

20.16

ARTICLE 2

20.17

EDUCATION EXCELLENCE

20.18 Section 1. Minnesota Statutes 2020, section 13.32, subdivision 3, is amended to read:

20.19 Subd. 3. **Private data; when disclosure is permitted.** Except as provided in subdivision
20.20 5, educational data is private data on individuals and shall not be disclosed except as follows:

20.21 (a) pursuant to section 13.05;

20.22 (b) pursuant to a valid court order;

20.23 (c) pursuant to a statute specifically authorizing access to the private data;

20.24 (d) to disclose information in health, including mental health, and safety emergencies
20.25 pursuant to the provisions of United States Code, title 20, section 1232g(b)(1)(I) and Code
20.26 of Federal Regulations, title 34, section 99.36;

20.27 (e) pursuant to the provisions of United States Code, title 20, sections 1232g(b)(1),
20.28 (b)(4)(A), (b)(4)(B), (b)(1)(B), (b)(3), (b)(6), (b)(7), and (i), and Code of Federal Regulations,
20.29 title 34, sections 99.31, 99.32, 99.33, 99.34, 99.35, and 99.39;

21.1 (f) to appropriate health authorities to the extent necessary to administer immunization
21.2 programs and for bona fide epidemiologic investigations which the commissioner of health
21.3 determines are necessary to prevent disease or disability to individuals in the public
21.4 educational agency or institution in which the investigation is being conducted;

21.5 (g) when disclosure is required for institutions that participate in a program under title
21.6 IV of the Higher Education Act, United States Code, title 20, section 1092;

21.7 (h) to the appropriate school district officials to the extent necessary under subdivision
21.8 6, annually to indicate the extent and content of remedial instruction, including the results
21.9 of assessment testing and academic performance at a postsecondary institution during the
21.10 previous academic year by a student who graduated from a Minnesota school district within
21.11 two years before receiving the remedial instruction;

21.12 (i) to appropriate authorities as provided in United States Code, title 20, section
21.13 1232g(b)(1)(E)(ii), if the data concern the juvenile justice system and the ability of the
21.14 system to effectively serve, prior to adjudication, the student whose records are released;
21.15 provided that the authorities to whom the data are released submit a written request for the
21.16 data that certifies that the data will not be disclosed to any other person except as authorized
21.17 by law without the written consent of the parent of the student and the request and a record
21.18 of the release are maintained in the student's file;

21.19 (j) to volunteers who are determined to have a legitimate educational interest in the data
21.20 and who are conducting activities and events sponsored by or endorsed by the educational
21.21 agency or institution for students or former students;

14.1

ARTICLE 2

14.2

EDUCATION EXCELLENCE

- 21.22 (k) to provide student recruiting information, from educational data held by colleges
21.23 and universities, as required by and subject to Code of Federal Regulations, title 32, section
21.24 216;
- 21.25 (l) to the juvenile justice system if information about the behavior of a student who poses
21.26 a risk of harm is reasonably necessary to protect the health or safety of the student or other
21.27 individuals;
- 21.28 (m) with respect to Social Security numbers of students in the adult basic education
21.29 system, to Minnesota State Colleges and Universities and the Department of Employment
21.30 and Economic Development for the purpose and in the manner described in section 124D.52,
21.31 subdivision 7;
- 21.32 (n) to the commissioner of education for purposes of an assessment or investigation of
21.33 a report of alleged maltreatment of a student as mandated by chapter 260E. Upon request
22.1 by the commissioner of education, data that are relevant to a report of maltreatment and are
22.2 from charter school and school district investigations of alleged maltreatment of a student
22.3 must be disclosed to the commissioner, including, but not limited to, the following:
- 22.4 (1) information regarding the student alleged to have been maltreated;
- 22.5 (2) information regarding student and employee witnesses;
- 22.6 (3) information regarding the alleged perpetrator; and
- 22.7 (4) what corrective or protective action was taken, if any, by the school facility in response
22.8 to a report of maltreatment by an employee or agent of the school or school district;
- 22.9 (o) when the disclosure is of the final results of a disciplinary proceeding on a charge
22.10 of a crime of violence or nonforcible sex offense to the extent authorized under United
22.11 States Code, title 20, section 1232g(b)(6)(A) and (B) and Code of Federal Regulations, title
22.12 34, sections 99.31 (a)(13) and (14);
- 22.13 (p) when the disclosure is information provided to the institution under United States
22.14 Code, title 42, section 14071, concerning registered sex offenders to the extent authorized
22.15 under United States Code, title 20, section 1232g(b)(7); ~~or~~
- 22.16 (q) when the disclosure is to a parent of a student at an institution of postsecondary
22.17 education regarding the student's violation of any federal, state, or local law or of any rule
22.18 or policy of the institution, governing the use or possession of alcohol or of a controlled
22.19 substance, to the extent authorized under United States Code, title 20, section 1232g(i), and
22.20 Code of Federal Regulations, title 34, section 99.31 (a)(15), and provided the institution
22.21 has an information release form signed by the student authorizing disclosure to a parent.
22.22 The institution must notify parents and students about the purpose and availability of the
22.23 information release forms. At a minimum, the institution must distribute the information
22.24 release forms at parent and student orientation meetings; or

22.25 (r) with Tribal Nations about Tribally enrolled or descendant students to the extent
22.26 necessary for the Tribal Nation and school district or charter school to support the educational
22.27 attainment of the student.

22.28 Sec. 2. Minnesota Statutes 2020, section 120A.22, subdivision 7, is amended to read:

22.29 Subd. 7. **Education records.** (a) A district, a charter school, or a nonpublic school that
22.30 receives services or aid under sections 123B.40 to 123B.48 from which a student is
22.31 transferring must transmit the student's educational records, within ten business days of a
22.32 request, to the district, the charter school, or the nonpublic school in which the student is
23.1 enrolling. Districts, charter schools, and nonpublic schools that receive services or aid under
23.2 sections 123B.40 to 123B.48 must make reasonable efforts to determine the district, the
23.3 charter school, or the nonpublic school in which a transferring student is next enrolling in
23.4 order to comply with this subdivision.

23.5 (b) A closed charter school must transfer the student's educational records, within ten
23.6 business days of the school's closure, to the student's school district of residence where the
23.7 records must be retained unless the records are otherwise transferred under this subdivision.

23.8 (c) A school district, a charter school, or a nonpublic school that receives services or aid
23.9 under sections 123B.40 to 123B.48 that transmits a student's educational records to another
23.10 school district or other educational entity, charter school, or nonpublic school to which the
23.11 student is transferring must include in the transmitted records information about any formal
23.12 suspension, expulsion, and exclusion disciplinary action, as well as pupil withdrawals, under
23.13 sections 121A.40 to 121A.56. The transmitted records must include services a pupil needs
23.14 to prevent the inappropriate behavior from recurring. The district, the charter school, or the
23.15 nonpublic school that receives services or aid under sections 123B.40 to 123B.48 must
23.16 provide notice to a student and the student's parent or guardian that formal disciplinary
23.17 records will be transferred as part of the student's educational record, in accordance with
23.18 data practices under chapter 13 and the Family Educational Rights and Privacy Act of 1974,
23.19 United States Code, title 20, section 1232(g).

23.20 (d) Notwithstanding section 138.17, a principal or chief administrative officer must
23.21 remove from a student's educational record and destroy a probable cause notice received
23.22 under section 260B.171, subdivision 5, or paragraph (e), if one year has elapsed since the
23.23 date of the notice and the principal or chief administrative officer has not received a
23.24 disposition or court order related to the offense described in the notice. This paragraph does
23.25 not apply if the student no longer attends the school when this one-year period expires.

23.26 (e) A principal or chief administrative officer who receives a probable cause notice under
23.27 section 260B.171, subdivision 5, or a disposition or court order, must include a copy of that
23.28 data in the student's educational records if they are transmitted to another school, unless the
23.29 data are required to be destroyed under paragraph (d) or section 121A.75.

23.30 **EFFECTIVE DATE.** This section is effective for the 2021-2022 school year and later.

23.31 Sec. 3. Minnesota Statutes 2020, section 120A.22, subdivision 9, is amended to read:

23.32 Subd. 9. **Knowledge and skills.** Instruction must be provided in at least the following
23.33 subject areas:

24.1 (1) basic communication skills including reading and writing, literature, and fine arts;

24.2 (2) mathematics and science;

24.3 (3) social studies including history, geography, economics, government, and citizenship;

24.4 ~~and~~

24.5 (4) health and physical education; and

24.6 (5) indigenous education.

24.7 Instruction, textbooks, and materials must be in the English language. Another language
24.8 may be used pursuant to sections 124D.59 to 124D.61.

24.9 Sec. 4. Minnesota Statutes 2020, section 120A.22, subdivision 10, is amended to read:

24.10 Subd. 10. **Requirements for instructors.** A person who is providing instruction to a
24.11 child must meet at least one of the following requirements:

24.12 (1) hold a valid Minnesota teaching license in the field and for the grade level taught;

24.13 (2) be directly supervised by a person holding a valid Minnesota teaching license;

24.14 ~~(3) successfully complete a teacher competency examination;~~

24.15 ~~(4)~~ (3) provide instruction in a school that is accredited by an accrediting agency,
24.16 recognized according to section 123B.445, or recognized by the commissioner;

24.17 ~~(5)~~ (4) hold a baccalaureate degree; or

24.18 ~~(6)~~ (5) be the parent of a child who is assessed according to the procedures in subdivision

24.19 11.

24.20 Any person providing instruction in a public school must meet the requirements of clause
24.21 (1).

(SEE ARTICLE 1, SECTION 1 FOR HOUSE LANGUAGE)

14.3 Section 1. Minnesota Statutes 2020, section 120A.35, is amended to read:

14.4 **120A.35 ABSENCE FROM SCHOOL FOR RELIGIOUS OBSERVANCE.**

14.5 Reasonable efforts must be made by a school district to accommodate any pupil who
14.6 wishes to be excused from a curricular activity for a religious observance. A school board
14.7 must provide annual notice to parents of the school district's policy relating to a pupil's
14.8 absence from school for religious observance.

(SEE ARTICLE 1, SECTION 2 FOR HOUSE LANGUAGE)

- 14.9 **EFFECTIVE DATE.** This section is effective for the 2021-2022 school year and later.
- 14.10 Sec. 2. Minnesota Statutes 2020, section 120A.40, is amended to read:
- 14.11 **120A.40 SCHOOL CALENDAR.**
- 14.12 (a) Except for learning programs during summer, ~~flexible learning year programs~~
- 14.13 ~~authorized under sections 124D.12 to 124D.127,~~ and learning year programs under section
- 14.14 124D.128, a district must not commence an elementary or secondary school year before
- 14.15 Labor Day, except as provided under paragraph (b). Days devoted to teachers' workshops
- 14.16 may be held before Labor Day. Districts that enter into cooperative agreements are
- 14.17 encouraged to adopt similar school calendars.
- 14.18 (b) A district may begin the school year on any day before Labor Day:
- 14.19 (1) to accommodate a construction or remodeling project of \$400,000 or more affecting
- 14.20 a district school facility;
- 14.21 (2) if the district has an agreement under section 123A.30, 123A.32, or 123A.35 with a
- 14.22 district that qualifies under clause (1); or
- 14.23 (3) if the district agrees to the same schedule with a school district in an adjoining state.
- 14.24 (c) A school board may consider the community's religious observance when adopting
- 14.25 an annual school calendar.
- 14.26 **EFFECTIVE DATE.** This section is effective for the 2021-2022 school year and later.
- 14.27 Sec. 3. Minnesota Statutes 2020, section 120A.41, is amended to read:
- 14.28 **120A.41 LENGTH OF SCHOOL YEAR; HOURS OF INSTRUCTION.**
- 14.29 (a) A school board's annual school calendar must include at least 425 hours of instruction
- 14.30 for a kindergarten student without a disability, 935 hours of instruction for a student in
- 15.1 grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not
- 15.2 including summer school. The school calendar for all-day kindergarten must include at least
- 15.3 850 hours of instruction for the school year. The school calendar for a prekindergarten
- 15.4 student under section 124D.151, if offered by the district, must include at least 350 hours
- 15.5 of instruction for the school year. A school board's annual calendar must include at least
- 15.6 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule
- 15.7 has been approved by the ~~commissioner~~ school board under section ~~124D.126~~ 124D.122.
- 15.8 (b) A school board's annual school calendar may include plans for ~~up to five days of~~
- 15.9 ~~instruction provided through online instruction due to inclement weather. The inclement~~
- 15.10 ~~weather~~ an unlimited number of days of instruction provided through distance learning due
- 15.11 to weather or a health or natural disaster emergency. The distance learning plans must be
- 15.12 developed according to section 120A.414.

15.13 (c) Hours of instruction include all learning opportunities and services designed to
15.14 support a student to be prepared to succeed and lead by having the knowledge and skills to
15.15 learn, engage civically, and lead meaningful lives, through implementation of evidence-based
15.16 practices, quality instruction, and personalized learning supports. Such opportunities and
15.17 services include but are not limited to blended learning, distance learning, project-based
15.18 learning, work-based learning, service learning, supervised internships, and in-person
15.19 learning in a school building.

15.20 **EFFECTIVE DATE.** This section is effective for the 2021-2022 school year and later.

16.15 Sec. 5. Minnesota Statutes 2020, section 120A.42, is amended to read:

16.16 **120A.42 CONDUCT OF SCHOOL ON CERTAIN HOLIDAYS.**

16.17 (a) The governing body of any district may contract with any of the teachers of the
16.18 district for the conduct of schools, and may conduct schools, on either, or any, of the
16.19 following holidays, provided that a clause to this effect is inserted in the teacher's contract:
16.20 Martin Luther King's birthday, Lincoln's and Washington's birthdays, Columbus Day and
16.21 Veterans' Day. On Martin Luther King's birthday, Washington's birthday, Lincoln's birthday,
16.22 and Veterans' Day at least one hour of the school program must be devoted to a patriotic
16.23 observance of the day.

16.24 (b) A district may conduct a school program to honor Constitution Day and Citizenship
16.25 Day by providing opportunities for students to learn about the principles of American
16.26 democracy, the American system of government, American citizens' rights and
16.27 responsibilities, American history, and American geography, symbols, and holidays. Among
16.28 other activities under this paragraph, districts may administer to students the test questions
16.29 United States Citizenship and Immigration Services officers pose to applicants for
16.30 naturalization.

16.31 (c) Upon request of a group or organization identified as a patriotic society in United
16.32 States Code, title 36, formed to serve students under the age of 21, a school district must
16.33 include the group or organization in the school program identified in paragraph (a) or (b),
17.1 or provide a representative of a patriotic society an opportunity each school year to speak
17.2 for a reasonable amount of time to students during the school day. School districts must not
17.3 allow groups described as hate groups by the United States Federal Bureau of Investigation
17.4 in the schools.

24.22 Sec. 5. Minnesota Statutes 2020, section 120B.02, subdivision 1, is amended to read:

24.23 Subdivision 1. **Educational expectations.** (a) The legislature is committed to establishing
24.24 rigorous academic standards for Minnesota's public school students. To that end, the
24.25 commissioner shall adopt in rule statewide academic standards. The commissioner shall
24.26 not prescribe in rule or otherwise the delivery system, classroom assessments, or form of
24.27 instruction that school sites must use.

24.28 (b) All commissioner actions regarding the rule must be premised on the following:

- 24.29 (1) the rule is intended to raise academic expectations for students, teachers, and schools;
- 25.1 (2) the rule must be focused on the experiences and perspectives of all students, including
- 25.2 Indigenous people and people of color, within and beyond the United States;
- 25.3 (3) any state action regarding the rule must evidence consideration of school district
- 25.4 autonomy; and
- 25.5 ~~(3)~~ (4) the Department of Education, with the assistance of school districts, must make
- 25.6 available information about all state initiatives related to the rule to students and parents,
- 25.7 teachers, and the general public in a timely format that is appropriate, comprehensive, and
- 25.8 readily understandable.
- 25.9 (c) The commissioner shall periodically review and report on the state's assessment
- 25.10 process.
- 25.11 (d) School districts are not required to adopt specific provisions of the federal
- 25.12 School-to-Work programs.
- 25.13 Sec. 6. Minnesota Statutes 2020, section 120B.021, subdivision 1, is amended to read:
- 25.14 Subdivision 1. **Required academic standards.** (a) The following subject areas are
- 25.15 required for statewide accountability:
- 25.16 (1) language arts;
- 25.17 (2) mathematics;
- 25.18 (3) science;
- 25.19 (4) social studies, including indigenous education, history, geography, economics, and
- 25.20 government and citizenship that includes civics consistent with section 120B.02, subdivision
- 25.21 3;
- 25.22 (5) physical education;
- 25.23 (6) health, for which locally developed academic standards apply; and
- 25.24 (7) the arts, ~~for which statewide or locally developed academic standards apply, as~~
- 25.25 ~~determined by the school district.~~ Public elementary and middle schools must offer at least
- 25.26 three and require at least two of the following ~~four~~ five arts areas: dance; media arts; music;
- 25.27 theater; and visual arts. Public high schools must offer at least three and require at least one
- 25.28 of the following five arts areas: media arts; dance; music; theater; and visual arts.
- 25.29 (b) For purposes of applicable federal law, the academic standards for language arts,
- 25.30 mathematics, and science apply to all public school students, except the very few students
- 25.31 with extreme cognitive or physical impairments for whom an individualized education
- 26.1 program team has determined that the required academic standards are inappropriate. An
- 26.2 individualized education program team that makes this determination must establish
- 26.3 alternative standards.

26.4 (c) The department must adopt the most recent SHAPE America (Society of Health and
26.5 Physical Educators) kindergarten through grade 12 standards and benchmarks for physical
26.6 education as the required physical education academic standards. The department may
26.7 modify and adapt the national standards to accommodate state interest. The modification
26.8 and adaptations must maintain the purpose and integrity of the national standards. The
26.9 department must make available sample assessments, which school districts may use as an
26.10 alternative to local assessments, to assess students' mastery of the physical education
26.11 standards beginning in the 2018-2019 school year.

26.12 (d) A school district may include child sexual abuse prevention instruction in a health
26.13 curriculum, consistent with paragraph (a), clause (6). Child sexual abuse prevention
26.14 instruction may include age-appropriate instruction on recognizing sexual abuse and assault,
26.15 boundary violations, and ways offenders groom or desensitize victims, as well as strategies
26.16 to promote disclosure, reduce self-blame, and mobilize bystanders. A school district may
26.17 provide instruction under this paragraph in a variety of ways, including at an annual assembly
26.18 or classroom presentation. A school district may also provide parents information on the
26.19 warning signs of child sexual abuse and available resources.

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

26.23 (f) The curriculum required for indigenous education must be:

26.24 (1) for students in prekindergarten through grade 12;

26.25 (2) related to the indigenous experience in Minnesota, including Tribal history,
26.26 sovereignty, culture, treaty rights, government, socioeconomic experiences, contemporary
26.27 issues, and current events;

26.28 (3) historically accurate, Tribally endorsed, culturally relevant, community based,
26.29 contemporary, and developmentally appropriate; and

26.30 (4) aligned with the academic content standards, including all yearly revisions that
26.31 include the contributions of Minnesota's Tribal nations and communities.

27.1 Sec. 7. Minnesota Statutes 2020, section 120B.021, subdivision 2, is amended to read:

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

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

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

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

27.12 (4) faculty teaching core subjects at postsecondary institutions in Minnesota; ~~and~~

27.13 (5) representatives of the Minnesota business community;

27.14 (6) representatives from the Tribal Nations Education Committee and Minnesota's Tribal
27.15 Nations and communities, including both Anishinaabe and Dakota;

27.16 (7) youth currently enrolled in kindergarten through grade 12 school districts and charter
27.17 schools in Minnesota; and

27.18 (8) other stakeholders that represent the ethnic, racial, and geographic diversity of
27.19 Minnesota, including gender and sexual orientation, immigrant status, and religious and
27.20 linguistic background.

27.21 (b) Academic standards must:

27.22 (1) be clear, concise, objective, measurable, and grade-level appropriate;

27.23 (2) not require a specific teaching methodology or curriculum; and

27.24 (3) be consistent with the Constitutions of the United States and the state of Minnesota.

27.25 Sec. 8. Minnesota Statutes 2020, section 120B.021, subdivision 3, is amended to read:

27.26 Subd. 3. **Rulemaking.** The commissioner, consistent with the requirements of this section
27.27 and section 120B.022, must adopt statewide rules under section 14.389 for implementing
27.28 statewide rigorous core academic standards in language arts, mathematics, science, social
27.29 studies, physical education, and the arts. After the rules authorized under this subdivision
27.30 are initially adopted, the commissioner may not amend or repeal these rules nor adopt new
28.1 rules on the same topic without specific legislative authorization unless done pursuant to
28.2 subdivision 4.

28.3 Sec. 9. Minnesota Statutes 2020, section 120B.021, subdivision 4, is amended to read:

28.4 Subd. 4. **Revisions and reviews required.** (a) The commissioner of education must
28.5 revise and appropriately embed indigenous education standards that include the contributions
28.6 of American Indian Tribes and communities into the state academic standards and graduation
28.7 requirements. These standards must be consistent with recommendations from the Tribal
28.8 Nations Education Committee.

28.9 (b) The commissioner of education must revise and appropriately embed technology
28.10 and information literacy standards consistent with recommendations from school media
28.11 specialists into the state's academic standards and graduation requirements and implement
28.12 a ten-year cycle to review and, consistent with the review, revise state academic standards
28.13 and related benchmarks, consistent with this subdivision. During each ten-year review and
28.14 revision cycle, the commissioner also must examine the alignment of each required academic

17.5 Sec. 6. Minnesota Statutes 2020, section 120B.021, subdivision 4, is amended to read:

17.6 Subd. 4. **Revisions and reviews required.** (a) The commissioner of education must
17.7 revise and appropriately embed technology and information literacy standards consistent
17.8 with recommendations from school media specialists into the state's academic standards
17.9 and graduation requirements and implement a ten-year cycle to review and, consistent with
17.10 the review, revise state academic standards and related benchmarks, consistent with this
17.11 subdivision. During each ten-year review and revision cycle, the commissioner also must
17.12 examine the alignment of each required academic standard and related benchmark with the
17.13 knowledge and skills students need for career and college readiness and advanced work in
17.14 the particular subject area. The commissioner must include the contributions of Minnesota
17.15 American Indian tribes and communities as related to the academic standards during the
17.16 review and revision of the required academic standards.

28.15 standard and related benchmark with the knowledge and skills students need for career and
28.16 college readiness and advanced work in the particular subject area.

28.17 ~~(c)~~ (d) The commissioner must ~~include the contributions of Minnesota American Indian~~
28.18 ~~tribes and communities as related to the~~ appropriately embed ethnic studies into all required
28.19 state academic standards during the review and revision of the required academic standards.

28.20 ~~(b)~~ (d) The commissioner must ensure that the statewide mathematics assessments
28.21 administered to students in grades 3 through 8 and 11 are aligned with the state academic
28.22 standards in mathematics, consistent with section 120B.30, subdivision 1, paragraph (b).
28.23 The commissioner must implement a review of the academic standards and related
28.24 benchmarks in mathematics beginning in the 2021-2022 school year and every ten years
28.25 thereafter.

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

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

28.30 ~~(g)~~ (g) The commissioner must implement a review of the academic standards and related
28.31 benchmarks in language arts beginning in the 2019-2020 school year and every ten years
28.32 thereafter.

29.1 ~~(h)~~ (h) The commissioner must implement a review of the academic standards and related
29.2 benchmarks in social studies beginning in the 2020-2021 school year and every ten years
29.3 thereafter.

29.4 ~~(i)~~ (i) The commissioner must implement a review of the academic standards and related
29.5 benchmarks in physical education beginning in the ~~2022-2023~~ 2026-2027 school year and
29.6 every ten years thereafter.

29.7 ~~(j)~~ (j) School districts and charter schools must revise and align local academic standards
29.8 and high school graduation requirements in health, world languages, and career and technical
29.9 education to require students to complete the revised standards beginning in a school year
29.10 determined by the school district or charter school. School districts and charter schools must
29.11 formally establish a periodic review cycle for the academic standards and related benchmarks
29.12 in health, world languages, and career and technical education.

29.13 Sec. 10. Minnesota Statutes 2020, section 120B.024, subdivision 1, is amended to read:

29.14 Subdivision 1. **Graduation requirements.** (a) Students ~~beginning 9th grade in the~~
29.15 ~~2011-2012 school year and later~~ must successfully complete the following high school level
29.16 credits for graduation:

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

17.17 (b) The commissioner must ensure that the statewide mathematics assessments
17.18 administered to students in grades 3 through 8 and 11 are aligned with the state academic
17.19 standards in mathematics, consistent with section 120B.30, subdivision 1, paragraph (b).
17.20 The commissioner must implement a review of the academic standards and related
17.21 benchmarks in mathematics beginning in the 2021-2022 school year and every ten years
17.22 thereafter.

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

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

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

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

18.1 (g) The commissioner must implement a review of the academic standards and related
18.2 benchmarks in physical education beginning in the ~~2022-2023~~ 2026-2027 school year and
18.3 every ten years thereafter.

18.4 (h) School districts and charter schools must revise and align local academic standards
18.5 and high school graduation requirements in health, world languages, and career and technical
18.6 education to require students to complete the revised standards beginning in a school year
18.7 determined by the school district or charter school. School districts and charter schools must
18.8 formally establish a periodic review cycle for the academic standards and related benchmarks
18.9 in health, world languages, and career and technical education.

- 29.19 (2) three credits of mathematics, including an algebra II credit or its equivalent, sufficient
 29.20 to satisfy all of the academic standards in mathematics;
- 29.21 (3) an algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade
 29.22 standards in mathematics. The credit does not bear high school credit;
- 29.23 (4) three credits of science, including at least one credit of biology, one credit of chemistry
 29.24 or physics, and one elective credit of science. The combination of credits under this clause
 29.25 must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics
 29.26 and (ii) all other academic standards in science;
- 29.27 (5) three and one-half credits of social studies, including credit for a course in government
 29.28 and citizenship in either 11th or 12th grade for students beginning 9th grade in the 2022-2023
 29.29 school year and later or an advanced placement, international baccalaureate, or other rigorous
 29.30 course on government and citizenship under section 120B.021, subdivision 1a, and a
 29.31 combination of other credits encompassing at least indigenous education, United States
 29.32 history, geography, government and citizenship, world history, and economics sufficient
 29.33 to satisfy all of the academic standards in social studies;
- 30.1 (6) one credit of the arts sufficient to satisfy all of the ~~state or local~~ academic standards
 30.2 in the arts; ~~and~~
- 30.3 (7) one-half credit of physical education sufficient to satisfy all of the academic standards
 30.4 in physical education; and
- 30.5 ~~(7)~~ (8) a minimum of ~~seven~~ six and one-half elective credits.
- 30.6 (b) A school district is encouraged to offer a course for credit in government and
 30.7 citizenship to 11th or 12th grade students who begin 9th grade in the 2020-2021 school year
 30.8 and later, that satisfies the government and citizenship requirement in paragraph (a), clause
 30.9 (5). A school district must offer the course starting in the 2022-2023 school year.
- 30.10 Sec. 11. [120B.025] ETHNIC STUDIES.
- 30.11 Subdivision 1. Definition. "Ethnic studies" means the critical and interdisciplinary study
 30.12 of race, ethnicity, and indigeneity with a focus on the experiences and perspectives of people
 30.13 of color within and beyond the United States. Ethnic studies analyzes the ways in which
 30.14 race and racism have been and continue to be powerful social, cultural, and political forces,
 30.15 and race and racism's connections to the stratification of other groups, including stratification
 30.16 based on gender, class, sexual orientation, gender identity, and legal status.
- 30.17 Subd. 2. Department of Education. The Department of Education must employ
 30.18 dedicated ethnic studies staff to provide expertise for adopting ethnic studies standards into
 30.19 academic standards and providing assistance to school districts and charter schools in
 30.20 implementing ethnic studies standards. Duties of ethnic studies staff may include:

30.21 (1) supporting a school district or charter school in implementing ethnic studies courses
30.22 and curriculum that fulfill ethnic studies standards;

30.23 (2) providing training for teachers and school district staff to successfully implement
30.24 ethnic studies standards;

30.25 (3) assisting school districts and charter schools to annually evaluate the implementation
30.26 of the ethnic studies curriculum by seeking feedback from students, parents or guardians,
30.27 and community members; and

30.28 (4) making available to school districts and charter schools the following:

30.29 (i) an ethnic studies school survey for each school district and charter school to use as
30.30 part of a school needs assessment;

31.1 (ii) a list of recommended materials, resources, sample curricula, and pedagogical skills
31.2 for use in kindergarten through grade 12 that accurately reflect the diversity of the state of
31.3 Minnesota;

31.4 (iii) training materials for teachers and district and school staff, including an ethnic
31.5 studies coordinator, to implement ethnic studies requirements, including a school needs
31.6 assessment; and

31.7 (iv) other resources to assist districts and charter schools in successfully implementing
31.8 ethnic studies standards.

31.9 **EFFECTIVE DATE.** This section is effective July 1, 2021.

31.10 Sec. 12. Minnesota Statutes 2020, section 120B.11, subdivision 1, is amended to read:

31.11 Subdivision 1. **Definitions.** For the purposes of this section and section 120B.10, the
31.12 following terms have the meanings given them.

31.13 (a) "Instruction" means methods of providing learning experiences that enable a student
31.14 to meet state and district academic standards and graduation requirements including applied
31.15 and experiential learning.

31.16 (b) "Curriculum" means district or school adopted programs and written plans for
31.17 providing students with learning experiences that lead to expected knowledge and skills
31.18 and career and college readiness.

31.19 (c) "World's best workforce" means striving to: meet school readiness goals; have all
31.20 third grade students achieve grade-level literacy; close the academic achievement gap among
31.21 all racial and ethnic groups of students and between students living in poverty and students
31.22 not living in poverty; have all students attain career and college readiness before graduating
31.23 from high school; and have all students graduate from high school.

31.24 (d) "Experiential learning" means learning for students that includes career exploration
31.25 through a specific class or course or through work-based experiences such as job shadowing,

18.10 Sec. 7. Minnesota Statutes 2020, section 120B.11, subdivision 1, is amended to read:

18.11 Subdivision 1. **Definitions.** For the purposes of this section and section 120B.10, the
18.12 following terms have the meanings given them.

18.13 (a) "Instruction" means methods of providing learning experiences that enable a student
18.14 to meet state and district academic standards and graduation requirements including applied
18.15 and experiential learning.

18.16 (b) "Curriculum" means district or school adopted programs and written plans for
18.17 providing students with learning experiences that lead to expected knowledge and skills
18.18 and career and college readiness.

18.19 (c) "World's best workforce" means striving to: meet school readiness goals; have all
18.20 third grade students achieve grade-level literacy; close the academic achievement gap among
18.21 all racial and ethnic groups of students and between students living in poverty and students
18.22 not living in poverty; have all students attain career and college readiness before graduating
18.23 from high school; and have all students graduate from high school.

18.24 (d) "Experiential learning" means learning for students that includes career exploration
18.25 through a specific class or course or through work-based experiences such as job shadowing,

31.26 mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative
31.27 work experience, youth apprenticeship, or employment.

31.28 (e) "Ethnic studies curriculum" means the critical and interdisciplinary study of race,
31.29 ethnicity, and indigeneity with a focus on the experiences and perspectives of people of
31.30 color within and beyond the United States. Ethnic studies analyzes the ways in which race
31.31 and racism have been and continue to be powerful social, cultural, and political forces, and
31.32 race and racism's connections to the stratification of other groups, including stratification
32.1 based on gender, class, sexual orientation, gender identity, and legal status. The ethnic
32.2 studies curriculum may be integrated in existing curricular opportunities or provided through
32.3 additional curricular offerings.

