

38.1 **ARTICLE 2**

38.2 **EDUCATION EXCELLENCE**

38.3 Section 1. Minnesota Statutes 2018, section 5A.03, subdivision 2, is amended to read:

38.4 Subd. 2. **Placing Minnesota students in travel abroad programs.** (a) A school district

38.5 or charter school with enrolled students who participate in a foreign exchange or study or

38.6 other travel abroad program or whose enrolled students participate in a foreign exchange

38.7 or study or other travel abroad program under a written agreement between the district or

38.8 charter school and the program provider must use a form developed by the Department of

38.9 Education to annually report to the department by November 1 the following data from the

38.10 previous school year:

38.11 (1) the number of Minnesota student deaths that occurred while Minnesota students were

38.12 participating in the foreign exchange or study or other travel abroad program and that resulted

38.13 from Minnesota students participating in the program;

38.14 (2) the number of Minnesota students hospitalized due to accidents and the illnesses that

38.15 occurred while Minnesota students were participating in the foreign exchange or study or

38.16 other travel abroad program and that resulted from Minnesota students participating in the

38.17 program; and

38.18 (3) the name and type of the foreign exchange or study or other travel abroad program

38.19 and the city or region where the reported death, hospitalization due to accident, or the illness

38.20 occurred.

38.21 (b) School districts and charter schools must ask but must not require enrolled eligible

38.22 students and the parents or guardians of other enrolled students who complete a foreign

38.23 exchange or study or other travel abroad program to disclose the information under paragraph

38.24 (a).

38.25 (c) When reporting the data under paragraph (a), a school district or charter school may

38.26 supplement the data with a brief explanatory statement. The Department of Education

38.27 annually must aggregate and publish the reported data on the department website in a format

38.28 that facilitates public access to the aggregated data and include links to both the United

38.29 States Department of State's Consular Information Program that informs the public of

38.30 conditions abroad that may affect students' safety and security and the publicly available

38.31 reports on sexual assaults and other criminal acts affecting students participating in a foreign

38.32 exchange or study or other travel abroad program.

39.1 (d) School districts and charter schools with enrolled students who participate in foreign

39.2 exchange or study or other travel abroad programs under a written agreement between the

39.3 district or charter school and the program provider are encouraged to adopt policies

39.4 supporting the programs and to include program standards in their policies to ensure students'

39.5 health and safety.

25.22 **ARTICLE 2**

25.23 **EDUCATION EXCELLENCE**

39.6 (e) To be eligible under this subdivision to provide a foreign exchange or study or other
39.7 travel abroad program to Minnesota students enrolled in a school district or charter school,
39.8 a program provider annually must register with the secretary of state and provide the
39.9 following information on a form developed by the secretary of state: the name, address, and
39.10 telephone number of the program provider, its chief executive officer, and the person within
39.11 the provider's organization who is primarily responsible for supervising programs within
39.12 the state; the program provider's unified business identification number, if any; whether the
39.13 program provider is exempt from federal income tax; a list of the program provider's
39.14 placements in foreign countries for the previous school year including the number of
39.15 Minnesota students placed, where Minnesota students were placed, and the length of their
39.16 placement; the terms and limits of the medical and accident insurance available to cover
39.17 participating students and the process for filing a claim; and the signatures of the program
39.18 provider's chief executive officer and the person primarily responsible for supervising
39.19 Minnesota students' placements in foreign countries. If the secretary of state determines the
39.20 registration is complete, the secretary of state shall file the registration and the program
39.21 provider is registered. Registration with the secretary of state must not be considered or
39.22 represented as an endorsement of the program provider by the secretary of state. The secretary
39.23 of state annually must publish on its website aggregated data under paragraph (c) received
39.24 from the Department of Education.

39.25 (f) Program providers, annually by August 1, must provide the data required under
39.26 paragraph (a), clauses (1) to (3), to the districts and charter schools with enrolled students
39.27 participating in the provider's program.

39.28 (g) The Department of Education must publish the information it has under paragraph
39.29 (c), but it is not responsible for any errors or omissions in the information provided to it by
39.30 a school district or charter school. A school district or charter school is not responsible for
39.31 omissions in the information provided to it by students and programs.

39.32 Sec. 2. Minnesota Statutes 2018, section 120A.22, subdivision 5, is amended to read:

39.33 Subd. 5. **Ages and terms.** (a) Every child between ~~seven~~ six and 17 years of age must
39.34 receive instruction unless the child has graduated. Every child under the age of ~~seven~~ six
40.1 who is enrolled in a ~~half-day kindergarten, or a full-day kindergarten program on alternate~~
40.2 ~~days, or other kindergarten programs shall~~ must receive instruction for the hours established
40.3 for that program. Except as provided in subdivision 6, a parent may withdraw a child under
40.4 the age of ~~seven~~ six from enrollment at any time.

40.5 (b) A school district by annual board action may require children subject to this
40.6 subdivision to receive instruction in summer school. A district that acts to require children
40.7 to receive instruction in summer school ~~shall~~ must establish at the time of its action the
40.8 criteria for determining which children must receive instruction.

40.9 (c) A pupil 16 years of age or older who meets the criteria of section 124D.68, subdivision
40.10 2, and under clause (5) of that subdivision has been excluded or expelled from school or
40.11 under clause (11) of that subdivision has been chronically truant may be referred to an area

40.12 learning center. Such referral may be made only after consulting the principal, area learning
40.13 center director, student, and parent or guardian and only if, in the school administrator's
40.14 professional judgment, the referral is in the best educational interest of the pupil. Nothing
40.15 in this paragraph limits a pupil's eligibility to apply to enroll in other eligible programs
40.16 under section 124D.68.

40.17 **EFFECTIVE DATE.** This section is effective for the 2020-2021 school year and later.

40.18 Sec. 3. Minnesota Statutes 2018, section 120A.22, subdivision 6, is amended to read:

40.19 Subd. 6. **Children under seven age six.** (a) Once a pupil under the age of ~~seven~~ six is
40.20 enrolled in kindergarten or a higher grade in a public school, the pupil is subject to the
40.21 compulsory attendance provisions of this chapter and section 120A.34, unless the board of
40.22 the district in which the pupil is enrolled has a policy that exempts children under ~~seven~~ six
40.23 from this subdivision.

40.24 (b) In a district in which children under ~~seven~~ the age of six are subject to compulsory
40.25 attendance under this subdivision, paragraphs (c) to (e) apply.

40.26 (c) A parent or guardian may withdraw the pupil from enrollment in the school for good
40.27 cause by notifying the district. Good cause includes, but is not limited to, enrollment of the
40.28 pupil in another school, as defined in subdivision 4, or the immaturity of the child.

40.29 (d) When the pupil enrolls, the enrolling official must provide the parent or guardian
40.30 who enrolls the pupil with a written explanation of the provisions of this subdivision.

40.31 (e) A pupil under the age of ~~seven~~ six who is withdrawn from enrollment in the public
40.32 school under paragraph (c) is no longer subject to the compulsory attendance provisions of
40.33 this chapter.

41.1 (f) In a district that had adopted a policy to exempt children under ~~seven~~ the age of six
41.2 from this subdivision, the district's chief attendance officer must keep the truancy enforcement
41.3 authorities supplied with a copy of the board's current policy certified by the clerk of the
41.4 board.

41.5 **EFFECTIVE DATE.** This section is effective for the 2020-2021 school year and later.

41.6 Sec. 4. Minnesota Statutes 2018, section 120A.22, subdivision 11, is amended to read:

41.7 Subd. 11. **Assessment of performance.** (a) Each year the performance of every child
41.8 ages ~~seven~~ six through 16 and every child ages 16 through 17 for which an initial report
41.9 was filed pursuant to section 120A.24, subdivision 1, after the child is 16 and who is not
41.10 enrolled in a public school must be assessed using a nationally norm-referenced standardized
41.11 achievement examination. The superintendent of the district in which the child receives
41.12 instruction and the person in charge of the child's instruction must agree about the specific
41.13 examination to be used and the administration and location of the examination.

41.14 (b) To the extent the examination in paragraph (a) does not provide assessment in all of
41.15 the subject areas in subdivision 9, the parent must assess the child's performance in the
41.16 applicable subject area. This requirement applies only to a parent who provides instruction
41.17 and does not meet the requirements of subdivision 10, clause (1), (2), or (3).

41.18 (c) If the results of the assessments in paragraphs (a) and (b) indicate that the child's
41.19 performance on the total battery score is at or below the 30th percentile or one grade level
41.20 below the performance level for children of the same age, the parent must obtain additional
41.21 evaluation of the child's abilities and performance for the purpose of determining whether
41.22 the child has learning problems.

41.23 (d) A child receiving instruction from a nonpublic school, person, or institution that is
41.24 accredited by an accrediting agency, recognized according to section 123B.445, or recognized
41.25 by the commissioner, is exempt from the requirements of this subdivision.

41.26 **EFFECTIVE DATE.** This section is effective for the 2020-2021 school year and later.

41.27 Sec. 5. Minnesota Statutes 2018, section 120A.24, subdivision 1, is amended to read:

41.28 Subdivision 1. **Reports to superintendent.** (a) The person or nonpublic school in charge
41.29 of providing instruction to a child must submit to the superintendent of the district in which
41.30 the child resides the name, birth date, and address of the child; the annual tests intended to
41.31 be used under section 120A.22, subdivision 11, if required; the name of each instructor;
42.1 and evidence of compliance with one of the requirements specified in section 120A.22,
42.2 subdivision 10:

42.3 (1) by October 1 of the first school year the child receives instruction after reaching the
42.4 age of ~~seven~~ six;

42.5 (2) within 15 days of when a parent withdraws a child from public school after age ~~seven~~
42.6 six to provide instruction in a nonpublic school that is not accredited by a state-recognized
42.7 accredited agency;

42.8 (3) within 15 days of moving out of a district; and

42.9 (4) by October 1 after a new resident district is established.

42.10 (b) The person or nonpublic school in charge of providing instruction to a child between
42.11 the ages of ~~seven~~ six and 16 and every child ages 16 through 17 for which an initial report
42.12 was filed pursuant to this subdivision after the child is 16 must submit, by October 1 of each
42.13 school year, a letter of intent to continue to provide instruction under this section for all
42.14 students under the person's or school's supervision and any changes to the information
42.15 required in paragraph (a) for each student.

42.16 (c) The superintendent may collect the required information under this section through
42.17 an electronic or web-based format, but must not require electronic submission of information
42.18 under this section from the person in charge of reporting under this subdivision.

42.19

EFFECTIVE DATE. This section is effective for the 2020-2021 school year and later.

- 25.24 Section 1. Minnesota Statutes 2018, section 120B.02, is amended by adding a subdivision
25.25 to read:
- 25.26 Subd. 1a. **Competency-based education.** (a) A school district or charter school may
25.27 adopt a locally developed competency-based education plan to allow students to meet
25.28 academic standards, earn credits, and advance to higher levels of learning by demonstrating
25.29 mastery of required state standards, regardless of the time or pace of learning. The local
25.30 plan may be implemented in individual school sites within a school district or districtwide.
26.1 Competency-based education is designed to improve educational outcomes for students by
26.2 advancing their mastery of concepts and skills.
- 26.3 (b) A school district or charter school that adopts a competency-based education plan
26.4 must include a description of the following in its long-term strategic plan under section
26.5 120B.11 or annual public report under section 124E.16 and post on the website:
- 26.6 (1) how the plan's components align with required state standards and the goals included
26.7 in its world's best workforce plan under section 120B.11;
- 26.8 (2) how competencies include explicit and measurable student learning objectives;
- 26.9 (3) how students master competencies along a personalized and flexible pathway. A
26.10 student may demonstrate their mastery of competencies through their successful performance
26.11 of the competencies, application of the competencies, or both;
- 26.12 (4) how local assessments are used to personalize learning experiences for a student;
26.13 and
- 26.14 (5) how students receive timely and personalized support based on their individual
26.15 learning needs.
- 26.16 (c) A school district or charter school with a competency-based education plan must
26.17 administer the required statewide assessments to all of its students in the appropriate grade
26.18 levels consistent with section 120B.30.
- 26.19 (d) Average daily membership for a student participating in a competency-based education
26.20 is subject to the limits under section 126C.05, subdivision 8.
- 26.21 Sec. 2. Minnesota Statutes 2018, section 120B.024, subdivision 1, is amended to read:
- 26.22 Subdivision 1. **Graduation requirements.** Students beginning 9th grade in the 2011-2012
26.23 school year and later must successfully complete the following high school level credits for
26.24 graduation:
- 26.25 (1) four credits of language arts sufficient to satisfy all of the academic standards in
26.26 English language arts;

42.20 Sec. 6. Minnesota Statutes 2018, section 120B.11, subdivision 2, is amended to read:

42.21 Subd. 2. **Adopting plans and budgets.** (a) A school board, at a public meeting, shall
42.22 must adopt a comprehensive, long-term strategic plan to support and improve teaching and
42.23 learning that is aligned with creating the world's best workforce and includes:

42.24 (1) clearly defined district and school site goals and benchmarks for instruction and
42.25 student achievement for all student subgroups identified in section 120B.35, subdivision 3,
42.26 paragraph (b), clause (2);

42.27 (2) a process to assess and evaluate each student's progress toward meeting state and
42.28 local academic standards, assess and identify students to participate in gifted and talented
42.29 programs and accelerate their instruction, and adopt early-admission procedures consistent
42.30 with section 120B.15, and identifying the strengths and weaknesses of instruction in pursuit
42.31 of student and school success and curriculum affecting students' progress and growth toward
42.32 career and college readiness and leading to the world's best workforce;

43.1 (3) a system to periodically review and evaluate the effectiveness of all instruction and
43.2 curriculum, taking into account strategies and best practices, student outcomes, school
43.3 principal evaluations under section 123B.147, subdivision 3, students' access to effective
43.4 teachers who are members of populations underrepresented among the licensed teachers in
43.5 the district or school and who reflect the diversity of enrolled students under section 120B.35,
43.6 subdivision 3, paragraph (b), clause (2), and teacher evaluations under section 122A.40,
43.7 subdivision 8, or 122A.41, subdivision 5;

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

26.29 (3) an algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade
26.30 standards in mathematics;

27.1 (4) three credits of science, including at least one credit of biology, one credit of chemistry
27.2 or physics, and one elective credit of science. The combination of credits under this clause
27.3 must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics
27.4 and (ii) all other academic standards in science;

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

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

27.12 (7) a minimum of seven elective credits.

43.8 (4) strategies for improving instruction, curriculum, and student achievement, including;
43.9 (i) the English and, where practicable, the native language development and the academic
43.10 achievement of English learners and (ii) for all learners, access to culturally relevant or
43.11 ethnic studies curriculum using culturally responsive methodologies;

43.12 (5) a process to examine the equitable distribution of teachers and strategies to ensure
43.13 children from low-income ~~and minority children~~ families, families of color, and American
43.14 Indian families are not taught at higher rates than other children by inexperienced, ineffective,
43.15 or out-of-field teachers;

43.16 (6) education effectiveness practices that integrate high-quality instruction; rigorous
43.17 curriculum; technology; inclusive and respectful learning and work environments for all
43.18 students, families, and employees; and a collaborative professional culture that ~~develops~~
43.19 ~~and supports~~ retains qualified, racially, and ethnically diverse staff effective at working
43.20 with diverse students while developing and supporting teacher quality, performance, and
43.21 effectiveness; and

43.22 (7) an annual budget for continuing to implement the district plan.

43.23 (b) A school board must submit to the commissioner the plan adopted under paragraph
43.24 (a). The commissioner must review each plan.

43.25 **EFFECTIVE DATE.** This section is effective for all strategic plans reviewed and
43.26 updated after the day following final enactment.

43.27 Sec. 7. Minnesota Statutes 2018, section 120B.11, subdivision 3, is amended to read:

43.28 Subd. 3. **District advisory committee.** (a) Each school board ~~shall~~ must establish an
43.29 advisory committee to ensure active community participation in all phases of planning and
43.30 improving the instruction and curriculum affecting state and district academic standards,
43.31 consistent with subdivision 2. A district advisory committee, to the extent possible, ~~shall~~
43.32 must reflect the diversity of the district and its school sites, include teachers, parents, support
43.33 staff, students, and other community residents, and provide translation to the extent
44.1 appropriate and practicable. The district advisory committee ~~shall~~ must pursue community
44.2 support to accelerate the academic and native literacy and achievement of English learners
44.3 with varied needs, from young children to adults, consistent with section 124D.59,
44.4 subdivisions 2 and 2a. The district may establish site teams as subcommittees of the district
44.5 advisory committee under subdivision 4.

44.6 (b) The district advisory committee ~~shall~~ must recommend to the school board:

44.7 (1) rigorous academic standards;

44.8 (2) student achievement goals and measures consistent with subdivision 1a and sections
44.9 120B.022, subdivisions 1a and 1b, and 120B.35;

44.10 (3) district assessments;

44.11 (4) means to improve students' equitable access to effective and more diverse teachers;

44.12 (5) strategies to ensure the curriculum and learning and work environments are inclusive

44.13 and respectful toward all racial and ethnic groups; and

44.14 (6) program evaluations.

44.15 (c) School sites may expand upon district evaluations of instruction, curriculum,

44.16 assessments, or programs. Whenever possible, parents and other community residents ~~shall~~

44.17 must comprise at least two-thirds of advisory committee members.

