonstrates field-specific teaching experience to complete the coursework requirements under section 122A.183, subdivision 2, clause (5), must demonstrate they have completed evidence-based structured literacy training required under subdivision 5 before the Professional Educator Licensing and Standards Board issues the Tier 3 license. The board must not deny a Tier 3 license to an educator who has made progress toward completion, but has not completed, the required training. A hiring district, cooperative, or charter school is responsible for any fees and enrollment costs associated with completing these professional development requirements. An individual educator must not be financially responsible for the initial enrollment costs associated with the training needed to meet these requirements.

(d) Starting July 1, 2027, a teacher with a kindergarten through grade 12 reading endorsement or kindergarten through grade 12 English as a second language license from the Professional Educator Licensing and Standards Board must demonstrate to the school's relicensure committee they have completed evidence-based structured literacy training equivalent to the training required in subdivision 5. A hiring district, cooperative, or charter school is responsible for any fees and enrollment costs associated with completing these professional development requirements. An individual educator must not be financially responsible for the initial enrollment costs associated with the training needed to meet these requirements.

(e) An educator that fails to complete the required professional development within a vendor's subscription window due to medical, personal, or family leave or for reasons tied to a learning disability, must not be held financially responsible for the costs of extending the training. An educator that fails to complete the required professional development within a vendor's subscription window for reasons of insubordination or willful refusal to comply with state and district directives regarding the professional development are subject

to the disciplinary procedures outlined in their collective bargaining agreement or set by their hiring charter school or cooperative.

Sec. 15. Minnesota Statutes 2024, section 120B.123, subdivision 7, is amended to read:

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

(b) The Department of Education must partner with CAREI as required under section 120B.124 to approve professional development programs, subject to final determination by the department. After the implementation partnership under section 120B.124 ends, the department must continue to regularly provide districts with information about professional development opportunities available throughout the state on reading instruction that is evidence-based.

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

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

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

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

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

Sec. 16. Minnesota Statutes 2024, section 120B.124, subdivision 1, is amended to read:

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

(1) identify at least five literacy curricula and supporting materials that are evidence-based or focused on structured literacy by January 1, 2024, and post a list of the curricula on the department website. The list must include curricula that use culturally and linguistically responsive materials that reflect diverse populations and curricula that reflect the experiences of students from diverse backgrounds, including multilingual learners, biliterate students, and students who are Black, Indigenous, and People of Color. A district that

purchases an approved curriculum before the cultural responsiveness review is completed is encouraged to work with the curriculum's publisher to obtain updated materials that are culturally and linguistically responsive and reflect diverse populations. A district is not required to use an approved curriculum;

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

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

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

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

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

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

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

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

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

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

(c) The department must post on its website the rubric used to evaluate curriculum under this subdivision and how each curriculum reviewed was evaluated under the rubric.

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

Sec. 17. Minnesota Statutes 2024, section 120B.124, subdivision 2, is amended to read:

Subd. 2. **~~Reconsideration~~ Review.** (a) The department ~~and CAREI~~ must provide districts an opportunity to request that the department ~~and CAREI~~ add to the list of curricula or professional development programs a specific curriculum or professional development program. The department must publish the request for reconsideration procedure on the department website. A request for ~~reconsideration~~ review must demonstrate

that the curriculum or ~~professional development~~ intervention program meets the requirements of the Read Act, is evidence-based, and has structured literacy components. ~~The department and CAREI must review the request for reconsideration and approve or deny the request within 60 days~~ The review process must use the rubric used to approve curriculum under subdivision 1 with the addition of culturally responsive criteria as determined by the department. Alternative curriculum and intervention programs for those who cannot access sound-based approaches must be reviewed on the same review cycle as traditional programs.

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

Sec. 18. Minnesota Statutes 2024, section 120B.124, subdivision 4, is amended to read:

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

(1) paraprofessionals and other unlicensed school staff; and

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

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

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

Sec. 19. Minnesota Statutes 2024, section 120B.124, subdivision 5, is amended to read:

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

Sec. 20. Minnesota Statutes 2024, section 120B.124, subdivision 6, is amended to read:

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

populations. The department must post on its website the rubrics used to evaluate curriculum and intervention materials. The department must revise the list of approved curriculum and supporting materials, and intervention materials based on the findings of the review.

Sec. 21. Minnesota Statutes 2024, section 122A.181, subdivision 3, is amended to read:

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

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

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

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

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

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

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

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

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

Sec. 22. Minnesota Statutes 2024, section 122A.182, subdivision 3, is amended to read:

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

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

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

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

Sec. 23. Minnesota Statutes 2024, section 122A.183, subdivision 2, is amended to read:

Subd. 2. **Coursework.** (a) An applicant for a Tier 3 license must meet the coursework requirement by demonstrating one of the following:

(1) completion of a Minnesota-approved teacher preparation program;

(2) completion of a state-approved teacher preparation program that includes field-specific student teaching equivalent to field-specific student teaching in Minnesota-approved teacher preparation programs. The field-specific student teaching requirement does not apply to an applicant that has two years of field-specific teaching experience;

(3) a recommendation for licensure through the licensure via portfolio process;

(4) a professional teaching license from another state, evidence that the applicant's license is in good standing, and two years of field-specific teaching experience; or

(5) three years of teaching experience under a Tier 2 license and evidence of summative teacher evaluations that did not result in placing or otherwise keeping the teacher on an improvement process pursuant to section 122A.40, subdivision 8, or 122A.41, subdivision 5.

(b) Starting July 1, 2027, a Tier 2 early childhood education teacher, elementary education teacher, special education teacher who is responsible for teaching reading, kindergarten through grade 12 English as a second language teacher, grade 4 through 12 classroom teacher responsible for foundational reading skills instruction, teacher who provides instruction to students in a state-approved alternative program, or a teacher who is responsible for selecting literacy curriculum materials for grades 6 through 12, who demonstrates field-specific teaching experience to complete the coursework requirements under this subdivision must demonstrate they have completed evidence-based structured literacy training according to section 120B.123, subdivision 5a, before the Professional Educator Licensing and Standards Board may issue an initial Tier 3 license.

Sec. 24. Minnesota Statutes 2024, section 124D.42, subdivision 8, as amended by Laws 2025, chapter 20, section 95, is amended to read:

Subd. 8. **Minnesota reading corps program.** (a) A Minnesota reading corps program is established to provide ServeMinnesota AmeriCorps members with a data-based problem-solving model of literacy instruction to use in helping to train local Head Start program providers, other prekindergarten program providers, and staff in schools with students in kindergarten through grade 3 to evaluate and teach early literacy skills, including evidence-based literacy instruction under sections 120B.118 to 120B.124, to children age 3 to grade 3 and interventions for children in kindergarten to grade 3.

(b) Literacy programs under this subdivision must comply with the provisions governing literacy program goals and data use under section 142D.12, subdivision 3, paragraph (b).

(c) Literacy programs under this subdivision must use a department-approved screener, evidence-based reading instruction, and interventions focused on structured literacy. ServeMinnesota must demonstrate to the department that the training AmeriCorps members receive meets or exceeds the requirements of section 120B.124, subdivision 4, for volunteers. Minnesota Reading Corps AmeriCorps members are not required to complete the training under section 120B.124, subdivision 4.

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

Sec. 25. Laws 2023, chapter 55, article 3, section 11, subdivision 2, is amended to read:

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

$	4,200,000	.....	2024
$	0	.....	2025

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

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

(d) On June 29, 2025, $1,618,000 from the fiscal year 2024 appropriation is canceled to the general fund.

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

Sec. 26. Laws 2023, chapter 55, article 3, section 11, subdivision 3, as amended by Laws 2024, chapter 115, article 3, section 4, is amended to read:

Subd. 3. **Read Act literacy aid.** (a) For state aid for school districts, charter schools, and cooperative units for evidence-based literacy supports for children in prekindergarten through grade 12 based on structured literacy:

$	35,000,000	.....	2024

(b) The aid amount for each school district, charter school, and cooperative unit providing direct instructional services equals the greater of $2,000 or $39.94 times the number of students served by the school district, charter school, or cooperative as determined by the fall 2023 enrollment count of students.

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

(d) Of this amount, up to $250,000 is available for administration.

(e) On June 29, 2025, $250,000 from the fiscal year 2024 appropriation for administration is canceled to the general fund.

(f) This is a onetime appropriation and is available until June 30, 2025.

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

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

Sec. 27. Laws 2024, chapter 115, article 3, section 7, subdivision 4, is amended to read:

Subd. 4. **Administrative process.** (a) Within 30 days of entering into a memorandum of understanding or adopting a plan under subdivision 1, a district must pay the required compensation to an eligible teacher in accordance with the memorandum of understanding or plan.

(b) The Minnesota School Boards Association and Education Minnesota are encouraged to collaborate to develop one or more model memoranda of understanding and make the memoranda available to districts by July 1, 2024.

(c) The Bureau of Mediation Services must make mediators available to aid districts and exclusive representatives in reaching agreement on the memoranda of understanding required under this section.

(d) A district that by August 1, 2025, has not entered into a memorandum of understanding with the exclusive representative of teachers providing how funding under this section may be used must use the funding to pay each teacher eligible for compensation under subdivision 3 a stipend in an amount equal to the funding the district received divided by the number of eligible teachers in the district. The district must pay the stipend to the eligible teachers by September 1, 2025.

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

Sec. 28. Laws 2024, chapter 115, article 3, section 8, subdivision 4, is amended to read:

Subd. 4. **Regional literacy network paraprofessional and volunteer training.** (a) For the regional literacy networks to develop and administer training for paraprofessionals and volunteers that regularly provide ~~Tier 2~~ literacy interventions to students in accordance with Minnesota Statutes, section 120B.124, subdivision 4:

$ 375,000 2025

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

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

Sec. 29. **APPROPRIATION CANCELLATION; CAREI PARAPROFESSIONAL AND VOLUNTEER TRAINING.**

The fiscal year 2025 appropriation in Laws 2024, chapter 115, article 3, section 8, subdivision 5 for CAREI paraprofessional and volunteer training in the amount of $375,000 is canceled to the general fund on June 30, 2025.

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

Sec. 30. **APPROPRIATIONS.**

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

Subd. 2. **Department literacy specialist.** (a) For a full-time literacy specialist at the Department of Education:

$	250,000	.....	2026
$	250,000	.....	2027

(b) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 3. **Read Act Dual Language Immersion Advisory Council.** (a) For the Dual Language Immersion Advisory Council:

$	110,000	.....	2026

(b) Any balance in fiscal year 2026 is available in fiscal year 2027.

Subd. 4. **Read Act implementation.** (a) For costs related to Read Act implementation and the termination of the partnership with the Center for Applied Research and Educational Improvement at the University of Minnesota:

$	700,000	.....	2026
$	175,000	.....	2027

(b) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 5. **Read Act professional development.** (a) For evidence-based training on structured literacy for teachers working in school districts, charter schools, and service cooperatives:

$	8,000,000	.....	2026
$	7,750,000	.....	2027

(b) Of the amounts in paragraph (a), $6,750,000 in fiscal year 2026 and $6,500,000 in fiscal year 2027 are for the Department of Education and the regional literacy networks and $1,250,000 each year is for statewide training. The department must use the funding to develop a data collection system to: (1) collect and analyze the submission of the local literacy plans and student-level universal screening data; (2) establish the regional literacy networks as a partnership between the department and the Minnesota service cooperatives; and (3) administer statewide training based in structured literacy to be offered free to school districts and charter schools and facilitated by the regional literacy networks and the department. The regional literacy networks must focus on implementing comprehensive literacy reform efforts based on structured literacy. Each regional literacy network must maintain a literacy lead position and maintain a team of trained literacy coaches to facilitate evidence-based structured literacy training opportunities and ongoing supports to school districts and charter schools in each region. Funds may be used to provide training in structured literacy to grade 4 and 5 classroom teachers and literacy professors from Minnesota institutions of higher education.

(c) By January 15, 2027, and annually thereafter, the commissioner must report to the legislative committees with jurisdiction over kindergarten through grade 12 education the number of teachers from each district who received approved structured literacy training using funds under this subdivision, and the amounts awarded to districts, charter schools, or service cooperatives.

(d) The regional literacy networks and staff from the Department of Education must provide ongoing support to school districts, charter schools, and service cooperatives implementing evidence-based literacy instruction.

(e) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

ARTICLE 5

CHARTER SCHOOLS

Section 1. Minnesota Statutes 2024, section 10A.071, subdivision 1, is amended to read:

Subdivision 1. **Definitions.** (a) The definitions in this subdivision apply to this section.

(b) "Gift" means money, real or personal property, a service, a loan, a forbearance or forgiveness of indebtedness, or a promise of future employment, that is given and received without the giver receiving consideration of equal or greater value in return.

(c) "Official" means a public official, an employee of the legislature, ~~or~~ a local official, a member of a charter school board, or a charter school director or chief administrator.

(d) "Plaque" means a decorative item with an inscription recognizing an individual for an accomplishment.

Sec. 2. Minnesota Statutes 2024, section 124E.02, is amended to read:

124E.02 DEFINITIONS.

(a) For purposes of this chapter, the terms defined in this section have the meanings given them.

(b) "Affidavit" means a written statement the authorizer submits to the commissioner for approval to establish a charter school under section 124E.06, subdivision 4, attesting to its review and approval process before chartering a school.

(c) "Affiliate" means a person that directly or indirectly, through one or more intermediaries, controls, is controlled by, or is under common control with another person.

(d) "Charter management organization" or "CMO" means a nonprofit entity or organization that operates or manages a charter school or a network of charter schools or can control all or substantially all of a school's education program or a school's administrative, financial, business, or operational functions.

(e) "Competitive procurement process" means a process for procurement by sealed bids or by proposals under section 124E.26, subdivision 4a.

~~(e)~~ (f) "Control" means the ability to affect the management, operations, or policy actions or decisions of a person, whether by owning voting securities, by contract, or otherwise.

~~(f)~~ (g) "Educational management organization" or "EMO" means a for-profit entity or organization that operates or manages a charter school or a network of charter schools or can control all or substantially all of a school's education program, or a school's administrative, financial, business, or operational functions.

~~(g)~~ (h) "Immediate family member" means any relationship by blood, marriage, adoption, or partnership of spouses, parents, grandparents, siblings, children, first cousins, aunts, uncles, grandchildren, nieces, and nephews.

~~(h)~~ (i) "Market need and demand study" means a study that includes the following for the proposed locations of the school or additional site that supports all of the proposed grades, sites, and programs:

(1) current and projected demographic information;

(2) student enrollment patterns;

(3) information on existing schools and types of educational programs currently available;

(4) characteristics of proposed students and families;

(5) availability of properly zoned and classified facilities; and

(6) quantification of existing demand for the school or site.

~~(i)~~ (j) "Person" means an individual or entity of any kind.

~~(j)~~ (k) "Related party" means an affiliate or immediate family member of the other interested party, an affiliate of an immediate family member who is the other interested party, or an immediate family member of an affiliate who is the other interested party.

~~(k)~~ (l) For purposes of this chapter, the terms defined in section 120A.05 have the same meanings.

Sec. 3. Minnesota Statutes 2024, section 124E.03, subdivision 2, is amended to read:

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

(b) A charter school must comply with ~~statewide accountability requirements governing standards and assessments in~~ chapter 120B.

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

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

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

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

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

(h) A charter school must develop and implement a teacher evaluation and peer review process under section 122A.40, subdivision 8, paragraph (b), clauses (2) to (13), and place students in classrooms in

accordance with section 122A.40, subdivision 8, paragraph (d). The teacher evaluation process in this paragraph does not create any additional employment rights for teachers.

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

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

Sec. 4. Minnesota Statutes 2024, section 124E.03, is amended by adding a subdivision to read:

Subd. 11. **Statement of economic interest; gift ban.** Members of charter school boards and persons employed as charter school directors and chief administrators are subject to the requirements of sections 10A.071 and 471.895.

Sec. 5. Minnesota Statutes 2024, section 124E.05, subdivision 2, is amended to read:

Subd. 2. **Roles, responsibilities, and requirements of authorizers.** (a) The role of an authorizer is to ensure that a school it authorizes has the autonomy granted by statute, fulfills the purposes of a charter school, and is accountable to the agreed upon terms of the charter school contract in order to safeguard quality educational opportunities for students and maintain public trust and confidence.

(b) An authorizer has the following responsibilities:

(1) to review applications for new schools, determine whether a new school is ready to open, review applications for grade and site expansions, review applications for change in authorizers, and determine whether to approve or deny an application based on the authorizer's approved criteria;

(2) to negotiate and execute the performance charter contracts with the schools it authorizes;

(3) to conduct ongoing monitoring, oversight, and evaluation of the school's academic, operational, and financial performance during the term of the charter contract;

(4) to evaluate the academic, operational, and financial performance of the school as defined in the charter contract prior to the end of the contract to determine the renewal, nonrenewal, or termination of the contract; and

(5) to comply with authorizer requirements in chapter 124E.

(c) An authorizer must document in the authorizer annual report under section 124E.16, subdivision 2, paragraph (b), the annual successful completion of training of its staff members during the previous year relative to chartering ~~and~~, an authorizer's role and responsibilities, and each authorizer's performance review findings listed under subdivision 5.

(d) An authorizer must participate in annual department-approved training.

Sec. 6. Minnesota Statutes 2024, section 124E.06, subdivision 7, is amended to read:

Subd. 7. **Merger.** (a) Two or more charter schools may merge under chapter 317A. The effective date of a merger must be July 1. The merged school must continue under the identity of one of the merging schools. The authorizer and the merged school must execute a new charter contract under section 124E.10,

subdivision 1, by ~~July~~ June 1, before the effective date of the merger. The authorizer must submit to the commissioner a copy of the new signed charter contract within ten business days of executing the contract.

