

31.14

ARTICLE 2

31.15

EDUCATION EXCELLENCE

31.16 Section 1. Minnesota Statutes 2022, section 120A.22, subdivision 10, is amended to read:

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

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

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

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

31.22 ~~(4)~~ (3) provide instruction in a school that is accredited by an accrediting agency,
31.23 recognized according to section 123B.445, or recognized by the commissioner;

31.24 ~~(5)~~ (4) hold a baccalaureate degree; or

31.25 ~~(6)~~ (5) be the parent of a child who is assessed according to the procedures in subdivision
31.26 11.

31.27 Any person providing instruction in a public school must meet the requirements of clause
31.28 (1).

32.1 Sec. 2. Minnesota Statutes 2022, section 120A.414, is amended by adding a subdivision
32.2 to read:

32.3 Subd. 6. **Other school personnel.** A school district or charter school that declares an
32.4 e-learning day must continue to pay the full wages for scheduled work hours and benefits
32.5 of all school employees for the duration of the e-learning period. During the e-learning
32.6 period, school employees must be allowed to work from home to the extent practicable, be
32.7 assigned to work in an alternative location, or be retained on an on-call basis for any potential
32.8 need.

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

32.10 Sec. 3. Minnesota Statutes 2022, section 120B.018, subdivision 6, is amended to read:

32.11 Subd. 6. **Required standard.** "Required standard" means (1) a statewide adopted
32.12 expectation for student learning in the content areas of language arts, mathematics, science,

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EDUCATION EXCELLENCE

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ARTICLE 2

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EDUCATION EXCELLENCE

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2.4 Section 1. Minnesota Statutes 2022, section 120A.22, subdivision 10, is amended to read:

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

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

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

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

2.10 ~~(4)~~ (3) provide instruction in a school that is accredited by an accrediting agency,
2.11 recognized according to section 123B.445, or recognized by the commissioner;

2.12 ~~(5)~~ (4) hold a baccalaureate degree; or

2.13 ~~(6)~~ (5) be the parent of a child who is assessed according to the procedures in subdivision
2.14 11.

2.15 Any person providing instruction in a public school must meet the requirements of clause
2.16 (1).

2.17 Sec. 2. Minnesota Statutes 2022, section 120B.018, subdivision 6, is amended to read:

2.18 Subd. 6. **Required standard.** "Required standard" means (1) a statewide adopted
2.19 expectation for student learning in the content areas of language arts, mathematics, science,

32.13 social studies, physical education, and the arts, ~~or~~ and (2) a locally adopted expectation for
32.14 student learning in health ~~or the arts~~.

32.15 Sec. 4. Minnesota Statutes 2022, section 120B.021, subdivision 1, is amended to read:

32.16 Subdivision 1. **Required academic standards.** (a) The following subject areas are
32.17 required for statewide accountability:

32.18 (1) language arts;

32.19 (2) mathematics, encompassing algebra II, integrated mathematics III, or an equivalent
32.20 in high school, and to be prepared for the three credits of mathematics in grades 9 through
32.21 12, the grade 8 standards include completion of algebra;

32.22 (3) science, including earth and space science, life science, and the physical sciences,
32.23 including chemistry and physics;

32.24 (4) social studies, including history, geography, economics, ethnic studies, and
32.25 government and citizenship that includes civics consistent with section 120B.02, subdivision
32.26 3;

32.27 (5) physical education;

32.28 (6) health, for which locally developed academic standards apply; and

32.29 (7) the arts, ~~for which statewide or locally developed academic standards apply, as~~
32.30 ~~determined by the school district.~~ Public elementary and middle schools must offer at least
32.31 three and require at least two of the following ~~four~~ five arts areas: dance; media arts; music;
33.1 theater; and visual arts. Public high schools must offer at least three and require at least one
33.2 of the following five arts areas: media arts; dance; music; theater; and visual arts.

33.3 (b) For purposes of applicable federal law, the academic standards for language arts,
33.4 mathematics, and science apply to all public school students, except the very few students
33.5 with extreme cognitive or physical impairments for whom an individualized education
33.6 program team has determined that the required academic standards are inappropriate. An
33.7 individualized education program team that makes this determination must establish
33.8 alternative standards.

33.9 (c) ~~The department must adopt the most recent SHAPE America (Society of Health and~~
33.10 ~~Physical Educators) kindergarten through grade 12 standards and benchmarks for physical~~
33.11 ~~education as the required physical education academic standards.~~ The department may
33.12 modify SHAPE America (Society of Health and Physical Educators) standards and adapt
33.13 the national standards to accommodate state interest. The modification and adaptations must
33.14 maintain the purpose and integrity of the national standards. The department must make
33.15 available sample assessments, which school districts may use as an alternative to local
33.16 assessments, to assess students' mastery of the physical education standards beginning in
33.17 the 2018-2019 school year.

2.20 social studies, physical education, and the arts, ~~or~~ and (2) a locally adopted expectation for
2.21 student learning in health ~~or the arts~~.

2.22 Sec. 3. Minnesota Statutes 2022, section 120B.021, subdivision 1, is amended to read:

2.23 Subdivision 1. **Required academic standards.** (a) The following subject areas are
2.24 required for statewide accountability:

2.25 (1) language arts;

2.26 (2) mathematics, encompassing algebra II, integrated mathematics III, or an equivalent
2.27 in high school, and to be prepared for the three credits of mathematics in grades 9 through
2.28 12, the grade 8 standards include completion of algebra;

3.1 (3) science, including earth and space science, life science, and the physical sciences,
3.2 including chemistry and physics;

3.3 (4) social studies, including history, geography, economics, and government and
3.4 citizenship that includes civics ~~consistent with section 120B.02, subdivision 3;~~

3.5 (5) physical education;

3.6 (6) health, for which locally developed academic standards apply; and

3.7 (7) the arts, ~~for which statewide or locally developed academic standards apply, as~~
3.8 ~~determined by the school district.~~ Public elementary and middle schools must offer at least
3.9 three and require at least two of the following ~~four~~ five arts areas: dance; media arts; music;
3.10 theater; and visual arts. Public high schools must offer at least three and require at least one
3.11 of the following five arts areas: media arts; dance; music; theater; and visual arts.

3.12 (b) For purposes of applicable federal law, the academic standards for language arts,
3.13 mathematics, and science apply to all public school students, except the very few students
3.14 with extreme cognitive or physical impairments for whom an individualized education
3.15 program team has determined that the required academic standards are inappropriate. An
3.16 individualized education program team that makes this determination must establish
3.17 alternative standards.

3.18 (c) ~~The department must adopt the most recent SHAPE America (Society of Health and~~
3.19 ~~Physical Educators) kindergarten through grade 12 standards and benchmarks for physical~~
3.20 ~~education as the required physical education academic standards.~~ The department may
3.21 modify SHAPE America (Society of Health and Physical Educators) standards and adapt
3.22 the national standards to accommodate state interest. The modification and adaptations must
3.23 maintain the purpose and integrity of the national standards. The department must make
3.24 available sample assessments, which school districts may use as an alternative to local
3.25 assessments, to assess students' mastery of the physical education standards beginning in
3.26 the 2018-2019 school year.

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

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

33.29 Sec. 5. Minnesota Statutes 2022, section 120B.021, subdivision 3, is amended to read:

33.30 Subd. 3. **Rulemaking.** The commissioner, consistent with the requirements of this section
33.31 and section 120B.022, must adopt statewide rules under section 14.389 for implementing
33.32 statewide rigorous core academic standards in language arts, mathematics, science, social
33.33 studies, physical education, and the arts. ~~After the rules authorized under this subdivision
34.1 are initially adopted, the commissioner may not amend or repeal these rules nor adopt new
34.2 rules on the same topic without specific legislative authorization.~~

34.3 Sec. 6. Minnesota Statutes 2022, section 120B.022, subdivision 1, is amended to read:

34.4 Subdivision 1. **Elective standards.** A district must establish and regularly review its
34.5 own standards ~~in~~ for career and technical education (CTE) programs. Standards must align
34.6 with CTE frameworks developed by the Department of Education, standards developed by
34.7 national CTE organizations, or recognized industry standards. A district must use the current
34.8 world languages standards developed by the American Council on the Teaching of Foreign
34.9 Languages. A school district must offer courses in all elective subject areas.

34.10 Sec. 7. Minnesota Statutes 2022, section 120B.024, subdivision 1, is amended to read:

34.11 Subdivision 1. **Graduation requirements.** (a) Students ~~beginning 9th grade in the~~
34.12 ~~2011-2012 school year and later~~ must successfully complete the following high school level
34.13 credits for graduation:

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

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

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

34.20 ~~(4) (3) three credits of science, including at least one credit of biology, one credit of~~
34.21 ~~chemistry or physics, and one elective credit of science. The combination of credits under~~

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

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

4.4 Sec. 4. Minnesota Statutes 2022, section 120B.021, subdivision 3, is amended to read:

4.5 Subd. 3. **Rulemaking.** The commissioner, consistent with the requirements of this section
4.6 and section 120B.022, must adopt statewide rules under section 14.389 for implementing
4.7 statewide rigorous core academic standards in language arts, mathematics, science, social
4.8 studies, physical education, and the arts. ~~After the rules authorized under this subdivision
4.9 are initially adopted, the commissioner may not amend or repeal these rules nor adopt new
4.10 rules on the same topic without specific legislative authorization.~~

4.11 Sec. 5. Minnesota Statutes 2022, section 120B.022, subdivision 1, is amended to read:

4.12 Subdivision 1. **Elective standards.** A district must establish and regularly review its
4.13 own standards ~~in~~ for career and technical education (CTE) programs. Standards must align
4.14 with CTE frameworks developed by the Department of Education, standards developed by
4.15 national CTE organizations, or recognized industry standards. A district must use the current
4.16 world languages standards developed by the American Council on the Teaching of Foreign
4.17 Languages. A school district must offer courses in all elective subject areas.

4.18 Sec. 6. Minnesota Statutes 2022, section 120B.024, subdivision 1, is amended to read:

4.19 Subdivision 1. **Graduation requirements.** (a) Students ~~beginning 9th grade in the~~
4.20 ~~2011-2012 school year and later~~ must successfully complete the following high school level
4.21 credits for graduation:

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

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

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

4.28 ~~(4) (3) three credits of science, including at least one credit of biology, one credit of~~
4.29 ~~chemistry or physics, and one elective credit of science. The combination of credits under~~

34.22 ~~this clause must be sufficient to satisfy (i) all of the academic standards in either chemistry~~
34.23 ~~or physics and (ii) all other academic standards in science; one credit to satisfy all the earth~~
34.24 ~~and space science standards for grades 9 to 12, one credit to satisfy all the life science~~
34.25 ~~standards for grades 9 to 12, and one credit to satisfy all the chemistry or physics standards~~
34.26 ~~for grades 9 to 12;~~

34.27 ~~(5) (4) three and one-half credits of social studies, including credit for a course in~~
34.28 ~~government and citizenship in either grade 11 or 12 for students beginning grade 9 in the~~
34.29 ~~2024-2025 school year and later or an advanced placement, international baccalaureate, or~~
34.30 ~~other rigorous course on government and citizenship under section 120B.021, subdivision~~
34.31 ~~1a, and a combination of other credits encompassing at least United States history, geography,~~
35.1 ~~government and citizenship, world history, and economics sufficient to satisfy all of the~~
35.2 ~~academic standards in social studies;~~

35.3 ~~(6) (5) one credit of the arts sufficient to satisfy all of the state or local academic standards~~
35.4 ~~in the arts; and~~

35.5 ~~(7) (6) credits sufficient to satisfy the state standards in physical education; and~~

35.6 ~~(7) a minimum of seven elective credits.~~

35.7 ~~(b) A school district is encouraged to offer a course for credit in government and~~
35.8 ~~citizenship to 11th or 12th grade students in grade 11 or 12 who begin 9th grade 9 in the~~
35.9 ~~2020-2021 school year and later, that satisfies the government and citizenship requirement~~
35.10 ~~in paragraph (a), clause (5). A school district must offer the course starting in the 2024-2025~~
35.11 ~~school year.~~

35.12 ~~(c) Students who begin grade 9 in the 2024-2025 school year and later must successfully~~
35.13 ~~complete a half-credit in personal finance. A student may choose to have the half-credit~~
35.14 ~~replace an elective half-credit or the last half-credit of the three math credits if the course~~
35.15 ~~satisfies the state math standards. A teacher of a personal finance course that satisfies the~~
35.16 ~~graduation requirement must have a field license or out-of-field permission in agricultural~~
35.17 ~~education, business, family and consumer science, social studies, or math.~~

35.18 **EFFECTIVE DATE.** ~~This section is effective for the 2024-2025 school year and later.~~

35.19 Sec. 8. Minnesota Statutes 2022, section 120B.024, subdivision 2, is amended to read:

35.20 Subd. 2. **Credit equivalencies.** (a) A one-half credit of economics taught in a school's
35.21 ~~agriculture agricultural, food, and natural resources education or business education program~~
35.22 ~~or department may fulfill a one-half credit in social studies under subdivision 1, clause (5),~~
35.23 ~~if the credit is sufficient to satisfy all of the academic standards in economics.~~

4.30 ~~this clause must be sufficient to satisfy (i) all of the academic standards in either chemistry~~
4.31 ~~or physics and (ii) all other academic standards in science; one credit to satisfy all the earth~~
5.1 ~~and space science standards for grades 9 through 12, one credit to satisfy all the life science~~
5.2 ~~standards for grades 9 through 12, and one credit to satisfy all the chemistry or physics~~
5.3 ~~standards for grades 9 through 12;~~

5.4 ~~(5) (4) three and one-half credits of social studies, including, for students beginning~~
5.5 ~~grade 9 in the 2024-2025 school year and later, credit for a course in government and~~
5.6 ~~citizenship in either grade 11 or grade 12 or an advanced placement, international~~
5.7 ~~baccalaureate, or other rigorous course on government and citizenship under section~~
5.8 ~~120B.021, subdivision 1a, and a combination of other credits encompassing at least United~~
5.9 ~~States history, geography, government and citizenship, world history, and economics~~
5.10 ~~sufficient to satisfy all of the academic standards in social studies;~~

5.11 ~~(6) (5) one credit of the arts sufficient to satisfy all of the state or local academic standards~~
5.12 ~~in the arts; and~~

5.13 ~~(6) credits sufficient to satisfy the state standards in physical education; and~~

5.14 ~~(7) a minimum of seven elective credits.~~

5.15 ~~(b) A school district is encouraged to offer a course for credit in government and~~
5.16 ~~citizenship to 11th or 12th grade students who begin 9th grade in the 2020-2021 school year~~
5.17 ~~and later, that satisfies the government and citizenship requirement in paragraph (a), clause~~
5.18 ~~(5) Students beginning 9th grade in the 2023-2024 school year and later must successfully~~
5.19 ~~complete a personal finance course for credit during their senior year of high school. The~~
5.20 ~~course must include but is not limited to the following topics: creating a household budget;~~
5.21 ~~taking out loans and accruing debt, including how interest works; home mortgages; how to~~
5.22 ~~file taxes; the impact of student loan debt; and how to read a paycheck and payroll deductions.~~
5.23 ~~A district may provide a personal finance course through in-person instruction, distance~~
5.24 ~~instruction, or a combination of in-person and distance instruction.~~

5.25 **EFFECTIVE DATE.** ~~Paragraph (a) is effective for the 2024-2025 school year and later.~~

5.26 Sec. 7. Minnesota Statutes 2022, section 120B.024, subdivision 2, is amended to read:

5.27 Subd. 2. **Credit equivalencies.** (a) A one-half credit of economics taught in a school's
5.28 ~~agriculture agricultural, food, and natural resources education or business education program~~
5.29 ~~or department may fulfill a one-half credit in social studies under subdivision 1, clause (5),~~
5.30 ~~if the credit is sufficient to satisfy all of the academic standards in economics.~~

35.24 (b) An agriculture science or career and technical education credit may fulfill the elective
35.25 science credit required under subdivision 1, clause (4), if the credit meets the state physical
35.26 science, life science, earth and space science, chemistry, or physics academic standards or
35.27 a combination of these academic standards as approved by the district. An agriculture or
35.28 career and technical education credit may fulfill the credit in chemistry or physics required
35.29 under subdivision 1, clause (4), if the credit meets the state chemistry or physics academic
35.30 standards as approved by the district. A student must satisfy either all of the chemistry
35.31 academic standards or all of the physics academic standards prior to graduation. An
35.32 agriculture science or career and technical education credit may not fulfill the required
35.33 biology credit under subdivision 1, clause (4).

36.1 (c) A career and technical education credit may fulfill a mathematics or arts credit
36.2 requirement under subdivision 1, clause (2) or (6).

36.3 (d) An ~~agriculture~~ agricultural, food, and natural resources education teacher is not
36.4 required to meet the requirements of Minnesota Rules, part 3505.1150, subpart ~~1~~ 2, item
36.5 B, to meet the credit equivalency requirements of paragraph (b) above.

36.6 (e) A computer science credit may fulfill a mathematics credit requirement under
36.7 subdivision 1, clause (2), if the credit meets state academic standards in mathematics.

36.8 (f) A Project Lead the Way credit may fulfill a science or mathematics credit requirement
36.9 under subdivision 1, clause (2) or (4), if the credit meets the state academic standards in
36.10 science or mathematics.