44.18 Sec. 8. Minnesota Statutes 2018, section 120B.12, subdivision 2, is amended to read:

44.19 Subd. 2. **Identification; report.** (a) Each school district ~~shall~~ must identify before the

44.20 end of kindergarten, grade 1, and grade 2 all students who are not reading at grade level

44.21 before the end of the current school year and ~~shall~~. Students identified as not reading at

44.22 grade level by the end of kindergarten, grade 1, and grade 2 must be screened for

44.23 characteristics of dyslexia.

44.24 (b) ~~identify~~ Students in grade 3 or higher who demonstrate a reading difficulty to a

44.25 classroom teacher must be screened for characteristics of dyslexia, unless a different reason

44.26 for the reading difficulty has been identified.

44.27 (c) Reading assessments in English, and in the predominant languages of district students

44.28 where practicable, must identify and evaluate students' areas of academic need related to

44.29 literacy. The district also must monitor the progress and provide reading instruction

44.30 appropriate to the specific needs of English learners. The district must use a locally adopted,

44.31 developmentally appropriate, and culturally responsive assessment and annually report

44.32 summary assessment results to the commissioner by July 1.

45.1 (d) The district also must annually report to the commissioner by July 1 a summary of

45.2 the district's efforts to screen and identify students with:

45.3 (1) dyslexia, using screening tools such as those recommended by the department's

45.4 dyslexia specialist; or

45.5 (2) convergence insufficiency disorder.

45.6 ~~(b)~~ (e) A student identified under this subdivision must be provided with alternate

45.7 instruction under section 125A.56, subdivision 1.

45.8 **EFFECTIVE DATE.** This section is effective July 1, 2020.

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

27.14 120B.125 PLANNING FOR STUDENTS' SUCCESSFUL TRANSITION TO

27.15 POSTSECONDARY EDUCATION AND EMPLOYMENT; PERSONAL LEARNING

27.16 PLANS.

- 27.17 (a) Consistent with sections 120B.13, 120B.131, 120B.132, 120B.14, 120B.15, 120B.30,
27.18 subdivision 1, paragraph (c), 125A.08, and other related sections, school districts, beginning
27.19 in the 2013-2014 school year, must assist all students by no later than grade 9 to explore
27.20 their educational, college, and career interests, aptitudes, and aspirations and develop a plan
27.21 for a smooth and successful transition to postsecondary education or employment. All
27.22 students' plans must:
- 27.23 (1) provide a comprehensive plan to prepare for and complete a career and college ready
27.24 curriculum by meeting state and local academic standards and developing career and
27.25 employment-related skills such as team work, collaboration, creativity, communication,
27.26 critical thinking, and good work habits;
- 27.27 (2) emphasize academic rigor and high expectations and inform the student, and the
27.28 student's parent or guardian if the student is a minor, of the student's achievement level
27.29 score on the Minnesota Comprehensive Assessments that are administered during high
27.30 school;
- 27.31 (3) help students identify interests, aptitudes, aspirations, and personal learning styles
27.32 that may affect their career and college ready goals and postsecondary education and
27.33 employment choices;
- 28.1 (4) set appropriate career and college ready goals with timelines that identify effective
28.2 means for achieving those goals;
- 28.3 (5) help students access education and career options, including armed forces career
28.4 options;
- 28.5 (6) integrate strong academic content into career-focused courses and applied and
28.6 experiential learning opportunities and integrate relevant career-focused courses and applied
28.7 and experiential learning opportunities into strong academic content;
- 28.8 (7) help identify and access appropriate counseling and other supports and assistance
28.9 that enable students to complete required coursework, prepare for postsecondary education
28.10 and careers, and obtain information about postsecondary education costs and eligibility for
28.11 financial aid and scholarship;
- 28.12 (8) help identify collaborative partnerships among prekindergarten through grade 12
28.13 schools, postsecondary institutions, economic development agencies, and local and regional
28.14 employers that support students' transition to postsecondary education and employment and
28.15 provide students with applied and experiential learning opportunities; and
- 28.16 (9) be reviewed and revised at least annually by the student, the student's parent or
28.17 guardian, and the school or district to ensure that the student's course-taking schedule keeps
28.18 the student making adequate progress to meet state and local academic standards and high
28.19 school graduation requirements and with a reasonable chance to succeed with employment
28.20 or postsecondary education without the need to first complete remedial course work.

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

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

28.29 (d) When assisting students in developing a plan for a smooth and successful transition
28.30 to postsecondary education and employment, districts must recognize the unique possibilities
28.31 of each student and ensure that the contents of each student's plan reflect the student's unique
28.32 talents, skills, and abilities as the student grows, develops, and learns.

29.1 (e) If a student with a disability has an individualized education program (IEP) or
29.2 standardized written plan that meets the plan components of this section, the IEP satisfies
29.3 the requirement and no additional transition plan is needed.

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

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

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

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

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

45.9 Sec. 9. Minnesota Statutes 2018, section 120B.30, subdivision 1, is amended to read:

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

45.10 Subdivision 1. **Statewide testing.** (a) The commissioner, with advice from experts with
45.11 appropriate technical qualifications and experience and stakeholders, consistent with
45.12 subdivision 1a, shall include in the comprehensive assessment system, for each grade level
45.13 to be tested, state-constructed tests developed as computer-adaptive reading and mathematics
45.14 assessments for students that are aligned with the state's required academic standards under
45.15 section 120B.021, include multiple choice questions, and are administered annually to all
45.16 students in grades 3 through 8. Questions on state-constructed tests must be developed by
45.17 licensed Minnesota teachers. State-developed high school tests aligned with the state's
45.18 required academic standards under section 120B.021 and administered to all high school
45.19 students in a subject other than writing must include multiple choice questions. The
45.20 commissioner shall establish one or more months during which schools shall administer
45.21 the tests to students each school year.

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

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

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

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

46.5 (1) mathematics;

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

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

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

46.10 (3) language arts and reading; grades 3 through 8 and high school level beginning in the
46.11 2012-2013 school year.

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

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

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

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

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

30.23 (1) mathematics;

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

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

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

30.28 (3) language arts and reading; grades 3 through 8 and high school level beginning in the
30.29 2012-2013 school year.

46.12 (c) For students enrolled in grade 8 in the 2012-2013 school year and later, students'
46.13 state graduation requirements, based on a longitudinal, systematic approach to student
46.14 education and career planning, assessment, instructional support, and evaluation, include
46.15 the following:

46.16 (1) achievement and career and college readiness in mathematics, reading, and writing,
46.17 consistent with paragraph (k) and to the extent available, to monitor students' continuous
46.18 development of and growth in requisite knowledge and skills; analyze students' progress
46.19 and performance levels, identifying students' academic strengths and diagnosing areas where
46.20 students require curriculum or instructional adjustments, targeted interventions, or
46.21 remediation; and, based on analysis of students' progress and performance data, determine
46.22 students' learning and instructional needs and the instructional tools and best practices that
46.23 support academic rigor for the student; and

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

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

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

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

47.14 (e) Though not a high school graduation requirement, students are encouraged to
47.15 participate in a nationally recognized college entrance exam. To the extent state funding
47.16 for college entrance exam fees is available, a district must pay the cost, one time, for an
47.17 interested student in grade 11 or 12 who is eligible for a free or reduced-price meal, to take
47.18 a nationally recognized college entrance exam before graduating. A student must be able
47.19 to take the exam under this paragraph at the student's high school during the school day and
47.20 at any one of the multiple exam administrations available to students in the district. A district

30.30 (c) For students enrolled in grade 8 in the 2012-2013 school year and later, students'
30.31 state graduation requirements, based on a longitudinal, systematic approach to student
30.32 education and career planning, assessment, instructional support, and evaluation, include
30.33 the following:

31.1 (1) achievement and career and college readiness in mathematics, reading, and writing,
31.2 consistent with paragraph (k) and to the extent available, to monitor students' continuous
31.3 development of and growth in requisite knowledge and skills; analyze students' progress
31.4 and performance levels, identifying students' academic strengths and diagnosing areas where
31.5 students require curriculum or instructional adjustments, targeted interventions, or
31.6 remediation; and, based on analysis of students' progress and performance data, determine
31.7 students' learning and instructional needs and the instructional tools and best practices that
31.8 support academic rigor for the student; and

31.9 (2) consistent with this paragraph and section 120B.125, age-appropriate exploration
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31.11 relevant career interests and aptitudes and help students and their families develop a regularly
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31.24 postsecondary remediation. Consistent with sections 120B.13, 124D.09, 124D.091, 124D.49,
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31.26 grade 11 or 12 who is identified as academically ready for a career or college to participate
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31.33 interested student in grade 11 or 12 who is eligible for a free or reduced-price meal, to take
31.34 a nationally recognized college entrance exam before graduating. A student must be able
32.1 to take the exam under this paragraph at the student's high school during the school day and
32.2 at any one of the multiple exam administrations available to students in the district. A district

47.21 may administer the ACT or SAT or both the ACT and SAT to comply with this paragraph.
47.22 If the district administers only one of these two tests and a free or reduced-price meal eligible
47.23 student opts not to take that test and chooses instead to take the other of the two tests, the
47.24 student may take the other test at a different time or location and remains eligible for the
47.25 examination fee reimbursement. Notwithstanding sections 123B.34 to 123B.39, a school
47.26 district may require a student that is not eligible for a free or reduced-price meal to pay the
47.27 cost of taking a nationally recognized college entrance exam. The district must waive the
47.28 cost for a student unable to pay.

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

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

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

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

48.24 (j) In developing, supporting, and improving students' academic readiness for a career
48.25 or college, schools, districts, and the state must have a continuum of empirically derived,
48.26 clearly defined benchmarks focused on students' attainment of knowledge and skills so that

32.3 may administer the ACT or SAT or both the ACT and SAT to comply with this paragraph.
32.4 If the district administers only one of these two tests and a free or reduced-price meal eligible
32.5 student opts not to take that test and chooses instead to take the other of the two tests, the
32.6 student may take the other test at a different time or location and remains eligible for the
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33.4 instruction, intervention, or remediation and be encouraged to participate in courses awarding
33.5 college credit to high school students.

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33.7 or college, schools, districts, and the state must have a continuum of empirically derived,
33.8 clearly defined benchmarks focused on students' attainment of knowledge and skills so that

48.27 students, their parents, and teachers know how well students must perform to have a
48.28 reasonable chance to succeed in a career or college without need for postsecondary
48.29 remediation. The commissioner, in consultation with local school officials and educators,
48.30 and Minnesota's public postsecondary institutions must ensure that the foundational
48.31 knowledge and skills for students' successful performance in postsecondary employment
48.32 or education and an articulated series of possible targeted interventions are clearly identified
48.33 and satisfy Minnesota's postsecondary admissions requirements.

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

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

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

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

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

49.23 (1) uniform statewide computer-adaptive assessments of all students in grades 3 through
49.24 8 and testing at the high school levels that provides appropriate, technically sound
49.25 accommodations or alternate assessments;

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

49.29 (3) state results on the American College Test; and

33.9 students, their parents, and teachers know how well students must perform to have a
33.10 reasonable chance to succeed in a career or college without need for postsecondary
33.11 remediation. The commissioner, in consultation with local school officials and educators,
33.12 and Minnesota's public postsecondary institutions must ensure that the foundational
33.13 knowledge and skills for students' successful performance in postsecondary employment
33.14 or education and an articulated series of possible targeted interventions are clearly identified
33.15 and satisfy Minnesota's postsecondary admissions requirements.

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

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33.20 notation of high achievement on the high school diplomas of those graduating seniors who,
33.21 according to established school board criteria, demonstrate exemplary academic achievement
33.22 during high school.

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

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

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

34.5 (1) uniform statewide computer-adaptive assessments of all students in grades 3 through
34.6 8 and testing at the high school levels that provides appropriate, technically sound
34.7 accommodations or alternate assessments;

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

34.11 (3) state results on the American College Test; and

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

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

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

50.11 (r) For purposes of statewide accountability, an understanding of "civic life" means
50.12 student learning experiences that include public engagement activities such as:

50.13 (1) volunteering as an election judge;

50.14 (2) serving as a poll watcher;

50.15 (3) contacting public officials on a matter of public interest;

50.16 (4) writing a letter to the editor;

50.17 (5) registering to vote or participating in a nonpartisan voter registration drive; or

50.18 (6) other public interest activities authorized by the school board, including but not
50.19 limited to:

50.20 (i) volunteering on a matter of political interest;

50.21 (ii) participating in a nonprofit organization; or

50.22 (iii) participating in a charity event.

50.23 Sec. 10. Minnesota Statutes 2018, section 120B.30, subdivision 1a, is amended to read:

50.24 Subd. 1a. **Statewide and local assessments; results.** ~~(a) For purposes of this section,~~
50.25 ~~the following definitions have the meanings given them.~~

50.26 ~~(1) "Computer adaptive assessments" means fully adaptive assessments.~~

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

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

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

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

50.27 ~~(2) "Fully adaptive assessments" include test items that are on-grade level and items that~~
50.28 ~~may be above or below a student's grade level.~~

50.29 ~~(3) "On-grade level" test items contain subject area content that is aligned to state~~
50.30 ~~academic standards for the grade level of the student taking the assessment.~~

51.1 ~~(4) "Above-grade level" test items contain subject area content that is above the grade~~
51.2 ~~level of the student taking the assessment and is considered aligned with state academic~~
51.3 ~~standards to the extent it is aligned with content represented in state academic standards~~
51.4 ~~above the grade level of the student taking the assessment. Notwithstanding the student's~~
51.5 ~~grade level, administering above-grade level test items to a student does not violate the~~
51.6 ~~requirement that state assessments must be aligned with state standards.~~

51.7 ~~(5) "Below-grade level" test items contain subject area content that is below the grade~~
51.8 ~~level of the student taking the test and is considered aligned with state academic standards~~
51.9 ~~to the extent it is aligned with content represented in state academic standards below the~~
51.10 ~~student's current grade level. Notwithstanding the student's grade level, administering~~
51.11 ~~below-grade level test items to a student does not violate the requirement that state~~
51.12 ~~assessments must be aligned with state standards.~~

51.13 ~~(b)~~ (a) The commissioner must use fully adaptive mathematics and reading assessments
51.14 for grades 3 through 8.

51.15 ~~(c)~~ (b) For purposes of conforming with existing federal educational accountability
51.16 requirements, the commissioner must develop and implement computer-adaptive reading
51.17 and mathematics assessments for grades 3 through 8, state-developed high school reading
51.18 and mathematics tests aligned with state academic standards, a high school writing test
51.19 aligned with state standards when it becomes available, and science assessments under
51.20 clause (2) that districts and sites must use to monitor student growth toward achieving those
51.21 standards. The commissioner must not develop statewide assessments for academic standards
51.22 in social studies, health and physical education, and the arts. The commissioner must require:

51.23 (1) annual computer-adaptive reading and mathematics assessments in grades 3 through
51.24 8, and high school reading, writing, and mathematics tests; and

51.25 (2) annual science assessments in one grade in the grades 3 through 5 span, the grades
51.26 6 through 8 span, and a life sciences assessment in the grades 9 through 12 span, and the
51.27 commissioner must not require students to achieve a passing score on high school science
51.28 assessments as a condition of receiving a high school diploma.

51.29 ~~(d)~~ (c) The commissioner must ensure that for annual computer-adaptive assessments:

51.30 (1) individual student performance data and achievement reports are available within
51.31 three school days of when students take an assessment except in a year when an assessment
51.32 reflects new performance standards;

52.1 (2) growth information is available for each student from the student's first assessment
52.2 to each proximate assessment using a constant measurement scale;

52.3 (3) parents, teachers, and school administrators are able to use elementary and middle
52.4 school student performance data to project students' secondary and postsecondary
52.5 achievement; and

52.6 (4) useful diagnostic information about areas of students' academic strengths and
52.7 weaknesses is available to teachers and school administrators for improving student
52.8 instruction and indicating the specific skills and concepts that should be introduced and
52.9 developed for students at given performance levels, organized by strands within subject
52.10 areas, and aligned to state academic standards.

52.11 ~~(e)~~ (d) The commissioner must ensure that all state tests administered to elementary and
52.12 secondary students measure students' academic knowledge and skills and not students'
52.13 values, attitudes, and beliefs.

52.14 ~~(f)~~ (e) Reporting of state assessment results must:

52.15 (1) provide timely, useful, and understandable information on the performance of
52.16 individual students, schools, school districts, and the state;

52.17 (2) include a growth indicator of student achievement; and

52.18 (3) determine whether students have met the state's academic standards.

52.19 ~~(g)~~ (f) Consistent with applicable federal law, the commissioner must include appropriate,
52.20 technically sound accommodations or alternative assessments for the very few students with
52.21 disabilities for whom statewide assessments are inappropriate and for English learners.

52.22 ~~(h)~~ (g) A school, school district, and charter school must administer statewide assessments
52.23 under this section, as the assessments become available, to evaluate student progress toward
52.24 career and college readiness in the context of the state's academic standards. A school,
52.25 school district, or charter school may use a student's performance on a statewide assessment
52.26 as one of multiple criteria to determine grade promotion or retention. A school, school
52.27 district, or charter school may use a high school student's performance on a statewide
52.28 assessment as a percentage of the student's final grade in a course, or place a student's
52.29 assessment score on the student's transcript.

