

158.9

**ARTICLE 4**

158.10

**SPECIAL EDUCATION**

158.11 Section 1. Minnesota Statutes 2018, section 124E.21, subdivision 1, is amended to read:

158.12 Subdivision 1. **Special education aid.** (a) Except as provided in section 124E.23, special  
158.13 education aid, excluding cross subsidy reduction aid under section 125A.76, subdivision  
158.14 2e, must be paid to a charter school according to section 125A.76, as though it were a school  
158.15 district.

158.16 (b) For fiscal year ~~2015~~ 2020 and later, the special education aid paid to the charter  
158.17 school shall be adjusted as follows:

158.18 (1) if the charter school does not receive general education revenue on behalf of the  
158.19 student according to section 124E.20, the aid shall be adjusted as provided in section  
158.20 125A.11; or

158.21 (2) if the charter school receives general education revenue on behalf of the student  
158.22 according to section 124E.20, the aid shall be adjusted as provided in section 127A.47,  
158.23 subdivision 7, paragraphs (b) to (e), and if the tuition adjustment is computed under section  
158.24 127A.47, subdivision 7, paragraph (c), it shall also receive an adjustment equal to five  
158.25 percent for fiscal year 2020 or ten percent for fiscal year 2021 and later of the unreimbursed  
158.26 cost of providing special education and services for the student.

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

159.1 Sec. 2. Minnesota Statutes 2018, section 125A.08, is amended to read:  
159.2 125A.08 INDIVIDUALIZED EDUCATION PROGRAMS.

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

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

159.6 (1) all students with disabilities are provided the special instruction and services which  
159.7 are appropriate to their needs. Where the individualized education program team has  
159.8 determined appropriate goals and objectives based on the student's needs, including the  
159.9 extent to which the student can be included in the least restrictive environment, and where  
159.10 there are essentially equivalent and effective instruction, related services, or assistive  
159.11 technology devices available to meet the student's needs, cost to the district may be among  
159.12 the factors considered by the team in choosing how to provide the appropriate services,  
159.13 instruction, or devices that are to be made part of the student's individualized education  
159.14 program. The individualized education program team shall consider and may authorize  
159.15 services covered by medical assistance according to section 256B.0625, subdivision 26.  
159.16 Before a school district evaluation team makes a determination of other health disability  
159.17 under Minnesota Rules, part 3525.1335, subparts 1 and 2, item A, subitem (1), the evaluation  
159.18 team must seek written documentation of the student's medically diagnosed chronic or acute

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**ARTICLE 4**

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**SPECIAL EDUCATION**

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79.6 each child with a disability, an individualized education program.

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79.15 instruction, or devices that are to be made part of the student's individualized education  
79.16 program. The individualized education program team shall consider and may authorize  
79.17 services covered by medical assistance according to section 256B.0625, subdivision 26.  
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79.19 under Minnesota Rules, part 3525.1335, subparts 1 and 2, item A, subitem (1), the evaluation  
79.20 team must seek written documentation of the student's medically diagnosed chronic or acute

159.19 health condition signed by a licensed physician or a licensed health care provider acting  
159.20 within the scope of the provider's practice. The student's needs and the special education  
159.21 instruction and services to be provided must be agreed upon through the development of  
159.22 an individualized education program. The program must address the student's need to develop  
159.23 skills to live and work as independently as possible within the community. The individualized  
159.24 education program team must consider positive behavioral interventions, strategies, and  
159.25 supports that address behavior needs for children. During grade 9, the program must address  
159.26 the student's needs for transition from secondary services to postsecondary education and  
159.27 training, employment, community participation, recreation, and leisure and home living. In  
159.28 developing the program, districts must inform parents of the full range of transitional goals  
159.29 and related services that should be considered. The program must include a statement of  
159.30 the needed transition services, including a statement of the interagency responsibilities or  
159.31 linkages or both before secondary services are concluded. If the individualized education  
159.32 program meets the plan components in section 120B.125, the individualized education  
159.33 program satisfies the requirement and no additional transition plan is needed; An  
159.34 individualized education program team, after affirmative approval of the parent, may  
159.35 eliminate benchmarks or short-term objectives, except for students who take alternative  
160.1 assessments. The individualized education program may report the student's performance  
160.2 on general state or districtwide assessments related to the student's educational needs;

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

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

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

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

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

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

79.21 health condition signed by a licensed physician or a licensed health care provider acting  
79.22 within the scope of the provider's practice. The student's needs and the special education  
79.23 instruction and services to be provided must be agreed upon through the development of  
79.24 an individualized education program. The program must address the student's need to develop  
79.25 skills to live and work as independently as possible within the community. The individualized  
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79.27 supports that address behavior needs for children. During grade 9, the program must address  
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79.29 training, employment, community participation, recreation, and leisure and home living. In  
79.30 developing the program, districts must inform parents of the full range of transitional goals  
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79.34 program meets the plan components in section 120B.125, the individualized education  
80.1 program satisfies the requirement and no additional transition plan is needed; The  
80.2 individualized education program may report the student's performance on general state or  
80.3 districtwide assessments related to the student's educational needs;

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

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80.7 safeguards and the right to participate in decisions involving identification, assessment  
80.8 including assistive technology assessment, and educational placement of children with a  
80.9 disability;

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80.11 evaluation or reevaluation, which may be completed using existing data under United States  
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80.13 (5) to the maximum extent appropriate, children with a disability, including those in  
80.14 public or private institutions or other care facilities, are educated with children who are not  
80.15 disabled, and that special classes, separate schooling, or other removal of children with a  
80.16 disability from the regular educational environment occurs only when and to the extent that  
80.17 the nature or severity of the disability is such that education in regular classes with the use  
80.18 of supplementary services cannot be achieved satisfactorily;

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

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

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

160.27 (1) before or beginning at the time of employment, each paraprofessional must develop  
160.28 sufficient knowledge and skills in emergency procedures, building orientation, roles and  
160.29 responsibilities, confidentiality, vulnerability, and reportability, among other things, to begin  
160.30 meeting the needs, especially disability-specific and behavioral needs, of the students with  
160.31 whom the paraprofessional works;

160.32 (2) before beginning work alone with an individual student with a disability, the assigned  
160.33 paraprofessional must be either given paid time or time during the school day to review a  
161.1 student's individualized education program or be briefed on the student's specific needs by  
161.2 appropriate staff;