36.11 (g) An ethnic studies credit may fulfill a social studies, language arts, arts, or science
36.12 credit if the credit meets the applicable state academic standards. An ethnic studies credit
36.13 may fulfill an elective credit if the credit meets applicable local standards or other
36.14 requirements.

36.15 Sec. 9. Minnesota Statutes 2022, section 120B.11, subdivision 1, is amended to read:

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

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

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

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

5.31 (b) An agriculture science or career and technical education credit may fulfill the elective
5.32 science credit required under subdivision 1, clause (4), if the credit meets the state physical
5.33 science, life science, earth and space science, chemistry, or physics academic standards or
6.1 a combination of these academic standards as approved by the district. An agriculture or
6.2 career and technical education credit may fulfill the credit in chemistry or physics required
6.3 under subdivision 1, clause (4), if the credit meets the state chemistry or physics academic
6.4 standards as approved by the district. A student must satisfy either all of the chemistry
6.5 academic standards or all of the physics academic standards prior to graduation. An
6.6 agriculture science or career and technical education credit may not fulfill the required
6.7 biology credit under subdivision 1, clause (4).

6.8 (c) A career and technical education credit may fulfill a mathematics or arts credit
6.9 requirement under subdivision 1, clause (2) or (6).

6.10 (d) An ~~agriculture~~ agricultural, food, and natural resources education teacher is not
6.11 required to meet the requirements of Minnesota Rules, part 3505.1150, subpart ~~1~~ 2, item
6.12 B, to meet the credit equivalency requirements of paragraph (b) above.

6.13 (e) A computer science credit may fulfill a mathematics credit requirement under
6.14 subdivision 1, clause (2), if the credit meets state academic standards in mathematics.

6.15 (f) A Project Lead the Way credit may fulfill a science or mathematics credit requirement
6.16 under subdivision 1, clause (2) or (4), if the credit meets the state academic standards in
6.17 science or mathematics.

89.15 Sec. 2. Minnesota Statutes 2022, section 120B.11, subdivision 1, is amended to read:

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

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

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

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

36.29 (d) "Experiential learning" means learning for students that includes career exploration
36.30 through a specific class or course or through work-based experiences such as job shadowing,
36.31 mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative
36.32 work experience, youth apprenticeship, or employment.

37.1 (e) "Ethnic studies" has the meaning provided in section 120B.25. Ethnic studies
37.2 curriculum may be integrated in existing curricular opportunities or provided through
37.3 additional curricular offerings.

37.4 (f) "Antiracist" means actively working to identify and eliminate racism in all forms so
37.5 that power and resources are redistributed and shared equitably among racial groups.

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

37.9 (h) "Institutional racism" means structures, policies, and practices within and across
37.10 institutions that produce outcomes that chronically favor white people and disadvantage
37.11 those who are Black, Indigenous, and People of Color.

37.12 Sec. 10. Minnesota Statutes 2022, section 120B.11, subdivision 2, is amended to read:

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

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

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

37.27 (3) a system to periodically review and evaluate the effectiveness of all instruction and
37.28 curriculum, including ethnic studies curriculum, taking into account strategies and best
37.29 practices, student outcomes, school principal evaluations under section 123B.147, subdivision
37.30 3, students' access to effective teachers who are members of populations underrepresented
37.31 among the licensed teachers in the district or school and who reflect the diversity of enrolled
37.32 students under section 120B.35, subdivision 3, paragraph (b), clause (2), and teacher
37.33 evaluations under section 122A.40, subdivision 8, or 122A.41, subdivision 5;

89.29 (d) "Experiential learning" means learning for students that includes career exploration
89.30 through a specific class or course or through work-based experiences such as job shadowing,
89.31 mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative
89.32 work experience, youth apprenticeship, or employment.

90.1 (e) "Ethnic studies" has the meaning given in section 120B.025. Ethnic studies curriculum
90.2 may be integrated in existing curricular opportunities or provided through additional
90.3 curricular offerings.

90.4 (f) "Antiracist" means actively working to identify and eliminate racism in all forms.

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

90.8 (h) "Institutional racism" means structures, policies, and practices within and across
90.9 institutions that produce outcomes that disadvantage those who are Black, Indigenous, and
90.10 People of Color.

90.11 Sec. 3. Minnesota Statutes 2022, section 120B.11, subdivision 2, is amended to read:

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

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

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

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

38.1 (4) strategies for improving instruction, curriculum, and student achievement, including:

38.2 (i) the English and, where practicable, the native language development and the academic
38.3 achievement of English learners; and

38.4 (ii) access to ethnic studies curriculum using culturally responsive methodologies for
38.5 all learners;

38.6 (5) a process to examine the equitable distribution of teachers and strategies to ensure
38.7 children in low-income and minority children families, children in families of People of
38.8 Color, and children in American Indian families are not taught at higher rates than other
38.9 children by inexperienced, ineffective, or out-of-field teachers;

38.10 (6) education effectiveness practices that:

38.11 (i) integrate high-quality instruction, rigorous curriculum, technology, and curriculum
38.12 that is rigorous, accurate, antiracist, and culturally sustaining;

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

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

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

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

38.22 EFFECTIVE DATE. This section is effective for all strategic plans reviewed and
38.23 updated after June 30, 2024.

38.24 Sec. 11. Minnesota Statutes 2022, section 120B.11, subdivision 3, is amended to read:

38.25 Subd. 3. **District advisory committee.** Each school board shall must establish an advisory
38.26 committee to ensure active community participation in all phases of planning and improving
38.27 the instruction and curriculum affecting state and district academic standards, consistent
38.28 with subdivision 2. A district advisory committee, to the extent possible, shall must reflect
38.29 the diversity of the district and its school sites, include teachers, parents, support staff,
38.30 students, and other community residents, and provide translation to the extent appropriate

90.31 (4) strategies for improving instruction, curriculum, and student achievement, including
90.32 the English and, where practicable, the native language development and the academic
90.33 achievement of English learners;

91.1 (5) a process to examine the equitable distribution of teachers and strategies to ensure
91.2 children in low-income and minority children families, children in families of People of
91.3 Color, and children in American Indian families are not taught at higher rates than other
91.4 children by inexperienced, ineffective, or out-of-field teachers;

91.5 (6) education effectiveness practices that:

91.6 (i) integrate high-quality instruction, rigorous curriculum, technology, and curriculum
91.7 that is rigorous, accurate, antiracist, and culturally sustaining;

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

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

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

91.14 EFFECTIVE DATE. This section is effective for all strategic plans reviewed and
91.15 updated after June 30, 2024.

91.16 Sec. 4. Minnesota Statutes 2022, section 120B.11, subdivision 3, is amended to read:

91.17 Subd. 3. **District advisory committee.** Each school board shall must establish an advisory
91.18 committee to ensure active community participation in all phases of planning and improving
91.19 the instruction and curriculum affecting state and district academic standards, consistent
91.20 with subdivision 2. A district advisory committee, to the extent possible, shall must reflect
91.21 the diversity of the district and its school sites, include teachers, parents, support staff,
91.22 students, and other community residents, and provide translation to the extent appropriate

38.31 and practicable. The district advisory committee ~~shall~~ must pursue community support to
38.32 accelerate the academic and native literacy and achievement of English learners with varied
39.1 needs, from young children to adults, consistent with section 124D.59, subdivisions 2 and
39.2 2a. The district may establish site teams as subcommittees of the district advisory committee
39.3 under subdivision 4. The district advisory committee ~~shall~~ must recommend to the school
39.4 board; rigorous academic standards; student achievement goals and measures consistent
39.5 with subdivision 1a and sections 120B.022, subdivisions 1a and 1b, and 120B.35; district
39.6 assessments; means to improve students' equitable access to effective and more diverse
39.7 teachers; strategies to ensure the curriculum is rigorous, accurate, antiracist, and culturally
39.8 sustaining; strategies to ensure that curriculum and learning and work environments validate,
39.9 affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic
39.10 groups; and program evaluations. School sites may expand upon district evaluations of
39.11 instruction, curriculum, assessments, or programs. Whenever possible, parents and other
39.12 community residents ~~shall~~ must comprise at least two-thirds of advisory committee members.

39.13 Sec. 12. Minnesota Statutes 2022, section 120B.15, is amended to read:

39.14 **120B.15 GIFTED AND TALENTED STUDENTS PROGRAMS AND SERVICES.**

39.15 (a) School districts may identify students, locally develop programs and services
39.16 addressing instructional and affective needs, provide staff development, and evaluate
39.17 programs to provide gifted and talented students with challenging and appropriate educational
39.18 programs and services.

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

39.22 (1) multiple and objective criteria; and

39.23 (2) assessments and procedures that are valid and reliable, fair, and based on current
39.24 theory and research. Assessments and procedures should be sensitive to underrepresented
39.25 groups, including, but not limited to, low-income, minority, twice-exceptional, and English
39.26 learners.

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

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

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

40.1 (d) School districts must adopt procedures consistent with section 124D.02, subdivision
40.2 1, for early admission to kindergarten or first grade of gifted and talented learners consistent
40.3 with section 120B.11, subdivision 2, clause (2). The procedures must be sensitive to
40.4 underrepresented groups.

91.23 and practicable. The district advisory committee ~~shall~~ must pursue community support to
91.24 accelerate the academic and native literacy and achievement of English learners with varied
91.25 needs, from young children to adults, consistent with section 124D.59, subdivisions 2 and
91.26 2a. The district may establish site teams as subcommittees of the district advisory committee
91.27 under subdivision 4. The district advisory committee ~~shall~~ must recommend to the school
91.28 board; rigorous academic standards; student achievement goals and measures consistent
91.29 with subdivision 1a and sections 120B.022, subdivisions 1a and 1b, and 120B.35; district
91.30 assessments; means to improve students' equitable access to effective and more diverse
91.31 teachers; strategies to ensure the curriculum is rigorous, accurate, antiracist, and culturally
91.32 sustaining; strategies to ensure that curriculum and learning and work environments validate,
91.33 affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic
92.1 groups; and program evaluations. School sites may expand upon district evaluations of
92.2 instruction, curriculum, assessments, or programs. Whenever possible, parents and other
92.3 community residents ~~shall~~ must comprise at least two-thirds of advisory committee members.

30.1 Sec. 2. Minnesota Statutes 2022, section 120B.15, is amended to read:

30.2 **120B.15 GIFTED AND TALENTED STUDENTS PROGRAMS AND SERVICES.**

30.3 (a) School districts may identify students, locally develop programs and services
30.4 addressing instructional and affective needs, provide staff development, and evaluate
30.5 programs to provide gifted and talented students with challenging and appropriate educational
30.6 programs and services.

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

30.10 (1) multiple and objective criteria; and

30.11 (2) assessments and procedures that are valid and reliable, fair, and based on current
30.12 theory and research. Assessments and procedures should be sensitive to underrepresented
30.13 groups, including, but not limited to, low-income, minority, twice-exceptional, and English
30.14 learners.

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

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

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

30.21 (d) School districts must adopt procedures consistent with section 124D.02, subdivision
30.22 1, for early admission to kindergarten or first grade of gifted and talented learners consistent
30.23 with section 120B.11, subdivision 2, clause (2). The procedures must be sensitive to
30.24 underrepresented groups.

40.5 Sec. 13. **[120B.25] ETHNIC STUDIES.**

40.6 "Ethnic studies" means the interdisciplinary study of race, ethnicity, and indigeneity
40.7 with a focus on the experiences and perspectives of people of color within and beyond the
40.8 United States. Ethnic studies analyzes the ways in which race and racism have been and
40.9 continue to be powerful social, cultural, and political forces, and the connection of race to
40.10 the stratification of other groups, including stratification based on gender, class, disability,
40.11 sexuality, religion, and legal status.

40.12 Sec. 14. **[120B.251] ETHNIC STUDIES REQUIREMENTS.**

40.13 Subdivision 1. **Definition.** "Ethnic studies" has the meaning provided in section 120B.25.

40.14 Subd. 2. **Requirements.** (a) Starting in the 2026-2027 school year, a district or charter
40.15 school must offer an ethnic studies course that fulfills the requirements of this paragraph
40.16 without increasing the number of credits required for graduation under section 120B.024.
40.17 An ethnic studies credit may fulfill a social studies, language arts, arts, or science credit if
40.18 the credit meets the applicable state academic standards. An ethnic studies credit may fulfill
40.19 an elective credit if the credit meets applicable local academic standards or other
40.20 requirements.

40.21 (b) School districts and charter schools must provide ethnic studies instruction in
40.22 elementary schools and middle schools by the 2027-2028 school year in accordance with
40.23 state academic standards.

40.24 (c) Ethnic studies instruction must meet statewide academic standards for ethnic studies.

40.25 (d) An ethnic studies course may focus specifically on a particular group of national or
40.26 ethnic origin, including Hmong, Karen, or Somali people.

40.27 Subd. 3. **Rulemaking.** The commissioner of education must adopt rules for statewide
40.28 academic standards for ethnic studies.

40.29 Subd. 4. **School needs assessment.** (a) A school district or charter school must conduct
40.30 an ethnic studies school needs assessment with students, parents or guardians, and community
40.31 members to determine the priorities for course selection, implementation, and timeline. The
40.32 ethnic studies school needs assessment must include qualitative and quantitative components.
41.1 Qualitative priorities must include written and in-person feedback opportunities for students,
41.2 parents or guardians, and community members. Quantitative priorities must include a school
41.3 survey.

41.4 (b) A school district or charter school must annually evaluate the implementation of
41.5 ethnic studies instruction by seeking feedback from students, parents or guardians, and
41.6 community members. A school district or charter school must report to the commissioner
41.7 of education in the form and manner determined by the commissioner on plans to modify
41.8 implementation based on the annual evaluation.

29.25 Section 1. **[120B.025] ETHNIC STUDIES.**

29.26 "Ethnic studies" means the interdisciplinary study of race, ethnicity, and indigeneity
29.27 with a focus on the experiences and perspectives of people of color within and beyond the
29.28 United States. Ethnic studies analyzes the ways in which race and racism have been and
29.29 continue to be social, cultural, and political forces, and the connection to other axes of
29.30 stratification, including stratification based on the protected classes under section 363A.13.

- 41.9 Subd. 5. **Department of Education.** (a) The Department of Education must hire dedicated
41.10 ethnic studies staff sufficient to fulfill the following department duties:
- 41.11 (1) support school district and charter school implementation of ethnic studies courses
41.12 that fulfill ethnic studies standards through activities such as assistance with increased
41.13 completion of the Minnesota Common Course Catalog, hosting an annual implementation
41.14 support symposium, and regular updates and lessons learned;
- 41.15 (2) support school districts and charter schools in providing training for teachers and
41.16 school district staff to successfully implement ethnic studies standards;
- 41.17 (3) support and provide tools for each school district or charter school to annually evaluate
41.18 the implementation of the ethnic studies requirements by seeking feedback from students,
41.19 parents or guardians, and community members;
- 41.20 (4) provide resources and examples of how a dedicated coordinator for ethnic studies
41.21 can facilitate higher quality implementation of ethnic studies; and
- 41.22 (5) make available to school districts and charter schools the following:
- 41.23 (i) an ethnic studies school survey for each school district and charter school to use as
41.24 part of a school needs assessment;
- 41.25 (ii) a list of recommended examples of implementation supports for use in kindergarten
41.26 through grade 12 that accurately reflect the diversity of the state of Minnesota;
- 41.27 (iii) training materials for teachers and district and school staff, including an ethnic
41.28 studies coordinator, to implement ethnic studies requirements, including a school needs
41.29 assessment; and
- 41.30 (iv) other resources to assist districts and charter schools in successfully implementing
41.31 ethnic studies standards.
- 42.1 (b) The commissioner must review and revise the ethnic studies standards, once adopted,
42.2 every ten years. Review and revision of the state standards must include robust community
42.3 engagement and consultation with stakeholders.
- 42.4 **EFFECTIVE DATE.** This section is effective July 1, 2023, except subdivision 3, which
42.5 is effective the day following final enactment.
- 42.6 Sec. 15. **[120B.252] HOLOCAUST, GENOCIDE OF INDIGENOUS PEOPLES,**
42.7 **AND OTHER GENOCIDE EDUCATION.**
- 42.8 Subdivision 1. **Definitions.** (a) "Holocaust and genocide studies" means interdisciplinary
42.9 teaching and learning about the causes, impacts, and legacies of the Holocaust, other
42.10 genocides, and incidents of mass violence.