32.4 (f) "Anti-racist" means the active process of identifying and eliminating racism by
32.5 changing systems, organizational structures, policies, practices, attitudes, and dispositions
32.6 so that power and resources are redistributed and shared equitably.

32.7 (g) "Culturally sustaining" means integrating content and practices that infuse the culture
32.8 and language of Black, Indigenous, and People of Color communities who have been and
32.9 continue to be harmed and erased through schooling.

32.10 (h) "Institutional racism" means policies and practices within and across institutions that
32.11 produce outcomes that chronically favor white people and predictably disadvantage those
32.12 who are Black, Indigenous, and People of Color.

32.13 (i) "On track for graduation" means that at the end of grade 9, a student has earned at
32.14 least five credits and has received no more than one failing grade in a term in a language
32.15 arts, mathematics, science, or social studies course that fulfills a credit requirement under
32.16 section 120B.024. A student is off track for graduation if the student fails to meet either of
32.17 these criteria.

32.18 Sec. 13. Minnesota Statutes 2020, section 120B.11, subdivision 1a, is amended to read:

32.19 Subd. 1a. **Performance measures.** (a) Measures to determine school district and school
32.20 site progress in striving to create the world's best workforce must include at least:

32.21 (1) the size of the academic achievement gap, rigorous course taking under section
32.22 120B.35, subdivision 3, paragraph (c), clause (2), participation in honors or gifted and
32.23 talented programming, and enrichment experiences by student subgroup;

32.24 (2) student performance on the Minnesota Comprehensive Assessments;

32.25 (3) high school graduation rates; ~~and~~

32.26 (4) career and college readiness under section 120B.30, subdivision 1; ~~and~~

32.27 (5) the number and percentage of students, by student subgroup, who are on track for
32.28 graduation.

18.26 mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative
18.27 work experience, youth apprenticeship, or employment.

18.28 (e) "On track for graduation" means that at the end of grade 9, a student has earned at
18.29 least five credits and has received no more than one failing grade in a semester in a course
18.30 in language arts, mathematics, science, or social studies. A student is off track for graduation
18.31 if the student fails to meet either of these criteria.

19.1 Sec. 8. Minnesota Statutes 2020, section 120B.11, subdivision 1a, is amended to read:

19.2 Subd. 1a. **Performance measures.** (a) Measures to determine school district and school
19.3 site progress in striving to create the world's best workforce must include at least:

19.4 (1) the size of the academic achievement gap, rigorous course taking under section
19.5 120B.35, subdivision 3, paragraph (c), clause (2), participation in honors or gifted and
19.6 talented programming, and enrichment experiences by student subgroup;

19.7 (2) student performance on the Minnesota Comprehensive Assessments;

19.8 (3) high school graduation rates; ~~and~~

19.9 (4) career and college readiness under section 120B.30, subdivision 1; ~~and~~

19.10 (5) the number and percentage of students, by student subgroup, who are on track for
19.11 graduation.

32.29 (b) A school district that offers advanced placement, international baccalaureate, or dual
32.30 enrollment programs must report on the following performance measures starting in the
32.31 2023-2024 school year:

33.1 (1) participation in postsecondary enrollment options and concurrent enrollment programs;
33.2 (2) the number of students who took an advanced placement exam and the number of
33.3 students who passed the exam; and

33.4 (3) the number of students who took the international baccalaureate exam and the number
33.5 of students who passed the exam.

33.6 (c) Performance measures under this subdivision must be reported for all student
33.7 subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause (2).

33.8 **EFFECTIVE DATE.** This section is effective July 1, 2021.

33.9 Sec. 14. Minnesota Statutes 2020, section 120B.11, subdivision 2, is amended to read:

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

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

33.16 (2) a process to assess and evaluate each student's progress toward meeting state and
33.17 local academic standards, assess and identify students to participate in gifted and talented
33.18 programs and accelerate their instruction, and adopt early-admission procedures consistent
33.19 with section 120B.15, assess ethnic studies curriculum needs to determine priorities for
33.20 integrating ethnic studies into existing courses or developing new courses, and identifying
33.21 the strengths and weaknesses of instruction in pursuit of student and school success and
33.22 curriculum affecting students' progress and growth toward career and college readiness and
33.23 leading to the world's best workforce;

33.24 (3) a system to periodically review and evaluate the effectiveness of all instruction and
33.25 curriculum, including ethnic studies curriculum, taking into account strategies and best
33.26 practices, student outcomes, school principal evaluations under section 123B.147, subdivision
33.27 3, students' access to effective teachers who are members of populations underrepresented
33.28 among the licensed teachers in the district or school and who reflect the diversity of enrolled
33.29 students under section 120B.35, subdivision 3, paragraph (b), clause (2), and teacher
33.30 evaluations under section 122A.40, subdivision 8, or 122A.41, subdivision 5;

33.31 (4) strategies for improving instruction, curriculum, and student achievement, including:
33.32 (i) the English and, where practicable, the native language development and the academic
34.1 achievement of English learners; and (ii) access to ethnic studies curriculum using culturally
34.2 responsive methodologies for all learners;

19.12 (b) Performance measures under this subdivision must be reported for all student
19.13 subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause (2).

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

34.7 (6) education effectiveness practices that:

34.8 (i) integrate high-quality instruction, ~~rigorous curriculum,~~ technology, and curriculum
 34.9 that is rigorous, accurate, anti-racist, and culturally sustaining;

34.10 (ii) ensure learning and work environments validate, affirm, embrace, and integrate
 34.11 cultural and community strengths for all students, families, and employees; and

34.12 (iii) provide a collaborative professional culture that develops and supports seeks to
 34.13 retain qualified, racially and ethnically diverse staff effective at working with diverse students
 34.14 while developing and supporting teacher quality, performance, and effectiveness; and

34.15 (7) an annual budget for continuing to implement the district plan; and

34.16 (8) identifying a list of suggested and required materials, resources, sample curricula,
 34.17 and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the
 34.18 diversity of the state of Minnesota.

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

34.21 Sec. 15. Minnesota Statutes 2020, section 120B.11, subdivision 3, is amended to read:

34.22 Subd. 3. **District advisory committee.** Each school board ~~shall~~ must establish an advisory
 34.23 committee to ensure active community participation in all phases of planning and improving
 34.24 the instruction and curriculum affecting state and district academic standards, consistent
 34.25 with subdivision 2. A district advisory committee, to the extent possible, ~~shall~~ must reflect
 34.26 the diversity of the district and its school sites, include teachers, parents, support staff,
 34.27 students, and other community residents, and provide translation to the extent appropriate
 34.28 and practicable. The district advisory committee ~~shall~~ must pursue community support to
 34.29 accelerate the academic and native literacy and achievement of English learners with varied
 34.30 needs, from young children to adults, consistent with section 124D.59, subdivisions 2 and
 34.31 2a. The district may establish site teams as subcommittees of the district advisory committee
 34.32 under subdivision 4. The district advisory committee ~~shall~~ must recommend to the school
 35.1 board; rigorous academic standards; student achievement goals and measures consistent
 35.2 with subdivision 1a and sections 120B.022, subdivisions 1a and 1b, and 120B.35; district
 35.3 assessments; means to improve students' equitable access to effective and more diverse
 35.4 teachers; strategies to ensure the curriculum is rigorous, accurate, anti-racist, and culturally
 35.5 sustaining; strategies to ensure that curriculum and learning and work environments validate,
 35.6 affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic
 35.7 groups; and program evaluations. School sites may expand upon district evaluations of

35.8 instruction, curriculum, assessments, or programs. Whenever possible, parents and other
35.9 community residents ~~shall~~ must comprise at least two-thirds of advisory committee members.

35.10 Sec. 16. **[120B.113] EQUITABLE SCHOOL ENHANCEMENT GRANTS.**

35.11 Subdivision 1. **Grant program established.** The commissioner of education must
35.12 establish a grant program to support implementation of world's best workforce strategies
35.13 under section 120B.11, subdivision 2, clauses (4) and (6), to support collaborative efforts
35.14 that address issues of curricular, environmental, and structural inequities in schools that
35.15 create opportunity and achievement gaps for students, families, and staff who are of color
35.16 or who are American Indian.

35.17 Subd. 2. **Definitions.** (a) For purposes of this section, the following terms have the
35.18 meanings given.

35.19 (b) "Anti-racist" means the active process of identifying and eliminating racism by
35.20 changing systems, organizational structures, policies, practices, attitudes, and dispositions
35.21 so that power and resources are redistributed and shared equitably.

35.22 (c) "Curricular" means curriculum resources used and content taught as well as access
35.23 to levels of coursework or types of learning opportunities.

35.24 (d) "Environmental" means relating to the climate and culture of a school.

35.25 (e) "Equitable" means fairness by providing curriculum, instruction, support, and other
35.26 resources for learning based on the needs of individual students and groups of students to
35.27 succeed at school rather than treating all students the same. Equitable schools close
35.28 opportunity and achievement gaps.

35.29 (f) "Institutional racism" means policies and practices within and across institutions that
35.30 produce outcomes that chronically favor white people and predictably disadvantage those
35.31 who are Black, Indigenous, and People of Color.

35.32 (g) "Structural" means relating to the organization and systems of a school that have
35.33 been created to manage a school.

36.1 Subd. 3. **Applications and grant awards.** The commissioner must determine application
36.2 procedures and deadlines, select schools to participate in the grant program, and determine
36.3 the award amount and payment process of the grants. To the extent that there are sufficient
36.4 applications, the commissioner must award an approximately equal number of grants between
36.5 districts in greater Minnesota and those in the Twin Cities metropolitan area. If there are
36.6 an insufficient number of applications received for either geographic area, the commissioner
36.7 may award grants to meet the requests for funds wherever a district is located.

36.8 Subd. 4. **Description.** The grant program must provide funding that supports collaborative
36.9 efforts that ensure school climate and curriculum incorporate equitable, anti-racist educational
36.10 practices that:

36.11 (1) validate, affirm, embrace, and integrate cultural and community strengths of students,
36.12 families, and employees from all racial and ethnic backgrounds; and

36.13 (2) address institutional racism with equitable school policies, structures, and practices,
36.14 consistent with the requirements for long-term plans under section 124D.861, subdivision
36.15 2, paragraph (c).

36.16 Subd. 5. **Report.** Grant recipients must annually report to the commissioner by a date
36.17 and in a form and manner determined by the commissioner on efforts planned and
36.18 implemented that engaged students, families, educators, and community members of diverse
36.19 racial and ethnic backgrounds in making improvements to school climate and curriculum.
36.20 The report must assess the impact of those efforts as perceived by racially and ethnically
36.21 diverse stakeholders, and must identify any areas needed for further continuous improvement.
36.22 The commissioner must publish a report for the public summarizing the activities of grant
36.23 recipients and what was done to promote sharing of effective practices among grant recipients
36.24 and potential grant applicants.

36.25 **EFFECTIVE DATE.** This section is effective July 1, 2021.

36.26 Sec. 17. Minnesota Statutes 2020, section 120B.132, is amended to read:

36.27 **120B.132 RAISED ACADEMIC ACHIEVEMENT; ADVANCED PLACEMENT**
36.28 **AND INTERNATIONAL BACCALAUREATE PROGRAMS.**

36.29 Subdivision 1. **Establishment; eligibility.** (a) A program is established to raise
36.30 kindergarten through grade 12 academic achievement through increased student participation
36.31 in preadvanced placement, advanced placement, and international baccalaureate programs,
36.32 consistent with section 120B.13. Schools and charter schools eligible to participate under
36.33 this section:

37.1 ~~(1) must have a three-year plan approved by the local school board to establish a new~~
37.2 ~~international baccalaureate program leading to international baccalaureate authorization,~~
37.3 ~~expand an existing program that leads to international baccalaureate authorization, or expand~~
37.4 ~~an existing authorized international baccalaureate program; or~~

37.5 ~~(2) must have a three-year plan approved by the local school board to create a new or~~
37.6 ~~expand an existing program to implement the college board advanced placement courses~~
37.7 ~~and exams or preadvanced placement initiative; and~~

37.8 ~~(3) must propose to further raise students' academic achievement by:~~

37.9 ~~(i) (1) increasing the availability of and all students' access to advanced placement or~~
37.10 ~~international baccalaureate courses or programs;~~

37.11 ~~(ii) (2) expanding the breadth of advanced placement or international baccalaureate~~
37.12 ~~courses or programs that are available to students;~~

19.14 Sec. 9. Minnesota Statutes 2020, section 120B.132, subdivision 1, is amended to read:

19.15 Subdivision 1. **Establishment; eligibility.** (a) A program is established to raise
19.16 kindergarten through grade 12 academic achievement through increased student participation
19.17 in preadvanced placement, advanced placement, and international baccalaureate programs,
19.18 consistent with section 120B.13. Schools and charter schools eligible to participate under
19.19 this section:

19.20 ~~(1) must have a three-year plan approved by the local school board to establish a new~~
19.21 ~~international baccalaureate program leading to international baccalaureate authorization,~~
19.22 ~~expand an existing program that leads to international baccalaureate authorization, or expand~~
19.23 ~~an existing authorized international baccalaureate program; or~~

19.24 ~~(2) must have a three-year plan approved by the local school board to create a new or~~
19.25 ~~expand an existing program to implement the college board advanced placement courses~~
19.26 ~~and exams or preadvanced placement initiative; and~~

19.27 ~~(3) must propose to further raise students' academic achievement by:~~

19.28 ~~(i) (1) increasing the availability of and all students' access to advanced placement or~~
19.29 ~~international baccalaureate courses or programs;~~

19.30 ~~(ii) (2) expanding the breadth of advanced placement or international baccalaureate~~
19.31 ~~courses or programs that are available to students;~~

37.13 ~~(iii)~~ (3) increasing the number and the diversity of the students who participate in
37.14 advanced placement or international baccalaureate courses or programs and succeed;

37.15 ~~(iv)~~ (4) providing low-income and other disadvantaged students with increased access
37.16 to advanced placement or international baccalaureate courses and programs; or

37.17 ~~(v)~~ (5) increasing the number of high school students, including low-income and other
37.18 disadvantaged students, who receive college credit by successfully completing advanced
37.19 placement or international baccalaureate courses or programs and achieving satisfactory
37.20 scores on related exams.

37.21 (b) Within 90 days of receiving a grant under this section, a school district or charter
37.22 school must:

37.23 (1) adopt a three-year plan approved by the local school board to establish a new
37.24 international baccalaureate program leading to international baccalaureate authorization,
37.25 expand an existing program that leads to international baccalaureate authorization, or expand
37.26 an existing authorized international baccalaureate program; or

37.27 (2) adopt a three-year plan approved by the local school board to create a new program
37.28 or expand an existing program to implement the college board advanced placement courses
37.29 and exams or preadvanced placement initiative.

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

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

38.15 (1) a focus on developing or expanding preadvanced placement, advanced placement,
38.16 or international baccalaureate courses or programs or increasing students' participation in,

20.1 ~~(iii)~~ (3) increasing the number and the diversity of the students who participate in
20.2 advanced placement or international baccalaureate courses or programs and succeed;

20.3 ~~(iv)~~ (4) providing low-income and other disadvantaged students with increased access
20.4 to advanced placement or international baccalaureate courses and programs; or

20.5 ~~(v)~~ (5) increasing the number of high school students, including low-income and other
20.6 disadvantaged students, who receive college credit by successfully completing advanced
20.7 placement or international baccalaureate courses or programs and achieving satisfactory
20.8 scores on related exams.

20.9 (b) Within 90 days of receiving a grant under this section, a school district or charter
20.10 school must:

20.11 (1) adopt a three-year plan approved by the local school board to establish a new
20.12 international baccalaureate program leading to international baccalaureate authorization,
20.13 expand an existing program that leads to international baccalaureate authorization, or expand
20.14 an existing authorized international baccalaureate program; or

20.15 (2) adopt a three-year plan approved by the local school board to create a new or expand
20.16 an existing program to implement the college board advanced placement courses and exams
20.17 or preadvanced placement initiative.

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

38.17 access to, or success with the courses or programs, including the participation, access, or
38.18 success of low-income and other disadvantaged students;

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

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

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

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

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

38.32 Subd. 3. **Funding; permissible funding uses.** (a) The commissioner shall award grants
38.33 to applicant school districts and charter schools that meet the requirements of subdivisions
39.1 1 and 2. The commissioner must award grants on an equitable geographical basis to the
39.2 extent feasible and consistent with this section. Grant awards must not exceed ~~the lesser of:~~

39.3 (1) ~~\$85 times the number of pupils enrolled at the participating sites on October 1 of the~~
39.4 ~~previous fiscal year;~~

39.5 (2) ~~the approved supplemental expenditures based on the budget submitted under~~
39.6 ~~subdivision 2. For charter schools in their first year of operation, the maximum funding~~
39.7 ~~award must be calculated using the number of pupils enrolled on October 1 of the current~~
39.8 ~~fiscal year. The commissioner may adjust the maximum funding award computed using~~
39.9 ~~prior year data for changes in enrollment attributable to school closings, school openings,~~
39.10 ~~grade level reconfigurations, or school district reorganizations between the prior fiscal year~~
39.11 ~~and the current fiscal year; or~~

39.12 (3) ~~\$150,000~~ \$75,000 per district or charter school.

39.13 (b) School districts and charter schools that submit an application and receive funding
39.14 under this section must use the funding, consistent with the application, to:

39.15 (1) provide teacher training and instruction to more effectively serve students, including
39.16 low-income and other disadvantaged students, who participate in preadvanced placement,
39.17 advanced placement, or international baccalaureate courses or programs;

20.19 Sec. 10. Minnesota Statutes 2020, section 120B.132, subdivision 3, is amended to read:

20.20 Subd. 3. **Funding; permissible funding uses.** (a) The commissioner shall award grants
20.21 to applicant school districts and charter schools that meet the requirements of subdivisions
20.22 1 and 2. The commissioner must award grants on an equitable geographical basis to the
20.23 extent feasible and consistent with this section. Grant awards must not exceed ~~the lesser of:~~

20.24 (1) ~~\$85 times the number of pupils enrolled at the participating sites on October 1 of the~~
20.25 ~~previous fiscal year;~~

20.26 (2) ~~the approved supplemental expenditures based on the budget submitted under~~
20.27 ~~subdivision 2. For charter schools in their first year of operation, the maximum funding~~
20.28 ~~award must be calculated using the number of pupils enrolled on October 1 of the current~~
20.29 ~~fiscal year. The commissioner may adjust the maximum funding award computed using~~
20.30 ~~prior year data for changes in enrollment attributable to school closings, school openings,~~
20.31 ~~grade level reconfigurations, or school district reorganizations between the prior fiscal year~~
20.32 ~~and the current fiscal year; or~~

21.1 (3) \$150,000 per district or charter school.

21.2 (b) School districts and charter schools that submit an application and receive funding
21.3 under this section must use the funding, consistent with the application, to:

21.4 (1) provide teacher training and instruction to more effectively serve students, including
21.5 low-income and other disadvantaged students, who participate in preadvanced placement,
21.6 advanced placement, or international baccalaureate courses or programs;

39.18 (2) further develop preadvanced placement, advanced placement, or international
 39.19 baccalaureate courses or programs;

39.20 (3) improve the transition between grade levels to better prepare students, including
 39.21 low-income and other disadvantaged students, for succeeding in preadvanced placement,
 39.22 advanced placement, or international baccalaureate courses or programs;

39.23 (4) purchase books and supplies;

39.24 (5) pay course or program fees;

39.25 (6) increase students' participation in and success with preadvanced placement, advanced
 39.26 placement, or international baccalaureate courses or programs;

39.27 (7) expand students' access to preadvanced placement, advanced placement, or
 39.28 international baccalaureate courses or programs through online learning;

39.29 (8) hire appropriately licensed personnel to teach additional advanced placement or
 39.30 international baccalaureate courses or programs; or

39.31 (9) engage in other activities to expand low-income or disadvantaged students' access
 39.32 to, participation in, and success with preadvanced placement, advanced placement, or
 40.1 international baccalaureate courses or programs. Other activities may include but are not
 40.2 limited to preparing and disseminating promotional materials to low-income and other
 40.3 disadvantaged students and their families.

40.4 Subd. 4. **Grants; annual reports.** (a) Each school district and charter school that receives
 40.5 a grant under this section annually must collect demographic and other student data to
 40.6 demonstrate and measure the extent to which the district or charter school raised students'
 40.7 academic achievement under this program and must report the data to the commissioner in
 40.8 the form and manner the commissioner determines. The commissioner annually by February
 40.9 15 must make summary data about this program available to the education policy and finance
 40.10 committees of the legislature.

40.11 (b) Each school district and charter school that receives a grant under this section annually
 40.12 must report to the commissioner, consistent with the Uniform Financial Accounting and
 40.13 Reporting Standards, its actual expenditures for advanced placement, preadvanced placement,
 40.14 and international baccalaureate courses and programs. The report must demonstrate that
 40.15 the school district or charter school has maintained its effort from other sources for advanced
 40.16 placement, preadvanced placement, and international baccalaureate courses and programs
 40.17 compared with the previous fiscal year, and the district or charter school has expended all
 40.18 grant funds, consistent with its approved budget.

40.19 (c) Notwithstanding any law to the contrary, a grant under this section is available for
 40.20 three years from the date of the grant if the district or charter school meets the annual
 40.21 benchmarks in its plan under subdivision 1.

21.7 (2) further develop preadvanced placement, advanced placement, or international
 21.8 baccalaureate courses or programs;

21.9 (3) improve the transition between grade levels to better prepare students, including
 21.10 low-income and other disadvantaged students, for succeeding in preadvanced placement,
 21.11 advanced placement, or international baccalaureate courses or programs;

21.12 (4) purchase books and supplies;

21.13 (5) pay course or program fees;

21.14 (6) increase students' participation in and success with preadvanced placement, advanced
 21.15 placement, or international baccalaureate courses or programs;

21.16 (7) expand students' access to preadvanced placement, advanced placement, or
 21.17 international baccalaureate courses or programs through online learning;

21.18 (8) hire appropriately licensed personnel to teach additional advanced placement or
 21.19 international baccalaureate courses or programs; or

21.20 (9) engage in other activities to expand low-income or disadvantaged students' access
 21.21 to, participation in, and success with preadvanced placement, advanced placement, or
 21.22 international baccalaureate courses or programs. Other activities may include but are not
 21.23 limited to preparing and disseminating promotional materials to low-income and other
 21.24 disadvantaged students and their families.

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

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

40.23 Sec. 18. Minnesota Statutes 2020, section 120B.15, is amended to read:

40.24 **120B.15 GIFTED AND TALENTED STUDENTS PROGRAMS AND SERVICES.**

40.25 (a) School districts may identify students, locally develop programs and services
40.26 addressing instructional and affective needs, provide staff development, and evaluate
40.27 programs and services to provide gifted and talented students with challenging and
40.28 appropriate educational programs and services.

40.29 (b) School districts must adopt guidelines for assessing and identifying students for
40.30 participation in gifted and talented programs and services consistent with section 120B.11,
40.31 subdivision 2, clause (2). The guidelines should include the use of:

40.32 (1) multiple and objective criteria; and

41.1 (2) assessments and procedures that are valid and reliable, fair, and based on current
41.2 theory and research. Assessments and procedures ~~should~~ must be sensitive and equitable
41.3 to underrepresented groups, including, but not limited to, low-income students, minority
41.4 students of color and American Indian students, twice-exceptional students, students with
41.5 section 504 plans, and English learners. Assessments and procedures must be coordinated
41.6 to allow for optimal identification of programs and services for underrepresented groups.

41.7 (c) School districts must adopt procedures for the academic acceleration of gifted and
41.8 talented students consistent with section 120B.11, subdivision 2, clause (2). These procedures
41.9 must include how the district will:

41.10 (1) assess a student's readiness and motivation for acceleration; and

41.11 (2) match the level, complexity, and pace of the curriculum to a student to achieve the
41.12 best type of academic acceleration for that student.

41.13 (d) School districts must adopt procedures consistent with section 124D.02, subdivision
41.14 1, for early admission to kindergarten or first grade of gifted and talented learners consistent
41.15 with section 120B.11, subdivision 2, clause (2). The procedures must be sensitive to
41.16 underrepresented groups.

41.17 Sec. 19. **[120B.17] IMPLEMENTATION OF INDIGENOUS EDUCATION FOR**
41.18 **ALL CURRICULUM.**

41.19 (a) Any district with a school identified for support under the federal Elementary and
41.20 Secondary Education Act, and any district identified under World's Best Workforce as
41.21 needing support and improvement, must:

41.22 (1) as a part of their needs assessment, assess the quality of implementation of indigenous
41.23 education for all in the school or district;

- 41.24 (2) include any proposed changes, additions, or enhancements to the implementation of
41.25 indigenous education for all in their school or district improvement plan;
- 41.26 (3) ensure that indigenous curriculum is included in plans and activities in years two
41.27 and three for schools and districts identified for improvement plans;
- 41.28 (4) engage Tribal Nations and Indigenous families in the planning and implementation
41.29 of improvement plans in schools and districts when a school or district has ten or more
41.30 American Indian students; and
- 41.31 (5) provide evidence that implementation factors have been completed.
- 41.32 (b) The Department of Education must:
- 42.1 (1) provide monitoring and auditing personnel to coordinate within the department and
42.2 with all indigenous education for all programs in districts and schools;
- 42.3 (2) provide professional development to teachers instituting indigenous curriculum;
- 42.4 (3) provide monitoring of high-quality curriculum materials and teaching practices
42.5 regarding Tribal history, culture, and government of local Tribes for mutual awareness
42.6 between Tribes and districts and understanding the importance of accurate and Tribally
42.7 endorsed curriculum;
- 42.8 (4) provide ongoing support to all schools and districts on curricula and best teaching
42.9 practices and to school boards to identify and adopt curriculum that includes Tribal
42.10 experiences and perspectives to engage Indigenous students and ensure that all students
42.11 learn about the history, culture, government, and experiences of their Indigenous peers and
42.12 neighbors;
- 42.13 (5) refer noncompliance with indigenous curriculum requirements to the Department of
42.14 Human Rights;
- 42.15 (6) by December 1, 2022, and every two years thereafter, report to the commissioner of
42.16 education regarding the progress made in the development of effective
42.17 government-to-government relations, narrowing of the achievement gap, and identification
42.18 and adoption of curriculum including Tribal history, culture, and government. The report
42.19 must include information about the adoption of curriculum regarding Tribal history, culture,
42.20 and government, and must address any obstacles encountered and any strategies being
42.21 developed to overcome the obstacles; and
- 42.22 (7) publicly submit the report to the chairs and ranking minority members of the
42.23 legislative committees with jurisdiction over education and to Minnesota's Tribal leaders,
42.24 including the Tribal National Education Committee, the Minnesota Chippewa Tribe, and
42.25 the Minnesota Indian Affairs Council.

42.26 Sec. 20. Minnesota Statutes 2020, section 120B.30, subdivision 1a, is amended to read:

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

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

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

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

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

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

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

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

43.25 (1) annual computer-adaptive reading and mathematics assessments in grades 3 through
 43.26 8, and high school reading, writing, and mathematics tests; and

43.27 (2) annual science assessments in one grade in the grades 3 through 5 span, the grades
 43.28 6 through 8 span, and a life sciences assessment in the grades 9 through 12 span, and the
 43.29 commissioner must not require students to achieve a passing score on high school science
 43.30 assessments as a condition of receiving a high school diploma.

43.31 ~~(b)~~ (b) The commissioner must ensure that for annual computer-adaptive assessments:

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

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

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

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

44.14 ~~(c)~~ (c) The commissioner must ensure that all state tests administered to elementary and
 44.15 secondary students measure students' academic knowledge and skills and not students'
 44.16 values, attitudes, and beliefs.

44.17 ~~(d)~~ (d) Reporting of state assessment results must:

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

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

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

44.22 ~~(e)~~ (e) Consistent with applicable federal law, the commissioner must include appropriate,
 44.23 technically sound accommodations or alternative assessments for the very few students with
 44.24 disabilities for whom statewide assessments are inappropriate and for English learners.

44.25 ~~(f)~~ (f) A school, school district, and charter school must administer statewide assessments
 44.26 under this section, as the assessments become available, to evaluate student progress toward
 44.27 career and college readiness in the context of the state's academic standards. A school,
 44.28 school district, or charter school may use a student's performance on a statewide assessment
 44.29 as one of multiple criteria to determine grade promotion or retention. A school, school
 44.30 district, or charter school may use a high school student's performance on a statewide
 44.31 assessment as a percentage of the student's final grade in a course, or place a student's
 44.32 assessment score on the student's transcript.

45.1 Sec. 21. Minnesota Statutes 2020, section 120B.30, is amended by adding a subdivision
45.2 to read:

45.3 Subd. 7. **Remote testing.** The commissioner must develop and publish security and
45.4 privacy policies and procedures for students and educators to support remote testing.

45.5 Sec. 22. Minnesota Statutes 2020, section 120B.30, is amended by adding a subdivision
45.6 to read:

45.7 Subd. 8. **National and international education comparisons.** Each public district and
45.8 school selected to participate in the national assessment of educational progress must do so
45.9 pursuant to United States Code, title 20, section 6312(c)(2), as in effect on December 10,
45.10 2015, or similar national or international assessments, both for the national sample and for
45.11 any state-by-state comparison programs that may be initiated, as directed by the
45.12 commissioner. The assessments must be conducted using the data collection procedures,
45.13 student surveys, educator surveys, and other instruments included in the National Assessment
45.14 of Educational Progress or similar national or international assessments being administered
45.15 in Minnesota. The administration of the assessments must be in addition to and separate
45.16 from the administration of the statewide, standardized assessments.

45.17 Sec. 23. Minnesota Statutes 2020, section 120B.35, subdivision 3, is amended to read:

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

45.23 (2) For purposes of paragraphs (b), (c), and (d), the commissioner must analyze and
45.24 report, as soon as practicable, separate categories of information using the student categories
45.25 identified under the federal Elementary and Secondary Education Act, as most recently
45.26 reauthorized, and, in addition to "other" for each race and ethnicity, and the Karen
45.27 community, seven of the most populous Asian ~~and Pacific Islander~~ groups, three of the most
45.28 populous Native groups, seven of the most populous Hispanic/Latino groups, and five of
45.29 the most populous Black and African Heritage groups ~~as determined by the total Minnesota~~
45.30 ~~population based on the most recent American Community Survey.~~ These groups must be
45.31 determined by a ten-year cycle using the American Community Survey of the total Minnesota
45.32 population. The determination must be based on the most recent five-year dataset starting
45.33 with the 2021-2025 dataset. Additional categories must include English learners under
46.1 section 124D.59; home language; free or reduced-price lunch; and all students enrolled in
46.2 a Minnesota public school who are currently or were previously in foster care, except that
46.3 such disaggregation and cross tabulation is not required if the number of students in a
46.4 category is insufficient to yield statistically reliable information or the results would reveal
46.5 personally identifiable information about an individual student.

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

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

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

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

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

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

47.3 (2) a rigorous coursework measure indicating the number and percentage of high school
47.4 graduates in the most recent school year who successfully completed one or more
47.5 college-level advanced placement, international baccalaureate, postsecondary enrollment
47.6 options including concurrent enrollment, other rigorous courses of study under section
47.7 120B.021, subdivision 1a, or industry certification courses or programs.

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

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

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

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

47.29 (2) the percent of students under this paragraph whose progress and performance levels
47.30 are meeting career and college readiness benchmarks under section 120B.30, subdivision
47.31 1; and

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

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

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

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

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

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

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

48.14 (g) When reporting four- and six-year graduation rates, the commissioner or school
 48.15 district must disaggregate the data by student categories according to paragraph (a), clause
 48.16 (2).