161.3 ~~(2)~~(3) annual training opportunities are required to enable the paraprofessional to  
161.4 continue to further develop the knowledge and skills that are specific to the students with  
161.5 whom the paraprofessional works, including understanding disabilities, the unique and  
161.6 individual needs of each student according to the student's disability and how the disability  
161.7 affects the student's education and behavior, following lesson plans, and implementing  
161.8 follow-up instructional procedures and activities; ~~and~~

161.9 (4) a minimum of eight hours of paid orientation or professional development must be  
161.10 provided annually to all paraprofessionals, Title I aides, and other instructional support  
161.11 staff. Four of the eight hours must be completed before the first instructional day of the  
161.12 school year or within 30 days of hire. The orientation or professional development must be  
161.13 relevant to the employee's occupation and may include collaboration time with classroom  
161.14 teachers and planning for the school year. For paraprofessionals who provide direct support  
161.15 to students, at least 50 percent of the professional development or orientation must be  
161.16 dedicated to meeting the requirements of this section. Professional development for  
161.17 paraprofessionals may also address the requirements of section 120B.363, subdivision 3.  
161.18 A school administrator must provide an annual certification of compliance with this  
161.19 requirement to the commissioner; and

161.20 ~~(2)~~(5) a districtwide process obligates each paraprofessional to work under the ongoing  
161.21 direction of a licensed teacher and, where appropriate and possible, the supervision of a  
161.22 school nurse.

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

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

80.28 (1) before or beginning at the time of employment, each paraprofessional must develop  
80.29 sufficient knowledge and skills in emergency procedures, building orientation, roles and  
80.30 responsibilities, confidentiality, vulnerability, and reportability, among other things, to begin  
80.31 meeting the needs, especially disability-specific and behavioral needs, of the students with  
80.32 whom the paraprofessional works;

81.1 (2) annual training opportunities are required to enable the paraprofessional to continue  
81.2 to further develop the knowledge and skills that are specific to the students with whom the  
81.3 paraprofessional works, including understanding disabilities, the unique and individual  
81.4 needs of each student according to the student's disability and how the disability affects the  
81.5 student's education and behavior, following lesson plans, and implementing follow-up  
81.6 instructional procedures and activities; ~~and~~

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

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

81.14 Sec. 2. [125A.081] SPECIAL EDUCATION SUPPLEMENTAL INFORMATION.

161.26 Sec. 3. Minnesota Statutes 2018, section 125A.091, subdivision 3a, is amended to read:

161.27 Subd. 3a. **Additional requirements for prior written notice.** In addition to federal law  
161.28 requirements, a prior written notice shall:

161.29 (1) inform the parent that except for the initial placement of a child in special education,  
161.30 the school district will proceed with its proposal for the child's placement or for providing  
161.31 special education services unless the child's parent notifies the district of an objection within  
161.32 14 days of when the district sends the prior written notice to the parent; and

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

162.3 (i) request a conciliation conference under subdivision 7 ~~or~~ another alternative dispute  
162.4 resolution procedure under subdivision 8 or 9; ~~or~~

162.5 (ii) identify the specific part of the proposal or refusal the parent objects to and request  
162.6 a meeting with appropriate members of the individualized education program team.

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

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

162.19 Sec. 5. Minnesota Statutes 2018, section 125A.11, subdivision 1, is amended to read:

162.20 Subdivision 1. **Nonresident tuition rate; other costs.** (a) For fiscal year 2015 and later,  
162.21 when a school district provides special instruction and services for a pupil with a disability  
162.22 as defined in section 125A.02 outside the district of residence, excluding a pupil for whom

81.15 A school district is encouraged to include check boxes on all special education forms  
81.16 and other materials identifying students who are:

81.17 (1) twice-exceptional;

81.18 (2) print disabled;

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

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

81.21 Sec. 3. Minnesota Statutes 2018, section 125A.091, subdivision 3a, is amended to read:

81.22 Subd. 3a. **Additional requirements for prior written notice.** In addition to federal law  
81.23 requirements, a prior written notice shall:

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81.25 the school district will proceed with its proposal for the child's placement or for providing  
81.26 special education services unless the child's parent notifies the district of an objection within  
81.27 14 days of when the district sends the prior written notice to the parent; and

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

81.30 (i) request a conciliation conference under subdivision 7 ~~or~~ another alternative dispute  
81.31 resolution procedure under subdivision 8 or 9; ~~or~~

82.1 (ii) identify the specific part of the proposal or refusal the parent objects to and request  
82.2 a meeting of the individualized education program team.

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

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82.6 with appropriate district staff in at least one conciliation conference if the parent objects to  
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82.8 a conciliation conference within ten calendar days from the date the district receives a  
82.9 parent's objection to a proposal or refusal in the prior written notice request for a conciliation  
82.10 conference. Except as provided in this section, all discussions held during a conciliation  
82.11 conference are confidential and are not admissible in a due process hearing. Within five  
82.12 school days after the final conciliation conference, the district must prepare and provide to  
82.13 the parent a conciliation conference memorandum that describes the district's final proposed  
82.14 offer of service. This memorandum is admissible in evidence in any subsequent proceeding.

162.23 an adjustment to special education aid is calculated according to section 127A.47, subdivision  
162.24 7, paragraphs (b) to (d), special education aid paid to the resident district must be reduced  
162.25 by an amount equal to (1) the actual cost of providing special instruction and services to  
162.26 the pupil, including a proportionate amount for special transportation, plus (2) the amount  
162.27 of general education revenue, excluding local optional revenue, plus local optional aid and  
162.28 referendum equalization aid attributable to that pupil, calculated using the resident district's  
162.29 average general education revenue and referendum equalization aid per adjusted pupil unit  
162.30 excluding basic skills revenue, elementary sparsity revenue and secondary sparsity revenue,  
162.31 minus (3) the amount of special education aid for children with a disability under section  
162.32 125A.76 received on behalf of that child, excluding cross subsidy reduction aid under section  
162.33 125A.76, subdivision 2e, minus (4) if the pupil receives special instruction and services  
163.1 outside the regular classroom for more than 60 percent of the school day, the amount of  
163.2 general education revenue and referendum equalization aid, excluding portions attributable  
163.3 to district and school administration, district support services, operations and maintenance,  
163.4 capital expenditures, and pupil transportation, attributable to that pupil for the portion of  
163.5 time the pupil receives special instruction and services outside of the regular classroom,  
163.6 calculated using the resident district's average general education revenue and referendum  
163.7 equalization aid per adjusted pupil unit excluding basic skills revenue, elementary sparsity  
163.8 revenue and secondary sparsity revenue and the serving district's basic skills revenue,  
163.9 elementary sparsity revenue and secondary sparsity revenue per adjusted pupil unit.  
163.10 Notwithstanding clauses (1) and (4), for pupils served by a cooperative unit without a fiscal  
163.11 agent school district, the general education revenue and referendum equalization aid  
163.12 attributable to a pupil must be calculated using the resident district's average general  
163.13 education revenue and referendum equalization aid excluding compensatory revenue,  
163.14 elementary sparsity revenue, and secondary sparsity revenue. Special education aid paid to  
163.15 the district or cooperative providing special instruction and services for the pupil must be  
163.16 increased by the amount of the reduction in the aid paid to the resident district. If the resident  
163.17 district's special education aid is insufficient to make the full adjustment, the remaining  
163.18 adjustment shall be made to other state aid due to the district.