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

34.29 Subd. 3. **Reporting.** (a) The commissioner ~~shall~~ must report test results publicly and to
34.30 stakeholders, including the performance achievement levels developed from students'
34.31 unweighted test scores in each tested subject and a listing of demographic factors that
34.32 strongly correlate with student performance, including student homelessness, as data are
35.1 available, among other factors. The test results must not include personally identifiable
35.2 information as defined in Code of Federal Regulations, title 34, section 99.3. The

52.30 Sec. 11. Minnesota Statutes 2018, section 120B.35, subdivision 3, is amended to read:

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

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

35.3 commissioner ~~shall~~ must also report data that compares performance results among school
35.4 sites, school districts, Minnesota and other states, and Minnesota and other nations.

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

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

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

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

35.19 (2) track the student's performance history.

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

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

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

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

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

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

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

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

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

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

54.15 (2) a rigorous coursework measure indicating the number and percentage of high school
54.16 graduates in the most recent school year who successfully completed one or more
54.17 college-level advanced placement, international baccalaureate, postsecondary enrollment
54.18 options including concurrent enrollment, other rigorous courses of study under section
54.19 120B.021, subdivision 1a, or industry certification courses or programs.

54.20 When reporting the core measures under clauses (1) and (2), the commissioner must also
54.21 analyze and report separate categories of information using the student categories identified

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

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

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

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

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

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

37.6 (2) a rigorous coursework measure indicating the number and percentage of high school
37.7 graduates in the most recent school year who successfully completed one or more
37.8 college-level advanced placement, international baccalaureate, postsecondary enrollment
37.9 options including concurrent enrollment, other rigorous courses of study under section
37.10 120B.021, subdivision 1a, or industry certification courses or programs.

37.11 When reporting the core measures under clauses (1) and (2), the commissioner must also
37.12 analyze and report separate categories of information using the student categories identified

54.22 under the federal Elementary and Secondary Education Act, as most recently reauthorized,
54.23 and other student categories under paragraph (a), clause (2).

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

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

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

55.7 (2) the percent of students under this paragraph whose progress and performance levels
55.8 are meeting career and college readiness benchmarks under section 120B.30, subdivision
55.9 1; and

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

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

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

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

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

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

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

37.13 under the federal Elementary and Secondary Education Act, as most recently reauthorized,
37.14 and other student categories under paragraph (a), clause (2).

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

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

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

37.32 (2) the percent of students under this paragraph whose progress and performance levels
37.33 are meeting career and college readiness benchmarks under section 120B.30, subdivision
37.34 1; and

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

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

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

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

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

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

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

55.25 (g) When reporting four- and six-year graduation rates, the commissioner or school
55.26 district must disaggregate the data by student categories according to paragraph (a), clause
55.27 (2).

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

56.1 Sec. 12. Minnesota Statutes 2018, section 120B.36, subdivision 1, is amended to read:

56.2 Subdivision 1. **School performance reports and public reporting.** (a) The commissioner
56.3 shall report student academic performance data under section 120B.35, subdivisions 2 and
56.4 3; ~~the percentages of students showing low, medium, and high growth under section 120B.35,~~
56.5 ~~subdivision 3, paragraph (b)~~ academic progress consistent with federal expectations; school
56.6 safety and student engagement and connection under section 120B.35, subdivision 3,
56.7 paragraph (d); rigorous coursework under section 120B.35, subdivision 3, paragraph (c);
56.8 the percentage of students under section 120B.35, subdivision 3, paragraph (b), clause (2),
56.9 whose progress and performance levels are meeting career and college readiness benchmarks
56.10 under sections 120B.30, subdivision 1, and 120B.35, subdivision 3, paragraph (e);
56.11 longitudinal data on the progress of eligible districts in reducing disparities in students'
56.12 academic achievement and realizing racial and economic integration under section 124D.861;
56.13 the acquisition of English, and where practicable, native language academic literacy,
56.14 including oral academic language, and the academic progress of all English learners enrolled
56.15 in a Minnesota public school course or program who are currently or were previously counted
56.16 as English learners under section 124D.59; two separate student-to-teacher ratios that clearly
56.17 indicate the definition of teacher consistent with sections 122A.06 and 122A.15 for purposes
56.18 of determining these ratios; staff characteristics excluding salaries; student enrollment
56.19 demographics; foster care status, including all students enrolled in a Minnesota public school
56.20 course or program who are currently or were previously in foster care, student homelessness,
56.21 and district mobility; and extracurricular activities.

38.16 (g) When reporting four- and six-year graduation rates, the commissioner or school
38.17 district must disaggregate the data by student categories according to paragraph (a), clause
38.18 (2).

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

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

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

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

38.28 ~~the percentages of students showing low, medium, and high growth under section~~
38.29 ~~120B.35, subdivision 3, paragraph (b)~~ (2) academic progress consistent with federal
38.30 expectations;

39.1 (3) school safety and student engagement and connection under section 120B.35,
39.2 subdivision 3, paragraph (d);

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

39.4 (5) the percentage of students under section 120B.35, subdivision 3, paragraph (b), clause
39.5 (2), whose progress and performance levels are meeting career and college readiness
39.6 benchmarks under sections 120B.30, subdivision 1, and 120B.35, subdivision 3, paragraph
39.7 (e);

39.8 (6) longitudinal data on the progress of eligible districts in reducing disparities in students'
39.9 academic achievement and realizing racial and economic integration under section 124D.861;

39.10 (7) the acquisition of English, and where practicable, native language academic literacy,
39.11 including oral academic language, and the academic progress of all English learners enrolled
39.12 in a Minnesota public school course or program who are currently or were previously counted
39.13 as English learners under section 124D.59;

39.14 (8) two separate student-to-teacher ratios that clearly indicate the definition of teacher
39.15 consistent with sections 122A.06 and 122A.15 for purposes of determining these ratios;

39.16 (9) staff characteristics excluding salaries;

39.17 (10) student enrollment demographics;

56.22 (b) The school performance report for a school site and a school district must include
56.23 school performance reporting information and calculate proficiency rates as required by the
56.24 most recently reauthorized Elementary and Secondary Education Act.

56.25 (c) The commissioner shall develop, annually update, and post on the department website
56.26 school performance reports consistent with paragraph (a) and section 120B.11.

56.27 (d) The commissioner must make available performance reports by the beginning of
56.28 each school year.

56.29 (e) A school or district may appeal its results in a form and manner determined by the
56.30 commissioner and consistent with federal law. The commissioner's decision to uphold or
56.31 deny an appeal is final.

56.32 (f) School performance data are nonpublic data under section 13.02, subdivision 9, until
56.33 the commissioner publicly releases the data. The commissioner shall annually post school
56.34 performance reports to the department's public website no later than September 1, except
57.1 that in years when the reports reflect new performance standards, the commissioner shall
57.2 post the school performance reports no later than October 1.

57.3 Sec. 13. Minnesota Statutes 2018, section 121A.41, is amended by adding a subdivision
57.4 to read:

57.5 Subd. 12. Nonexclusionary disciplinary policies and practices; alternatives to pupil
57.6 removal and dismissal. "Nonexclusionary disciplinary policies and practices" means
57.7 policies and practices that are alternatives to removing a pupil from class or dismissing a
57.8 pupil from school, including evidence-based positive behavioral interventions and supports,
57.9 social and emotional services, school-linked mental health services, counseling services,
57.10 social work services, referrals for special education or 504 evaluations, academic screening
57.11 for Title I services or reading interventions, and alternative education services.
57.12 Nonexclusionary disciplinary policies and practices require school officials to intervene in,
57.13 redirect, and support a pupil's behavior before removing a pupil from class or beginning
57.14 dismissal proceedings. Nonexclusionary disciplinary policies and practices include but are
57.15 not limited to the policies and practices under sections 120B.12; 121A.031, subdivision 4,
57.16 paragraph (a), clause (1); 121A.575, clauses (1) and (2); 121A.61, subdivision 3, paragraph
57.17 (q); and 122A.627, clause (3).

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

39.18 (11) foster care status, including all students enrolled in a Minnesota public school course
39.19 or program who are currently or were previously in foster care, student homelessness, and
39.20 district mobility; and

39.21 (12) extracurricular activities.

39.22 (b) The school performance report for a school site and a school district must include
39.23 school performance reporting information and calculate proficiency rates as required by the
39.24 most recently reauthorized Elementary and Secondary Education Act.

39.25 (c) The commissioner shall develop, annually update, and post on the department website
39.26 school performance reports consistent with paragraph (a) and section 120B.11.

39.27 (d) The commissioner must make available performance reports by the beginning of
39.28 each school year.

39.29 (e) A school or district may appeal its results in a form and manner determined by the
39.30 commissioner and consistent with federal law. The commissioner's decision to uphold or
39.31 deny an appeal is final.

40.1 (f) School performance data are nonpublic data under section 13.02, subdivision 9, until
40.2 the commissioner publicly releases the data. The commissioner shall annually post school
40.3 performance reports to the department's public website no later than September 1, except
40.4 that in years when the reports reflect new performance standards, the commissioner shall
40.5 post the school performance reports no later than October 1.

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

57.19 Sec. 14. Minnesota Statutes 2018, section 121A.41, is amended by adding a subdivision
57.20 to read:

57.21 Subd. 13. **Pupil withdrawal agreements.** "Pupil withdrawal agreements" means a verbal
57.22 or written agreement between a school or district administrator and a pupil's parent or
57.23 guardian to withdraw a student from the school district to avoid expulsion or exclusion
57.24 dismissal proceedings. The duration of the withdrawal agreement may be no longer than
57.25 12 months.

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

57.27 Sec. 15. Minnesota Statutes 2018, section 121A.45, subdivision 1, is amended to read:

57.28 Subdivision 1. **Provision of alternative programs.** No school shall dismiss any pupil
57.29 without attempting to provide alternative educational services use nonexclusionary
57.30 disciplinary policies and practices before a dismissal proceedings proceeding or a pupil
57.31 withdrawal agreement, except where it appears that the pupil will create an immediate and
57.32 substantial danger to self or to surrounding persons or property.

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

58.2 Sec. 16. Minnesota Statutes 2018, section 121A.46, is amended by adding a subdivision
58.3 to read:

58.4 Subd. 5. **Suspensions exceeding five consecutive school days.** A school administrator
58.5 must ensure that when a pupil is suspended for more than five consecutive school days,
58.6 alternative education services are provided.

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

58.8 Sec. 17. Minnesota Statutes 2018, section 121A.46, is amended by adding a subdivision
58.9 to read:

58.10 Subd. 6. **Minimum education services.** School officials must give a suspended pupil
58.11 a reasonable opportunity to complete all school work assigned during the pupil's suspension
58.12 and to receive full credit for satisfactorily completing the assignments. The school principal
58.13 or other person having administrative control of the school building or program is encouraged
58.14 to designate a district or school employee as a liaison to work with the pupil's teachers to
58.15 allow the suspended pupil to (1) receive timely course materials and other information, and
58.16 (2) complete daily and weekly assignments and receive teachers' feedback. Nothing in this
58.17 subdivision limits the teacher's authority to assign alternative work for the completion of
58.18 assignments during a suspension.

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

58.20 Sec. 18. Minnesota Statutes 2018, section 121A.47, subdivision 2, is amended to read:

58.21 Subd. 2. **Written notice.** Written notice of intent to take action ~~shall~~ must:

58.22 ~~(a)~~ (1) be served upon the pupil and the pupil's parent or guardian personally or by mail;

58.23 ~~(b)~~ (2) contain a complete statement of the facts, a list of the witnesses and a description

58.24 of their testimony;

58.25 ~~(c)~~ (3) state the date, time, and place of the hearing;

58.26 ~~(d)~~ (4) be accompanied by a copy of sections 121A.40 to 121A.56;

58.27 ~~(e)~~ (5) describe ~~alternative educational services~~ the nonexclusionary disciplinary policies

58.28 and practices accorded the pupil in an attempt to avoid the expulsion proceedings; and

58.29 ~~(f)~~ (6) inform the pupil and parent or guardian of the right to:

59.1 ~~(1)~~ (i) have a representative of the pupil's own choosing, including legal counsel, at the

59.2 hearing. The district ~~shall~~ must advise the pupil's parent or guardian that free or low-cost

59.3 legal assistance may be available and that a legal assistance resource list is available from

59.4 the Department of Education and is posted on its website;

59.5 ~~(2)~~ (ii) examine the pupil's records before the hearing;

59.6 ~~(3)~~ (iii) present evidence; and

59.7 ~~(4)~~ (iv) confront and cross-examine witnesses.

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

59.9 Sec. 19. Minnesota Statutes 2018, section 121A.47, subdivision 14, is amended to read:

59.10 Subd. 14. **Admission or readmission plan.** (a) A school administrator ~~shall~~ must prepare

59.11 and enforce an admission or readmission plan for any pupil who is excluded or expelled

59.12 from school. The plan ~~may include~~ must address measures to improve the pupil's behavior;

59.13 ~~including~~ and may include completing a character education program, consistent with section

59.14 120B.232, subdivision 1, and social and emotional learning, counseling, social work services,

59.15 mental health services, referrals for special education or 504 evaluation, and evidence-based

59.16 academic interventions. The plan must require parental involvement in the admission or

59.17 readmission process, and may indicate the consequences to the pupil of not improving the

59.18 pupil's behavior.

59.19 (b) The definition of suspension under section 121A.41, subdivision 10, does not apply

59.20 to a student's dismissal from school for one school day or less, except as provided under

59.21 federal law for a student with a disability. Each suspension action may include a readmission

59.22 plan. A readmission plan must provide, where appropriate, alternative education services,

59.23 which must not be used to extend the student's current suspension period. Consistent with

59.24 section 125A.091, subdivision 5, a readmission plan must not obligate a parent or guardian

59.25 to provide psychotropic drugs to their student as a condition of readmission. School officials

59.26 must not use the refusal of a parent or guardian to consent to the administration of

59.27 psychotropic drugs to their student or to consent to a psychiatric evaluation, screening or

59.28 examination of the student as a ground, by itself, to prohibit the student from attending class

59.29 or participating in a school-related activity, or as a basis of a charge of child abuse, child
59.30 neglect or medical or educational neglect.

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

60.1 Sec. 20. Minnesota Statutes 2018, section 121A.53, subdivision 1, is amended to read:

60.2 Subdivision 1. **Exclusions and expulsions; student withdrawals; physical**
60.3 **assaults.** Consistent with subdivision 2, the school board must report through the department
60.4 electronic reporting system each exclusion or expulsion ~~and~~ each physical assault of a
60.5 district employee by a ~~student~~ pupil, and each pupil withdrawal agreement within 30 days
60.6 of the effective date of the dismissal action, pupil withdrawal, or assault to the commissioner
60.7 of education. This report must include a statement of ~~alternative educational services~~
60.8 ~~nonexclusionary disciplinary policies and practices~~, or other sanction, intervention, or
60.9 resolution in response to the assault given the pupil and the reason for, the effective date,
60.10 and the duration of the exclusion or expulsion or other sanction, intervention, or resolution.
60.11 The report must also include the ~~student's~~ pupil's age, grade, gender, race, and special
60.12 education status.

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

60.14 Sec. 21. Minnesota Statutes 2018, section 121A.55, is amended to read:

60.15 **121A.55 POLICIES TO BE ESTABLISHED.**

60.16 (a) The commissioner of education shall promulgate guidelines to assist each school
60.17 board. Each school board ~~shall~~ must establish uniform criteria for dismissal and adopt written
60.18 policies and rules to effectuate the purposes of sections 121A.40 to 121A.56. The policies
60.19 ~~shall~~ must include nonexclusionary disciplinary policies and practices consistent with section
60.20 121A.41, subdivision 12, and emphasize preventing dismissals through early detection of
60.21 problems ~~and shall~~. The policies must be designed to address students' inappropriate behavior
60.22 from recurring.

60.23 (b) The policies shall recognize the continuing responsibility of the school for the
60.24 education of the pupil during the dismissal period. The school is responsible for ensuring
60.25 that the alternative educational services, ~~if provided to the pupil wishes to take advantage~~
60.26 ~~of them, must be~~ are adequate to allow the pupil to make progress ~~towards~~ toward meeting
60.27 the graduation standards adopted under section 120B.02 ~~and~~ help prepare the pupil for
60.28 readmission, and are consistent with section 121A.46, subdivision 6.

60.29 (c) For expulsion and exclusion dismissals, as well as pupil withdrawal agreements as
60.30 defined in section 121A.41, subdivision 13:

60.31 (1) the school district's continuing responsibility includes reviewing the pupil's school
60.32 work and grades on a quarterly basis to ensure the pupil is on track for readmission with
60.33 the pupil's peers. School districts must communicate on a regular basis with the pupil's

61.1 parent or guardian to ensure the pupil is completing the work assigned through the alternative
61.2 educational services;

61.3 (2) if school-linked mental health services are provided in the district under section
61.4 245.4889, pupils continue to be eligible for those services until they are enrolled in a new
61.5 district; and

61.6 (3) the school district must provide to the pupil's parent or guardian a list of mental
61.7 health and counseling services that offer free or sliding fee services. The list must also be
61.8 posted on the district's website.

61.9 ~~(b)~~ (d) An area learning center under section 123A.05 may not prohibit an expelled or
61.10 excluded pupil from enrolling solely because a district expelled or excluded the pupil. The
61.11 board of the area learning center may use the provisions of the Pupil Fair Dismissal Act to
61.12 exclude a pupil or to require an admission plan.