(b) Each merging school must submit a separate year-end report for the previous fiscal year for that school only. After the final fiscal year of the premerger schools is closed out, each of those schools must transfer the fund balances and debts to the merged school.

(c) For its first year of operation, the merged school is eligible to receive aid from programs requiring approved applications equal to the sum of the aid of all of the merging schools. For aids based on prior year data, the merged school is eligible to receive aid for its first year of operation based on the combined data of all of the merging schools.

EFFECTIVE DATE. This section is effective for mergers after July 1, 2025.

Sec. 7. Minnesota Statutes 2024, section 124E.06, is amended by adding a subdivision to read:

Subd. 8. **Change in location.** A developing, preoperational, or operational charter school with an approved affidavit must apply to its authorizer to change the charter school's location by submitting documentation, including a revised market need and demand study, to the authorizer for authorizer review and approval. The authorizer must establish a review process to ensure the location change will address market need and demand as well as the charter school's ongoing viability.

EFFECTIVE DATE. This section is effective for applications submitted on or after July 1, 2025.

Sec. 8. Minnesota Statutes 2024, section 124E.07, subdivision 2, is amended to read:

Subd. 2. **Ongoing board of directors.** The initial board must begin the transition to the ongoing board structure by the end of the first year of operation and complete the transition by the end of the second year of operation. The terms of board members shall begin on July 1. Terms shall be no less than two years. The bylaws shall set the number of terms an individual may serve on the board and as an officer of the board. ~~Board elections must be held during the school year but may not be conducted on days when the school is closed.~~

Sec. 9. Minnesota Statutes 2024, section 124E.07, subdivision 3, is amended to read:

Subd. 3. **Membership criteria.** (a) The ongoing charter school board of directors shall have at least five members. The board members must not be related parties. The ongoing board must include: (1) at least one licensed teacher; (2) at least one parent or legal guardian of a student enrolled in the charter school who is not an employee of the charter school; and (3) at least one interested community member. A community member serving on the board must reside in Minnesota, must not have a child enrolled in the school, and must not be an employee of the charter school.

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

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

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

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

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

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

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

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

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

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

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

Sec. 10. Minnesota Statutes 2024, section 124E.07, subdivision 5, is amended to read:

Subd. 5. **Board elections.** (a) Staff members employed at the school, including teachers providing instruction under a contract with a cooperative, members of the board of directors, and all parents or legal guardians of children enrolled in the school are the voters eligible to elect the members of the school's board of directors.

(b) The board of directors must establish and publish election policies and procedures on the school's website.

(c) The board of directors must notify eligible voters of the school board election dates and voting procedures at least 30 calendar days before the election and post this information on the school's website.

(d) The board of directors must notify eligible voters of the candidates' names, biographies, and candidate statements at least ten calendar days before the election and post this information on the school's website.

(e) Board elections must be held during the school year but may not be conducted on days when school is closed.

(f) An initial member and an elected board member must file a written oath of office with the charter school's authorizer.

Sec. 11. Minnesota Statutes 2024, section 124E.07, subdivision 6, is amended to read:

Subd. 6. **Duties.** (a) The board of directors also shall decide and is responsible for all decision making on policy matters related to operating the school, including budgeting, curriculum programming, personnel, and operating procedures. The board must adopt personnel evaluation policies and practices that, at a minimum:

(1) carry out the school's mission and goals;

(2) evaluate how charter contract goals and commitments are executed;

(3) evaluate student achievement, postsecondary and workforce readiness, and student engagement and connection goals;

(4) establish a teacher evaluation process under section 124E.03, subdivision 2, paragraph (h); and

(5) provide professional development related to the individual's job responsibilities.

(b) The board must adopt a nepotism policy that prohibits the employment of immediate family members of a board member, a school employee, or a teacher who provides instruction under a contract between the charter school and a cooperative. The board may waive this policy if: (1) the position is publicly posted for 20 business days; and (2) a two-thirds majority of the remaining board of directors who are not immediate family members of an applicant vote to approve the hiring. A board member, school employee, or teacher under contract with a cooperative must not be involved in an interview, selection process, hiring, supervision, or evaluation of an employee who is an immediate family member.

(c) The board of directors must establish a finance committee that meets regularly and includes at least one member of the school's board. The committee must review and provide recommendations to the board on matters related to financial health and best practices, which may include but are not limited to financial strategy, enrollment tracking, budgeting and planning, internal controls and compliance, revenue generation, financial conflicts of interest, audits and financial reporting, regular finance statements and transactions, and authorizer finance related requirements in the charter contract.

(d) A charter school board that is under corrective action for financial reasons, as determined by its authorizer, must:

(1) include the authorizer in regularly scheduled finance committee meetings, either in person or virtually, at least monthly; and

(2) upon the request of the authorizer, hire a financial expert.

Sec. 12. Minnesota Statutes 2024, section 124E.10, subdivision 4, is amended to read:

Subd. 4. **Causes for nonrenewal or termination of charter school contract.** (a) The duration of the contract with an authorizer must be for the term contained in the contract according to subdivision 1, paragraph (a). The authorizer may or may not renew a contract at the end of the term for any ground listed in paragraph

(b). An authorizer may unilaterally terminate a contract during the term of the contract for any ground listed in paragraph (b). At least 60 business days before not renewing or terminating a contract, the authorizer shall notify the board of directors of the charter school of the proposed action in writing. The notice shall state the grounds for the proposed action in reasonable detail and describe the informal hearing process, consistent with this paragraph. The charter school's board of directors may request in writing an informal hearing before the authorizer within 15 business days after receiving notice of nonrenewal or termination of the contract. Failure by the board of directors to make a written request for an informal hearing within the 15-business-day period shall be treated as acquiescence to the proposed action. Upon receiving a timely written request for a hearing, the authorizer shall give ten business days' notice to the charter school's board of directors of the hearing date. The hearing must be live-streamed and recorded by audio recording, video recording, or a court reporter. The authorizer must preserve the recording for three years and make the recording available to the public. The authorizer shall conduct an informal hearing before taking final action. The authorizer shall take final action to renew or not renew a contract no later than 20 business days before the proposed date for terminating the contract or the end date of the contract.

(b) An authorizer may terminate or not renew a contract upon any of the following grounds:

(1) failure to demonstrate satisfactory academic achievement for all students, including the requirements for pupil performance contained in the contract;

(2) failure to meet generally accepted standards of fiscal management;

(3) violations of law; or

(4) other good cause shown.

If the authorizer terminates or does not renew a contract under this paragraph, the school must be dissolved according to the applicable provisions of chapter 317A.

(c) The commissioner, after providing reasonable notice to the board of directors of a charter school and the existing authorizer, and after providing an opportunity for a public hearing, may terminate the existing contract between the authorizer and the charter school board if the charter school has a history of:

(1) failure to meet pupil performance requirements, consistent with state law;

(2) financial mismanagement or failure to meet generally accepted standards of fiscal management; or

(3) repeated or major violations of the law.

Sec. 13. Minnesota Statutes 2024, section 124E.13, subdivision 3, is amended to read:

Subd. 3. **Affiliated nonprofit building corporation.** (a) An affiliated nonprofit building corporation may purchase, expand, or renovate an existing facility to serve as a school or may construct a new school facility. One charter school may organize an affiliated nonprofit building corporation that serves only that charter school if the charter school:

(1) has operated for at least six consecutive years;

(2) as of June 30, has a net positive unreserved general fund balance in the preceding three fiscal years;

(3) has long-range strategic and financial plans that include enrollment projections for at least five years;

(4) completes a feasibility study of facility options that outlines the benefits and costs of each option; and

(5) has a plan that describes project parameters and budget.

(b) An affiliated nonprofit building corporation under this subdivision must:

(1) be incorporated under chapter 317A;

(2) comply with applicable Internal Revenue Service regulations, including regulations for "supporting organizations" as defined by the Internal Revenue Service;

(3) post on the school website the name, mailing address, bylaws, minutes of board meetings, and names of the current board of directors of the affiliated nonprofit building corporation;

(4) submit to the commissioner a copy of its annual audit by December 31 of each year; and

(5) comply with government data practices law under chapter 13.

(c) An affiliated nonprofit building corporation must not serve as the leasing agent for property or facilities it does not own. A charter school that leases a facility from an affiliated nonprofit building corporation that does not own the leased facility is ineligible to receive charter school lease aid. The state is immune from liability resulting from a contract between a charter school and an affiliated nonprofit building corporation.

(d) The board of directors of the charter school must ensure the affiliated nonprofit building corporation complies with all applicable legal requirements. The charter school's authorizer must oversee the efforts of the board of directors of the charter school to ensure legal compliance of the affiliated building corporation. A school's board of directors that fails to ensure the affiliated nonprofit building corporation's compliance violates its responsibilities and an authorizer must consider that failure when evaluating the charter school.

(e) A contractor providing facilities, goods, or services to a charter school must not serve on the board of directors of the charter school's affiliated building corporation. In addition, an individual is prohibited from serving as a member of the board of directors of a charter school's affiliated building corporation if the individual, an immediate family member, or the individual's partner is a full or part owner or principal with a for-profit or nonprofit entity or independent contractor with whom the charter school contracts, directly or indirectly, for professional services, goods, or facilities. A charter school employee or immediate family member of that employee may serve on the board of directors of the charter school's affiliated building corporation if the employee has no conflict of interest, as defined in section 471.87.

Sec. 14. Minnesota Statutes 2024, section 124E.16, subdivision 1, is amended to read:

Subdivision 1. **Audit report.** (a) A charter school is subject to the same financial audits, audit procedures, and audit requirements as a district, except as required under this subdivision. Audits must be conducted in compliance with generally accepted governmental auditing standards, the federal Single Audit Act, if applicable, and section 6.65 governing auditing procedures. The audit must comply with the requirements of sections 123B.75 to 123B.83 governing school district finance, except when the commissioner and authorizer approve a deviation made necessary because of school program finances. The commissioner, state auditor, legislative auditor, or authorizer may conduct financial, program, or compliance audits. A charter school in statutory operating debt under sections 123B.81 to 123B.83 must submit a plan under section 123B.81, subdivision 4.

(b) The charter school must submit an audit report, including all supplemental information included with the audit, to the commissioner and its authorizer annually by December 31.

(c) The charter school, with the assistance of the auditor conducting the audit, must include with the report, as supplemental information: (1) a copy of ~~a new~~ any management agreement ~~or an amendment to a current agreement~~ with a CMO or EMO ~~signed during the audit year~~; and (2) a copy of a service agreement or contract with a company or individual totaling over five percent of the audited expenditures for the most recent audit year. The agreements must detail the terms of the agreement, including the services provided and the annual costs for those services.

(d) A charter school independent audit report shall include audited financial data of an affiliated building corporation under section 124E.13, subdivision 3, or other component unit.

(e) If the audit report finds that a material weakness exists in the financial reporting systems of a charter school, the charter school must submit a written report to the commissioner explaining how the charter school will resolve that material weakness. An auditor, as a condition of providing financial services to a charter school, must agree to make available information about a charter school's financial audit to the commissioner and authorizer upon request.

Sec. 15. Minnesota Statutes 2024, section 124E.16, is amended by adding a subdivision to read:

Subd. 4. **Authorizer performance evaluation report.** (a) A charter school must publish on its website the formal written performance evaluation from its authorizer and disseminate the evaluation to enrolled families in languages they understand, consistent with the school's language access plan under section 124E.03, subdivision 9, paragraph (b).

(b) Evaluations must be published on the charter school's website within 15 business days of receipt of the evaluation by the charter school and for at least 365 days from the date of publication.

Sec. 16. Minnesota Statutes 2024, section 124E.17, is amended to read:

124E.17 DISSEMINATION OF INFORMATION.

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

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

(c) For each charter school it authorizes, an authorizer must publish on its website for at least five years from the date of issuance all charter contracts and amendments executed under section 124E.10; school performance reviews including the performance evaluations required by section 124E.10, subdivision 1, paragraph (a), clause (6), if different; notices of intent to terminate or not renew the charter contract and

related final determinations; and unresolved notices of intervention, deficiency, concern, corrective action, or probationary status.

(d) Each charter school must post a link in a conspicuous place on the school's official website to the section of its authorizer's website where information listed in paragraph (c) specific to that school is published. A charter school must also, upon the request of the authorizer, distribute information from their authorizer about interventions, corrective actions, and probationary status by publication, mail, or electronic means to its authorizer, school employees, and parents and legal guardians of students enrolled in the charter school.

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

(b) ~~Upon request of an individual, an authorizer must make available in a timely fashion financial statements showing all operations and transactions affecting the authorizer's income, surplus, and deficit during the last annual accounting period, and a balance sheet summarizing assets and liabilities on the closing date of the accounting period~~ An authorizer must publish on its website an annual financial statement identifying its sources of income related to authorizing activities and its authorizing expenses including staff, consultants, facility, professional development, transportation, membership dues, technology, office supplies, bank fees, administrative overhead, and professional fees for accounting, legal, and financial services, consistent with section 124E.05, subdivision 8, and a balance sheet related to authorizing activities summarizing assets and liabilities.

Sec. 17. Minnesota Statutes 2024, section 124E.26, subdivision 4, is amended to read:

Subd. 4. **Required policy components.** A charter school procurement policy must at a minimum include:

(1) conflict of interest provisions consistent with section 124E.14;

(2) thresholds for purchases by employees without board approval;

(3) thresholds for purchases that require competitive ~~bidding~~ procurement processes as defined in section 124E.02, paragraph (e), except that a competitive ~~bidding~~ procurement process must occur for any procurement estimated to exceed $25,000; and

(4) a prohibition on breaking up a procurement into smaller components to avoid the thresholds established in clauses (2) and (3).

Notwithstanding clause (3), for a procurement estimated to exceed $25,000 but not $175,000, the purchase may be made either by a competitive procurement process, or by direct negotiation, by obtaining two or more bids or proposals for the purchase or sale when possible and without advertising for bids or proposals or otherwise complying with the requirements of a competitive procurement process. If a procurement is estimated to exceed $175,000, a competitive procurement process must occur.

Sec. 18. Minnesota Statutes 2024, section 124E.26, is amended by adding a subdivision to read:

Subd. 4a. **Competitive procurement.** (a) "Procurement by sealed bids" means a process in which bids are publicly solicited and a firm fixed price contract by lump sum or unit price is awarded to the responsible

bidder whose bid, conforming with all material terms and conditions of the invitation for bids, is the lowest in price. If sealed bids are used, the following requirements apply:

(1) bids must be solicited from an adequate number of qualified sources, providing bidders sufficient response time prior to the date set for opening bids;

(2) the invitation for bids, which includes any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;

(3) all bids will be opened at the time and place prescribed in the invitation for bids, and the bids must be opened publicly;

(4) a firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that the discounts are usually taken advantage of;

(5) any or all bids may be rejected if there is a sound documented reason; and

(6) in order for a sealed bid to be feasible, the following conditions must be present:

(i) a complete, adequate, and realistic specification or purchase description is available;

(ii) two or more responsible bidders are willing and able to compete effectively for the business; and

(iii) the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the price.

(b) "Procurement by proposals" means a process in which either a fixed price or cost-reimbursement type contract is awarded. Proposals are generally used when conditions are not appropriate for the use of sealed bids. They are awarded in accordance with the following requirements:

(1) requests for proposals must be publicized and identify all evaluation factors and their relative importance. Proposals must be solicited from an adequate number of qualified offerors. Any response to publicized requests for proposals must be considered to the maximum extent practical;

(2) the charter school must have a written method for conducting technical evaluations of the proposals received and for making selections; and

(3) contracts must be awarded to the responsible offeror whose proposal is most advantageous to the charter school, with price and other factors considered.

Sec. 19. **APPROPRIATIONS.**

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

Subd. 2. **Charter school building lease aid.** (a) For building lease aid under Minnesota Statutes, section 124E.22:

$	96,453,000	.....	2026
$	99,135,000	.....	2027

(b) The 2026 appropriation includes $9,391,000 for 2025 and $87,062,000 for 2026.

(c) The 2027 appropriation includes $9,673,000 for 2026 and $89,462,000 for 2027.

Sec. 20. **REVISOR INSTRUCTION.**

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

Column A	Column B
124E.16, subdivision 3	124E.27

ARTICLE 6

AMERICAN INDIAN EDUCATION

Section 1. Minnesota Statutes 2024, section 121A.041, subdivision 2, is amended to read:

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

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

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

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

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

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

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

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

Sec. 2. Minnesota Statutes 2024, section 121A.041, subdivision 3, is amended to read:

Subd. 3. **Exemption.** A public school may seek an exemption to subdivision 2 by ~~submitting a request in writing to all 11 federally recognized Tribal Nations in Minnesota and to the Tribal Nations Education Committee by September 1, 2023. The exemption is denied if any of the 11 Tribal Nations or the Tribal Nations Education Committee oppose the exemption by December 15, 2023~~ requesting a letter of consent from the federally recognized Tribal Nation in Minnesota that is located nearest to the public school and a letter of consent from the school's American Indian Parent Advisory Committee. If the school does not have an American Indian Parent Advisory Committee, the school may seek a letter of consent only from the federally recognized Tribal Nation in Minnesota that is located nearest to the school. A public school whose request for an exemption is denied must comply with subdivision 2 ~~by September 1, 2026~~.

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

Sec. 3. Minnesota Statutes 2024, section 122A.63, subdivision 9, is amended to read:

Subd. 9. **Eligible programming.** (a) The grantee institutions may provide scholarships to eligible students progressing toward educational goals in an early education through grade 12 educational setting in any area of teacher licensure, including an associate's, bachelor's, master's, or doctoral degree in the following:

(1) any educational certification necessary for employment;

(2) early childhood family education or prekindergarten licensure;

(3) elementary and secondary education;

(4) school administration; or

(5) any educational program that provides services to American Indian students in prekindergarten through grade 12.