163.19 (b) Notwithstanding paragraph (a), when a charter school receiving special education  
163.20 aid under section 124E.21, subdivision 3, provides special instruction and services for a  
163.21 pupil with a disability as defined in section 125A.02, excluding a pupil for whom an  
163.22 adjustment to special education aid is calculated according to section 127A.47, subdivision  
163.23 7, paragraphs (b) to (e), special education aid paid to the resident district must be reduced  
163.24 by an amount equal to that calculated under paragraph (a) as if the charter school received  
163.25 aid under section 124E.21, subdivision 1. Notwithstanding paragraph (a), special education  
163.26 aid paid to the charter school providing special instruction and services for the pupil must  
163.27 not be increased by the amount of the reduction in the aid paid to the resident district.

163.28 (c) Notwithstanding paragraph (a) and section 127A.47, subdivision 7, paragraphs (b)  
163.29 to (d):

163.30 (1) an intermediate district or a special education cooperative may recover unreimbursed  
163.31 costs of serving pupils with a disability, including building lease, debt service, and indirect

163.32 costs necessary for the general operation of the organization, by billing membership fees  
163.33 and nonmember access fees to the resident district;

163.34 (2) a charter school where more than 30 percent of enrolled students receive special  
163.35 education and related services, a site approved under section 125A.515, an intermediate  
164.1 district, a site constructed according to Laws 1992, chapter 558, section 7, subdivision 7,  
164.2 to meet the educational needs of court-placed adolescents, or a special education cooperative  
164.3 may apply to the commissioner for authority to charge the resident district an additional  
164.4 amount to recover any remaining unreimbursed costs of serving pupils with a disability;

164.5 (3) the billing under clause (1) or application under clause (2) must include a description  
164.6 of the costs and the calculations used to determine the unreimbursed portion to be charged  
164.7 to the resident district. Amounts approved by the commissioner under clause (2) must be  
164.8 included in the aid adjustments under paragraph (a), or section 127A.47, subdivision 7,  
164.9 paragraphs (b) to (d), as applicable.

164.10 (d) For purposes of this subdivision and section 127A.47, subdivision 7, paragraph (b),  
164.11 "general education revenue and referendum equalization aid" means the sum of the general  
164.12 education revenue according to section 126C.10, subdivision 1, excluding the local optional  
164.13 levy according to section 126C.10, subdivision 2e, paragraph (c), plus the referendum  
164.14 equalization aid according to section 126C.17, subdivision 7.

164.15 Sec. 6. Minnesota Statutes 2018, section 125A.50, subdivision 1, is amended to read:

164.16 Subdivision 1. **Commissioner approval.** The commissioner may approve applications  
164.17 from districts initiating or significantly changing a program to provide prevention services  
164.18 as an alternative to special education and other compensatory programs. A district with an  
164.19 approved program may provide instruction and services in a regular education classroom,  
164.20 or an area learning center, to eligible pupils. Pupils eligible to participate in the program  
164.21 are pupils who need additional academic or behavioral support to succeed in the general  
164.22 education environment and who may eventually qualify for special education instruction  
164.23 or related services under sections 125A.03 to 125A.24 and 125A.65 if the intervention  
164.24 services authorized by this section were unavailable. A pupil with an individualized education  
164.25 program may participate in the program in a service area which the individualized education  
164.26 program team has determined is not an educational need that results from the pupil's  
164.27 disability. Pupils may be provided services during extended school days and throughout the  
164.28 entire year and through the assurance of mastery program under sections 125A.03 to 125A.24  
164.29 and 125A.65.

164.30 Sec. 7. [125A.755] PARAPROFESSIONAL TRAINING AID.

164.31 Beginning in fiscal year 2020, each school district, charter school, and cooperative  
164.32 organization serving pupils is eligible for paraprofessional training aid. Paraprofessional  
164.33 training aid equals \$198 times the number of paraprofessionals, Title I aides, and other  
165.1 instructional support staff employed by the school district, charter school, or cooperative

165.2 organization during the previous school year. A school district must reserve paraprofessional  
165.3 training aid and spend it only on the training required in section 125A.08.

165.4 Sec. 8. Minnesota Statutes 2018, section 125A.76, subdivision 1, is amended to read:

165.5 Subdivision 1. **Definitions.** (a) For the purposes of this section and section 125A.79,  
165.6 the definitions in this subdivision apply.

165.7 (b) "Basic revenue" has the meaning given it in section 126C.10, subdivision 2. For the  
165.8 purposes of computing basic revenue pursuant to this section, each child with a disability  
165.9 shall be counted as prescribed in section 126C.05, subdivision 1.

165.10 (c) "Essential personnel" means teachers, cultural liaisons, related services, and support  
165.11 services staff providing services to students. Essential personnel may also include special  
165.12 education paraprofessionals or clericals providing support to teachers and students by  
165.13 preparing paperwork and making arrangements related to special education compliance  
165.14 requirements, including parent meetings and individualized education programs. Essential  
165.15 personnel does not include administrators and supervisors.

165.16 (d) "Average daily membership" has the meaning given it in section 126C.05.

165.17 (e) "Program growth factor" means ~~1.046 for fiscal years 2012 through 2015, 1.0 for~~  
165.18 ~~fiscal year 2016,~~ 1.046 for fiscal year 2017, and the product of 1.046 and the program growth  
165.19 factor for the previous year for fiscal year 2018 and later.