61.13 ~~(e)~~ (e) Each school district shall develop a policy and report it to the commissioner on
61.14 the appropriate use of peace officers and crisis teams to remove students who have an
61.15 individualized education program from school grounds.

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

61.17 Sec. 22. **[121A.80] STUDENT JOURNALISM; STUDENT EXPRESSION.**

61.18 Subdivision 1. Definitions. (a) For purposes of this section, the terms defined in this
61.19 subdivision have the meanings given them.

61.20 (b) "School-sponsored media" means material that is:

61.21 (1) prepared, wholly or substantially written, published, broadcast, or otherwise
61.22 disseminated by a student journalist enrolled in a school district or charter school;

61.23 (2) distributed or generally made available to students in the school; and

61.24 (3) prepared by a student journalist under the supervision of a student media adviser.

61.25 School-sponsored media does not include material prepared solely for distribution or
61.26 transmission in the classroom in which the material is produced.

61.27 (c) "School official" means a school principal under section 123B.147 or other person
61.28 having administrative control or supervision of a school.

61.29 (d) "Student journalist" means a school district or charter school student in grades 6
61.30 through 12 who gathers, compiles, writes, edits, photographs, records, or otherwise prepares
61.31 information for dissemination in school-sponsored media.

62.1 (e) "Student media adviser" means a qualified teacher, as defined in section 122A.16,
62.2 that a school district or charter school employs, appoints, or designates to supervise student
62.3 journalists or provide instruction relating to school-sponsored media.

62.4 Subd. 2. **Student journalists; protected conduct.** (a) Except as provided in subdivision
62.5 3, a student journalist has the right to exercise freedom of speech and freedom of the press
62.6 in school-sponsored media regardless of whether the school-sponsored media receives
62.7 financial support from the school or district, uses school equipment or facilities in its
62.8 production, or is produced as part of a class or course in which the student journalist is
62.9 enrolled. Freedom of speech includes freedom to express political viewpoints. Consistent
62.10 with subdivision 3, a student journalist has the right to determine the news, opinion, feature,
62.11 and advertising content of school-sponsored media. A school district or charter school must
62.12 not discipline a student journalist for exercising rights or freedoms under this paragraph or
62.13 the First Amendment of the United States Constitution.

62.14 (b) A school district or charter school must not retaliate or take adverse employment
62.15 action against a student media adviser for supporting a student journalist exercising rights
62.16 or freedoms under paragraph (a) or the First Amendment of the United States Constitution.

62.17 (c) Notwithstanding the rights or freedoms of this subdivision or the First Amendment
62.18 of the United States Constitution, nothing in this section inhibits a student media adviser
62.19 from teaching professional standards of English and journalism to student journalists.

62.20 Subd. 3. **Unprotected expression.** (a) This section does not authorize or protect student
62.21 expression that: (1) is defamatory; (2) is profane, harassing, threatening, or intimidating;
62.22 (3) constitutes an unwarranted invasion of privacy; (4) violates federal or state law; (5)
62.23 causes a material and substantial disruption of school activities; or (6) is directed to inciting
62.24 or producing imminent lawless action on school premises or the violation of lawful school
62.25 policies or rules, including a policy adopted in accordance with section 121A.03 or 121A.031.

62.26 (b) A school or district must not authorize any prior restraint of school-sponsored media
62.27 except under paragraph (a).

62.28 Subd. 4. **Student journalist policy.** School districts and charter schools must adopt and
62.29 post a student journalist policy consistent with this section.

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

40.14 Sec. 10. Minnesota Statutes 2018, section 123B.06, is amended to read:
40.15 123B.06 EVALUATION OF PUPIL GROWTH AND PROGRESS; PERMANENT
40.16 RECORDS.

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

62.31 Sec. 23. Minnesota Statutes 2018, section 124D.02, subdivision 1, is amended to read:

62.32 Subdivision 1. **Kindergarten instruction.** (a) The board ~~may establish and maintain~~
62.33 ~~one or more kindergartens for the instruction of children and after July 1, 1974, shall must~~
63.1 ~~provide kindergarten instruction for free of charge to all eligible children, either in the~~
63.2 ~~district or in another district. All children to be eligible for kindergarten must be~~ A child is
63.3 ~~eligible for kindergarten if the child is at least five years of age on September 1 of the~~
63.4 ~~calendar year in which the school year commences. In addition all children selected, or is~~
63.5 ~~admitted under an early admissions policy established by the school board may be admitted.~~

63.6 (b) If established, a board-adopted early admissions policy must describe the process
63.7 and procedures for comprehensive evaluation in cognitive, social, and emotional
63.8 developmental domains to help determine the child's ability to meet kindergarten grade
63.9 expectations and progress to first grade in the subsequent year. The comprehensive evaluation
63.10 must use valid and reliable instrumentation, be aligned with state kindergarten expectations,
63.11 and include a parent report and teacher observations of the child's knowledge, skills, and
63.12 abilities. The early admissions policy must be made available to parents in an accessible
63.13 format and is subject to review by the commissioner of education. The evaluation is subject
63.14 to section 127A.41.

63.15 (c) Nothing in this section shall prohibit a school district from establishing Head Start,
63.16 prekindergarten, or nursery school classes for children below kindergarten age. Any school
63.17 board with evidence that providing kindergarten will cause an extraordinary hardship on
63.18 the school district may apply to the commissioner of education for an exception.

63.19 **EFFECTIVE DATE.** This section is effective for the 2020-2021 school year and later.

63.20 Sec. 24. Minnesota Statutes 2018, section 124D.09, subdivision 3, is amended to read:

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

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

63.29 (b) "Course" means a course or program.

63.30 (c) "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under
63.31 subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by
63.32 a secondary teacher or a postsecondary faculty member, and are offered at a high school
64.1 for which the district is eligible to receive concurrent enrollment program aid under section
64.2 124D.091.

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

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

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

41.1 (b) "Course" means a course or program.

41.2 (c) "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under
41.3 subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by
41.4 a secondary teacher or a postsecondary faculty member, and are offered at a high school
41.5 for which the district is eligible to receive concurrent enrollment program aid under section
41.6 124D.091.

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

64.4 Sec. 25. Minnesota Statutes 2018, section 124D.09, subdivision 7, is amended to read:

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

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

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

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

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

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

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

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

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

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

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

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

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

41.23 Subd. 8. **Limit on participation.** (a) A pupil who first enrolls in grade 9 may not enroll
41.24 in postsecondary courses under this section for secondary credit for more than the equivalent
41.25 of four academic years. A pupil who first enrolls in grade 10 may not enroll in postsecondary
41.26 courses under this section for secondary credit for more than the equivalent of three academic
41.27 years. A pupil who first enrolls in grade 11 may not enroll in postsecondary courses under
41.28 this section for secondary credit for more than the equivalent of two academic years. A
41.29 pupil who first enrolls in grade 12 may not enroll in postsecondary courses under this section
41.30 for secondary credit for more than the equivalent of one academic year. If a pupil in grade
41.31 9, 10, 11, or 12 first enrolls in a postsecondary course for secondary credit during the school
41.32 year, the time of participation shall be reduced proportionately. If a pupil is in a learning

64.15 Sec. 26. Minnesota Statutes 2018, section 124D.09, subdivision 9, is amended to read:

64.16 Subd. 9. **Enrollment priority.** (a) A postsecondary institution ~~shall~~ must give priority
64.17 to its postsecondary students when enrolling ~~10th, 11th, and 12th grade~~ pupils in grades 10,
64.18 11, and 12 in its courses. A postsecondary institution may provide information about its
64.19 programs to a secondary school or to a pupil or parent and it may advertise or otherwise
64.20 recruit or solicit a secondary pupil to enroll in its programs on educational and programmatic
64.21 grounds only except, notwithstanding other law to the contrary, and for the 2014-2015
64.22 through 2019-2020 school years only, an eligible postsecondary institution may advertise
64.23 or otherwise recruit or solicit a secondary pupil residing in a school district with 700 students
64.24 or more in grades 10, 11, and 12, to enroll in its programs on educational, programmatic,
64.25 or financial grounds.

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

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

65.3 (d) If a postsecondary institution enrolls a secondary school pupil in a course under this
65.4 section, the postsecondary institution also must enroll in the same course an otherwise
65.5 enrolled and qualified postsecondary student who qualifies as a veteran under section
65.6 197.447, and demonstrates to the postsecondary institution's satisfaction that the institution's
65.7 established enrollment timelines were not practicable for that student.

42.1 year or other year-round program and begins each grade in the summer session, summer
42.2 sessions shall not be counted against the time of participation. If a school district determines
42.3 a pupil is not on track to graduate, the limit on participation does not apply to that pupil. A
42.4 pupil who has graduated from high school cannot participate in a program under this section.

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

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

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

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

8.18 Subd. 9. **Enrollment priority.** (a) A postsecondary institution ~~shall~~ must give priority
8.19 to its postsecondary students when enrolling ~~10th, 11th, and 12th grade~~ pupils in grades 10,
8.20 11, and 12 in its courses. A postsecondary institution may provide information about its
8.21 programs to a secondary school or to a pupil or parent and it may advertise or otherwise
8.22 recruit or solicit a secondary pupil to enroll in its programs on educational and programmatic
8.23 grounds only except, notwithstanding other law to the contrary, and for the 2014-2015
8.24 through 2019-2020 school years only, an eligible postsecondary institution may advertise
8.25 or otherwise recruit or solicit a secondary pupil residing in a school district with 700 students
8.26 or more in grades 10, 11, and 12, to enroll in its programs on educational, programmatic,
8.27 or financial grounds.

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

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

9.5 (d) If a postsecondary institution enrolls a secondary school pupil in a course under this
9.6 section, the postsecondary institution also must enroll in the same course an otherwise
9.7 enrolled and qualified postsecondary student who qualifies as a veteran under section
9.8 197.447, and demonstrates to the postsecondary institution's satisfaction that the institution's
9.9 established enrollment timelines were not practicable for that student.

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

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

65.12 Sec. 27. Minnesota Statutes 2018, section 124D.091, is amended to read:
65.13 124D.091 CONCURRENT ENROLLMENT PROGRAM AID.

65.14 Subdivision 1. **Accreditation.** To establish a uniform standard by which concurrent
65.15 enrollment courses and professional development activities may be measured, postsecondary
65.16 institutions must adopt and implement the National Alliance of Concurrent Enrollment
65.17 Partnership's program standards and required evidence for accreditation by the 2020-2021
65.18 school year and later.

65.19 Subd. 2. **Eligibility.** A district that offers a concurrent enrollment course according to
65.20 an agreement under section 124D.09, subdivision 10, is eligible to receive aid for the costs
65.21 of providing postsecondary courses at the high school. ~~Beginning in fiscal year 2011, districts~~
65.22 ~~A district is only are~~ eligible for aid if the college or university concurrent enrollment courses
65.23 offered by the district are accredited by the National Alliance of Concurrent Enrollment
65.24 Partnership, in the process of being accredited, or are shown by clear evidence to be of
65.25 comparable standard to accredited courses, or are technical courses within a recognized
65.26 career and technical education program of study approved by the commissioner of education
65.27 and the chancellor of the Minnesota State Colleges and Universities.

65.28 Subd. 3. **Aid.** An eligible ~~district shall receive~~ district's concurrent enrollment aid equals
65.29 \$150 ~~per pupil~~ times the number of pupils enrolled in a concurrent enrollment course ~~during~~
65.30 ~~that school year. The money~~ Concurrent enrollment aid must be used to defray the cost of
65.31 delivering ~~the course concurrent enrollment courses~~ at the high school. The commissioner
65.32 ~~shall~~ establish application procedures and deadlines for receipt of aid payments.

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

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

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

42.11 Subd. 14. **Grants and financial aid prohibited.** A pupil enrolled in a postsecondary
42.12 course for secondary credit is not eligible for any state student financial aid under chapter
42.13 136A for that course.

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

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

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

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

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

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

- 42.25 (b) The P-TECH school model must deliver five core benefits to students:
- 42.26 (1) a rigorous, relevant, and cost-free education in grades 9 to 14, inclusive, focused on
- 42.27 knowledge and skills that students need for science, technology, engineering, and
- 42.28 mathematics (STEM) careers;
- 42.29 (2) workplace learning that includes mentoring by industry professionals, worksite visits,
- 42.30 speakers, and internships;
- 43.1 (3) intensive, individualized academic support by both secondary and postsecondary
- 43.2 faculty within an academic year or school day that enables students to progress through the
- 43.3 program at their own pace;
- 43.4 (4) an opportunity to earn an associate's degree; and
- 43.5 (5) a commitment to students who complete the program to be first in line for a job with
- 43.6 participating business partners following completion of the program.
- 43.7 Subd. 2. **Objectives.** (a) P-TECH schools must accomplish the following:
- 43.8 (1) develop programs of study in high-wage, high-skill, and high-demand career areas;
- 43.9 (2) align school, college, and community systems in the programs of study developed
- 43.10 under this section;
- 43.11 (3) support strong academic performance by program participants;
- 43.12 (4) promote informed and appropriate career choices and preparation; and
- 43.13 (5) ensure that employers in key technical fields have access to a talented and skilled
- 43.14 workforce.
- 43.15 (b) Through the programs of study developed under this section, participating students
- 43.16 must be able to earn college course credit toward an associate's degree. Career pathways
- 43.17 will begin in grade 9 and must include workplace learning, high school, and postsecondary
- 43.18 coursework. These pathways will provide a seamless sequence of study, extending through
- 43.19 two years of postsecondary career and technical education, and culminating in an associate's
- 43.20 degree.
- 43.21 Subd. 3. **Application process.** The commissioner must determine the form and manner
- 43.22 of application for a school to be designated a P-TECH school. The application must contain
- 43.23 at least the following information:
- 43.24 (1) the written agreement between a public school, a higher education institution under
- 43.25 section 124D.09, subdivision 3, paragraph (a), and a business partner to jointly develop and
- 43.26 support a P-TECH school;
- 43.27 (2) a proposed school design consistent with subdivisions 1 and 2;

66.1 Sec. 28. Minnesota Statutes 2018, section 124D.2211, is amended to read:
66.2 124D.2211 AFTER-SCHOOL COMMUNITY LEARNING PROGRAMS.

66.3 Subdivision 1. **Establishment.** A competitive statewide after-school community learning
66.4 grant program is established to provide grants to ~~community or nonprofit organizations,~~
66.5 ~~political subdivisions, for-profit or nonprofit child care centers, or school-based programs~~
66.6 ~~that serve youth after school or during nonschool hours~~ organizations that offer academic
66.7 and enrichment activities for elementary and secondary school students during nonschool
66.8 hours. Grants must be used to offer a broad array of enrichment activities that promote
66.9 positive after-school activities, including art, music, community engagement, literacy,
66.10 science, technology, engineering, math, health, and recreation programs. The commissioner
66.11 ~~shall~~ must develop criteria for after-school community learning programs. The commissioner
66.12 may award grants under this section to community or nonprofit organizations, political

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

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

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

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

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

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

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

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

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

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

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

66.13 subdivisions, public libraries, for-profit or nonprofit child care centers, or school-based
66.14 programs that serve youth after school or during nonschool hours.

66.15 Subd. 2. ~~Program outcomes~~ **Objectives.** The ~~expected outcomes~~ objectives of the
66.16 after-school community learning programs are to ~~increase~~:

66.17 (1) ~~school connectedness of participants~~ increase access to protective factors that build
66.18 young people's capacity to become productive adults, such as through connections to a
66.19 caring adult in order to promote healthy behavior, attitudes, and relationships;

66.20 (2) ~~academic achievement of participating students in one or more core academic areas~~
66.21 develop skills and behaviors necessary to succeed in postsecondary education or career
66.22 opportunities; and

66.23 (3) ~~the capacity of participants to become productive adults; and encourage school~~
66.24 attendance and improve academic performance in accordance with the state's world's best
66.25 workforce goals under section 120B.11.

66.26 (4) ~~prevent truancy from school and prevent juvenile crime.~~

66.27 Subd. 3. **Grants.** (a) An applicant ~~shall~~ must submit an after-school community learning
66.28 program proposal to the commissioner. The submitted ~~plan~~ proposal must include:

66.29 (1) collaboration with and leverage of existing community resources that have
66.30 demonstrated effectiveness;

66.31 (2) outreach to children and youth; and

67.1 (3) ~~involvement of local governments, including park and recreation boards or schools,~~
67.2 ~~unless no government agency is appropriate~~ an explanation of how the proposal will support
67.3 the objectives identified in subdivision 2; and

67.4 (4) a plan to implement effective after-school practices and provide staff access to
67.5 professional development opportunities.

67.6 ~~Proposals will be reviewed and approved by the commissioner.~~

67.7 (b) The commissioner must review proposals and award grants to programs that:

67.8 (1) primarily serve students eligible for free or reduced-price meals; and

67.9 (2) provide opportunities for academic enrichment and a broad array of additional services
67.10 and activities to meet program objectives.

67.11 (c) To the extent practicable, the commissioner must award grants equitably among the
67.12 geographic areas of Minnesota, including rural, suburban, and urban communities.

67.13 (d) The commissioner must award grants without giving preference to any particular
67.14 grade of students served by an applicant program.

67.15 Subd. 4. **Technical assistance and continuous improvement.** (a) The commissioner
67.16 must monitor and evaluate the performance of grant recipients to assess the programs'
67.17 effectiveness in meeting the objectives identified in subdivision 2.