- 42.11 (b) "Holocaust" means the systematic, state-sponsored persecution and murder of
42.12 6,000,000 Jews by the Nazi regime and its allies and collaborators.
- 42.13 (c) "Genocide" means an internationally recognized crime where acts are committed
42.14 with the intent to destroy, in whole or in part, a national, ethnic, racial, or religious group.
42.15 Acts of genocide, as defined by the United Nations and the Rome Statute, include the
42.16 following categories:
- 42.17 (1) killing members of the group;
- 42.18 (2) causing serious bodily or mental harm to members of the group;
- 42.19 (3) deliberately inflicting on the group conditions of life calculated to bring about its
42.20 physical destruction in whole or in part;
- 42.21 (4) imposing measures intended to prevent births within the group; or
- 42.22 (5) forcibly transferring children of the group to another group.
- 42.23 Genocide also means a series of purposeful actions by a perpetrator or perpetrators to destroy
42.24 a collectivity through mass or selective murders of group members and suppressing the
42.25 biological and social reproduction of the collectivity. The perpetrator or perpetrators may
42.26 represent the state of the victim, another state, or another collectivity.
- 42.27 (d) "Incidents of mass violence" means extreme violence deliberately inflicted on a large
42.28 scale on civilians or noncombatants by state or nonstate actors. Incidents of mass violence
42.29 encompass the international crimes of genocide, crimes against humanity, war crimes, and
42.30 terrorism.
- 43.1 (e) "Center for Holocaust and Genocide Studies" means the Center for Holocaust and
43.2 Genocide Studies at the University of Minnesota.
- 43.3 Subd. 2. **Requirements.** (a) A school district must, at a minimum, offer as part of its
43.4 social studies curriculum for middle and high school education on the Holocaust, genocide
43.5 of Indigenous Peoples, and other genocides. Curriculum must:
- 43.6 (1) examine the history of the genocide of Indigenous Peoples and Indigenous removal
43.7 from Minnesota, including the genocide, dispossession, and forced removal of the Dakota,
43.8 Ojibwe, and Ho-Chunk;
- 43.9 (2) analyze the connections between World War II, nationalism, fascism, antisemitism,
43.10 and the Holocaust;
- 43.11 (3) analyze how individuals, groups, and societies around the world have been affected
43.12 by genocide, such as the genocide of Indigenous Peoples in the Americas and throughout
43.13 the world; Black genocide in the United States and the Americas; the genocide in German
43.14 Southwest Africa; Armenian genocide; the genocide of the Ukrainian people from 1932 to
43.15 1933, also known as the Holodomor; the Holocaust, including non-Jewish victims of Nazi
43.16 persecution and genocide; Cambodian genocide; Guatemalan genocide; Rwandan genocide;

43.17 genocide in the former Yugoslavia; genocide in Darfur; Rohingya genocide; and other
43.18 historical and contemporary cases of genocide and mass violence, especially those
43.19 experienced by communities expelled from, resettled in, migrated to, or living in Minnesota,
43.20 including the Karen, Hmong, and Somali communities; and

43.21 (4) describe and evaluate different responses to genocides and other human rights
43.22 violations, such as the genocide of Indigenous Peoples in the Americas and throughout the
43.23 world; Black genocide in the United States and the Americas; the genocide in German
43.24 Southwest Africa; Armenian genocide; the genocide of the Ukrainian people from 1932 to
43.25 1933, also known as the Holodomor; the Holocaust, including non-Jewish victims of Nazi
43.26 persecution and genocide; Cambodian genocide; Guatemalan genocide; Rwandan genocide;
43.27 genocide in the former Yugoslavia; genocide in Darfur; Rohingya genocide; and other
43.28 historical and contemporary cases of genocide.

43.29 (b) Public schools are strongly encouraged to include in middle and high school social
43.30 studies curriculum context about the history, culture, and traditions of the communities
43.31 devastated by the Holocaust, genocide of Indigenous Peoples, other genocides, and incidents
43.32 of mass violence.

44.1 (c) School districts are strongly encouraged to include the Holocaust, genocide of
44.2 Indigenous Peoples, other genocides, and incidents of mass violence in middle and high
44.3 school English language arts curriculum.

44.4 (d) A school district must provide Holocaust and genocide education as part of its
44.5 curriculum in middle and high school by the 2026-2027 school year in accordance with
44.6 Department of Education rulemaking on social studies standards and benchmarks.

44.7 **EFFECTIVE DATE.** This section is effective July 1, 2023.

44.8 Sec. 16. Minnesota Statutes 2022, section 120B.30, subdivision 1, is amended to read:

44.9 Subdivision 1. **Statewide testing.** (a) The commissioner, with advice from experts with
44.10 appropriate technical qualifications and experience and stakeholders, consistent with
44.11 subdivision 1a, must include in the comprehensive assessment system, for each grade level
44.12 to be tested, state-constructed tests developed as computer-adaptive reading and mathematics
44.13 assessments for students that are aligned with the state's required academic standards under
44.14 section 120B.021, include multiple choice questions, and are administered annually to all
44.15 students in grades 3 through 8. State-developed high school tests aligned with the state's
44.16 required academic standards under section 120B.021 and administered to all high school
44.17 students in a subject other than writing must include multiple choice questions. The
44.18 commissioner must establish a testing period as late as possible each school year during
44.19 which schools must administer the Minnesota Comprehensive Assessments to students. The
44.20 commissioner must publish the testing schedule at least two years before the beginning of
44.21 the testing period.

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

6.18 Sec. 8. Minnesota Statutes 2022, section 120B.30, subdivision 1, is amended to read:

6.19 Subdivision 1. **Statewide testing.** (a) The commissioner, with advice from experts with
6.20 appropriate technical qualifications and experience and stakeholders, consistent with
6.21 subdivision 1a, must include in the comprehensive assessment system, for each grade level
6.22 to be tested, state-constructed tests developed as computer-adaptive reading and mathematics
6.23 assessments for students that are aligned with the state's required academic standards under
6.24 section 120B.021, include multiple choice questions, and are administered annually to all
6.25 students in grades 3 through 8. State-developed high school tests aligned with the state's
6.26 required academic standards under section 120B.021 and administered to all high school
6.27 students in a subject other than writing must include multiple choice questions. The
6.28 commissioner must establish a testing period as late as possible each school year during
6.29 which schools must administer the Minnesota Comprehensive Assessments to students. The
6.30 commissioner must publish the testing schedule at least two years before the beginning of
6.31 the testing period.

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

44.24 (1) mathematics;

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

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

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

44.29 (3) language arts and reading; grades 3 through 8 and high school level beginning in the
44.30 2012-2013 school year.

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

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

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

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

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

45.22 A student under paragraph (c), clause (1), must receive targeted, relevant, academically
45.23 rigorous, and resourced instruction, which may include a targeted instruction and intervention
45.24 plan focused on improving the student's knowledge and skills in core subjects so that the
45.25 student has a reasonable chance to succeed in a career or college without need for
45.26 postsecondary remediation. Consistent with sections 120B.13, 124D.09, 124D.091, 124D.49,
45.27 and related sections, an enrolling school or district must actively encourage a student in
45.28 grade 11 or 12 who is identified as academically ready for a career or college to participate
45.29 in courses and programs awarding college credit to high school students. Students are not

7.1 (1) mathematics;

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

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

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

7.6 (3) language arts and reading; grades 3 through 8 and high school level beginning in the
7.7 2012-2013 school year.

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

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

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

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

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

7.31 A student under paragraph (c), clause (1), must receive targeted, relevant, academically
7.32 rigorous, and resourced instruction, which may include a targeted instruction and intervention
7.33 plan focused on improving the student's knowledge and skills in core subjects so that the
8.1 student has a reasonable chance to succeed in a career or college without need for
8.2 postsecondary remediation. Consistent with sections 120B.13, 124D.09, 124D.091, 124D.49,
8.3 and related sections, an enrolling school or district must actively encourage a student in
8.4 grade 11 or 12 who is identified as academically ready for a career or college to participate
8.5 in courses and programs awarding college credit to high school students. Students are not

45.30 required to achieve a specified score or level of proficiency on an assessment under this
45.31 subdivision to graduate from high school.

45.32 (e) Though not a high school graduation requirement, students are encouraged to
45.33 participate in a nationally recognized college entrance exam. To the extent state funding
45.34 for college entrance exam fees is available, a district must pay the cost, one time, for an
46.1 interested student in grade 11 or 12 who is eligible for a free or reduced-price meal, to take
46.2 a nationally recognized college entrance exam before graduating. A student must be able
46.3 to take the exam under this paragraph at the student's high school during the school day and
46.4 at any one of the multiple exam administrations available to students in the district. A district
46.5 may administer the ACT or SAT or both the ACT and SAT to comply with this paragraph.
46.6 If the district administers only one of these two tests and a free or reduced-price meal eligible
46.7 student opts not to take that test and chooses instead to take the other of the two tests, the
46.8 student may take the other test at a different time or location and remains eligible for the
46.9 examination fee reimbursement. Notwithstanding sections 123B.34 to 123B.39, a school
46.10 district may require a student that is not eligible for a free or reduced-price meal to pay the
46.11 cost of taking a nationally recognized college entrance exam. The district must waive the
46.12 cost for a student unable to pay.

46.13 (f) The commissioner and the chancellor of the Minnesota State Colleges and Universities
46.14 must collaborate in aligning instruction and assessments for adult basic education students
46.15 and English learners to provide the students with diagnostic information about any targeted
46.16 interventions, accommodations, modifications, and supports they need so that assessments
46.17 and other performance measures are accessible to them and they may seek postsecondary
46.18 education or employment without need for postsecondary remediation. When administering
46.19 formative or summative assessments used to measure the academic progress, including the
46.20 oral academic development, of English learners and inform their instruction, schools must
46.21 ensure that the assessments are accessible to the students and students have the modifications
46.22 and supports they need to sufficiently understand the assessments.

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

46.34 (h) A student who demonstrates attainment of required state academic standards, which
46.35 include career and college readiness benchmarks, on high school assessments under
47.1 subdivision 1a is academically ready for a career or college and is encouraged to participate

8.6 required to achieve a specified score or level of proficiency on an assessment under this
8.7 subdivision to graduate from high school.

8.8 (e) Though not a high school graduation requirement, students are encouraged to
8.9 participate in a nationally recognized college entrance exam. To the extent state funding
8.10 for college entrance exam fees is available, a district must pay the cost, one time, for an
8.11 interested student in grade 11 or 12 who is eligible for a free or reduced-price meal, to take
8.12 a nationally recognized college entrance exam before graduating. A student must be able
8.13 to take the exam under this paragraph at the student's high school during the school day and
8.14 at any one of the multiple exam administrations available to students in the district. A district
8.15 may administer the ACT or SAT or both the ACT and SAT to comply with this paragraph.
8.16 If the district administers only one of these two tests and a free or reduced-price meal eligible
8.17 student opts not to take that test and chooses instead to take the other of the two tests, the
8.18 student may take the other test at a different time or location and remains eligible for the
8.19 examination fee reimbursement. Notwithstanding sections 123B.34 to 123B.39, a school
8.20 district may require a student that is not eligible for a free or reduced-price meal to pay the
8.21 cost of taking a nationally recognized college entrance exam. The district must waive the
8.22 cost for a student unable to pay.

8.23 (f) The commissioner and the chancellor of the Minnesota State Colleges and Universities
8.24 must collaborate in aligning instruction and assessments for adult basic education students
8.25 and English learners to provide the students with diagnostic information about any targeted
8.26 interventions, accommodations, modifications, and supports they need so that assessments
8.27 and other performance measures are accessible to them and they may seek postsecondary
8.28 education or employment without need for postsecondary remediation. When administering
8.29 formative or summative assessments used to measure the academic progress, including the
8.30 oral academic development, of English learners and inform their instruction, schools must
8.31 ensure that the assessments are accessible to the students and students have the modifications
8.32 and supports they need to sufficiently understand the assessments.

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

9.9 (h) A student who demonstrates attainment of required state academic standards, which
9.10 include career and college readiness benchmarks, on high school assessments under
9.11 subdivision 1a is academically ready for a career or college and is encouraged to participate

47.2 in courses awarding college credit to high school students. Such courses and programs may
47.3 include sequential courses of study within broad career areas and technical skill assessments
47.4 that extend beyond course grades.

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

47.8 (j) In developing, supporting, and improving students' academic readiness for a career
47.9 or college, schools, districts, and the state must have a continuum of empirically derived,
47.10 clearly defined benchmarks focused on students' attainment of knowledge and skills so that
47.11 students, their parents, and teachers know how well students must perform to have a
47.12 reasonable chance to succeed in a career or college without need for postsecondary
47.13 remediation. The commissioner, in consultation with local school officials and educators,
47.14 and Minnesota's public postsecondary institutions must ensure that the foundational
47.15 knowledge and skills for students' successful performance in postsecondary employment
47.16 or education and an articulated series of possible targeted interventions are clearly identified
47.17 and satisfy Minnesota's postsecondary admissions requirements.

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

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

47.25 (m) The 3rd through 8th grade computer-adaptive assessment results and high school
47.26 test results must be available to districts for diagnostic purposes affecting student learning
47.27 and district instruction and curriculum, and for establishing educational accountability. The
47.28 commissioner, in consultation with the chancellor of the Minnesota State Colleges and
47.29 Universities, must establish empirically derived benchmarks on the high school tests that
47.30 reveal a trajectory toward career and college readiness consistent with section 136F.302,
47.31 subdivision 1a. The commissioner must disseminate to the public the computer-adaptive
47.32 assessments and high school test results upon receiving those results.

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

48.3 (o) The commissioner must include the following components in the statewide public
48.4 reporting system:

9.12 in courses awarding college credit to high school students. Such courses and programs may
9.13 include sequential courses of study within broad career areas and technical skill assessments
9.14 that extend beyond course grades.

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

9.18 (j) In developing, supporting, and improving students' academic readiness for a career
9.19 or college, schools, districts, and the state must have a continuum of empirically derived,
9.20 clearly defined benchmarks focused on students' attainment of knowledge and skills so that
9.21 students, their parents, and teachers know how well students must perform to have a
9.22 reasonable chance to succeed in a career or college without need for postsecondary
9.23 remediation. The commissioner, in consultation with local school officials and educators,
9.24 and Minnesota's public postsecondary institutions must ensure that the foundational
9.25 knowledge and skills for students' successful performance in postsecondary employment
9.26 or education and an articulated series of possible targeted interventions are clearly identified
9.27 and satisfy Minnesota's postsecondary admissions requirements.

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

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

10.1 (m) The 3rd through 8th grade computer-adaptive assessment results and high school
10.2 test results must be available to districts for diagnostic purposes affecting student learning
10.3 and district instruction and curriculum, and for establishing educational accountability. The
10.4 commissioner, in consultation with the chancellor of the Minnesota State Colleges and
10.5 Universities, must establish empirically derived benchmarks on the high school tests that
10.6 reveal a trajectory toward career and college readiness consistent with section 136F.302,
10.7 subdivision 1a. The commissioner must disseminate to the public the computer-adaptive
10.8 assessments and high school test results upon receiving those results.

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

10.13 (o) The commissioner must include the following components in the statewide public
10.14 reporting system:

48.5 (1) uniform statewide computer-adaptive assessments of all students in grades 3 through
48.6 8 and testing at the high school levels that provides appropriate, technically sound
48.7 accommodations or alternate assessments;

48.8 (2) educational indicators that can be aggregated and compared across school districts
48.9 and across time on a statewide basis, including ~~average daily attendance~~ consistent
48.10 attendance, high school graduation rates, and high school drop-out rates by age and grade
48.11 level;

48.12 (3) state results on the ~~American College Test~~ ACT test; and

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

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

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

48.27 Sec. 17. Minnesota Statutes 2022, section 120B.30, subdivision 1a, is amended to read:

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

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

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

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

49.3 (4) ~~"Above grade level" test items contain subject area content that is above the grade~~
49.4 ~~level of the student taking the assessment and is considered aligned with state academic~~
49.5 ~~standards to the extent it is aligned with content represented in state academic standards~~
49.6 ~~above the grade level of the student taking the assessment. Notwithstanding the student's~~
49.7 ~~grade level, administering above grade level test items to a student does not violate the~~
49.8 ~~requirement that state assessments must be aligned with state standards.~~

10.15 (1) uniform statewide computer-adaptive assessments of all students in grades 3 through
10.16 8 and testing at the high school levels that provides appropriate, technically sound
10.17 accommodations or alternate assessments;

10.18 (2) educational indicators that can be aggregated and compared across school districts
10.19 and across time on a statewide basis, including ~~average daily attendance~~ consistent
10.20 attendance, high school graduation rates, and high school drop-out rates by age and grade
10.21 level;

10.22 (3) state results on the ~~American College Test~~ ACT test; and

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

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

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

11.5 Sec. 9. Minnesota Statutes 2022, section 120B.30, subdivision 1a, is amended to read:

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

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

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

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

11.13 (4) ~~"Above grade level" test items contain subject area content that is above the grade~~
11.14 ~~level of the student taking the assessment and is considered aligned with state academic~~
11.15 ~~standards to the extent it is aligned with content represented in state academic standards~~
11.16 ~~above the grade level of the student taking the assessment. Notwithstanding the student's~~
11.17 ~~grade level, administering above grade level test items to a student does not violate the~~
11.18 ~~requirement that state assessments must be aligned with state standards.~~

49.9 ~~(5) "Below grade level" test items contain subject area content that is below the grade~~
49.10 ~~level of the student taking the test and is considered aligned with state academic standards~~
49.11 ~~to the extent it is aligned with content represented in state academic standards below the~~
49.12 ~~student's current grade level. Notwithstanding the student's grade level, administering~~
49.13 ~~below grade level test items to a student does not violate the requirement that state~~
49.14 ~~assessments must be aligned with state standards.~~

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

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

49.25 (1) annual computer-adaptive reading and mathematics assessments in grades 3 through
49.26 8, and high school reading, writing, and mathematics tests; and

49.27 (2) annual science assessments in one grade in the grades 3 through 5 span, the grades
49.28 6 through 8 span, and a life sciences assessment in the grades 9 through 12 span, and the
49.29 commissioner must not require students to achieve a passing score on high school science
49.30 assessments as a condition of receiving a high school diploma.