165.20 (f) "Nonfederal special education expenditure" means all direct expenditures that are  
165.21 necessary and essential to meet the district's obligation to provide special instruction and  
165.22 services to children with a disability according to sections 124D.454, 125A.03 to 125A.24,  
165.23 125A.259 to 125A.48, and 125A.65 as submitted by the district and approved by the  
165.24 department under section 125A.75, subdivision 4, excluding expenditures:

165.25 (1) reimbursed with federal funds;

165.26 (2) reimbursed with other state aids under this chapter;

165.27 (3) for general education costs of serving students with a disability;

165.28 (4) for facilities;

165.29 (5) for pupil transportation; and

165.30 (6) for postemployment benefits.

166.1 (g) "Old formula special education expenditures" means expenditures eligible for revenue  
166.2 under Minnesota Statutes 2012, section 125A.76, subdivision 2.

166.3 (h) For the Minnesota State Academy for the Deaf and the Minnesota State Academy  
166.4 for the Blind, expenditures under paragraphs (f) and (g) are limited to the salary and fringe  
166.5 benefits of one-to-one instructional and behavior management aides and one-to-one licensed,

166.6 certified professionals assigned to a child attending the academy, if the aides or professionals  
166.7 are required by the child's individualized education program.

166.8 (i) "Special education aid increase limit" means \$80 for fiscal year 2016, \$100 for fiscal  
166.9 year 2017, and, for fiscal year 2018 and later, the sum of the special education aid increase  
166.10 limit for the previous fiscal year and \$40.

166.11 (j) (i) "District" means a school district, a charter school, or a cooperative unit as defined  
166.12 in section 123A.24, subdivision 2. Notwithstanding section 123A.26, cooperative units as  
166.13 defined in section 123A.24, subdivision 2, are eligible to receive special education aid under  
166.14 this section and section 125A.79.

166.15 (j) "Initial special education cross subsidy" means the greater of zero or:

166.16 (1) the nonfederal special education expenditure under paragraph (f); plus

166.17 (2) the cost of providing transportation services for pupils with disabilities under section  
166.18 123B.92, subdivision 1, paragraph (b), clause (4); minus

166.19 (3) the special education aid under subdivision 2c and sections 125A.11, subdivision 1,  
166.20 and 127A.47, subdivision 7; minus

166.21 (4) the amount of general education revenue, excluding local optional revenue, plus  
166.22 local optional aid and referendum equalization aid attributable to pupils receiving special  
166.23 instruction and services outside the regular classroom for more than 60 percent of the school  
166.24 day for the portion of time the pupils receive special instruction and services outside the  
166.25 regular classroom, excluding portions attributable to district and school administration,  
166.26 district support services, operations and maintenance, capital expenditures, and pupil  
166.27 transportation.

166.28 (k) The "minimum aid adjustment multiplier" for fiscal year 2020 equals 1.046. For  
166.29 fiscal year 2021 and later, the minimum aid adjustment multiplier equals the greater of 1.02  
166.30 or the minimum aid adjustment multiplier for the previous year minus 0.002.

166.31 (l) The "minimum aid adjustment factor" for fiscal year 2020 equals the program growth  
166.32 factor for fiscal year 2020. For fiscal year 2021 and later, the minimum aid adjustment factor  
167.1 equals the product of the minimum aid adjustment factor for the previous fiscal year and  
167.2 the minimum aid adjustment multiplier.

167.3 (m) "Special education equity metro region" means the districts with their administrative  
167.4 offices located in Anoka, Carver, Dakota, Hennepin, Ramsey, Scott, or Washington County  
167.5 on January 1, 2012, and districts in other counties with 7,500 or more pupils in adjusted  
167.6 average daily membership.

167.7 (n) "Special education equity rural region" means the districts with their administrative  
167.8 offices located outside Anoka, Carver, Dakota, Hennepin, Ramsey, Scott, or Washington



- 167.9 County on January 1, 2012, and districts in other counties with less than 7,500 pupils in  
167.10 adjusted average daily membership.
- 167.11 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2020 and later.
- 167.12 Sec. 9. Minnesota Statutes 2018, section 125A.76, subdivision 2a, is amended to read:
- 167.13 Subd. 2a. **Special education initial aid.** For fiscal year ~~2016~~ 2021 and later, a district's  
167.14 special education initial aid equals the sum of:
- 167.15 (1) the least of 62 percent of the district's old formula special education expenditures  
167.16 for the prior fiscal year, excluding pupil transportation expenditures, 50 percent of the  
167.17 district's nonfederal special education expenditures for the prior year, excluding pupil  
167.18 transportation expenditures, or 56 percent of the product of the sum of the following amounts,  
167.19 computed using prior fiscal year data, and the program growth factor:
- 167.20 (i) the product of the district's average daily membership served and the sum of:
- 167.21 (A) ~~\$450~~ \$460; plus
- 167.22 (B) ~~\$400~~ \$405 times the ratio of the sum of the number of pupils enrolled on October  
167.23 1 who are eligible to receive free lunch plus one-half of the pupils enrolled on October 1  
167.24 who are eligible to receive reduced-price lunch to the total October 1 enrollment; plus
- 167.25 (C) .008 times the district's average daily membership served; plus
- 167.26 (ii) ~~\$10,400~~ \$13,300 times the December 1 child count for the primary disability areas  
167.27 of autism spectrum disorders, developmental delay, and severely multiply impaired; plus
- 167.28 (iii) ~~\$18,000~~ \$19,200 times the December 1 child count for the primary disability areas  
167.29 of deaf and hard-of-hearing and emotional or behavioral disorders; plus
- 168.1 (iv) ~~\$27,000~~ \$25,200 times the December 1 child count for the primary disability areas  
168.2 of developmentally cognitive mild-moderate, developmentally cognitive severe-profound,  
168.3 physically impaired, visually impaired, and deafblind; plus
- 168.4 (2) the cost of providing transportation services for children with disabilities under  
168.5 section 123B.92, subdivision 1, paragraph (b), clause (4).
- 168.6 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2021 and later.
- 168.7 Sec. 10. Minnesota Statutes 2018, section 125A.76, subdivision 2c, is amended to read:
- 168.8 Subd. 2c. **Special education aid.** (a) For fiscal year ~~2016~~ 2020 and later, a district's  
168.9 special education aid equals the sum of the district's special education initial aid under  
168.10 subdivision 2a, the district's cross subsidy reduction aid under subdivision 2e, and the  
168.11 district's excess cost aid under section 125A.79, subdivision 5.
- 168.12 (b) Notwithstanding paragraph (a), for fiscal year 2016, the special education aid for a  
168.13 school district must not exceed the sum of the special education aid the district would have

168.14 received for fiscal year 2016 under Minnesota Statutes 2012, sections 125A.76 and 125A.79;  
168.15 as adjusted according to Minnesota Statutes 2012, sections 125A.11 and 127A.47, subdivision  
168.16 7, and the product of the district's average daily membership served and the special education  
168.17 aid increase limit.