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

48.22 **EFFECTIVE DATE.** This section is effective the day following final enactment. The
 48.23 next update to the data used to determine the most populous groups must be implemented
 48.24 in 2026 using the 2021-2025 dataset.

48.25 Sec. 24. Minnesota Statutes 2020, section 120B.35, subdivision 4, is amended to read:

48.26 Subd. 4. **Improving schools.** Consistent with the requirements of this section, ~~beginning~~
 48.27 ~~June 20, 2012,~~ the commissioner of education must annually report to the public and the
 48.28 legislature best practices implemented in those schools that are identified as high performing
 48.29 ~~under federal expectations.~~

21.26 Sec. 11. Minnesota Statutes 2020, section 121A.04, subdivision 4, is amended to read:

21.27 Subd. 4. **Provision of separate teams.** When an equal opportunity to participate in the
 21.28 elementary or secondary school level athletic program of an educational institution or public
 21.29 service is not provided to members of a sex whose overall athletic opportunities have
 21.30 previously been limited, that educational institution or public service shall, where there is
 21.31 demonstrated interest, provide separate teams for members of the excluded sex in sports
 22.1 which it determines will provide members of that excluded sex with an equal opportunity
 22.2 to participate in its athletic program and which will attempt to accommodate their
 22.3 demonstrated interests. A public elementary or secondary school, or a school that is a member
 22.4 of the Minnesota State High School League, that permits a person whose sex is male to
 22.5 participate in interscholastic or intramural athletics that are designed for women or girls, is
 22.6 in violation of this section. Nothing in this section may be construed to invalidate a court
 22.7 order.

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

49.1 Sec. 25. **[121A.041] AMERICAN INDIAN MASCOTS PROHIBITED.**

49.2 Subdivision 1. **Prohibition.** (a) A public school may not have or adopt a name, symbol,
 49.3 or image that depicts or refers to an American Indian Tribe, individual, custom, or tradition
 49.4 to be used as a mascot, nickname, logo, letterhead, or team name of the district or school
 49.5 within the district.

49.6 (b) A public school may seek an exemption to paragraph (a) by submitting a request in
 49.7 writing to the Tribal Nations Education Committee and the Indian Affairs Council, which
 49.8 jointly shall have discretion to grant such an exemption. A public school that has a mascot
 49.9 prohibited by this section must request an exemption by January 1, 2022.

49.10 Subd. 2. **Definitions.** (a) For purposes of this section, the following terms have the
 49.11 meanings given.

49.12 (b) "American Indian" means an individual who is:

49.13 (1) a member of an Indian Tribe or band, as membership is defined by the Tribe or band,
 49.14 including:

49.15 (i) any Tribe or band terminated since 1940; and

49.16 (ii) any Tribe or band recognized by the state in which the Tribe or band resides;

49.17 (2) a descendant, in the first or second degree, of an individual described in clause (1);

49.18 (3) considered by the Secretary of the Interior to be an Indian for any purpose;

49.19 (4) an Eskimo, Aleut, or other Alaska Native; or

49.20 (5) a member of an organized Indian group that received a grant under the Indian
 49.21 Education Act of 1988 as in effect the day preceding October 20, 1994.

49.22 (c) "District" means a district under section 120A.05, subdivision 8.

49.23 (d) "Mascot" means any human, nonhuman animal, or object used to represent a school
 49.24 and its population.

49.25 (e) "Public school" or "school" means a public school under section 120A.05, subdivisions
 49.26 9, 11, 13, and 17, and a charter school under chapter 124E.

49.27 Sec. 26. Minnesota Statutes 2020, section 121A.41, subdivision 10, is amended to read:

49.28 Subd. 10. **Suspension.** (a) "In-school suspension" means an instance in which a pupil
 49.29 is temporarily removed from the pupil's regular classroom for at least half a day for
 49.30 disciplinary purposes but remains under the direct supervision of school personnel. Direct
 50.1 supervision means school personnel are physically present in the same location as the pupil
 50.2 under supervision.

50.3 (b) "Out-of-school suspension" means an action by the school administration, under
 50.4 rules promulgated by the school board, prohibiting a pupil from attending school for a period
 50.5 of no more than ten school days. If a suspension is longer than five days, the suspending
 50.6 administrator must provide the superintendent with a reason for the longer suspension. This
 50.7 definition does not apply to dismissal from school for ~~one school day or less than one school~~
 50.8 day, except as provided in federal law for a student with a disability. Each suspension action
 50.9 may must include a readmission plan. The readmission plan shall include, where appropriate,
 50.10 a provision for implementing alternative educational services upon readmission and may

50.11 not be used to extend the current suspension. Consistent with section 125A.091, subdivision
 50.12 5, the readmission plan must not obligate a parent to provide a sympathomimetic medication
 50.13 for the parent's child as a condition of readmission. The school administration may not
 50.14 impose consecutive suspensions against the same pupil for the same course of conduct, or
 50.15 incident of misconduct, except where the pupil will create an immediate and substantial
 50.16 danger to self or to surrounding persons or property, or where the district is in the process
 50.17 of initiating an expulsion, in which case the school administration may extend the suspension
 50.18 to a total of 15 school days.

50.19 **EFFECTIVE DATE.** This section is effective for the 2021-2022 school year and later.

50.20 Sec. 27. Minnesota Statutes 2020, section 121A.41, is amended by adding a subdivision
 50.21 to read:

50.22 **Subd. 12. Nonexclusionary disciplinary policies and practices; alternatives to pupil**
 50.23 **removal and dismissal.** "Nonexclusionary disciplinary policies and practices" means
 50.24 policies and practices that are alternatives to removing a pupil from class or dismissing a
 50.25 pupil from school, including evidence-based positive behavior interventions and supports,
 50.26 social and emotional services, school-linked mental health services, counseling services,
 50.27 social work services, referrals for special education or section 504 evaluations, academic
 50.28 screening for title one services or reading interventions, and alternative education services.
 50.29 Nonexclusionary disciplinary policies and practices require school officials to intervene in,
 50.30 redirect, and support a pupil's behavior before removing a pupil from class or beginning
 50.31 dismissal proceedings. Nonexclusionary disciplinary policies and practices include but are
 50.32 not limited to the policies and practices under sections 120B.12; 121A.031, subdivision 4,
 50.33 paragraph (a), clause (1); 121A.575, clauses (1) and (2); 121A.61, subdivision 3, paragraph
 50.34 (p); and 122A.627, clause (3).

51.1 **EFFECTIVE DATE.** This section is effective for the 2021-2022 school year and later.

51.2 Sec. 28. Minnesota Statutes 2020, section 121A.41, is amended by adding a subdivision
 51.3 to read:

51.4 **Subd. 13. Pupil withdrawal agreement.** "Pupil withdrawal agreement" means a verbal
 51.5 or written agreement between a school or district administrator and a pupil's parent to
 51.6 withdraw a student from the school district to avoid expulsion or exclusion dismissal
 51.7 proceedings. A pupil withdrawal agreement expires at the end of a 12-month period.

51.8 **EFFECTIVE DATE.** This section is effective for the 2021-2022 school year and later.

51.9 Sec. 29. Minnesota Statutes 2020, section 121A.425, is amended to read:

51.10 **121A.425 FULL AND EQUITABLE PARTICIPATION IN PRESCHOOL AND**
 51.11 **PREKINDERGARTEN EARLY LEARNING.**

51.12 Subdivision 1. **Disciplinary dismissals prohibited.** (a) A pupil enrolled in the following
 51.13 is not subject to dismissals under this chapter:

22.9 Sec. 12. Minnesota Statutes 2020, section 121A.45, is amended by adding a subdivision
 22.10 to read:

- 51.14 (1) a preschool or prekindergarten program, including ~~a child participating in~~ early
 51.15 childhood family education, school readiness, school readiness plus, voluntary
 51.16 prekindergarten, Head Start, or other school-based preschool or prekindergarten program;
 51.17 ~~may not be subject to dismissals under this chapter; or~~
- 51.18 (2) kindergarten through grade 3.
- 51.19 (b) Notwithstanding this subdivision, expulsions and exclusions may be used only after
 51.20 resources outlined in subdivision 2 have been exhausted, and only in circumstances where
 51.21 there is an ongoing serious safety threat to the child or others.
- 51.22 Subd. 2. **Nonexclusionary discipline.** For purposes of this section, nonexclusionary
 51.23 discipline must include at least one of the following:
- 51.24 (1) collaborating with the pupil's family or guardian, child mental health consultant or
 51.25 provider, education specialist, or other community-based support;
- 51.26 (2) creating a plan, written with the parent or guardian, that details the action and support
 51.27 needed for the pupil to fully participate in the current educational program, including a
 51.28 preschool or prekindergarten program; or
- 51.29 (3) providing a referral for needed support services, including parenting education, home
 51.30 visits, other supportive education interventions, or, where appropriate, an evaluation to
 51.31 determine if the pupil is eligible for special education services or section 504 services.
- 52.1 **EFFECTIVE DATE.** This section is effective for the 2021-2022 school year and later.
- 52.2 Sec. 30. Minnesota Statutes 2020, section 121A.45, subdivision 1, is amended to read:
- 52.3 Subdivision 1. **Provision of alternative programs.** No school shall dismiss any pupil
 52.4 without attempting to ~~provide alternative educational services~~ use nonexclusionary
 52.5 disciplinary policies and practices before dismissal proceedings or pupil withdrawal
 52.6 agreements, except where it appears that the pupil will create an immediate and substantial
 52.7 danger to self or to surrounding persons or property.
- 52.8 **EFFECTIVE DATE.** This section is effective for the 2021-2022 school year and later.
- 52.9 Sec. 31. Minnesota Statutes 2020, section 121A.46, subdivision 4, is amended to read:
- 52.10 Subd. 4. **Suspension pending expulsion or exclusion hearing.** Notwithstanding the
 52.11 provisions of subdivisions 1 and 3, the pupil may be suspended pending the school board's
 52.12 decision in the expulsion or exclusion hearing; provided that alternative educational services
 52.13 are implemented to the extent that suspension exceeds five consecutive school days.
- 52.14 **EFFECTIVE DATE.** This section is effective for the 2021-2022 school year and later.

- 22.11 Subd. 4. **Dismissal of students in kindergarten through grade three.** Notwithstanding
 22.12 subdivision 2, a pupil in kindergarten through grade 3 may only be dismissed in
 22.13 circumstances where the child poses a safety threat to the child or others.

52.15 Sec. 32. Minnesota Statutes 2020, section 121A.46, is amended by adding a subdivision
52.16 to read:

52.17 Subd. 5. **Student suspensions exceeding five consecutive school days.** A school
52.18 administrator must ensure that alternative educational services are provided when a pupil
52.19 is suspended for more than five consecutive school days.

52.20 **EFFECTIVE DATE.** This section is effective for the 2021-2022 school year and later.

52.21 Sec. 33. Minnesota Statutes 2020, section 121A.46, is amended by adding a subdivision
52.22 to read:

52.23 Subd. 6. **Minimum education services.** School officials must give a suspended pupil
52.24 the opportunity to complete all school work assigned during the period of the pupil's
52.25 suspension and to receive full credit for satisfactorily completing the assignments. The
52.26 school principal or other person having administrative control of the school building or
52.27 program is encouraged to designate a district or school employee as a liaison to work with
52.28 the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and
52.29 other information, and (2) complete all school work assignments and receive teachers'
52.30 feedback.

53.1 **EFFECTIVE DATE.** This section is effective for the 2021-2022 school year and later.

53.2 Sec. 34. Minnesota Statutes 2020, section 121A.47, subdivision 2, is amended to read:

53.3 Subd. 2. **Written notice.** Written notice of intent to take action shall:

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

53.5 (b) contain a complete statement of the facts, a list of the witnesses and a description of
53.6 their testimony;

53.7 (c) state the date, time, and place of the hearing;

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

53.9 (e) describe ~~alternative educational services~~ the nonexclusionary disciplinary policies
53.10 and practices accorded the pupil in an attempt to avoid the expulsion proceedings; and

53.11 (f) inform the pupil and parent or guardian of the right to:

53.12 (1) have a representative of the pupil's own choosing, including legal counsel, at the
53.13 hearing. The district ~~shall~~ must advise the pupil's parent or guardian that free or low-cost
53.14 legal assistance may be available and that a legal assistance resource list is available from
53.15 the Department of Education and is posted on the department's website;

53.16 (2) examine the pupil's records before the hearing;

53.17 (3) present evidence; and

53.18 (4) confront and cross-examine witnesses.

53.19 **EFFECTIVE DATE.** This section is effective for the 2021-2022 school year and later.

53.20 Sec. 35. Minnesota Statutes 2020, section 121A.47, subdivision 14, is amended to read:

53.21 Subd. 14. **Admission or readmission plan.** (a) A school administrator ~~shall~~ must prepare
 53.22 and enforce an admission or readmission plan for any pupil who is excluded or expelled
 53.23 from school. The plan ~~may~~ must include measures to improve the pupil's behavior, ~~including~~
 53.24 ~~which may include~~ completing a character education program; consistent with section
 53.25 120B.232, subdivision 1, ~~and social and emotional learning, counseling, social work services,~~
 53.26 ~~mental health services, referrals for special education or section 504 evaluation, and~~
 53.27 ~~evidence-based academic interventions.~~ The plan must require parental involvement in the
 53.28 admission or readmission process, and may indicate the consequences to the pupil of not
 53.29 improving the pupil's behavior.

54.1 (b) The definition of suspension under section 121A.41, subdivision 10, does not apply
 54.2 to a student's dismissal from school for ~~one school day or less than one school day~~, except
 54.3 as provided under federal law for a student with a disability. Each suspension action may
 54.4 include a readmission plan. A readmission plan must provide, where appropriate, alternative
 54.5 education services, which must not be used to extend the student's current suspension period.
 54.6 Consistent with section 125A.091, subdivision 5, a readmission plan must not obligate a
 54.7 parent or guardian to provide psychotropic drugs to their student as a condition of
 54.8 readmission. School officials must not use the refusal of a parent or guardian to consent to
 54.9 the administration of psychotropic drugs to their student or to consent to a psychiatric
 54.10 evaluation, screening or examination of the student as a ground, by itself, to prohibit the
 54.11 student from attending class or participating in a school-related activity, or as a basis of a
 54.12 charge of child abuse, child neglect or medical or educational neglect.

54.13 **EFFECTIVE DATE.** This section is effective for the 2021-2022 school year and later.

54.14 Sec. 36. Minnesota Statutes 2020, section 121A.53, subdivision 1, is amended to read:

54.15 Subdivision 1. **Exclusions and expulsions; student withdrawals; and physical**
 54.16 **assaults.** Consistent with subdivision 2, the school board must report through the department
 54.17 electronic reporting system each exclusion or expulsion ~~and~~ each physical assault of a
 54.18 district employee by a ~~student~~ pupil, and each pupil withdrawal agreement within 30 days
 54.19 of the effective date of the dismissal action, pupil withdrawal, or assault to the commissioner
 54.20 of education. This report must include a statement of ~~alternative educational services~~
 54.21 nonexclusionary disciplinary practices, or other sanction, intervention, or resolution in
 54.22 response to the assault given the pupil and the reason for, the effective date, and the duration
 54.23 of the exclusion or expulsion or other sanction, intervention, or resolution. The report must
 54.24 also include the ~~student's~~ pupil's age, grade, gender, race, and special education status.

54.25 **EFFECTIVE DATE.** This section is effective for the 2021-2022 school year and later.

54.26 Sec. 37. Minnesota Statutes 2020, section 121A.55, is amended to read:

54.27 **121A.55 POLICIES TO BE ESTABLISHED.**

54.28 (a) The commissioner of education shall promulgate guidelines including guidance on
54.29 how to appropriately and equitably engage stakeholders to review and revise discipline
54.30 policies that are restorative and responsive to assist each school board. Each school board
54.31 shall must establish uniform criteria for dismissal and adopt written policies and rules to
54.32 effectuate the purposes of sections 121A.40 to 121A.56. The policies shall must include
54.33 nonexclusionary disciplinary policies and practices consistent with section 121A.41,
55.1 subdivision 12, and emphasize preventing dismissals through early and individual detection
55.2 of problems and shall needs and providing the necessary multitiered supports to meet
55.3 students' needs. The policies must be designed to address prevent students' inappropriate
55.4 behavior from recurring.

55.5 (b) The policies ~~shall~~ must recognize the school's continuing responsibility of the school
55.6 for the education of the pupil during the dismissal period.

55.7 (1) A school is responsible for ensuring that the alternative educational services, ~~if the~~
55.8 ~~pupil wishes to take advantage of them,~~ provided to a pupil must be adequate to allow the
55.9 pupil to make progress towards toward meeting the graduation standards adopted under
55.10 section 120B.02 and help prepare the pupil for readmission, and are in accordance with
55.11 section 121A.46, subdivision 5.

55.12 (2) For expulsions and exclusionary dismissals, as well as for pupil withdrawal
55.13 agreements as defined in section 121A.41, subdivision 13:

55.14 (i) A school district's continuing responsibility includes reviewing the pupil's school
55.15 work and grades on a quarterly basis to ensure the pupil is on track for readmission with
55.16 the pupil's peers. A school district must communicate on a regular basis with the pupil's
55.17 parent to ensure the pupil is completing the work assigned through the alternative educational
55.18 services.

55.19 (ii) Nothing in this section prohibits a school-linked mental health provider from
55.20 continuing to provide services after the student enrolls in a new school district.

55.21 (iii) A school district must provide to the pupil's parent or guardian information on how
55.22 to access mental health services, including a list of any free or sliding fee providers in the
55.23 community. The information must also be posted on the district or charter school website.

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

22.14 Sec. 13. Minnesota Statutes 2020, section 121A.55, is amended to read:

22.15 **121A.55 POLICIES TO BE ESTABLISHED.**

22.16 Subdivision 1. Written discipline policies; area learning centers; removal of
22.17 students. (a) The commissioner of education shall promulgate guidelines to assist each
22.18 school board. Each school board shall establish uniform criteria for dismissal and adopt
22.19 written policies and rules to effectuate the purposes of sections 121A.40 to 121A.56. The
22.20 policies shall emphasize preventing dismissals through early detection of problems and
22.21 shall be designed to address students' inappropriate behavior from recurring. The policies
22.22 shall recognize the continuing responsibility of the school for the education of the pupil
22.23 during the dismissal period. The alternative educational services, if the pupil wishes to take
22.24 advantage of them, must be adequate to allow the pupil to make progress towards meeting
22.25 the graduation standards adopted under section 120B.02 and help prepare the pupil for
22.26 readmission.

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

55.28 ~~(c)~~ (d) Each school district shall develop a policy and report it to the commissioner on
55.29 the appropriate use of peace officers and crisis teams to remove students who have an
55.30 individualized education program from school grounds.

55.31 **EFFECTIVE DATE.** This section is effective for the 2021-2022 school year and later.

56.1 Sec. 38. Minnesota Statutes 2020, section 121A.58, is amended to read:

56.2 **121A.58 CORPORAL PUNISHMENT.**

56.3 Subdivision 1. **Definition.** (a) For the purpose of this section, "corporal punishment"
56.4 means conduct involving:

56.5 (1) hitting or spanking a person with or without an object; or

56.6 (2) unreasonable physical force that causes bodily harm or substantial emotional harm.

56.7 (b) For the purposes of this section, "prone restraint" means placing a pupil in a face-down
56.8 position.

56.9 Subd. 2. **Corporal punishment not allowed.** An employee or agent of a district shall
56.10 not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil
56.11 to reform unacceptable conduct or as a penalty for unacceptable conduct.

56.12 Subd. 2a. **Prone restraint not allowed.** An employee or agent of a district, including a
56.13 school resource officer or police officer contracted with the district, must not inflict prone
56.14 restraint or cause prone restraint to be inflicted upon a pupil to reform unacceptable conduct
56.15 or as a penalty for unacceptable conduct. Further, an employee or agent of a district, including
56.16 a school resource officer or police officer contracted with the district, must not inflict any
56.17 form of physical holding that restricts or impairs a pupil's ability to breathe; restricts or
56.18 impairs a pupil's ability to communicate distress; places pressure or weight on a pupil's

23.1 (c) Each school district shall develop a policy and report it to the commissioner on the
23.2 appropriate use of peace officers and crisis teams to remove students who have an
23.3 individualized education program from school grounds.

23.4 Subd. 2. **Annual discipline policy review; stakeholder group.** (a) A school board must
23.5 annually convene stakeholders to review the district's discipline policy. The stakeholder
23.6 group must consist of at least 25 percent parents or guardians of current students and at least
23.7 25 percent of current students. Other stakeholders may include other community members
23.8 and relevant school staff. The school board may assign the duty to review the discipline
23.9 policy to an existing school or site council that has the same percentage of parents and
23.10 students as required of the stakeholder group.

23.11 (b) The stakeholder group may make recommendations to the school board regarding
23.12 changes to the discipline policy. The stakeholder group must have access to data on discipline
23.13 incidents the district reports to the Department of Education and the Office for Civil Rights.
23.14 Any data that includes identifiable student information must be excluded from the data
23.15 provided to the stakeholder group.

56.19 head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in
56.20 straddling a pupil's torso.

56.21 Subd. 3. **Violation.** Conduct that violates subdivision 2 or 2a is not a crime under section
56.22 645.241, but may be a crime under chapter 609 if the conduct violates a provision of chapter
56.23 609.

56.24 Sec. 39. Minnesota Statutes 2020, section 121A.61, is amended to read:

56.25 **121A.61 DISCIPLINE AND REMOVAL OF STUDENTS FROM CLASS.**

56.26 Subdivision 1. **Required policy.** Each school board must adopt, and annually review
56.27 and revise, a written districtwide school discipline policy which includes ~~written rules a~~
56.28 ~~student code of conduct for students, minimum consequences for violations of the rules,~~
56.29 ~~and grounds and procedures for removal of a student from class and parameters for when~~
56.30 ~~input into discipline decisions by all those involved in an incident is allowed.~~ The policy
56.31 must be developed in consultation with administrators, teachers, employees, pupils, parents,
56.32 community members, law enforcement agencies, county attorney offices, social service
57.1 agencies, and such other individuals or organizations as the board determines appropriate.
57.2 A school site council may adopt additional provisions to the policy subject to the approval
57.3 of the school board.

57.4 Subd. 2. **Grounds for removal from class.** The policy must establish the various grounds
57.5 for which a student may be removed from a class in the district for a period of time under
57.6 the procedures specified in the policy. The policy must include a procedure for notifying
57.7 and meeting with a student's parent or guardian to discuss the problem that is causing the
57.8 student to be removed from class after the student has been removed from class more than
57.9 ten times in one school year. The grounds in the policy must ~~include at least the following~~
57.10 ~~provisions as well as other grounds determined appropriate by the board;~~ at least include
57.11 provisions pertaining to addressing

57.12 ~~(a) willful conduct that significantly disrupts the rights of others to an education, including~~
57.13 ~~conduct that interferes with a teacher's ability to teach or communicate effectively with~~
57.14 ~~students in a class or with the ability of other students to learn;~~

57.15 ~~(b) willful conduct that endangers surrounding persons, including school district~~
57.16 ~~employees, the student or other students, or the property of the school; and~~

57.17 ~~(c) willful violation of any rule of conduct specified in the discipline policy adopted by~~
57.18 ~~the board.~~

57.19 Subd. 3. **Policy components.** The policy must include at least the following components:

57.20 (a) rules governing student conduct and procedures for informing students of the rules;

23.16 Subd. 3. **Parent, guardian, or student review of suspensions.** The district's discipline
23.17 policy must provide a process for a parent, guardian, or student age 18 or older to request
23.18 review of an imposed suspension.

59.15 Sec. 2. Minnesota Statutes 2020, section 121A.61, subdivision 3, is amended to read:

59.16 Subd. 3. **Policy components.** The policy must include at least the following components:

59.17 (a) rules governing student conduct and procedures for informing students of the rules;

57.21 (b) the grounds for removal of a student from a class;

57.22 (c) the authority of the classroom teacher to remove students from the classroom pursuant
57.23 to procedures and rules established in the district's policy;

57.24 (d) the procedures for removal of a student from a class by a teacher, school administrator,
57.25 or other school district employee;

57.26 (e) the period of time for which a student may be removed from a class, which may not
57.27 exceed five class periods for a violation of a rule of conduct;

57.28 (f) provisions relating to the responsibility for and custody of a student removed from
57.29 a class;

57.30 (g) the procedures for return of a student to the specified class from which the student
57.31 has been removed;

58.1 (h) the procedures for notifying a student and the student's parents or guardian of
58.2 violations of the rules of conduct and of resulting disciplinary actions;

58.3 (i) any procedures determined appropriate for encouraging early involvement of parents
58.4 or guardians in attempts to improve a student's behavior;

58.5 (j) any procedures determined appropriate for encouraging early detection of behavioral
58.6 problems;

58.7 (k) any procedures determined appropriate for referring a student in need of special
58.8 education services to those services;

58.9 (l) the procedures for consideration of whether there is a need for a further assessment
58.10 or of whether there is a need for a review of the adequacy of a current individualized
58.11 education program of a student with a disability who is removed from class;

58.12 (m) procedures for detecting and addressing chemical abuse problems of a student while
58.13 on the school premises;

58.14 ~~(n) the minimum consequences for violations of the code of conduct;~~

58.15 ~~(n)~~ (n) procedures for ~~immediate~~ timely and appropriate interventions tied to violations
58.16 of the code;

58.17 ~~(o)~~ (o) a provision that states that a teacher, school employee, school bus driver, or other
58.18 agent of a district may use reasonable force in compliance with section 121A.582 and other
58.19 laws;

58.20 ~~(p)~~ (p) an agreement regarding procedures to coordinate crisis services to the extent
58.21 funds are available with the county board responsible for implementing sections 245.487
58.22 to 245.4889 for students with a serious emotional disturbance or other students who have

59.18 (b) the grounds for removal of a student from a class;

59.19 (c) the authority of the classroom teacher to remove students from the classroom pursuant
59.20 to procedures and rules established in the district's policy;

59.21 (d) the procedures for removal of a student from a class by a teacher, school administrator,
59.22 or other school district employee;

59.23 (e) the period of time for which a student may be removed from a class, which may not
59.24 exceed five class periods for a violation of a rule of conduct;

59.25 (f) provisions relating to the responsibility for and custody of a student removed from
59.26 a class;

59.27 (g) the procedures for return of a student to the specified class from which the student
59.28 has been removed;

59.29 (h) the procedures for notifying a student and the student's parents or guardian of
59.30 violations of the rules of conduct and of resulting disciplinary actions;

60.1 (i) any procedures determined appropriate for encouraging early involvement of parents
60.2 or guardians in attempts to improve a student's behavior;

60.3 (j) any procedures determined appropriate for encouraging early detection of behavioral
60.4 problems;

60.5 (k) any procedures determined appropriate for referring a student in need of special
60.6 education services to those services;

60.7 (l) the procedures for consideration of whether there is a need for a further assessment
60.8 or of whether there is a need for a review of the adequacy of a current individualized
60.9 education program of a student with a disability who is removed from class;

60.10 (m) procedures for detecting and addressing chemical abuse problems of a student while
60.11 on the school premises;

60.12 (n) the minimum consequences for violations of the code of conduct;

60.13 (o) procedures for immediate and appropriate interventions tied to violations of the code;

60.14 (p) a provision that states that a teacher, school employee, school bus driver, or other
60.15 agent of a district may use reasonable force in compliance with section 121A.582 and other
60.16 laws;

60.17 (q) an agreement regarding procedures to coordinate crisis services to the extent funds
60.18 are available with the county board responsible for implementing sections 245.487 to
60.19 245.4889 for students with a serious emotional disturbance or other students who have an
60.20 individualized education program whose behavior may be addressed by crisis intervention;
60.21 and

58.23 an individualized education program whose behavior may be addressed by crisis intervention;
58.24 ~~and~~

58.25 ~~(r)~~ (q) a provision that states a student must be removed from class immediately if the
58.26 student engages in assault or violent behavior. For purposes of this paragraph, "assault" has
58.27 the meaning given it in section 609.02, subdivision 10. The removal shall be for a period
58.28 of time deemed appropriate by the principal, in consultation with the teacher; ~~and~~

58.29 (r) a prohibition on the use of exclusionary practices to address attendance and truancy
58.30 issues.

58.31 EFFECTIVE DATE. This section is effective July 1, 2022.

60.22 (r) a provision that states a student must be removed from class immediately if the student
60.23 engages in assault or violent behavior. For purposes of this paragraph, "assault" has the
60.24 meaning given it in section 609.02, subdivision 10. The removal shall be for a period of
60.25 time deemed appropriate by the principal, in consultation with the teacher. The principal
60.26 must remove the student from class for at least three school days following the day of the
60.27 incident. A student may only return to the class from which they were removed after the
60.28 student has been given assistance to prevent the inappropriate behavior from recurring.

(NOTE: SENATE LANGUAGE ABOVE FROM ARTICLE 3, SECTION 2)

23.19 Sec. 14. Minnesota Statutes 2020, section 122A.06, subdivision 4, is amended to read:

23.20 Subd. 4. **Comprehensive, scientifically based reading instruction.** (a) "Comprehensive,
23.21 scientifically based reading instruction" includes a program or collection of instructional
23.22 practices that is based on valid, replicable evidence showing that when these programs or
23.23 practices are used, students can be expected to achieve, at a minimum, satisfactory reading
23.24 progress. The program or collection of practices must include, at a minimum, effective;
23.25 ~~balanced~~ instruction in all five areas of reading: phonemic awareness, phonics, fluency,
23.26 vocabulary development, and reading comprehension.

23.27 Comprehensive, scientifically based reading instruction also includes and integrates
23.28 instructional strategies for continuously assessing, evaluating, and communicating the
23.29 student's reading progress and needs in order to design and implement ongoing interventions
23.30 so that students of all ages and proficiency levels can read and comprehend text, write, and
23.31 apply higher level thinking skills. For English learners developing literacy skills, districts
23.32 are encouraged to use strategies that teach reading and writing in the students' native language
23.33 and English at the same time.

24.1 (b) "Fluency" is the ability of students to read text with speed, accuracy, and proper
24.2 expression.

24.3 (c) "Phonemic awareness" is the ability of students to notice, think about, and manipulate
24.4 individual sounds in spoken syllables and words.

24.5 (d) "Phonics" is the understanding that there are systematic and predictable relationships
24.6 between written letters and spoken words. Phonics instruction is a way of teaching reading
24.7 that stresses learning how letters correspond to sounds and how to apply this knowledge in
24.8 reading and spelling.