(b) Scholarships may be used to cover an eligible student's cost of attendance under section 136A.126, subdivision 3.

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

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

Sec. 4. Minnesota Statutes 2024, section 124D.792, is amended to read:

124D.792 GRADUATION CEREMONIES; TRIBAL REGALIA AND OBJECTS OF CULTURAL SIGNIFICANCE; DRUMMING AND CULTURALLY APPROPRIATE ACTIVITIES.

(a) A school district or charter school must not prohibit an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.

(b) If requested by the school's American Indian Parent Advisory Committee, a school district or charter school is encouraged to work with the committee on incorporating American Indian drumming and other culturally appropriate activities during graduation activities, celebrations, or ceremonies.

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

Sec. 5. Minnesota Statutes 2024, section 124D.83, is amended by adding a subdivision to read:

Subd. 6. **Eligibility for other grants.** A Tribal contract school is eligible to apply for a grant under chapters 120A to 129C, or for other grants administered by the Department of Education, as though it were a school district.

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

Sec. 6. **APPROPRIATIONS.**

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

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

$	20,646,000	.....	2026
$	21,548,000	.....	2027

(b) The 2026 appropriation includes $1,973,000 for 2025 and $18,673,000 for 2026.

(c) The 2027 appropriation includes $2,074,000 for 2026 and $19,474,000 for 2027.

Subd. 3. **Early childhood programs at Tribal contract schools.** (a) For early childhood family education programs at Tribal contract schools under Minnesota Statutes, section 124D.83, subdivision 4:

$	68,000	.....	2026
$	68,000	.....	2027

(b) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 4. **Minnesota Indian teacher training program grants.** (a) For joint grants to assist people who are American Indian to become teachers under Minnesota Statutes, section 122A.63:

$	600,000	.....	2026
$	600,000	.....	2027

(b) This appropriation is subject to the requirements under Minnesota Statutes, section 122A.63, subdivision 10.

Subd. 5. **Native language revitalization grants to schools.** (a) For grants to school districts, charter schools, and Tribal contract schools to offer language instruction in Dakota and Anishinaabe languages or another language indigenous to the United States or Canada:

$	7,500,000	.....	2026
$	7,500,000	.....	2027

(b) Grant amounts are to be determined based upon the number of schools within a district implementing language courses. Eligible expenses include costs for teachers, program supplies, and curricular resources.

(c) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to five percent of the appropriation in each year is available for grant administration.

(d) Up to $300,000 each year is for administrative and programmatic capacity at the Department of Education.

(e) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 6. **Permanent school fund supplemental aid.** (a) For permanent school fund supplemental aid to American Indian Tribal contract schools as defined under Minnesota Statutes, section 124D.83:

$	40,000	.....	2026
$	40,000	.....	2027

(b) The permanent school fund supplemental aid for an American Indian Tribal contract school equals the product of:

(1) the amount appropriated under paragraph (a) for that fiscal year; and

(2) the ratio of (i) the average daily membership served of the American Indian Tribal contract school in the prior fiscal year, to (ii) the total average daily membership served of all American Indian Tribal contract schools in the state in the prior fiscal year.

(c) Aid under this subdivision must be paid 100 percent in the current year on a schedule determined by the commissioner.

Subd. 7. **Tribal contract school aid.** (a) For Tribal contract school aid under Minnesota Statutes, section 124D.83:

$	2,313,000	.....	2026
$	2,554,000	.....	2027

(b) The 2026 appropriation includes $221,000 for 2025 and $2,092,000 for 2026.

(c) The 2027 appropriation includes $232,000 for 2026 and $2,322,000 for 2027.

ARTICLE 7

SPECIAL EDUCATION

Section 1. Minnesota Statutes 2024, section 123B.32, subdivision 1, is amended to read:

Subdivision 1. **Language access plan required.** Starting in the 2025-2026 school year, during a regularly scheduled public board hearing, a school board must adopt a language access plan that specifies

the district's process and procedures to render effective language assistance to students and adults who communicate in a language other than English or require additional assistance due to a disability. The language access plan must be available to the public and included in the school's handbook.

Sec. 2. Minnesota Statutes 2024, section 123B.32, subdivision 2, is amended to read:

Subd. 2. **Plan requirements.** The language access plan must include how the district and its schools will use trained or certified spoken language interpreters for communication related to academic outcomes, progress, determinations, and placement of students in specialized programs and services, such as special education and related individualized education programs under section 125A.08; ~~and~~ ensure meaningful participation in the individualized education program process by families where the family speaks a language other than English or has a disability themselves; how families and communities will be notified of their rights under this plan; and a process to appeal the accommodations of the access plan if needs are not met.

Sec. 3. Minnesota Statutes 2024, section 123B.92, subdivision 1, is amended to read:

Subdivision 1. **Definitions.** For purposes of this section and section 125A.76, the terms defined in this subdivision have the meanings given to them.

(a) "Actual expenditure per pupil transported in the regular and excess transportation categories" means the quotient obtained by dividing:

(1) the sum of:

(i) all expenditures for transportation in the regular category, as defined in paragraph (b), clause (1), and the excess category, as defined in paragraph (b), clause (2), plus

(ii) an amount equal to one year's depreciation on the district's school bus fleet and mobile units computed on a straight line basis at the rate of 15 percent per year for districts operating a program under section 124D.128 for grades 1 to 12 for all students in the district and 12-1/2 percent per year for other districts of the cost of the fleet, plus

(iii) an amount equal to one year's depreciation on the district's type III vehicles, as defined in section 169.011, subdivision 71, which must be used a majority of the time for pupil transportation purposes, computed on a straight line basis at the rate of 20 percent per year of the cost of the type three school buses by:

(2) the number of pupils eligible for transportation in the regular category, as defined in paragraph (b), clause (1), and the excess category, as defined in paragraph (b), clause (2).

(b) "Transportation category" means a category of transportation service provided to pupils as follows:

(1) "Regular transportation" is:

(i) transportation to and from school during the regular school year for resident elementary pupils residing one mile or more from the public or nonpublic school they attend, and resident secondary pupils residing two miles or more from the public or nonpublic school they attend, excluding desegregation transportation and noon kindergarten transportation; but with respect to transportation of pupils to and from nonpublic schools, only to the extent permitted by sections 123B.84 to 123B.87;

(ii) transportation of resident pupils to and from language immersion programs;

(iii) transportation of a pupil who is a custodial parent and that pupil's child between the pupil's home and the child care provider and between the provider and the school, if the home and provider are within the attendance area of the school;

(iv) transportation to and from or board and lodging in another district, of resident pupils of a district without a secondary school;

(v) transportation to and from school during the regular school year required under subdivision 3 for nonresident elementary pupils when the distance from the attendance area border to the public school is one mile or more, and for nonresident secondary pupils when the distance from the attendance area border to the public school is two miles or more, excluding desegregation transportation and noon kindergarten transportation; and

(vi) transportation of pregnant or parenting pupils to and from a program that was established on or before January 1, 2018, or that is in operation on or after July 1, 2021, that provides:

(A) academic instruction;

(B) at least four hours per week of parenting instruction; and

(C) high-quality child care on site during the education day with the capacity to serve all children of enrolled pupils.

For the purposes of this paragraph, a district may designate a licensed day care facility, school day care facility, respite care facility, the residence of a relative, or the residence of a person or other location chosen by the pupil's parent or guardian, or an after-school program for children operated by a political subdivision of the state, as the home of a pupil for part or all of the day, if requested by the pupil's parent or guardian, and if that facility, residence, or program is within the attendance area of the school the pupil attends.

(2) "Excess transportation" is:

(i) transportation to and from school during the regular school year for resident secondary pupils residing at least one mile but less than two miles from the public or nonpublic school they attend, and transportation to and from school for resident pupils residing less than one mile from school who are transported because of full-service school zones, extraordinary traffic, drug, or crime hazards; and

(ii) transportation to and from school during the regular school year required under subdivision 3 for nonresident secondary pupils when the distance from the attendance area border to the school is at least one mile but less than two miles from the public school they attend, and for nonresident pupils when the distance from the attendance area border to the school is less than one mile from the school and who are transported because of full-service school zones, extraordinary traffic, drug, or crime hazards.

(3) "Desegregation transportation" is transportation within and outside of the district during the regular school year of pupils to and from schools located outside their normal attendance areas under a plan for desegregation mandated by the commissioner or under court order.

(4) "Transportation services for pupils with disabilities" is:

~~(i) transportation of pupils with disabilities who cannot be transported on a regular school bus between home or a respite care facility and school;~~

~~(ii)~~ (i) necessary transportation of pupils with disabilities from home or from school to other buildings, including centers such as developmental achievement centers, hospitals, and treatment centers where special

instruction or services required by sections 125A.03 to 125A.24, 125A.26 to 125A.48, and 125A.65 are provided, within or outside the district where services are provided;

~~(iii)~~ (ii) necessary transportation for resident pupils with disabilities required by sections 125A.12, and 125A.26 to 125A.48;

~~(iv)~~ (iii) board and lodging for pupils with disabilities in a district maintaining special classes;

~~(v)~~ (iv) transportation from one educational facility to another within the district for resident pupils enrolled on a shared-time basis in educational programs, and necessary transportation required by sections 125A.18, and 125A.26 to 125A.48, for resident pupils with disabilities who are provided special instruction and services on a shared-time basis or if resident pupils are not transported, the costs of necessary travel between public and private schools or neutral instructional sites by essential personnel employed by the district's program for children with a disability;

~~(vi)~~ (v) transportation for resident pupils with disabilities to and from board and lodging facilities when the pupil is boarded and lodged for educational purposes;

~~(vii)~~ (vi) transportation of pupils for a curricular field trip activity on a school bus equipped with a power lift when the power lift is required by a student's disability ~~or section 504 plan~~; and

~~(viii)~~ (vii) services described in items (i) to ~~(vii)~~ (vi), when provided for pupils with disabilities in conjunction with a summer instructional program that relates to the pupil's individualized education program or in conjunction with a learning year program established under section 124D.128; and

(viii) the amounts described in paragraph (d).

~~For purposes of computing special education initial aid under section 125A.76, the cost of providing transportation for children with disabilities includes (A) the additional cost of transporting a student in a shelter care facility as defined in section 260C.007, subdivision 30, a student placed in a family foster home as defined in section 260C.007, subdivision 16b, a homeless student in another district to the school of origin, or a formerly homeless student from a permanent home in another district to the school of origin but only through the end of the academic year; and (B) depreciation on district-owned school buses purchased after July 1, 2005, and used primarily for transportation of pupils with disabilities, calculated according to paragraph (a), items (ii) and (iii). Depreciation costs included in the disabled transportation category must be excluded in calculating the actual expenditure per pupil transported in the regular and excess transportation categories according to paragraph (a). For purposes of subitem (A), a school district may transport a child who does not have a school of origin to the same school attended by that child's sibling, if the siblings are homeless or in a shelter care facility.~~

(5) "Nonpublic nonregular transportation" is:

(i) transportation from one educational facility to another within the district for resident pupils enrolled on a shared-time basis in educational programs, excluding transportation for nonpublic pupils with disabilities under clause (4);

(ii) transportation within district boundaries between a nonpublic school and a public school or a neutral site for nonpublic school pupils who are provided pupil support services pursuant to section 123B.44; and

(iii) late transportation home from school or between schools within a district for nonpublic school pupils involved in after-school activities.

(c) "Mobile unit" means a vehicle or trailer designed to provide facilities for educational programs and services, including diagnostic testing, guidance and counseling services, and health services. A mobile unit located off nonpublic school premises is a neutral site as defined in section 123B.41, subdivision 13.

(d) For purposes of computing special education initial aid under section 125A.76, the cost of providing transportation for children with disabilities includes:

(1) the additional cost of transporting:

(i) pupils with disabilities who cannot be transported on a regular school bus between home or a respite care facility and school;

(ii) pupils for a curricular field trip activity on a school bus equipped with a power lift when the power lift is required by a student's section 504 plan;

(iii) a student in a shelter care facility as defined in section 260C.007, subdivision 30;

(iv) a student placed in a family foster home as defined in section 260C.007, subdivision 16b;

(v) a homeless student in another district to the school of origin; or

(vi) a formerly homeless student from a permanent home in another district to the school of origin but only through the end of the academic year; and

(2) depreciation on district-owned school buses purchased after July 1, 2005, and used primarily for transportation of pupils with disabilities, calculated according to paragraph (a), clause (1), items (ii) and (iii). Depreciation costs included in the disabled transportation category must be excluded in calculating the actual expenditure per pupil transported in the regular and excess transportation categories according to paragraph (a).

For purposes of clause (1), a school district may transport a child who does not have a school of origin to the same school attended by that child's sibling, if the siblings are homeless or in a shelter care facility.

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2026 and later.

Sec. 4. Minnesota Statutes 2024, section 124E.21, subdivision 1, is amended to read:

Subdivision 1. **Special education aid.** (a) Except as provided in section 124E.23, special education aid, excluding cross subsidy reduction aid under section 125A.76, subdivision 2e, must be paid to a charter school according to section 125A.76, as though it were a school district.

(b) ~~For fiscal year 2020 and later,~~ The special education aid paid to the charter school shall be adjusted as follows:

(1) if the charter school does not receive general education revenue on behalf of the student according to section 124E.20, the aid shall be adjusted as provided in section 125A.11; or

(2) if the charter school receives general education revenue on behalf of the student according to section 124E.20, the aid shall be adjusted as provided in section 127A.47, subdivision 7, paragraphs (b) to (e), and if the tuition adjustment is computed under section 127A.47, subdivision 7, paragraph (c), it shall also receive an adjustment equal to ~~five percent for fiscal year 2020 or~~ ten percent for fiscal ~~year~~ years 2021 through 2027 and six percent for fiscal year 2028 and later of the unreimbursed cost of providing special education and services for the student.

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

Subdivision 1. **Filing a state complaint.** (a) An organization or individual may file a signed, written complaint with the Department of Education, Office of General Counsel, Dispute Resolution.

(b) The complaint must include:

(1) a statement that a public agency, lead agency, or early intervention services provider has violated a requirement of Part B or Part C of the federal Individuals with Disabilities Education Act;

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

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

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

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

(ii) the name of the school the child is attending, or the name of the early intervention services provider serving the child; and

(iii) in the case of a homeless child or youth within the meaning of section 725(2) of the McKinney-Vento Homeless Assistance Act, United States Code, title 42, section 11434(a)(2), the available contact information for the child and the name of the school the child is attending;

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

(6) a proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed.

(c) The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received.

(d) The party filing the complaint must forward a copy of the complaint to the local educational agency, public agency, or early intervention services provider serving the child at the same time the party files the complaint with the Department of Education.

Subd. 2. **Remedies.** In resolving a complaint in which the Department of Education has found a failure to provide appropriate services, the Department of Education, pursuant to its general supervisory authority under Part B and Part C of the federal Individuals with Disabilities Education Act, must address:

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

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

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

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

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

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

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

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

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

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

(i) findings of fact and conclusions; and

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

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

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

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

Subd. 4. **Complaints and due process hearings.** (a) If a written complaint is received that is also the subject of a due process hearing under section 125A.091, subdivision 12, or that contains multiple issues of which one or more are part of that hearing, the Department of Education must set aside any part of the complaint that is being addressed in the due process hearing until the conclusion of the hearing. Any issue in the complaint that is not a part of the due process action must be resolved using the time limit and procedures described in paragraphs (c) and (d).

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

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

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

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

Sec. 6. Minnesota Statutes 2024, section 125A.76, subdivision 2a, is amended to read:

Subd. 2a. **Special education initial aid.** For fiscal year 2021 and later, a district's special education initial aid equals the sum of:

(1) the least of 62 percent of the district's old formula special education expenditures for the prior fiscal year, excluding pupil transportation expenditures, 50 percent of the district's nonfederal special education

expenditures for the prior year, excluding pupil transportation expenditures, or 56 percent of the product of the sum of the following amounts, computed using prior fiscal year data, and the program growth factor:

(i) the product of the district's average daily membership served and the sum of:

(A) $460; plus

(B) $405 times the ratio of the sum of the number of pupils enrolled on October 1 who are eligible to receive free meals plus one-half of the pupils enrolled on October 1 who are eligible to receive reduced-price meals to the total October 1 enrollment; plus

(C) .008 times the district's average daily membership served; plus

(ii) $13,300 times the December 1 child count for the primary disability areas of autism spectrum disorders, developmental delay, and severely multiply impaired; plus

(iii) $19,200 times the December 1 child count for the primary disability areas of deaf and hard-of-hearing and emotional or behavioral disorders; plus

(iv) $25,200 times the December 1 child count for the primary disability areas of developmentally cognitive mild-moderate, developmentally cognitive severe-profound, physically impaired, visually impaired, and deafblind; ~~plus~~

(2) the cost of providing transportation services for children with disabilities under section 123B.92, subdivision 1, paragraph (b), clause (4), items (i) to (vii), reimbursed at 95 percent for fiscal year 2026, and 90 percent for fiscal year 2027 and later; and

(3) the cost of providing transportation services for children with disabilities under section 123B.92, subdivision 1, paragraph (b), clause (4), item (viii), reimbursed at 100 percent for fiscal year 2026 and later.

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2026 and later.

Sec. 7. **BLUE RIBBON COMMISSION ON SPECIAL EDUCATION.**

Subdivision 1. **Establishment.** The commissioner of education must convene a Blue Ribbon Commission on Special Education to advise and assist the legislature and governor in transforming special education services.