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

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

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

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

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

11.19 ~~(5) "Below grade level" test items contain subject area content that is below the grade~~
11.20 ~~level of the student taking the test and is considered aligned with state academic standards~~
11.21 ~~to the extent it is aligned with content represented in state academic standards below the~~
11.22 ~~student's current grade level. Notwithstanding the student's grade level, administering~~
11.23 ~~below grade level test items to a student does not violate the requirement that state~~
11.24 ~~assessments must be aligned with state standards.~~

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

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

12.3 (1) annual computer-adaptive reading and mathematics assessments in grades 3 through
12.4 8, and high school reading, writing, and mathematics tests; and

12.5 (2) annual science assessments in one grade in the grades 3 through 5 span, the grades
12.6 6 through 8 span, and a life sciences assessment in the grades 9 through 12 span, and the
12.7 commissioner must not require students to achieve a passing score on high school science
12.8 assessments as a condition of receiving a high school diploma.

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

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

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

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

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

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

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

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

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

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

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

50.25 ~~(f)~~ (f) A school, school district, and charter school must administer statewide assessments
50.26 under this section, as the assessments become available, to evaluate student progress toward
50.27 career and college readiness in the context of the state's academic standards. A school,
50.28 school district, or charter school may use a student's performance on a statewide assessment
50.29 as one of multiple criteria to determine grade promotion or retention. A school, school
50.30 district, or charter school may use a high school student's performance on a statewide
50.31 assessment as a percentage of the student's final grade in a course, or place a student's
50.32 assessment score on the student's transcript.

51.1 Sec. 18. Minnesota Statutes 2022, section 120B.301, is amended to read:

51.2 **120B.301 LIMITS ON LOCAL TESTING.**

51.3 (a) For students in grades 1 through 6, the cumulative total amount of time spent taking
51.4 locally adopted districtwide or schoolwide assessments must not exceed ten hours per school
51.5 year. For students in grades 7 through 12, the cumulative total amount of time spent taking
51.6 locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school
51.7 year. For purposes of this paragraph, international baccalaureate and advanced placement
51.8 exams are not considered locally adopted assessments.

51.9 (b) A district or charter school is exempt from the requirements of paragraph (a), if the
51.10 district or charter school, in consultation with the exclusive representative of the teachers
51.11 or other teachers if there is no exclusive representative of the teachers, decides to exceed a
51.12 time limit in paragraph (a) and includes the information in the report required under section
51.13 120B.11, subdivision 5.

51.14 (c) A district or charter school, ~~before the first day of each school year,~~ must publish on
51.15 its website a comprehensive calendar of standardized tests to be administered in the district
51.16 or charter school during that school year. The calendar must provide the rationale for
51.17 administering each assessment and indicate whether the assessment is a local option or

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

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

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

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

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

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

13.4 ~~(f)~~ (f) A school, school district, and charter school must administer statewide assessments
13.5 under this section, as the assessments become available, to evaluate student progress toward
13.6 career and college readiness in the context of the state's academic standards. A school,
13.7 school district, or charter school may use a student's performance on a statewide assessment
13.8 as one of multiple criteria to determine grade promotion or retention. A school, school
13.9 district, or charter school may use a high school student's performance on a statewide
13.10 assessment as a percentage of the student's final grade in a course, or place a student's
13.11 assessment score on the student's transcript.

13.12 Sec. 10. Minnesota Statutes 2022, section 120B.301, is amended to read:

13.13 **120B.301 LIMITS ON LOCAL TESTING.**

13.14 (a) For students in grades 1 through 6, the cumulative total amount of time spent taking
13.15 locally adopted districtwide or schoolwide assessments must not exceed ten hours per school
13.16 year. For students in grades 7 through 12, the cumulative total amount of time spent taking
13.17 locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school
13.18 year. For purposes of this paragraph, international baccalaureate and advanced placement
13.19 exams are not considered locally adopted assessments.

13.20 (b) A district or charter school is exempt from the requirements of paragraph (a), if the
13.21 district or charter school, in consultation with the exclusive representative of the teachers
13.22 or other teachers if there is no exclusive representative of the teachers, decides to exceed a
13.23 time limit in paragraph (a) and includes the information in the report required under section
13.24 120B.11, subdivision 5.

13.25 (c) A district or charter school, ~~before the first day of each school year,~~ must publish on
13.26 its website a comprehensive calendar of standardized tests to be administered in the district
13.27 or charter school during that school year. The calendar must provide the rationale for
13.28 administering each assessment and indicate whether the assessment is a local option or

51.18 required by state or federal law. The calendar must be published at least one week prior to
51.19 any eligible assessments being administered but no later than October 1.

51.20 Sec. 19. Minnesota Statutes 2022, section 120B.35, subdivision 3, is amended to read:

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

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

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

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

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

52.21 The commissioner must report measures of student growth and, under section 120B.11,
52.22 subdivision 2, clause (2), student learning and outcome data, consistent with this paragraph,
52.23 including the English language development, academic progress, and oral academic

13.29 required by state or federal law. The calendar must be published at least one week prior to
13.30 any eligible assessments being administered but no later than October 1.

14.1 Sec. 11. Minnesota Statutes 2022, section 120B.35, subdivision 3, is amended to read:

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

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

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

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

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

15.1 The commissioner must report measures of student growth and, under section 120B.11,
15.2 subdivision 2, clause (2), student learning and outcome data, consistent with this paragraph,
15.3 including the English language development, academic progress, and oral academic

52.24 development of English learners and their native language development if the native language
52.25 is used as a language of instruction, and include data on all pupils enrolled in a Minnesota
52.26 public school course or program who are currently or were previously counted as an English
52.27 learner under section 124D.59.

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

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

53.3 (2) a rigorous coursework measure indicating the number and percentage of high school
53.4 graduates in the most recent school year who successfully completed one or more
53.5 college-level advanced placement, international baccalaureate, postsecondary enrollment
53.6 options including concurrent enrollment, other rigorous courses of study under section
53.7 120B.021, subdivision 1a, or industry certification courses or programs.

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

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

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

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

15.4 development of English learners and their native language development if the native language
15.5 is used as a language of instruction, and include data on all pupils enrolled in a Minnesota
15.6 public school course or program who are currently or were previously counted as an English
15.7 learner under section 124D.59.

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

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

15.17 (2) a rigorous coursework measure indicating the number and percentage of high school
15.18 graduates in the most recent school year who successfully completed one or more
15.19 college-level advanced placement, international baccalaureate, postsecondary enrollment
15.20 options including concurrent enrollment, other rigorous courses of study under section
15.21 120B.021, subdivision 1a, or industry certification courses or programs.

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

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

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

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

53.29 (2) the percent of students under this paragraph whose progress and performance levels
53.30 are meeting career and college readiness benchmarks under section 120B.30, subdivision
53.31 1; and

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

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

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

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

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

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

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

54.14 (g) When reporting four- and six-year graduation rates, the commissioner or school
54.15 district must disaggregate the data by student categories according to paragraph (a), clause
54.16 (2).

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

54.22 Sec. 20. Minnesota Statutes 2022, section 120B.36, subdivision 2, is amended to read:

54.23 Subd. 2. **Student progress and other data.** (a) All data the department receives, collects,
54.24 or creates under section 120B.11, governing the world's best workforce, or uses to determine
54.25 federal expectations under the most recently reauthorized Elementary and Secondary
54.26 Education Act, ~~set state growth targets,~~ and determine student growth, learning, and outcomes
54.27 under section 120B.35 are nonpublic data under section 13.02, subdivision 9, until the
54.28 commissioner publicly releases the data.

54.29 (b) Districts must provide parents sufficiently detailed summary data to permit parents
54.30 to appeal under the most recently reauthorized federal Elementary and Secondary Education
54.31 Act. The commissioner shall annually post federal expectations and state student growth,

16.9 (2) the percent of students under this paragraph whose progress and performance levels
16.10 are meeting career and college readiness benchmarks under section 120B.30, subdivision
16.11 1; and

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

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

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

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

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

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

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

16.27 (g) When reporting four- and six-year graduation rates, the commissioner or school
16.28 district must disaggregate the data by student categories according to paragraph (a), clause
16.29 (2).

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

17.3 Sec. 12. Minnesota Statutes 2022, section 120B.36, subdivision 2, is amended to read:

17.4 Subd. 2. **Student progress and other data.** (a) All data the department receives, collects,
17.5 or creates under section 120B.11, governing the world's best workforce, or uses to determine
17.6 federal expectations under the most recently reauthorized Elementary and Secondary
17.7 Education Act, ~~set state growth targets,~~ and determine student growth, learning, and outcomes
17.8 under section 120B.35 are nonpublic data under section 13.02, subdivision 9, until the
17.9 commissioner publicly releases the data.

17.10 (b) Districts must provide parents sufficiently detailed summary data to permit parents
17.11 to appeal under the most recently reauthorized federal Elementary and Secondary Education
17.12 Act. The commissioner shall annually post federal expectations and state student growth,

54.32 learning, and outcome data to the department's public website no later than September 1,
54.33 except that in years when data or federal expectations reflect new performance standards,
55.1 the commissioner shall post data on federal expectations and state student growth data no
55.2 later than October 1.

55.3 Sec. 21. Minnesota Statutes 2022, section 121A.031, subdivision 6, is amended to read:

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

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

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

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

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

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

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

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

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

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

17.13 learning, and outcome data to the department's public website no later than September 1,
17.14 except that in years when data or federal expectations reflect new performance standards,
17.15 the commissioner shall post data on federal expectations and state student growth data no
17.16 later than October 1.

93.20 Sec. 7. Minnesota Statutes 2022, section 121A.031, subdivision 6, is amended to read:

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

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

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

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

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

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

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

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

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

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

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

56.4 **Sec. 22. [121A.0312] MALICIOUS AND SADISTIC CONDUCT.**

56.5 (a) For purposes of this section, "malicious and sadistic conduct" means creating a hostile
56.6 learning environment by acting with the intent to cause harm by intentionally injuring
56.7 another without just cause or reason or engaging in extreme or excessive cruelty or delighting
56.8 in cruelty.

56.9 (b) A school board must adopt a written policy to address malicious and sadistic conduct
56.10 involving race, color, creed, national origin, sex, age, marital status, status with regard to
56.11 public assistance, disability, religion, sexual harassment, and sexual orientation, as defined
56.12 in chapter 363A, and sexual exploitation by a district or school staff member, independent
56.13 contractor, or student enrolled in a public school against a staff member, independent
56.14 contractor, or student that occurs as described in section 121A.031, subdivision 1, paragraph
56.15 (a).

56.16 (c) The policy must apply to students, independent contractors, teachers, administrators,
56.17 and other school personnel; must include at a minimum the components under section
56.18 121A.031, subdivision 4, paragraph (a); and must include disciplinary actions for each
56.19 violation of the policy. Disciplinary actions must conform with collective bargaining
56.20 agreements and sections 121A.41 to 121A.56.

56.21 (d) The policy must be conspicuously posted throughout each school building, distributed
56.22 to each district employee and independent contractor at the time of hiring or contracting,
56.23 and included in each school's student handbook on school policies. Each school must develop
56.24 a process for discussing with students, parents of students, independent contractors, and
56.25 school employees the school's policy addressing malicious and sadistic conduct involving
56.26 race, color, creed, national origin, sex, age, marital status, status with regard to public
56.27 assistance, disability, religion, sexual harassment, and sexual orientation, as defined in
56.28 chapter 363A, and sexual exploitation.

56.29 **Sec. 23. [121A.201] MTSS AND COLLABORATIVE MINNESOTA PARTNERSHIPS**
56.30 **TO ADVANCE STUDENT SUCCESS (COMPASS).**

56.31 Beginning July 1, 2023, all Minnesota school districts and charter schools must be offered
56.32 training and support in implementing MTSS through the Department of Education
56.33 COMPASS team and the Department of Education's regional partners, the Minnesota Service
57.1 Cooperatives. COMPASS is the state school improvement model providing a statewide
57.2 system through which all districts and schools may receive support in the areas of literacy,
57.3 math, social-emotional learning, and mental health within the MTSS framework. The MTSS
57.4 framework is the state's systemic, continuous school improvement framework for ensuring
57.5 positive social, emotional, behavioral, developmental, and academic outcomes for every

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

30.25 **Sec. 3. [121A.0312] MALICIOUS AND SADISTIC CONDUCT.**

30.26 (a) For purposes of this section, "malicious and sadistic conduct" means creating a hostile
30.27 learning environment by acting with the intent to cause harm by intentionally injuring
30.28 another without just cause or reason or engaging in extreme or excessive cruelty or delighting
30.29 in cruelty.

30.30 (b) A school board must adopt a written policy to address malicious and sadistic conduct
30.31 involving race, color, creed, national origin, sex, age, marital status, status with regard to
30.32 public assistance, disability, religion, sexual harassment, sexual orientation, as defined in
31.1 chapter 363A, and sexual exploitation by a district or school staff member, independent
31.2 contractor, or student enrolled in a public or charter school against a staff member,
31.3 independent contractor, or student that occurs as described in section 121A.031, subdivision
31.4 1, paragraph (a).

31.5 (c) The policy must apply to students, independent contractors, teachers, administrators,
31.6 and other school personnel; must include at a minimum the components under section
31.7 121A.031, subdivision 4, paragraph (a); and must include disciplinary actions for each
31.8 violation of the policy. Disciplinary actions must conform with collective bargaining
31.9 agreements and sections 121A.41 to 121A.56.

31.10 (d) The policy must be conspicuously posted throughout each school building, distributed
31.11 to each district employee and independent contractor at the time of hiring or contracting,
31.12 and included in each school's student handbook on school policies. Each school must develop
31.13 a process for discussing with students, parents of students, independent contractors, and
31.14 school employees the school's policy addressing malicious and sadistic conduct involving
31.15 race, color, creed, national origin, sex, age, marital status, status with regard to public
31.16 assistance, disability, religion, sexual harassment, sexual orientation, as defined in chapter
31.17 363A, and sexual exploitation.

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19.13 **Section 1. [121A.201] MTSS AND COLLABORATIVE MINNESOTA**
19.14 **PARTNERSHIPS TO ADVANCE STUDENT SUCCESS (COMPASS).**

19.15 Beginning July 1, 2023, all Minnesota school districts and charter schools must be offered
19.16 training and support in implementing MTSS through the Department of Education
19.17 COMPASS team and the Department of Education's regional partners, the Minnesota Service
19.18 Cooperatives. COMPASS is the state school improvement model providing a statewide
19.19 system through which all districts and schools may receive support in the areas of literacy,
19.20 math, social-emotional learning, and mental health within the MTSS framework. The MTSS
19.21 framework is the state's systemic, continuous school improvement framework for ensuring
19.22 positive social, emotional, behavioral, developmental, and academic outcomes for every

57.6 student. MTSS provides access to layered tiers of culturally and linguistically responsive,
57.7 evidence-based practices. The MTSS framework relies on the understanding and belief that
57.8 every student can learn and thrive, and it engages an anti-bias and socially just approach to
57.9 examining policies and practices and ensuring equitable distribution of resources and
57.10 opportunity. The MTSS systemic framework requires:
57.11 (1) a district-wide infrastructure consisting of effective leaders, collective efficacy among
57.12 staff, positive school climate, linked teams, and professional learning that supports continuous
57.13 improvement;
57.14 (2) authentic engagement with families and communities to develop reciprocal
57.15 relationships and build new opportunities for students together;
57.16 (3) multilayered tiers of culturally and linguistically responsive instruction and support
57.17 that allows every student the support they need to reach meaningful and rigorous learning
57.18 standards. Tiers of support include core (Tier 1), supplemental (Tier 2), and intensive (Tier
57.19 3) instruction levels;
57.20 (4) valid and reliable assessment tools and processes to assess student and system
57.21 performance and inform necessary changes; and
57.22 (5) a data-based decision-making approach in which problems are precisely defined and
57.23 analyzed, solutions address root causes, and implementation is monitored to ensure success.
57.24 The data-based problem-solving component of the MTSS framework consists of three major
57.25 subcomponents: accessible and integrated data, decision-making process, and system
57.26 performance.