67.18 (b) The commissioner must provide technical assistance, capacity building, and
67.19 professional development to grant recipients, including guidance on:

67.20 (1) aligning activities with the state's world's best workforce goals under section 120B.11;
67.21 and

67.22 (2) effective practices for after-school programs.

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

67.24 Sec. 29. Minnesota Statutes 2018, section 124D.231, is amended to read:
67.25 124D.231 FULL-SERVICE COMMUNITY SCHOOLS.

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

67.28 (a) "Community organization" means a nonprofit organization that has been in existence
67.29 for three years or more and serves persons within the community surrounding the covered
67.30 school site on education and other issues.

68.1 (b) "Community school consortium" means a group of schools and community
68.2 organizations that propose to work together to plan and implement community school
68.3 programming.

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

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

68.14 (e) "Full-service community school initiative director" means a director responsible for
68.15 coordinating districtwide administrative and leadership assistance to community school
68.16 sites and site coordinators including chairing the district's community-wide full-service
68.17 community school leadership team, site coordinator support, data gathering and evaluation,
68.18 administration of partnership and data agreements, contracts and procurement, and grants.

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

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

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

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

68.32 (1) the school is on a development plan for continuous improvement under section
68.33 120B.35, subdivision 2; or

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

69.3 (b) ~~An eligible school site may receive up to \$150,000 annually. Districts and charter~~
69.4 ~~schools may receive up to:~~

69.5 (1) \$100,000 for each eligible school available for up to one year to fund planning
69.6 activities including convening a full-service community school leadership team, facilitating
69.7 family and community stakeholder engagement, conducting a baseline analysis, and creating
69.8 a full-service community school plan. At the end of this period, the school must submit a
69.9 full-service community school plan, pursuant to paragraphs (f) and (g); and

69.10 (2) \$150,000 annually for each eligible school for up to three years of implementation
69.11 of a full-service community school plan, pursuant to paragraphs (f) and (g). School sites
69.12 receiving funding under this section ~~shall~~ must hire or contract with a partner agency to hire
69.13 a site coordinator to coordinate services at each covered school site. Districts or charter
69.14 schools receiving funding under this section for three or more schools must provide or
69.15 contract with a partner agency to provide a full-service community school initiative director.

69.16 ~~(c) Of grants awarded, implementation funding of up to \$20,000 must be available for~~
69.17 ~~up to one year for planning for school sites. At the end of this period, the school must submit~~
69.18 ~~a full-service community school plan, pursuant to paragraph (g). If the site decides not to~~
69.19 ~~use planning funds, the plan must be submitted with the application.~~

69.20 ~~(d)~~ (c) The commissioner ~~shall~~ must consider additional school factors when dispensing
69.21 funds including: schools with significant populations of students receiving free or
69.22 reduced-price lunches; significant homeless and highly mobile rates; ~~and~~ equity among

69.23 urban, suburban, and greater Minnesota schools; and demonstrated success implementing
69.24 full-service community school programming.

69.25 ~~(e)~~ (d) A school site must establish a full-service community school leadership team
69.26 responsible for developing school-specific programming goals, assessing program needs,
69.27 and overseeing the process of implementing expanded programming at each covered site.
69.28 The school leadership team ~~shall~~ must have ~~between~~ at least 12 to 15 members and ~~shall~~
69.29 must meet the following requirements:

69.30 (1) at least 30 percent of the members are parents, guardians, or students and 30 percent
69.31 of the members are teachers at the school site and must include the school principal and
69.32 representatives from partner agencies; and

70.1 (2) the full-service community school leadership team must be responsible for overseeing
70.2 the baseline analyses under paragraph ~~(f)~~ (e) and the creation of a full-service community
70.3 school plan under paragraphs (f) and (g). A full-service community school leadership team
70.4 must meet at least quarterly, have ongoing responsibility for monitoring the development
70.5 and implementation of full-service community school operations and programming at the
70.6 school site, and ~~shall~~ must issue recommendations to schools on a regular basis and
70.7 summarized in an annual report. These reports ~~shall~~ must also be made available to the
70.8 public at the school site and on school and district websites.

70.9 ~~(f)~~ (e) School sites must complete a baseline analysis prior to ~~beginning programming~~
70.10 ~~as a full-service community school~~ the creation of a full-service community school plan.
70.11 The analysis ~~shall~~ must include:

70.12 (1) a baseline analysis of needs at the school site, led by the school leadership team,
70.13 ~~which shall include~~ including the following elements:

70.14 (i) identification of challenges facing the school;

70.15 (ii) analysis of the student body, including:

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

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

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

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

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

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

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

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

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

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

71.7 (A) ~~mechanisms for meeting students' social, emotional, and physical health needs,~~
71.8 ~~which may include coordination of existing services as well as the development of new~~
71.9 ~~services based on student needs; and integrated student supports that address out-of-school~~
71.10 ~~barriers to learning through partnerships with social and health service agencies and providers~~
71.11 ~~to assist with medical, dental, vision care, and mental health services, or counselors to assist~~
71.12 ~~with housing, transportation, nutrition, immigration, or criminal justice issues;~~

71.13 (B) strategies to create a safe and secure school environment and improve school climate
71.14 and discipline, such as implementing a system of positive behavioral supports, and taking
71.15 additional steps to eliminate bullying; expanded and enriched learning time and opportunities,
71.16 including: before-school, after-school, weekend, and summer programs that provide
71.17 additional academic instruction, individualized academic support, enrichment activities,
71.18 and learning opportunities that emphasize real-world learning and community problem
71.19 solving and may include art, music, drama, creative writing, hands-on experience with
71.20 engineering or science, tutoring and homework help, or recreational programs that enhance
71.21 and are consistent with the school's curriculum;

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

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

71.33 (2) a baseline analysis of community assets and a strategic plan for utilizing and aligning
71.34 identified assets. This analysis should include, but is not limited to, including a documentation

- 72.1 of individuals in the community, faith-based organizations, community and neighborhood
72.2 associations, colleges, hospitals, libraries, businesses, and social service agencies ~~who~~ that
72.3 may be able to provide support and resources; and
- 72.4 (3) a baseline analysis of needs in the community surrounding the school, led by the
72.5 school leadership team, including, ~~but not limited to:~~
- 72.6 (i) the need for high-quality, full-day child care and early childhood education programs;
72.7 (ii) the need for physical and mental health care services for children and adults; and
72.8 (iii) the need for job training and other adult education programming.
- 72.9 ~~(g)~~ (f) Each school site receiving funding under this section must ~~establish~~ develop a
72.10 full-service community school plan that utilizes and aligns district and community assets
72.11 and establishes services in at least two of the following types of programming:
- 72.12 (1) early childhood:
72.13 (i) early childhood education; and
72.14 (ii) child care services;
72.15 (2) academic:
72.16 (i) academic support and enrichment activities, including expanded learning time;
72.17 (ii) summer or after-school enrichment and learning experiences;
72.18 (iii) job training, internship opportunities, and career counseling services;
72.19 (iv) programs that provide assistance to students who have been truant, suspended, or
72.20 expelled; and
72.21 (v) specialized instructional support services;
72.22 (3) parental involvement:
72.23 (i) programs that promote parental involvement and family literacy;
72.24 (ii) parent leadership development activities that empower and strengthen families and
72.25 communities, provide volunteer opportunities, or promote inclusion in school-based
72.26 leadership teams; and
72.27 (iii) parenting education activities;
72.28 (4) mental and physical health:
73.1 (i) mentoring and other youth development programs, including peer mentoring and
73.2 conflict mediation;
73.3 (ii) juvenile crime prevention and rehabilitation programs;

- 73.4 (iii) home visitation services by teachers and other professionals;
- 73.5 (iv) developmentally appropriate physical education;
- 73.6 (v) nutrition services;
- 73.7 (vi) primary health and dental care; and
- 73.8 (vii) mental health counseling services;
- 73.9 (5) community involvement;
- 73.10 (i) service and service-learning opportunities;
- 73.11 (ii) adult education, including instruction in English as a second language; and
- 73.12 (iii) homeless prevention services;
- 73.13 (6) positive discipline practices; and
- 73.14 (7) other programming designed to meet school and community needs identified in the
- 73.15 baseline analysis and reflected in the full-service community school plan.
- 73.16 ~~(h)~~ (g) The full-service community school leadership team at each school site must
- 73.17 develop a full-service community school plan detailing the steps the school leadership team
- 73.18 will take, including:
- 73.19 (1) timely establishment and consistent operation of the school leadership team;
- 73.20 (2) maintenance of attendance records in all programming components;
- 73.21 (3) maintenance of measurable data showing annual participation and the impact of
- 73.22 programming on the participating children and adults;
- 73.23 (4) documentation of meaningful and sustained collaboration between the school and
- 73.24 community stakeholders, including local governmental units, civic engagement organizations,
- 73.25 businesses, and social service providers;
- 73.26 (5) establishment and maintenance of partnerships with institutions, such as universities,
- 73.27 hospitals, museums, or not-for-profit community organizations to further the development
- 73.28 and implementation of community school programming;
- 73.29 (6) ensuring compliance with the district nondiscrimination policy; and
- 74.1 (7) plan for school leadership team development.
- 74.2 Subd. 3. **Full-service community school review.** (a) ~~Every three years,~~ A full-service
- 74.3 community school site must submit to the commissioner, and make available at the school
- 74.4 site and online, a report describing efforts to integrate community school programming at
- 74.5 each covered school site and the effect of the transition to a full-service community school

- 74.6 on participating children and adults. This report ~~shall~~ must include, but is not limited to,
- 74.7 the following:
- 74.8 (1) an assessment of the effectiveness of the school site in development or implementing
- 74.9 the community school plan;
- 74.10 (2) problems encountered in the design and execution of the community school plan,
- 74.11 including identification of any federal, state, or local statute or regulation impeding program
- 74.12 implementation;
- 74.13 (3) the operation of the school leadership team and its contribution to successful execution
- 74.14 of the community school plan;
- 74.15 (4) recommendations for improving delivery of community school programming to
- 74.16 students and families;
- 74.17 (5) the number and percentage of students receiving community school programming
- 74.18 who had not previously been served;
- 74.19 (6) the number and percentage of nonstudent community members receiving community
- 74.20 school programming who had not previously been served;
- 74.21 (7) improvement in retention among students who receive community school
- 74.22 programming;
- 74.23 (8) improvement in academic achievement among students who receive community
- 74.24 school programming;
- 74.25 (9) changes in student's readiness to enter school, active involvement in learning and in
- 74.26 their community, physical, social and emotional health, and student's relationship with the
- 74.27 school and community environment;
- 74.28 (10) an accounting of anticipated local budget savings, if any, resulting from the
- 74.29 implementation of the program;
- 74.30 (11) improvements to the frequency or depth of families' involvement with their children's
- 74.31 education;
- 74.32 (12) assessment of community stakeholder satisfaction;
- 75.1 (13) assessment of institutional partner satisfaction;
- 75.2 (14) the ability, or anticipated ability, of the school site and partners to continue to
- 75.3 provide services in the absence of future funding under this section;
- 75.4 (15) increases in access to services for students and their families; and
- 75.5 (16) the degree of increased collaboration among participating agencies and private
- 75.6 partners.

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

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

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

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

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

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

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

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

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

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

75.28 Subd. 4. **Community partners.** A community partner, including a nonprofit organization
75.29 and a for profit organization, may partner with a full-service community school to provide
75.30 financial and in-kind support for the full-service community school activities under this
75.31 section. A community partner may pay for the costs of the full-service community school
76.1 initiative director and the site coordinator. Nothing in this subdivision affects the employment
76.2 relationship between a full service community school initiative director or site coordinator
76.3 and the school district.

76.4 Sec. 30. Minnesota Statutes 2018, section 124D.34, subdivision 2, is amended to read:

76.5 Subd. 2. **Creation of foundation.** There is created the Minnesota Foundation for Student
76.6 Organizations. The purpose of the foundation is to promote ~~vocational~~ career and technical
76.7 student organizations and applied leadership opportunities in Minnesota public and nonpublic
76.8 schools through public-private partnerships. The foundation is a nonprofit organization.
76.9 The board of directors of the foundation and activities of the foundation are under the
76.10 direction of the commissioner of education.

76.11 Sec. 31. Minnesota Statutes 2018, section 124D.34, subdivision 3, is amended to read:

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

44.21 Subd. 2. **Creation of foundation.** There is created the Minnesota Foundation for Student
44.22 Organizations. The purpose of the foundation is to promote ~~vocational~~ career and technical
44.23 student organizations and applied leadership opportunities in Minnesota public and nonpublic
44.24 schools through public-private partnerships. The foundation is a nonprofit organization.
44.25 The board of directors of the foundation and activities of the foundation are under the
44.26 direction of the commissioner of education.

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

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

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

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

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

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

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

77.1 Sec. 32. Minnesota Statutes 2018, section 124D.34, subdivision 4, is amended to read:

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

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

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

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

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

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

77.14 (6) assistance and training to community teams to increase career awareness and
77.15 empowerment of youth as community leaders; and

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

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

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

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

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

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

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

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

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

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

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

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

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

45.31 (6) assistance and training to community teams to increase career awareness and
45.32 empowerment of youth as community leaders; and

77.16 (7) assessment and activities in order to plan for and implement continuous improvement.

77.17 To the extent possible, the foundation shall make these programs available to students

77.18 in all parts of the state.

77.19 Sec. 33. Minnesota Statutes 2018, section 124D.34, subdivision 5, is amended to read:

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

77.21 (1) identify and plan common goals and priorities for the various ~~school-to-work~~ career

77.22 and technical student organizations in Minnesota;

77.23 (2) publish brochures or booklets relating to the purposes of the foundation and collect

77.24 reasonable fees for the publications;

77.25 (3) seek and receive public and private money, grants, and in-kind services and goods

77.26 from nonstate sources for the purposes of the foundation, without complying with section

77.27 16A.013, subdivision 1;

77.28 (4) contract with consultants on behalf of the ~~school-to-work~~ career and technical student

77.29 organizations;

78.1 (5) plan, implement, and expend money for awards and other forms of recognition for

78.2 ~~school-to-work~~ career and technical student programs; and

78.3 (6) identifying an appropriate name for the foundation.

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

78.5 Subd. 8. **Public funding.** The state shall identify and secure appropriate funding for the

78.6 basic staffing of the foundation and individual student ~~school-to-work~~ career and technical

78.7 student organizations at the state level.

78.8 Sec. 35. Minnesota Statutes 2018, section 124D.34, subdivision 12, is amended to read:

78.9 Subd. 12. **Student organizations.** Individual boards of ~~vocational~~ career and technical

78.10 education student organizations shall continue their operations in accordance with section

78.11 124D.355 and applicable federal law.

78.12 Sec. 36. Minnesota Statutes 2018, section 124D.59, subdivision 2a, is amended to read:

78.13 Subd. 2a. **English learner; interrupted formal education.** Consistent with subdivision

78.14 2, an English learner includes an English learner with an interrupted formal education who

78.15 meets three of the following five requirements:

78.16 (1) comes from a home where the language usually spoken is other than English, or

78.17 usually speaks a language other than English;

78.18 (2) enters school in the United States after grade 6;

78.19 (3) has at least two years less schooling than the English learner's peers;

46.1 (7) assessment and activities in order to plan for and implement continuous improvement.

46.2 To the extent possible, the foundation shall make these programs available to students

46.3 in all parts of the state.

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

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

46.6 (1) identify and plan common goals and priorities for the various ~~school-to-work~~ career

46.7 and technical student organizations in Minnesota;

46.8 (2) publish brochures or booklets relating to the purposes of the foundation and collect

46.9 reasonable fees for the publications;

46.10 (3) seek and receive public and private money, grants, and in-kind services and goods

46.11 from nonstate sources for the purposes of the foundation, without complying with section

46.12 16A.013, subdivision 1;

46.13 (4) contract with consultants on behalf of the ~~school-to-work~~ career and technical student

46.14 organizations;

46.15 (5) plan, implement, and expend money for awards and other forms of recognition for

46.16 ~~school-to-work~~ career and technical student programs; and

46.17 (6) identifying an appropriate name for the foundation.

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

46.19 Subd. 8. **Public funding.** The state shall identify and secure appropriate funding for the

46.20 basic staffing of the foundation and individual student ~~school-to-work~~ career and technical

46.21 student organizations at the state level.

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

46.23 Subd. 12. **Student organizations.** Individual boards of ~~vocational~~ career and technical

46.24 education student organizations shall continue their operations in accordance with section

46.25 124D.355 and applicable federal law.