Subd. 2. **Membership; appointment.** (a) The Blue Ribbon Commission on Special Education consists of 18 members as follows:

(1) two duly elected and currently serving members of the house of representatives, one appointed by the speaker of the house and one appointed by the speaker emerita;

(2) two duly elected and currently serving members of the senate, one appointed by the senate majority leader and one appointed by the senate minority leader;

(3) the commissioner of education or the commissioner's designee;

(4) five members appointed by the governor who have demonstrated expertise and leadership in special education program administration, including representation from charter schools; urban, suburban, and rural school districts; and cooperative units under Minnesota Statutes, section 123A.24, that provide special education instruction and services;

(5) one member appointed by the governor who has demonstrated leadership in special education parent or family advocacy;

(6) two members appointed by the governor who have demonstrated expertise in compliance with legal federal special education requirements and special education finance; and

(7) five members appointed by the governor who have demonstrated public leadership, cultural responsiveness, and innovation in the area of special education, including at least one special education teacher, at least one special education-related service provider, and at least one disability rights or legal expert.

(b) The governor is exempt from the requirements of the open appointments process for purposes of appointing commission members.

(c) The appointments must be made by September 1, 2025.

Subd. 3. **Chair; convening.** The commissioner of education must serve as chair of the commission and convene the first meeting no later than October 15, 2025.

Subd. 4. **Compensation; expenses; reimbursement.** Public members of the commission must be compensated and reimbursed for expenses as provided in Minnesota Statutes, section 15.0575, subdivision 3.

Subd. 5. **Administrative support.** The commissioner of education must provide meeting space and administrative support to the commission.

Subd. 6. **Public and stakeholder engagement.** (a) The commissioner of education must review available research to determine Minnesotans' values, preferences, opinions, and perceptions related to special education services and other issues that may be before the commission, such as trends in identification rates, special education spending, and special education enrollment and must present the findings to the commission.

(b) Meetings of the commission are subject to the requirements of Minnesota Statutes, chapter 13D.

(c) The commission must provide adequate time for public testimony during meetings of the commission.

(d) The commission must request expert advice as necessary, including advice and technical assistance from the Department of Human Services.

Subd. 7. **Duties.** (a) By October 1, 2026, the commission must develop and present to the legislature and the governor an action plan for transforming special education services while maintaining a free appropriate public education for students with disabilities. The action plan must include but is not limited to the following:

(1) strategies to increase administrative efficiencies and improve program collaboration to promote shared services, including multitiered system of supports (MTSS) to reduce overreliance on special education; provide supports and early intervention programs to reduce the need for more intensive special education services; use assistive technology; and expand access to teletherapy and remote evaluations to address provider shortages;

(2) approaches to reducing special education expenditures, including identifying strategies for addressing the significant cost drivers of state spending on special education, including special education transportation, tuition billing, specialized placements, legal and administrative costs, and personnel costs;

(3) opportunities for reducing paperwork, using data to drive individualized education programs, increasing access to qualified personnel, and eliminating gaps in early identification and early intervention;

(4) opportunities to reform special education funding formulas to incentivize efficient, inclusive practices, increase flexibility in how special education funds are used, align third-party billing practices to maximize reimbursements, and streamline reporting burdens that add value; and

(5) statewide strategies for slowing cost growth in special education services while maintaining a free appropriate public education.

(b) For each element of the action plan, the commission must analyze the effect on students eligible for special education; special education teachers, paraprofessionals, and other unlicensed special education staff; and other special education constituencies as the commission deems appropriate.

(c) The commission may contract with a private entity or consultant as necessary to complete its duties under this section and is exempt from state procurement process requirements under Minnesota Statutes, chapter 16C.

Subd. 8. **Expiration.** The Blue Ribbon Commission on Special Education expires October 2, 2026, or the day after submitting the action plan required under subdivision 7, whichever is earlier.

Sec. 8. **DIRECTION TO COMMISSIONER OF MANAGEMENT AND BUDGET; CONTINGENT REDUCTION IN SPECIAL EDUCATION AID APPROPRIATIONS.**

(a) When preparing the forecast for state revenues and expenditures under Minnesota Statutes, section 16A.103, the commissioner of management and budget must assume a $250,000,000 reduction in the appropriations for special education aid for the biennium beginning July 1, 2027, and for each subsequent biennium, until the end of the legislative session that enacts a budget for the Department of Education for the biennium beginning July 1, 2027.

(b) Upon enactment of a budget for the Department of Education for the biennium beginning July 1, 2027, the legislature must identify enacted provisions that were recommended by or based on the recommendation of the Blue Ribbon Commission on Special Education.

(c) To the extent the net savings attributable to the provisions in paragraph (b) are less than $250,000,000 for the biennium beginning July 1, 2027, and for each subsequent biennium, the commissioner of education must reduce the special education cross subsidy aid factor under Minnesota Statutes, section 125A.76, subdivision 2e, paragraph (b), as necessary to reduce biennial appropriations for special education aid by an amount equal to the difference between the savings identified in paragraph (b) and the $250,000,000 of biennial savings assumed in paragraph (a). The commissioner of education must notify the chairs and ranking minority members of the legislative committees with jurisdiction over kindergarten through grade 12 education of any reduction in the cross subsidy aid factor under this paragraph.

Sec. 9. **DEVELOPMENTAL DELAY AGE LIMIT WORKING GROUP.**

Subdivision 1. **Working group.** The Department of Education must establish a working group on the age limit for children receiving special education services for developmental delay.

Subd. 2. **Members.** (a) The commissioner of education must consult with the organizations identified in paragraph (b) before naming appointed members to the working group.

(b) By August 1, 2025, the commissioner must appoint the following members to the working group:

(1) the commissioner or the commissioner's designee;

(2) two representatives from Minnesota Administrators for Special Education, consisting of one member from the seven-county metropolitan area and one member from outside the metropolitan area;

(3) one representative from the Professional Educator Licensing and Standards Board;

(4) two representatives from the Minnesota Association of Colleges for Teacher Education;

(5) two representatives from Education Minnesota, consisting of one member from the seven-county metropolitan area and one member from outside the metropolitan area;

(6) two representatives from the PACER Center;

(7) two representatives from the Minnesota School Psychologists Association, consisting of one member working in a school setting and one member working in a postsecondary school psychologist preparation program; and

(8) two representatives from the Minnesota School Social Workers Association, consisting of one member working in a school setting and one member working in a postsecondary school social worker preparation program.

Subd. 3. **Duties.** The working group must meet on a regular basis and review current law limiting the eligibility of children seven years old or older from receiving intervention services for developmental delay, and assess the impact of extending eligibility to children under age nine. The working group must report its findings and recommendations to the chairs and ranking minority members of the legislative committees with jurisdiction over kindergarten through grade 12 education by February 1, 2026.

Subd. 4. **Administrative provisions.** (a) The commissioner or commissioner's designee must convene the initial meeting of the working group. Upon request, the commissioner must provide meeting space and administrative support for the group.

(b) Members of the working group serve without compensation or payment of expenses.

(c) The working group expires February 1, 2026, or upon submission of the report to the legislature required under subdivision 3, whichever is earlier.

(d) Meetings of the working group are subject to the requirements of Minnesota Statutes, chapter 13D.

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

Sec. 10. **SECLUSION WORKING GROUP.**

Subdivision 1. **Working group established.** A working group is established to evaluate the use of seclusion as an emergency procedure and not as discipline, as required under Minnesota Statutes, section 125A.0942, subdivision 3.

Subd. 2. **Membership.** (a) The working group consists of the following members:

(1) two duly elected and currently serving members of the senate, one appointed by the senate majority leader and one appointed by the senate minority leader;

(2) two duly elected and currently serving members of the house of representatives, one appointed by the speaker of the house and one appointed by the speaker emerita of the house;

(3) eight members appointed jointly by the senate majority leader, the speaker of the house, and the speaker emerita of the house who represent the following groups:

(i) special education directors from a setting 3 or setting 4 program;

(ii) cooperative units under Minnesota Statutes, section 123A.24, that provide special education instruction and services;

(iii) parents or family members of students who have been secluded;

(iv) teachers who work with students in a setting 3 or setting 4 program;

(v) paraprofessionals who work with students in a setting 3 or setting 4 program;

(vi) licensed school psychologists or school counselors who work with students in a setting 3 or setting 4 program; and

(vii) organizations that represent students who are disproportionately affected by the use of restrictive procedures; and

(4) four members appointed jointly by the senate majority leader, the speaker of the house, and the speaker emerita of the house who meet the criteria of clause (3) or who are duly elected and currently serving legislators.

(b) The appointments must be made by August 1, 2025.

(c) Legislative members may receive per diem compensation and reimbursement for expenses according to the rules of their respective bodies. Other members of the working group are eligible for per diem compensation as provided under Minnesota Statutes, section 15.059, subdivision 3.

Subd. 3. **Duties.** The working group must:

(1) evaluate the effectiveness of seclusion compared to other methods of restrictive procedures used in emergency situations on different age groups and in different educational settings;

(2) analyze how the lack of alternatives to seclusion forces children and their families to interact with the criminal justice system;

(3) evaluate workable alternatives to seclusion;

(4) consider the effects of seclusion on children's mental health, access to a free and appropriate public education, academic outcomes, and overall well-being;

(5) identify new and existing resources necessary for staff capacity and training, children's supports, child mental health services, and schoolwide collaborative efforts;

(6) visit school sites that currently use seclusion;

(7) review applicable laws defining and regulating seclusion in schools; and

(8) report its findings and recommendations regarding the use of seclusion to the chairs and ranking minority members of the legislative committees with jurisdiction over kindergarten through grade 12 education no later than January 30, 2026.

Subd. 4. **Chair; convening.** (a) One member appointed by the senate majority leader must convene the first working group meeting on or before August 15, 2025. The working group must meet at least monthly.

(b) Working group meetings must be open to the public.

Subd. 5. **Administrative support.** The Legislative Coordinating Commission must provide meeting space, technical and administrative support, and staff support for the working group. The working group may hold meetings in any publicly accessible location in the Capitol complex that is equipped with technology that can facilitate remote testimony.

Subd. 6. **Consultation.** The working group must consult with the Department of Education and the Department of Human Services, including a representative from the Department of Human Services specializing in school-linked mental health.

Subd. 7. **Expiration.** The working group expires January 31, 2026, or on the date upon which the report required under subdivision 3 is submitted to the legislature, whichever is later.

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

Sec. 11. **APPROPRIATIONS; DEPARTMENT OF EDUCATION.**

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

Subd. 2. **Aid for children with disabilities.** (a) For aid under Minnesota Statutes, section 125A.75, subdivision 3, for children with disabilities placed in residential facilities within district boundaries for whom no district of residence can be determined:

$	2,240,000	.....	2026
$	2,570,000	.....	2027

(b) If the appropriation for either year is insufficient, the appropriation for the other year is available.

Subd. 3. **Blue Ribbon Commission on Special Education.** (a) For the Blue Ribbon Commission on Special Education:

$	125,000	.....	2026

(b) This appropriation is available until June 30, 2027.

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

$	41,000	.....	2026
$	42,000	.....	2027

Subd. 5. **Developmental Delay Age Limit Working Group.** (a) For the Developmental Delay Age Limit Working Group:

$	30,000	.....	2026

(b) This appropriation is available until June 30, 2027.

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

$	250,000	.....	2026
$	250,000	.....	2027

Subd. 7. **Special education; regular.** (a) For special education aid under Minnesota Statutes, section 125A.76:

$	2,775,484,000	.....	2026
$	3,017,316,000	.....	2027

(b) The 2026 appropriation includes $322,670,000 for 2025 and $2,452,814,000 for 2026.

(c) The 2027 appropriation includes $345,285,000 for 2026 and $2,672,031,000 for 2027.

Subd. 8. **Special education separate sites and programs.** (a) For aid for special education separate sites and programs under Minnesota Statutes, section 125A.81, subdivision 4:

$	4,470,000	.....	2026
$	4,695,000	.....	2027

(b) The 2026 appropriation includes $427,000 for 2025 and $4,043,000 for 2026.

(c) The 2027 appropriation includes $449,000 for 2026 and $4,246,000 for 2027.

Subd. 9. **Travel for home-based services.** (a) For aid for teacher travel for home-based services under Minnesota Statutes, section 125A.75, subdivision 1:

$	488,000	.....	2026
$	538,000	.....	2027

(b) The 2026 appropriation includes $44,000 for 2025 and $444,000 for 2026.

(c) The 2027 appropriation includes $49,000 for 2026 and $489,000 for 2027.

Sec. 12. **APPROPRIATION; LEGISLATIVE COORDINATING COMMISSION.**

Subdivision 1. **Legislative Coordinating Commission.** The sum indicated in this section is appropriated from the general fund to the Legislative Coordinating Commission in the fiscal year designated.

Subd. 2. **Seclusion working group.** (a) For the seclusion working group:

$ 120,000 2026

(b) This is a onetime appropriation.

ARTICLE 8

FACILITIES, HEALTH, AND SAFETY

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

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

(1) purchased without a prescription;

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

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

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

(5) used off the school grounds;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

121A.2207 LIFE-THREATENING ALLERGIES IN SCHOOLS; STOCK SUPPLY OF EPINEPHRINE ~~AUTO-INJECTORS~~ DELIVERY SYSTEMS.

Subdivision 1. **Districts and schools permitted to maintain supply.** (a) Notwithstanding section 151.37, districts and schools may obtain and possess epinephrine ~~auto-injectors~~ delivery systems to be maintained and administered by school personnel, including a licensed nurse, to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine ~~auto-injector~~ delivery system. The administration of an epinephrine ~~auto-injector~~ delivery system in accordance with this section is not the practice of medicine.

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

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

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

Sec. 4. Minnesota Statutes 2024, section 121A.224, is amended to read:

121A.224 OPIATE ANTAGONISTS.

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

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

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

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

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

Sec. 5. **[121A.241] CARDIAC EMERGENCY RESPONSE PLAN.**

Subdivision 1. **Definition.** For the purposes of this section, a "cardiac emergency response plan" means a written document that establishes specific steps to reduce death from cardiac arrest in a specific setting.

Subd. 2. **Cardiac emergency response plan.** Beginning in the 2026-2027 school year, a school district or charter school must develop a cardiac emergency response plan consistent with the model plan developed by the commissioner under section 121A.035, subdivision 1, for cardiac emergencies that occur on school property. At a minimum, the plan must:

(1) establish a school cardiac emergency response team and plan of activation during the event of sudden cardiac arrest;

(2) provide for placement of automated external defibrillators (AEDs) on school grounds following nationally recognized cardiovascular care organization guidelines;

(3) provide for routine maintenance of AEDs;

(4) provide for distribution of the plan on school grounds and in coordination with local emergency medical services providers;

(5) provide for annual cardiac emergency response plan drills for school staff and students;

(6) require the school board to annually review and evaluate the effectiveness of the plan; and

(7) address how school staff must respond to cardiac emergencies at school-sponsored activities, including athletic events on or off school grounds.

Sec. 6. Minnesota Statutes 2024, section 123A.48, subdivision 2, is amended to read:

Subd. 2. **Resolution.** (a) Upon a resolution of a board in the area proposed for consolidation or upon receipt of a petition therefor executed by 25 percent of the voters resident in the area proposed for consolidation or by 50 such voters, whichever is less, the county auditor of the county which contains the greatest land area of the proposed new district shall prepare a plat. The resolution or petition must show the approximate area proposed for consolidation.

(b) The resolution or petition may propose the following:

(1) that the bonded debt of the component districts will be paid according to the levies previously made for that debt under chapter 475, or that the taxable property in the newly created district will be taxable for the payment of all or a portion of the bonded debt previously incurred by any component district as provided in subdivision 18;

(2) that obligations for a capital loan or an energy loan made according to section 216C.37 or sections 298.292 to 298.297 outstanding in a preexisting district as of the effective date of consolidation remain solely with the preexisting district that obtained the loan, or that all or a portion of the loan obligations will be assumed by the newly created or enlarged district and paid by the newly created or enlarged district on behalf of the preexisting district that obtained the loan;

(3) that referendum levies previously ~~approved by voters of~~ authorized for the component districts pursuant to section 126C.17, ~~subdivision 9,~~ or its predecessor provision, be combined as provided in section 123A.73, subdivision 4 or 5, or that the referendum levies be discontinued;

(4) that capital project referendum revenue previously authorized for the component districts pursuant to section 123B.63 be combined as provided in section 123A.73, subdivision 6a, or that the capital project referendum revenue be discontinued;

(5) that the board of the newly created district consist of the number of members determined by the component districts, which may be six or seven members elected according to subdivision 20, or any number of existing school board members of the component districts, and a method to gradually reduce the membership to six or seven; or

~~(5)~~ (6) that separate election districts from which board members will be elected, the boundaries of these election districts, and the initial term of the member elected from each of these election districts be established.

The resolution must provide for election of board members from one of the following options: single-member districts; multimember districts; at large; or a combination of these options. The resolution must include a plan for the orderly transition to the option chosen.

A group of districts that operates a cooperative secondary facility funded under section 123A.443 may also propose a temporary board structure as specified in section 123A.443, subdivision 9.

If a county auditor receives more than one request for a plat and the requests involve parts of identical districts, the auditor shall prepare a plat which in the auditor's opinion best serves the educational interests of the inhabitants of the districts or areas affected.

(c) The plat must show:

(1) Boundaries of the proposed district, as determined by the county auditor, and present district boundaries,

(2) The location of school buildings in the area proposed as a new district and the location of school buildings in adjoining districts,

(3) The boundaries of any proposed separate election districts, and

(4) Other pertinent information as determined by the county auditor.