24.9 (e) "Reading comprehension" is an active process that requires intentional thinking
24.10 during which meaning is constructed through interactions between text and reader.
24.11 Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and

59.1 Sec. 40. Minnesota Statutes 2020, section 124D.09, subdivision 3, is amended to read:
59.2 Subd. 3. **Definitions.** For purposes of this section, the following terms have the meanings
59.3 given to them.
59.4 (a) "Eligible institution" means a Minnesota public postsecondary institution, a private,
59.5 nonprofit two-year trade and technical school granting associate degrees, an opportunities
59.6 industrialization center accredited by an accreditor recognized by the United States

24.12 implementing specific cognitive strategies to help beginning readers derive meaning through
24.13 intentional, problem-solving thinking processes.
24.14 (f) "Vocabulary development" is the process of teaching vocabulary both directly and
24.15 indirectly, with repetition and multiple exposures to vocabulary items. Learning in rich
24.16 contexts, incidental learning, and use of computer technology enhance the acquiring of
24.17 vocabulary.
24.18 (g) Nothing in this subdivision limits the authority of a school district to select a school's
24.19 reading program or curriculum.
24.20 Sec. 15. Minnesota Statutes 2020, section 123B.86, subdivision 3, is amended to read:
24.21 Subd. 3. **Board control.** (a) When transportation is provided, the scheduling of routes,
24.22 manner and method of transportation, control and discipline of school children and any
24.23 other matter relating thereto shall be within the sole discretion, control and management of
24.24 the board.
24.25 (b) A school board and a nonpublic school may mutually agree to a written plan for the
24.26 board to provide nonpublic pupil transportation to nonpublic students.
24.27 (1) A school board that provides pupil transportation through its employees may transport
24.28 nonpublic pupils according to the plan and retain the nonpublic pupil transportation aid
24.29 attributable to that plan. A nonpublic school may make a payment to the school district to
24.30 cover additional transportation services agreed to in the written plan for nonpublic pupil
24.31 transportation services not required under sections 123B.84 to 123B.87.
25.1 (2) A school board that contracts for pupil transportation services may enter into a
25.2 contractual arrangement with a school bus contractor according to the written plan adopted
25.3 by the school board and the nonpublic school to transport nonpublic pupils and retain the
25.4 nonpublic pupil transportation aid attributable to that plan for purposes of paying the school
25.5 bus contractor. A nonpublic school may make a payment to the school district to cover
25.6 additional transportation services agreed to in the written plan for nonpublic pupil
25.7 transportation services included in the contract that are not required under sections 123B.84
25.8 to 123B.87.
25.9 (c) The school district must report the number of nonpublic pupils transported and the
25.10 nonpublic pupil transportation expenditures incurred under paragraph (b) in the form and
25.11 manner specified by the commissioner.

59.7 Department of Education, or a private, residential, two-year or four-year, liberal arts,
 59.8 degree-granting college or university located in Minnesota. An eligible institution cannot
 59.9 require or base any part of the admission decision on a student's race, color, creed, religion,
 59.10 national origin, sex, age, marital status, status with regard to public assistance, sexual
 59.11 orientation, disability, or gender.

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

59.13 (c) "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under
 59.14 subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by
 59.15 a secondary teacher or a postsecondary faculty member, and are offered at a high school
 59.16 for which the district is eligible to receive concurrent enrollment program aid under section
 59.17 124D.091.

59.18 Sec. 41. Minnesota Statutes 2020, section 124D.09, subdivision 5, is amended to read:

59.19 Subd. 5. **Authorization; notification.** Notwithstanding any other law to the contrary,
 59.20 an 11th or 12th grade pupil enrolled in a school or an American Indian-controlled tribal
 59.21 contract or grant school eligible for aid under section 124D.83, except a foreign exchange
 59.22 pupil enrolled in a district under a cultural exchange program, may apply to an eligible
 59.23 institution, as defined in subdivision 3, to enroll in nonsectarian courses offered by that
 59.24 postsecondary institution. If an institution accepts a secondary pupil for enrollment under
 59.25 this section, the institution shall send written notice to the pupil, the pupil's school or school
 59.26 district, and the commissioner. The notice must indicate the course and hours of enrollment
 59.27 of that pupil. If the pupil enrolls in a course for postsecondary credit, the institution must
 59.28 notify:

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

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

59.32 **EFFECTIVE DATE.** This section is effective July 1, 2021.

25.12 Sec. 16. Minnesota Statutes 2020, section 124D.09, subdivision 5a, is amended to read:

25.13 Subd. 5a. **Authorization; career or technical education.** A 10th, 11th, or 12th grade
 25.14 pupil enrolled in a district or an American Indian-controlled tribal contract or grant school
 25.15 eligible for aid under section 124D.83, except a foreign exchange pupil enrolled in a district
 25.16 under a cultural exchange program, may enroll in a career or technical education course
 25.17 offered by a Minnesota state college or university. A 10th grade pupil applying for enrollment
 25.18 in a career or technical education course under this subdivision must have received a passing
 25.19 score on the 8th grade Minnesota Comprehensive Assessment in reading as a condition of
 25.20 enrollment. A current 10th grade pupil who did not take the 8th grade Minnesota
 25.21 Comprehensive Assessment in reading may substitute another reading assessment accepted
 25.22 by the enrolling postsecondary institution. A secondary pupil may enroll in the pupil's first

60.1 Sec. 42. Minnesota Statutes 2020, section 124D.09, subdivision 7, is amended to read:

60.2 Subd. 7. **Dissemination of information; Notification of intent to enroll.** By the earlier
60.3 of (1) three weeks prior to the date by which a student must register for district courses for
60.4 the following school year, or (2) March 1 of each year, a district must provide up-to-date
60.5 information on the district's website and in materials that are distributed to parents and
60.6 students about the program, including information about enrollment requirements and the
60.7 ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. To assist the
60.8 district in planning, a pupil must inform the district ~~by May 30 of each year~~ of the pupil's
60.9 intent to enroll in postsecondary courses during the following school year. ~~A pupil is bound~~
60.10 ~~by notifying or not notifying the district by May 30 term. A pupil who does not notify the~~
60.11 ~~district of their intent to enroll by May 30 for the fall term or October 30 for the spring term~~
60.12 ~~may not enroll in postsecondary courses under this section.~~

60.13 Sec. 43. Minnesota Statutes 2020, section 124D.09, subdivision 8, is amended to read:

60.14 Subd. 8. **Limit on participation.** A pupil who first enrolls in grade 9 may not enroll in
60.15 postsecondary courses under this section for secondary credit for more than the equivalent
60.16 of four academic years. A pupil who first enrolls in grade 10 may not enroll in postsecondary
60.17 courses under this section for secondary credit for more than the equivalent of three academic
60.18 years. A pupil who first enrolls in grade 11 may not enroll in postsecondary courses under
60.19 this section for secondary credit for more than the equivalent of two academic years. A
60.20 pupil who first enrolls in grade 12 may not enroll in postsecondary courses under this section
60.21 for secondary credit for more than the equivalent of one academic year. If a pupil in grade
60.22 9, 10, 11, or 12 first enrolls in a postsecondary course for secondary credit during the school
60.23 year, the time of participation shall be reduced proportionately. If a pupil is in a learning
60.24 year or other year-round program and begins each grade in the summer session, summer
60.25 sessions shall not be counted against the time of participation. If a school district determines
60.26 a pupil is not on track to graduate, the limit on participation does not apply to that pupil. ✪

25.23 postsecondary options enrollment course under this subdivision. A student who is refused
25.24 enrollment by a Minnesota state college or university under this subdivision may apply to
25.25 an eligible institution offering a career or technical education course. A 10th grade student
25.26 who qualifies to enroll in a career or technical education course under this subdivision may
25.27 enroll in more than one career or technical education course in their first semester of their
25.28 10th grade school year. The postsecondary institution must give priority to its students
25.29 according to subdivision 9. If a secondary student receives a grade of "C" or better in the
25.30 career or technical education course taken under this subdivision, the postsecondary
25.31 institution must allow the student to take additional postsecondary courses for secondary
25.32 credit at that institution, not to exceed the limits in subdivision 8. A "career or technical
25.33 course" is a course that is part of a career and technical education program that provides
25.34 individuals with coherent, rigorous content aligned with academic standards and relevant
25.35 technical knowledge and skills needed to prepare for further education and careers in current
26.1 and emerging professions and provide technical skill proficiency, an industry recognized
26.2 credential, and a certificate, a diploma, or an associate degree.

26.3 Sec. 17. Minnesota Statutes 2020, section 124D.09, subdivision 7, is amended to read:

26.4 Subd. 7. **Dissemination of information; notification of intent to enroll.** By the earlier
26.5 of (1) three weeks prior to the date by which a student must register for district courses for
26.6 the following school year, or (2) March 1 of each year, a district must provide up-to-date
26.7 information on the district's website and in materials that are distributed to parents and
26.8 students about the program, including information about enrollment requirements and the
26.9 ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. To assist the
26.10 district in planning, a pupil must inform the district by May 30 of each year of the pupil's
26.11 intent to enroll in postsecondary courses during the following school year. A pupil is bound
26.12 by notifying or not notifying the district by May 30. The May 30 deadline does not apply
26.13 if the district does not meet the requirements for dissemination of information under this
26.14 subdivision.

60.27 ~~pupil who has graduated from high school cannot participate in a program under this section.~~
 60.28 A pupil who has completed course requirements for graduation ~~but who has not received a~~
 60.29 ~~diploma may participate in the program under this section~~ may only participate in the
 60.30 program under this section until the earlier of the end of the school year in which those
 60.31 requirements are met or the school year in which the pupil's peers graduated.

26.15 Sec. 18. Minnesota Statutes 2020, section 124D.09, subdivision 9, is amended to read:

26.16 Subd. 9. **Enrollment priority.** (a) A postsecondary institution must give priority to its
 26.17 postsecondary students when enrolling pupils in grades 10, 11, and 12 in its courses. A
 26.18 postsecondary institution may provide information about its programs to a secondary school
 26.19 or to a pupil or parent and it may advertise or otherwise recruit or solicit a secondary pupil
 26.20 ~~to enroll in its programs, or guardian on educational and, programmatic, and financial~~
 26.21 ~~grounds only except, notwithstanding other law to the contrary, and for the 2014-2015~~
 26.22 ~~through 2019-2020 school years only. An eligible postsecondary institution may advertise~~
 26.23 ~~or otherwise recruit or solicit a secondary pupil residing in a school district with 700 students~~
 26.24 ~~or more in grades 10, 11, and 12, to enroll in its programs on educational, programmatic,~~
 26.25 ~~or financial grounds.~~

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

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

27.3 (d) If a postsecondary institution enrolls a secondary school pupil in a course under this
 27.4 section, the postsecondary institution also must enroll in the same course an otherwise
 27.5 enrolled and qualified postsecondary student who qualifies as a veteran under section
 27.6 197.447, and demonstrates to the postsecondary institution's satisfaction that the institution's
 27.7 established enrollment timelines were not practicable for that student.

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

27.11 Sec. 19. Minnesota Statutes 2020, section 124D.09, subdivision 11, is amended to read:

27.12 Subd. 11. **Participation in high school activities.** Enrolling in a course under this section
 27.13 shall not, by itself, prohibit a pupil from participating in activities sponsored by the pupil's

61.1 Sec. 44. Minnesota Statutes 2020, section 124D.09, subdivision 12, is amended to read:

61.2 Subd. 12. **Credits; grade point average weighting policy.** (a) A pupil must not audit
61.3 a course under this section.

61.4 (b) A district ~~shall~~ must grant academic credit to a pupil enrolled in a course for secondary
61.5 credit if the pupil successfully completes the course. Seven quarter or four semester college
61.6 credits equal at least one full year of high school credit. Fewer college credits may be
61.7 prorated. A district must also grant academic credit to a pupil enrolled in a course for
61.8 postsecondary credit if secondary credit is requested by a pupil. If no comparable course is
61.9 offered by the district, the district must, as soon as possible, notify the commissioner, who
61.10 ~~shall~~ must determine the number of credits that ~~shall~~ must be granted to a pupil who
61.11 successfully completes a course. If a comparable course is offered by the district, the school
61.12 board ~~shall~~ must grant a comparable number of credits to the pupil. If there is a dispute
61.13 between the district and the pupil regarding the number of credits granted for a particular
61.14 course, the pupil may appeal the board's decision to the commissioner. The commissioner's
61.15 decision regarding the number of credits ~~shall be~~ is final.

61.16 (c) A school board must adopt a policy regarding weighted grade point averages for any
61.17 high school or dual enrollment course. The policy must state whether the district offers
61.18 weighted grades. A school board must annually publish on its website a list of courses for
61.19 which a student may earn a weighted grade.

61.20 (d) The secondary credits granted to a pupil must be counted toward the graduation
61.21 requirements and subject area requirements of the district. Evidence of successful completion
61.22 of each course and secondary credits granted must be included in the pupil's secondary
61.23 school record. A pupil ~~shall~~ must provide the school with a copy of the pupil's grade grades
61.24 in each course taken for secondary credit under this section, including interim or nonfinal
61.25 grades earned during the academic term. Upon the request of a pupil, the pupil's secondary
61.26 school record must also include evidence of successful completion and credits granted for
61.27 a course taken for postsecondary credit. In either case, the record must indicate that the
61.28 credits were earned at a postsecondary institution.

61.29 (e) If a pupil enrolls in a postsecondary institution after leaving secondary school, the
61.30 postsecondary institution must award postsecondary credit for any course successfully
61.31 completed for secondary credit at that institution. Other postsecondary institutions may
61.32 award, after a pupil leaves secondary school, postsecondary credit for any courses
61.33 successfully completed under this section. An institution may not charge a pupil for the
61.34 award of credit.

27.14 high school, leadership roles, or participating in national organizations sponsored by the
27.15 pupil's high school.

27.16 Sec. 20. Minnesota Statutes 2020, section 124D.09, subdivision 12, is amended to read:

27.17 Subd. 12. **Credits; grade point average weighting policy.** (a) A pupil must not audit
27.18 a course under this section.

27.19 (b) A district shall grant academic credit to a pupil enrolled in a course for secondary
27.20 credit if the pupil successfully completes the course. Seven quarter or four semester college
27.21 credits equal at least one full year of high school credit. Fewer college credits may be
27.22 prorated. A district must also grant academic credit to a pupil enrolled in a course for
27.23 postsecondary credit if secondary credit is requested by a pupil. If no comparable course is
27.24 offered by the district, the district must, as soon as possible, notify the commissioner, who
27.25 shall determine the number of credits that shall be granted to a pupil who successfully
27.26 completes a course. If a comparable course is offered by the district, the school board shall
27.27 grant a comparable number of credits to the pupil. If there is a dispute between the district
27.28 and the pupil regarding the number of credits granted for a particular course, the pupil may
27.29 appeal the board's decision to the commissioner. The commissioner's decision regarding
27.30 the number of credits shall be final.

27.31 (c) A school board must adopt a policy regarding weighted grade point averages for any
27.32 high school or dual enrollment course. The board must adopt an identical policy regarding
28.1 weighted grade point averages for credits earned through postsecondary enrollment options
28.2 coursework as it gives to credits earned through comparable concurrent enrollment
28.3 coursework. The policy must state whether the district offers weighted grades. A school
28.4 board must annually publish on its website a list of courses for which a student may earn a
28.5 weighted grade.

28.6 (d) The secondary credits granted to a pupil must be counted toward the graduation
28.7 requirements and subject area requirements of the district. Evidence of successful completion
28.8 of each course and secondary credits granted must be included in the pupil's secondary
28.9 school record. A pupil shall provide the school with a copy of the pupil's grade in each
28.10 course taken for secondary credit under this section. Upon the request of a pupil, the pupil's
28.11 secondary school record must also include evidence of successful completion and credits
28.12 granted for a course taken for postsecondary credit. In either case, the record must indicate
28.13 that the credits were earned at a postsecondary institution.

28.14 (e) If a pupil enrolls in a postsecondary institution after leaving secondary school, the
28.15 postsecondary institution must award postsecondary credit for any course successfully
28.16 completed for secondary credit at that institution. Other postsecondary institutions may
28.17 award, after a pupil leaves secondary school, postsecondary credit for any courses
28.18 successfully completed under this section. An institution may not charge a pupil for the
28.19 award of credit.

62.1 (f) The Board of Trustees of the Minnesota State Colleges and Universities and the
62.2 Board of Regents of the University of Minnesota must, and private nonprofit and proprietary
62.3 postsecondary institutions should, award postsecondary credit for any successfully completed
62.4 courses in a program certified by the National Alliance of Concurrent Enrollment Partnerships
62.5 offered according to an agreement under subdivision 10. Consistent with section 135A.101,
62.6 subdivision 3, all MnSCU institutions must give full credit to a secondary pupil who
62.7 completes for postsecondary credit a postsecondary course or program that is part or all of
62.8 a goal area or a transfer curriculum at a MnSCU institution when the pupil enrolls in a
62.9 MnSCU institution after leaving secondary school. Once one MnSCU institution certifies
62.10 as completed a secondary student's postsecondary course or program that is part or all of a
62.11 goal area or a transfer curriculum, every MnSCU institution must consider the student's
62.12 course or program for that goal area or the transfer curriculum as completed.

62.13 **EFFECTIVE DATE.** This section is effective July 1, 2021.

62.14 Sec. 45. Minnesota Statutes 2020, section 124D.09, subdivision 13, is amended to read:

62.15 Subd. 13. **Financial arrangements.** For a pupil enrolled in a course under this section,
62.16 the department must make payments according to this subdivision for courses that were
62.17 taken for secondary credit.

62.18 The department must not make payments to a school district or postsecondary institution
62.19 for a course taken for postsecondary credit only. The department must not make payments
62.20 to a postsecondary institution for a course from which a student officially withdraws during
62.21 the first ~~14~~ ten business days of the postsecondary institution's quarter or semester or who
62.22 has been absent from the postsecondary institution for the first ~~15 consecutive school~~ ten
62.23 business days of the postsecondary institution's quarter or semester and is not receiving
62.24 instruction in the home or hospital.

62.25 A postsecondary institution shall receive the following:

62.26 (1) for an institution granting quarter credit, the reimbursement per credit hour shall be
62.27 an amount equal to 88 percent of the product of the formula allowance minus \$425, multiplied
62.28 by 1.2, and divided by 45; or

62.29 (2) for an institution granting semester credit, the reimbursement per credit hour shall
62.30 be an amount equal to 88 percent of the product of the general revenue formula allowance
62.31 minus \$425, multiplied by 1.2, and divided by 30.

62.32 The department must pay to each postsecondary institution 100 percent of the amount
62.33 in clause (1) or (2) within 45 days of receiving initial enrollment information each quarter
63.1 or semester. If changes in enrollment occur during a quarter or semester, the change shall
63.2 be reported by the postsecondary institution at the time the enrollment information for the
63.3 succeeding quarter or semester is submitted. At any time the department notifies a
63.4 postsecondary institution that an overpayment has been made, the institution shall promptly
63.5 remit the amount due.

28.20 (f) The Board of Trustees of the Minnesota State Colleges and Universities and the
28.21 Board of Regents of the University of Minnesota must, and private nonprofit and proprietary
28.22 postsecondary institutions should, award postsecondary credit for any successfully completed
28.23 courses in a program certified by the National Alliance of Concurrent Enrollment Partnerships
28.24 offered according to an agreement under subdivision 10. Consistent with section 135A.101,
28.25 subdivision 3, all MnSCU institutions must give full credit to a secondary pupil who
28.26 completes for postsecondary credit a postsecondary course or program that is part or all of
28.27 a goal area or a transfer curriculum at a MnSCU institution when the pupil enrolls in a
28.28 MnSCU institution after leaving secondary school. Once one MnSCU institution certifies
28.29 as completed a secondary student's postsecondary course or program that is part or all of a
28.30 goal area or a transfer curriculum, every MnSCU institution must consider the student's
28.31 course or program for that goal area or the transfer curriculum as completed.

63.6 Sec. 46. Minnesota Statutes 2020, section 124D.095, subdivision 2, is amended to read:

63.7 Subd. 2. **Definitions.** For purposes of this section, the following terms have the meanings
63.8 given them.

63.9 (a) "Digital learning" is learning facilitated by technology that offers students an element
63.10 of control over the time, place, path, or pace of their learning and includes blended and
63.11 online learning.

63.12 (b) "Blended learning" is a form of digital learning that occurs when a student learns
63.13 part time in a supervised physical setting and part time through digital delivery of instruction,
63.14 or a student learns in a supervised physical setting where technology is used as a primary
63.15 method to deliver instruction.

28.32 Sec. 21. Minnesota Statutes 2020, section 124D.09, subdivision 22, is amended to read:

28.33 Subd. 22. **Transportation.** (a) A parent or guardian of a pupil enrolled in a course for
28.34 secondary credit may apply to the pupil's district of residence for reimbursement for
29.1 transporting the pupil between the secondary school in which the pupil is enrolled or the
29.2 pupil's home and the postsecondary institution that the pupil attends. The state shall provide
29.3 state aid to a district in an amount sufficient to reimburse the parent or guardian, or district,
29.4 for the necessary transportation costs when the family's or guardian's income is at or below
29.5 the poverty level, as determined by the federal government. The reimbursement shall be
29.6 the pupil's or district's actual cost of transportation or 15 cents per mile traveled, whichever
29.7 is less. Reimbursement may not be paid for more than 250 miles per week. However, if the
29.8 nearest postsecondary institution is more than 25 miles from the pupil's resident secondary
29.9 school, the weekly reimbursement may not exceed the reimbursement rate per mile times
29.10 the actual distance between the secondary school or the pupil's home and the nearest
29.11 postsecondary institution times ten. The state must pay aid to the district according to this
29.12 subdivision. A district that is reimbursed for transporting an eligible pupil under this
29.13 subdivision must not charge any pupil for transportation to or from a postsecondary
29.14 institution.

29.15 (b) A parent or guardian of an alternative pupil enrolled in a course for secondary credit
29.16 may apply to the pupil's postsecondary institution for reimbursement for transporting the
29.17 pupil between the secondary school in which the pupil is enrolled or the pupil's home and
29.18 the postsecondary institution in an amount sufficient to reimburse the parent or guardian
29.19 for the necessary transportation costs when the family's or guardian's income is at or below
29.20 the poverty level, as determined by the federal government. The amount of the reimbursement
29.21 shall be determined as in paragraph (a). The state must pay aid to the postsecondary institution
29.22 according to this subdivision.

29.23 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2022 and later.

63.16 (c) "Online learning" is a form of digital learning delivered by an approved online
63.17 learning provider under paragraph ~~(e)~~ (c).

63.18 (d) "Hybrid learning" uses blended learning in a way that combines scheduled in-person
63.19 instruction and distance learning.

63.20 (e) "Online learning provider" is a school district, an intermediate school district, an
63.21 organization of two or more school districts operating under a joint powers agreement, or
63.22 a charter school located in Minnesota that provides online learning to students and is approved
63.23 by the department to provide online learning courses.

63.24 ~~(f)~~ (f) "Student" is a Minnesota resident enrolled in a school under section 120A.22,
63.25 subdivision 4, in kindergarten through grade 12.

63.26 ~~(g)~~ (g) "Online learning student" is a student enrolled in an online learning course or
63.27 program delivered by an online learning provider under paragraph ~~(e)~~ (e).

63.28 ~~(h)~~ (h) "Enrolling district" means the school district or charter school in which a student
63.29 is enrolled under section 120A.22, subdivision 4, for purposes of compulsory attendance.

63.30 ~~(i)~~ (i) "Supplemental online learning" means an online learning course taken in place
63.31 of a course period at a local district school.

64.1 ~~(j)~~ (j) "Full-time online learning provider" means an enrolling school authorized by the
64.2 department to deliver comprehensive public education at any or all of the elementary, middle,
64.3 or high school levels.

64.4 ~~(k)~~ (k) "Online learning course syllabus" is a written document that an online learning
64.5 provider transmits to the enrolling district using a format prescribed by the commissioner
64.6 to identify the state academic standards embedded in an online course, the course content
64.7 outline, required course assessments, expectations for actual teacher contact time and other
64.8 student-to-teacher communications, and the academic support available to the online learning
64.9 student.

64.10 Sec. 47. Minnesota Statutes 2020, section 124D.095, subdivision 7, is amended to read:

64.11 Subd. 7. **Department of Education.** (a) The department must review and approve or
64.12 disapprove online learning providers within 90 calendar days of receiving an online learning
64.13 provider's completed application. The commissioner, using research-based standards of
64.14 quality for online learning programs, must review all approved online learning providers
64.15 on a cyclical three-year basis. Approved online learning providers annually must submit
64.16 program data to, confirm statements of assurances for, and provide program updates including
64.17 a current course list to the commissioner.

64.18 (b) The online learning courses and programs must be rigorous, aligned with state
64.19 academic standards, and contribute to grade progression in a single subject. The online
64.20 learning provider, other than a digital learning provider offering digital learning to its enrolled
64.21 students only under subdivision 4, paragraph (d), must give the commissioner written

64.22 assurance that: (1) all courses meet state academic standards; and (2) the online learning
64.23 curriculum, instruction, and assessment, expectations for actual teacher-contact time or
64.24 other student-to-teacher communication, and academic support meet nationally recognized
64.25 professional standards and are described as such in an online learning course syllabus that
64.26 meets the commissioner's requirements. Once an online learning provider is approved under
64.27 this paragraph, all of its online learning course offerings are eligible for payment under this
64.28 section unless a course is successfully challenged by an enrolling district or the department
64.29 under paragraph (c).

64.30 (c) An enrolling district may challenge the validity of a course offered by an online
64.31 learning provider. The department must review such challenges based on the approval
64.32 procedures under paragraph (b). The department may initiate its own review of the validity
64.33 of an online learning course offered by an online learning provider.

65.1 (d) The department may collect a fee not to exceed \$250 for approving online learning
65.2 providers or \$50 per course for reviewing a challenge by an enrolling district.

65.3 (e) The department must develop, publish, and maintain a list of online learning providers
65.4 that it has reviewed and approved.

65.5 (f) The department may review a complaint about an online learning provider, or a
65.6 complaint about a provider based on the provider's response to notice of a violation. If the
65.7 department determines that an online learning provider violated a law or rule, the department
65.8 may:

65.9 (1) create a compliance plan for the provider; or

65.10 (2) withhold funds from the provider under sections 124D.095, 124E.25, and 127A.42.
65.11 The department must notify an online learning provider in writing about withholding funds
65.12 and provide detailed calculations.

65.13 (g) An online learning program fee administration account is created in the special
65.14 revenue fund. Funds retained under paragraph (d) shall be deposited in the account. Money
65.15 in the account is appropriated to the commissioner for costs associated with administering
65.16 and monitoring online and digital learning programs.

30.1 Sec. 23. Minnesota Statutes 2020, section 124D.12, is amended to read:

30.2 **124D.12 PURPOSE OF FLEXIBLE LEARNING YEAR PROGRAMS.**

30.3 Sections 124D.12 to 124D.127 authorize districts to evaluate, plan and employ the use
30.4 of flexible learning year programs. It is anticipated that the open selection of the type of
30.5 flexible learning year operation from a variety of alternatives will allow each district seeking
30.6 to utilize this concept to suitably fulfill the educational needs of its pupils. These alternatives
30.7 must include, but not be limited to, various 45-15 plans, four-quarter plans, quinmester
30.8 plans, extended learning year plans, and flexible all-year plans. ~~A school district with an~~

30.9 approved four-day week plan in the 2014-2015 school year may continue under a four-day
30.10 week plan through the end of the 2019-2020 school year. Future approvals are contingent
30.11 upon meeting the school district's performance goals established in the district's plan under
30.12 section 120B.11. The commissioner must give a school district one school year's notice
30.13 before revoking approval of its flexible learning year program.

30.14 **EFFECTIVE DATE.** This section is effective for the 2021-2022 school year and later.

30.15 Sec. 24. Minnesota Statutes 2020, section 124D.121, is amended to read:

30.16 **124D.121 DEFINITION OF FLEXIBLE LEARNING YEAR PROGRAM.**

30.17 "Flexible learning year program" means any district plan approved by the ~~commissioner~~
30.18 school board that utilizes buildings and facilities during the entire year or that provides
30.19 forms of optional scheduling of pupils and personnel during the learning year in elementary
30.20 and secondary schools or residential facilities for children with a disability.

30.21 **EFFECTIVE DATE.** This section is effective for the 2021-2022 school year and later.

30.22 Sec. 25. Minnesota Statutes 2020, section 124D.122, is amended to read:

30.23 **124D.122 ESTABLISHMENT OF FLEXIBLE LEARNING YEAR PROGRAM.**

30.24 The board of any district or a consortium of districts, ~~with the approval of the~~
30.25 ~~commissioner,~~ may establish and operate a flexible learning year program in one or more
30.26 of the day or residential facilities for children with a disability within the district. Consortiums
30.27 may use a single application and evaluation process, though results, public hearings, and
30.28 board approvals must be obtained for each district as required under appropriate sections.
30.29 ~~The commissioner must approve or disapprove of a flexible learning year application within~~
30.30 ~~45 business days of receiving the application. If the commissioner disapproves the~~
30.31 ~~application, the commissioner must give the district or consortium detailed reasons for the~~
30.32 ~~disapproval.~~

31.1 **EFFECTIVE DATE.** This section is effective for the 2021-2022 school year and later.

31.2 Sec. 26. Minnesota Statutes 2020, section 124D.126, subdivision 1, is amended to read:

31.3 Subdivision 1. **Powers and duties.** The commissioner must:

31.4 ~~(1) promulgate rules necessary to the operation of sections 124D.12 to 124D.127;~~

31.5 ~~(2) (1)~~ cooperate with and provide supervision of flexible learning year programs to
31.6 determine compliance with the provisions of sections 124D.12 to 124D.127, ~~the~~
31.7 ~~commissioner's standards and qualifications, and the proposed program as submitted and~~
31.8 ~~approved;~~

31.9 ~~(3) (2)~~ provide any necessary adjustments of ~~(a) (i)~~ attendance and membership
31.10 computations and ~~(b) (ii)~~ the dates and percentages of apportionment of state aids; and

65.17 Sec. 48. Minnesota Statutes 2020, section 124D.128, subdivision 1, is amended to read:

65.18 Subdivision 1. **Program established.** A learning year program provides instruction
65.19 throughout the year on an extended year calendar, ~~extended school day calendar, or both.~~
65.20 ~~A pupil may participate in the program and accelerate attainment of grade level requirements~~
65.21 ~~or graduation requirements.~~ A learning year program may begin after the close of the regular
65.22 school year in June. The program may be for students in one or more grade levels from
65.23 kindergarten through grade 12.

65.24 Sec. 49. Minnesota Statutes 2020, section 124D.128, subdivision 3, is amended to read:

65.25 Subd. 3. **Student planning.** A district, ~~charter school,~~ or state-approved alternative
65.26 program must inform all pupils and their parents about the learning year program and that
65.27 participation in the program is optional. A continual learning plan must be developed at
65.28 least annually for each pupil with the participation of the pupil, parent or guardian, teachers,
65.29 and other staff; each participant must sign and date the plan. The plan must specify the
65.30 learning experiences that must occur during the entire fiscal year and are necessary for grade
65.31 progression or, for secondary students, graduation. The plan must include:

66.1 (1) the pupil's learning objectives and experiences, including courses or credits the pupil
66.2 plans to complete each year and, for a secondary pupil, the graduation requirements the
66.3 student must complete;

66.4 (2) the assessment measurements used to evaluate a pupil's objectives;

66.5 (3) requirements for grade level or other appropriate progression; and

66.6 (4) for pupils generating more than one average daily membership in a given grade, an
66.7 indication of which objectives were unmet.

31.11 ~~(4)~~ (3) consistent with the definition of "average daily membership" in section 126C.05,
31.12 subdivision 8, furnish the board of a district implementing a flexible learning year program
31.13 with a formula for computing average daily membership. This formula must be computed
31.14 so that tax levies to be made by the district, state aids to be received by the district, and any
31.15 and all other formulas based upon average daily membership are not affected solely as a
31.16 result of adopting this plan of instruction.

31.17 **EFFECTIVE DATE.** This section is effective for the 2021-2022 school year and later.

31.18 Sec. 27. Minnesota Statutes 2020, section 124D.127, is amended to read:

31.19 **124D.127 TERMINATION OF FLEXIBLE LEARNING YEAR PROGRAM.**

31.20 The board of any district, ~~with the approval of the commissioner of education,~~ may
31.21 terminate a flexible learning year program in one or more of the day or residential facilities
31.22 for children with a disability within the district. This section shall not be construed to permit
31.23 an exception to section 120A.22, 127A.41, subdivision 7, or 127A.43.