168.18 (c) Notwithstanding paragraph (a), for fiscal year 2017 and later, the special education  
168.19 aid for a school district must not exceed the sum of: (i) the product of the district's average  
168.20 daily membership served and the special education aid increase limit and (ii) the product  
168.21 of the sum of the special education aid the district would have received for fiscal year 2016  
168.22 under Minnesota Statutes 2012, sections 125A.76 and 125A.79, as adjusted according to  
168.23 Minnesota Statutes 2012, sections 125A.11 and 127A.47, subdivision 7, the ratio of the  
168.24 district's average daily membership served for the current fiscal year to the district's average  
168.25 daily membership served for fiscal year 2016, and the program growth factor.

168.26 (d) (b) Notwithstanding paragraph (a), for fiscal year 2016 2020 and later the special  
168.27 education aid, excluding the cross subsidy reduction aid under subdivision 2e, for a school  
168.28 district, not including a charter school or cooperative unit as defined in section 123A.24,  
168.29 must not be less than the lesser of (1) the sum of 90 percent for fiscal year 2020, 85 percent  
168.30 for fiscal year 2021, 80 percent for fiscal year 2022, and 75 percent for fiscal year 2023 and  
168.31 later of the district's nonfederal special education expenditures plus 100 percent of the  
168.32 district's cost of providing transportation services for children with disabilities under section  
168.33 123B.92, subdivision 1, paragraph (b), clause (4), plus the adjustment under sections 125A.11  
169.1 and 127A.47, subdivision 7, for that fiscal year or (2) the product of the sum of the special  
169.2 education aid the district would have received for fiscal year 2016 under Minnesota Statutes  
169.3 2012, sections 125A.76 and 125A.79, as adjusted according to Minnesota Statutes 2012,  
169.4 sections 125A.11 and 127A.47, subdivision 7, the ratio of the district's adjusted daily  
169.5 membership for the current fiscal year to the district's average daily membership for fiscal  
169.6 year 2016, and the program growth minimum aid adjustment factor.

169.7 (e) Notwithstanding subdivision 2a and section 125A.79, a charter school in its first year  
169.8 of operation shall generate special education aid based on current year data. A newly formed  
169.9 cooperative unit as defined in section 123A.24 may apply to the commissioner for approval  
169.10 to generate special education aid for its first year of operation based on current year data,  
169.11 with an offsetting adjustment to the prior year data used to calculate aid for programs at  
169.12 participating school districts or previous cooperatives that were replaced by the new  
169.13 cooperative. The department shall establish procedures to adjust the prior year data and  
169.14 fiscal year 2016 old formula aid used in calculating special education aid to exclude costs  
169.15 that have been eliminated for districts where programs have closed or where a substantial  
169.16 portion of the program has been transferred to a cooperative unit.

169.17 (f) The department shall establish procedures through the uniform financial accounting  
169.18 and reporting system to identify and track all revenues generated from third-party billings  
169.19 as special education revenue at the school district level; include revenue generated from  
169.20 third-party billings as special education revenue in the annual cross-subsidy report; and  
169.21 exclude third-party revenue from calculation of excess cost aid to the districts.

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

169.23 Sec. 11. Minnesota Statutes 2018, section 125A.76, is amended by adding a subdivision  
169.24 to read:

169.25 Subd. 2e. **Cross subsidy reduction aid.** (a) A school district's annual cross subsidy  
169.26 reduction aid equals the school district's initial special education cross subsidy for the  
169.27 previous fiscal year times the cross subsidy aid factor for that fiscal year.

169.28 (b) The cross subsidy aid factor equals 4.3 percent for fiscal year 2020, 8.6 percent for  
169.29 fiscal years 2021, 2022, and 2023, and ten percent for fiscal year 2024.

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

170.1 Sec. 12. **[125A.81] SPECIAL EDUCATION REGIONAL EQUITY AID.**

170.2 Subdivision 1. **Special education equity aid.** A school district's special education equity  
170.3 aid equals the greater of zero or, for the second preceding year, the lesser of (1) 30 percent  
170.4 of the difference between the school district's remaining special education cross subsidy  
170.5 per pupil in adjusted average daily membership and the regional average remaining special  
170.6 education cross subsidy per pupil in adjusted average daily membership, or (2) \$120 times  
170.7 the district's adjusted average daily membership. For purposes of this section, remaining  
170.8 cross subsidy aid means the cross subsidy after adjusting for cross subsidy aid under section  
170.9 125A.76, subdivision 2e.

170.10 Subd. 2. **Special education equity region.** The department must assign school districts  
170.11 to special education equity regions under section 125A.76, subdivision 1, paragraphs (m)  
170.12 and (n).

170.13 Subd. 3. **Regional equity cross subsidy.** For each region established in subdivision 2,  
170.14 the department must calculate the regional average remaining special education cross subsidy  
170.15 under section 125A.76, subdivision 1, paragraph (k), after adjustments for cross subsidy  
170.16 aid under section 125A.76, subdivision 2e, per pupil in adjusted average daily membership  
170.17 for the second preceding year.

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

170.19 Sec. 13. Minnesota Statutes 2018, section 127A.47, subdivision 7, is amended to read:

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

170.24 (b) For purposes of this subdivision, the "unreimbursed cost of providing special  
170.25 education and services" means the difference between: (1) the actual cost of providing  
170.26 special instruction and services, including special transportation and unreimbursed building  
170.27 lease and debt service costs for facilities used primarily for special education, for a pupil

170.28 with a disability, as defined in section 125A.02, or a pupil, as defined in section 125A.51,  
170.29 who is enrolled in a program listed in this subdivision, minus (2) if the pupil receives special  
170.30 instruction and services outside the regular classroom for more than 60 percent of the school  
170.31 day, the amount of general education revenue, excluding local optional revenue, plus local  
170.32 optional aid and referendum equalization aid as defined in section 125A.11, subdivision 1,  
170.33 paragraph (d), attributable to that pupil for the portion of time the pupil receives special  
171.1 instruction and services outside of the regular classroom, excluding portions attributable to  
171.2 district and school administration, district support services, operations and maintenance,  
171.3 capital expenditures, and pupil transportation, minus (3) special education aid under section  
171.4 125A.76, excluding cross subsidy reduction aid under section 125A.76, subdivision 2e,  
171.5 attributable to that pupil, that is received by the district providing special instruction and  
171.6 services. For purposes of this paragraph, general education revenue and referendum  
171.7 equalization aid attributable to a pupil must be calculated using the serving district's average  
171.8 general education revenue and referendum equalization aid per adjusted pupil unit.