19.23 student. MTSS provides access to layered tiers of culturally and linguistically responsive,
19.24 evidence-based practices. The MTSS framework relies on the understanding and belief that
19.25 every student can learn and thrive, and it engages an anti-bias and socially just approach to
19.26 examining policies and practices and ensuring equitable distribution of resources and
19.27 opportunity. The MTSS systemic framework requires:
19.28 (1) a district-wide infrastructure consisting of effective leaders, collective efficacy among
19.29 staff, positive school climate, linked teams, and professional learning that supports continuous
19.30 improvement;
20.1 (2) authentic engagement with families and communities to develop reciprocal
20.2 relationships and build new opportunities for students together;
20.3 (3) multilayered tiers of culturally and linguistically responsive instruction and support
20.4 that allows every student the support they need to reach meaningful and rigorous learning
20.5 standards. Tiers of support include core (Tier 1), supplemental (Tier 2), and intensive (Tier
20.6 3) instruction levels;
20.7 (4) valid and reliable assessment tools and processes to assess student and system
20.8 performance and inform necessary changes; and
20.9 (5) a data-based decision-making approach in which problems are precisely defined and
20.10 analyzed, solutions address root causes, and implementation is monitored to ensure success.
20.11 The data-based problem-solving component of the MTSS framework consists of three major
20.12 subcomponents: accessible and integrated data, decision-making process, and system
20.13 performance.
20.14 Sec. 2. Minnesota Statutes 2022, section 124D.095, subdivision 7, is amended to read:
20.15 Subd. 7. Department of Education. (a) The department must review and approve or
20.16 disapprove online learning providers within 90 calendar days of receiving an online learning
20.17 provider's completed application. The commissioner, using research-based standards of
20.18 quality for online learning programs, must review all approved online learning providers
20.19 on a cyclical three-year basis. Approved online learning providers annually must submit
20.20 program data to, confirm statements of assurances for, and provide program updates including
20.21 a current course list to the commissioner.
20.22 (b) The online learning courses and programs must be rigorous, aligned with state
20.23 academic standards, and contribute to grade progression in a single subject. The online
20.24 learning provider, other than a digital learning provider offering digital learning to its enrolled
20.25 students only under subdivision 4, paragraph (d), must give the commissioner written
20.26 assurance that: (1) all courses meet state academic standards; and (2) the online learning
20.27 curriculum, instruction, and assessment, expectations for actual teacher-contact time or
20.28 other student-to-teacher communication, and academic support meet nationally recognized
20.29 professional standards and are described as such in an online learning course syllabus that
20.30 meets the commissioner's requirements. Once an online learning provider is approved under
20.31 this paragraph, all of its online learning course offerings are eligible for payment under this

20.32 section unless a course is successfully challenged by an enrolling district or the department
20.33 under paragraph (c).

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

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

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

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

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

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

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

29.24 Sec. 4. **[124D.475] CREDIT FOR EMPLOYMENT WITH HEALTH CARE**
29.25 **PROVIDERS.**

29.26 Consistent with the career and technical pathways program, a student in grade 11 or 12
29.27 who is employed by an institutional long-term care or licensed assisted living facility, a
29.28 home and community-based services and supports provider, a hospital or health system
29.29 clinic, or a child care center may earn up to two elective credits each year toward graduation
29.30 under section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the
29.31 enrolling school district or charter school. A student may earn one elective credit for every
29.32 350 hours worked, including hours worked during the summer. A student who is employed
30.1 by an eligible employer must submit an application, in the form or manner required by the
30.2 school district or charter school, for elective credit to the school district or charter school
30.3 in order to receive elective credit. The school district or charter school must verify the hours
30.4 worked with the employer before awarding elective credit.

30.5 **EFFECTIVE DATE.** This section is effective for the 2023-2024 school year and later.

57.27 Sec. 24. Minnesota Statutes 2022, section 121A.41, is amended by adding a subdivision
57.28 to read:

57.29 Subd. 12. **Nonexclusionary disciplinary policies and practices; alternatives to pupil**
57.30 **removal and dismissal.** "Nonexclusionary disciplinary policies and practices" means
57.31 policies and practices that are alternatives to removing a pupil from class or dismissing a
57.32 pupil from school, including evidence-based positive behavior interventions and supports,
57.33 social and emotional services, school-linked mental health services, counseling services,
58.1 social work services, referrals for special education or 504 evaluations, academic screening
58.2 for Title I services or reading interventions, and alternative education services.
58.3 Nonexclusionary disciplinary policies and practices require actions by school officials to
58.4 intervene in, redirect, and support a pupil's behavior before beginning dismissal proceedings.
58.5 Nonexclusionary disciplinary policies and practices include but are not limited to the policies
58.6 and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision
58.7 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause
58.8 (3).

58.9 **EFFECTIVE DATE.** This section is effective for the 2023-2024 school year and later.

58.10 Sec. 25. Minnesota Statutes 2022, section 121A.41, is amended by adding a subdivision
58.11 to read:

58.12 Subd. 13. **Pupil withdrawal agreement.** "Pupil withdrawal agreement" means a verbal
58.13 or written agreement between a school administrator or district administrator and a pupil's
58.14 parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal
58.15 proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month
58.16 period.

58.17 **EFFECTIVE DATE.** This section is effective for the 2023-2024 school year and later.

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34.23 Sec. 5. **[121A.35] SUICIDE PREVENTION INFORMATION; IDENTIFICATION**
34.24 **CARDS.**

34.25 A school district or charter school that issues an identification card to students in middle
34.26 school, junior high, or high school must provide contact information for the 988 Suicide
34.27 and Crisis LifeLine (988 LifeLine), the Crisis Text line, and the county mobile crisis services.
34.28 The contact information must also be included in the school's student handbook and the
34.29 student planner if a student planner is custom printed by the school for distribution to students
34.30 in grades 6 through 12. A nonpublic school is encouraged to issue student identification
34.31 cards consistent with this paragraph.

72.26 Section 1. Minnesota Statutes 2022, section 121A.41, is amended by adding a subdivision
72.27 to read:

72.28 Subd. 12. **Nonexclusionary disciplinary policies and practices; alternatives to pupil**
72.29 **removal and dismissal.** "Nonexclusionary disciplinary policies and practices" means
72.30 policies and practices that are alternatives to dismissing a pupil from school, including
72.31 evidence-based positive behavior interventions and supports, social and emotional services,
72.32 school-linked mental health services, counseling services, social work services, referrals
72.33 for special education or 504 evaluations, academic screening for Title I services or reading
73.1 interventions, and alternative education services. Nonexclusionary disciplinary policies and
73.2 practices require school officials to intervene in, redirect, and support a pupil's behavior
73.3 before beginning dismissal proceedings. Nonexclusionary disciplinary policies and practices
73.4 include but are not limited to the policies and practices under sections 120B.12; 121A.575,
73.5 clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision
73.6 3, paragraph (q); 122A.627, clause (3); and 123A.56.

73.7 **EFFECTIVE DATE.** This section is effective for the 2023-2024 school year and later.

73.8 Sec. 2. Minnesota Statutes 2022, section 121A.41, is amended by adding a subdivision to
73.9 read:

73.10 Subd. 13. **Pupil withdrawal agreement.** "Pupil withdrawal agreement" means a verbal
73.11 or written agreement between a school administrator or district administrator and a pupil's
73.12 parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal
73.13 proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month
73.14 period.

73.15 **EFFECTIVE DATE.** This section is effective for the 2023-2024 school year and later.

58.18 Sec. 26. Minnesota Statutes 2022, section 121A.425, is amended to read:

58.19 **121A.425 FULL AND EQUITABLE PARTICIPATION IN ~~PRESCHOOL AND~~**
58.20 **~~PREKINDERGARTEN EARLY LEARNING.~~**

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

58.23 (1) a preschool or prekindergarten program, including ~~a child participating in an~~ early
58.24 childhood family education, school readiness, school readiness plus, voluntary
58.25 prekindergarten, Head Start, or other school-based preschool or prekindergarten program;
58.26 ~~may not be subject to dismissals under this chapter; or~~

58.27 (2) kindergarten through grade 3.

58.28 (b) Notwithstanding this subdivision, expulsions and exclusions may be used only after
58.29 resources outlined in subdivision 2 have been exhausted, and only in circumstances where
58.30 there is an ongoing serious safety threat to the child or others.

59.1 Subd. 2. **Nonexclusionary discipline.** For purposes of this section, nonexclusionary
59.2 discipline must include at least one of the following:

59.3 (1) collaborating with the pupil's family or guardian, child mental health consultant or
59.4 provider, education specialist, or other community-based support;

59.5 (2) creating a plan, written with the parent or guardian, that details the action and support
59.6 needed for the pupil to fully participate in the current educational program, including a
59.7 preschool or prekindergarten program; or

59.8 (3) providing a referral for needed support services, including parenting education, home
59.9 visits, other supportive education interventions, or, where appropriate, an evaluation to
59.10 determine if the pupil is eligible for special education services or section 504 services.

59.11 **EFFECTIVE DATE.** This section is effective July 1, 2023.

59.12 Sec. 27. Minnesota Statutes 2022, section 121A.45, subdivision 1, is amended to read:

59.13 Subdivision 1. **Provision of alternative programs.** No school shall dismiss any pupil
59.14 without attempting to ~~provide alternative educational services~~ use nonexclusionary
59.15 disciplinary policies and practices before dismissal proceedings or pupil withdrawal
59.16 agreements, except where it appears that the pupil will create an immediate and substantial
59.17 danger to self or to surrounding persons or property.

59.18 **EFFECTIVE DATE.** This section is effective for the 2024-2025 school year and later.

73.16 Sec. 3. Minnesota Statutes 2022, section 121A.425, is amended to read:

73.17 **121A.425 FULL AND EQUITABLE PARTICIPATION IN ~~PRESCHOOL AND~~**
73.18 **~~PREKINDERGARTEN EARLY LEARNING.~~**

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

73.21 (1) a preschool or prekindergarten program, including ~~a child participating in an~~ early
73.22 childhood family education, school readiness, school readiness plus, voluntary
73.23 prekindergarten, Head Start, or other school-based preschool or prekindergarten program;
73.24 ~~may not be subject to dismissals under this chapter; or~~

73.25 (2) kindergarten through grade 3.

73.26 (b) Notwithstanding this subdivision, expulsions and exclusions may be used only after
73.27 resources outlined in subdivision 2 have been exhausted, and only in circumstances where
73.28 there is an ongoing serious safety threat to the child or others.

73.29 (c) Notwithstanding this subdivision, a disciplinary dismissal may be used in
73.30 circumstances where the pupil creates an immediate and substantial danger to themselves
73.31 or to surrounding persons or property.

74.1 Subd. 2. **Nonexclusionary discipline.** For purposes of this section, nonexclusionary
74.2 discipline must include at least one of the following:

74.3 (1) collaborating with the pupil's family or guardian, child mental health consultant or
74.4 provider, education specialist, or other community-based support;

74.5 (2) creating a plan, written with the parent or guardian, that details the action and support
74.6 needed for the pupil to fully participate in the current educational program, including a
74.7 preschool or prekindergarten program; or

74.8 (3) providing a referral for needed support services, including parenting education, home
74.9 visits, other supportive education interventions, or, where appropriate, an evaluation to
74.10 determine if the pupil is eligible for special education services or section 504 services.

74.11 **EFFECTIVE DATE.** This section is effective for the 2023-2024 school year and later.

74.12 Sec. 4. Minnesota Statutes 2022, section 121A.45, subdivision 1, is amended to read:

74.13 Subdivision 1. **Provision of alternative programs.** No school shall dismiss any pupil
74.14 without attempting to ~~provide alternative educational services~~ use nonexclusionary
74.15 disciplinary policies and practices before dismissal proceedings or pupil withdrawal
74.16 agreements, except where it appears that the pupil will create an immediate and substantial
74.17 danger to self or to surrounding persons or property.

74.18 **EFFECTIVE DATE.** This section is effective for the 2023-2024 school year and later.

59.19 Sec. 28. Minnesota Statutes 2022, section 121A.46, subdivision 4, is amended to read:

59.20 Subd. 4. **Provision of alternative education services; suspension pending expulsion**
59.21 **or exclusion hearing.** (a) Alternative education services must be provided to a pupil who
59.22 is suspended for more than five consecutive school days.

59.23 (b) Notwithstanding the provisions of subdivisions 1 and 3, the pupil may be suspended
59.24 pending the school board's decision in the expulsion or exclusion hearing; provided that
59.25 alternative educational services are implemented to the extent that suspension exceeds five
59.26 consecutive school days.

59.27 **EFFECTIVE DATE.** This section is effective for the 2023-2024 school year and later.

60.1 Sec. 29. Minnesota Statutes 2022, section 121A.46, is amended by adding a subdivision
60.2 to read:

60.3 Subd. 5. **Minimum education services.** School administration must allow a suspended
60.4 pupil the opportunity to complete all school work assigned during the period of the pupil's
60.5 suspension and to receive full credit for satisfactorily completing the assignments. The
60.6 school principal or other person having administrative control of the school building or
60.7 program is encouraged to designate a district or school employee as a liaison to work with
60.8 the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and
60.9 other information, and (2) complete daily and weekly assignments and receive teachers'
60.10 feedback.

60.11 **EFFECTIVE DATE.** This section is effective for the 2023-2024 school year and later.

60.12 Sec. 30. Minnesota Statutes 2022, section 121A.47, subdivision 2, is amended to read:

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

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

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

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

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

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

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

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

74.18 Sec. 5. Minnesota Statutes 2022, section 121A.46, subdivision 4, is amended to read:

74.19 Subd. 4. **Provision of alternative education services; suspension pending expulsion**
74.20 **or exclusion hearing.** (a) Alternative education services must be provided to a pupil who
74.21 is suspended for more than five consecutive school days.

74.22 (b) Notwithstanding the provisions of subdivisions 1 and 3, the pupil may be suspended
74.23 pending the school board's decision in the expulsion or exclusion hearing; provided that
74.24 alternative educational services are implemented to the extent that suspension exceeds five
74.25 consecutive school days.

74.26 **EFFECTIVE DATE.** This section is effective for the 2023-2024 school year and later.

74.27 Sec. 6. Minnesota Statutes 2022, section 121A.46, is amended by adding a subdivision to
74.28 read:

74.29 Subd. 5. **Minimum education services.** School administration must allow a suspended
74.30 pupil the opportunity to complete all school work assigned during the period of the pupil's
74.31 suspension and to receive full credit for satisfactorily completing the assignments. The
75.1 school principal or other person having administrative control of the school building or
75.2 program is encouraged to designate a district or school employee as a liaison to work with
75.3 the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and
75.4 other information, and (2) complete daily and weekly assignments and receive teachers'
75.5 feedback.

75.6 **EFFECTIVE DATE.** This section is effective for the 2023-2024 school year and later.

75.7 Sec. 7. Minnesota Statutes 2022, section 121A.47, subdivision 2, is amended to read:

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

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

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

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

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

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

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

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

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

60.27 (3) present evidence; and

60.28 (4) confront and cross-examine witnesses.

60.29 **EFFECTIVE DATE.** This section is effective for the ~~2024-2025~~ school year and later.

61.1 Sec. 31. Minnesota Statutes 2022, section 121A.47, subdivision 14, is amended to read:

61.2 Subd. 14. **Admission or readmission plan.** (a) A school administrator ~~shall~~ must prepare
61.3 and enforce an admission or readmission plan for any pupil who is excluded or expelled
61.4 from school. The plan ~~may~~ must include measures to improve the pupil's behavior, ~~including~~
61.5 which may include completing a character education program, consistent with section
61.6 120B.232, subdivision 1, ~~and require~~ social and emotional learning, counseling, social work
61.7 services, mental health services, referrals for special education or 504 evaluation, and
61.8 evidence-based academic interventions. The plan must include reasonable attempts to obtain
61.9 parental involvement in the admission or readmission process, and may indicate the
61.10 consequences to the pupil of not improving the pupil's behavior.

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

61.23 **EFFECTIVE DATE.** This section is effective for the 2023-2024 school year and later.

61.24 Sec. 32. Minnesota Statutes 2022, section 121A.53, subdivision 1, is amended to read:

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

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

75.22 (3) present evidence; and

75.23 (4) confront and cross-examine witnesses.

75.24 **EFFECTIVE DATE.** This section is effective for the ~~2023-2024~~ school year and later.

75.25 Sec. 8. Minnesota Statutes 2022, section 121A.47, subdivision 14, is amended to read:

75.26 Subd. 14. **Admission or readmission plan.** (a) A school administrator ~~shall~~ must prepare
75.27 and enforce an admission or readmission plan for any pupil who is excluded or expelled
75.28 from school. The plan ~~may~~ must include measures to improve the pupil's behavior, ~~including~~
75.29 which may include completing a character education program, consistent with section
75.30 120B.232, subdivision 1, ~~and~~ social and emotional learning, counseling, social work services,
76.1 mental health services, referrals for special education or 504 evaluation, and evidence-based
76.2 academic interventions. The plan must include reasonable attempts to obtain ~~require~~ parental
76.3 involvement in the admission or readmission process, and may indicate the consequences
76.4 to the pupil of not improving the pupil's behavior.

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

76.17 **EFFECTIVE DATE.** This section is effective for the 2023-2024 school year and later.

76.18 Sec. 9. Minnesota Statutes 2022, section 121A.53, subdivision 1, is amended to read:

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

62.1 EFFECTIVE DATE. This section is effective for the 2023-2024 school year and later.

62.2 Sec. 33. Minnesota Statutes 2022, section 121A.55, is amended to read:

62.3 **121A.55 POLICIES TO BE ESTABLISHED.**

62.4 (a) The commissioner of education ~~shall~~ must promulgate guidelines to assist each school
62.5 board. Each school board ~~shall~~ must establish uniform criteria for dismissal and adopt written
62.6 policies and rules to effectuate the purposes of sections 121A.40 to 121A.56. The policies
62.7 ~~shall~~ must include nonexclusionary disciplinary policies and practices consistent with section
62.8 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection
62.9 of problems and shall. The policies must be designed to address students' inappropriate
62.10 behavior from recurring.

62.11 (b) The policies ~~shall~~ must recognize the continuing responsibility of the school for the
62.12 education of the pupil during the dismissal period.

62.13 (c) The school is responsible for ensuring that alternative educational services, if the
62.14 pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress
62.15 ~~towards~~ toward meeting the graduation standards adopted under section 120B.02 and help
62.16 prepare the pupil for readmission in accordance with section 121A.46, subdivision 5.