31.24 **EFFECTIVE DATE.** This section is effective for the 2021-2022 school year and later.

- 66.8 The plan may be modified to conform to district schedule changes. The district may not
66.9 modify the plan if the modification would result in delaying the student's time of graduation.

31.25 Sec. 28. [124D.4536] RURAL CAREER AND TECHNICAL EDUCATION
31.26 CONSORTIUM GRANTS.

31.27 Subdivision 1. Definition. (a) "Rural career and technical education (CTE) consortium"
31.28 means a voluntary collaboration of at least one greater Minnesota service cooperative and
31.29 other regional public and private partners, including school districts and higher education
32.1 institutions, that work together to provide career and technical education opportunities
32.2 within the service cooperative's multicounty service area.

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

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

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

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

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

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

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

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

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

32.21 (1) address the teacher shortage crisis in career and technical education through incentive
32.22 funding and training programs; and

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

32.25 Subd. 3. Rural career and technical education advisory committee. In order to be
32.26 eligible for a grant under this section, a greater Minnesota service cooperative must establish

66.10 Sec. 50. Minnesota Statutes 2020, section 124D.74, subdivision 1, is amended to read:

66.11 Subdivision 1. **Program described.** American Indian education programs are programs

66.12 in public elementary and secondary schools, nonsectarian nonpublic, community, Tribal,

66.13 charter, or alternative schools enrolling American Indian children designed to:

66.14 (1) support postsecondary preparation for pupils;

66.15 (2) support the academic achievement of American Indian students;

66.16 (3) make the curriculum relevant to the needs, interests, and cultural heritage of American

66.17 Indian pupils;

66.18 (4) provide positive reinforcement of the self-image of American Indian pupils;

66.19 (5) develop intercultural awareness among pupils, parents, and staff; and

66.20 (6) supplement, not supplant, state and federal educational and cocurricular programs.

66.21 Program services designed to increase completion and graduation rates of American Indian

66.22 students must emphasize academic achievement, retention, and attendance; development

66.23 of support services for staff, including in-service training and technical assistance in methods

66.24 of teaching American Indian pupils; research projects, including innovative teaching

66.25 approaches and evaluation of methods of relating to American Indian pupils; provision of

66.26 career counseling to American Indian pupils; modification of curriculum, instructional

66.27 methods, and administrative procedures to meet the needs of American Indian pupils; and

66.28 ~~supplemental~~ instruction in American Indian language, literature, history, and culture.

66.29 Districts offering programs may make contracts for the provision of program services by

66.30 establishing cooperative liaisons with Tribal programs and American Indian social service

67.1 agencies. These programs may also be provided as components of early childhood and

67.2 family education programs.

32.27 a rural career and technical education advisory committee to advise the cooperative on the

32.28 administration of the rural CTE consortium.

32.29 Subd. 4. **Private funding.** A rural CTE consortium may receive other sources of funds

32.30 to supplement state funding. All funds received shall be administered by the service

32.31 cooperative that is a member of the consortium.

33.1 Subd. 5. **Reporting requirements.** By January 15 of each year, a rural CTE consortium

33.2 receiving funding under this section must submit an annual report on the progress of its

33.3 activities to the commissioner of education and the chairs and ranking minority members

33.4 of the legislative committees with jurisdiction over secondary and postsecondary education.

33.5 The annual report must contain a financial report for the preceding fiscal year.

33.6 Subd. 6. **Grant awards.** The Minnesota Service Cooperatives may consult with the

33.7 commissioner to award grants to any rural CTE consortium that qualifies under this section.

67.3 Sec. 51. Minnesota Statutes 2020, section 124D.74, subdivision 3, is amended to read:

67.4 Subd. 3. **Enrollment of other children; shared time enrollment.** To the extent ~~it is~~
67.5 ~~economically feasible~~ that the unique educational and culturally related academic needs of
67.6 American Indian people are met and American Indian student accountability factors are the
67.7 same or higher than their non-Indian peers, a district or participating school may make
67.8 provision for the voluntary enrollment of non-American Indian children in the instructional
67.9 components of an American Indian education program in order that they may acquire an
67.10 understanding of the cultural heritage of the American Indian children for whom that
67.11 particular program is designed. However, in determining eligibility to participate in a
67.12 program, priority must be given to American Indian children. American Indian children
67.13 and other children enrolled in an existing nonpublic school system may be enrolled on a
67.14 shared time basis in American Indian education programs.

67.15 Sec. 52. Minnesota Statutes 2020, section 124D.78, subdivision 1, is amended to read:

67.16 Subdivision 1. **Parent committee.** School boards and American Indian schools must
67.17 provide for the maximum involvement of parents of children enrolled in education programs,
67.18 programs for elementary and secondary grades, special education programs, and support
67.19 services. Accordingly, the board of a school district in which there are ten or more American
67.20 Indian students enrolled and each American Indian school must establish an American
67.21 Indian education parent advisory committee. For purposes of this section, American Indian
67.22 students are defined as persons having origins in any of the original peoples of North America
67.23 who maintain cultural identification through Tribal affiliation or community recognition.
67.24 If a committee whose membership consists of a majority of parents of American Indian
67.25 children has been or is established according to federal, Tribal, or other state law, that
67.26 committee may serve as the committee required by this section and is subject to, at least,
67.27 the requirements of this subdivision and subdivision 2.

67.28 The American Indian education parent advisory committee must develop its
67.29 recommendations in consultation with the curriculum advisory committee required by
67.30 section 120B.11, subdivision 3. This committee must afford parents the necessary information
67.31 and the opportunity effectively to express their views concerning all aspects of American
67.32 Indian education and the educational needs of the American Indian children enrolled in the
67.33 school or program. The school board or American Indian school must ensure that programs
68.1 are planned, operated, and evaluated with the involvement of and in consultation with parents
68.2 of students served by the programs.

68.3 Sec. 53. Minnesota Statutes 2020, section 124D.78, subdivision 3, is amended to read:

68.4 Subd. 3. **Membership.** The American Indian education parent advisory committee must
68.5 be composed of parents of children eligible to be enrolled in American Indian education
68.6 programs; secondary students eligible to be served; American Indian language and culture
68.7 education teachers and paraprofessionals; American Indian teachers; counselors; adult
68.8 American Indian people enrolled in educational programs; and representatives from
68.9 community groups. A majority of each committee must be parents of American Indian

68.10 children enrolled or eligible to be enrolled in the programs. ~~The number of parents of~~
68.11 ~~American Indian and non-American Indian children shall reflect approximately the proportion~~
68.12 ~~of children of those groups enrolled in the programs.~~

68.13 Sec. 54. Minnesota Statutes 2020, section 124D.791, subdivision 4, is amended to read:

68.14 Subd. 4. **Duties; powers.** The Indian education director shall oversee:

68.15 (1) ~~serve as the liaison for the~~ department relations with the Tribal Nations Education
68.16 Committee, the 11 Tribal communities in Minnesota, the Minnesota Chippewa Tribe, and
68.17 the Minnesota Indian Affairs Council;

68.18 (2) ~~evaluate~~ the evaluation of the state of American Indian education in Minnesota;

68.19 (3) ~~engage~~ the engagement of Tribal bodies, community groups, parents of children
68.20 eligible to be served by American Indian education programs, American Indian administrators
68.21 and teachers, persons experienced in the training of teachers for American Indian education
68.22 programs, the Tribally controlled schools, and other persons knowledgeable in the field of
68.23 American Indian education and seek their advice on policies that can improve the quality
68.24 of American Indian education;

68.25 (4) ~~advise~~ advice to the commissioner on American Indian education issues, including:

68.26 (i) issues facing American Indian students;

68.27 (ii) policies for American Indian education;

68.28 (iii) awarding scholarships to eligible American Indian students and in administering
68.29 the commissioner's duties regarding awarding of American Indian education grants to school
68.30 districts; and

69.1 (iv) administration of the commissioner's duties under sections 124D.71 to 124D.82 and
69.2 other programs for the education of American Indian people;

69.3 (5) ~~propose~~ proposals to the commissioner on legislative changes that will improve the
69.4 quality of American Indian education;

69.5 (6) ~~develop~~ development of a strategic plan and a long-term framework for American
69.6 Indian education, in conjunction with the Minnesota Indian Affairs Council, that is updated
69.7 every five years and implemented by the commissioner, with goals to:

69.8 (i) increase American Indian student achievement, including increased levels of
69.9 proficiency and growth on statewide accountability assessments;

69.10 (ii) increase the number of American Indian teachers in public schools;

69.11 (iii) close the achievement gap between American Indian students and their more
69.12 advantaged peers;

69.13 (iv) increase the statewide graduation rate for American Indian students; and

69.14 (v) increase American Indian student placement in postsecondary programs and the
69.15 workforce; and

69.16 (7) ~~keep~~ keeping the American Indian community informed about the work of the
69.17 department by reporting to the Tribal Nations Education Committee at each committee
69.18 meeting.

69.19 Sec. 55. **[124D.792] GRADUATION CEREMONIES; TRIBAL REGALIA AND**
69.20 **OBJECTS OF CULTURAL SIGNIFICANCE.**

69.21 A school district or charter school must not prohibit an American Indian student from
69.22 wearing American Indian regalia, Tribal regalia, or objects of cultural significance at
69.23 graduation ceremonies.

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

69.25 Sec. 56. Minnesota Statutes 2020, section 124D.81, is amended to read:

69.26 **124D.81 AMERICAN INDIAN EDUCATION AID.**

69.27 Subdivision 1. **Procedures.** A school district, charter school, cooperative unit as defined
69.28 in section 123A.24, subdivision 2, or American Indian-controlled tribal contract or grant
69.29 school enrolling at least 20 American Indian students on October 1 of the previous school
69.30 year and operating an American Indian education program according to section 124D.74 is
70.1 eligible for Indian education aid if it meets the requirements of this section. Programs may
70.2 provide for contracts for the provision of program components by nonsectarian nonpublic,
70.3 community, tribal, charter, or alternative schools. The commissioner shall prescribe the
70.4 form and manner of application for aids, and no aid shall be made for a program not
70.5 complying with the requirements of sections 124D.71 to 124D.82.

70.6 Subd. 2. **Plans.** To qualify for aid, an eligible district, charter school, cooperative unit
70.7 as defined in section 123A.24, subdivision 2, or tribal contract school must develop and
70.8 submit a plan for approval by the Indian education director that shall:

70.9 (a) Identify the measures to be used to meet the requirements of sections 124D.71 to
70.10 124D.82;

70.11 (b) Identify the activities, methods and programs to meet the identified educational needs
70.12 of the children to be enrolled in the program;

70.13 (c) Describe how district goals and objectives as well as the objectives of sections
70.14 124D.71 to 124D.82 are to be achieved;

70.15 (d) Demonstrate that required and elective courses as structured do not have a
70.16 discriminatory effect within the meaning of section 124D.74, subdivision 5;

70.17 (e) Describe how each school program will be organized, staffed, coordinated, and
70.18 monitored; and

70.19 (f) Project expenditures for programs under sections 124D.71 to 124D.82.

70.20 Subd. 2a. **American Indian education aid.** (a) The American Indian education aid
 70.21 allowance equals \$358 for fiscal years 2022 and 2023. The American Indian education aid
 70.22 allowance for fiscal year 2024 and later equals the product of \$358 times the ratio of the
 70.23 formula allowance under section 126C.10, subdivision 2, for the current fiscal year to the
 70.24 formula allowance under section 126C.10, subdivision 2, for fiscal year 2023.

70.25 (b) The American Indian education aid minimum equals \$20,000 for fiscal years 2022
 70.26 and 2023. The American Indian education aid minimum for fiscal year 2024 and later equals
 70.27 the product of \$20,000 times the ratio of the formula allowance under section 126C.10,
 70.28 subdivision 2, for the current fiscal year to the formula allowance under section 126C.10,
 70.29 subdivision 2, for fiscal year 2023.

70.30 ~~(a)~~ (c) The American Indian education aid for an eligible district, cooperative unit, or
 70.31 tribal contract school equals the greater of (1) the sum of ~~\$20,000~~ the American Indian
 70.32 education aid minimum plus the product of ~~\$358~~ the American Indian education aid
 70.33 allowance times the difference between the number of American Indian students enrolled
 71.1 on October 1 of the previous school year and 20; or (2) if the district or school received a
 71.2 grant under this section for fiscal year 2015, the amount of the grant for fiscal year 2015.

71.3 ~~(b)~~ (d) Notwithstanding paragraph ~~(a)~~ (c), the American Indian education aid must not
 71.4 exceed the district, cooperative unit, or tribal contract school's actual expenditure according
 71.5 to the approved plan under subdivision 2.

71.6 Subd. 3. **Additional requirements.** Each district or cooperative unit receiving aid under
 71.7 this section must each year conduct a count of American Indian children in the schools of
 71.8 the district; test for achievement; identify the extent of other educational needs of the children
 71.9 to be enrolled in the American Indian education program; and classify the American Indian
 71.10 children by grade, level of educational attainment, age and achievement. Participating
 71.11 schools must maintain records concerning the needs and achievements of American Indian
 71.12 children served.

71.13 Subd. 4. **Nondiscrimination; testing.** In accordance with recognized professional
 71.14 standards, all testing and evaluation materials and procedures utilized for the identification,
 71.15 testing, assessment, and classification of American Indian children must be selected and
 71.16 administered so as not to be racially or culturally discriminatory and must be valid for the
 71.17 purpose of identifying, testing, assessing, and classifying American Indian children.

71.18 Subd. 5. **Records.** Participating schools ~~and~~ districts, and cooperative units must keep
 71.19 records and afford access to them as the commissioner finds necessary to ensure that
 71.20 American Indian education programs are implemented in conformity with sections 124D.71
 71.21 to 124D.82. Each school district, cooperative unit, or participating school must keep accurate,
 71.22 detailed, and separate revenue and expenditure accounts for pilot American Indian education
 71.23 programs funded under this section.

71.24 Subd. 6. **Money from other sources.** A district, cooperative unit, or participating school
 71.25 providing American Indian education programs shall be eligible to receive moneys for these
 71.26 programs from other government agencies and from private sources when the moneys are
 71.27 available.

71.28 Subd. 7. **Exceptions.** Nothing in sections 124D.71 to 124D.82 shall be construed as
 71.29 prohibiting a district, cooperative unit, or school from implementing an American Indian
 71.30 education program which is not in compliance with sections 124D.71 to 124D.82 if the
 71.31 proposal and plan for that program is not funded pursuant to this section.

71.32 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2022 and later.

72.1 Sec. 57. Minnesota Statutes 2020, section 124D.861, subdivision 2, is amended to read:

72.2 Subd. 2. **Plan implementation; components.** (a) The school board of each eligible
 72.3 district must formally develop and implement a long-term plan under this section. The plan
 72.4 must be incorporated into the district's comprehensive strategic plan under section 120B.11.
 72.5 ~~Plan components may include: innovative and integrated prekindergarten through grade 12~~
 72.6 ~~learning environments that offer students school enrollment choices; family engagement~~
 72.7 ~~initiatives that involve families in their students' academic life and success; professional~~
 72.8 ~~development opportunities for teachers and administrators focused on improving the academic~~
 72.9 ~~achievement of all students, including teachers and administrators who are members of~~
 72.10 ~~populations underrepresented among the licensed teachers or administrators in the district~~
 72.11 ~~or school and who reflect the diversity of students under section 120B.35, subdivision 3,~~
 72.12 ~~paragraph (b), clause (2), who are enrolled in the district or school; increased programmatic~~
 72.13 ~~opportunities and effective and more diverse instructors focused on rigor and college and~~
 72.14 ~~career readiness for underserved students, including students enrolled in alternative learning~~
 72.15 ~~centers under section 123A.05, public alternative programs under section 126C.05,~~
 72.16 ~~subdivision 15, and contract alternative programs under section 124D.69, among other~~
 72.17 ~~underserved students; or recruitment and retention of teachers and administrators with~~
 72.18 ~~diverse racial and ethnic backgrounds.~~

72.19 (b) The plan must contain goals for:

72.20 (1) reducing the disparities in academic achievement and in equitable access to effective
 72.21 and more diverse teachers among all students and specific categories of students under
 72.22 section 120B.35, subdivision 3, paragraph (b), excluding the student categories of gender,
 72.23 disability, and English learners; and

72.24 (2) increasing racial and economic diversity and integration in schools and districts.

72.25 (c) The plan must include strategies to validate, affirm, embrace, and integrate cultural
 72.26 and community strengths of all students, families, and employees in the district's curriculum
 72.27 as well as learning and work environments, and to address issues of institutional racism as
 72.28 defined in section 120B.11, subdivision 1, in schools that create opportunity and achievement
 72.29 gaps for students, families, and staff who are of color or American Indian. Examples of
 72.30 institutional racism experienced by students who are of color or American Indian include

72.31 policies and practices that intentionally or unintentionally result in disparate discipline
72.32 referrals and suspension, inequitable access to advanced coursework, overrepresentation in
72.33 lower-level coursework, inequitable participation in cocurricular activities, inequitable
72.34 parent involvement, and lack of equitable access to racially and ethnically diverse teachers
73.1 who reflect the racial or ethnic diversity of students because it has not been a priority to
73.2 hire or retain such teachers.

73.3 (d) School districts must use local data, to the extent practicable, to develop plan
73.4 components and strategies. Plans may include:

73.5 (1) innovative and integrated prekindergarten through grade 12 learning environments
73.6 that offer students school enrollment choices;

73.7 (2) family engagement initiatives that involve families in their students' academic life
73.8 and success and improve relations between home and school;

73.9 (3) opportunities for students, families, staff, and community members who are of color
73.10 or American Indian to share their experiences in the school setting with school staff and
73.11 administration and to inform development of specific proposals for making school
73.12 environments more validating, affirming, embracing, and integrating of their cultural and
73.13 community strengths;

73.14 (4) professional development opportunities for teachers and administrators focused on
73.15 improving the academic achievement of all students, including knowledge, skills, and
73.16 dispositions needed to be anti-racist and culturally sustaining as defined in section 120B.11,
73.17 subdivision 1, for serving students who are from racially and ethnically diverse backgrounds;

73.18 (5) recruitment and retention of teachers, administrators, cultural and family liaisons,
73.19 paraprofessionals, and other staff from racial, ethnic, and linguistic backgrounds represented
73.20 in the student population to strengthen relationships with all students, families, and other
73.21 members of the community;

73.22 (6) collection, examination, and evaluation of academic and discipline data for
73.23 institutional racism as defined in section 120B.11, subdivision 1, in structures, policies, and
73.24 practices that result in the education disparities, in order to propose anti-racist changes as
73.25 defined in section 120B.11, subdivision 1, that increase access, meaningful participation,
73.26 representation, and positive outcomes for students of color and American Indian students;

73.27 (7) increased programmatic opportunities and effective and more diverse instructors
73.28 focused on rigor and college and career readiness for students who are impacted by racial,
73.29 gender, linguistic, and economic disparities, including students enrolled in area learning
73.30 centers or alternative learning programs under section 123A.05, state-approved alternative
73.31 programs under section 126C.05, subdivision 15, and contract alternative programs under
73.32 section 124D.69, among other underserved students;

- 74.1 (8) ethnic studies curriculum as defined in section 120B.11, subdivision 1, to provide
 74.2 all students with opportunities to learn about their own and others' cultures and historical
 74.3 experiences; or
- 74.4 (9) examination and revision of district curricula in all subjects to be inclusive of diverse
 74.5 racial and ethnic groups while meeting state academic standards and being culturally
 74.6 sustaining as defined in section 120B.11, subdivision 1, ensuring content being studied
 74.7 about any group is accurate and based in knowledge from that group.
- 74.8 ~~(b)~~ (e) Among other requirements, an eligible district must implement effective,
 74.9 research-based interventions that include ~~formative multiple measures of assessment practices~~
 74.10 ~~and engagement in order to reduce the eliminate academic disparities in student academic~~
 74.11 ~~performance among the specific categories of students as measured by student progress and~~
 74.12 ~~growth on state reading and math assessments and for students impacted by racial, gender,~~
 74.13 ~~linguistic, and economic inequities~~ as aligned with section 120B.11.
- 74.14 ~~(e)~~ (f) Eligible districts must create efficiencies and eliminate duplicative programs and
 74.15 services under this section, which may include forming collaborations or a single,
 74.16 seven-county metropolitan areawide partnership of eligible districts for this purpose.
- 74.17 **EFFECTIVE DATE.** This section is effective for all plans reviewed and updated after
 74.18 the day following final enactment.

33.8 Sec. 29. Minnesota Statutes 2020, section 124E.05, subdivision 5, is amended to read:

33.9 Subd. 5. **Review by commissioner.** (a) The commissioner shall review an authorizer's
 33.10 performance every five years in a manner and form determined by the commissioner, subject
 33.11 to paragraphs (b) and (c), and may review an authorizer's performance more frequently at
 33.12 the commissioner's own initiative or at the request of a charter school operator, charter
 33.13 school board member, or other interested party. The commissioner, after completing the
 33.14 review, shall transmit a report with findings to the authorizer.

33.15 (b) Consistent with this subdivision, the commissioner must:

33.16 (1) use criteria appropriate to the authorizer and the schools it charters to review the
 33.17 authorizer's performance; and

33.18 (2) consult with authorizers, charter school operators, and other charter school
 33.19 stakeholders in developing review criteria under this paragraph.

33.20 (c) The commissioner's form must use existing department data on the authorizer to
 33.21 minimize duplicate reporting to the extent practicable. When reviewing an authorizer's
 33.22 performance under this subdivision, the commissioner must not:

33.23 (1) fail to credit;

33.24 (2) withhold points; or

33.25 (3) otherwise penalize an authorizer for failing to charter additional schools or for the
33.26 absence of complaints against the authorizer's current portfolio of charter schools.

33.27 (d) An authorizer that is a school district that submitted a written promise under
33.28 subdivision 4, paragraph (b), may submit a new written promise to comply with the
33.29 requirements to the commissioner as part of the review process.

34.1 Sec. 30. Minnesota Statutes 2020, section 124E.05, subdivision 6, is amended to read:

34.2 Subd. 6. **Corrective action.** (a) If, consistent with this chapter, the commissioner finds
34.3 that an authorizer has not met the requirements of this chapter, the commissioner may subject
34.4 the authorizer to a corrective action plan, which may ~~include terminating the contract with~~
34.5 ~~the charter school board of directors of a school it chartered, last no longer than 130 business~~
34.6 days. The commissioner may prohibit an authorizer on a corrective plan from accepting a
34.7 transfer application from a charter school and an application to establish a charter school.

34.8 (b) The commissioner must notify the authorizer in writing ~~of~~ that the authorizer has
34.9 been placed on a corrective plan. The notice must include any findings that may subject the
34.10 authorizer to corrective action at the conclusion of the corrective plan and the authorizer
34.11 then has 15 business days to request an informal hearing before the commissioner takes
34.12 corrective action. The commissioner must hold an informal hearing within 15 days of the
34.13 request. If the issues identified as the basis for the corrective action are not resolved at the
34.14 informal hearing, the authorizer must make the requested improvements and notify the
34.15 commissioner of the improvements within 45 business days. Within 20 business days, the
34.16 commissioner must review the changes and notify the authorizer of any remaining issues
34.17 to be resolved. An authorizer must address the remaining issues as directed by the
34.18 commissioner within 20 business days. Within 15 business days, the commissioner must
34.19 review the changes and notify the authorizer whether all issues in the corrective plan have
34.20 been resolved.

34.21 (c) If the commissioner terminates a contract between an authorizer and a charter school
34.22 under this paragraph the authorizer's ability to charter a school, the commissioner may must
34.23 assist the affected charter school in acquiring a new authorizer. A charter school board of
34.24 directors may submit to the commissioner a request to transfer to a new authorizer without
34.25 the approval or consent of the current authorizer if that authorizer has been under a corrective
34.26 action plan for more than 130 business days.

34.27 ~~(b)~~ (d) The commissioner may at any time take corrective action against an authorizer,
34.28 including terminating an authorizer's ability to charter a school, terminating a contract with
34.29 a charter school, and other appropriate sanctions for:

34.30 (1) failing to demonstrate the criteria under subdivision 3 under which the commissioner
34.31 approved the authorizer;

34.32 (2) violating a term of the chartering contract between the authorizer and the charter
34.33 school board of directors;

74.19 Sec. 58. Minnesota Statutes 2020, section 125A.094, is amended to read:

74.20 **125A.094 RESTRICTIVE PROCEDURES FOR CHILDREN WITH**
74.21 **DISABILITIES.**

74.22 The use of restrictive procedures ~~for children with disabilities~~ for all pupils attending
74.23 public school is governed by sections 125A.0941 and 125A.0942.

74.24 Sec. 59. Minnesota Statutes 2020, section 125A.0942, is amended to read:

74.25 **125A.0942 STANDARDS FOR RESTRICTIVE PROCEDURES.**

74.26 Subdivision 1. **Restrictive procedures plan.** (a) Schools that intend to use restrictive
74.27 procedures shall maintain and make publicly accessible in an electronic format on a school
74.28 or district website or make a paper copy available upon request describing a restrictive
74.29 procedures plan for children with disabilities that at least:

74.30 (1) lists the restrictive procedures the school intends to use;

75.1 (2) describes how the school will implement a range of positive behavior strategies and
75.2 provide links to mental health services;

75.3 (3) describes how the school will provide training on de-escalation techniques, consistent
75.4 with section 122A.187, subdivision 4;

75.5 (4) describes how the school will monitor and review the use of restrictive procedures,
75.6 including:

75.7 (i) conducting post-use debriefings, consistent with subdivision 3, paragraph (a), clause
75.8 (5); and

75.9 (ii) convening an oversight committee to undertake a quarterly review of the use of
75.10 restrictive procedures based on patterns or problems indicated by similarities in the time of
75.11 day, day of the week, duration of the use of a procedure, the individuals involved, or other
75.12 factors associated with the use of restrictive procedures; the number of times a restrictive
75.13 procedure is used schoolwide and for individual children; the number and types of injuries,
75.14 if any, resulting from the use of restrictive procedures; whether restrictive procedures are
75.15 used in nonemergency situations; the need for additional staff training; disproportionality
75.16 or racial disparities in the usage of restrictive procedures; the usage of school resource
75.17 officer's handling of the behaviors; student documentation to determine if the staff followed
75.18 the standards for using restrictive procedures and if there is updated information about

34.34 (3) unsatisfactory performance as an approved authorizer; ~~or~~

35.1 (4) any good cause shown that gives the commissioner a legally sufficient reason to take
35.2 corrective action against an authorizer; or

35.3 (5) failing to meet the terms of a corrective action plan by the specified deadline.

75.19 whether the restrictive procedures are contraindicated for the particular student; and proposed
75.20 actions to minimize the use of restrictive procedures; and

75.21 (5) includes a written description and documentation of the training staff completed
75.22 under subdivision 5.

75.23 (b) Schools annually must publicly identify oversight committee members who must at
75.24 least include:

75.25 (1) a mental health professional, school psychologist, or school social worker;

75.26 (2) an expert in positive behavior strategies;

75.27 (3) a special education administrator; and

75.28 (4) a general education administrator.

75.29 Subd. 2. **Restrictive procedures.** (a) Restrictive procedures may be used only by a
75.30 licensed special education teacher, school social worker, school psychologist, behavior
75.31 analyst certified by the National Behavior Analyst Certification Board, a person with a
75.32 master's degree in behavior analysis, other licensed education professional, paraprofessional
76.1 under section 120B.363, or mental health professional under section 245.4871, subdivision
76.2 27, who has completed the training program under subdivision 5.

76.3 (b) A school shall make reasonable efforts to notify the parent on the same day a
76.4 restrictive procedure is used on the child, or if the school is unable to provide same-day
76.5 notice, notice is sent within two days by written or electronic means or as otherwise indicated
76.6 by the child's parent under paragraph (f).

76.7 (c) The district must hold a meeting of the individualized education program team, if
76.8 the student is a student with a disability, or a meeting of relevant members of the student's
76.9 team including a parent, if the student is not a student with a disability, conduct or review
76.10 a functional behavioral analysis, review data, consider developing additional or revised
76.11 positive behavioral interventions and supports, consider actions to reduce the use of restrictive
76.12 procedures, and modify the individualized education program or behavior intervention plan
76.13 as appropriate. The district must hold the meeting: within ten calendar days after district
76.14 staff use restrictive procedures on two separate school days within 30 calendar days or a
76.15 pattern of use emerges and the child's individualized education program or behavior
76.16 intervention plan does not provide for using restrictive procedures in an emergency; or at
76.17 the request of a parent or the district after restrictive procedures are used. The district must
76.18 review use of restrictive procedures at a child's annual individualized education program
76.19 meeting when the child's individualized education program provides for using restrictive
76.20 procedures in an emergency.

76.21 (d) If the ~~individualized education program meeting~~ team under paragraph (c) determines
76.22 that existing interventions and supports are ineffective in reducing the use of restrictive
76.23 procedures or the district uses restrictive procedures on a child on ten or more school days
76.24 during the same school year, the team, as appropriate, either must consult with other

76.25 professionals working with the child; consult with experts in behavior analysis, mental
76.26 health, communication, or autism; consult with culturally competent professionals; review
76.27 existing evaluations, resources, and successful strategies; or consider whether to reevaluate
76.28 the child.

76.29 (e) At the ~~individualized education program~~ meeting under paragraph (c), the team must
76.30 review any known medical or psychological limitations, including any medical information
76.31 the parent provides voluntarily, that contraindicate the use of a restrictive procedure, consider
76.32 whether to prohibit that restrictive procedure, and document any prohibition in the
76.33 individualized education program or behavior intervention plan.

77.1 (f) An individualized education program team may plan for using restrictive procedures
77.2 and may include these procedures in a child's individualized education program or behavior
77.3 intervention plan; however, the restrictive procedures may be used only in response to
77.4 behavior that constitutes an emergency, consistent with this section. The individualized
77.5 education program or behavior intervention plan shall indicate how the parent wants to be
77.6 notified when a restrictive procedure is used.