78.20 (4) functions at least two years below expected grade level in reading and mathematics;
78.21 and
78.22 (5) may be preliterate in the English learner's native language.
78.23 Sec. 37. Minnesota Statutes 2018, section 124D.68, subdivision 2, is amended to read:
78.24 Subd. 2. **Eligible pupils.** (a) A pupil under the age of 21 or who meets the requirements
78.25 of section 120A.20, subdivision 1, paragraph (c), is eligible to participate in the graduation
78.26 incentives program, if the pupil:
78.27 (1) performs substantially below the performance level for pupils of the same age in a
78.28 locally determined achievement test;
78.29 (2) is behind in satisfactorily completing coursework or obtaining credits for graduation;
79.1 (3) is pregnant or is a parent;
79.2 (4) has been assessed as chemically dependent;
79.3 (5) has been excluded or expelled according to sections 121A.40 to 121A.56;
79.4 (6) has been referred by a school district for enrollment in an eligible program or a
79.5 program pursuant to section 124D.69;
79.6 (7) is a victim of physical or sexual abuse;
79.7 (8) has experienced mental health problems;
79.8 (9) has experienced homelessness sometime within six months before requesting a
79.9 transfer to an eligible program;
79.10 (10) speaks English as a second language or is an English learner;
79.11 (11) has withdrawn from school or has been chronically truant; or
79.12 (12) is being treated in a hospital in the seven-county metropolitan area for cancer or
79.13 other life threatening illness or is the sibling of an eligible pupil who is being currently
79.14 treated, and resides with the pupil's family at least 60 miles beyond the outside boundary
79.15 of the seven-county metropolitan area.
79.16 (b) ~~For fiscal years 2017 and 2018 only,~~ A pupil otherwise qualifying under paragraph
79.17 (a) who is at least 21 years of age and not yet 22 years of age, and is an English learner with
79.18 an interrupted formal education according to section 124D.59, subdivision 2a, ~~and was in~~
79.19 ~~an early middle college program during the previous school year~~ is eligible to participate
79.20 in the graduation incentives program under section 124D.68 and in concurrent enrollment
79.21 courses offered under section 124D.09, subdivision 10, and is funded in the same manner
79.22 as other pupils under this section.
79.23 Sec. 38. Minnesota Statutes 2018, section 124D.78, subdivision 2, is amended to read:

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

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

80.3 Sec. 39. Minnesota Statutes 2018, section 124D.83, subdivision 2, is amended to read:

80.4 Subd. 2. **Revenue amount.** An American Indian-controlled tribal contract or grant school
80.5 that is located on a reservation within the state and that complies with the requirements in
80.6 subdivision 1 is eligible to receive tribal contract or grant school aid. The amount of aid is
80.7 derived by:

80.8 (1) multiplying the formula allowance under section 126C.10, subdivision 2, less \$170,
80.9 times the difference between (i) the resident pupil units as defined in section 126C.05,
80.10 subdivision 6, in average daily membership, excluding section 126C.05, subdivision 13,
80.11 and (ii) the number of pupils for the current school year, weighted according to section
80.12 126C.05, subdivision 1, receiving benefits under section 123B.42 or 123B.44 or for which
80.13 the school is receiving reimbursement under section 124D.69;

80.14 (2) adding to the result in clause (1) an amount equal to the product of the formula
80.15 allowance under section 126C.10, subdivision 2, less \$300 times the tribal contract
80.16 compensation revenue pupil units;

80.17 (3) subtracting from the result in clause (2) the amount of money allotted to the school
80.18 by the federal government through Indian School Equalization Program of the Bureau of
80.19 Indian Affairs, according to Code of Federal Regulations, title 25, part 39, subparts A to E,
80.20 for the basic program as defined by section 39.11, paragraph (b), for the base rate as applied
80.21 to kindergarten through twelfth grade, excluding small school adjustments and additional
80.22 weighting, but not money allotted through subparts F to L for contingency funds, school
80.23 board training, student training, interim maintenance and minor repair, interim administration
80.24 cost, prekindergarten, and operation and maintenance, and the amount of money that is
80.25 received according to section 124D.69;

80.26 (4) dividing the result in clause (3) by the sum of the resident pupil units in average daily
80.27 membership, excluding section 126C.05, subdivision 13, plus the tribal contract compensation
80.28 revenue pupil units; and

80.29 (5) multiplying the sum of the resident pupil units, including section 126C.05, subdivision
80.30 13, in average daily membership plus the tribal contract compensation revenue pupil units

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

80.31 by the lesser of \$3,230 for fiscal years 2016 to year 2019 and \$1,500 51.17 percent of the
80.32 formula allowance for fiscal year 2020 and later or the result in clause (4).

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

81.1 Sec. 40. Minnesota Statutes 2018, section 124D.862, subdivision 1, is amended to read:

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

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

81.14 Sec. 41. Minnesota Statutes 2018, section 124D.862, subdivision 4, is amended to read:

81.15 Subd. 4. **Achievement and integration aid.** For fiscal year 2015 and later, a district's
81.16 achievement and integration aid equals the sum of 70 percent of its achievement and
81.17 integration revenue and its achievement and integration equalization aid under subdivision
81.18 5a.

81.19 Sec. 42. Minnesota Statutes 2018, section 124D.862, subdivision 5, is amended to read:

81.20 Subd. 5. **Achievement and integration levy.** (a) A district's achievement and integration
81.21 levy revenue equals its achievement and integration revenue times 30 percent.

81.22 (b) A district's achievement and integration levy equals the product of (1) the achievement
81.23 and integration levy revenue, times (2) the lesser of one or the ratio of the district's adjusted
81.24 net tax capacity per adjusted pupil unit to 30 percent of the state average adjusted net tax
81.25 capacity per adjusted pupil unit.

81.26 (c) For Special School District No. 1, Minneapolis; Independent School District No.
81.27 625, St. Paul; and Independent School District No. 709, Duluth, 100 percent of the levy
81.28 certified under this subdivision is shifted into the prior calendar year for purposes of sections
81.29 123B.75, subdivision 5, and 127A.441.

82.1 Sec. 43. Minnesota Statutes 2018, section 124D.862, is amended by adding a subdivision
82.2 to read:

82.3 Subd. 5a. **Achievement and integration equalization aid.** A district's achievement and
82.4 integration equalization aid equals the district's achievement and integration levy revenue

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

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

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

82.5 minus the district's achievement and integration levy. If a district does not levy the entire
82.6 amount permitted, the achievement and integration equalization aid must be reduced in
82.7 proportion to the actual amount levied.

82.8 Sec. 44. Minnesota Statutes 2018, section 124D.957, subdivision 1, is amended to read:

82.9 Subdivision 1. **Establishment and membership.** The Minnesota Youth Council
82.10 Committee is established within and under the auspices of the Minnesota Alliance With
82.11 Youth. The committee consists of four members from each congressional district in
82.12 Minnesota and four members selected at-large. Members must be selected through an
82.13 application and interview process conducted by the Minnesota Alliance With Youth. In
82.14 making its appointments, the Minnesota Alliance With Youth should strive to ensure gender
82.15 and ethnic diversity in the committee's membership. Members must be between the ages of
82.16 13 and 19 in grades 8 through 12 and serve two-year terms, except that one-half of the initial
82.17 members must serve a one-year term. Members may serve a maximum of two terms.

82.18 Sec. 45. Minnesota Statutes 2018, section 124D.957, is amended by adding a subdivision
82.19 to read:

82.20 Subd. 5. **Funding.** The Minnesota Alliance With Youth may receive annual state
82.21 appropriations to fund the operations for the Minnesota Youth Council.

82.22 Sec. 46. Minnesota Statutes 2018, section 124D.98, is amended by adding a subdivision
82.23 to read:

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

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

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

83.1 Sec. 47. Minnesota Statutes 2018, section 124E.11, is amended to read:
83.2 124E.11 ADMISSION REQUIREMENTS AND ENROLLMENT.

83.3 Subdivision 1. **Limits on enrollment.** (a) A charter school, including its preschool or
83.4 prekindergarten program established under section 124E.06, subdivision 3, paragraph (b),
83.5 may limit admission to:

83.6 (1) pupils within an age group or grade level;

83.7 (2) pupils who are eligible to participate in the graduation incentives program under
83.8 section 124D.68; or

83.9 (3) residents of a specific geographic area in which the school is located when the
83.10 majority of students served by the school are members of underserved populations.

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

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

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

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

83.11 Subd. 2. **Timely application; lottery; enrollment preference.** ~~(b)~~ A charter school,
83.12 including its preschool or prekindergarten program established under section 124E.06,
83.13 subdivision 3, paragraph (b), shall enroll an eligible pupil who submits a timely application,
83.14 unless the number of applications exceeds the capacity of a program, class, grade level, or
83.15 building. In this case, pupils must be accepted by lot. The charter school must develop and
83.16 publish, including on its website, a lottery policy and process that it must use when accepting
83.17 pupils by lot.

83.18 Subd. 3. **Lottery exceptions.** ~~(e)~~ (a) A charter school shall give enrollment preference
83.19 to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give
83.20 preference for enrolling children of the school's staff before accepting other pupils by lot.

83.21 (b) A charter school that is located in Duluth township in St. Louis County and admits
83.22 students in kindergarten through grade 6 must give enrollment preference to students residing
83.23 within a five-mile radius of the school and to the siblings of enrolled children.

83.24 (c) A charter school may give enrollment preference to children currently enrolled in
83.25 the school's free preschool or prekindergarten program under section 124E.06, subdivision
83.26 3, paragraph (b), who are eligible to enroll in kindergarten in the next school year.

83.27 (d) A charter school that is located in Castle Rock Township in Dakota County must
83.28 give enrollment preference to students residing within a two-mile radius of the school and
83.29 to the siblings of enrolled children.

83.30 Subd. 4. **Age of enrollment.** ~~(d)~~ A person shall not be admitted to a charter school (1)
83.31 as a kindergarten pupil, unless the pupil is at least five years of age on September 1 of the
83.32 calendar year in which the school year for which the pupil seeks admission commences; or
84.1 (2) as a first grade student, unless the pupil is at least six years of age on September 1 of
84.2 the calendar year in which the school year for which the pupil seeks admission commences
84.3 or has completed kindergarten; except that a charter school may establish and publish on
84.4 its website a policy for admission of selected pupils at an earlier age, consistent with the
84.5 enrollment process in ~~paragraphs (b) and (c)~~ subdivisions 2 and 3.

84.6 Subd. 5. **Admission limits not allowed.** ~~(e)~~ Except as permitted in ~~paragraph (d)~~
84.7 subdivision 4, a charter school, including its preschool or prekindergarten program established
84.8 under section 124E.06, subdivision 3, paragraph (b), may not limit admission to pupils on
84.9 the basis of intellectual ability, measures of achievement or aptitude, or athletic ability and
84.10 may not establish any criteria or requirements for admission that are inconsistent with this
84.11 section.

84.12 Subd. 6. **Enrollment incentives prohibited.** ~~(f)~~ The A charter school shall not distribute
84.13 any services or goods of value to students, parents, or guardians as an inducement, term, or
84.14 condition of enrolling a student in a charter school.

84.15 Subd. 7. **Enrollment continues.** ~~(g)~~ Once a student is enrolled in ~~the~~ a charter school,
84.16 the student is considered enrolled in the school until the student formally withdraws or is
84.17 expelled under the Pupil Fair Dismissal Act in sections 121A.40 to 121A.56.

84.18 Subd. 8. **Prekindergarten pupils.** ~~(H)~~ A charter school with at least 90 percent of enrolled
84.19 students who are eligible for special education services and have a primary disability of
84.20 deaf or hard-of-hearing may enroll prekindergarten pupils with a disability under section
84.21 126C.05, subdivision 1, paragraph (a), and must comply with the federal Individuals with
84.22 Disabilities Education Act under Code of Federal Regulations, title 34, section 300.324,
84.23 subsection (2), clause (iv).

84.24 **EFFECTIVE DATE.** This section is effective for enrollment decisions made on or
84.25 after July 1, 2019.

84.26 Sec. 48. Minnesota Statutes 2018, section 124E.13, subdivision 3, is amended to read:

84.27 Subd. 3. **Affiliated nonprofit building corporation.** (a) An affiliated nonprofit building
84.28 corporation may purchase, expand, or renovate an existing facility to serve as a school or
84.29 may construct a new school facility. An affiliated nonprofit building corporation may only
84.30 serve one charter school. A charter school may organize an affiliated nonprofit building
84.31 corporation if the charter school:

84.32 (1) has operated for at least six consecutive years;

85.1 (2) as of June 30, has a net positive unreserved general fund balance in the preceding
85.2 three fiscal years;

85.3 (3) has long-range strategic and financial plans that include enrollment projections for
85.4 at least five years;

85.5 (4) completes a feasibility study of facility options that outlines the benefits and costs
85.6 of each option; and

85.7 (5) has a plan that describes project parameters and budget.

85.8 (b) An affiliated nonprofit building corporation under this subdivision must:

85.9 (1) be incorporated under section 317A;

85.10 (2) comply with applicable Internal Revenue Service regulations, including regulations
85.11 for "supporting organizations" as defined by the Internal Revenue Service;

85.12 (3) post on the school website the name, mailing address, bylaws, minutes of board
85.13 meetings, and names of the current board of directors of the affiliated nonprofit building
85.14 corporation;

85.15 (4) submit to the commissioner a copy of its annual audit by December 31 of each year;
85.16 and

85.17 (5) comply with government data practices law under chapter 13.

85.18 (c) An affiliated nonprofit building corporation must not serve as the leasing agent for
85.19 property or facilities it does not own. A charter school that leases a facility from an affiliated
85.20 nonprofit building corporation that does not own the leased facility is ineligible to receive

85.21 charter school lease aid. The state is immune from liability resulting from a contract between
85.22 a charter school and an affiliated nonprofit building corporation.

85.23 (d) The board of directors of the charter school must ensure the affiliated nonprofit
85.24 building corporation complies with all applicable legal requirements. The charter school's
85.25 authorizer must oversee the efforts of the board of directors of the charter school to ensure
85.26 legal compliance of the affiliated building corporation. A school's board of directors that
85.27 fails to ensure the affiliated nonprofit building corporation's compliance violates its
85.28 responsibilities and an authorizer must consider that failure when evaluating the charter
85.29 school.

86.1 Sec. 49. Laws 2016, chapter 189, article 25, section 61, is amended to read:

86.2 Sec. 61. **CERTIFICATION INCENTIVE REVENUE.**

86.3 Subdivision 1. **Qualifying certificates.** As soon as practicable, the commissioner of
86.4 education, in consultation with the Governor's Workforce Development Council established
86.5 under Minnesota Statutes, section 116L.665, and the P-20 education partnership operating
86.6 under Minnesota Statutes, section 127A.70, must establish the list of qualifying career and
86.7 technical certificates and post the names of those certificates on the Department of
86.8 Education's Web site. The certificates must be in fields where occupational opportunities
86.9 exist.

86.10 Subd. 2. **School district participation.** (a) A school board may adopt a policy authorizing
86.11 its students in grades 9 through 12, including its students enrolled in postsecondary enrollment
86.12 options courses under Minnesota Statutes, section 124D.09, the opportunity to complete a
86.13 qualifying certificate. The certificate may be completed as part of a regularly scheduled
86.14 course.

86.15 (b) A school district may register a student for any assessment necessary to complete a
86.16 qualifying certificate and pay any associated registration fees for its students.

86.17 Subd. 3. **Incentive funding.** (a) A school district's career and technical certification aid
86.18 equals \$500 times the district's number of students enrolled during the current fiscal year
86.19 who have obtained one or more qualifying certificates during the current fiscal year.

86.20 (b) The statewide total certificate revenue must not exceed \$1,000,000. The commissioner
86.21 must proportionately reduce the initial aid provided under this subdivision so that the
86.22 statewide aid cap is not exceeded.

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

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

86.23 Subd. 4. **Reports to the legislature.** (a) The commissioner of education must report to
86.24 the committees of the legislature with jurisdiction over kindergarten through grade 12
86.25 education and higher education by February 1, 2017, on the number and types of certificates
86.26 authorized for the 2016-2017 school year. The commissioner must also recommend whether
86.27 the pilot program should be continued.

86.28 (b) By February 1, ~~2018~~ 2021, the commissioner of education must report to the
86.29 committees of the legislature with jurisdiction over kindergarten through grade 12 education
86.30 and higher education about the number and types of certificates earned by Minnesota's
86.31 students during the ~~2016-2017~~ prior school year.

87.1 Sec. 50. Laws 2016, chapter 189, article 25, section 62, subdivision 15, is amended to
87.2 read:

87.3 Subd. 15. **Certificate incentive funding.** (a) For the certificate incentive program:

87.4 1,000,000
87.5 \$ 140,000 2017

87.6 (b) This is a onetime appropriation. This appropriation is available until June 30, 2019.
87.7 \$860,000 of the initial fiscal year 2017 appropriation is canceled to the general fund on June
87.8 30, 2019.

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

87.10 Sec. 51. **INNOVATION RESEARCH ZONES PILOT PROGRAM.**

87.11 Subdivision 1. **Establishment; requirements for participation; research zone plans.** (a)
87.12 The innovation research zone pilot program is established to improve student and school
87.13 outcomes consistent with the world's best workforce requirements under Minnesota Statutes,
87.14 section 120B.11. Innovation zone partnerships allow school districts and charter schools to
87.15 research and implement innovative education programming models designed to better
87.16 prepare students for the world.

87.17 (b) One or more school districts or charter schools may join together to form an innovation
87.18 zone partnership. The partnership may include other nonschool partners, including
87.19 postsecondary institutions, other units of local government, nonprofit organizations, and
87.20 for-profit organizations. An innovation zone plan must be collaboratively developed with
87.21 a school's instructional staff.

87.22 (c) An innovation research zone partnership must research and implement innovative
87.23 education programs and models that are based on proposed hypotheses. An innovation zone
87.24 plan may include an emerging practice not yet supported by peer-reviewed research.
87.25 Examples of innovation zone research include:

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

47.32 Subd. 15. **Certificate incentive funding.** (a) For the certificate incentive program:

48.1 1,000,000
48.2 \$ 139,000 2017

48.3 (b) This is a onetime appropriation. This appropriation is available until June 30, 2019.
48.4 \$861,000 of the initial fiscal year 2017 appropriation is canceled to the general fund on June
48.5 29, 2019.