62.17 (d) For expulsion and exclusion dismissals and pupil withdrawal agreements as defined
62.18 in section 121A.41, subdivision 13:

62.19 (1) for a pupil who remains enrolled in the district or is awaiting enrollment in a new
62.20 district, a school district's continuing responsibility includes reviewing the pupil's school
62.21 work and grades on a quarterly basis to ensure the pupil is on track for readmission with
62.22 the pupil's peers. School districts must communicate on a regular basis with the pupil's
62.23 parent or guardian to ensure the pupil is completing the work assigned through the alternative
62.24 educational services as defined in section 121A.41, subdivision 11. These services are
62.25 required until a pupil enrolls in another school or returns to the same school.

62.26 (2) a pupil receiving school-based or school-linked mental health services in the district
62.27 under section 245.4889 continues to be eligible for those services until the pupil is enrolled
62.28 in a new district; and

62.29 (3) a school district must provide to the pupil's parent or guardian information on
62.30 accessing mental health services, including any free or sliding fee providers in the
62.31 community. The information must also be posted on the district or charter school website.

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

76.29 EFFECTIVE DATE. This section is effective for the 2023-2024 school year and later.

77.1 Sec. 10. Minnesota Statutes 2022, section 121A.55, is amended to read:

77.2 **121A.55 POLICIES TO BE ESTABLISHED.**

77.3 (a) The commissioner of education ~~shall~~ must promulgate guidelines to assist each school
77.4 board. Each school board ~~shall~~ must establish uniform criteria for dismissal and adopt written
77.5 policies and rules to effectuate the purposes of sections 121A.40 to 121A.56. The policies
77.6 ~~shall~~ must include nonexclusionary disciplinary policies and practices consistent with section
77.7 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection
77.8 of problems and shall. The policies must be designed to address students' inappropriate
77.9 behavior from recurring.

77.10 (b) The policies ~~shall~~ must recognize the continuing responsibility of the school for the
77.11 education of the pupil during the dismissal period.

77.12 (c) The school is responsible for ensuring that alternative educational services, if the
77.13 pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress
77.14 ~~towards~~ toward meeting the graduation standards adopted under section 120B.02 and help
77.15 prepare the pupil for readmission in accordance with section 121A.46, subdivision 5.

77.16 (d) For expulsion and exclusion dismissals and pupil withdrawal agreements as defined
77.17 in section 121A.41, subdivision 13:

77.18 (1) for a pupil who remains enrolled in the district or is awaiting enrollment in a new
77.19 district, a school district's continuing responsibility includes reviewing the pupil's schoolwork
77.20 and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's
77.21 peers. A school district must communicate on a regular basis with the pupil's parent or
77.22 guardian to ensure that the pupil is completing the work assigned through the alternative
77.23 educational services as defined in section 121A.41, subdivision 11. These services are
77.24 required until the pupil enrolls in another school or returns to the same school;

77.25 (2) a pupil receiving school-based or school-linked mental health services in the district
77.26 under section 245.4889 continues to be eligible for those services until the pupil is enrolled
77.27 in a new district; and

77.28 (3) a school district must provide to the pupil's parent or guardian information on
77.29 accessing mental health services, including any free or sliding fee providers in the
77.30 community. The information must also be posted on the district or charter school website.

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

63.5 (⇔) (f) Each school district shall develop a policy and report it to the commissioner on
63.6 the appropriate use of peace officers and crisis teams to remove students who have an
63.7 individualized education program from school grounds.

63.8 **EFFECTIVE DATE.** This section is effective for the ~~2024-2025~~ school year and later.

63.9 Sec. 34. Minnesota Statutes 2022, section 121A.58, is amended to read:

63.10 **121A.58 CORPORAL PUNISHMENT; PRONE RESTRAINT; AND CERTAIN**
63.11 **PHYSICAL HOLDS.**

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

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

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

63.16 (b) For the purpose of this section, "prone restraint" means placing a child in a face-down
63.17 position.

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

63.21 Subd. 2a. **Prone restraint and certain physical holds not allowed.** (a) An employee
63.22 or agent of a district, including a school resource officer or police officer contracted with
63.23 a district, shall not use prone restraint.

63.24 (b) An employee or agent of a district, including a school resource officer or police
63.25 officer contracted with a district, shall not inflict any form of physical holding that restricts
63.26 or impairs a pupil's ability to breathe; restricts or impairs a pupil's ability to communicate
63.27 distress; places pressure or weight on a pupil's head, throat, neck, chest, lungs, sternum,
63.28 diaphragm, back, or abdomen; or results in straddling a pupil's torso.

63.29 Subd. 3. **Violation.** Conduct that violates subdivision 2 is not a crime under section
63.30 645.241, but may be a crime under chapter 609 if the conduct violates a provision of chapter
63.31 609.

64.1 Sec. 35. Minnesota Statutes 2022, section 121A.61, subdivision 1, is amended to read:

64.2 Subdivision 1. **Required policy.** Each school board must adopt a written districtwide
64.3 school discipline policy which includes written rules of conduct for students, minimum
64.4 consequences for violations of the rules, and grounds and procedures for removal of a student
64.5 from class. The policy must contain the discipline complaint procedure that any member
64.6 of the school community may use to file a complaint regarding the application of discipline
64.7 policies and seek corrective action. The policy must be developed in consultation with
64.8 administrators, teachers, employees, pupils, parents, community members, law enforcement
64.9 agencies, county attorney offices, social service agencies, and such other individuals or

78.3 (⇔) (f) Each school district shall develop a policy and report it to the commissioner on
78.4 the appropriate use of peace officers and crisis teams to remove students who have an
78.5 individualized education program from school grounds.

78.6 **EFFECTIVE DATE.** This section is effective for the ~~2023-2024~~ school year and later.

78.7 Sec. 11. Minnesota Statutes 2022, section 121A.58, is amended to read:

78.8 **121A.58 CORPORAL PUNISHMENT; PRONE RESTRAINT; AND CERTAIN**
78.9 **PHYSICAL HOLDS.**

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

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

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

78.14 (b) For the purpose of this section, "prone restraint" means placing a child in a face-down
78.15 position.

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

78.19 Subd. 2a. **Prone restraint and certain physical holds not allowed.** (a) An employee
78.20 or agent of a district, including a school resource officer or police officer contracted with
78.21 a district, shall not use prone restraint.

78.22 (b) An employee or agent of a district, including a school resource officer or police
78.23 officer contracted with a district, shall not inflict any form of physical holding that restricts
78.24 or impairs a pupil's ability to breathe; restricts or impairs a pupil's ability to communicate
78.25 distress; places pressure or weight on a pupil's head, throat, neck, chest, lungs, sternum,
78.26 diaphragm, back, or abdomen; or results in straddling a pupil's torso.

78.27 Subd. 3. **Violation.** Conduct that violates subdivision 2 is not a crime under section
78.28 645.241, but may be a crime under chapter 609 if the conduct violates a provision of chapter
78.29 609.

79.1 Sec. 12. Minnesota Statutes 2022, section 121A.61, subdivision 1, is amended to read:

79.2 Subdivision 1. **Required policy.** Each school board must adopt a written districtwide
79.3 school discipline policy which includes written rules of conduct for students, minimum
79.4 consequences for violations of the rules, and grounds and procedures for removal of a student
79.5 from class. The policy must contain the discipline complaint procedure that any member
79.6 of the school community may use to file a complaint regarding the application of discipline
79.7 policies and seek corrective action. The policy must be developed in consultation with
79.8 administrators, teachers, employees, pupils, parents, community members, law enforcement
79.9 agencies, county attorney offices, social service agencies, and such other individuals or

64.10 organizations as the board determines appropriate. A school site council may adopt additional
64.11 provisions to the policy subject to the approval of the school board.

64.12 Sec. 36. Minnesota Statutes 2022, section 121A.61, subdivision 3, is amended to read:

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

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

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

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

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

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

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

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

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

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

64.30 (j) any procedures determined appropriate for encouraging early detection of behavioral
64.31 problems;

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

65.3 (l) any procedures determined appropriate for ensuring victims of bullying who respond
65.4 with behavior not allowed under the school's behavior policies have access to a remedial
65.5 response, consistent with section 121A.031;

65.6 ~~(m)~~ (m) the procedures for consideration of whether there is a need for a further assessment
65.7 or of whether there is a need for a review of the adequacy of a current individualized
65.8 education program of a student with a disability who is removed from class;

65.9 ~~(n)~~ (n) procedures for detecting and addressing chemical abuse problems of a student
65.10 while on the school premises;

65.11 ~~(o)~~ (o) the minimum consequences for violations of the code of conduct;

79.10 organizations as the board determines appropriate. A school site council may adopt additional
79.11 provisions to the policy subject to the approval of the school board.

79.12 Sec. 13. Minnesota Statutes 2022, section 121A.61, subdivision 3, is amended to read:

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

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

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

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

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

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

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

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

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

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

79.30 (j) any procedures determined appropriate for encouraging early detection of behavioral
79.31 problems;

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

80.3 (l) any procedures determined appropriate for ensuring victims of bullying who respond
80.4 with behavior not allowed under the school's behavior policies have access to a remedial
80.5 response, consistent with section 121A.031;

80.6 ~~(m)~~ (m) the procedures for consideration of whether there is a need for a further assessment
80.7 or of whether there is a need for a review of the adequacy of a current individualized
80.8 education program of a student with a disability who is removed from class;

80.9 ~~(n)~~ (n) procedures for detecting and addressing chemical abuse problems of a student
80.10 while on the school premises;

80.11 ~~(o)~~ (o) the minimum consequences for violations of the code of conduct;

65.12 ~~(p)~~ procedures for immediate and appropriate interventions tied to violations of the
65.13 code;

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

65.17 ~~(r)~~ an agreement regarding procedures to coordinate crisis services to the extent funds
65.18 are available with the county board responsible for implementing sections 245.487 to
65.19 245.4889 for students with a serious emotional disturbance or other students who have an
65.20 individualized education program whose behavior may be addressed by crisis intervention;
65.21 ~~and~~

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

65.26 ~~(t)~~ a prohibition on the use of exclusionary practices for early learners as defined in
65.27 section 121A.425; and

65.28 ~~(u)~~ a prohibition on the use of exclusionary practices to address attendance and truancy
65.29 issues.

66.1 Sec. 37. Minnesota Statutes 2022, section 121A.61, is amended by adding a subdivision
66.2 to read:

66.3 Subd. 4. **School supports.** (a) A school board is strongly encouraged to adopt a policy
66.4 that promotes the understanding in school staff that when a student is unable to meet adult
66.5 expectations it is often because the student lacks the skills to respond to a situation
66.6 appropriately. A school district must support school staff in using tiered interventions that
66.7 teach students skills and prioritize relationships between students and teachers.

66.8 (b) A school board is strongly encouraged to adopt a policy that discourages teachers
66.9 and staff from reacting to unwanted student behavior with approaches that take away the
66.10 student's opportunity to build skills for responding more appropriately.

66.11 Sec. 38. Minnesota Statutes 2022, section 121A.61, is amended by adding a subdivision
66.12 to read:

66.13 Subd. 5. **Discipline complaint procedure.** The discipline policy must contain procedures
66.14 for students, parents and other guardians, and school staff to file a complaint and seek
66.15 corrective action when the requirements of sections 121A.40 to 121A.61, including the
66.16 implementation of the local behavior and discipline policies, are not being implemented
66.17 appropriately or are being discriminately applied. Each district and school policy implemented
66.18 under this section must, at a minimum:

80.12 ~~(p)~~ procedures for immediate and appropriate interventions tied to violations of the
80.13 code;

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

80.17 ~~(r)~~ an agreement regarding procedures to coordinate crisis services to the extent funds
80.18 are available with the county board responsible for implementing sections 245.487 to
80.19 245.4889 for students with a serious emotional disturbance or other students who have an
80.20 individualized education program whose behavior may be addressed by crisis intervention;
80.21 ~~and~~

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

80.26 ~~(t)~~ a prohibition on the use of exclusionary practices for early learners as defined in
80.27 section 121A.425; and

80.28 ~~(u)~~ a prohibition on the use of exclusionary practices to address attendance and truancy
80.29 issues.

81.27 Sec. 15. Minnesota Statutes 2022, section 121A.61, is amended by adding a subdivision
81.28 to read:

81.29 Subd. 5. **School supports.** (a) A school board is strongly encouraged to adopt a policy
81.30 that promotes the understanding in school staff that when a student is unable to meet adult
81.31 expectations it is often because the student lacks the skills to respond to a situation
81.32 appropriately. A school district must support school staff in using tiered interventions that
81.33 teach students skills and prioritize relationships between students and teachers.

82.1 (b) A school board is strongly encouraged to adopt a policy that discourages teachers
82.2 and staff from reacting to unwanted student behavior with approaches that take away the
82.3 student's opportunity to build skills for responding more appropriately.

81.1 Sec. 14. Minnesota Statutes 2022, section 121A.61, is amended by adding a subdivision
81.2 to read:

81.3 Subd. 4. **Discipline complaint procedure.** The discipline policy must contain procedures
81.4 for students, parents and other guardians, and school staff to file a complaint and seek
81.5 corrective action when the requirements of sections 121A.40 to 121A.61, including the
81.6 implementation of the local behavior and discipline policies, are not being implemented
81.7 appropriately or are being discriminately applied. Each district and school policy implemented
81.8 under this section must, at a minimum:

66.19 (1) provide procedures for communicating this policy including the ability for a parent
66.20 to appeal a decision under section 121A.49 that contains explicit instructions for filing the
66.21 complaint;

66.22 (2) provide an opportunity for involved parties to submit additional information related
66.23 to the complaint;

66.24 (3) provide a procedure to begin to investigate complaints within three school days of
66.25 receipt, and identify personnel who will manage the investigation and any resulting record
66.26 and are responsible for keeping and regulating access to any record;

66.27 (4) provide procedures for issuing a written determination to the complainant that
66.28 addresses each allegation and contains findings and conclusions;

66.29 (5) if the investigation finds the requirements of sections 121A.40 to 121A.61, including
66.30 any local policies that were not implemented appropriately, contain procedures that require
66.31 a corrective action plan to correct a student's record and provide relevant staff with training,
66.32 coaching, or other accountability practices to ensure appropriate compliance with policies
66.33 in the future; and

67.1 (6) prohibit reprisals or retaliation against any person who asserts, alleges, or reports a
67.2 complaint, and provide procedures for applying appropriate consequences for a person who
67.3 engages in reprisal or retaliation.

67.4 **Sec. 39. [121A.611] RECESS AND OTHER BREAKS.**

67.5 (a) "Recess detention" as used in this chapter means excluding or excessively delaying
67.6 a student from participating in a scheduled recess period as a consequence for student
67.7 behavior. Recess detention does not include, among other things, providing alternative
67.8 recess at the student's choice.

67.9 (b) A school district or charter school is encouraged to ensure student access to structured
67.10 breaks from the demands of school and to support teachers, principals, and other school
67.11 staff in their efforts to use evidence-based approaches to reduce exclusionary forms of
67.12 discipline.

67.13 (c) A school district or charter school must not use recess detention unless:

67.14 (1) a student causes or is likely to cause serious physical harm to other students or staff;

67.15 (2) the student's parent or guardian specifically consents to the use of recess detention;
67.16 or

67.17 (3) for students receiving special education services, the student's individualized education
67.18 program team has determined that withholding recess is appropriate based on the
67.19 individualized needs of the student.

81.9 (1) provide procedures for communicating this policy including the ability for a parent
81.10 to appeal a decision under section 121A.49 that contains explicit instructions for filing the
81.11 complaint;

81.12 (2) provide an opportunity for involved parties to submit additional information related
81.13 to the complaint;

81.14 (3) provide a procedure to begin to investigate complaints within three school days of
81.15 receipt, and identify personnel who will manage the investigation and any resulting record
81.16 and are responsible for keeping and regulating access to any record;

81.17 (4) provide procedures for issuing a written determination to the complainant that
81.18 addresses each allegation and contains findings and conclusions;

81.19 (5) if the investigation finds the requirements of sections 121A.40 to 121A.61, including
81.20 any local policies that were not implemented appropriately, contain procedures that require
81.21 a corrective action plan to correct a student's record and provide relevant staff with training,
81.22 coaching, or other accountability practices to ensure appropriate compliance with policies
81.23 in the future; and

81.24 (6) prohibit reprisals or retaliation against any person who asserts, alleges, or reports a
81.25 complaint, and provide procedures for applying appropriate consequences for a person who
81.26 engages in reprisal or retaliation.

82.4 **Sec. 16. [121A.611] RECESS AND OTHER BREAKS.**

82.5 (a) "Recess detention" as used in this chapter means excluding or excessively delaying
82.6 a student from participating in a scheduled recess period as a consequence for student
82.7 behavior. Recess detention does not include, among other things, providing alternative
82.8 recess at the student's choice.

82.9 (b) A school district or charter school is encouraged to ensure student access to structured
82.10 breaks from the demands of school and to support teachers, principals, and other school
82.11 staff in their efforts to use evidence-based approaches to reduce exclusionary forms of
82.12 discipline.