77.7 Subd. 3. **Physical holding or seclusion.** (a) Physical holding or seclusion may be used
77.8 only in an emergency. A school that uses physical holding or seclusion shall meet the
77.9 following requirements:

77.10 (1) physical holding or seclusion is the least intrusive intervention that effectively
77.11 responds to the emergency;

77.12 (2) physical holding or seclusion is not used to discipline a noncompliant child;

77.13 (3) physical holding or seclusion ends when the threat of harm ends and the staff
77.14 determines the child can safely return to the classroom or activity;

77.15 (4) staff directly observes the child while physical holding or seclusion is being used;

77.16 (5) each time physical holding or seclusion is used, the staff person who implements or
77.17 oversees the physical holding or seclusion documents, as soon as possible after the incident
77.18 concludes, the following information:

77.19 (i) a description of the incident that led to the physical holding or seclusion;

77.20 (ii) why a less restrictive measure failed or was determined by staff to be inappropriate
77.21 or impractical;

77.22 (iii) the time the physical holding or seclusion began and the time the child was released;
77.23 ~~and~~

77.24 (iv) a brief record of the child's behavioral and physical status; ~~and~~

77.25 (v) a brief description of the post-use debriefing process that occurred following the use
77.26 of the restrictive procedure;

- 77.27 (6) the room used for seclusion must:
- 77.28 (i) be at least six feet by five feet;
- 77.29 (ii) be well lit, well ventilated, adequately heated, and clean;
- 77.30 (iii) have a window that allows staff to directly observe a child in seclusion;
- 78.1 (iv) have tamperproof fixtures, electrical switches located immediately outside the door,
- 78.2 and secure ceilings;
- 78.3 (v) have doors that open out and are unlocked, locked with keyless locks that have
- 78.4 immediate release mechanisms, or locked with locks that have immediate release mechanisms
- 78.5 connected with a fire and emergency system; and
- 78.6 (vi) not contain objects that a child may use to injure the child or others; and
- 78.7 (7) before using a room for seclusion, a school must:
- 78.8 (i) receive written notice from local authorities that the room and the locking mechanisms
- 78.9 comply with applicable building, fire, and safety codes; and
- 78.10 (ii) register the room with the commissioner, who may view that room.
- 78.11 (b) By February 1, 2015, and annually thereafter, stakeholders may, as necessary,
- 78.12 recommend to the commissioner specific and measurable implementation and outcome
- 78.13 goals for reducing the use of restrictive procedures and the commissioner must submit to
- 78.14 the legislature a report on districts' progress in reducing the use of restrictive procedures
- 78.15 that recommends how to further reduce these procedures and eliminate the use of seclusion.
- 78.16 The statewide plan includes the following components: measurable goals; the resources,
- 78.17 training, technical assistance, mental health services, and collaborative efforts needed to
- 78.18 significantly reduce districts' use of seclusion; and recommendations to clarify and improve
- 78.19 the law governing districts' use of restrictive procedures. The commissioner must consult
- 78.20 with interested stakeholders when preparing the report, including representatives of advocacy
- 78.21 organizations, special education directors, teachers, paraprofessionals, intermediate school
- 78.22 districts, school boards, day treatment providers, county social services, state human services
- 78.23 department staff, mental health professionals, and autism experts. Beginning with the
- 78.24 2016-2017 school year, in a form and manner determined by the commissioner, districts
- 78.25 must report data quarterly to the department by January 15, April 15, July 15, and October
- 78.26 15 about individual students who have been secluded. By July 15 each year, districts must
- 78.27 report summary data on their use of restrictive procedures to the department for the prior
- 78.28 school year, July 1 through June 30, in a form and manner determined by the commissioner.
- 78.29 The summary data must include information about the use of restrictive procedures, including
- 78.30 use of reasonable force under section 121A.582.
- 78.31 Subd. 4. **Prohibitions.** The following actions or procedures are prohibited:
- 78.32 (1) engaging in conduct prohibited under section 121A.58;

- 79.1 (2) requiring a child to assume and maintain a specified physical position, activity, or
79.2 posture that induces physical pain;
- 79.3 (3) totally or partially restricting a child's senses as punishment;
- 79.4 (4) presenting an intense sound, light, or other sensory stimuli using smell, taste,
79.5 substance, or spray as punishment;
- 79.6 (5) denying or restricting a child's access to equipment and devices such as walkers,
79.7 wheelchairs, hearing aids, and communication boards that facilitate the child's functioning,
79.8 except when temporarily removing the equipment or device is needed to prevent injury to
79.9 the child or others or serious damage to the equipment or device, in which case the equipment
79.10 or device shall be returned to the child as soon as possible;
- 79.11 (6) interacting with a child in a manner that constitutes sexual abuse, neglect, or physical
79.12 abuse under chapter 260E;
- 79.13 (7) withholding regularly scheduled meals or water;
- 79.14 (8) denying access to bathroom facilities;
- 79.15 (9) physical holding that restricts or impairs a child's ability to breathe, restricts or impairs
79.16 a child's ability to communicate distress, places pressure or weight on a child's head, throat,
79.17 neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's
79.18 torso; ~~and~~
- 79.19 (10) prone restraint; and
- 79.20 (11) utilizing a restrictive procedure on any child under the age of five.
- 79.21 Subd. 5. **Training for staff.** (a) To meet the requirements of subdivision 1, staff who
79.22 use restrictive procedures, including paraprofessionals, shall complete training in the
79.23 following skills and knowledge areas:
- 79.24 (1) positive behavioral interventions;
- 79.25 (2) communicative intent of behaviors;
- 79.26 (3) relationship building;
- 79.27 (4) alternatives to restrictive procedures, including techniques to identify events and
79.28 environmental factors that may escalate behavior;
- 79.29 (5) de-escalation methods;
- 79.30 (6) standards for using restrictive procedures only in an emergency;
- 80.1 (7) obtaining emergency medical assistance;
- 80.2 (8) the physiological and psychological impact of physical holding and seclusion;

80.3 (9) monitoring and responding to a child's physical signs of distress when physical
80.4 holding is being used;

80.5 (10) recognizing the symptoms of and interventions that may cause positional asphyxia
80.6 when physical holding is used;

80.7 (11) district policies and procedures for timely reporting and documenting each incident
80.8 involving use of a restricted procedure; and

80.9 (12) schoolwide programs on positive behavior strategies.

80.10 (b) The commissioner, after consulting with the commissioner of human services, must
80.11 develop and maintain a list of training programs that satisfy the requirements of paragraph
80.12 (a). The commissioner also must develop and maintain a list of experts to help individualized
80.13 education program teams reduce the use of restrictive procedures. The district shall maintain
80.14 records of staff who have been trained and the organization or professional that conducted
80.15 the training. The district may collaborate with children's community mental health providers
80.16 to coordinate trainings.

80.17 Subd. 6. **Behavior supports; reasonable force.** (a) School districts are encouraged to
80.18 establish effective schoolwide systems of positive behavior interventions and supports.

80.19 (b) Nothing in this section or section 125A.0941 precludes the use of reasonable force
80.20 under sections 121A.582; 609.06, subdivision 1; and 609.379. For the 2014-2015 school
80.21 year and later, districts must collect and submit to the commissioner summary data, consistent
80.22 with subdivision 3, paragraph (b), on district use of reasonable force that is consistent with
80.23 the definition of physical holding or seclusion for a child with a disability under this section.

35.4 Sec. 31. Minnesota Statutes 2020, section 126C.05, subdivision 8, is amended to read:

35.5 Subd. 8. **Average daily membership.** (a) Membership for pupils in grades kindergarten
35.6 through 12 and for prekindergarten pupils with disabilities shall mean the number of pupils
35.7 on the current roll of the school, counted from the date of entry until withdrawal. The date
35.8 of withdrawal shall mean the day the pupil permanently leaves the school or the date it is
35.9 officially known that the pupil has left or has been legally excused. However, a pupil,
35.10 regardless of age, who has been absent from school for 15 consecutive school days during
35.11 the regular school year or for five consecutive school days during summer school or
35.12 intersession classes of flexible school year programs without receiving instruction in the
35.13 home or hospital shall be dropped from the roll and classified as withdrawn. Nothing in this
35.14 section shall be construed as waiving the compulsory attendance provisions cited in section
35.15 120A.22. Average daily membership equals the sum for all pupils of the number of days
35.16 of the school year each pupil is enrolled in the district's schools divided by the number of
35.17 days the schools are in session, are providing distance learning under section 124D.097, or
35.18 are providing e-learning distance learning days due to inclement weather under section
35.19 120A.414. Days of summer school or intersession classes of flexible school year programs

- 35.20 are only included in the computation of membership for pupils with a disability not
35.21 appropriately served primarily in the regular classroom. A student must not be counted as
35.22 more than 1.2 pupils in average daily membership under this section and section 126C.10,
35.23 subdivision 2a, paragraph (b). When the initial total average daily membership exceeds 1.2
35.24 for a pupil enrolled in more than one school district during the fiscal year, each district's
35.25 average daily membership must be reduced proportionately.
- 35.26 (b) A student must not be counted as more than one pupil in average daily membership
35.27 except for purposes of section 126C.10, subdivision 2a.
- 35.28 **EFFECTIVE DATE.** This section is effective for the 2021-2022 school year and later.
- 35.29 Sec. 32. **[127A.20] EVIDENCE-BASED EDUCATION GRANTS.**
- 35.30 **Subdivision 1. Purpose and applicability.** The purpose of this section is to create a
35.31 process to describe, measure, and report on the effectiveness of any prekindergarten through
35.32 grade 12 education program funded in whole or in part through funds appropriated by the
35.33 legislature to the commissioner of education for grants to organizations. The evidence-based
36.1 evaluation required by this section applies to all grants awarded by the commissioner of
36.2 education on or after July 1, 2022.
- 36.3 **Subd. 2. Goals.** Each applicant for a grant awarded by the commissioner of education
36.4 must include in the grant application a statement of the goals of the education program and
36.5 grant funds. To the extent practicable, the goals must be aligned to the state of Minnesota's
36.6 world's best workforce and the federally required Every Student Succeeds Act accountability
36.7 systems.
- 36.8 **Subd. 3. Strategies and data.** Each applicant must include in the grant application a
36.9 description of the strategies that will be used to meet the goals specified in the application.
36.10 The applicant must also include a plan to collect data to measure the effectiveness of the
36.11 strategies outlined in the grant application.
- 36.12 **Subd. 4. Reporting.** Within 180 days of the end of the grant period, each grant recipient
36.13 must compile a report that describes the data that was collected and evaluate the effectiveness
36.14 of the strategies. The evidence-based report may identify or propose alternative strategies
36.15 based on the results of the data. The report must be submitted to the commissioner of
36.16 education and to the chairs and ranking minority members of the legislative committees
36.17 with jurisdiction over prekindergarten through grade 12 education. The report must be filed
36.18 with the Legislative Reference Library according to section 3.195.
- 36.19 **Subd. 5. Grant defined.** For purposes of this section, "grant" means money appropriated
36.20 from the state general fund to the commissioner of education for distribution to the grant
36.21 recipients.
- 36.22 **EFFECTIVE DATE.** This section is effective July 1, 2022.

80.24 Sec. 60. Minnesota Statutes 2020, section 144.4165, is amended to read:

80.25 **144.4165 TOBACCO PRODUCTS PROHIBITED IN PUBLIC SCHOOLS.**

80.26 (a) No person shall at any time smoke, chew, or otherwise ingest tobacco, or carry or
80.27 use an activated electronic delivery device as defined in section 609.685, subdivision 1, in
80.28 a public school, as defined in section 120A.05, subdivisions 9, 11, and 13, or in a charter
80.29 school governed by chapter 124E. This prohibition extends to all facilities, whether owned,
80.30 rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or
80.31 controls.

81.1 (b) Nothing in this section shall prohibit the lighting of tobacco ~~by an adult~~ as a part of
81.2 a traditional Indian spiritual or cultural ceremony. An American Indian may carry a medicine
81.3 pouch containing loose tobacco intended in observance of traditional spiritual or cultural
81.4 practices. For purposes of this section, an Indian is a person who is a member of an Indian
81.5 Tribe as defined in section 260.755, subdivision 12, or a person who maintains cultural
81.6 identification through Tribal affiliation or community recognition.

36.23 Sec. 33. Laws 2017, First Special Session chapter 5, article 2, section 52, is amended to
36.24 read:

36.25 Sec. 52. **EDUCATION INNOVATION RESEARCH ZONES PILOT ZONE**
36.26 **PROGRAM.**

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

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

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

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

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

- 37.14 (3) multidisciplinary, real-world, inquiry-based, and student-directed models designed
37.15 to make learning more engaging and relevant, including documenting and validating learning
37.16 that takes place beyond the school day and school walls;
- 37.17 (4) models of instruction designed to close the achievement gap, including new models
37.18 for age three to grade 3 models, English as a second language models, early identification
37.19 and prevention of mental health issues, and others;
- 37.20 (5) new partnerships between secondary schools and postsecondary institutions,
37.21 employers, or career training institutions enabling students to complete industry certifications,
37.22 postsecondary education credits, and other credentials;
- 37.23 (6) new methods of collaborative leadership including the expansion of schools where
37.24 teachers have larger professional roles;
- 37.25 (7) new ways to enhance parental and community involvement in learning;
- 37.26 (8) new models of professional development for educators, including embedded
37.27 professional development; ~~or~~
- 37.28 (9) new models in other areas such as whole child instruction, social-emotional skill
37.29 development, technology-based or blended learning, parent and community involvement,
37.30 professional development and mentoring, and models that increase the return on investment;
- 37.31 (10) new models of evaluation, assessment, and accountability using multiple indicators
37.32 including models that demonstrate alternative ways to validate students' academic attainment
38.1 that have predictive validity to the state tests, but also include other variables such as problem
38.2 solving, creativity, analytical thinking, collaboration, respecting others, global understanding,
38.3 postgraduation student performance, and other information;
- 38.4 (11) improving teacher and principal mentoring and evaluation;
- 38.5 (12) granting a high school diploma to a student who meets the graduation requirements
38.6 under Minnesota Statutes, section 120B.02, subdivision 2, who demonstrates preparation
38.7 for postsecondary education or a career consistent with the world's best workforce goals
38.8 under Minnesota Statutes, section 120B.11, and who meets the following requirements:
- 38.9 (i) completes four years of high school; and
- 38.10 (ii) completes at least one year of postsecondary education at a two- or four-year college
38.11 or university through concurrent enrollment, advanced placement, or international
38.12 baccalaureate courses; or
- 38.13 (iii) completes a career certification up to the apprenticeship program level if one is
38.14 required for that certification;
- 38.15 (13) using the provisions in Minnesota Statutes, sections 124D.085, governing experiential
38.16 and applied learning opportunities; 124D.52, subdivision 9, governing standard adult high

- 38.17 school diploma requirements; and 126C.05, subdivision 15, paragraph (b), item (i), governing
38.18 the use of independent study;
- 38.19 (14) allow a student in grade 10, 11, or 12 to participate in career and technical programs
38.20 after school, on weekends, and during school breaks, including summers, and be included
38.21 in the average daily membership up to one. The classes must generate both high school and
38.22 postsecondary credit and lead to either a career certification, technical college degree, or
38.23 an apprenticeship program;
- 38.24 (15) methods to initiate prevention models to reduce student needs for special education
38.25 and to reduce teacher time devoted to the required special education documentation; or
- 38.26 (16) other innovations as determined by the local boards.
- 38.27 (d) An innovation zone plan submitted to the commissioner must describe:
- 38.28 (1) how the plan will improve student and school outcomes consistent with the world's
38.29 best workforce requirements under Minnesota Statutes, section 120B.11;
- 38.30 (2) the role of each partner in the zone;
- 38.31 ~~(3) the research methodology used for each proposed action in the plan;~~
- 39.1 ~~(4) (3) the exemptions from statutes and rules in subdivision 2 that the research innovation~~
39.2 ~~zone partnership will use;~~
- 39.3 ~~(5) (4) a description of how teachers and other educational staff from the affected school~~
39.4 ~~sites will be included in the planning and implementation process;~~
- 39.5 ~~(6) (5) a detailed description of expected outcomes and graduation standards;~~
- 39.6 ~~(7) (6) a timeline for implementing the plan and assessing the outcomes; and~~
- 39.7 ~~(8) (7) how results of the plan will be disseminated.~~
- 39.8 The governing board for each partner must approve the innovation zone plan.
- 39.9 (e) Upon unanimous approval of the initial innovation zone partners ~~and approval of the~~
39.10 ~~commissioner of education~~, the innovation zone partnership may extend membership to
39.11 other partners. A new partner's membership is effective 30 days after the innovation zone
39.12 partnership notifies the commissioner of the proposed change in membership ~~unless the~~
39.13 ~~commissioner disapproves the new partner's membership and updates their plan.~~
- 39.14 (f) Notwithstanding any other law to the contrary, a school district or charter school
39.15 participating in an innovation zone partnership under this section continues to receive all
39.16 revenue and maintains its taxation authority in the same manner as before its participation
39.17 in the innovation zone partnership. The innovation zone school district and charter school
39.18 partners remain organized and governed by their respective school boards with general
39.19 powers under Minnesota Statutes, chapter 123B or 124E, and remain subject to any
39.20 employment agreements under Minnesota Statutes, chapters 122A and 179A. School district

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

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

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

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

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

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

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

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

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

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

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

40.21 ~~(b) The panel must be composed of nine members. One member must be appointed by~~
40.22 ~~each of the following organizations: Educators for Excellence, Education Minnesota,~~
40.23 ~~Minnesota Association of Secondary School Principals, Minnesota Elementary School~~
40.24 ~~Principals' Association, Minnesota Association of School Administrators, Minnesota School~~

81.7 Sec. 61. Laws 2019, First Special Session chapter 11, article 2, section 33, subdivision 5,
81.8 as amended by Laws 2020, chapter 116, article 6, section 9, is amended to read:

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

81.11 \$ 2,766,000 2020

81.12 ~~3,106,000~~

81.13 \$ 2,319,000 2021

81.14 The 2020 appropriation includes \$299,000 for 2019 and \$2,467,000 for 2020.

81.15 The 2021 appropriation includes \$274,000 for 2020 and ~~\$2,832,000~~ \$2,045,000 for
81.16 2021.

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

40.25 ~~Boards Association, Minnesota Association of Charter Schools, and the Office of Higher~~
40.26 ~~Education. The commissioner must appoint one member with expertise in evaluation and~~
40.27 ~~research.~~

40.28 Subd. 4. **Commissioner approval; duties.** (a) ~~Upon recommendation of the Innovation~~
40.29 ~~Research Zone Advisory Panel, the commissioner may approve up to three innovation zone~~
40.30 ~~plans in the seven-county metropolitan area and up to three in greater Minnesota.~~ If an
40.31 innovation zone partnership fails to implement its innovation zone plan as described in its
40.32 application and according to the stated timeline, ~~upon recommendation of the Innovation~~
40.33 ~~Research Zone Advisory Panel, the commissioner must~~ may alert the partnership members
41.1 and provide the opportunity to remediate. If implementation continues to fail, the
41.2 commissioner ~~must~~ may suspend or terminate the innovation zone plan.

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

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

131.22 Sec. 9. Laws 2019, First Special Session chapter 11, article 2, section 33, subdivision 5,
131.23 as amended by Laws 2020, chapter 116, article 6, section 9, is amended to read:

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

131.26 \$ 2,766,000 2020

131.27 ~~3,106,000~~

131.28 \$ 2,435,000 2021

131.29 The 2020 appropriation includes \$299,000 for 2019 and \$2,467,000 for 2020.

131.30 The 2021 appropriation includes \$274,000 for 2020 and ~~\$2,832,000~~ \$2,161,000 for
131.31 2021.

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

(NOTE: SENATE LANGUAGE ABOVE FROM ARTICLE 11, SECTION 9)

81.18 Sec. 62. Laws 2019, First Special Session chapter 11, article 2, section 33, subdivision
81.19 27, is amended to read:

81.20 Subd. 27. **Singing-based pilot program to improve student reading.** (a) For a grant
81.21 to pilot a research-supported, computer-based educational program that uses singing to
81.22 improve the reading ability of students in grades 2 through 5:

81.23 ~~230,000~~
81.24 \$ 155,000 2020

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

82.4 (c) By February 15, 2021, the grantee must submit a report detailing expenditures and
82.5 outcomes of the grant to the commissioner of education and the chairs and ranking minority
82.6 members of the legislative committees with primary jurisdiction over kindergarten through
82.7 grade 12 education policy and finance.

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

82.9 (e) This is a onetime appropriation. \$75,000 of the initial fiscal year 2020 appropriation
82.10 is canceled to the general fund on June 29, 2021.

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

82.12 Sec. 63. **ONETIME AMERICAN INDIAN TRIBAL CONTRACT COMPENSATORY**
82.13 **AID; FISCAL YEAR 2022.**

82.14 Notwithstanding Minnesota Statutes, section 124D.83, for fiscal year 2022 only,
82.15 American Indian Tribal contract aid shall be increased by an amount equal to the greater
82.16 of zero or the product of:

82.17 (1) the number of pupils enrolled at the school on October 1, 2020; and

82.18 (2) the difference between the amount generated for fiscal year 2021 by compensation
82.19 revenue pupil units divided by the pupils enrolled on October 1, 2019, and the amount

- 82.20 generated for fiscal year 2022 by compensation revenue pupil units divided by the pupils
82.21 enrolled on October 1, 2020.
- 82.22 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2022.
- 82.23 Sec. 64. **EXTENSION FOR POSTING STUDENT PROGRESS AND OTHER DATA.**
- 82.24 Notwithstanding Minnesota Statutes, section 120B.36, subdivision 2, for the 2020-2021
82.25 school year only, the commissioner must post federal expectations and state student, learning,
82.26 and outcome data to the department's public website no later than October 1, 2021.
- 82.27 **EFFECTIVE DATE.** This section is effective the day following final enactment.
- 82.28 Sec. 65. **INSTRUCTION MODEL WORKING GROUP.**
- 82.29 Subdivision 1. **Working group.** A working group is established to review how school
82.30 districts and charter schools implemented distance and hybrid instruction due to disruptions
83.1 to on-site instruction caused by COVID-19 and make recommendations to increase flexibility
83.2 for school districts and charter schools to implement instruction models that meet students'
83.3 diverse learning needs.
- 83.4 Subd. 2. **Definitions.** (a) For purposes of this section, the following terms have the
83.5 meanings given them.
- 83.6 (b) "Distance instruction" means instruction provided to students remotely, with students
83.7 and teachers interacting through synchronous and other online interactions, and students
83.8 being provided appropriate education materials.
- 83.9 (c) "Hybrid instruction" means a manner of instruction that includes both on-site
83.10 instruction and distance instruction.
- 83.11 (d) "On-site instruction" means instruction delivered in person by a teacher at a school
83.12 facility.
- 83.13 Subd. 3. **Duties.** (a) The working group must study the outcomes, challenges, and
83.14 successes of distance instruction during the 2019-2020 and 2020-2021 school years. In
83.15 particular, the group must consider:
- 83.16 (1) the impact of lower class sizes on student engagement and academic growth;
- 83.17 (2) how modifications to the school calendar would affect learning retention and student
83.18 engagement;
- 83.19 (3) the impact of distance instruction on students requiring special education services
83.20 and supports, students identified as English learners, and students experiencing homelessness
83.21 or who are highly mobile;
- 83.22 (4) the effect of distance instruction on students' social and emotional growth, student
83.23 discipline, and bullying;

- 83.24 (5) how students' educational needs vary by age group; and
- 83.25 (6) students' access to technology.
- 83.26 (b) The working group must report its findings and recommendations to the chairs and
83.27 ranking minority members of the legislative committees with jurisdiction over kindergarten
83.28 through grade 12 education by January 17, 2022. The report must be submitted in accordance
83.29 with Minnesota Statutes, section 3.195.
- 83.30 (c) The commissioner of education must provide technical assistance and public data
83.31 on student academic needs and performance, to the extent it is available, to help the working
83.32 group make evidence-based recommendations.
- 84.1 (d) The working group expires January 18, 2022.
- 84.2 Subd. 4. **Members.** (a) The commissioner of education or the commissioner's designee
84.3 must serve as a member of the working group. In addition, by July 1, 2021, the commissioner
84.4 of education must review applications to be named to the group and appoint the following
84.5 group members:
- 84.6 (1) two superintendents;
- 84.7 (2) two elementary school teachers;
- 84.8 (3) two secondary school teachers;
- 84.9 (4) one special education teacher;
- 84.10 (5) one teacher in a state-approved alternative program;
- 84.11 (6) one school counselor;
- 84.12 (7) two school board members;
- 84.13 (8) two students;
- 84.14 (9) one curriculum director;
- 84.15 (10) one assessment coordinator;
- 84.16 (11) one technology director;
- 84.17 (12) one technology coordinator;
- 84.18 (13) one parent of a student enrolled in a school district or charter school;
- 84.19 (14) one special education director; and
- 84.20 (15) one teacher and one administrator from an online learning provider approved under
84.21 Minnesota Statutes, section 124D.095.

84.22 (b) When appointing members to the working group, the commissioner must consider
 84.23 whether the working group represents communities of color, American Indian communities,
 84.24 and communities from throughout Minnesota.

84.25 Subd. 5. **Meetings.** (a) The commissioner of education must convene the first meeting
 84.26 of the working group no later than August 30, 2021. The working group must select a chair
 84.27 or cochair from among its members at the first meeting. The working group must meet
 84.28 periodically.

84.29 (b) The commissioner must provide technical and administrative assistance to the working
 84.30 group upon request.

85.1 (c) Working group members are not eligible to receive expenses or per diem payments
 85.2 for serving on the working group.

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

85.4 Sec. 66. **DISTANCE AND HYBRID LEARNING.**

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

85.7 (b) "Distance learning" means learning in which a student has access to appropriate
 85.8 educational materials and interacts with a licensed teacher.

85.9 (c) "Hybrid learning" means learning that combines distance learning with scheduled
 85.10 in-person instruction by a licensed teacher in a supervised physical setting.

85.11 Subd. 2. **Distance and hybrid learning options.** (a) In response to the COVID-19
 85.12 pandemic, a school district or charter school may offer distance and hybrid learning options
 85.13 to enrolled students. A student may participate in distance or hybrid learning options only
 85.14 if the student and family so choose. Districts and charter schools must provide students
 85.15 participating in distance or hybrid learning options the option to participate in in-person
 85.16 instruction on the same basis as other enrolled students subject to reasonable limits on
 85.17 students changing between in-person and distance or hybrid learning options. Districts and
 85.18 charter schools must not prevent students from enrolling in courses offered by online learning
 85.19 providers approved under Minnesota Statutes, section 124D.095.

85.20 (b) A school district or charter school offering distance or hybrid learning options must:

85.21 (1) ensure that students and families in a distance or hybrid learning options program
 85.22 have access to digital devices, in-home broadband that meets or exceeds Federal
 85.23 Communications Commission's recommendations of 25 megabytes to download and three
 85.24 megabytes to upload, and digital literacy skills support;

85.25 (2) employ or contract with another district or a cooperative unit for licensed teachers
 85.26 to provide online instruction to no more than 40 students in an online learning course. The

15.21 Sec. 4. Minnesota Statutes 2020, section 120A.414, is amended to read:

15.22 **120A.414 ~~E-LEARNING~~ DISTANCE LEARNING DAYS.**

15.23 Subdivision 1. **Days.** "~~E-learning day~~" "Distance learning day" means a school day
 15.24 where a school offers full access to online instruction provided by students' individual
 15.25 teachers due to ~~inclement~~ weather or a health or natural disaster emergency as determined
 15.26 by the school board or superintendent. A school district or charter school that chooses to
 15.27 have ~~e-learning~~ distance learning days may have up to five ~~e-learning~~ an unlimited number
 15.28 of distance learning days in one school year. ~~An e-learning~~ A distance learning day is counted
 15.29 as a day of instruction and included in the hours of instruction under section 120A.41.

15.30 Subd. 2. **Plan.** A school board may use its 2020-2021 school year distance learning plan
 15.31 or may adopt ~~an e-learning~~ a distance learning day plan after consulting with the exclusive
 15.32 representative of the teachers. A charter school may adopt ~~an e-learning~~ a distance learning
 15.33 day plan after consulting with its teachers. The plan must include accommodations for
 16.1 students without Internet access at home and for digital device access for families without
 16.2 the technology or an insufficient amount of technology for the number of children in the
 16.3 household. A school's ~~e-learning~~ distance learning day plan must provide accessible options
 16.4 for students with disabilities under chapter 125A.

16.5 Subd. 3. **Annual notice.** A school district or charter school must notify parents and
 16.6 students of the ~~e-learning~~ distance learning day plan at the beginning of the school year.

16.7 Subd. 4. **Daily notice.** On ~~an e-learning~~ a distance learning day declared by the school,
 16.8 a school district or charter school must notify parents and students at least two hours prior
 16.9 to the normal school start time that students need to follow the ~~e-learning~~ distance learning
 16.10 day plan for that day.

85.27 contract of a teacher employed by a district must meet the requirements of Minnesota
85.28 Statutes, section 122A.40 or 122A.41, and a charter school must employ or contract with
85.29 a teacher in accordance with Minnesota Statutes, section 124E.12, subdivision 1;

85.30 (3) provide direct supervision and control of the education program by an administrator
85.31 holding an appropriate license;

86.1 (4) provide a curriculum that meets state academic standards under Minnesota Statutes,
86.2 section 120B.021, and locally established learning goals consistent with those provided in
86.3 the in-person school settings;

86.4 (5) provide instruction that meets the school calendar's instructional days and hours
86.5 requirements;

86.6 (6) provide a student with a disability with special instruction and services as defined
86.7 in Minnesota Statutes, section 125A.03, in accordance with Minnesota Statutes, chapter
86.8 125A, Minnesota Rules, chapter 3525, and the Individuals with Disabilities Education Act,
86.9 including special education evaluation and development of individualized education programs
86.10 under Minnesota Statutes, section 125A.08. A district offering distance or hybrid learning
86.11 options must develop systems designed to identify pupils with disabilities under Minnesota
86.12 Rules, part 3525.0750;

86.13 (7) provide students identified as English learners with instruction by a teacher licensed
86.14 to teach bilingual education or English as a second language, and differentiated instruction
86.15 in all courses consistent with state and federal law, and communicate with the families of
86.16 students identified as English learners and encourage their involvement in the students'
86.17 educational program; and

86.18 (8) provide meals for students participating in distance learning, including an option for
86.19 delivery of weekly meals.

86.20 (c) A school district or charter school that offers distance learning does not generate
86.21 revenue as an online learning provider and is not subject to application approval under
86.22 Minnesota Statutes, section 124D.095.

86.23 (d) A school district or charter school offering distance or hybrid learning options must
86.24 not require a teacher to provide simultaneous instruction to students in person and doing
86.25 online learning at the same time.

86.26 (e) A district or charter school must provide an additional 30 minutes of daily preparation
86.27 time to a teacher providing instruction to students in person and to students doing online
86.28 learning at different times in one day. The district or charter school must provide the
86.29 additional preparation time in one or two uninterrupted blocks of time during the regular

16.11 Subd. 5. **Teacher access.** Each student's teacher must be accessible both online and by
16.12 telephone during normal school hours on ~~an e-learning~~ a distance learning day to assist
16.13 students and parents.

16.14 **EFFECTIVE DATE.** This section is effective for the 2021-2022 school year and later.

29.24 Sec. 22. **[124D.097] DISTANCE LEARNING OPTION.**

29.25 A school district may offer a full distance learning option to its enrolled resident students.
29.26 A distance learning option may be part of a school's curriculum offerings. A student may
29.27 complete all of the educational expectations and graduation requirements according to
29.28 section 120B.02 through distance learning. A school district that offers distance learning is
29.29 not an online learning provider and is not subject to Department of Education approval
29.30 under section 124D.095. A school district may assign a student who is participating in full
29.31 distance learning to a building for purposes of determining compensatory revenue pupil
29.32 units under section 126C.05, subdivision 3, and free and reduced-price meal eligibility under
29.33 section 126C.05, subdivision 16.

29.34 **EFFECTIVE DATE.** This section is effective for the 2021-2022 school year and later.

86.30 school day. A district or charter school and the exclusive representative of teachers may
86.31 agree to waive, limit, or modify the additional preparation time requirement.

86.32 **EFFECTIVE DATE.** This section is effective for the 2021-2022 school year only.

87.1 Sec. 67. **PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION.**

87.2 Notwithstanding any law to the contrary, a district must use up to 0.5 percent of its staff
87.3 development revenue under Minnesota Statutes, section 122A.61, or its literacy incentive
87.4 aid under Minnesota Statutes, section 124D.98, on rigorous professional development for
87.5 teachers based on the science of reading that includes:

87.6 (1) explicit, systematic, and sequential instruction in foundational reading skills and
87.7 higher-order literacy skills;

87.8 (2) instruction on using structured, phonemic, phonetic multisensory methods to teach
87.9 students to read; and

87.10 (3) instruction on assessing student needs and interpreting student assessment data.

87.11 **EFFECTIVE DATE.** This section is effective for the 2021-2022 and 2022-2023 school
87.12 years only.