171.9 (c) For fiscal year ~~2015 and later~~ 2020, special education aid paid to a resident district  
171.10 must be reduced by an amount equal to ~~90~~ 80 percent of the unreimbursed cost of providing  
171.11 special education and services. For fiscal year 2021 and later, special education aid paid to  
171.12 a resident district must be reduced by an amount equal to 70 percent of the unreimbursed  
171.13 cost of providing special education and services.

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

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

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

171.29 (g) Notwithstanding paragraph (a), general education aid paid to the resident district of  
171.30 a nonspecial education student for whom an eligible special education charter school receives  
171.31 general education aid under section 124E.20, subdivision 1, paragraph (c), must be reduced  
171.32 by an amount equal to the difference between the general education aid attributable to the  
171.33 student under section 124E.20, subdivision 1, paragraph (c), and the general education aid  
171.34 that the student would have generated for the charter school under section 124E.20,  
172.1 subdivision 1, paragraph (a). For purposes of this paragraph, "nonspecial education student"

172.2 means a student who does not meet the definition of pupil with a disability as defined in  
172.3 section 125A.02 or the definition of a pupil in section 125A.51.

172.4 (h) An area learning center operated by a service cooperative, intermediate district,  
172.5 education district, or a joint powers cooperative may elect through the action of the  
172.6 constituent boards to charge the resident district tuition for pupils rather than to have the  
172.7 general education revenue paid to a fiscal agent school district. Except as provided in  
172.8 paragraph (f), the district of residence must pay tuition equal to at least 90 and no more than  
172.9 100 percent of the district average general education revenue per pupil unit minus an amount  
172.10 equal to the product of the formula allowance according to section 126C.10, subdivision 2,  
172.11 times .0466, calculated without compensatory revenue, local optional revenue, and  
172.12 transportation sparsity revenue, times the number of pupil units for pupils attending the area  
172.13 learning center.

172.14 Sec. 14. Minnesota Statutes 2018, section 136D.01, is amended to read:

172.15 **136D.01 INTERMEDIATE SCHOOL DISTRICT.**

172.16 "Intermediate school district" means a district with a cooperative program which has  
172.17 been established under Laws 1967, chapter 822, as amended; Laws 1969, chapter 775, as  
172.18 amended; and Laws 1969, chapter 1060, as amended this chapter, offering integrated services  
172.19 for secondary, postsecondary, and adult students in the areas of vocational education, special  
172.20 education, and other authorized services.

172.21 Sec. 15. Minnesota Statutes 2018, section 136D.49, is amended to read:

172.22 **136D.49 OTHER MEMBERSHIP AND POWERS.**

172.23 In addition to the districts listed in sections 136D.21, 136D.41, 136D.71, and 136D.81,  
172.24 the agreement of an intermediate school district established under this chapter may provide  
172.25 for the membership of other school districts and cities, counties, and other governmental  
172.26 units as defined in section 471.59. In addition to the powers listed in sections ~~136D.25,~~  
172.27 **136D.24, 136D.44, 136D.73, and 136D.84,** an intermediate school board may provide the  
172.28 services defined in section 123A.21, subdivisions 7 and 8.

172.29 Sec. 16. **PRIOR WRITTEN NOTICE WORKING GROUP.**

172.30 (a) The commissioner of education must appoint a working group by July 1, 2019, that  
172.31 includes the following:

173.1 (1) special education administrators;

173.2 (2) special education teachers;

173.3 (3) school board members;

173.4 (4) parents of children with disabilities receiving special instruction and services in  
173.5 accordance with Minnesota Statutes, chapter 125A;

- 173.6 (5) organizations that work with the parents of children with disabilities; and
- 173.7 (6) Department of Education staff with expertise in special education compliance.
- 173.8 (b) The commissioner of education must convene the first meeting of the working group  
173.9 no later than July 15, 2019, and must provide support and meeting space for the working  
173.10 group. The meetings of the working group are subject to the requirements of Minnesota  
173.11 Statutes, chapter 13D.
- 173.12 (c) Members of the working group serve without compensation, but may be reimbursed  
173.13 for allowed actual and necessary expenses incurred in the performance of the member's  
173.14 duties for the working group in the same manner and amount as authorized by the  
173.15 commissioner's plan under Minnesota Statutes, section 43A.18, subdivision 2.
- 173.16 (d) The working group must make recommendations for improving alignment between  
173.17 state guidance and federal law requirements on prior written notice by January 15, 2020.  
173.18 The working group must report its recommendations to the chairs and ranking minority  
173.19 members of the legislative committees or divisions with jurisdiction over kindergarten  
173.20 through grade 12 education.
- 173.21 (e) This section expires January 16, 2020, or the day after the working group submits  
173.22 the report required by this section, whichever is earlier.
- 173.23 **EFFECTIVE DATE.** This section is effective the day following final enactment.
- 173.24 **Sec. 17. SPECIAL EDUCATION LEGISLATIVE WORKING GROUP.**
- 173.25 Subdivision 1. **Duties.** A legislative working group on special education is created to  
173.26 review special education delivery and costs in Minnesota and submit a written report to the  
173.27 legislature. The working group must:
- 173.28 (1) review how school districts, charter schools, intermediate school districts, special  
173.29 education cooperatives, education districts, service cooperatives, and nonpublic schools  
173.30 deliver special education services, and the costs and benefits associated with each model;
- 174.1 (2) compare relevant state and federal special education laws and regulations by reviewing  
174.2 the 2013 evaluation report by the Office of the Legislative Auditor on special education  
174.3 and other publicly available reports;
- 174.4 (3) analyze trends in special education enrollment and the reasons for the increased  
174.5 proportion of Minnesota students receiving special education, including disparities in student  
174.6 identification;
- 174.7 (4) identify strategies or programs that would be effective in reducing the need for special  
174.8 education services or could provide less-intensive special education services, when  
174.9 appropriate;