Sec. 7. Minnesota Statutes 2024, section 123A.48, subdivision 5, is amended to read:

Subd. 5. **Supporting statement.** The county auditor shall prepare a supporting statement to accompany the plat. The statement must contain:

(a) The adjusted net tax capacity of property in the proposed district,

(b) If a part of any district is included in the proposed new district, the adjusted net tax capacity of the property and the approximate number of pupils residing in the part of the district included shall be shown separately and the adjusted net tax capacity of the property and the approximate number of pupils residing in the part of the district not included shall also be shown,

(c) The reasons for the proposed consolidation, including a statement that at the time the plat is submitted to the commissioner of education, no proceedings are pending to dissolve any district involved in the plat unless all of the district to be dissolved and all of each district to which attachment is proposed is included in the plat,

(d) A statement showing that the jurisdictional fact requirements of subdivision 1 are met by the proposal,

(e) Any proposal contained in the resolution or petition regarding the disposition of the bonded debt, outstanding energy loans made according to section 216C.37 or sections 298.292 to 298.297, capital loan obligations, capital project referendum revenue, or referendum levies of component districts,

(f) Any other information the county auditor desires to include, and

(g) The signature of the county auditor.

Sec. 8. Minnesota Statutes 2024, section 123A.73, is amended by adding a subdivision to read:

Subd. 6a. **Consolidation; capital project referendum revenue.** (a) As of the effective date of a consolidation pursuant to section 123A.48, the capital project referendum revenue for the newly created district must be recalculated as provided in this subdivision.

(b) The capital project tax rate for the newly created district may not exceed the rate that would raise an amount equal to the combined dollar amount of the capital project referendum revenues authorized by each of the component districts for the year preceding the consolidation, unless the capital project referendum revenue authorization of the newly created district is subsequently modified pursuant to section 123B.63.

(c) If the plan for consolidation so provides, or if the plan makes no provision concerning capital project referendum revenues, the capital project tax rate equals the maximum rate calculated under paragraph (b).

(d) If the plan for consolidation so provides, the capital project tax rate may be less than the maximum rate calculated under paragraph (b).

(e) If the plan for consolidation provides for discontinuance of capital project referendum revenue previously authorized for the component districts, the newly created district must not receive capital project referendum revenue unless the voters of the newly created district authorize capital project referendum revenue pursuant to section 123B.63.

(f) The capital project referendum authorization for the newly created district as recalculated under this subdivision must continue for a period of time equal to the longest period authorized for any component district.

Sec. 9. Minnesota Statutes 2024, section 123B.595, subdivision 1, is amended to read:

Subdivision 1. **Long-term facilities maintenance revenue.** (a) Long-term facilities maintenance revenue equals the greater of (1) the sum of (i) $380 times the district's adjusted pupil units times the lesser of one or the ratio of the district's average building age to 35 years, plus (ii) the cost approved by the commissioner for indoor air quality, fire alarm and suppression, and asbestos abatement projects under section 123B.57, subdivision 6, and roof repair and replacement with an estimated cost of $100,000 or more per site, plus (iii) for a school district with an approved voluntary prekindergarten program under section 142D.08, the cost approved by the commissioner for remodeling existing instructional space to accommodate prekindergarten instruction, or (2) the sum of (i) the amount the district would have qualified for under Minnesota Statutes 2014, section 123B.57, Minnesota Statutes 2014, section 123B.59, and Minnesota Statutes 2014, section 123B.591, and (ii) for a school district with an approved voluntary prekindergarten program under section 142D.08, the cost approved by the commissioner for remodeling existing instructional space to accommodate prekindergarten instruction.

(b) Notwithstanding paragraph (a), a school district that qualified for eligibility under Minnesota Statutes 2014, section 123B.59, subdivision 1, paragraph (a), for fiscal year 2010 remains eligible for funding under

this section as a district that would have qualified for eligibility under Minnesota Statutes 2014, section 123B.59, subdivision 1, paragraph (a), for fiscal year 2017 and later.

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2027 and later.

Sec. 10. Minnesota Statutes 2024, section 123B.595, subdivision 4, is amended to read:

Subd. 4. **Facilities plans.** (a) To qualify for revenue under this section, a school district or intermediate district, not including a charter school, must have a ten-year facility plan adopted by the school board and approved by the commissioner. The plan must include provisions for implementing a health and safety program that complies with health, safety, and environmental regulations and best practices, including indoor air quality management and remediation of lead hazards. For fiscal year 2027 and later, the plan must address the maintenance and repair schedule for each school's roof for which funding is requested. For planning purposes, the plan must also address provisions for providing a gender-neutral single-user restroom at each school site.

(b) The district must annually update the plan, submit the plan to the commissioner for approval by July 31, and indicate whether the district will issue bonds to finance the plan or levy for the costs.

(c) For school districts issuing bonds to finance the plan, the plan must include a debt service schedule demonstrating that the debt service revenue required to pay the principal and interest on the bonds each year will not exceed the projected long-term facilities revenue for that year.

Sec. 11. Minnesota Statutes 2024, section 123B.595, subdivision 8, is amended to read:

Subd. 8. **Long-term facilities maintenance equalized levy.** (a) A district's long-term facilities maintenance equalized levy equals the district's long-term facilities maintenance equalization revenue minus the greater of:

(1) the lesser of the district's long-term facilities maintenance equalization revenue or the amount of aid the district received for fiscal year 2015 under Minnesota Statutes 2014, section 123B.59, subdivision 6; or

(2) the district's long-term facilities maintenance equalization revenue times the greater of (i) zero, or (ii) one minus the ratio of its adjusted net tax capacity per adjusted pupil unit in the year preceding the year the levy is certified to ~~123 percent of~~ the product of the equalizing factor times the state average adjusted net tax capacity per adjusted pupil unit for all school districts in the year preceding the year the levy is certified. The equalizing factor equals 123 percent for fiscal year 2026, 125.5 percent for fiscal year 2027, and 127 percent for fiscal year 2028 and later.

(b) For purposes of this subdivision, "adjusted net tax capacity" means the value described in section 126C.01, subdivision 2, paragraph (b).

Sec. 12. Minnesota Statutes 2024, section 123B.595, subdivision 10, is amended to read:

Subd. 10. **Allowed uses for long-term facilities maintenance revenue.** ~~(a)~~ A district may use revenue under this section for any of the following:

(1) deferred capital expenditures and maintenance projects necessary to prevent further erosion of facilities, including repair and replacement of roofs;

(2) increasing accessibility of school facilities;

(3) health and safety capital projects under section 123B.57;

(4) remodeling or constructing a gender-neutral single-user restroom at each school site; or

(5) by board resolution, to transfer money from the general fund reserve for long-term facilities maintenance to the debt redemption fund to pay the amounts needed to meet, when due, principal and interest on general obligation bonds issued under subdivision 5.

~~(b) A charter school may use revenue under this section for any purpose related to the school.~~

EFFECTIVE DATE. This section is effective for revenue in fiscal year 2026 and later.

Sec. 13. Minnesota Statutes 2024, section 123B.71, subdivision 8, is amended to read:

Subd. 8. **Review and comment.** A school district, a special education cooperative, or a cooperative unit of government, as defined in section 123A.24, subdivision 2, must not enter into an installment contract for purchase or a lease agreement, hold a referendum for bonds, nor solicit bids for new construction, expansion, or remodeling of an educational facility that requires an expenditure in excess of $500,000 per school site if it has a capital loan outstanding, or $2,000,000 per school site if it does not have a capital loan outstanding, prior to review and comment by the commissioner. New construction, expansion, or remodeling of an educational facility funded only with general education revenue, ~~lease levy proceeds from an additional capital expenditure levy under section 126C.40, subdivision 1,~~ capital facilities bond proceeds, or long-term facilities maintenance revenue is exempt from this provision. A capital project under section 123B.63 addressing only technology is exempt from this provision if the district submits a school board resolution stating that funds approved by the voters will be used only as authorized in section 126C.10, subdivision 14. A school board shall not separate portions of a single project into components to avoid the requirements of this subdivision.

EFFECTIVE DATE. This section is effective July 1, 2025, for review and comments submitted on or after July 1, 2025.

Sec. 14. Minnesota Statutes 2024, section 125B.15, is amended to read:

125B.15 INTERNET ACCESS FOR STUDENTS.

(a) Recognizing the difference between school libraries, school computer labs, and school media centers, which serve unique educational purposes, and public libraries, which are designed for public inquiry, all computers at a school site with access to the Internet available for student use must be equipped to restrict, including by use of available software filtering technology or other effective methods, all student access to material that is reasonably believed to be obscene or child pornography or material harmful to minors under federal or state law.

(b) A school site is not required to purchase filtering technology if the school site would incur more than incidental expense in making the purchase.

(c) A school district ~~receiving technology revenue under section 125B.26~~ must prohibit, including through use of available software filtering technology or other effective methods, adult access to material that under federal or state law is reasonably believed to be obscene or child pornography.

(d) A school district, its agents or employees, are immune from liability for failure to comply with this section if they have made a good faith effort to comply with the requirements of this section.

(e) "School site" means an education site as defined in section 123B.04, subdivision 1, or charter school under chapter 124E.

Sec. 15. Minnesota Statutes 2024, section 126C.40, subdivision 1, is amended to read:

Subdivision 1. **To lease building or land.** (a) When an independent or a special school district or a group of independent or special school districts finds it economically advantageous to rent or lease a building or land for any instructional purposes or for school storage or furniture repair, ~~and it determines that the operating capital revenue authorized under section 126C.10, subdivision 13, is insufficient for this purpose,~~ it may apply to the commissioner for permission to make an additional capital expenditure levy for this purpose. An application for permission to levy under this subdivision must contain ~~financial justification for the proposed levy,~~ the terms and conditions of the proposed lease, and a description of the space to be leased and its proposed use. Projects funded under this subdivision that require an expenditure in excess of $500,000 per school site if the school district has a capital loan outstanding, or $2,000,000 per school site if the school district does not have a capital loan outstanding, are subject to review and comment under section 123B.71, subdivision 8, in the form and manner prescribed by the commissioner.

(b) The criteria for approval of applications to levy under this subdivision must be annually prescribed by the commissioner, and must include but are not limited to: the reasonableness of the price, the appropriateness of the space to the proposed activity, the feasibility of transporting pupils to the leased building or land, conformity of the lease to the laws and rules of the state of Minnesota, ~~and~~ the appropriateness of the proposed lease to the space needs ~~and~~ of the district, the financial condition of the district, and a review of the statutory operating debt percentage applicable to the district. The commissioner must not authorize a levy under this subdivision in an amount greater than the cost to the district of renting or leasing a building or land for approved purposes. The proceeds of this levy must not be used for ~~custodial or other maintenance services~~ operating costs. A district may not levy under this subdivision for the purpose of leasing or renting a district-owned building or site to itself.

(c) For agreements finalized after July 1, 1997, a district may not levy under this subdivision for the purpose of leasing: (1) a newly constructed building used primarily for regular kindergarten, elementary, or secondary instruction; or (2) a newly constructed building addition or additions used primarily for regular kindergarten, elementary, or secondary instruction that contains more than 20 percent of the square footage of the previously existing building.

(d) Notwithstanding paragraph (b), a district may levy under this subdivision for the purpose of leasing or renting a district-owned building or site to itself only if the amount is needed by the district to make payments required by a lease purchase agreement, installment purchase agreement, or other deferred payments agreement authorized by law, and the levy meets the requirements of paragraph (c). A levy authorized for a district by the commissioner under this paragraph may be in the amount needed by the district to make payments required by a lease purchase agreement, installment purchase agreement, or other deferred payments agreement authorized by law, provided that any agreement include a provision giving the school districts the right to terminate the agreement annually without penalty.

(e) The total levy under this subdivision for a district for any year must not exceed $212 times the adjusted pupil units for the fiscal year to which the levy is attributable.

(f) For agreements for which a review and comment under section 123B.71, subdivision 8, have been submitted to the Department of Education after April 1, 1998, the term "instructional purpose" as used in this subdivision excludes expenditures on stadiums.

(g) The commissioner of education may authorize a school district to exceed the limit in paragraph (e) if the school district petitions the commissioner for approval. The commissioner shall grant approval to a school district to exceed the limit in paragraph (e) for not more than five years if the district meets the following criteria:

(1) the school district has been experiencing pupil enrollment growth in the preceding five years;

(2) the purpose of the increased levy is in the long-term public interest;

(3) the purpose of the increased levy promotes colocation of government services; and

(4) the purpose of the increased levy is in the long-term interest of the district by avoiding over construction of school facilities.

(h) A school district that is a member of an intermediate school district or other cooperative unit under section 123A.24, subdivision 2, or a joint powers district under section 471.59 may include in its authority under this section the costs associated with leases of administrative and classroom space for programs of the intermediate school district or other cooperative unit under section 123A.24, subdivision 2, or joint powers district under section 471.59. This authority must not exceed $65 times the adjusted pupil units of the member districts. This authority is in addition to any other authority authorized under this section. The intermediate school district, other cooperative unit, or joint powers district may specify which member districts will levy for lease costs under this paragraph.

(i) Notwithstanding paragraph (a), a district may levy under this subdivision for the purpose of leasing administrative space if the district can demonstrate to the satisfaction of the commissioner that the lease cost for the administrative space is no greater than the lease cost for instructional space that the district would otherwise lease. The commissioner must deny this levy authority unless the district passes a resolution stating its intent to lease instructional space under this section if the commissioner does not grant authority under this paragraph. The resolution must also certify that the lease cost for administrative space under this paragraph is no greater than the lease cost for the district's proposed instructional lease.

(j) Notwithstanding paragraph (a), a district may levy under this subdivision for the district's proportionate share of deferred maintenance expenditures for a district-owned building or site leased to a cooperative unit under section 123A.24, subdivision 2, or a joint powers district under section 471.59 for any instructional purposes or for school storage.

EFFECTIVE DATE. This section is effective July 1, 2025, and applies to capital lease levy applications submitted on or after that date.

Sec. 16. Minnesota Statutes 2024, section 126C.40, is amended by adding a subdivision to read:

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

(b) "Capital lease" means an agreement to use, construct, or remodel a site that results in ownership of the site by the district.

(c) "Instructional purposes" means that the use of a building or land being leased leads to education-related outcomes identified in law or state program policy.

(d) "Joint powers lease" means a capital lease or operational lease under which two or more districts agree to contribute to the annual lease costs. Under a joint powers lease, the host district or joint powers district has the authority to allocate lease costs to member districts for leases approved by the commissioner.

(e) "Operating costs" means the costs of regular maintenance or custodial supplies and services.

(f) "Operational lease" means an agreement to use buildings or land that does not result in ownership of the property by the district.

EFFECTIVE DATE. This section is effective July 1, 2025, and applies to capital lease levy applications submitted on or after that date.

Sec. 17. Minnesota Statutes 2024, section 126C.45, is amended to read:

126C.45 ICE ARENA LEVY.

(a) Each year, an independent school district operating and maintaining an ice arena, may levy for the net operational costs of the ice arena. The levy may not exceed the net actual costs of operation of the arena for the previous year. Net actual costs are defined as operating costs less any operating revenues.

(b) Two or more school districts may enter into a cooperation agreement to operate and maintain an ice arena. A district with a cooperation agreement must apportion the qualifying costs and annual levy amount among each cooperating district as specified in the cooperation agreement. Cooperating districts must report the apportionment of the costs and levy to the Department of Education in the form and manner specified by the commissioner.

~~(b)~~ (c) Any district operating and maintaining an ice arena must demonstrate to the satisfaction of the ~~Office of Monitoring in the~~ department that the district will offer equal sports opportunities for male and female students to use its ice arena, particularly in areas of access to prime practice time, team support, and providing junior varsity and younger level teams for girls' ice sports and ice sports offerings.

EFFECTIVE DATE. This section is effective for taxes payable in 2026 and later.

Sec. 18. **APPROPRIATIONS.**

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

Subd. 2. **Cardiac emergency response plan assistance.** (a) For grants to assist school districts and charter schools implementing cardiac emergency response plans under Minnesota Statutes, section 121A.241:

$ 880,000 2026

(b) Funding may be used for activities and equipment that promote cardiac emergency response plan preparedness in schools, including but not limited to the purchase and maintenance of automated external defibrillators and training for faculty and staff.

(c) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to five percent of the appropriation is available for grant administration.

(d) Any balance in fiscal year 2026 is available in fiscal year 2027.

Subd. 3. **Debt service equalization aid.** (a) For debt service equalization aid under Minnesota Statutes, section 123B.53, subdivision 6:

$	16,218,000	.....	2026
$	14,327,000	.....	2027

(b) The 2026 appropriation includes $1,986,000 for 2025 and $14,232,000 for 2026.

(c) The 2027 appropriation includes $1,581,000 for 2026 and $12,746,000 for 2027.

Subd. 4. **Equity in telecommunications access.** (a) For equity in telecommunications access:

$	3,750,000	.....	2026
$	3,750,000	.....	2027

(b) If the appropriation amount is insufficient, the commissioner must reduce the reimbursement rate in Minnesota Statutes, section 125B.26, subdivisions 4 and 5, and the revenue for fiscal years 2026 and 2027 must be prorated.

(c) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

(d) This is a onetime appropriation.

Subd. 5. **Grants for gender-neutral single-user restrooms.** (a) For grants to school districts for remodeling, constructing, or repurposing space for gender-neutral single-user restrooms:

$	1,000,000	.....	2026
$	1,000,000	.....	2027

(b) A school district or a cooperative unit under Minnesota Statutes, section 123A.24, subdivision 2, may apply for a grant of not more than $75,000 per site under this subdivision in the form and manner specified by the commissioner.

(c) The commissioner must ensure that grants are awarded to schools to reflect the geographic diversity of the state.

(d) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to $75,000 of the appropriation in each year is available for grant administration.

(e) By February 1 of each year, the commissioner must annually report to the legislative committees with jurisdiction over kindergarten through grade 12 education on the number of grants that were awarded each year and the number of grant applications that were unfunded each year.

(f) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 6. **Long-term facilities maintenance equalized aid.** (a) For long-term facilities maintenance equalized aid under Minnesota Statutes, section 123B.595, subdivision 9:

$	97,104,000	.....	2026
$	97,910,000	.....	2027

(b) The 2026 appropriation includes $10,719,000 for 2025 and $86,385,000 for 2026.