87.13 Sec. 68. **ONETIME AMERICAN INDIAN TRIBAL CONTRACT DECLINING**
87.14 **ENROLLMENT AID; FISCAL YEAR 2021.**

87.15 Notwithstanding Minnesota Statutes, section 124D.83, for fiscal year 2021 only,
87.16 American Indian Tribal contract aid shall be increased by an amount equal to the greater
87.17 of zero or the product of:

87.18 (1) 20.5 percent of the formula allowance for fiscal year 2021; and

87.19 (2) the difference between the adjusted pupil units for fiscal year 2020 and the adjusted
87.20 pupil units for fiscal year 2021.

87.21 **EFFECTIVE DATE.** This section is effective the day following final enactment for
87.22 fiscal year 2021.

87.23 Sec. 69. **ACADEMIC STANDARDS.**

87.24 Subdivision 1. **Social studies standards.** (a) The commissioner of education must ensure
87.25 that the revised social studies standards adopted as a result of the review beginning in the
87.26 2020-2021 school year include personal finance standards that improve students' financial
87.27 literacy. The related benchmarks must address creating a household budget, taking out loans
87.28 and accruing debt, how interest works, home mortgages, how to file taxes, the impact of
87.29 student loan debt, and how to read a paycheck and payroll deductions. In developing the
87.30 standards and benchmarks, the commissioner must consider the needs of young adults,
87.31 low-income individuals, immigrants, and American Indian students or students of color.
88.1 The commissioner is encouraged to consult with the Minnesota Council on Economic

41.15 Sec. 34. **ACADEMIC STANDARDS REVIEW SUSPENSION.**

88.2 Education, the University of Minnesota Extension, and community-based organizations
88.3 that promote financial literacy in underserved communities.

88.4 (b) The commissioner of education must ensure that the revised social studies standards
88.5 adopted as a result of the review beginning in the 2020-2021 school year include benchmarks
88.6 in government and citizenship in 11th or 12th grade.

88.7 Subd. 2. **Other standards.** Notwithstanding Minnesota Statutes, section 120B.021, the
88.8 commissioner of education must suspend the review and revision of academic standards
88.9 and related benchmarks in mathematics and the implementation of revised physical education
88.10 and arts academic standards under Minnesota Statutes, section 120B.021, until June 1, 2022.
88.11 This suspension does not prevent the commissioner from supporting schools and districts
88.12 with future implementation, continuing with current rulemaking activities, or developing
88.13 future statewide assessments in science or reading. The commissioner must implement a
88.14 review and revision of the academic standards and related benchmarks in mathematics
88.15 beginning in the 2022-2023 school year.

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

41.16 Notwithstanding Minnesota Statutes, section 120B.021, the commissioner of education
41.17 must suspend any ongoing review or revision of academic standards, or implementation of
41.18 revised academic standards under Minnesota Statutes, section 120B.021, until June 1, 2023.

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

41.20 Sec. 35. **DIGITAL WELL-BEING GRANT.**

41.21 Subdivision 1. **Findings; grant.** (a) The legislature finds that the negative effects of
41.22 screen overuse and misuse impact the healthy development of young people. Research
41.23 supports a growing amount of evidence on the effects of screen overuse and misuse on the
41.24 following dimensions of well-being:

41.25 (1) physically, including sleep disturbances, eye strain, headaches, obesity, back and
41.26 neck pain, and physiological changes in the brain;

41.27 (2) mentally, including depression, anxiety, suicidal ideation, and addictive tendencies;

41.28 (3) socially, including loneliness, social upward mobility comparison, nomophobia,
41.29 sexting, cyberbullying, unfiltered access to pornography, and diminished social and
41.30 interpersonal skills;

42.1 (4) emotionally, including emotional dysregulation, decreased ability to express empathy,
42.2 and lowered self-esteem; and

42.3 (5) cognitive distraction, including diminished academic performance, decreased working
42.4 memory, decrease in cognitive capacity and functioning, and increase in ADHD.

42.5 (b) The effects of screen overuse and misuse impact every generation, gender, race, and
42.6 social class. Technology poses a greater detriment to underserved populations on social
42.7 mobility comparisons, academic achievement, distraction by devices in the learning
42.8 environment, compromised use of technology as a learning tool, reduced social and emotional
42.9 learning skills, and lower levels of learning motivation and self-confidence.

42.10 (c) The negative effects of social media on young people include sleep disruption,
42.11 increased cyberbullying and rumor spreading, increased depression and anxiety, declines
42.12 in life satisfaction, loss of interest in daily activities with peers, increased tendency to send
42.13 sexualized images, suicidal ideation, self-harming, and obesity.

42.14 (d) The commissioner of education must award a grant to LiveMore ScreenLess, a
42.15 Minnesota-based organization that collaborates with communities to promote digital
42.16 well-being. LiveMore ScreenLess must use the grant funds as described in subdivisions 2
42.17 to 5.

42.18 Subd. 2. **Digital well-being resource hub.** The grant to LiveMore ScreenLess must be
42.19 used to support the development of a library of resources for young people, parents, schools,
42.20 after-school programs, and community-based organizations to serve Minnesota as the
42.21 premiere resource for promoting digital well-being.

42.22 Subd. 3. **Network of organizations.** LiveMore ScreenLess must identify key local and
42.23 national organizations focused on particular aspects of healthy screen use and healthy youth
42.24 development, including the issues of cyberbullying, suicide prevention, mental health,
42.25 antipornography, mindfulness, and social and emotional learning, in order to create a robust
42.26 network for addressing digital well-being. LiveMore ScreenLess must collaborate, coordinate,
42.27 and build upon Minnesota organizations and resources to address the effects of screen
42.28 overuse and misuse with other advocates of young people.

42.29 Subd. 4. **Train-the-trainer series.** LiveMore ScreenLess must implement the digital
42.30 well-being train-the-trainer series for all Minnesotans serving and advocating for young
42.31 people in Minnesota, including youth development and leadership organizations, schools,
42.32 community-based organizations, government sectors, and other related agencies.

43.1 Subd. 5. **Peer-to-peer training development.** LiveMore ScreenLess must deliver
43.2 peer-to-peer training to develop young people as mentors and leaders to advocate and
43.3 promote digital well-being among their peers and younger students.

43.4 Sec. 36. **EDUCATION SAVINGS ACCOUNTS FOR STUDENTS ACT.**

43.5 Subdivision 1. **Title.** This act will be known as the "Education Savings Accounts for
43.6 Students Act."

43.7 Subd. 2. **Definitions.** (a) For the purposes of this section, the following terms have the
43.8 meanings given them.

43.9 (b) "Commissioner" means the commissioner of education.

43.10 (c) "Department" means the Department of Education.

43.11 (d) "Educational service provider" means an eligible school, tutor, or other person or
43.12 organization that provides education-related services and products to participating students.
43.13 The eligible student's parent shall not be an educational service provider for that student.

43.14 (e) "Eligible school" means a nonpublic school where a student can fulfill compulsory
43.15 education requirements and that is recognized by the commissioner or accredited by an
43.16 accrediting agency recognized by the Minnesota Nonpublic Education Council under
43.17 Minnesota Statutes, section 123B.445, paragraph (a). An eligible school does not include
43.18 a home school under Minnesota Statutes, sections 120A.22, subdivision 4, and 120A.24.

43.19 (f) "Eligible student" means any student who (1) resides in Minnesota, (2) attended a
43.20 public school or a public charter school during the semester preceding participation in the
43.21 program, and (3) is a member of a household that has a total annual income during the year
43.22 prior to initial participation in the program, without consideration of the benefits under this
43.23 program, that does not exceed an amount equal to three times the income standard used to
43.24 qualify for a reduced-price meal under the National School Lunch Program.

43.25 (g) "Parent" means a resident of this state who is a parent, legal guardian, custodian, or
43.26 other person with the authority to act on behalf of the eligible student.

43.27 (h) "Postsecondary institution" means a college or university accredited by a state,
43.28 regional, or national accrediting organization.

43.29 (i) "Program" means a program to implement education savings accounts (ESAs).

43.30 (j) "Tutor" means a person who (1) is certified or licensed by a state, regional, or national
43.31 certification or licensing organization to teach, (2) has earned a valid teacher's license, or
43.32 (3) has experience teaching at a postsecondary institution.

44.1 Subd. 3. **Education savings account (ESA) program.** (a) An eligible student qualifies
44.2 to participate in the program if the student's parent signs an agreement:

44.3 (1) to arrange for the provision of organized, appropriate educational services with
44.4 measurable goals to the participating student in at least the subjects of reading, writing,
44.5 mathematics, social studies, and science; and

44.6 (2) to not enroll the participating student in a public school or a public charter school
44.7 for as long as the student is participating in the program.

44.8 (b) A parent shall use the funds deposited in a participating student's ESA for any of the
44.9 following qualifying expenses to educate the student using any of the methods or combination
44.10 of methods in this paragraph that meet the requirement in paragraph (a), clause (1):

44.11 (1) tuition and fees at an eligible school;

44.12 (2) payment to a tutor;

44.13 (3) payment for purchase of curriculum, including any textbooks and supplemental
44.14 materials required by the curriculum;

44.15 (4) fees for transportation to and from an educational service provider paid to a
44.16 fee-for-service transportation provider;

- 44.17 (5) tuition and fees for online learning programs or courses;
- 44.18 (6) fees for nationally standardized norm-referenced achievement tests, including alternate
44.19 assessments, and fees for advanced placement examinations or similar courses and any
44.20 examinations related to college or university admission;
- 44.21 (7) educational services or therapies from a licensed or certified practitioner or provider,
44.22 including licensed or certified paraprofessionals or educational aides;
- 44.23 (8) services provided by a public school, including individual classes and extracurricular
44.24 programs;
- 44.25 (9) tuition, fees, and textbooks at a postsecondary institution;
- 44.26 (10) no more than \$300 in annual consumable school supplies necessary for the student's
44.27 education; or
- 44.28 (11) computer hardware and software and other technological devices if an eligible
44.29 school, tutor, educational service provider, or licensed medical professional verifies in
44.30 writing that these items are necessary for the student to meet annual, measurable goals.
- 45.1 (c) Neither a participating student nor anyone on the student's behalf may receive cash
45.2 or cash-equivalent items, such as gift cards or store credit, from refunds or rebates from a
45.3 provider of services or products in this program. Refunds or rebates shall be credited directly
45.4 to the participating student's ESA. The funds in an ESA may only be used for
45.5 education-related purposes. Eligible schools, postsecondary institutions, and educational
45.6 service providers that serve participating students shall provide parents with a receipt for
45.7 all qualifying expenses.
- 45.8 (d) Payment for educational services through an ESA shall not preclude parents from
45.9 paying for educational services using non-ESA funds.
- 45.10 (e) For purposes of continuity of educational attainment, students who enroll in the
45.11 program shall remain eligible to receive monthly ESA payments until the participating
45.12 student returns to a public school, graduates from high school, or completes the school year
45.13 in which the student reaches the age of 21, whichever occurs first.
- 45.14 (f) Any funds remaining in a student's ESA upon graduation from high school may be
45.15 used to attend or take courses from a postsecondary institution, with qualifying expenses
45.16 subject to the applicable conditions in paragraph (b).
- 45.17 (g) Upon the participating student's graduation from a postsecondary institution or after
45.18 any period of four consecutive years after graduation from high school that the student is
45.19 not enrolled in a postsecondary institution, the participating student's ESA shall be closed
45.20 and any remaining funds shall be returned to the state general fund.
- 45.21 (h) A participating student shall be allowed to return to the resident school district at
45.22 any time after enrolling in the program, according to rules adopted by the commissioner

- 45.23 providing for the least disruptive process for doing so. Upon a participating student's return
45.24 to the resident school district, the student's ESA shall be closed and any remaining funds
45.25 shall be returned to the state general fund.
- 45.26 (i) The commissioner shall begin accepting applications for the program on July 1, 2022.
- 45.27 **Subd. 4. Funding.** (a) The commissioner shall determine the amount to be deposited in
45.28 each student's ESA on a first-come, first-served basis. The commissioner shall calculate the
45.29 following to determine the ESA amount: the statewide average general education aid per
45.30 adjusted pupil unit.
- 45.31 (b) The information in paragraph (a) must be provided by the school in the form required
45.32 by the commissioner.
- 46.1 (c) The commissioner shall allow program participation of up to one percent of public
46.2 school average daily membership in fiscal year 2023, one and a half percent of public school
46.3 average daily membership in fiscal year 2024, and two percent of public school average
46.4 daily membership in fiscal year 2025 and later.
- 46.5 **Subd. 5. District aid adjustment.** The commissioner shall make a onetime adjustment
46.6 to a serving school district's general education aid in the fiscal year following a participating
46.7 student's withdrawal from the district. The commissioner shall increase the district's general
46.8 education aid for each participating student who withdrew from the district by an amount
46.9 equal to ten percent of the statewide average general education revenue per adjusted pupil
46.10 unit for the previous fiscal year.
- 46.11 **Subd. 6. Administration.** (a) The commissioner shall create a standard form that parents
46.12 of students may submit to establish the student's eligibility for an ESA. The commissioner
46.13 shall ensure that the application is readily available to interested families through various
46.14 sources, including the department's website, and a copy of procedural safeguards annually
46.15 given to parents.
- 46.16 (b) The commissioner shall provide parents of participating students with a written
46.17 explanation of the allowable uses of ESAs, the responsibilities of parents, and the duties of
46.18 the commissioner. The information shall also be made available on the department's website.
- 46.19 (c) The commissioner shall annually notify all students who are eligible to participate
46.20 of the existence of the program and shall ensure that low-income families are made aware
46.21 of their potential eligibility.
- 46.22 (d) The commissioner may deduct up to three percent from appropriations made to fund
46.23 ESAs to cover the costs of overseeing and administering the program.
- 46.24 (e) The commissioner shall make payments to the ESAs of participating students on a
46.25 monthly basis unless there is evidence of misuse of the ESA pursuant to this subdivision.

- 46.26 (f) The commissioner shall make a determination of eligibility and shall approve the
46.27 application within 45 business days of receiving an application for participation in the
46.28 program.
- 46.29 Subd. 7. **ESA establishment.** (a) To ensure that funds are spent appropriately, the
46.30 commissioner shall adopt rules and policies necessary for the administration of the program,
46.31 including the auditing of ESAs, and shall conduct or contract for random audits throughout
46.32 the year.
- 47.1 (b) Beginning with the 2022-2023 school year, the commissioner shall issue ESA cards
47.2 to parents making expenditures under this section on behalf of a participating student. ESA
47.3 cards shall be issued to parents upon enrollment in the program and shall expire when the
47.4 participating student's ESA is closed, except for the periodic expiration and replacement of
47.5 cards in the normal course of business. All unexpended amounts shall remain in the student's
47.6 ESA and be combined with the following year's allocation of ESA funds, subject to
47.7 subdivision 3, paragraphs (f) and (g).
- 47.8 (c) The commissioner, taking into consideration requests from the parents of participating
47.9 students, shall use merchant category classification (MCC) codes, or a similar system as
47.10 practicable and consistent with current technology, to identify categories of providers that
47.11 provide services and products consistent with subdivision 3, paragraph (b). The commissioner
47.12 shall make a list of blocked and unblocked MCC codes publicly available for purposes of
47.13 the program.
- 47.14 (d) The commissioner shall adopt a process for removing educational service providers
47.15 that defraud parents and for referring cases of fraud to law enforcement.
- 47.16 (e) The commissioner shall establish or contract for the establishment of an online,
47.17 anonymous fraud-reporting service and an anonymous telephone hotline for fraud reporting.
- 47.18 (f) The commissioner shall adopt rules implementing policies on misspending of ESA
47.19 funds.
- 47.20 (g) Any amount not spent in the allowable categories pursuant to the agreement will
47.21 cause the ESA card to be temporarily suspended and the parent contacted within five business
47.22 days by United States mail at the parent's home address explaining the suspension, detailing
47.23 the violation, and requesting the parent to:
- 47.24 (1) provide additional documentation within 15 business days justifying the expenditure;
47.25 or
- 47.26 (2) repay the misspent amount within 15 business days.
- 47.27 (h) If the parent does not provide sufficient documentation and refuses to repay the
47.28 amount, the commissioner shall begin the removal process and shall seek to recover the
47.29 misspent funds using administrative measures or other appropriate measures, including
47.30 referral to collections, seeking a civil judgment, or referral to law enforcement.

- 47.31 (i) If the parent repays the amount within the requested time frame, then the offense will
47.32 be recorded and held in the parent's file.
- 48.1 (j) Three offenses within a consecutive three-year period shall disqualify the student
48.2 from participating in the program.
- 48.3 (k) If the commissioner determines that a parent has failed to comply with the terms of
48.4 the agreement as specified in subdivision 3, the commissioner shall suspend the participating
48.5 student's ESA. The commissioner shall notify the parent in writing within five business
48.6 days that the ESA has been suspended and that no further transactions will be allowed or
48.7 disbursements made. The notification shall specify the reason for the suspension and state
48.8 that the parent has 21 business days to respond and take corrective action.
- 48.9 (l) If the parent fails to respond to the commissioner, furnish reasonable and necessary
48.10 information, or make a report that may be required for reinstatement within the 21-day
48.11 period, the commissioner may remove the participating student from the program.
- 48.12 (m) The decision of the commissioner under this section is subject to judicial review
48.13 under Minnesota Statutes, sections 14.63 to 14.69. The decision of the commissioner is
48.14 stayed pending an appeal.
- 48.15 (n) The commissioner shall refer cases of substantial misuse of funds to law enforcement
48.16 agencies for investigation if evidence of fraudulent intent and use of an ESA is obtained.
- 48.17 Subd. 8. **Scope.** An eligible nonpublic school is autonomous and not an agent of the
48.18 state or federal government, and therefore:
- 48.19 (1) the commissioner, department, or any other government agency shall not in any way
48.20 regulate the educational program of a nonpublic school or educational service provider that
48.21 accepts funds from the parent of a participating student;
- 48.22 (2) the creation of the program does not expand the regulatory authority of the state, its
48.23 officers, or any school district to impose any additional regulation of nonpublic schools or
48.24 educational service providers beyond those necessary to enforce the requirements of the
48.25 program; and
- 48.26 (3) eligible schools and educational service providers shall be given the maximum
48.27 freedom to provide for the educational needs of their students without governmental control.
48.28 No eligible school or educational service provider shall be required to alter its creed,
48.29 practices, admission policies, or curriculum in order to accept participating students.
- 48.30 Subd. 9. **Severability.** If any provision of this law or its application is found to be
48.31 unconstitutional and void, the remaining provisions or applications of this law that can be
48.32 given effect without the invalid provision or application are valid.
- 48.33 **EFFECTIVE DATE.** This section is effective the day following final enactment.

88.17 Sec. 70. **APPROPRIATIONS.**

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

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

88.23 \$ 84,057,000 2022

88.24 \$ 83,431,000 2023

88.25 The 2022 appropriation includes \$7,912,000 for 2021 and \$76,145,000 for 2022.

88.26 The 2023 appropriation includes \$8,460,000 for 2022 and \$74,971,000 for 2023.

88.27 Subd. 3. **American Indian education aid.** For American Indian education aid under
88.28 Minnesota Statutes, section 124D.81, subdivision 2a:

88.29 \$ 11,351,000 2022

88.30 \$ 11,775,000 2023

88.31 The 2022 appropriation includes \$1,087,000 for 2021 and \$10,264,000 for 2022.

89.1 The 2023 appropriation includes \$1,140,000 for 2022 and \$10,635,000 for 2023.

89.2 Subd. 4. **Charter school building lease aid.** For building lease aid under Minnesota
89.3 Statutes, section 124E.22:

89.4 \$ 93,547,000 2022

89.5 \$ 99,819,000 2023

89.6 The 2022 appropriation includes \$8,806,000 for 2021 and \$84,741,000 for 2022.

89.7 The 2023 appropriation includes \$9,415,000 for 2022 and \$90,404,000 for 2023.

89.8 Subd. 5. **Civic education grants.** (a) For the Minnesota Civic Education Coalition for
89.9 grants to Youth in Government, the Learning Law and Democracy Foundation, and the
89.10 YMCA Center for Youth Voice to support civic education programs for youth age 18 and
89.11 under to provide teacher professional development, educational resources, and program
89.12 support:

49.1 Sec. 37. **APPROPRIATIONS.**

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

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

49.7 \$ 83,930,000 2022

49.8 \$ 83,228,000 2023

49.9 The 2022 appropriation includes \$8,868,000 for 2021 and \$75,062,000 for 2022.

49.10 The 2023 appropriation includes \$8,340,000 for 2022 and \$74,888,000 for 2023.

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

49.30 \$ 11,358,000 2022

49.31 \$ 11,774,000 2023

50.1 The 2022 appropriation includes \$1,102,000 for 2021 and \$10,256,000 for 2022.

50.2 The 2023 appropriation includes \$1,139,000 for 2022 and \$10,635,000 for 2023.

52.25 Subd. 15. **Charter school building lease aid.** For building lease aid under Minnesota
52.26 Statutes, section 124E.22:

52.27 \$ 93,242,000 2022

52.28 \$ 99,545,000 2023

52.29 The 2022 appropriation includes \$8,617,000 for 2021 and \$84,625,000 for 2022.

52.30 The 2023 appropriation includes \$9,402,000 for 2022 and \$90,143,000 for 2023.

89.13 \$ 75,000 2022

89.14 \$ 75,000 2023

89.15 (b) The programs must instruct students in:

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

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

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

89.21 (d) The base for fiscal year 2024 is \$0.

89.22 Subd. 6. **College entrance examination reimbursement.** (a) To reimburse districts for
89.23 the costs of college entrance examination fees of free or reduced-price meal eligible students
89.24 who take the ACT or SAT test under Minnesota Statutes, section 120B.30, subdivision 1,
89.25 paragraph (e):

89.26 \$ 1,011,000 2022

89.27 \$ 1,011,000 2023

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

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

90.1 \$ 5,000,000 2022

90.2 \$ 5,000,000 2023

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

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

90.6 Subd. 8. **Early childhood literacy programs.** (a) For early childhood literacy programs
90.7 under Minnesota Statutes, section 119A.50, subdivision 3:

54.29 Subd. 22. **College entrance examination reimbursement.** (a) To reimburse districts
54.30 for students who qualify under Minnesota Statutes, section 120B.30, subdivision 1, paragraph
54.31 (e), for payment of their college entrance examination fee:

55.1 \$ 1,011,000 2022

55.2 \$ 1,011,000 2023

55.3 (b) The commissioner must reimburse school districts for the costs for free or
55.4 reduced-price meal eligible students who take the ACT or SAT test under Minnesota Statutes,
55.5 section 120B.30, subdivision 1.

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

54.13 Subd. 20. **Concurrent enrollment aid.** (a) For concurrent enrollment aid under
54.14 Minnesota Statutes, section 124D.091:

54.15 \$ 4,000,000 2022

54.16 \$ 4,000,000 2023

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

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

50.11 Subd. 8. **Early childhood literacy programs.** (a) For early childhood literacy programs
50.12 under Minnesota Statutes, section 119A.50, subdivision 3:

90.8 \$ 7,950,000 2022

50.13 \$ 7,950,000 2022

90.9 \$ 7,950,000 2023

50.14 \$ 7,950,000 2023

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

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

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

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

90.16 **Subd. 9. Equitable school enhancement grants.** (a) To support schools in their efforts
90.17 to close opportunity and achievement gaps under Minnesota Statutes, section 120B.113:

90.18 \$ 3,000,000 2022

53.5 **Subd. 17. Examination fees; teacher training and support programs.** (a) For students'
53.6 advanced placement and international baccalaureate examination fees under Minnesota
53.7 Statutes, section 120B.13, subdivision 3, and the training and related costs for teachers and
53.8 other interested educators under Minnesota Statutes, section 120B.13, subdivision 1:

90.19 \$ 3,000,000 2023

90.20 (b) The department may use up to five percent of this appropriation to administer the
90.21 grant program.

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

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

53.9 \$ 4,500,000 2022

90.27 \$ 4,500,000 2022

90.28 \$ 4,500,000 2023

53.10 \$ 4,500,000 2023

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

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

91.4 (c) Notwithstanding Minnesota Statutes, section 120B.13, subdivision 1, at least \$500,000
91.5 each year is for teachers to attend subject matter summer training programs and follow-up
91.6 support workshops approved by the advanced placement or international baccalaureate
91.7 programs. The amount of the subsidy for each teacher attending an advanced placement or

53.18 (c) Notwithstanding Minnesota Statutes, section 120B.13, subdivision 1, at least \$500,000
53.19 each year is for teachers to attend subject matter summer training programs and follow-up
53.20 support workshops approved by the advanced placement or international baccalaureate
53.21 programs. The amount of the subsidy for each teacher attending an advanced placement or

91.8 international baccalaureate summer training program or workshop shall be the same. The
 91.9 commissioner shall determine the payment process and the amount of the subsidy.

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

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

91.15 Subd. 11. **Expand rigorous coursework for Black students, Indigenous students,**
 91.16 **students of color, and students in greater Minnesota.** (a) For grants to expand rigorous
 91.17 coursework primarily for but not limited to disadvantaged and underrepresented students
 91.18 and students in greater Minnesota, such as through advanced placement courses, international
 91.19 baccalaureate programs, career and technical education, and concurrent enrollment courses:

91.20	\$	<u>3,730,000</u>	<u>.....</u>	<u>2022</u>
91.21	\$	<u>3,730,000</u>	<u>.....</u>	<u>2023</u>

91.22 (b) Eligible recipients include school districts, charter schools, intermediate school
 91.23 districts, and cooperative units as defined in Minnesota Statutes, section 123A.24, subdivision
 91.24 2.

91.25 (c) Of this amount, \$1,300,000 each year is for grants to support professional development
 91.26 and incentives for high school teachers to develop and expand course offerings approved
 91.27 by the state. An eligible recipient must offer the professional development or course through
 91.28 a regional partnership or statewide program. Compensation for teachers to teach courses
 91.29 beyond the contract day or year is an allowable expenditure. Funds may supplement, but
 91.30 not replace, current state and federal program funds. Grants are limited to \$50,000 per
 91.31 recipient.

91.32 (d) Of this amount, \$2,430,000 each year is for matching grants to support rigorous
 91.33 course expansion and statewide career and technical education program quality
 92.1 improvements. The department must provide technical support and guidance. Funds may
 92.2 supplement, but not replace, current state and federal program funds. Grants are limited to
 92.3 \$100,000 per recipient.

92.4 (e) The department must require an applicant for grant funds to submit a plan that
 92.5 describes how the applicant would use grant funds to increase participation by disadvantaged
 92.6 and underrepresented students in rigorous coursework. The department must consider an
 92.7 applicant's goals, strategies, and capacity to increase participation by disadvantaged and
 92.8 underrepresented students when awarding funds.

92.9 (f) At least 50 percent of the funds in this subdivision must be appropriated to grant
 92.10 recipients in greater Minnesota.

53.22 international baccalaureate summer training program or workshop shall be the same. The
 53.23 commissioner shall determine the payment process and the amount of the subsidy.

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

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

92.11 (g) Up to five percent of this appropriation is available for program and grant
92.12 administration.

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

92.14 (i) The base for fiscal year 2024 and later is \$3,530,000.

92.15 Subd. 12. Full-service community schools. (a) For comprehensive program support
92.16 for full-service community schools:

92.17 \$ 5,000,000 2022

92.18 \$ 5,000,000 2023

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

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

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

92.22 and

92.23 (3) any other applicants.

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

92.25 Subd. 13. Girls in Action grant. (a) For a grant to the Girls in Action program to enable
92.26 Girls in Action to continue to provide and expand Twin Cities metropolitan area school and
92.27 community-based programs that encourage and support low-income girls of color:

92.28 \$ 1,500,000 2022

92.29 \$ 0 2023

93.1 (b) Of the appropriated funds, \$1,000,000 must be used to sustain 16 current Girls in
93.2 Action program sites and expand to reach an additional four sites in inner ring suburban
93.3 communities with growing ethnic diversity among students.

93.4 (c) Of the appropriated funds, \$500,000 must be used to sustain three community-based
93.5 Girls in Action programs for Asian, East African, and Latina girls in Hennepin, Ramsey,
93.6 and Dakota Counties, and to expand an additional two community-based programs in these
93.7 counties to reach Native American and African American girls.

93.8 (d) Girls in Action programs supported by these funds must include programs focused
93.9 on:

93.10 (1) increasing academic performance, high school graduation rates, and enrollment in
93.11 postsecondary education for girls faced with social, demographic, racial, and economic
93.12 barriers and challenges;

93.13 (2) increasing mentoring, literacy, career development, positive community engagement,
93.14 and number of qualified female employees of color in the workforce pipeline, particularly
93.15 in the science, technology, engineering, and mathematics fields;

93.16 (3) providing coaching, mentoring, health and wellness counseling, resources to girls
93.17 whose experience with sexual assault has negatively impacted their academics and behavior,
93.18 and culturally sensitive therapy resources and counseling services to sexual assault victims;
93.19 and

93.20 (4) increasing financial literacy and knowledge of options for financing college or
93.21 postsecondary education.

93.22 (e) This is a onetime appropriation.

93.23 (f) Any balance in the first year does not cancel but is available until June 30, 2024.

93.24 Subd. 14. **Grants to increase science, technology, engineering, and math course**
93.25 **offerings.** (a) For grants to schools to encourage low-income and other underserved students
93.26 to participate in advanced placement and international baccalaureate programs according
93.27 to Minnesota Statutes, section 120B.132:

93.28 \$ 250,000 2022

93.29 \$ 250,000 2023

93.30 (b) The commissioner must consider grant applications from schools located in greater
93.31 Minnesota and from schools located in the seven-county metropolitan area.

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

94.1 Subd. 15. **Indigenous education for all.** (a) For the implementation of indigenous
94.2 education for all legislation based on the standards and benchmarks in place with the
94.3 contributions of Minnesota's Tribal Nations and communities under Minnesota Statutes,
94.4 section 120B.17:

94.5 \$ 887,000 2022

94.6 \$ 437,000 2023

94.7 (b) Of this amount, \$450,000 in 2022 is for onetime competitive grants to provide
94.8 curricular resources to schools.

94.9 (c) Of this amount, \$150,000 annually is for a grant to the Tribal Nations Education
94.10 Committee.

94.11 (d) Of this amount, \$287,000 annually is for department administration and
94.12 implementation of the standards.

53.29 Subd. 18. **Grants to increase science, technology, engineering, and math course**
53.30 **offerings.** (a) For grants to schools to encourage low-income and other underserved students
53.31 to participate in advanced placement and international baccalaureate programs according
53.32 to Minnesota Statutes, section 120B.132:

54.1 \$ 250,000 2022

54.2 \$ 250,000 2023

54.4 (c) The commissioner must consider grant applications from schools located in greater
54.5 Minnesota and from schools located in the seven-county metropolitan area.

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

94.13 Subd. 16. Interdistrict desegregation or integration transportation grants. For
94.14 interdistrict desegregation or integration transportation grants under Minnesota Statutes,
94.15 section 124D.87:

94.16 \$ 12,310,000 2022

94.17 \$ 14,823,000 2023

94.18 Subd. 17. Literacy incentive aid. For literacy incentive aid under Minnesota Statutes,
94.19 section 124D.98:

94.20 \$ 45,075,000 2022

94.21 \$ 45,968,000 2023

94.22 The 2022 appropriation includes \$4,463,000 for 2021 and \$40,612,000 for 2022.

94.23 The 2023 appropriation includes \$4,512,000 for 2022 and \$41,456,000 for 2023.

94.24 Subd. 18. Minnesota Council on Economic Education. (a) For a grant to the Minnesota
94.25 Council on Economic Education:

94.26 \$ 250,000 2022

94.27 \$ 250,000 2023

94.28 (b) The grant must be used to:

94.29 (1) provide professional development to Minnesota's kindergarten through grade 12
94.30 teachers implementing state graduation standards in learning areas related to economic
94.31 education;

95.1 (2) support the direct-to-student ancillary economic and personal finance programs that
95.2 Minnesota teachers supervise and coach; and

95.3 (3) provide support to geographically diverse affiliated higher education-based centers
95.4 for economic education, including those based at Minnesota State University Mankato,
95.5 Minnesota State University Moorhead, St. Cloud State University, St. Catherine University,
95.6 and the University of St. Thomas, as their work relates to activities in clauses (1) and (2).