- 174.10 (5) analyze funding for children receiving special education services in a nonresident  
174.11 district or charter school in accordance with Minnesota Statutes, sections 124E.21, 125A.11,  
174.12 and 127A.47;
- 174.13 (6) analyze the effect of the 2013 statutory changes to the state special education funding  
174.14 formula, including interactions and conformity with federal funding formulas;
- 174.15 (7) describe how school districts and charter schools use section 504 plans, including  
174.16 criteria used to determine when a section 504 plan is appropriate and the prevalence of  
174.17 section 504 plans in school districts and charter schools;
- 174.18 (8) review the use of medications intended to modify the mood or behavior of students  
174.19 with 504 plans or individual education programs; and
- 174.20 (9) review the recommendations of the 2013 evaluation report by the Office of the  
174.21 Legislative Auditor on special education and whether any recommendations have been  
174.22 enacted or implemented.
- 174.23 Subd. 2. **Membership.** (a) The legislative working group on special education consists  
174.24 of:
- 174.25 (1) six duly elected and currently serving members of the house of representatives, three  
174.26 appointed by the speaker of the house and three appointed by the house minority leader,  
174.27 and must include the current chairs of the house of representatives Education Policy  
174.28 Committee and Education Finance Division; and
- 174.29 (2) six duly elected and currently serving senators, three appointed by the senate majority  
174.30 leader and three appointed by the senate minority leader, and must include the current chair  
174.31 of the senate Education Finance and Policy Committee.
- 175.1 (b) Only duly elected and currently serving members of the house of representatives or  
175.2 senate may be members of the special education legislative working group. A chair of an  
175.3 education committee or division appointed under paragraph (a) may designate another  
175.4 member of the chair's chamber to attend a meeting of the legislative working group in place  
175.5 of the chair.
- 175.6 Subd. 3. **Organization; process; administrative and technical support.** The special  
175.7 education legislative working group appointments must be made by July 1, 2019. If a vacancy  
175.8 occurs, the leader of the caucus in the house of representatives or senate to which the vacating  
175.9 working group member belonged must fill the vacancy. The chair of the house of  
175.10 representatives Education Policy Committee shall serve as a cochair of the working group.  
175.11 The chair of the senate Education Finance and Policy Committee shall serve as a cochair  
175.12 of the working group and shall convene the first meeting. The working group must meet  
175.13 periodically. Meetings of the working group must be open to the public. The Legislative  
175.14 Coordinating Commission must provide administrative assistance upon request. The  
175.15 Department of Education must provide technical assistance upon request.

175.16 Subd. 4. **Consultation with stakeholders.** In developing its recommendations, the  
175.17 special education legislative working group must consult with interested and affected  
175.18 stakeholders.

175.19 Subd. 5. **Report.** The special education legislative working group must submit a report  
175.20 providing its findings and policy recommendations to the legislature by January 15, 2020.

175.21 Subd. 6. **Expiration.** The special education legislative working group expires January  
175.22 16, 2020, unless extended by law.

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

175.24 Sec. 18. **INDIVIDUALIZED EDUCATION PROGRAM; RULE AMENDMENT.**

175.25 The commissioner of education must amend Minnesota Rules, part 3525.2810, subpart  
175.26 2, item A, to allow but not require an individualized education program to report a student's  
175.27 performance on general state or districtwide assessments.

175.28 Sec. 19. **SPECIAL EDUCATION FISCAL YEAR 2016 BASE ADJUSTMENT.**

175.29 The fiscal year 2016 special education base for Independent School District No. 709,  
175.30 Duluth, must be increased by \$500,000. The fiscal year 2016 base for Independent School  
175.31 District No. 882, Monticello, must be increased by \$250,000.

176.1 Sec. 20. **COMMISSIONER OF EDUCATION; LEGISLATIVE REPORT ON**  
176.2 **DEFINITIONS.**

176.3 The commissioner of education must define the following terms:

176.4 (1) gifted student;

176.5 (2) talented student;

176.6 (3) twice-exceptional student;

176.7 (4) print disabled student; and

176.8 (5) reading disabled student.

176.9 The commissioner must report these definitions to the legislative committees having  
176.10 jurisdiction over early childhood through grade 12 education by February 15, 2020.

176.11 Sec. 21. **APPROPRIATIONS.**

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

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

82.15 Sec. 5. **APPROPRIATIONS.**

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

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



176.17       \$     1,632,280,000     .....     2020  
176.18       \$     1,787,067,000     .....     2021  
176.19       The 2020 appropriation includes \$184,363,000 for 2019 and \$1,447,917,000 for 2020.  
176.20       The 2021 appropriation includes \$203,824,000 for 2020 and \$1,583,243,000 for 2021.  
176.21       Subd. 3. **Aid for children with disabilities.** For aid under Minnesota Statutes, section  
176.22 125A.75, subdivision 3, for children with disabilities placed in residential facilities within  
176.23 the district boundaries for whom no district of residence can be determined:  
176.24       \$     1,382,000     .....     2020  
176.25       \$     1,564,000     .....     2021  
176.26       If the appropriation for either year is insufficient, the appropriation for the other year is  
176.27 available.  
176.28       Subd. 4. **Travel for home-based services.** For aid for teacher travel for home-based  
176.29 services under Minnesota Statutes, section 125A.75, subdivision 1:  
177.1       \$     422,000     .....     2020  
177.2       \$     442,000     .....     2021  
177.3       The 2020 appropriation includes \$40,000 for 2019 and \$382,000 for 2020.  
177.4       The 2021 appropriation includes \$42,000 for 2020 and \$400,000 for 2021.  
177.5       Subd. 5. **Court-placed special education revenue.** For reimbursing serving school  
177.6 districts for unreimbursed eligible expenditures attributable to children placed in the serving  
177.7 school district by court action under Minnesota Statutes, section 125A.79, subdivision 4:  
177.8       \$     31,000     .....     2020  
177.9       \$     32,000     .....     2021  
177.10       Subd. 6. **Special education out-of-state tuition.** For special education out-of-state  
177.11 tuition under Minnesota Statutes, section 125A.79, subdivision 8:  
177.12       \$     250,000     .....     2020  
177.13       \$     250,000     .....     2021