- 87.26 (1) personalized learning allowing students to excel at their own pace and according to
87.27 their interests, aspirations, and unique needs;
- 87.28 (2) the use of competency outcomes rather than seat time and course completion to fulfill
87.29 standards, credits, and other graduation requirements;
- 87.30 (3) multidisciplinary, real-world, inquiry-based, and student-directed models designed
87.31 to make learning more engaging and relevant, including documenting and validating learning
87.32 that takes place beyond the school day and school walls;
- 88.1 (4) models of instruction designed to close the achievement gap, including new models
88.2 for age three to grade 3 models, English as a second language models, early identification
88.3 and prevention of mental health issues, and others;
- 88.4 (5) partnerships between secondary schools and postsecondary institutions, employers,
88.5 or career training institutions enabling students to complete industry certifications,
88.6 postsecondary education credits, and other credentials;
- 88.7 (6) new methods of collaborative leadership including the expansion of schools where
88.8 teachers have larger professional roles;
- 88.9 (7) new ways to enhance parental and community involvement in learning;
- 88.10 (8) new models of professional development for educators, including embedded
88.11 professional development; or
- 88.12 (9) new models in other areas such as whole child instruction, social-emotional skill
88.13 development, technology-based or blended learning, parent and community involvement,
88.14 professional development and mentoring, and models that increase return on investment.
- 88.15 (d) The governing board for each innovation zone partner must approve an innovation
88.16 zone plan. An innovation zone plan submitted to the commissioner for approval must
88.17 describe:
- 88.18 (1) how the plan will improve student and school outcomes consistent with the world's
88.19 best workforce requirements under Minnesota Statutes, section 120B.11;
- 88.20 (2) the role of each partner in the innovation zone;
- 88.21 (3) the research methodology used for each proposed action in the plan;
- 88.22 (4) the innovation zone partnership's proposed exemptions from statutes and rules under
88.23 subdivision 2;
- 88.24 (5) how the proposed planning and implementation process includes teachers and other
88.25 educational staff from the affected school sites;
- 88.26 (6) expected outcomes and graduation standards;

88.27 (7) a timeline for implementing the plan and assessing outcomes; and

88.28 (8) how results of the plan will be disseminated.

88.29 (e) Upon unanimous approval by the initial innovation zone partners and approval by
88.30 the commissioner of education, the innovation zone partnership may extend membership
88.31 to other partners. A new partner's membership is effective 30 days after the innovation zone
89.1 partnership notifies the commissioner of the proposed change in membership, unless the
89.2 commissioner disapproves the new partner's membership.

89.3 (f) Notwithstanding any other law to the contrary, a school district or charter school
89.4 participating in an innovation zone partnership under this section continues to receive all
89.5 revenue and maintains its taxation authority in the same manner as prior to participation in
89.6 the innovation zone partnership. The innovation zone school district and charter school
89.7 partners remain organized and governed by their respective school boards with general
89.8 powers under Minnesota Statutes, chapter 123B or 124E, and remain subject to any
89.9 employment agreements under Minnesota Statutes, chapters 122A and 179A. School district
89.10 and charter school employees participating in an innovation zone partnership remain
89.11 employees of their respective school district or charter school.

89.12 (g) An innovation zone partnership may submit its plan at any time to the commissioner
89.13 in the form and manner specified by the commissioner. The commissioner must approve
89.14 or reject the plan after reviewing the recommendation of the Innovation Research Zone
89.15 Advisory Panel. An innovation zone partnership may resubmit a previously rejected plan
89.16 after modifying the plan to meet each individually identified objection.

89.17 Subd. 2. **Exemptions from laws and rules.** (a) Notwithstanding any other law to the
89.18 contrary, an innovation zone partner with an approved plan is exempt from each of the
89.19 following state education laws and rules specifically identified in its plan:

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

89.22 (2) a statute or rule from which the commissioner has exempted another district or charter
89.23 school, as identified in the list published on the Department of Education's website under
89.24 subdivision 4, paragraph (b);

89.25 (3) online learning program approval under Minnesota Statutes, section 124D.095,
89.26 subdivision 7, if the school district or charter school offers a course or program online
89.27 combined with direct access to a teacher for a portion of that course or program;

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

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

90.1 (b) The exemptions under this subdivision must not be construed as exempting an
90.2 innovation zone partner from the Minnesota Comprehensive Assessments.

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

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

90.12 Subd. 4. **Commissioner approval.** (a) Upon recommendation of the Innovation Research
90.13 Zone Advisory Panel, the commissioner may approve up to three innovation zone plans in
90.14 the seven-county metropolitan area and up to three in greater Minnesota. If an innovation
90.15 zone partnership fails to implement its innovation zone plan as described in its application
90.16 and according to the stated timeline, upon recommendation of the Innovation Research
90.17 Zone Advisory Panel, the commissioner must alert the partnership members and provide
90.18 the opportunity to remediate. If implementation continues to fail, the commissioner must
90.19 suspend or terminate the innovation zone plan.

90.20 (b) The commissioner must publish a list of the exemptions granted to a district or charter
90.21 school on the Department of Education's website by July 1, 2020. The list must be updated
90.22 annually.

90.23 Subd. 5. **Project evaluation; dissemination; report to legislature.** Each innovation
90.24 zone partnership must submit project data to the commissioner in the form and manner
90.25 provided for in the approved application. At least once every two years, the commissioner
90.26 must analyze each innovation zone's progress in meeting the objectives of the innovation
90.27 zone plan. The commissioner must summarize and categorize innovation zone plans and
90.28 submit a report to the legislative committees having jurisdiction over education by February
90.29 1 of each odd-numbered year in accordance with Minnesota Statutes, section 3.195.

90.30 Sec. 52. **RURAL CAREER AND TECHNICAL EDUCATION CONSORTIUM**
90.31 **GRANTS.**

90.32 Subdivision 1. **Definition.** "Rural career and technical education (CTE) consortium"
90.33 means a voluntary collaboration of a service cooperative and other regional public and
91.1 private partners, including school districts and higher education institutions, that work

48.6 Sec. 27. Laws 2017, First Special Session chapter 5, article 2, section 55, subdivision 1,
48.7 is amended to read:

91.2 together to provide career and technical education opportunities within the service
91.3 cooperative's multicounty service area.

91.4 Subd. 2. **Establishment.** (a) A rural CTE consortium shall:

91.5 (1) focus on the development of courses and programs that encourage collaboration
91.6 between two or more school districts;

91.7 (2) develop new career and technical programs that focus on industry sectors that fuel
91.8 the rural regional economy;

91.9 (3) facilitate the development of highly trained and knowledgeable students who are
91.10 equipped with technical and workplace skills needed by regional employers;

91.11 (4) improve access to career and technical education programs for students who attend
91.12 sparsely populated rural school districts by developing public and private partnerships with
91.13 business and industry leaders and by increasing coordination of high school and
91.14 postsecondary program options;

91.15 (5) increase family and student awareness of the availability and benefit of career and
91.16 technical education courses and training opportunities; and

91.17 (6) provide capital start-up costs for items including but not limited to a mobile welding
91.18 lab, medical equipment and lab, and industrial kitchen equipment.

91.19 (b) In addition to the requirements in paragraph (a), a rural CTE consortium may:

91.20 (1) address the teacher shortage in career and technical education through incentive
91.21 funding and training programs; and

91.22 (2) provide transportation reimbursement grants to provide equitable opportunities
91.23 throughout the region for students to participate in career and technical education.

91.24 Subd. 3. **Rural career and technical education advisory committee.** In order to be
91.25 eligible for a grant under this section, a service cooperative must establish a rural career
91.26 and technical education advisory committee to advise the cooperative on administering the
91.27 rural CTE consortium.

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

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

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

48.17 Subd. 6. **Grant recipients.** For fiscal years 2018 and 2019, the commissioner shall award
48.18 a two-year grant to the consortium that is a collaboration of the Southwest/West Central

91.28 Subd. 4. **Private funding.** A rural CTE consortium may receive other sources of funds
91.29 to supplement state funding. All funds received shall be administered by a service cooperative
91.30 that is a member of the consortium.

91.31 Subd. 5. **Reporting requirements.** A rural CTE consortium must submit an annual
91.32 report on the progress of its activities to the commissioner of education and the legislative
92.1 committees with jurisdiction over secondary and postsecondary education. The annual report
92.2 must contain a financial report for the preceding fiscal year. The first report is due no later
92.3 than January 15, 2021.

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

92.12 Sec. 53. **VOCATIONAL ENRICHMENT PROGRAM.**

92.13 Subdivision 1. **Vocational enrichment program.** A school district or charter school
92.14 may establish a vocational enrichment program that operates outside of the regular school
92.15 day, including over weekends or the summer, to provide instruction in vocational courses
92.16 focused on construction trades and welding. The district must first offer the program to
92.17 enrolled secondary students but may broaden registration to others if space permits.

92.18 Subd. 2. **Vocational enrichment grants.** (a) A school district must apply for a vocational
92.19 enrichment grant in the form and manner specified by the commissioner. The maximum
92.20 amount of a vocational enrichment grant equals the product of:

92.21 (1) \$5,117;

92.22 (2) 1.2;

92.23 (3) the number of students participating in the program; and

92.24 (4) the ratio of the actual hours of service provided to each student to 1,020.

48.19 Service Cooperative (SWWC), Southwest Minnesota State University, Minnesota West
48.20 Community and Technical College, Ridgewater College, and other regional public and
48.21 private partners. For fiscal years 2020 and 2021, the commissioner shall award a two-year
48.22 grant to an applicant consortium that includes at least one of the South Central Service
48.23 Cooperative or Southeast Service Cooperative and a two-year grant to an applicant
48.24 consortium that includes at least one of the Northwest Service Cooperative or Northeast
48.25 Service Cooperative.

92.25 (b) If applications for funding exceed the amount appropriated for the program, the
92.26 commissioner must prioritize grants to welding and construction trades programs.

92.27 Subd. 3. **Reporting.** By February 15 of each year following the receipt of a grant, a
92.28 school district must report on its website and to the commissioner of education on the courses
92.29 funded through the grant, the demographics of the participants in the program, and the
92.30 outcome for course participants.

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

93.1 Sec. 54. **BRECKENRIDGE SCHOOL DISTRICT.**

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

21.13 Sec. 28. **BRECKENRIDGE SCHOOL DISTRICT; POSTSECONDARY**
21.14 **ENROLLMENT OPTIONS.**

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

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

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

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

48.31	\$	500,000	270,000	2018
48.32	\$		0	2019

49.1 (b) The commissioner of education shall award a grant to the Rock 'n' Read Project to
49.2 implement a research-supported, computer-based educational program that uses singing to
49.3 improve the reading ability of students in grades 2 through 5. The grantee shall be responsible
49.4 for selecting participating school sites; providing any required hardware and software,
49.5 including software licenses, for the duration of the grant period; providing technical support,
49.6 training, and staff to install required project hardware and software; providing on-site
49.7 professional development and instructional monitoring and support for school staff and
49.8 students; administering preintervention and postintervention reading assessments; evaluating
49.9 the impact of the intervention; and other project management services as required. To the
49.10 extent practicable, the grantee must select participating schools in urban, suburban, and
49.11 greater Minnesota, and give priority to schools in which a high proportion of students do
49.12 not read proficiently at grade level and are eligible for free or reduced-price lunch.

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

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

49.19 Sec. 30. **COLLABORATIVE SUMMER INTENSIVE PROGRAM.**

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

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

49.29 Sec. 31. **CURSIVE HANDWRITING.**

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

50.3 Sec. 32. **MINNESOTA READS ACTION COUNCIL.**

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

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

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

50.10 (1) two early childhood teachers;

50.11 (2) three reading specialists;

50.12 (3) two adult basic education literacy teachers;

50.13 (4) one licensed school media specialist;

50.14 (5) one school board member;

- 50.15 (6) one member representing public libraries;
- 50.16 (7) two literacy researchers;
- 50.17 (8) one member representing Minnesota teacher preparation programs;
- 50.18 (9) one member representing the Minnesota Parent Teacher Association;
- 50.19 (10) one member representing public health;
- 50.20 (11) one member representing Decoding Dyslexia;
- 50.21 (12) two school administrators;
- 50.22 (13) two parents or guardians of elementary-aged children;
- 50.23 (14) two students;
- 50.24 (15) one member representing the Minnesota Literacy Council;
- 50.25 (16) one member representing Minnesota Reading Corps; and
- 50.26 (17) two members representing Minnesota businesses.
- 50.27 (b) Council membership must include, where possible, representation that is racially,
- 50.28 culturally, linguistically, geographically, and economically diverse.
- 51.1 (c) The first appointments must be made by August 15, 2019.
- 51.2 Subd. 4. **Term.** Members of the council must serve until the council's expiration.
- 51.3 Subd. 5. **Administration.** The commissioner or the commissioner's designee must
- 51.4 provide meeting space and administrative services for the council. The Department of
- 51.5 Education dyslexia specialist must provide technical assistance to the action council on
- 51.6 request. The commissioner or the commissioner's designee must convene the first meeting
- 51.7 of the council no later than September 15, 2019.
- 51.8 Subd. 6. **Chairs.** At the council's first meeting, the members must elect a chair and a
- 51.9 vice-chair whose duties shall be established by the council. The council's chair must be a
- 51.10 member with substantial professional and academic expertise in literacy pedagogy or
- 51.11 research.
- 51.12 Subd. 7. **Meeting.** The council must meet periodically.
- 51.13 Subd. 8. **No compensation; expenses.** Public members of the council serve without
- 51.14 compensation but are eligible for reimbursement for expenses consistent with Minnesota
- 51.15 Statutes, section 15.059, subdivision 6.
- 51.16 Subd. 9. **Duties.** The council must consult with and advise the commissioner on matters
- 51.17 related to the development, implementation, and evaluation of programs designed to increase
- 51.18 the reading proficiency of children and adults, including early childhood programs, programs

93.8 Sec. 55. APPROPRIATIONS.

- 51.19 for school-age children, and programs for adult learners. The council must advise the
51.20 commissioner on strategies to (1) meet or exceed a 90 percent rate of reading proficiency
51.21 on the Minnesota Comprehensive Assessments no later than 2025, and (2) meet the
51.22 legislature's goal of every student reading at or above grade level no later than the end of
51.23 grade 3 under Minnesota Statutes, section 120B.12.
- 51.24 Subd. 10. **Report.** (a) By February 15, 2020, the council must submit to the chairs and
51.25 ranking minority members of the committees of the senate and the house of representatives
51.26 with primary jurisdiction over prekindergarten through grade 12 education a report
51.27 containing:
- 51.28 (1) the council's rigorous assessment of the state's literacy programs for children and
51.29 adults;
- 51.30 (2) the council's rigorous assessment of the state's literacy outcomes for children and
51.31 adults;
- 51.32 (3) recommendations for legislative action, with draft legislation to implement the
51.33 recommendations; and
- 52.1 (4) a plan for a strategic statewide campaign to eliminate child and adult illiteracy.
- 52.2 (b) The Department of Education must publish the report on the department's website.
- 52.3 Subd. 11. **Agency coordination.** The council must consult with other state agencies and
52.4 organizations with an interest in child and adult literacy and advise the commissioner on
52.5 strategies to better coordinate state literacy programs and resources.
- 52.6 Subd. 12. **Open meetings.** The council is subject to the requirements of Minnesota
52.7 Statutes, chapter 13D.
- 52.8 Subd. 13. **Expiration.** The council expires on February 16, 2020.
- 52.9 **EFFECTIVE DATE.** This section is effective the day following final enactment.
- 52.10 Sec. 33. **REPORT ON THE SAFETY OF YOUTH IN SKILLED TRADES.**
- 52.11 The commissioner of labor and industry must study ways to allow for the safety of
52.12 middle and high school aged students who receive hands-on training in skilled trades,
52.13 including on location at construction sites. The report must identify safety precautions that
52.14 should be undertaken, including proposed legislation, if any. The commissioner must report
52.15 to the chairs and ranking minority members of legislative committees with jurisdiction over
52.16 labor and industry and kindergarten through grade 12 by January 15, 2020.
- 52.17 Sec. 34. **APPROPRIATIONS.**

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

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

93.14 \$ 80,589,000 2020

93.15 \$ 83,436,000 2021

93.16 The 2020 appropriation includes \$7,059,000 for 2019 and \$73,530,000 for 2020.

93.17 The 2021 appropriation includes \$8,170,000 for 2020 and \$75,266,000 for 2021.

93.18 Subd. 3. **Interdistrict desegregation or integration transportation grants.** For
93.19 interdistrict desegregation or integration transportation grants under Minnesota Statutes,
93.20 section 124D.87:

93.21 \$ 13,874,000 2020

93.22 \$ 14,589,000 2021

93.23 Subd. 4. **Literacy incentive aid.** For literacy incentive aid under Minnesota Statutes,
93.24 section 124D.98:

93.25 \$ 45,304,000 2020

93.26 \$ 45,442,000 2021

93.27 The 2020 appropriation includes \$4,582,000 for 2019 and \$40,722,000 for 2020.

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

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

94.1 \$ 3,321,000 2020

94.2 \$ 3,819,000 2021

94.3 The 2020 appropriation includes \$299,000 for 2019 and \$3,022,000 for 2020.

94.4 The 2021 appropriation includes \$335,000 for 2020 and \$3,484,000 for 2021.

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

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

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

52.23 \$ 80,201,000 2020

52.24 \$ 83,003,000 2021

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

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

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

53.6 \$ 13,874,000 2020

53.7 \$ 14,589,000 2021

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

52.29 \$ 45,304,000 2020

52.30 \$ 45,442,000 2021

53.1 The 2020 appropriation includes \$4,582,000 for 2019 and \$40,722,000 for 2020.

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

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

53.10 \$ 1,825,000 2020

53.11 \$ 1,779,000 2021

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

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

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

94.7 \$ 9,515,000 2020

94.8 \$ 9,673,000 2021

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

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

94.11 Subd. 7. **Tribal Nations Education Committee.** (a) For a grant to the Tribal Nations
94.12 Education Committee under Minnesota Statutes, section 124D.79:

94.13 \$ 150,000 2020

94.14 \$ 150,000 2021

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

94.16 Subd. 8. **ServeMinnesota program.** For funding ServeMinnesota programs under
94.17 Minnesota Statutes, sections 124D.37 to 124D.45:

94.18 \$ 900,000 2020

94.19 \$ 900,000 2021

94.20 A grantee organization may provide health and child care coverage to the dependents
94.21 of each participant enrolled in a full-time ServeMinnesota program to the extent such
94.22 coverage is not otherwise available. Any balance in the first year does not cancel but is
94.23 available in the second year.