82.13 (c) A school district or charter school must not use recess detention unless:

82.14 (1) a student causes or is likely to cause serious physical harm to other students or staff;

82.15 (2) the student's parent or guardian specifically consents to the use of recess detention;
82.16 or

82.17 (3) for students receiving special education services, the student's individualized education
82.18 program team has determined that withholding recess is appropriate based on the
82.19 individualized needs of the student.

67.20 (d) A school district or charter school must not withhold recess from a student based on
67.21 incomplete homework.

67.22 (e) A school district or charter school must require school staff to make a reasonable
67.23 attempt to notify a parent or guardian within 24 hours of using recess detention.

67.24 (f) A school district or charter school must compile information on each recess detention
67.25 at the end of each school year, including the student's age, grade, gender, race or ethnicity,
67.26 and special education status. This information must be available to the public upon request.
67.27 A school district or charter school is encouraged to use the data in professional development
67.28 promoting the use of nonexclusionary discipline.

67.29 (g) A school district or charter school must not withhold or excessively delay a student's
67.30 participation in scheduled mealtimes. This section does not alter a district's or school's
67.31 existing responsibilities under section 124D.111 or other state or federal law.

68.1 Sec. 40. **[121A.642] PARAPROFESSIONAL TRAINING.**

68.2 Subdivision 1. **Training required.** A school district or charter school must provide a
68.3 minimum of eight hours of paid orientation or professional development annually to all
68.4 paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours
68.5 must be completed before the first instructional day of the school year or within 30 days of
68.6 hire. The orientation or professional development must be relevant to the employee's
68.7 occupation and may include collaboration time with classroom teachers and planning for
68.8 the school year. For paraprofessionals who provide direct support to students, at least 50
68.9 percent of the professional development or orientation must be dedicated to meeting the
68.10 requirements of this section. Professional development for paraprofessionals may also
68.11 address the requirements of section 120B.363, subdivision 3. A school administrator must
68.12 provide an annual certification of compliance with this requirement to the commissioner.

68.13 Subd. 2. **Training aid.** Beginning in fiscal year 2024, each school district, charter school,
68.14 and cooperative organization serving pupils is eligible for paraprofessional training aid.
68.15 Paraprofessional training aid equals \$196 times the number of paraprofessionals, Title I
68.16 aides, and other instructional support staff employed by the school district, charter school,
68.17 or cooperative organization during the previous school year. A school receiving aid under
68.18 this subdivision must reserve paraprofessional training aid and spend it only for the purposes
68.19 of subdivision 1.

68.20 **EFFECTIVE DATE.** This section is effective July 1, 2023.

68.21 Sec. 41. Minnesota Statutes 2022, section 122A.42, is amended to read:

68.22 **122A.42 GENERAL CONTROL OF SCHOOLS.**

68.23 (a) The teacher of record shall have the general control and government of the school
68.24 and classroom. When more than one teacher is employed in any district, one of the teachers
68.25 may be designated by the board as principal and shall have the general control and

82.20 (d) A school district or charter school must not withhold recess from a student based on
82.21 incomplete homework.

82.22 (e) A school district or charter school must require school staff to make a reasonable
82.23 attempt to notify a parent or guardian within 24 hours of using recess detention.

82.24 (f) A school district or charter school must compile information on each recess detention
82.25 at the end of each school year, including the student's age, grade, gender, race or ethnicity,
82.26 and special education status. This information must be available to the public upon request.
82.27 A school district or charter school is encouraged to use the data in professional development
82.28 promoting the use of nonexclusionary discipline.

82.29 (g) A school district or charter school must not withhold or excessively delay a student's
82.30 participation in scheduled mealtimes. This section does not alter a district or school's existing
82.31 responsibilities under section 124D.111 or other state or federal law.

NOTE: COMPARE TO SENATE PROVISION BELOW FOR
PARAPROFESSIONALS UNDER INDIVIDUALIZED EDUCATION
PROGRAMS, MINNESOTA STATUTES 2022, SECTION 125A.08,
PARAGRAPH (4)

68.26 supervision of the schools of the district, subject to the general supervisory control of the
68.27 board and other officers.

68.28 (b) ~~Consistent with paragraph (a),~~ The teacher may remove students from class ~~under~~
68.29 consistent with section 121A.61, subdivision 2, or for violent or disruptive conduct. A
68.30 student who has been removed for violent conduct may only return to the classroom after
68.31 a school administrator has consulted with the teacher on ways to improve student behavior
68.32 and enforce expectation of student conduct, including involving parents and appropriate
68.33 student support personnel.

69.1 Sec. 42. Minnesota Statutes 2022, section 124D.03, subdivision 3, is amended to read:

69.2 Subd. 3. **Pupil application procedures.** (a) In order that a pupil may attend a school or
69.3 program in a nonresident district, the pupil's parent or guardian must submit an application
69.4 to the nonresident district. The pupil's application must identify a reason for enrolling in
69.5 the nonresident district. The parent or guardian of a pupil must submit a signed application
69.6 by January 15 for initial enrollment beginning the following school year. The application
69.7 must be on a form provided by the Department of Education. A particular school or program
69.8 may be requested by the parent. Once enrolled in a nonresident district, the pupil may remain
69.9 enrolled and is not required to submit annual or periodic applications. If the student moves
69.10 to a new resident district, the student retains the seat in the nonresident district, but must
69.11 submit a new enrollment options form to update the student's information. To return to the
69.12 resident district or to transfer to a different nonresident district, the parent or guardian of
69.13 the pupil must provide notice to the resident district or apply to a different nonresident
69.14 district by January 15 for enrollment beginning the following school year.

69.15 (b) A school district may require a nonresident student enrolled in a program under
69.16 section 125A.13, or in a preschool program, except for a program under section 124D.151
69.17 or Laws 2017, First Special Session chapter 5, article 8, section 9, to follow the application
69.18 procedures under this subdivision to enroll in kindergarten. A district must allow a
69.19 nonresident student enrolled in a program under section 124D.151 or Laws 2017, First
69.20 Special Session chapter 5, article 8, section 9, to remain enrolled in the district when the
69.21 student enters kindergarten without submitting annual or periodic applications, unless the
69.22 district terminates the student's enrollment under subdivision 12.

114.15 Section 1. Minnesota Statutes 2022, section 124D.03, subdivision 5a, is amended to read:

114.16 Subd. 5a. **Lotteries.** If a school district has more applications than available seats at a
114.17 specific grade level, it must hold an impartial lottery following the January 15 deadline to
114.18 determine which students will receive seats. The district must give priority to enrolling
114.19 siblings of currently enrolled students, students seeking enrollment into kindergarten who
114.20 were open enrolled in voluntary prekindergarten or school readiness plus programs in the
114.21 district, students whose applications are related to an approved integration and achievement

69.23 Sec. 43. Minnesota Statutes 2022, section 124D.03, subdivision 5, is amended to read:
69.24 Subd. 5. **Nonresident district procedures.** A district shall notify the parent or guardian
69.25 in writing by February 15 or within 90 days for applications submitted after January 15 in
69.26 the case of achievement and integration district transfers whether the application has been
69.27 accepted or rejected. If an application is rejected, the district must state in the notification
69.28 the reason for rejection. The parent or guardian must notify the nonresident district by March
69.29 1 or within 45 ten business days whether the pupil intends to enroll in the nonresident district.
69.30 Notice of intent to enroll in the nonresident district obligates the pupil to attend the
69.31 nonresident district during the following school year, unless the boards of the resident and
69.32 the nonresident districts agree in writing to allow the pupil to transfer back to the resident
69.33 district. If the pupil's parents or guardians change residence to another district, the student
69.34 does not lose the seat in the nonresident district but the parent or guardian must complete
70.1 an updated enrollment options form. If a parent or guardian does not notify the nonresident
70.2 district by the January 15 deadline, if it applies, the pupil may not enroll in that nonresident
70.3 district during the following school year, unless the boards of the resident and nonresident

114.22 ~~plan, and children of the school district's staff, and students residing in that part of a~~
114.23 ~~municipality, defined under section 469.1812, subdivision 3, where:~~
114.24 ~~(1) the student's resident district does not operate a school building;~~
114.25 ~~(2) the municipality is located partially or fully within the boundaries of at least five~~
114.26 ~~school districts;~~
114.27 ~~(3) the nonresident district in which the student seeks to enroll operates one or more~~
114.28 ~~school buildings within the municipality; and~~
114.29 ~~(4) no other nonresident, independent, special, or common school district operates a~~
114.30 ~~school building within the municipality.~~
114.31 The process for the school district lottery must be established in school district policy,
114.32 approved by the school board, and posted on the school district's website.
115.1 Sec. 2. Minnesota Statutes 2022, section 124D.03, subdivision 12, is amended to read:
115.2 Subd. 12. **Termination of enrollment.** A district may terminate the enrollment of a
115.3 nonresident student enrolled under this section or section 124D.08 at the end of a school
115.4 year if the student meets the definition of a habitual truant under section 260C.007,
115.5 subdivision 19, the student has been provided appropriate services under chapter 260A, and
115.6 the student's case has been referred to juvenile court. A district may also terminate the
115.7 enrollment of a nonresident student over the age of 17 enrolled under this section if the
115.8 student is absent without lawful excuse for one or more periods on 15 school days and has
115.9 not lawfully withdrawn from school under section 120A.22, subdivision 8. Starting in the
115.10 2023-2024 school year, a district may terminate the enrollment of a nonresident preschool
115.11 student under this section or section 125A.13 when the student meets age eligibility
115.12 requirements for kindergarten or reaches age five by September 1.
18.20 Sec. 15. Minnesota Statutes 2022, section 124D.03, subdivision 5, is amended to read:
18.21 Subd. 5. **Nonresident district procedures.** A district shall notify the parent or guardian
18.22 in writing by February 15 or within 90 days for applications submitted after January 15 in
18.23 the case of achievement and integration district transfers whether the application has been
18.24 accepted or rejected. If an application is rejected, the district must state in the notification
18.25 the reason for rejection. The parent or guardian must notify the nonresident district by March
18.26 1 or within 45 ten business days whether the pupil intends to enroll in the nonresident district.
18.27 Notice of intent to enroll in the nonresident district obligates the pupil to attend the
18.28 nonresident district during the following school year, unless the boards of the resident and
18.29 the nonresident districts agree in writing to allow the pupil to transfer back to the resident
18.30 district. If the pupil's parents or guardians change residence to another district, the student
18.31 does not lose the seat in the nonresident district but the parent or guardian must complete
18.32 an updated enrollment options form. If a parent or guardian does not notify the nonresident
18.33 district by the January 15 deadline, if it applies, the pupil may not enroll in that nonresident
18.34 district during the following school year, unless the boards of the resident and nonresident

70.4 district agree otherwise. The nonresident district must notify the resident district by March
70.5 15 or 30 days later of the pupil's intent to enroll in the nonresident district. The same
70.6 procedures apply to a pupil who applies to transfer from one participating nonresident district
70.7 to another participating nonresident district.

70.8 Sec. 44. Minnesota Statutes 2022, section 124D.09, subdivision 3, is amended to read:

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

70.11 (a) "Eligible institution" means a Minnesota public postsecondary institution, a private,
70.12 nonprofit two-year trade and technical school granting associate degrees, an opportunities
70.13 industrialization center accredited by an accreditor recognized by the United States
70.14 Department of Education, or a private, residential, two-year or four-year, liberal arts,
70.15 degree-granting college or university located in Minnesota. An eligible institution must not
70.16 require a faith statement from a secondary student seeking to enroll in a postsecondary
70.17 course under this section during the application process or base any part of the admission
70.18 decision on a student's race, creed, ethnicity, disability, gender, or sexual orientation or
70.19 religious beliefs or affiliations.

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

70.21 (c) "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under
70.22 subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by
70.23 a secondary teacher or a postsecondary faculty member, and are offered at a high school
70.24 for which the district is eligible to receive concurrent enrollment program aid under section
70.25 124D.091.

70.26 Sec. 45. Minnesota Statutes 2022, section 124D.09, subdivision 5, is amended to read:

70.27 Subd. 5. **Authorization; notification.** Notwithstanding any other law to the contrary,
70.28 an 11th or 12th grade pupil enrolled in a school or an American Indian-controlled Tribal
70.29 contract or grant school eligible for aid under section 124D.83, except a foreign exchange
70.30 pupil enrolled in a district under a cultural exchange program, may apply to an eligible
70.31 institution, as defined in subdivision 3, to enroll in nonsectarian courses offered by that
70.32 postsecondary institution. If an institution accepts a secondary pupil for enrollment under
70.33 this section, the institution shall send written notice to the pupil, the pupil's school or school
71.1 district, and the commissioner. The notice must indicate the course and hours of enrollment
71.2 of that pupil. If the pupil enrolls in a course for postsecondary credit, the institution must
71.3 notify:

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

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

71.7 **EFFECTIVE DATE.** This section is effective July 1, 2023.

19.1 district agree otherwise. The nonresident district must notify the resident district by March
19.2 15 or 30 days later of the pupil's intent to enroll in the nonresident district. The same
19.3 procedures apply to a pupil who applies to transfer from one participating nonresident district
19.4 to another participating nonresident district.

19.5 Sec. 16. Minnesota Statutes 2022, section 124D.09, subdivision 3, is amended to read:

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

19.8 (a) "Eligible institution" means a Minnesota public postsecondary institution, a private,
19.9 nonprofit two-year trade and technical school granting associate degrees, an opportunities
19.10 industrialization center accredited by an accreditor recognized by the United States
19.11 Department of Education, or a private, residential, two-year or four-year, liberal arts,
19.12 degree-granting college or university located in Minnesota. An eligible institution must be
19.13 in compliance with relevant law and judicial decisions.

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

19.15 (c) "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under
19.16 subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by
19.17 a secondary teacher or a postsecondary faculty member, and are offered at a high school
19.18 for which the district is eligible to receive concurrent enrollment program aid under section
19.19 124D.091.

71.8 Sec. 46. Minnesota Statutes 2022, section 124D.09, subdivision 12, is amended to read:

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

71.11 (b) A district ~~shall~~ must grant academic credit to a pupil enrolled in a course for secondary
71.12 credit if the pupil successfully completes the course. Seven quarter or four semester college
71.13 credits equal at least one full year of high school credit. Fewer college credits may be
71.14 prorated. A district must also grant academic credit to a pupil enrolled in a course for
71.15 postsecondary credit if secondary credit is requested by a pupil. If no comparable course is
71.16 offered by the district, the district must, as soon as possible, notify the commissioner, who
71.17 ~~shall~~ must determine the number of credits that ~~shall~~ must be granted to a pupil who
71.18 successfully completes a course. If a comparable course is offered by the district, the school
71.19 board ~~shall~~ must grant a comparable number of credits to the pupil. If there is a dispute
71.20 between the district and the pupil regarding the number of credits granted for a particular
71.21 course, the pupil may appeal the board's decision to the commissioner. The commissioner's
71.22 decision regarding the number of credits ~~shall be~~ is final.

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

71.27 (d) The secondary credits granted to a pupil must be counted toward the graduation
71.28 requirements and subject area requirements of the district. Evidence of successful completion
71.29 of each course and secondary credits granted must be included in the pupil's secondary
71.30 school record. A pupil ~~shall~~ must provide the school with a copy of the pupil's ~~grade~~ grades
71.31 in each course taken for secondary credit under this section, including interim or nonfinal
71.32 grades earned during the academic term. Upon the request of a pupil, the pupil's secondary
71.33 school record must also include evidence of successful completion and credits granted for
72.1 a course taken for postsecondary credit. In either case, the record must indicate that the
72.2 credits were earned at a postsecondary institution.

72.3 (e) If a pupil enrolls in a postsecondary institution after leaving secondary school, the
72.4 postsecondary institution must award postsecondary credit for any course successfully
72.5 completed for secondary credit at that institution. Other postsecondary institutions may
72.6 award, after a pupil leaves secondary school, postsecondary credit for any courses
72.7 successfully completed under this section. An institution may not charge a pupil for the
72.8 award of credit.

72.9 (f) The Board of Trustees of the Minnesota State Colleges and Universities and the
72.10 Board of Regents of the University of Minnesota must, and private nonprofit and proprietary
72.11 postsecondary institutions should, award postsecondary credit for any successfully completed
72.12 courses in a program certified by the National Alliance of Concurrent Enrollment Partnerships
72.13 offered according to an agreement under subdivision 10. Consistent with section 135A.101,
72.14 subdivision 3, all MnSCU institutions must give full credit to a secondary pupil who

72.15 completes for postsecondary credit a postsecondary course or program that is part or all of
72.16 a goal area or a transfer curriculum at a MnSCU institution when the pupil enrolls in a
72.17 MnSCU institution after leaving secondary school. Once one MnSCU institution certifies
72.18 as completed a secondary student's postsecondary course or program that is part or all of a
72.19 goal area or a transfer curriculum, every MnSCU institution must consider the student's
72.20 course or program for that goal area or the transfer curriculum as completed.

72.21 **EFFECTIVE DATE.** This section is effective July 1, 2023.

72.22 Sec. 47. Minnesota Statutes 2022, section 124D.09, subdivision 13, is amended to read:

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

72.26 The department must not make payments to a school district or postsecondary institution
72.27 for a course taken for postsecondary credit only. The department must not make payments
72.28 to a postsecondary institution for a course from which a student officially withdraws during
72.29 the first ~~14~~ ten business days of the postsecondary institution's quarter or semester or who
72.30 has been absent from the postsecondary institution for the first ~~15 consecutive school~~ ten
72.31 business days of the postsecondary institution's quarter or semester and is not receiving
72.32 instruction in the home or hospital.