(c) The 2027 appropriation includes $9,597,000 for 2026 and $88,313,000 for 2027.

Sec. 19. **REPEALER.**

(a) Minnesota Statutes 2024, section 123B.595, subdivision 2, is repealed.

(b) Minnesota Statutes 2024, section 125B.26, is repealed.

EFFECTIVE DATE. Paragraph (a) is effective for revenue in fiscal year 2026 and later. Paragraph (b) is effective for revenue in fiscal year 2028 and later.

ARTICLE 9

SCHOOL NUTRITION AND LIBRARIES

Section 1. Minnesota Statutes 2024, section 124D.111, subdivision 1a, is amended to read:

Subd. 1a. **School lunch aid amounts.** ~~Each school year,~~ (a) For fiscal years 2025 through 2027, the state must pay participants in the national school lunch program either:

(1) the amount of 12.5 cents for each full paid and free student lunch and 52.5 cents for each reduced-price lunch served to students; or

(2) if the school participates in the free school meals program under subdivision 1c, the sum of: (i) 12.5 cents for each full paid, reduced-price, and free student lunch; and (ii) the amount specified in subdivision 1d.

(b) For fiscal year 2028 and later, the state must pay participants in the national school lunch program either:

(1) the amount of 6.25 cents for each full paid and free student lunch and 46.25 cents for each reduced-price lunch served to students; or

(2) if the school participates in the free school meals program under subdivision 1c, the sum of:

(i) 6.25 cents for each full paid, reduced-price, and free student lunch; and

(ii) the amount specified in subdivision 1d.

Sec. 2. Minnesota Statutes 2024, section 124D.111, subdivision 2a, is amended to read:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sec. 3. Minnesota Statutes 2024, section 124D.111, subdivision 3, is amended to read:

Subd. 3. **School food service fund.** (a) The expenses described in this subdivision must be recorded as provided in this subdivision. To the extent possible, the Department of Education must not limit eligible expenditures from the food service fund to a level below that allowed by federal law.

(b) In each district, the expenses for a school food service program for pupils must be attributed to a school food service fund. Under a food service program, the school food service may prepare or serve milk, meals, or snacks in connection with school or community service activities.

(c) Revenues and expenditures for food service activities must be recorded in the food service fund. The costs of processing applications, accounting for meals, preparing and serving food, providing kitchen custodial services, and other expenses involving the preparing of meals or the kitchen ~~section~~ or serving area sections of the lunchroom may be charged to the food service fund or to the general fund of the district. For the purposes of this paragraph, the costs of serving food include the costs of technology and systems related to serving line automation and meal tracking. The costs of ~~lunchroom supervision,~~ lunchroom custodial services, lunchroom utilities, lunchroom furniture, and other administrative costs of the food service program must be charged to the general fund. Staff whose primary responsibility is financial or program management of food service operations may charge time spent managing the program to the food service fund.

~~That portion of superintendent and fiscal manager costs that can be documented as attributable to the food service program may be charged to the food service fund provided that the school district does not employ or contract with a food service director or other individual who manages the food service program, or food service management company. If the cost of the superintendent or fiscal manager is charged to the food service fund, the charge must be at a wage rate not to exceed the statewide average for food service directors as determined by the department.~~

(d) Capital expenditures for the purchase of food service equipment must be made from the general fund and not the food service fund, unless the restricted balance in the food service fund at the end of the last fiscal year is greater than the cost of the equipment to be purchased.

(e) If the condition set out in paragraph (d) applies, the equipment may be purchased from the food service fund.

(f) If a deficit in the food service fund exists at the end of a fiscal year, and the deficit is not eliminated by revenues from food service operations in the next fiscal year, then the deficit must be eliminated by a permanent fund transfer from the general fund at the end of that second fiscal year. ~~However, if a district contracts with a food service management company during the period in which the deficit has accrued, the deficit must be eliminated by a payment from the food service management company.~~

(g) Notwithstanding paragraph (f), a district may incur a deficit in the food service fund for up to three years without making the permanent transfer if the district submits to the commissioner by January 1 of the second fiscal year a plan for eliminating that deficit at the end of the third fiscal year.

(h) If a surplus in the food service fund exists at the end of a fiscal year for three successive years, a district may recode for ~~that fiscal year~~ the documented costs of ~~lunchroom supervision,~~ lunchroom custodial services, lunchroom utilities, lunchroom furniture, and other administrative costs of the food service program charged to the general fund according to paragraph (c), or costs under paragraph (j), and charge those costs to the food service fund identified by the commissioner in a total amount not to exceed the amount of surplus ~~in the food service fund~~.

(i) For purposes of this subdivision, "lunchroom furniture" means tables and chairs regularly used by pupils in a lunchroom from which they may consume milk, meals, or snacks in connection with school or community service activities.

(j) In addition to the uses authorized in paragraph (h) and subject to the same surplus fund balance limitations in paragraph (h), a district may spend the excess funds on expenses that improve the school food service, including the costs of plumbing, electrical, air handling, ventilation, or other building utility work necessary to operate equipment essential for food service activities or to remediate food service-related health and safety hazards.

EFFECTIVE DATE. This section is effective for fiscal year 2026 and later.

Sec. 4. Minnesota Statutes 2024, section 124D.111, is amended by adding a subdivision to read:

Subd. 6. **Second lunch.** A school that receives school lunch aid under this section must allow a student to purchase a second lunch at the nonprogram price if the student has already selected a reimbursable lunch.

Sec. 5. Minnesota Statutes 2024, section 124D.1158, is amended by adding a subdivision to read:

Subd. 5. **Second breakfast.** A school that receives school breakfast aid under this section or under section 124D.111, subdivision 1d, must allow a student to purchase a second breakfast at the nonprogram price if the student has already selected a reimbursable breakfast.

Sec. 6. Minnesota Statutes 2024, section 124D.119, subdivision 1, is amended to read:

Subdivision 1. **Summer ~~Food Service~~ Electronic Benefit Transfer Program ~~replacement~~ aid.** State funds are available to compensate ~~department-approved~~ school food authorities who gather student data for the Summer ~~Food Service~~ Electronic Benefit Transfer Program ~~sponsors~~. Reimbursement shall be made ~~on~~ by December 15 based on ~~total meals served by each sponsor from the end of the school year to the beginning of the next school year~~ the number of pupil units eligible during the Summer Electronic Benefit Transfer Program eligibility year on a pro rata basis.

Sec. 7. Minnesota Statutes 2024, section 124D.119, subdivision 5, is amended to read:

Subd. 5. **Summer Food Service Program locations.** Consistent with Code of Federal Regulations, title 7, ~~section 225.6(d)(1)(ii)~~ part 225, the Department of Education must not approve a new Summer Food Service Program open site that is within a half-mile radius of an existing Summer Food Service Program open site. The department may approve a new Summer Food Service Program open site within a half-mile

radius only if the new program will not be serving the same group of children for the same meal type or if there are safety issues that could present barriers to participation.

Sec. 8. Minnesota Statutes 2024, section 124D.992, subdivision 1, is amended to read:

Subdivision 1. **School library aid.** (a) For fiscal ~~year~~ years 2024 and ~~later~~ 2025, school library aid for ~~a~~ an independent or special school district equals the greater of $16.11 times the district's adjusted pupil units for the school year or $40,000. For fiscal ~~year~~ years 2024 and ~~later~~ 2025, school library aid for a charter school equals the greater of $16.11 times the charter school's adjusted pupil units for the school year or $20,000.

(b) For fiscal years 2026 and 2027, school library aid for a district equals the greater of $10.27 times the district's adjusted pupil units for the school year or $20,000. For fiscal years 2026 and 2027, school library aid for a charter school equals the greater of $10.27 times the charter school's adjusted pupil units for the school year or $10,000.

(c) For fiscal year 2028 and later, school library aid for a district equals the greater of $9.12 times the district's adjusted pupil units for the school year or $20,000. For fiscal year 2028 and later, school library aid for a charter school equals the greater of $9.12 times the charter school's adjusted pupil units for the school year or $10,000.

Sec. 9. Minnesota Statutes 2024, section 124D.992, subdivision 1a, is amended to read:

Subd. 1a. **State school librarian.** In fiscal ~~year~~ years 2026 and ~~each fiscal year thereafter~~ 2027 only, the Department of Education may retain up to $130,000 of the amount appropriated for school library aid under this section for the costs of the state school librarian under section 127A.151. The aid for each school district and charter school under subdivision 1 must be reduced proportionately. The reduction in aid under this subdivision must be applied to the current year aid payment.

Sec. 10. Minnesota Statutes 2024, section 124D.992, subdivision 2, is amended to read:

Subd. 2. **Uses of school library aid.** School library aid must be reserved and used for directly funding the costs of the following purposes within a school library or school library media center, as defined in section 124D.991:

(1) the salaries and benefits of a school library media specialist;

~~(2) electronic, computer, and audiovisual equipment;~~

~~(3) information technology infrastructure and digital tools;~~

~~(4)~~ (2) electronic and material resources; or

~~(5)~~ (3) furniture, equipment, or supplies.

EFFECTIVE DATE. This section is effective for fiscal year 2026 and later.

Sec. 11. **APPROPRIATIONS.**

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

Subd. 2. **Kindergarten milk.** For kindergarten milk aid under Minnesota Statutes, section 124D.118:

$	387,000	.....	2026
$	387,000	.....	2027

Subd. 3. **School breakfast.** For school breakfast aid under Minnesota Statutes, section 124D.1158:

$	57,642,000	.....	2026
$	60,413,000	.....	2027

Subd. 4. **School lunch.** For school lunch aid under Minnesota Statutes, section 124D.111, including the amounts for the free school meals program:

$	264,162,000	.....	2026
$	276,392,000	.....	2027

Subd. 5. **Summer Electronic Benefit Transfer Program.** (a) To support local education agencies uploading data for and administering the Summer Electronic Benefit Transfer Program.

$	150,000	.....	2026
$	150,000	.....	2027

(b) Any balance in fiscal year 2026 is available in fiscal year 2027.

Subd. 6. **Basic system support.** (a) For basic system support aid under Minnesota Statutes, section 134.355:

$	17,995,000	.....	2026
$	18,372,000	.....	2027

(b) The 2026 appropriation includes $1,752,000 for 2025 and $16,243,000 for 2026.

(c) The 2027 appropriation includes $1,804,000 for 2026 and $16,568,000 for 2027.

Subd. 7. **Electronic library for Minnesota.** (a) For statewide licenses to online databases selected in cooperation with the Minnesota Office of Higher Education for school media centers, public libraries, state government agency libraries, and public or private college or university libraries:

$	1,900,000	.....	2026
$	900,000	.....	2027

(b) Any balance in fiscal year 2026 is available in fiscal year 2027.

Subd. 8. **Multicounty, multitype library systems.** (a) For aid under Minnesota Statutes, sections 134.353 and 134.354, to multicounty, multitype library systems:

$	2,000,000	.....	2026
$	2,000,000	.....	2027

(b) The 2026 appropriation includes $200,000 for 2025 and $1,800,000 for 2026.

(c) The 2027 appropriation includes $200,000 for 2026 and $1,800,000 for 2027.

Subd. 9. **Regional library telecommunications.** (a) For regional library telecommunications aid under Minnesota Statutes, section 134.355:

$	2,300,000	.....	2026
$	2,300,000	.....	2027

(b) The 2026 appropriation includes $230,000 for 2025 and $2,070,000 for 2026.

(c) The 2027 appropriation includes $230,000 for 2026 and $2,070,000 for 2027.

Subd. 10. **School library aid.** (a) For school library aid under Minnesota Statutes, section 124D.992:

$	14,394,000	.....	2026
$	13,321,000	.....	2027

(b) The 2026 appropriation includes $2,376,000 for 2025 and $12,018,000 for 2026.

(c) The 2027 appropriation includes $1,336,000 for 2026 and $11,985,000 for 2027.

ARTICLE 10

EARLY CHILDHOOD EDUCATION

Section 1. Minnesota Statutes 2024, section 124D.162, subdivision 4, is amended to read:

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

Sec. 2. Minnesota Statutes 2024, section 127A.45, subdivision 13, is amended to read:

Subd. 13. **Aid payment percentage.** Except as provided in subdivisions 11, 12, 12a, 14, and 14a, each fiscal year, all education aids and credits in this chapter ~~and~~; chapters 120A, 120B, 121A, 122A, 123A, 123B, 124D, 124E, 125A, 125B, 126C, and 134~~,~~; and ~~section~~ sections 142D.06, 142D.093, 142D.11, and 273.1392~~,~~ shall be paid at the current year aid payment percentage of the estimated entitlement during the fiscal year of the entitlement. For the purposes of this subdivision, a district's estimated entitlement for special education aid under section 125A.76 for fiscal year 2014 and later equals 97.4 percent of the district's entitlement for the current fiscal year. The final adjustment payment, according to subdivision 9, must be the amount of the actual entitlement, after adjustment for actual data, minus the payments made during the fiscal year of the entitlement.

Sec. 3. Minnesota Statutes 2024, section 142D.06, subdivision 4, is amended to read:

Subd. 4. **Funding.** The commissioner and the commissioner of education shall enter into an agreement under which the commissioner of education shall distribute funds appropriated for programs under this section. Funding is subject to sections 127A.41 and 127A.45, subdivision 13.

Sec. 4. Minnesota Statutes 2024, section 142D.08, subdivision 8, is amended to read:

Subd. 8. **Funding.** The commissioner and the commissioner of education shall enter into an agreement under which the commissioner of education shall distribute funds appropriated for programs under this section. Funding is subject to sections 127A.41 and 127A.45, subdivision 13.

Sec. 5. Minnesota Statutes 2024, section 142D.093, is amended to read:

142D.093 DEVELOPMENTAL SCREENING AID.

(a) Each school year, the state must pay a district for each child or student screened by the district according to the requirements of section 142D.091. The amount of state aid for each child or student screened shall be: (1) $98 for a child screened at age three; (2) $65 for a child screened at age four; (3) $52 for a child screened at age five or six prior to kindergarten; and (4) $39 for a student screened within 30 days after first enrolling in a public school kindergarten if the student has not previously been screened according to the requirements of section 142D.091. If this amount of aid is insufficient, the district may permanently transfer from the general fund an amount that, when added to the aid, is sufficient. Developmental screening aid shall not be paid for any student who is screened more than 30 days after the first day of attendance at a public school kindergarten, except if a student transfers to another public school kindergarten within 30 days after first enrolling in a Minnesota public school kindergarten program. In this case, if the student has not been screened, the district to which the student transfers may receive developmental screening aid for screening that student when the screening is performed within 30 days of the transfer date.

(b) The commissioner and the commissioner of education shall enter into an agreement under which the commissioner of education shall distribute funds appropriated for programs under this section. Funding is subject to sections 127A.41 and 127A.45, subdivision 13.

Sec. 6. Minnesota Statutes 2024, section 142D.11, subdivision 1, is amended to read:

Subdivision 1. **Revenue.** The revenue for early childhood family education programs for a school district equals the formula allowance under section 126C.10, subdivision 2, for the year times 0.023 times the greater of:

(1) 150; or

(2) the number of people under five years of age residing in the district on October 1 of the previous school year.

Sec. 7. Minnesota Statutes 2024, section 142D.11, subdivision 2, is amended to read:

Subd. 2. **Population.** For the purposes of subdivision 1, data reported to the Department of Education may be used to determine the number of people under five years of age residing in the district. The commissioner, with the assistance of the state demographer, shall review the number reported by any district operating an early childhood family education program. If requested, the district shall submit to the commissioner an explanation of its methods and other information necessary to document accuracy. If the

commissioner determines that the district has not provided sufficient documentation of accuracy, the commissioner may request the state demographer to prepare an estimate of the number of people under five years of age residing in the district and may use this estimate for the purposes of subdivision 1.

Sec. 8. Minnesota Statutes 2024, section 142D.11, subdivision 10, is amended to read:

Subd. 10. **Funding.** The commissioner and the commissioner of education shall enter into an agreement under which the commissioner of education shall distribute funds appropriated for programs under this section. Funding is subject to sections 127A.41 and 127A.45, subdivision 13.

Sec. 9. **APPROPRIATIONS; DEPARTMENT OF EDUCATION.**

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. **Kindergarten entry assessment.** For the kindergarten entry assessment under Minnesota Statutes, section 124D.162:

$	2,357,000	.....	2026
$	1,743,000	.....	2027

Sec. 10. **APPROPRIATIONS; DEPARTMENT OF CHILDREN, YOUTH, AND FAMILIES.**

Subdivision 1. **Department of Children, Youth, and Families.** The sums indicated in this section are appropriated from the general fund to the Department of Children, Youth, and Families for the fiscal years designated.

Subd. 2. **Developmental screening administrative costs.** (a) For the administrative costs associated with developmental screening under Minnesota Statutes, sections 142D.091 and 142D.093:

$	77,000	.....	2026
$	77,000	.....	2027

(b) Any balance in fiscal year 2026 is available in fiscal year 2027.

Subd. 3. **Developmental screening aid.** (a) For transfer to the Department of Education for developmental screening aid under Minnesota Statutes, sections 142D.091 and 142D.093:

$	4,127,000	.....	2026
$	4,083,000	.....	2027

(b) The 2026 appropriation includes $414,000 for 2025 and $3,713,000 for 2026.

(c) The 2027 appropriation includes $412,000 for 2026 and $3,671,000 for 2027.

Subd. 4. **Early childhood family education aid.** (a) For transfer to the Department of Education for early childhood family education aid under Minnesota Statutes, section 142D.11:

$	39,365,000	.....	2026
$	41,300,000	.....	2027

(b) The 2026 appropriation includes $3,792,000 for 2025 and $35,573,000 for 2026.

(c) The 2027 appropriation includes $3,952,000 for 2026 and $37,348,000 for 2027.