82.21       \$     1,592,153,000     .....     2020  
82.22       \$     1,706,195,000     .....     2021  
82.23       The 2020 appropriation includes \$184,363,000 for 2019 and \$1,407,790,000 for 2020.  
82.24       The 2021 appropriation includes \$198,176,000 for 2020 and \$1,508,019,000 for 2021.  
82.25       Subd. 3. **Aid for children with disabilities.** (a) For aid under Minnesota Statutes, section  
82.26 125A.75, subdivision 3, for children with disabilities placed in residential facilities within  
82.27 the district boundaries for whom no district of residence can be determined:  
82.28       \$     1,382,000     .....     2020  
82.29       \$     1,564,000     .....     2021  
82.30       (b) If the appropriation for either year is insufficient, the appropriation for the other year  
82.31 is available.  
83.1       Subd. 4. **Travel for home-based services.** For aid for teacher travel for home-based  
83.2 services under Minnesota Statutes, section 125A.75, subdivision 1:  
83.3       \$     422,000     .....     2020  
83.4       \$     442,000     .....     2021  
83.5       The 2020 appropriation includes \$40,000 for 2019 and \$382,000 for 2020.  
83.6       The 2021 appropriation includes \$42,000 for 2020 and \$400,000 for 2021.  
83.7       Subd. 5. **Court-placed special education revenue.** For reimbursing serving school  
83.8 districts for unreimbursed eligible expenditures attributable to children placed in the serving  
83.9 school district by court action under Minnesota Statutes, section 125A.79, subdivision 4:  
83.10       \$     31,000     .....     2020  
83.11       \$     32,000     .....     2021  
83.12       Subd. 6. **Special education out-of-state tuition.** For special education out-of-state  
83.13 tuition under Minnesota Statutes, section 125A.79, subdivision 8:  
83.14       \$     250,000     .....     2020  
83.15       \$     250,000     .....     2021

177.14 Subd. 7. **Special education supplemental aid.** (a) For special education supplemental  
177.15 aid:

177.16 \$ 1,200,000 .... 2020

177.17 \$ 1,200,000 .... 2021

177.18 (b) Of the amounts in paragraph (a), \$1,000,000 is for Independent School District No.  
177.19 709, Duluth, and \$200,000 is for Independent School District No. 882, Monticello.

177.20 Subd. 8. **Paraprofessional training.** For costs associated with paid orientation and  
177.21 professional development for paraprofessionals under Minnesota Statutes, section 125A.08:

177.22 \$ 7,098,000 .... 2020

177.23 \$ 7,098,000 .... 2021

177.24 Sec. 22. **REVISOR INSTRUCTION.**

177.25 (a) The revisor of statutes shall renumber the provisions of Minnesota Statutes listed in  
177.26 column A to the references listed in column B.

177.27 <u>Column A</u>	<u>Column B</u>
177.28 <u>136D.01</u>	<u>123C.01</u>
177.29 <u>136D.21</u>	<u>123C.20</u>
177.30 <u>136D.22, subdivisions 1 and 2</u>	<u>123C.21, subdivisions 1 and 2</u>
177.31 <u>136D.23</u>	<u>123C.22</u>
177.32 <u>136D.24</u>	<u>123C.23</u>
178.1 <u>136D.25</u>	<u>123C.24</u>
178.2 <u>136D.26</u>	<u>123C.25</u>
178.3 <u>136D.29</u>	<u>123C.26</u>
178.4 <u>136D.31</u>	<u>123C.27</u>
178.5 <u>136D.41</u>	<u>123C.30</u>
178.6 <u>136D.42</u>	<u>123C.31</u>

178.7	<u>136D.43</u>	<u>123C.32</u>
178.8	<u>136D.44</u>	<u>123C.33</u>
178.9	<u>136D.45</u>	<u>123C.34</u>
178.10	<u>136D.46</u>	<u>123C.35</u>
178.11	<u>136D.47</u>	<u>123C.36</u>
178.12	<u>136D.48</u>	<u>123C.37</u>
178.13	<u>136D.49</u>	<u>123C.02</u>
178.14	<u>136D.71, subdivision 1</u>	<u>123C.60, subdivision 1</u>
178.15	<u>136D.72</u>	<u>123C.61</u>
178.16	<u>136D.73, subdivision 1</u>	<u>123C.63, subdivision 1</u>
178.17	<u>136D.73, subdivision 2</u>	<u>123C.63, subdivision 3</u>
178.18	<u>136D.73, subdivision 4</u>	<u>123C.63, subdivision 4</u>
178.19	<u>136D.73, subdivision 4a</u>	<u>123C.63, subdivision 5</u>
178.20	<u>136D.73, subdivision 4b</u>	<u>123C.63, subdivision 6</u>
178.21	<u>136D.73, subdivision 4c</u>	<u>123C.63, subdivision 7</u>
178.22	<u>136D.73, subdivision 5</u>	<u>123C.63, subdivision 8</u>
178.23	<u>136D.74, subdivision 1</u>	<u>123C.62, subdivision 1</u>
178.24	<u>136D.74, subdivision 1a</u>	<u>123C.62, subdivision 2</u>
178.25	<u>136D.74, subdivision 1b</u>	<u>123C.62, subdivision 3</u>
178.26	<u>136D.76, subdivision 1</u>	<u>123C.63, subdivision 2</u>
178.27	<u>136D.76, subdivision 2</u>	<u>123C.60, subdivision 2</u>
178.28	<u>136D.81, subdivision 1</u>	<u>123C.70</u>
178.29	<u>136D.82, subdivisions 1 and 2</u>	<u>123C.71, subdivisions 1 and 2</u>
178.30	<u>136D.83</u>	<u>123C.72</u>

- 178.31 136D.84 123C.73
- 178.32 136D.85 123C.74
- 178.33 136D.86 123C.75
- 178.34 136D.90, subdivision 1 123C.76
- 178.35 136D.92 123C.77
- 178.36 (b) The revisor of statutes shall make necessary cross-reference changes in Minnesota  
178.37 Statutes consistent with the renumbering in this section, and if Minnesota Statutes, chapter  
179.1 136D, is further amended in the 2019 legislative session, shall codify the amendments in a  
179.2 manner consistent with this act. The revisor may make necessary changes to sentence  
179.3 structure to preserve the meaning of the text.
- 179.4 **EFFECTIVE DATE.** This section is effective the day following final enactment.
- 179.5 Sec. 23. **REPEALER.**
- 179.6 Minnesota Statutes 2018, section 136D.93, is repealed.