94.24 Subd. 9. **Early childhood literacy programs.** (a) For early childhood literacy programs
94.25 under Minnesota Statutes, section 119A.50, subdivision 3:

94.26 \$ 7,950,000 2020

94.27 \$ 7,950,000 2021

94.28 (b) Up to \$7,950,000 each year is for leveraging federal and private funding to support
94.29 AmeriCorps members serving in the Minnesota reading corps program established by
94.30 ServeMinnesota, including costs associated with training and teaching early literacy skills
95.1 to children ages three through grade 3 and evaluating the impact of the program under
95.2 Minnesota Statutes, sections 124D.38, subdivision 2, and 124D.42, subdivision 6.

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

53.16 \$ 9,515,000 2020

53.17 \$ 9,673,000 2021

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

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

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

54.10 \$ 900,000 2020

54.11 \$ 900,000 2021

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

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

53.22 \$ 7,953,000 2020

53.23 \$ 7,953,000 2021

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

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

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

95.4 Subd. 10. **Minnesota math corps program.** (a) For the Minnesota math corps program
95.5 under Minnesota Statutes, section 124D.42, subdivision 9:

95.6 \$ 1,000,000 2020

95.7 \$ 1,000,000 2021

95.8 (b) Any balance in the first year does not cancel but is available in the second year. The
95.9 base funding in fiscal year 2022 and later is \$500,000.

53.31 (e) The base for fiscal year 2023 and later is \$8,103,000.

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

55.24 \$ 500,000 2020

55.25 \$ 500,000 2021

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

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

56.26 \$ 1,511,000 2020

56.27 \$ 1,511,000 2021

56.28 The commissioner must reimburse school districts for the costs for free or reduced-price
56.29 meal eligible students who take the ACT or SAT test under Minnesota Statutes, section
56.30 120B.30, subdivision 1.

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

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

58.7 \$ 100,000 2020

58.8 \$ 100,000 2021

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

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

58.20 (d) By January 15 of each year, the MacPhail Center must prepare and submit a report
58.21 to the legislature describing the online programs offered, program outcomes, the students

95.10 Subd. 11. ServeMinnesota programs at tribal contract and grant schools. (a) For
95.11 grants to ServeMinnesota to enhance reading and math corps programming at American
95.12 Indian-controlled tribal contract and grant schools eligible for aid under Minnesota Statutes,
95.13 section 124D.83:

95.14 \$ 416,000 2020

95.15 \$ 416,000 2021

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

95.17 Subd. 12. Student organizations. (a) For student organizations:

95.18 \$ 768,000 2020

95.19 \$ 768,000 2021

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

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

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

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

95.27 (f) \$185,000 each year is for student organizations serving family and consumer science
95.28 occupations (FCCLA). Notwithstanding Minnesota Rules, part 3505.1000, subparts 28 and
95.29 31, the student organizations serving FCCLA shall continue to serve students younger than
95.30 grade 9.

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

96.3 (h) \$40,000 each year is for the Minnesota Foundation for Student Organizations.

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

96.5 Subd. 13. Museums and education centers. (a) For grants to museums and education
96.6 centers:

58.22 served, an estimate of the unmet need for music education, and for calendar years 2020 and
58.23 later, a detailed list of expenditures for the previous year.

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

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

58.29 \$ 208,000 2020

58.30 \$ 208,000 2021

58.31 (b) Any balance in the first year does not cancel, but is available in the second year. The
58.32 base in fiscal year 2022 is \$0.

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

54.16 \$ 768,000 2020

54.17 \$ 768,000 2021

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

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

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

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

54.25 (f) \$185,000 each year is for student organizations serving family and consumer science
54.26 occupations (FCCLA). Notwithstanding Minnesota Rules, part 3505.1000, subparts 28 and
54.27 31, the student organizations serving FCCLA shall continue to serve students younger than
54.28 grade 9.

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

54.31 (h) \$40,000 each year is for the Minnesota Foundation for Student Organizations.

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

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

96.7 \$ 591,000 2020

96.8 \$ 591,000 2021

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

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

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

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

96.14 (f) \$31,000 each year is for the Children's Discovery Museum in Grand Rapids.

96.15 (g) \$50,000 each year is for the Children's Museum of Southern Minnesota.

96.16 (h) \$50,000 each year is for The Works Museum.

96.17 (i) To the extent practicable, grant recipients must prioritize grant proceeds to expand
96.18 access to museum and education center programs for low-income families and other
96.19 underserved populations.

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

96.21 Subd. 14. **Starbase MN.** (a) For a grant to Starbase MN for a rigorous science,
96.22 technology, engineering, and math (STEM) program providing students in grades 4 through
96.23 6 with a multisensory learning experience and a hands-on curriculum in an aerospace
96.24 environment using state-of-the-art technology:

96.25 \$ 500,000 2020

96.26 \$ 500,000 2021

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

96.28 Subd. 15. **Recovery program grants.** (a) For recovery program grants under Minnesota
96.29 Statutes, section 124D.695:

97.1 \$ 750,000 2020

97.2 \$ 750,000 2021

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

55.4 \$ 541,000 2020

55.5 \$ 541,000 2021

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

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

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

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

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

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

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

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

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

55.19 \$ 750,000 2020

55.20 \$ 750,000 2021

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

97.4 Subd. 16. **Minnesota Principals Academy.** (a) For grants to the University of Minnesota
97.5 College of Education and Human Development for the operation of the Minnesota Principals
97.6 Academy:

97.7 \$ 250,000 2020

97.8 \$ 250,000 2021

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

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

97.18 Subd. 17. **Charter school building lease aid.** For building lease aid under Minnesota
97.19 Statutes, section 124E.22:

97.20 \$ 85,450,000 2020

97.21 \$ 91,064,000 2021

97.22 The 2020 appropriation includes \$8,021,000 for 2019 and \$77,429,000 for 2020.

97.23 The 2021 appropriation includes \$8,603,000 for 2020 and \$82,461,000 for 2021.

97.24 Subd. 18. **Statewide testing and reporting system.** (a) For the statewide testing and
97.25 reporting system under Minnesota Statutes, section 120B.30:

97.26 \$ 10,892,000 2020

97.27 \$ 10,877,000 2021

97.28 (b) Any balance in the first year does not cancel but is available in the second year. The
97.29 base for this appropriation in 2022 is \$10,892,000.

97.30 Subd. 19. **Certificate incentive funding.** (a) For the certificate incentive program under
97.31 Laws 2016, chapter 189, article 25, section 61:

97.32 \$ 860,000 2020

55.28 Subd. 14. **Minnesota Principals Academy.** (a) For grants to the University of Minnesota
55.29 College of Education and Human Development for the operation of the Minnesota Principals
55.30 Academy:

56.1 \$ 200,000 2020

56.2 \$ 200,000 2021

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

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

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

56.14 \$ 85,279,000 2020

56.15 \$ 90,843,000 2021

56.16 The 2020 appropriation includes \$8,021,000 for 2019 and \$77,258,000 for 2020.

56.17 The 2021 appropriation includes \$8,584,000 for 2020 and \$82,259,000 for 2021.

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

56.20 \$ 10,892,000 2020

56.21 \$ 10,892,000 2021

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

98.1 (b) This is a onetime appropriation.

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

98.3 Subd. 20. **Examination fees; teacher training and support programs.** (a) For students'
98.4 advanced placement and international baccalaureate examination fees under Minnesota
98.5 Statutes, section 120B.13, subdivision 3, and the training and related costs for teachers and
98.6 other interested educators under Minnesota Statutes, section 120B.13, subdivision 1:

98.7 \$ 4,500,000 2020

98.8 \$ 4,500,000 2021

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

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

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

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

98.27 Subd. 21. **Grants to increase science, technology, engineering, and math course**
98.28 **offerings.** (a) For grants to schools to encourage low-income and other underserved students
98.29 to participate in advanced placement and international baccalaureate programs according
98.30 to Minnesota Statutes, section 120B.132:

98.31 \$ 250,000 2020

98.32 \$ 250,000 2021

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

57.1 Subd. 18. **Examination fees; teacher training and support programs.** (a) For students'
57.2 advanced placement and international baccalaureate examination fees under Minnesota
57.3 Statutes, section 120B.13, subdivision 3, and the training and related costs for teachers and
57.4 other interested educators under Minnesota Statutes, section 120B.13, subdivision 1:

57.5 \$ 4,500,000 2020

57.6 \$ 4,500,000 2021

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

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

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

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

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

57.29 \$ 250,000 2020

57.30 \$ 250,000 2021

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

99.1 Subd. 22. **Rural career and technical education consortium.** (a) For rural career and
99.2 technical education consortium grants:

99.3 \$ 3,000,000 2020

99.4 \$ 3,000,000 2021

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

99.6 Subd. 23. **Grants to support students experiencing homelessness.** (a) To provide
99.7 grants to eligible school districts in order to address the needs of students experiencing
99.8 homelessness:

99.9 \$ \$500,000 2020

99.10 \$ \$500,000 2021

99.11 (b) The department may retain up to five percent of the appropriation to monitor and
99.12 administer the grant program. Any balance in the first year does not cancel but is available
99.13 in the second year.

99.14 Subd. 24. **Minnesota Center for the Book programming.** (a) For grants to the entity
99.15 designated by the Library of Congress as the Minnesota Center for the Book to provide
99.16 statewide programming related to the Minnesota Book Awards and for additional
99.17 programming throughout the state related to the Center for the Book designation:

99.18 \$ 125,000 2020

99.19 \$ 125,000 2021

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

99.21 Subd. 25. **Concurrent enrollment aid.** (a) For concurrent enrollment aid under
99.22 Minnesota Statutes, section 124D.091:

99.23 \$ 7,000,000 2020

99.24 \$ 7,000,000 2021

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

99.27 (c) The base for fiscal year 2022 is \$8,000,000.

57.32 Subd. 20. **Rural career and technical education consortium.** (a) For rural career and
57.33 technical education consortium grants:

58.1 \$ 3,000,000 2020

58.2 \$ 3,000,000 2021

58.3 (b) If the appropriation in the first year is insufficient, the 2021 appropriation is available.

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

54.1 Subd. 8. **Concurrent enrollment program.** (a) For concurrent enrollment programs
54.2 under Minnesota Statutes, section 124D.091:

54.3 \$ 4,000,000 2020

54.4 \$ 4,000,000 2021

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

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

99.28 Subd. 26. **Full-service community schools.** (a) For full-service community schools
99.29 under Minnesota Statutes, section 124D.231:

99.30 \$ 7,500,000 2020

99.31 \$ 7,500,000 2021

100.1 (b) Up to \$50,000 each year is for administration of this program. Any balance in the
100.2 first year does not cancel but is available in the second year.

100.3 (c) The base for fiscal year 2022 is \$12,500,000.

100.4 Subd. 27. **ConnectZ program.** (a) For a grant to Girl Scouts River Valleys as fiscal
100.5 agent for Girl Scout councils serving Minnesota residents providing innovative, culturally
100.6 responsive programming to underrepresented, underresourced girls in kindergarten through
100.7 grade 12, including programming relating to healthy relationships; science, technology,
100.8 engineering, and math; financial literacy; career and college readiness; and leadership
100.9 development and service learning:

100.10 \$ 1,400,000 2020

100.11 \$ 1,400,000 2021

100.12 (b) By February 15 following each fiscal year of the grant, the grantee must submit a
100.13 report detailing expenditures and outcomes of the grant-supported programs to the
100.14 commissioner of education and the chairs and ranking minority members of the legislative
100.15 committees with primary jurisdiction over kindergarten through grade 12 education policy
100.16 and finance. The report must, at least:

100.17 (1) provide self-reported free and reduced-price lunch status and self-reported
100.18 demographic information for the girls participating in programs funded by this grant;

100.19 (2) report participants' average program contacts in the areas of healthy relationships;
100.20 science, technology, engineering, and math; financial literacy; career and college readiness;
100.21 and leadership development and service learning;

100.22 (3) identify the number and proportion of high school program participants who report
100.23 they are confident they will attend college;

100.24 (4) report the number and proportion of grade 12 participants who apply to a
100.25 postsecondary institution; and

100.26 (5) to the extent possible, verify the number and percentage of participants who actually
100.27 enroll in a postsecondary institution.

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

100.29 (d) The base for fiscal year 2022 is zero.

100.30 Subd. 28. **Civics education grants.** (a) For grants to the Minnesota Civic Education
100.31 Coalition, Minnesota Civic Youth, Learning Law and Democracy Foundation, and YMCA
101.1 Youth in Government to provide civics education programs for Minnesota youth ages 18
101.2 and younger:

101.3 \$ 125,000 2020
101.4 \$ 125,000 2021

101.5 (b) Civics education means the study of constitutional principles and the democratic
101.6 foundation of our national, state, and local institutions, and the study of political processes
101.7 and structures of government, grounded in the understanding of constitutional government
101.8 under the rule of law.

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

101.10 Subd. 29. **After-school community learning programs.** (a) For grants for after-school
101.11 community learning programs under Minnesota Statutes, section 124D.2211:

101.12 \$ 2,000,000 2020
101.13 \$ 2,000,000 2021

101.14 (b) Any balance in the first year does not cancel but is available in the second year. The
101.15 base for fiscal year 2022 is \$2,500,000.

101.16 (c) The commissioner of education may retain up to two percent of the appropriation
101.17 amount to administer the grant program.

101.18 (d) The commissioner of education may use up to five percent of the appropriation
101.19 amount in each fiscal year to monitor the grant and provide technical assistance to grant
101.20 recipients under Minnesota Statutes, section 124D.2211, subdivision 4. The commissioner
101.21 must use 2.5 percent of the appropriation amount to contract with Ignite Afterschool to
101.22 provide technical assistance to grant recipients under Minnesota Statutes, section 124D.2211,
101.23 subdivision 4, paragraph (b).

101.24 Subd. 30. **Vocational enrichment grants.** (a) For vocational enrichment grants to school
101.25 districts and charter schools:

101.26 \$ 100,000 2020
101.27 \$ 100,000 2021

101.28 (b) Of the amounts in paragraph (a), \$50,000 in each year is for a grant to Independent
101.29 School District No. 2752, Fairmont.

101.30 Subd. 31. **Minnesota Youth Council.** (a) For grants to the Minnesota Alliance With
101.31 Youth for the activities of the Minnesota Youth Council:

102.1 \$ 250,000 2020

102.2 \$ 250,000 2021

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

59.1 Subd. 23. **Educational stability for students living in foster care.** For a pilot project
59.2 to promote educational stability for students living in foster care under Laws 2017, First
59.3 Special Session chapter 5, article 2, section 54:

59.4 \$ 1,000,000 2020

59.5 \$ 0 2021

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

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

59.11 \$ 1,500,000 2020

59.12 \$ 1,500,000 2021

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

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

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

59.16 \$ 1,000,000 2020

59.17 \$ 1,000,000 2021

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

59.22 (1) provide all-day, in-school academic and behavioral interventions and social and
59.23 emotional learning throughout the school year;

59.24 (2) provide year-round, out-of-school behavioral, social, and emotional learning
59.25 interventions and enrichment activities;

59.26 (3) enhance career exploration opportunities, including exposure to businesses and
59.27 business activities; and

59.28 (4) develop pathways in cooperation with business higher education partners for
59.29 participants to pursue careers in education and youth development.

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

60.1 Subd. 26. **Collaborative summer intensive program.** (a) For the collaborative summer
60.2 intensive program:

60.3 \$ 802,000 2020

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

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

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

60.9 \$ 87,000 2020

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

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

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

60.16 \$ 50,000 2020

60.17 \$ 50,000 2021

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

102.4 Sec. 56. **REPEALER.**
102.5 Minnesota Statutes 2018, section 120B.299, is repealed.

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

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

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

60.29 Subd. 29. **Construction and skilled trades counseling and report.** (a) For transfer to
60.30 the commissioner of labor and industry for staff collaboration with the Department of
60.31 Education on construction and skilled trades counseling under Minnesota Statutes, section
60.32 120B.126:

61.1	\$	125,000	2020
61.2	\$	25,000	2021

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

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

61.5 Sec. 35. **REPEALER.**

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

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

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

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