Subd. 5. **Early childhood family education support staff.** (a) For the purposes described under Minnesota Statutes, section 142D.10, subdivision 12a:

$	375,000	.....	2026
$	375,000	.....	2027

(b) Any balance in fiscal year 2026 is available in fiscal year 2027.

Subd. 6. **Home visiting aid.** (a) For transfer to the Department of Education for home visiting aid under Minnesota Statutes, section 142D.11:

$	245,000	.....	2026
$	222,000	.....	2027

(b) The 2026 appropriation includes $28,000 for 2025 and $217,000 for 2026.

(c) The 2027 appropriation includes $24,000 for 2026 and $198,000 for 2027.

Subd. 7. **School readiness aid.** (a) For transfer to the Department of Education for school readiness aid under Minnesota Statutes, sections 142D.05 and 142D.06:

$	33,683,000	.....	2026
$	33,683,000	.....	2027

(b) The 2026 appropriation includes $3,368,000 for 2025 and $30,315,000 for 2026.

(c) The 2027 appropriation includes $3,368,000 for 2026 and $30,315,000 for 2027.

Subd. 8. **Voluntary prekindergarten administrative costs.** (a) For administrative and IT costs associated with the voluntary prekindergarten program under Minnesota Statutes, section 142D.08:

$	691,000	.....	2026
$	691,000	.....	2027

(b) Any balance in fiscal year 2026 is available in fiscal year 2027.

Sec. 11. **APPROPRIATION; OFFICE OF HIGHER EDUCATION.**

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

Subd. 2. **Early childhood and family education teacher shortage.** (a) For grants to Minnesota institutions of higher education to address the early childhood and family education teacher shortage:

$	500,000	.....	2026
$	500,000	.....	2027

(b) Grant funds may be used to provide tuition and other supports to students.

(c) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to five percent of the appropriation in each year is for grant administration.

(d) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

ARTICLE 11

COMMUNITY EDUCATION AND LIFELONG LEARNING

Section 1. Minnesota Statutes 2024, section 124D.52, subdivision 2, is amended to read:

Subd. 2. **Program approval.** (a) To receive aid under this section, a district, the Department of Corrections, a private nonprofit organization, or a consortium including districts, nonprofit organizations, or both must submit an application by June 1 describing the program, on a form provided by the department. The program must be approved by the commissioner according to the following criteria:

(1) how the needs of different levels of learning and English language proficiency will be met;

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

(3) anticipated number and education level of participants;

(4) coordination with other resources and services;

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

(6) management and program design;

(7) volunteer training and use of volunteers;

(8) staff development services;

(9) program sites and schedules;

(10) program expenditures that qualify for aid;

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

(12) a copy of the memorandum of understanding described in subdivision 1 submitted to the commissioner.

(b) Adult basic education programs may be approved under this subdivision for up to ~~five~~ six years. ~~Five-year~~ Six-year program approval must be granted to an applicant who has demonstrated the capacity to:

(1) offer comprehensive learning opportunities and support service choices appropriate for and accessible to adults at all basic skill and English language levels of need;

(2) provide a participatory and experiential learning approach based on the strengths, interests, and needs of each adult, that enables adults with basic skill needs to:

(i) identify, plan for, and evaluate their own progress toward achieving their defined educational and occupational goals;

(ii) master the basic academic reading, writing, and computational skills, as well as the problem-solving, decision making, interpersonal effectiveness, and other life and learning skills they need to function effectively in a changing society;

(iii) locate and be able to use the health, governmental, and social services and resources they need to improve their own and their families' lives; and

(iv) continue their education, if they desire, to at least the level of secondary school completion, with the ability to secure and benefit from continuing education that will enable them to become more employable, productive, and responsible citizens;

(3) plan, coordinate, and develop cooperative agreements with community resources to address the needs that the adults have for support services, such as transportation, English language learning, flexible course scheduling, convenient class locations, and child care;

(4) collaborate with business, industry, labor unions, and employment-training agencies, as well as with family and occupational education providers, to arrange for resources and services through which adults can attain economic self-sufficiency;

(5) provide sensitive and well trained adult education personnel who participate in local, regional, and statewide adult basic education staff development events to master effective adult learning and teaching techniques;

(6) participate in regional adult basic education peer program reviews and evaluations;

(7) submit accurate and timely performance and fiscal reports;

(8) submit accurate and timely reports related to program outcomes and learner follow-up information; and

(9) spend adult basic education aid on adult basic education purposes only, which are specified in sections 124D.518 to 124D.531.

(c) The commissioner shall require each district to provide notification by February 1, of its intent to apply for funds under this section as a single district or as part of a consortium. A district receiving funds under this section must notify the commissioner by February 1 of its intent to change its application status for applications due the following June 1.

Sec. 2. **APPROPRIATIONS.**

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

Subd. 2. **Adult basic education aid.** (a) For adult basic education aid under Minnesota Statutes, section 124D.531:

$	55,281,000	.....	2026
$	56,919,000	.....	2027

(b) The 2026 appropriation includes $5,401,000 for 2025 and $49,880,000 for 2026.

(c) The 2027 appropriation includes $5,542,000 for 2026 and $51,377,000 for 2027.

Subd. 3. **Adults with disabilities program aid.** (a) For adults with disabilities programs under Minnesota Statutes, section 124D.56:

$	1,560,000	.....	2026
$	1,580,000	.....	2027

(b) The 2026 appropriation includes $151,000 for 2025 and $1,409,000 for 2026.

(c) The 2027 appropriation includes $156,000 for 2026 and $1,424,000 for 2027.

Subd. 4. **Community education aid.** (a) For community education aid under Minnesota Statutes, section 124D.20:

$	10,080,000	.....	2026
$	11,815,000	.....	2027

(b) The 2026 appropriation includes $871,000 for 2025 and $9,209,000 for 2026.

(c) The 2027 appropriation includes $1,023,000 for 2026 and $10,792,000 for 2027.

Subd. 5. **Deaf, deafblind, and hard-of-hearing adults.** (a) For programs for deaf, deafblind, and hard-of-hearing adults under Minnesota Statutes, section 124D.57:

$	70,000	.....	2026
$	70,000	.....	2027

(b) Any balance in fiscal year 2026 is available in fiscal year 2027.

Subd. 6. **High school equivalency tests.** (a) For payment of the costs of the commissioner-selected high school equivalency tests under Minnesota Statutes, section 124D.55:

$	125,000	.....	2026
$	125,000	.....	2027

(b) Any balance in fiscal year 2026 is available in fiscal year 2027.

Subd. 7. **Neighborhood partnership grants.** (a) For neighborhood partnership grants under Minnesota Statutes, section 124D.99:

$	2,600,000	.....	2026
$	2,600,000	.....	2027

(b) Of the amounts in paragraph (a), $1,300,000 each year is for the Northside Achievement Zone and $1,300,000 each year is for the St. Paul Promise Neighborhood.

(c) Any balance in fiscal year 2026 is available in fiscal year 2027.

Subd. 8. **Regional neighborhood partnership grants.** (a) For regional neighborhood partnership grants under Minnesota Statutes, section 124D.99:

$	1,400,000	.....	2026
$	1,400,000	.....	2027

(b) Of the amounts in paragraph (a), $200,000 each year is for the following programs:

(1) Northfield Healthy Community Initiative in Northfield;

(2) Red Wing Youth Outreach Program in Red Wing;

(3) United Way of Central Minnesota in St. Cloud;

(4) Austin Aspires in Austin;

(5) Rochester Area Foundation in Rochester;

(6) Greater Twin Cities United Way for Generation Next; and

(7) Children First and Partnership for Success in St. Louis Park.

(c) Any balance in fiscal year 2026 is available in fiscal year 2027.

Subd. 9. **School-age care aid.** (a) For school-age care aid under Minnesota Statutes, section 124D.22:

$	1,000	.....	2026
$	1,000	.....	2027

(b) The 2026 appropriation includes $0 for 2025 and $1,000 for 2026.

(c) The 2027 appropriation includes $0 for 2026 and $1,000 for 2027.

ARTICLE 12

STATE AGENCIES

Section 1. Minnesota Statutes 2024, section 13.32, subdivision 5, as amended by Laws 2025, chapter 35, article 9, section 3, is amended to read:

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

(1) this subdivision; and

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

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

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

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

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

(f) Data concerning parents is private data on individuals but may be treated as directory information if the same procedures that are used by a school district to designate student data as directory information under this subdivision are followed, except that a parent's home address, telephone number, email address, or other personal contact information may not be treated as directory information under this subdivision.

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

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

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

Sec. 3. **[127A.205] EDUCATION GRANTS.**

Subdivision 1. **Commissioner duties.** (a) The commissioner of education must not enter into a grant agreement unless the potential grantee meets the requirements of this section. The potential grantee must document to the commissioner that it meets the requirements of this section in the form and manner determined by the commissioner.

(b) The requirements of this section are in addition to the grants management and financial review requirements under sections 16B.97 to 16B.991.

Subd. 2. **Education grant requirements.** (a) A grantee must maintain tax-exempt status under state and federal law.

(b) A grantee that is required to file a Form 990 or Form 990-EZ with the Internal Revenue Service must meet that filing requirement no later than the date authorized under federal law. A grantee must provide to the commissioner its most recently filed Form 990 or Form 990-EZ. If the grantee has not yet been required to file a Form 990 or Form 990-EZ, or is not required to file Form 990 or Form 990-EZ, the grantee must provide to the commissioner its most recent financial statements prepared within the previous 12 months in accordance with generally accepted accounting principles.

(c) A grantee subject to the annual reporting requirements under section 309.53 must file the report with the attorney general on or before the date required under section 309.53.

(d) A grantee must comply with all of the filing and registration requirements with the Office of the Secretary of State. A grantee subject to the annual corporate renewal requirements under section 317A.823 must file the renewal with the secretary of state on or before the date required under section 317A.823.

Subd. 3. **Termination of existing education grants.** (a) The commissioner of education must terminate a grant agreement if the grant recipient no longer meets the requirements under subdivision 2.

(b) Notwithstanding paragraph (a), if a grant recipient informs the commissioner that it no longer meets the requirements under subdivision 2, paragraph (b), (c), or (d), the commissioner may continue the grant agreement if the grant recipient agrees in writing to come into compliance with the requirements of this section.

Subd. 4. **Scope.** This section does not apply to a grant to a school district; a charter school; a Tribal contract school; a cooperative unit under section 123A.24, subdivision 2; or any other political subdivision of the state.

Sec. 4. Minnesota Statutes 2024, section 127A.49, subdivision 3, is amended to read:

Subd. 3. **Excess tax increment.** (a) The county auditor must, prior to February 1 of each year, certify to the commissioner of education the amount of any excess tax increment that accrued to the district during the preceding year. If a return of excess tax increment is made to a district pursuant to sections 469.176, subdivision 2, and 469.177, subdivision 9, or upon decertification of a tax increment district, the school district's aid and levy limitations must be adjusted for the fiscal year in which the excess tax increment is paid under the provisions of this subdivision.

(b) An amount must be subtracted from the district's aid for the current fiscal year equal to the product of:

(1) the amount of the payment of excess tax increment to the district in the preceding year, times

(2) the ratio of:

(i) the sum of the amounts of the district's certified levy in the third preceding year according to the following:

(A) section ~~123B.57~~ 123B.595, if the district received ~~health and safety~~ long-term facilities maintenance aid according to that section for the second preceding year;

(B) section 124D.20, if the district received aid for community education programs according to that section for the second preceding year;

(C) section 142D.11, subdivision 3, if the district received early childhood family education aid according to section 142D.11 for the second preceding year;

(D) section 126C.17, subdivision 6, if the district received referendum equalization aid according to that section for the second preceding year;

(E) section 126C.10, subdivision 13a, if the district received operating capital aid according to section 126C.10, subdivision 13b, in the second preceding year;

(F) section 126C.10, subdivision 29, if the district received equity aid according to section 126C.10, subdivision 30, in the second preceding year;

(G) section 126C.10, subdivision 32, if the district received transition aid according to section 126C.10, subdivision 33, in the second preceding year;

(H) section 123B.53, subdivision 5, if the district received debt service equalization aid according to section 123B.53, subdivision 6, in the second preceding year;

(I) section 123B.535, subdivision 4, if the district received natural disaster debt service equalization aid according to section 123B.535, subdivision 5, in the second preceding year;

(J) section 124D.22, subdivision 3, if the district received school-age care aid according to section 124D.22, subdivision 4, in the second preceding year; ~~and~~

(K) section 126C.10, subdivision 2e, if the district received local optional aid according to section 126C.10, subdivision 2e, in the second preceding year; and

(L) section 122A.415, subdivision 5, if the district received alternative teacher compensation equalization aid according to section 122A.415, subdivision 6, paragraph (a), in the second preceding year; to

(ii) the total amount of the district's certified levy in the third preceding year, plus or minus auditor's adjustments.

(c) An amount must be subtracted from the school district's levy limitation for the next levy certified equal to the difference between:

(1) the amount of the distribution of excess increment; and

(2) the amount subtracted from aid pursuant to clause (a).

If the aid and levy reductions required by this subdivision cannot be made to the aid for the fiscal year specified or to the levy specified, the reductions must be made from aid for subsequent fiscal years, and from subsequent levies. The school district must use the payment of excess tax increment to replace the aid and levy revenue reduced under this subdivision.

(d) This subdivision applies only to the total amount of excess increments received by a district for a calendar year that exceeds $25,000.

EFFECTIVE DATE. This section is effective for revenue in fiscal year 2027 and later, except that the changes to paragraph (a) are effective July 1, 2025.

Sec. 5. Minnesota Statutes 2024, section 136A.1276, subdivision 4, is amended to read:

Subd. 4. **Report.** An alternative teacher preparation program receiving a grant under this section must submit a report to the commissioner and the Professional Educator Licensing and Standards Board on the grantee's ability to fill teacher shortage areas and positively impact student achievement where data are available and do not identify individual teachers. A grant recipient must submit the report required under this subdivision by January 31, 2018, and each ~~even-numbered~~ subsequent year ~~thereafter~~ this particular grant receives allocated funding. The report must include disaggregated data regarding:

(1) the racial and ethnic diversity of teachers and teacher candidates licensed through the program; and

(2) program participant placement.

Sec. 6. Laws 2023, chapter 55, article 12, section 19, is amended to read:

Sec. 19. **APPROPRIATIONS; PERPICH CENTER FOR ARTS EDUCATION.**

(a) The sums indicated in this section are appropriated from the general fund to the Perpich Center for Arts Education for the fiscal years designated:

$	9,243,000	.....	2024
$	8,435,000	.....	2025

Of these amounts:

(1) $1,150,000 in fiscal year 2024 only is for furniture replacement in the agency's dormitory and classrooms, including costs associated with moving and disposal. These funds may also be used for equipment and technology. This appropriation is available until June 30, 2027; and

(2) $24,000 each year is for unemployment costs.

(b) Except for the amount in paragraph (a), clause (1), any balance in the first year ~~does not cancel but~~ is available in the second year.

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

Sec. 7. **CANCELLATION; MINNESOTA DEPARTMENT OF EDUCATION APPROPRIATIONS.**

Subdivision 1. **Office of Inspector General.** $1,500,000 from the appropriation in Laws 2023, chapter 55, article 12, section 17, subdivision 2, as amended by Laws 2024, chapter 115, article 10, section 3, for the Office of Inspector General is canceled on the effective date of this section.

Subd. 2. **Specific Learning Disability.** $500,000 from the appropriation in Laws 2023, chapter 55, article 12, section 17, subdivision 2, as amended by Laws 2024, chapter 115, article 10, section 3, for the engagement and rulemaking related to Specific Learning Disability is canceled on the effective date of this section.

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

Sec. 8. **APPROPRIATIONS; DEPARTMENT OF EDUCATION.**

Subdivision 1. **Department of Education.** The sums indicated in this section are appropriated from the general fund to the Department of Education for the fiscal years designated. Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

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

$	46,508,000	.....	2026
$	41,196,000	.....	2027

Of these amounts:

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

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

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

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

(5) $6,000,000 in fiscal year 2026 only is for legal fees and costs associated with: (i) litigation in which the department, commissioner, or department employee operating in their official capacity is the defendant, respondent, appellant, or relator; (ii) litigation initiated by the department, commissioner, or department employee operating in their official capacity to stop payment or recover funds in cases of alleged malfeasance or misuse; (iii) expenses for required administrative legal activities, including data practices operations and appeals from administrative decisions; and (iv) legal staff required for clauses (i), (ii), and (iii);

(6) $2,359,000 each year is for modernizing district data submissions;

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

(8) $2,000,000 each year is for the Office of the Inspector General established under Minnesota Statutes, section 127A.21;

(9) $800,000 each year is for audit and internal control resources;

(10) $175,000 each year is for administrative expenses for unemployment aid, and, in consultation with the Department of Employment and Economic Development, guidance to educational institutions eligible for reimbursement under Minnesota Statutes 2024, section 124D.995, including written guidance for school employees on eligibility for unemployment benefits between academic terms;

(11) $550,000 each year is for General Counsel and Inspector General staff and case management and fiscal analysis technology to support program compliance and integrity; and

(12) $572,000 each year is for administration of the Summer Electronic Benefits Transfer Program.

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

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

(d) The base for fiscal year 2028 and later is $41,326,000.

Sec. 9. **APPROPRIATIONS; MINNESOTA STATE ACADEMIES.**

(a) The sums indicated in this section are appropriated from the general fund to the Minnesota State Academies for the Deaf and the Blind for the fiscal years designated:

$	17,838,000	.....	2026
$	17,937,000	.....	2027

Of these amounts, $321,000 each year is for unemployment costs.

(b) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Sec. 10. **APPROPRIATIONS; PERPICH CENTER FOR ARTS EDUCATION.**

(a) The sums indicated in this section are appropriated from the general fund to the Perpich Center for Arts Education for the fiscal years designated:

$	8,637,000	.....	2026
$	8,818,000	.....	2027

Of these amounts, $24,000 each year is for unemployment costs.