95.7 (c) By February 15 of each year following the receipt of a grant, the Minnesota Council
95.8 on Economic Education must report to the commissioner of education on the number and
95.9 type of in-person and online teacher professional development opportunities provided by
95.10 the Minnesota Council on Economic Education or its affiliated state centers for economic
95.11 education. The report must include a description of the content, length, and location of the
95.12 programs; the number of preservice and licensed teachers receiving professional development

49.11 Subd. 3. Interdistrict desegregation or integration transportation grants. For
49.12 interdistrict desegregation or integration transportation grants under Minnesota Statutes,
49.13 section 124D.87:

49.14 \$ 12,319,000 2022

49.15 \$ 14,822,000 2023

49.16 Subd. 4. Literacy incentive aid. For literacy incentive aid under Minnesota Statutes,
49.17 section 124D.98:

49.18 \$ 45,103,000 2022

49.19 \$ 45,964,000 2023

49.20 The 2022 appropriation includes \$4,463,000 for 2021 and \$40,640,000 for 2022.

49.21 The 2023 appropriation includes \$4,515,000 for 2022 and \$41,449,000 for 2023.

95.13 through each of these opportunities; and a summary of evaluations of teacher professional
95.14 opportunities.

95.15 (d) On August 15, 2021, the Department of Education must pay the full amount of the
95.16 grant for fiscal year 2022 to the Minnesota Council on Economic Education. On August
95.17 15, 2022, the Department of Education must pay the full amount of the grant for fiscal year
95.18 2023 to the Minnesota Council on Economic Education. The Minnesota Council on Economic
95.19 Education must submit its fiscal reporting in the form and manner specified by the
95.20 commissioner. The commissioner may request additional information as necessary.

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

95.22 (f) The base for fiscal year 2024 is \$0.

95.23 Subd. 19. **Minnesota Independence College and Community.** (a) For transfer to the
95.24 Office of Higher Education for grants to Minnesota Independence College and Community
95.25 for tuition reduction and institutional support:

95.26 \$ 625,000 2022

95.27 \$ 625,000 2023

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

95.29 Subd. 20. **Minnesota math corps program.** (a) For the Minnesota math corps program
95.30 under Minnesota Statutes, section 124D.42, subdivision 9:

95.31 \$ 2,500,000 2022

95.32 \$ 2,500,000 2023

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

96.1 Subd. 21. **Minnesota Principals Academy.** (a) For grants to the University of Minnesota
96.2 College of Education and Human Development for the operation of the Minnesota Principals
96.3 Academy:

96.4 \$ 200,000 2022

96.5 \$ 200,000 2023

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

55.7 Subd. 23. **Minnesota Independence College and Community.** (a) For transfer to the
55.8 Office of Higher Education for grants to Minnesota Independence College and Community
55.9 for tuition reduction and institutional support:

55.10 \$ 625,000 2022

55.11 \$ 625,000 2023

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

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

50.23 \$ 500,000 2022

50.24 \$ 500,000 2023

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

52.7 Subd. 14. **Minnesota Principals Academy.** (a) For grants to the University of Minnesota
52.8 College of Education and Human Development for the operation of the Minnesota Principals
52.9 Academy:

52.10 \$ 200,000 2022

52.11 \$ 200,000 2023

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

96.12 accountability system as implemented to comply with the federal Every Student Succeeds
96.13 Act.

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

96.15 Subd. 22. **Minnesota Youth Council.** (a) For grants to the Minnesota Alliance With
96.16 Youth for the activities of the Minnesota Youth Council:

96.17 \$ 187,000 2022

96.18 \$ 187,000 2023

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

96.20 Subd. 23. **Multitiered systems of support.** (a) For the Minnesota Department of
96.21 Education to support schools in reinforcing systemic approaches to meet the needs of
96.22 individual students and ensure effective implementation of multitiered systems of support
96.23 in the areas of academics, social and emotional learning, and physical health services:

96.24 \$ 5,000,000 2022

96.25 \$ 5,000,000 2023

96.26 (b) Of this amount, \$3,200,000 is for regional centers of excellence under the Minnesota
96.27 service cooperatives to fund staff to support the implementation of multitiered systems of
96.28 support, ensuring research-validated models are supported for prekindergarten through
96.29 grade 12 in school districts and charter schools.

96.30 (c) Of this amount, \$1,800,000 is reserved for grants to school districts and charter
96.31 schools to partner with community-based organizations and programs.

96.32 (d) Grant funds must be used for implementation of evidence-based policies, procedures,
96.33 and practices within the multitiered systems of support prioritizing before and after school
97.1 programming for historically underserved students and access to mental health services for
97.2 students.

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

97.5 (f) Up to five percent of this appropriation is available for program and grant
97.6 administration.

52.18 accountability system as implemented to comply with the federal Every Student Succeeds
52.19 Act.

52.20 (c) The Principals Academy must provide participating principals and school leaders
52.21 with information on, or instruction in, the language essentials for teachers of reading and
52.22 spelling program and other comprehensive, scientifically based reading instruction as defined
52.23 in Minnesota Statutes, section 122A.06.

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

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

97.8 Subd. 24. **Museums and education centers.** (a) For grants to museums and education
97.9 centers:

97.10 \$ 610,000 2022

97.11 \$ 610,000 2023

97.12 (b) \$269,000 each year is for the Minnesota Children's Museum.

97.13 (c) \$50,000 each year is for the Minnesota Children's Museum, Rochester.

97.14 (d) \$50,000 each year is for the Duluth Children's Museum.

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

97.16 (f) \$50,000 each year is for the Headwaters Science Center.

97.17 (g) \$50,000 each year is for the Children's Museum of Southern Minnesota.

97.18 (h) \$50,000 each year is for the Works Museum in Bloomington.

97.19 (i) \$50,000 each year is for the Children's Discovery Museum of Grand Rapids.

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

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

97.23 Subd. 25. **P-TECH schools.** (a) For P-TECH support grants under Minnesota Statutes,
97.24 section 124D.093, subdivision 5:

97.25 \$ 791,000 2022

97.26 \$ 791,000 2023

97.27 (b) The amounts in this subdivision are for grants to a public-private partnership that
97.28 includes Independent School District No. 535, Rochester.

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

98.1 Subd. 26. **Recovery program grants.** (a) For recovery program grants under Minnesota
98.2 Statutes, section 124D.695:

51.13 Subd. 11. **Museums and education centers.** (a) For grants to museums and education
51.14 centers:

51.15 \$ 460,000 2022

51.16 \$ 460,000 2023

51.17 (b) \$269,000 each year is for the Minnesota Children's Museum.

51.18 (c) \$50,000 each year is for the Children's Museum of Rochester.

51.19 (d) \$50,000 each year is for the Duluth Children's Museum.

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

51.21 (f) \$50,000 each year is for the Headwaters Science Center.

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

51.23 (h) The base for fiscal year 2024 and later is \$510,000. The base for fiscal year 2024
51.24 and later is for the museums and amounts indicated in paragraphs (b) through (f), and
51.25 includes \$50,000 each year for the Children's Museum of Southern Minnesota.

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

54.20 Subd. 21. **P-TECH schools.** (a) For P-TECH support grants under Minnesota Statutes,
54.21 section 124D.093, subdivision 5:

54.22 \$ 791,000 2022

54.23 \$ 791,000 2023

54.24 (b) The amounts in this subdivision are for grants to a public-private partnership that
54.25 includes Independent School District No. 535, Rochester.

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

54.27 (d) The base for fiscal year 2024 and later is \$791,000 for a public-private partnership
54.28 that includes Independent School District No. 535, Rochester.

52.2 Subd. 13. **Recovery program grants.** (a) For recovery program grants under Minnesota
52.3 Statutes, section 124D.695:

98.3 \$ 750,000 2022

98.4 \$ 750,000 2023

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

98.6 Subd. 27. **Rural career and technical education consortium.** (a) For rural career and
98.7 technical education consortium grants:

98.8 \$ 3,000,000 2022

98.9 \$ 3,000,000 2023

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

98.11 Subd. 28. **Sanneh Foundation.** (a) For grants to the Sanneh Foundation for purposes
98.12 of subdivision 3:

98.13 \$ 2,000,000 2022

98.14 \$ 2,000,000 2023

98.15 (b) The grants to the Sanneh Foundation must be directed toward programs for
98.16 low-performing and chronically absent students with a focus on low-income students and
98.17 students of color. The goals of the grants include decreasing absenteeism, encouraging
98.18 school engagement, improving grades, and improving graduation rates. The grants may be
98.19 used to:

98.20 (1) provide all-day, in-school academic and behavioral interventions and social and
98.21 emotional learning throughout the school year;

98.22 (2) provide year-round, out-of-school behavioral, social, and emotional learning
98.23 interventions and enrichment activities;

98.24 (3) enhance career exploration opportunities, including exposure to businesses and
98.25 business activities; and

98.26 (4) develop pathways in cooperation with businesses or higher education partners for
98.27 participants to pursue careers in education and youth development.

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

98.29 (d) The base for fiscal year 2024 is \$1,000,000.

52.4 \$ 750,000 2022

52.5 \$ 750,000 2023

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

54.6 Subd. 19. **Rural career and technical education consortium.** (a) To the Minnesota
54.7 Service Cooperatives for rural career and technical education consortium grants under
54.8 Minnesota Statutes, section 124D.4536:

54.9 \$ 5,000,000 2022

54.10 \$ 5,000,000 2023

54.11 (b) If the appropriation in the first year is insufficient, the 2023 appropriation is available.
54.12 Any balance in the first year does not cancel but is available in the second year.

55.13 Subd. 24. **Sanneh Foundation.** (a) For grants to the Sanneh Foundation for purposes
55.14 of paragraph (b):

55.15 \$ 1,000,000 2022

55.16 \$ 1,000,000 2023

55.17 (b) The grants to the Sanneh Foundation must be directed toward programs for
55.18 low-performing and chronically absent students with a focus on low-income students and
55.19 students of color. The goals of the grants include decreasing absenteeism, encouraging
55.20 school engagement, improving grades, and improving graduation rates. The grants may be
55.21 used to:

55.22 (1) provide all-day, in-school academic and behavioral interventions and social and
55.23 emotional learning throughout the school year;

55.24 (2) provide year-round, out-of-school behavioral, social, and emotional learning
55.25 interventions and enrichment activities;

55.26 (3) enhance career exploration opportunities, including exposure to businesses and
55.27 business activities; and

55.28 (4) develop pathways in cooperation with business higher education partners for
55.29 participants to pursue careers in education and youth development.

55.30 (c) Any balance in the first year does not cancel but is available in the second year. The
55.31 base for fiscal year 2024 and later is \$0.

98.30 Subd. 29. **ServeMinnesota program.** (a) For funding ServeMinnesota programs under
 98.31 Minnesota Statutes, sections 124D.37 to 124D.45:

99.1 \$ 900,000 2022

99.2 \$ 900,000 2023

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

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

99.7 Subd. 30. **Singing-based pilot program to improve student reading.** (a) For a grant
 99.8 to pilot a research-supported, computer-based educational program that uses singing to
 99.9 improve the reading ability of students in grades 2 through 5:

99.10 \$ 75,000 2022

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

99.23 (c) By February 15, 2023, the grantee must submit a report detailing expenditures and
 99.24 outcomes of the grant to the commissioner of education and the chairs and ranking minority
 99.25 members of the legislative committees with jurisdiction over kindergarten through grade
 99.26 12 education policy and finance.

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

99.28 (e) This is a onetime appropriation.

99.29 Subd. 31. **Starbase MN.** (a) For a grant to Starbase MN for a rigorous science,
 99.30 technology, engineering, and math (STEM) program providing students in grades 4 through
 99.31 6 with a multisensory learning experience and a hands-on curriculum in an aerospace
 99.32 environment using state-of-the-art technology:

50.3 Subd. 7. **ServeMinnesota program.** (a) For funding ServeMinnesota programs under
 50.4 Minnesota Statutes, sections 124D.37 to 124D.45:

50.5 \$ 900,000 2022

50.6 \$ 900,000 2023

50.7 (b) A grantee organization may provide health and child care coverage to the dependents
 50.8 of each participant enrolled in a full-time ServeMinnesota program to the extent such
 50.9 coverage is not otherwise available. Any balance in the first year does not cancel but is
 50.10 available in the second year.

51.26 Subd. 12. **Starbase MN.** (a) For a grant to Starbase MN for a rigorous science,
 51.27 technology, engineering, and math (STEM) program providing students in grades 4 through
 51.28 6 with a multisensory learning experience and a hands-on curriculum in an aerospace
 51.29 environment using state-of-the-art technology:

100.1 \$ 500,000 2022
100.2 \$ 500,000 2023
100.3 (b) Any balance in the first year does not cancel but is available in the second year.
100.4 Subd. 32. **Statewide testing and reporting system.** (a) For the statewide testing and
100.5 reporting system under Minnesota Statutes, section 120B.30:
100.6 \$ 9,692,000 2022
100.7 \$ 9,692,000 2023
100.8 (b) Any balance in the first year does not cancel but is available in the second year.
100.9 (c) The base in 2024 and 2025 is \$10,892,000 per year.
100.10 Subd. 33. **Student organizations.** (a) For student organizations:
100.11 \$ 768,000 2022
100.12 \$ 768,000 2023
100.13 (b) \$46,000 each year is for student organizations serving health occupations (HOSA).
100.14 (c) \$100,000 each year is for student organizations serving trade and industry occupations
100.15 (Skills USA, secondary and postsecondary).
100.16 (d) \$95,000 each year is for student organizations serving business occupations (BPA,
100.17 secondary and postsecondary).
100.18 (e) \$193,000 each year is for student organizations serving agriculture occupations (FFA,
100.19 PAS).
100.20 (f) \$185,000 each year is for student organizations serving family and consumer science
100.21 occupations (FCCLA). Notwithstanding Minnesota Rules, part 3505.1000, subparts 28 and
100.22 31, the student organizations serving FCCLA shall continue to serve students younger than
100.23 grade 9.
100.24 (g) \$109,000 each year is for student organizations serving marketing occupations (DECA
100.25 and DECA collegiate).
100.26 (h) \$40,000 each year is for the Minnesota Foundation for Student Organizations.
100.27 (i) Any balance in the first year does not cancel but is available in the second year.
100.28 Subd. 34. **Tribal contract school aid.** For Tribal contract school aid under Minnesota
100.29 Statutes, section 124D.83, and Tribal contract onetime compensatory aid:

51.30 \$ 500,000 2022
51.31 \$ 500,000 2023
52.1 (b) Any balance in the first year does not cancel but is available in the second year.
52.31 Subd. 16. **Statewide testing and reporting system.** (a) For the statewide testing and
52.32 reporting system under Minnesota Statutes, section 120B.30:
53.1 \$ 9,692,000 2022
53.2 \$ 9,692,000 2023
53.3 (b) Any balance in the first year does not cancel but is available in the second year.
53.4 (c) The base for fiscal year 2024 and later is \$10,892,000.
50.26 Subd. 10. **Student organizations.** (a) For student organizations:
50.27 \$ 768,000 2022
50.28 \$ 768,000 2023
50.29 (b) \$46,000 each year is for student organizations serving health occupations (HOSA).
50.30 (c) \$100,000 each year is for student organizations serving trade and industry occupations
50.31 (Skills USA, secondary and postsecondary).
51.1 (d) \$95,000 each year is for student organizations serving business occupations (BPA,
51.2 secondary and postsecondary).
51.3 (e) \$193,000 each year is for student organizations serving agriculture occupations (FFA,
51.4 PAS).
51.5 (f) \$185,000 each year is for student organizations serving family and consumer science
51.6 occupations (FCCLA). Notwithstanding Minnesota Rules, part 3505.1000, subparts 28 and
51.7 31, the student organizations serving FCCLA shall continue to serve students younger than
51.8 grade 9.
51.9 (g) \$109,000 each year is for student organizations serving marketing occupations (DECA
51.10 and DECA collegiate).
51.11 (h) \$40,000 each year is for the Minnesota Foundation for Student Organizations.
51.12 (i) Any balance in the first year does not cancel but is available in the second year.
49.22 Subd. 5. **Tribal contract school aid.** For tribal contract school aid under Minnesota
49.23 Statutes, section 124D.83:

100.30 \$ 2,775,000 2022

100.31 \$ 3,138,000 2023

101.1 The 2022 appropriation includes \$227,000 for 2021 and \$2,548,000 for 2022.

101.2 The 2023 appropriation includes \$283,000 for 2022 and \$2,855,000 for 2023.

49.24 \$ 2,634,000 2022

49.25 \$ 2,936,000 2023

49.26 The 2022 appropriation includes \$240,000 for 2021 and \$2,394,000 for 2022.

49.27 The 2023 appropriation includes \$266,000 for 2022 and \$2,670,000 for 2023.

56.1 Subd. 25. **Digital well-being.** (a) For a grant to LiveMore ScreenLess to promote digital
56.2 well-being:

56.3 \$ 1,500,000 2022

56.4 \$ 0 2023

56.5 (b) Prior to receiving funds under this subdivision, LiveMore ScreenLess must submit
56.6 a proposed budget and timeline for expenditure of grant funds to the commissioner. LiveMore
56.7 ScreenLess must submit regular progress reports in a form and manner determined by the
56.8 commissioner in each year of the grant, which may include financial reconciliation of
56.9 expenditures made by LiveMore ScreenLess.

56.10 (c) By January 15 of each year, LiveMore ScreenLess must submit a report detailing
56.11 expenditures, activities, and outcomes to the commissioner and the chairs and ranking
56.12 minority members of the legislative committees with primary jurisdiction over kindergarten
56.13 through grade 12 education policy and finance.

56.14 (d) Any balance in the first year does not cancel but is available in the second year. The
56.15 base for fiscal year 2024 and later is \$0.

56.16 Subd. 26. **Education savings accounts.** (a) For education savings accounts development
56.17 and funding:

56.18 \$ 2,245,000 2022

56.19 \$ 74,186,000 2023

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

56.21 Subd. 27. **Online access to music education.** (a) For a grant to the MacPhail Center for
56.22 Music to broaden access to music education in Minnesota:

56.23 \$ 150,000 2022

56.24 \$ 150,000 2023

56.25 (b) The MacPhail Center must use the grants received under paragraph (a) to broaden
56.26 access to music education in Minnesota. The program must supplement and enhance an

56.27 existing program and may provide individual instruction, sectional ensembles, and other
56.28 group activities, workshops, and early childhood music activities. The MacPhail Center
56.29 must design its program in consultation with the Department of Education arts education
56.30 specialist under Minnesota Statutes, section 127A.155. The grants may be used by the
56.31 MacPhail Center for employee costs and for any related travel costs.

56.32 (c) Upon request from a school's music educator, the MacPhail Center may enter into
56.33 an agreement with the school to provide a program according to paragraph (b). In an early
57.1 childhood setting, the MacPhail Center may provide a program upon a request initiated by
57.2 an early childhood educator.

57.3 (d) By January 15 of each year, the MacPhail Center shall prepare and submit a report
57.4 to the legislative committees with jurisdiction over education finance describing the online
57.5 programs offered, program outcomes, the students served, an estimate of the unmet need
57.6 for music education, and a detailed list of expenditures for the previous year.

57.7 (e) The base for fiscal year 2024 and later is \$0.

57.8 **Sec. 38. REVISOR INSTRUCTION.**

57.9 (a) The revisor of statutes shall codify section 33 as Minnesota Statutes, section 124D.901.

57.10 (b) The revisor of statutes shall renumber each section of Minnesota Statutes listed in
57.11 column A with the number listed in column B. The revisor shall also make necessary
57.12 cross-reference changes consistent with the renumbering. The revisor shall also make any
57.13 technical language and other changes necessitated by the renumbering and cross-reference
57.14 changes in this act.

	<u>Column A</u>	<u>Column B</u>
	<u>General Requirements Statewide Assessments</u>	
57.15	<u>120B.30, subdivision 1a, paragraph (h)</u>	<u>120B.30, subdivision 1</u>
57.16	<u>120B.30, subdivision 1, paragraph (q)</u>	<u>120B.30, subdivision 2</u>
57.17	<u>120B.30, subdivision 1a, paragraph (g)</u>	<u>120B.30, subdivision 3</u>
57.18	<u>120B.30, subdivision 1b</u>	<u>120B.30, subdivision 4</u>
57.19	<u>120B.30, subdivision 1, paragraph (n)</u>	<u>120B.30, subdivision 5, paragraph (a)</u>
57.20	<u>120B.30, subdivision 1, paragraph (a)</u>	<u>120B.30, subdivision 5, paragraph (b)</u>
57.21	<u>120B.30, subdivision 1a, paragraph (e)</u>	<u>120B.30, subdivision 6, paragraph (a)</u>
57.22		
57.23		

101.3 **Sec. 71. REVISOR INSTRUCTION.**

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

	<u>Column A</u>	<u>Column B</u>
	<u>General Requirements Statewide Assessments</u>	
101.8	<u>120B.30, subdivision 1a, paragraph (h)</u>	<u>120B.30, subdivision 1</u>
101.9	<u>120B.30, subdivision 1, paragraph (q)</u>	<u>120B.30, subdivision 2</u>
101.10	<u>120B.30, subdivision 1a, paragraph (g)</u>	<u>120B.30, subdivision 3</u>
101.11	<u>120B.30, subdivision 1b</u>	<u>120B.30, subdivision 4</u>
101.12	<u>120B.30, subdivision 1, paragraph (n)</u>	<u>120B.30, subdivision 5, paragraph (a)</u>
101.13	<u>120B.30, subdivision 1, paragraph (a)</u>	<u>120B.30, subdivision 5, paragraph (b)</u>
101.14	<u>120B.30, subdivision 1a, paragraph (e)</u>	<u>120B.30, subdivision 6, paragraph (a)</u>
101.15		
101.16		

101.17	<u>120B.30, subdivision 2, paragraph (a)</u>	<u>120B.30, subdivision 6, paragraph (b)</u>	57.24	<u>120B.30, subdivision 2, paragraph (a)</u>	<u>120B.30, subdivision 6, paragraph (b)</u>
101.18	<u>120B.30, subdivision 2, paragraph (b),</u>	<u>120B.30, subdivision 6, paragraph (c)</u>	57.25	<u>120B.30, subdivision 2, paragraph (b),</u>	<u>120B.30, subdivision 6, paragraph (c)</u>
101.19	<u>clauses (1) and (2)</u>		57.26	<u>clauses (1) and (2)</u>	
101.20	<u>120B.30, subdivision 2</u>	<u>120B.30, subdivision 6, paragraph (d)</u>	57.27	<u>120B.30, subdivision 2</u>	<u>120B.30, subdivision 6, paragraph (d)</u>
101.21	<u>120B.30, subdivision 4</u>	<u>120B.30, subdivision 7</u>	57.28	<u>120B.30, subdivision 4</u>	<u>120B.30, subdivision 7</u>
101.22	<u>120B.30, subdivision 5</u>	<u>120B.30, subdivision 8</u>	57.29	<u>120B.30, subdivision 5</u>	<u>120B.30, subdivision 8</u>
101.23	<u>120B.30, subdivision 6</u>	<u>120B.30, subdivision 9</u>	57.30	<u>120B.30, subdivision 6</u>	<u>120B.30, subdivision 9</u>
101.24	<u>120B.30, subdivision 1, paragraph (e)</u>	<u>120B.30, subdivision 10</u>	57.31	<u>120B.30, subdivision 1, paragraph (e)</u>	<u>120B.30, subdivision 10</u>
101.25	<u>General Requirements Test Design</u>		57.32	<u>General Requirements Test Design</u>	
101.26	<u>120B.30, subdivision 1a, paragraph (a),</u>	<u>120B.301, subdivision 1</u>	57.33	<u>120B.30, subdivision 1a, paragraph (a),</u>	<u>120B.301, subdivision 1</u>
101.27	<u>clauses (1) to (5)</u>		57.34	<u>clauses (1) to (5)</u>	
101.28	<u>120B.30, subdivision 1, paragraph (a)</u>	<u>120B.301, subdivision 2</u>	57.35	<u>120B.30, subdivision 1, paragraph (a)</u>	<u>120B.301, subdivision 2</u>
101.29	<u>120B.30, subdivision 1, paragraph (b)</u>	<u>120B.301, subdivision 3, paragraph (a)</u>	58.1	<u>120B.30, subdivision 1, paragraph (b)</u>	<u>120B.301, subdivision 3, paragraph (a)</u>
101.30	<u>120B.30, subdivision 1, paragraph (n)</u>	<u>120B.301, subdivision 3, paragraph (b)</u>	58.2	<u>120B.30, subdivision 1, paragraph (n)</u>	<u>120B.301, subdivision 3, paragraph (b)</u>
101.31	<u>120B.30, subdivision 1a, paragraph (b)</u>	<u>120B.301, subdivision 3, paragraph (c)</u>	58.3	<u>120B.30, subdivision 1a, paragraph (b)</u>	<u>120B.301, subdivision 3, paragraph (c)</u>
101.32	<u>120B.30, subdivision 1a, paragraph (c),</u>	<u>120B.301, subdivision 3, paragraph (d)</u>	58.4	<u>120B.30, subdivision 1a, paragraph (c),</u>	<u>120B.301, subdivision 3, paragraph (d)</u>
101.33	<u>clauses (1) and (2)</u>		58.5	<u>clauses (1) and (2)</u>	
101.34	<u>Assessment Graduation Requirements</u>		58.6	<u>Assessment Graduation Requirements</u>	
101.35	<u>120B.30, subdivision 1, paragraph (c),</u>	<u>120B.304, subdivision 1</u>	58.7	<u>120B.30, subdivision 1, paragraph (c),</u>	<u>120B.304, subdivision 1</u>
101.36	<u>clauses (1) and (2)</u>		58.8	<u>clauses (1) and (2)</u>	
101.37	<u>120B.30, subdivision 1, paragraph (d)</u>	<u>120B.304, subdivision 2</u>	58.9	<u>120B.30, subdivision 1, paragraph (d)</u>	<u>120B.304, subdivision 2</u>
102.1	<u>120B.30, subdivision 1, paragraph (i)</u>	<u>120B.304, subdivision 3</u>	58.10	<u>120B.30, subdivision 1, paragraph (i)</u>	<u>120B.304, subdivision 3</u>
102.2	<u>Assessment Reporting Requirements</u>		58.11	<u>Assessment Reporting Requirements</u>	
102.3	<u>120B.30, subdivision 1a, paragraph (f),</u>	<u>120B.305, subdivision 1</u>	58.12	<u>120B.30, subdivision 1a, paragraph (f),</u>	<u>120B.305, subdivision 1</u>
102.4	<u>clauses (1) to (3)</u>		58.13	<u>clauses (1) to (3)</u>	

102.5	<u>120B.30, subdivision 1a, paragraph (d),</u>	<u>120B.305, subdivision 2, paragraph (a)</u>	58.14	<u>120B.30, subdivision 1a, paragraph (d),</u>	<u>120B.305, subdivision 2, paragraph (a)</u>
102.6	<u>clauses (1) to (4)</u>		58.15	<u>clauses (1) to (4)</u>	
102.7	<u>120B.30, subdivision 1, paragraph (m)</u>	<u>120B.305, subdivision 2, paragraph (b)</u>	58.16	<u>120B.30, subdivision 1, paragraph (m)</u>	<u>120B.305, subdivision 2, paragraph (b)</u>
102.8	<u>120B.30, subdivision 1, paragraph (n)</u>	<u>120B.305, subdivision 2, paragraph (c)</u>	58.17	<u>120B.30, subdivision 1, paragraph (n)</u>	<u>120B.305, subdivision 2, paragraph (c)</u>
102.9	<u>120B.30, subdivision 1, paragraph (o),</u>	<u>120B.305, subdivision 3, paragraph (a)</u>	58.18	<u>120B.30, subdivision 1, paragraph (o),</u>	<u>120B.305, subdivision 3, paragraph (a)</u>
102.10	<u>clauses (1) to (4)</u>		58.19	<u>clauses (1) to (4)</u>	
102.11	<u>120B.30, subdivision 3</u>	<u>120B.305, subdivision 3, paragraph (b)</u>	58.20	<u>120B.30, subdivision 3</u>	<u>120B.305, subdivision 3, paragraph (b)</u>
102.12	<u>District Assessment Requirements</u>		58.21	<u>District Assessment Requirements</u>	
102.13	<u>120B.301, paragraphs (a) to (c)</u>	<u>120B.306, subdivision 1</u>	58.22	<u>120B.301, paragraphs (a) to (c)</u>	<u>120B.306, subdivision 1</u>
102.14	<u>120B.304, paragraphs (a) and (b)</u>	<u>120B.306, subdivision 2</u>	58.23	<u>120B.304, paragraphs (a) and (b)</u>	<u>120B.306, subdivision 2</u>
102.15	<u>College and Career Readiness</u>		58.24	<u>College and Career Readiness</u>	
102.16	<u>120B.30, subdivision 1, paragraph (p)</u>	<u>120B.307, subdivision 1</u>	58.25	<u>120B.30, subdivision 1, paragraph (p)</u>	<u>120B.307, subdivision 1</u>
102.17	<u>120B.30, subdivision 1, paragraph (d)</u>	<u>120B.307, subdivision 2</u>	58.26	<u>120B.30, subdivision 1, paragraph (d)</u>	<u>120B.307, subdivision 2</u>
102.18	<u>120B.30, subdivision 1, paragraph (f)</u>	<u>120B.307, subdivision 3</u>	58.27	<u>120B.30, subdivision 1, paragraph (f)</u>	<u>120B.307, subdivision 3</u>
102.19	<u>120B.30, subdivision 1, paragraph (g)</u>	<u>120B.307, subdivision 4, paragraph (a)</u>	58.28	<u>120B.30, subdivision 1, paragraph (g)</u>	<u>120B.307, subdivision 4, paragraph (a)</u>
102.20	<u>120B.30, subdivision 1, paragraph (h)</u>	<u>120B.307, subdivision 4, paragraph (b)</u>	58.29	<u>120B.30, subdivision 1, paragraph (h)</u>	<u>120B.307, subdivision 4, paragraph (b)</u>
102.21	<u>120B.30, subdivision 1, paragraph (j)</u>	<u>120B.307, subdivision 4, paragraph (c)</u>	58.30	<u>120B.30, subdivision 1, paragraph (j)</u>	<u>120B.307, subdivision 4, paragraph (c)</u>
102.22	<u>120B.30, subdivision 1, paragraph (k)</u>	<u>120B.307, subdivision 4, paragraph (d)</u>	58.31	<u>120B.30, subdivision 1, paragraph (k)</u>	<u>120B.307, subdivision 4, paragraph (d)</u>
102.23	<u>120B.30, subdivision 1, paragraph (l)</u>	<u>120B.307, subdivision 4, paragraph (e)</u>	58.32	<u>120B.30, subdivision 1, paragraph (l)</u>	<u>120B.307, subdivision 4, paragraph (e)</u>
102.24	Sec. 72. REPEALER.				
102.25	<u>Minnesota Statutes 2020, section 120B.35, subdivision 5, is repealed.</u>				
			58.33	Sec. 39. REPEALER.	
			58.34	<u>Minnesota Rules, part 3500.1000, is repealed.</u>	