(b) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Sec. 11. **APPROPRIATIONS; PROFESSIONAL EDUCATOR LICENSING AND STANDARDS BOARD.**

Subdivision 1. **Professional Educator Licensing and Standards Board.** (a) The sums indicated in this section are appropriated from the general fund, unless indicated otherwise, to the Professional Educator Licensing and Standards Board for the fiscal years designated:

$	3,703,000	.....	2026
$	3,776,000	.....	2027

(b) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

Subd. 2. **Licensure by portfolio.** (a) For licensure by portfolio:

$	25,000	.....	2026
$	25,000	.....	2027

(b) This appropriation is from the education licensure portfolio account in the special revenue fund.

ARTICLE 13

FORECAST ADJUSTMENTS

A. GENERAL EDUCATION

Section 1. Laws 2023, chapter 55, article 1, section 36, subdivision 2, as amended by Laws 2024, chapter 81, section 1, and Laws 2024, chapter 115, article 1, section 15, is amended to read:

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

$	8,103,909,000	.....	2024
$	~~8,333,843,000~~ 8,280,528,000	.....	2025

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

(c) The 2025 appropriation includes $771,421,000 for 2024 and ~~$7,562,422,000~~ $7,509,107,000 for 2025.

Sec. 2. Laws 2023, chapter 55, article 1, section 36, subdivision 3, as amended by Laws 2024, chapter 81, section 2, is amended to read:

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

$	23,000	.....	2024
$	~~25,000~~ 23,000	.....	2025

Sec. 3. Laws 2023, chapter 55, article 1, section 36, subdivision 4, as amended by Laws 2024, chapter 81, section 3, is amended to read:

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

$	2,318,000	.....	2024
$	~~$2,516,000~~ 1,503,000	.....	2025

(b) The 2024 appropriation includes $126,000 for 2023 and $2,192,000 for 2024.

(c) The 2025 appropriation includes $243,000 for 2024 and ~~$2,273,000~~ $1,260,000 for 2025.

Sec. 4. Laws 2023, chapter 55, article 1, section 36, subdivision 5, as amended by Laws 2024, chapter 81, section 4, is amended to read:

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

$	7,000	.....	2024
$	~~180,000~~ 0	.....	2025

(b) The 2024 appropriation includes $7,000 for 2023 and $0 for 2024.

(c) The 2025 appropriation includes $0 for 2024 and ~~$180,000~~ $0 for 2025.

Sec. 5. Laws 2023, chapter 55, article 1, section 36, subdivision 6, as amended by Laws 2024, chapter 81, section 5, is amended to read:

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

$	21,176,000	.....	2024
$	~~24,478,000~~ 23,337,000	.....	2025

(b) The 2024 appropriation includes $1,925,000 for 2023 and $19,251,000 for 2024.

(c) The 2025 appropriation includes $2,138,000 for 2024 and ~~$22,340,000~~ $21,199,000 for 2025.

Sec. 6. Laws 2023, chapter 55, article 1, section 36, subdivision 7, as amended by Laws 2024, chapter 81, section 6, is amended to read:

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

$	22,979,000	.....	2024
$	~~27,177,000~~ 25,802,000	.....	2025

(b) The 2024 appropriation includes $2,115,000 for 2023 and $20,864,000 for 2024.

(c) The 2025 appropriation includes $2,318,000 for 2024 and ~~$24,859,000~~ $23,484,000 for 2025.

Sec. 7. Laws 2023, chapter 55, article 1, section 36, subdivision 9, as amended by Laws 2024, chapter 81, section 7, is amended to read:

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

$	1,664,000	.....	2024
$	~~874,000~~ 937,000	.....	2025

(b) The 2024 appropriation includes $183,000 for 2023 and $1,481,000 for 2024.

(c) The 2025 appropriation includes $164,000 for 2024 and ~~$710,000~~ $773,000 for 2025.

B. EDUCATION EXCELLENCE

Sec. 8. Laws 2023, chapter 55, article 2, section 64, subdivision 2, as amended by Laws 2024, chapter 81, section 8, and Laws 2024, chapter 115, article 2, section 13, is amended to read:

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

$	82,818,000	.....	2024
$	~~85,043,000~~ 84,300,000	.....	2025

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

(c) The 2025 appropriation includes $8,294,000 for 2024 and ~~$76,749,000~~ $76,006,000 for 2025.

Sec. 9. Laws 2023, chapter 55, article 2, section 64, subdivision 6, as amended by Laws 2024, chapter 81, section 9, and Laws 2024, chapter 115, article 6, section 3, is amended to read:

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

$	91,457,000	.....	2024
$	~~94,906,000~~ 93,684,000	.....	2025

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

(c) The 2025 appropriation includes $9,156,000 for 2024 and ~~$85,750,000~~ $84,528,000 for 2025.

Sec. 10. Laws 2023, chapter 55, article 2, section 64, subdivision 21, as amended by Laws 2024, chapter 81, section 10, is amended to read:

Subd. 21. **Interdistrict desegregation or integration transportation grants.** For interdistrict desegregation or integration transportation grants under Minnesota Statutes, section 124D.87:

$	14,828,000	.....	2024
$	~~16,413,000~~ 14,799,000	.....	2025

Sec. 11. Laws 2023, chapter 55, article 2, section 64, subdivision 23, as amended by Laws 2024, chapter 81, section 11, is amended to read:

Subd. 23. **Literacy incentive aid.** (a) For literacy incentive aid under Minnesota Statutes, section 124D.98:

$	41,071,000	.....	2024
$	~~41,588,000~~ 40,570,000	.....	2025

(b) The 2024 appropriation includes $4,606,000 for 2023 and $36,465,000 for 2024.

(c) The 2025 appropriation includes $4,051,000 for 2024 and ~~$37,537,000~~ $36,519,000 for 2025.

Sec. 12. Laws 2023, chapter 55, article 2, section 64, subdivision 34, is amended to read:

Subd. 34. **Paraprofessional training.** (a) For compensation associated with paid orientation and professional development for paraprofessionals under Minnesota Statutes, section 121A.642:

$	0	.....	2024
$	~~$7,230,000~~ 1,997,000	.....	2025

(b) The 2025 appropriation includes $0 for 2024 and ~~$7,230,000~~ $1,997,000 for 2025.

Sec. 13. Laws 2023, chapter 55, article 4, section 21, subdivision 2, as amended by Laws 2024, chapter 81, section 12, is amended to read:

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

$	18,131,000	.....	2024
$	~~19,672,000~~ 19,649,000	.....	2025

(b) The 2024 appropriation includes $1,159,000 for 2023 and $16,972,000 for 2024.

(c) The 2025 appropriation includes $1,885,000 for 2024 and ~~$17,787,000~~ $17,764,000 for 2025.

Sec. 14. Laws 2023, chapter 55, article 4, section 21, subdivision 5, as amended by Laws 2024, chapter 81, section 13, is amended to read:

Subd. 5. **Tribal contract school aid.** (a) For Tribal contract school aid under Minnesota Statutes, section 124D.83:

$	1,673,000	.....	2024
$	~~$2,131,000~~ 2,153,000	.....	2025

(b) The 2024 appropriation includes $255,000 for 2023 and $1,418,000 for 2024.

(c) The 2025 appropriation includes $157,000 for 2024 and ~~$1,974,000~~ $1,996,000 for 2025.

C. TEACHERS

Sec. 15. Laws 2023, chapter 55, article 5, section 64, subdivision 3, as amended by Laws 2024, chapter 81, section 14, and Laws 2024, chapter 115, article 5, section 11, is amended to read:

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

$	88,706,000	.....	2024
$	~~89,012,000~~ 88,206,000	.....	2025

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

(c) The 2025 appropriation includes $8,875,000 for fiscal year 2024 and ~~$80,137,000~~ $79,331,000 for fiscal year 2025.

Sec. 16. Laws 2023, chapter 55, article 5, section 64, subdivision 14, as amended by Laws 2024, chapter 81, section 15, is amended to read:

Subd. 14. **Student support personnel aid.** (a) For aid to support schools in addressing students' social, emotional, and physical health under Minnesota Statutes, section 124D.901:

$	30,255,000	.....	2024
$	~~36,498,000~~ 36,259,000	.....	2025

(b) The 2024 appropriation includes $0 for fiscal year 2023 and $30,255,000 for fiscal year 2024.

(c) The 2025 appropriation includes $3,361,000 for fiscal year 2024 and ~~$33,137,000~~ $32,898,000 for fiscal year 2025.

D. SPECIAL EDUCATION

Sec. 17. Laws 2023, chapter 55, article 7, section 18, subdivision 2, as amended by Laws 2024, chapter 81, section 16, is amended to read:

Subd. 2. **Aid for children with disabilities.** (a) For aid under Minnesota Statutes, section 125A.75, subdivision 3, for children with disabilities placed in residential facilities within the district boundaries for whom no district of residence can be determined:

$	1,597,000	.....	2024
$	~~1,844,000~~ 1,952,000	.....	2025

(b) If the appropriation for either year is insufficient, the appropriation for the other year is available.

Sec. 18. Laws 2023, chapter 55, article 7, section 18, subdivision 3, as amended by Laws 2024, chapter 81, section 17, is amended to read:

Subd. 3. **Court-placed special education revenue.** For reimbursing serving school districts for unreimbursed eligible expenditures attributable to children placed in the serving school district by court action under Minnesota Statutes, section 125A.79, subdivision 4:

$	39,000	.....	2024
$	~~40,000~~ 0	.....	2025

Sec. 19. Laws 2023, chapter 55, article 7, section 18, subdivision 4, as amended by Laws 2024, chapter 81, section 18, and Laws 2024, chapter 115, article 7, section 4, is amended to read:

Subd. 4. **Special education; regular.** (a) For special education aid under Minnesota Statutes, section 125A.75:

$	2,288,826,000	.....	2024
$	~~2,486,181,000~~ 2,582,007,000	.....	2025

(b) The 2024 appropriation includes $229,860,000 for 2023 and $2,058,966,000 for 2024.

(c) The 2025 appropriation includes $289,842,000 for 2024 and ~~$2,196,339,000~~ $2,292,165,000 for 2025.

Sec. 20. Laws 2023, chapter 55, article 7, section 18, subdivision 6, as amended by Laws 2024, chapter 81, section 19, is amended to read:

Subd. 6. **Special education separate sites and programs.** (a) For aid for special education separate sites and programs under Minnesota Statutes, section 125A.81, subdivision 4:

$	3,880,000	.....	2024
$	~~4,505,000~~ 4,282,000	.....	2025

(b) The 2024 appropriation includes $0 for 2023 and $3,880,000 for 2024.

(c) The 2025 appropriation includes $431,000 for 2024 and ~~$4,074,000~~ $3,851,000 for 2025.

Sec. 21. Laws 2023, chapter 55, article 7, section 18, subdivision 7, as amended by Laws 2024, chapter 81, section 20, is amended to read:

Subd. 7. **Travel for home-based services.** (a) For aid for teacher travel for home-based services under Minnesota Statutes, section 125A.75, subdivision 1:

$	425,000	.....	2024
$	~~475,000~~ 440,000	.....	2025

(b) The 2024 appropriation includes $32,000 for 2023 and $393,000 for 2024.

(c) The 2025 appropriation includes $43,000 for 2024 and ~~$432,000~~ $397,000 for 2025.

E. FACILITIES

Sec. 22. Laws 2023, chapter 55, article 8, section 19, subdivision 6, as amended by Laws 2024, chapter 81, section 22, and Laws 2024, chapter 115, article 8, section 5, is amended to read:

Subd. 6. **Long-term facilities maintenance equalized aid.** (a) For long-term facilities maintenance equalized aid under Minnesota Statutes, section 123B.595, subdivision 9:

$	107,905,000	.....	2024
$	~~107,865,000~~ 107,262,000	.....	2025

(b) The 2024 appropriation includes $10,821,000 for 2023 and $97,084,000 for 2024.

(c) The 2025 appropriation includes $10,787,000 for 2024 and ~~$97,078,000~~ $96,475,000 for 2025.

F. NUTRITION

Sec. 23. Laws 2023, chapter 18, section 4, subdivision 2, as amended by Laws 2023, chapter 55, article 9, section 16, Laws 2024, chapter 81, section 23, and Laws 2024, chapter 115, article 9, section 8, is amended to read:

Subd. 2. **School lunch.** For school lunch aid under Minnesota Statutes, section 124D.111, including the amounts for the free school meals program:

$	218,801,000	.....	2024
$	~~239,686,000~~ 251,667,000	.....	2025

Sec. 24. Laws 2023, chapter 18, section 4, subdivision 3, as amended by Laws 2023, chapter 55, article 9, section 17, Laws 2024, chapter 81, section 24, and Laws 2024, chapter 115, article 9, section 9, is amended to read:

Subd. 3. **School breakfast.** For school breakfast aid under Minnesota Statutes, section 124D.1158:

$	44,178,000	.....	2024
$	~~48,747,000~~ 54,835,000	.....	2025

Sec. 25. Laws 2023, chapter 55, article 9, section 18, subdivision 4, as amended by Laws 2024, chapter 81, section 25, is amended to read:

Subd. 4. **Kindergarten milk.** For kindergarten milk aid under Minnesota Statutes, section 124D.118:

$	428,000	.....	2024
$	~~428,000~~ 387,000	.....	2025

Sec. 26. Laws 2023, chapter 55, article 9, section 18, subdivision 8, as amended by Laws 2024, chapter 81, section 26, is amended to read:

Subd. 8. **School library aid.** (a) For school library aid under Minnesota Statutes, section ~~134.356~~ 124D.992:

$	21,586,000	.....	2024
$	~~23,903,000~~ 23,791,000	.....	2025

(b) The 2024 appropriation includes $0 for 2023 and $21,586,000 for 2024.

(c) The 2025 appropriation includes $2,398,000 for 2024 and ~~$21,505,000~~ $21,393,000 for 2025.

G. EARLY EDUCATION

Sec. 27. Laws 2023, chapter 54, section 20, subdivision 7, as amended by Laws 2024, chapter 81, section 27, is amended to read:

Subd. 7. **Early childhood family education aid.** (a) For early childhood family education aid under Minnesota Statutes, section ~~124D.135~~ 142D.11:

$	37,209,000	.....	2024
$	~~38,985,000~~ 37,874,000	.....	2025

(b) The 2024 appropriation includes $3,518,000 for 2023 and $33,691,000 for 2024.

(c) The 2025 appropriation includes $3,743,000 for 2024 and ~~$35,242,000~~ $34,131,000 for 2025.

Sec. 28. Laws 2023, chapter 54, section 20, subdivision 9, as amended by Laws 2024, chapter 81, section 28, is amended to read:

Subd. 9. **Developmental screening aid.** (a) For developmental screening aid under Minnesota Statutes, sections ~~121A.17~~ 142D.091 and ~~121A.19~~ 142D.093:

$	4,148,000	.....	2024
$	~~4,151,000~~ 4,156,000	.....	2025

(b) The 2024 appropriation includes $349,000 for 2023 and $3,799,000 for 2024.

(c) The 2025 appropriation includes $422,000 for 2024 and ~~$3,729,000~~ $3,734,000 for 2025.

Sec. 29. Laws 2023, chapter 54, section 20, subdivision 17, as amended by Laws 2024, chapter 81, section 29, is amended to read:

Subd. 17. **Home visiting aid.** (a) For home visiting aid under Minnesota Statutes, section ~~124D.135~~ 142D.11:

$	382,000	.....	2024
$	~~300,000~~ 290,000	.....	2025

(b) The 2024 appropriation includes $41,000 for 2023 and $341,000 for 2024.

(c) The 2025 appropriation includes $37,000 for 2024 and ~~$263,000~~ $253,000 for 2025.

H. COMMUNITY EDUCATION AND LIFELONG LEARNING

Sec. 30. Laws 2023, chapter 55, article 11, section 11, subdivision 2, as amended by Laws 2024, chapter 81, section 30, is amended to read:

Subd. 2. **Adult basic education aid.** (a) For adult basic education aid under Minnesota Statutes, section 124D.531:

$	52,566,000	.....	2024
$	~~53,684,000~~ 53,880,000	.....	2025

(b) The 2024 appropriation includes $5,179,000 for 2023 and $47,387,000 for 2024.

(c) The 2025 appropriation includes $5,265,000 for 2024 and ~~$48,419,000~~ $48,615,000 for 2025.

Sec. 31. Laws 2023, chapter 55, article 11, section 11, subdivision 3, as amended by Laws 2024, chapter 81, section 31, is amended to read:

Subd. 3. **Adults with disabilities program aid.** (a) For adults with disabilities programs under Minnesota Statutes, section 124D.56:

$	710,000	.....	2024
$	~~$1,520,000~~ 1,433,000	.....	2025

(b) The 2024 appropriation includes $71,000 for 2023 and $639,000 for 2024.

(c) The 2025 appropriation includes $71,000 for 2024 and ~~$1,449,000~~ $1,362,000 for 2025.

Sec. 32. Laws 2023, chapter 55, article 11, section 11, subdivision 10, as amended by Laws 2024, chapter 81, section 33, is amended to read:

Subd. 10. **School-age care aid.** (a) For school-age care aid under Minnesota Statutes, section 124D.22:

$	0	.....	2024
$	~~1,000~~ 0	.....	2025

(b) The 2024 appropriation includes $0 for 2023 and $0 for 2024.

(c) The 2025 appropriation includes $0 for 2024 and ~~$1,000~~ $0 for 2025.

Sec. 33. **EFFECTIVE DATE.**

This article is effective the day following final enactment.

Presented to the governor June 12, 2025

Signed by the governor June 14, 2025, 10:29 a.m.