72.33 A postsecondary institution shall receive the following:

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

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

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

73.14 Sec. 48. **[124D.094] ONLINE INSTRUCTION ACT.**

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

19.20 Sec. 17. Minnesota Statutes 2022, section 124D.09, subdivision 13, is amended to read:

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

19.24 The department must not make payments to a school district or postsecondary institution
19.25 for a course taken for postsecondary credit only. The department must not make payments
19.26 to a postsecondary institution for a course from which a student officially withdraws during
19.27 the first ~~14~~ ten business days of the postsecondary institution's quarter or semester or who
19.28 has been absent from the postsecondary institution for the first ~~15 consecutive school~~ ten
19.29 business days of the postsecondary institution's quarter or semester and is not receiving
19.30 instruction in the home or hospital.

19.31 A postsecondary institution shall receive the following:

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

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

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

35.1 Sec. 6. **[124D.094] ONLINE INSTRUCTION ACT.**

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

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

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

73.23 (d) "Enrolling district" means the school district or charter school in which a student is
73.24 enrolled under section 120A.22, subdivision 4.

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

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

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

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

74.8 (i) "Student" means a Minnesota resident enrolled in a school defined under section
74.9 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.

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

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

74.16 Subd. 2. **Digital instruction.** (a) An enrolling district may provide digital instruction,
74.17 including blended instruction and online instruction, to the district's own enrolled students.
74.18 Enrolling districts may establish agreements to provide digital instruction, including blended
74.19 instruction and online instruction, to students enrolled in the cooperating schools.

74.20 (b) When online instruction is provided, an online teacher as defined under subdivision
74.21 1, paragraph (h), shall perform all duties of teacher of record under Minnesota Rules, part

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

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

35.10 (d) "Enrolling district" means the school district or charter school in which a student is
35.11 enrolled under section 120A.22, subdivision 4.

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

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

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

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

35.26 (i) "Student" means a Minnesota resident enrolled in a school defined under section
35.27 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.

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

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

36.3 Subd. 2. **Digital instruction.** (a) An enrolling district may provide digital instruction,
36.4 including blended instruction and online instruction, to the district's own enrolled students.
36.5 Enrolling districts may establish agreements to provide digital instruction, including blended
36.6 instruction and online instruction, to students enrolled in the cooperating schools.

36.7 (b) When online instruction is provided, an online teacher as defined under subdivision
36.8 1, paragraph (h), shall perform all duties of teacher of record under Minnesota Rules, part

74.22 8710.0310. Unless the commissioner grants a waiver, a teacher providing online instruction
74.23 shall not instruct more than 40 students in any one online learning course or section.

74.24 (c) Students receiving online instruction full time shall be reported as enrolled in an
74.25 online instructional site under subdivision 1, paragraph (g).

74.26 (d) Curriculum used for digital instruction shall be aligned with Minnesota's current
74.27 academic standards and benchmarks.

74.28 (e) Digital instruction shall be accessible to students under section 504 of the federal
74.29 Rehabilitation Act and Title II of the federal Americans with Disabilities Act.

74.30 (f) An enrolling district providing digital instruction and a supplemental online course
74.31 provider shall assist an enrolled student whose family qualifies for the education tax credit
74.32 under section 290.0674 to acquire computer hardware and educational software so they
74.33 may participate in digital instruction. Funds provided to a family to support digital instruction
75.1 or supplemental online courses may only be used for qualifying expenses as determined by
75.2 the provider. Nonconsumable materials purchased with public education funds remain the
75.3 property of the provider. Records for any funds provided must be available for review by
75.4 the public or the department.

75.5 (g) An enrolling district providing digital instruction shall establish and document
75.6 procedures for determining attendance for membership and keep accurate records of daily
75.7 attendance under section 120A.21.

75.8 Subd. 3. **Supplemental online courses.** (a) Notwithstanding sections 124D.03 and
75.9 124D.08 and chapter 124E, procedures for applying to take supplemental online courses
75.10 other than those offered by the student's enrolling district are as provided in this subdivision.

75.11 (b) Any kindergarten through grade 12 student may apply to take a supplemental online
75.12 course under subdivision 1, paragraph (j). The student, or the student's parent or guardian
75.13 for a student under age 17, must submit an application for the proposed supplemental online
75.14 course or courses. A student may:

75.15 (1) apply to take an online course from a supplemental online course provider that meets
75.16 or exceeds the academic standards of the course in the enrolling district they are replacing;

75.17 (2) apply to take supplemental online courses for up to 50 percent of the student's
75.18 scheduled course load; and

75.19 (3) apply to take supplemental online courses no later than 15 school days after the
75.20 student's enrolling district's term has begun. An enrolling district may waive the 50 percent
75.21 course enrollment limit or the 15-day time limit.

75.22 (c) A student taking a supplemental online course must have the same access to the
75.23 computer hardware and education software available in a school as all other students in the
75.24 enrolling district.

36.9 8710.0310. Unless the commissioner grants a waiver, a teacher providing online instruction
36.10 shall not instruct more than 40 students in any one online learning course or section.

36.11 (c) Students receiving online instruction full time shall be reported as enrolled in an
36.12 online instructional site under subdivision 1, paragraph (g).

36.13 (d) Curriculum used for digital instruction shall be aligned with Minnesota's current
36.14 academic standards and benchmarks.

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36.16 Rehabilitation Act and Title II of the federal Americans with Disabilities Act.

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36.19 under section 290.0674 to acquire computer hardware and educational software so they
36.20 may participate in digital instruction. Funds provided to a family to support digital instruction
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36.22 the provider. Nonconsumable materials purchased with public education funds remain the
36.23 property of the provider. Records for any funds provided must be available for review by
36.24 the public or the department.

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36.26 procedures for determining attendance for membership and keep accurate records of daily
36.27 attendance under section 120A.21.

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36.29 124D.08 and chapter 124E, procedures for applying to take supplemental online courses
36.30 other than those offered by the student's enrolling district are as provided in this subdivision.

36.31 (b) Any kindergarten through grade 12 student may apply to take a supplemental online
36.32 course under subdivision 1, paragraph (j). The student, or the student's parent or guardian
37.1 for a student under age 17, must submit an application for the proposed supplemental online
37.2 course or courses. A student may:

37.3 (1) apply to take an online course from a supplemental online course provider that meets
37.4 or exceeds the academic standards of the course in the enrolling district they are replacing;

37.5 (2) apply to take supplemental online courses for up to 50 percent of the student's
37.6 scheduled course load; and

37.7 (3) apply to take supplemental online courses no later than 15 school days after the
37.8 student's enrolling district's term has begun. An enrolling district may waive the 50 percent
37.9 course enrollment limit or the 15-day time limit.

37.10 (c) A student taking a supplemental online course must have the same access to the
37.11 computer hardware and education software available in a school as all other students in the
37.12 enrolling district.

75.25 (d) A supplemental online course provider must have a current, approved application to
75.26 be listed by the Department of Education as an approved provider. The supplemental online
75.27 course provider must:

75.28 (1) use an application form specified by the Department of Education;

75.29 (2) notify the student, the student's guardian if they are age 17 or younger, and enrolling
75.30 district of the accepted application to take a supplemental online course within ten days of
75.31 receiving a completed application;

76.1 (3) notify the enrolling district of the course title, credits to be awarded, and the start
76.2 date of the online course. A supplemental online course provider must make the online
76.3 course syllabus available to the enrolling district;

76.4 (4) request applicable academic support information for the student, including a copy
76.5 of the IEP, EL support plan, or 504 plan; and

76.6 (5) track student attendance and monitor academic progress and communicate with the
76.7 student, the student's guardian if they are age 17 or younger, and the enrolling district's
76.8 designated online learning liaison.

76.9 (e) A supplemental online course provider may limit enrollment if the provider's school
76.10 board or board of directors adopts by resolution specific standards for accepting and rejecting
76.11 students' applications. The provisions may not discriminate against any protected class or
76.12 students with disabilities.

76.13 (f) A supplemental online course provider may request that the Department of Education
76.14 review an enrolling district's written decision to not accept a student's supplemental online
76.15 course application. The student may participate in the supplemental online course while the
76.16 application is under review. Decisions shall be final and binding for both the enrolling
76.17 district and the supplemental online course provider.

76.18 (g) A supplemental online course provider must participate in continuous improvement
76.19 cycles with the Department of Education.

76.20 Subd. 4. **Enrolling district.** (a) An enrolling district may not restrict or prevent a student
76.21 from applying to take supplemental online courses.

76.22 (b) An enrolling district may request an online course syllabus as defined under
76.23 subdivision 1, paragraph (e), to review whether the academic standards in the online course
76.24 meet or exceed the academic standards in the course it would replace at the enrolling district.

76.25 (c) Within 15 days after receiving notice of a student applying to take a supplemental
76.26 online course, the enrolling district must notify the supplemental online course provider
76.27 whether the student, the student's guardian, and the enrolling district agree that academic
76.28 standards in the online course meet or exceed the academic standards in the course it would
76.29 replace at the enrolling district. If the enrolling district does not agree that the academic

37.13 (d) A supplemental online course provider must have a current, approved application to
37.14 be listed by the Department of Education as an approved provider. The supplemental online
37.15 course provider must:

37.16 (1) use an application form specified by the Department of Education;

37.17 (2) notify the student, the student's guardian if they are age 17 or younger, and enrolling
37.18 district of the accepted application to take a supplemental online course within ten days of
37.19 receiving a completed application;

37.20 (3) notify the enrolling district of the course title, credits to be awarded, and the start
37.21 date of the online course. A supplemental online course provider must make the online
37.22 course syllabus available to the enrolling district;

37.23 (4) request applicable academic support information for the student, including a copy
37.24 of the IEP, EL support plan, or 504 plan; and

37.25 (5) track student attendance and monitor academic progress and communicate with the
37.26 student, the student's guardian if they are age 17 or younger, and the enrolling district's
37.27 designated online learning liaison.

37.28 (e) A supplemental online course provider may limit enrollment if the provider's school
37.29 board or board of directors adopts by resolution specific standards for accepting and rejecting
37.30 students' applications. The provisions may not discriminate against any protected class or
37.31 students with disabilities.

38.1 (f) A supplemental online course provider may request that the Department of Education
38.2 review an enrolling district's written decision to not accept a student's supplemental online
38.3 course application. The student may participate in the supplemental online course while the
38.4 application is under review. Decisions shall be final and binding for both the enrolling
38.5 district and the supplemental online course provider.

38.6 (g) A supplemental online course provider must participate in continuous improvement
38.7 cycles with the Department of Education.

38.8 Subd. 4. **Enrolling district.** (a) An enrolling district may not restrict or prevent a student
38.9 from applying to take supplemental online courses.

38.10 (b) An enrolling district may request an online course syllabus as defined under
38.11 subdivision 1, paragraph (e), to review whether the academic standards in the online course
38.12 meet or exceed the academic standards in the course it would replace at the enrolling district.

38.13 (c) Within 15 days after receiving notice of a student applying to take a supplemental
38.14 online course, the enrolling district must notify the supplemental online course provider
38.15 whether the student, the student's guardian, and the enrolling district agree that academic
38.16 standards in the online course meet or exceed the academic standards in the course it would
38.17 replace at the enrolling district. If the enrolling district does not agree that the academic

76.30 standards in the online course meet or exceed the academic standards in the course it would
76.31 replace at the enrolling district, then:

76.32 (1) the enrolling district must provide a written explanation of the district's decision to
76.33 the student, the student's guardian, and the supplemental online course provider; and

77.1 (2) the online provider must provide a response to the enrolling district explaining how
77.2 the course or program meets the graduation requirements of the enrolling district.

77.3 (d) An enrolling district may reduce the course schedule of a student taking supplemental
77.4 online courses in proportion to the number of supplemental online learning courses the
77.5 student takes.

77.6 (e) An enrolling district must appoint an online learning liaison who:

77.7 (1) provides information to students and families about supplemental online courses;

77.8 (2) provides academic support information including IEPs, EL support plans, and 504
77.9 plans to supplemental online providers; and

77.10 (3) monitors attendance and academic progress, and communicates with supplemental
77.11 online learning providers, students, families, and enrolling district staff.

77.12 (f) An enrolling district must continue to provide support services to students taking
77.13 supplemental online courses as they would for any other enrolled student including support
77.14 for English learners, case management of an individualized education program, and meal
77.15 and nutrition services for eligible students.

77.16 (g) An online learning student must receive academic credit for completing the
77.17 requirements of a supplemental online learning course. If a student completes an online
77.18 learning course that meets or exceeds a graduation standard or the grade progression
77.19 requirement at the enrolling district, that standard or requirement is met.

77.20 (h) Secondary credits granted to a supplemental online learning student count toward
77.21 the graduation and credit requirements of the enrolling district. The enrolling district must
77.22 apply the same graduation requirements to all students, including students taking
77.23 supplemental online courses.

77.24 (i) An enrolling district must provide access to extracurricular activities for students
77.25 taking supplemental online courses on the same basis as any other enrolled student.

77.26 Subd. 5. **Reporting.** Courses that include blended instruction and online instruction
77.27 must be reported in the manner determined by the commissioner of education.

77.28 Subd. 6. **Department of Education.** (a) The commissioner must establish quality
77.29 standards to be used for applications and continuous improvement of supplemental online
77.30 course providers, and by enrolling districts using digital instruction.

38.18 standards in the online course meet or exceed the academic standards in the course it would
38.19 replace at the enrolling district, then:

38.20 (1) the enrolling district must provide a written explanation of the district's decision to
38.21 the student, the student's guardian, and the supplemental online course provider; and

38.22 (2) the online provider must provide a response to the enrolling district explaining how
38.23 the course or program meets the graduation requirements of the enrolling district.

38.24 (d) An enrolling district may reduce the course schedule of a student taking supplemental
38.25 online courses in proportion to the number of supplemental online learning courses the
38.26 student takes.

38.27 (e) An enrolling district must appoint an online learning liaison who:

38.28 (1) provides information to students and families about supplemental online courses;

38.29 (2) provides academic support information including IEPs, EL support plans, and 504
38.30 plans to supplemental online providers; and

38.31 (3) monitors attendance and academic progress, and communicates with supplemental
38.32 online learning providers, students, families, and enrolling district staff.

39.1 (f) An enrolling district must continue to provide support services to students taking
39.2 supplemental online courses as they would for any other enrolled student including support
39.3 for English learners, case management of an individualized education program, and meal
39.4 and nutrition services for eligible students.

39.5 (g) An online learning student must receive academic credit for completing the
39.6 requirements of a supplemental online learning course. If a student completes an online
39.7 learning course that meets or exceeds a graduation standard or the grade progression
39.8 requirement at the enrolling district, that standard or requirement is met.

39.9 (h) Secondary credits granted to a supplemental online learning student count toward
39.10 the graduation and credit requirements of the enrolling district. The enrolling district must
39.11 apply the same graduation requirements to all students, including students taking
39.12 supplemental online courses.

39.13 (i) An enrolling district must provide access to extracurricular activities for students
39.14 taking supplemental online courses on the same basis as any other enrolled student.

39.15 Subd. 5. **Reporting.** Courses that include blended instruction and online instruction
39.16 must be reported in the manner determined by the commissioner of education.

39.17 Subd. 6. **Department of Education.** (a) The commissioner must establish quality
39.18 standards to be used for applications and continuous improvement of supplemental online
39.19 course providers, and by enrolling districts using digital instruction.

78.1 (b) The commissioner must support the enrolling district's development of high-quality
78.2 digital instruction and monitor implementation. The department must establish and participate
78.3 in continuous improvement cycles with supplemental online course providers.

78.4 (c) Applications from prospective supplemental online course providers must be reviewed
78.5 using quality standards and approved or denied within 90 calendar days of receiving a
78.6 complete application.

78.7 (d) The department may collect a fee not to exceed \$250 for reviewing applications by
78.8 supplemental online course providers or \$50 per supplemental course application review
78.9 request. Funds generated from application review fees shall be used to support high quality
78.10 digital instruction.

78.11 (e) The department must develop, publish, and maintain a list of supplemental online
78.12 course providers that the department has reviewed and approved.

78.13 (f) The department may review a complaint about an enrolling district providing digital
78.14 instruction, or a complaint about a supplemental online course provider based on the
78.15 provider's response to notice of a violation. If the department determines that an enrolling
78.16 district providing digital instruction or a supplemental online course provider violated a law
78.17 or rule, the department may:

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

78.19 (2) withhold funds from the provider under this section and sections 124E.25 and
78.20 127A.42. The department must notify an online learning provider in writing about
78.21 withholding funds and provide detailed calculations.

78.22 (g) An online learning program fee administration account is created in the special
78.23 revenue fund. Funds retained under paragraph (d) must be deposited in the account. Money
78.24 in the account is annually appropriated to the commissioner for costs associated with
78.25 administering and monitoring online and digital learning programs.

78.26 Subd. 7. **Financial arrangements.** (a) For a student enrolled in an online supplemental
78.27 course, the department must calculate average daily membership and make payments
78.28 according to this subdivision.

78.29 (b) The initial online supplemental average daily membership equals 1/12 for each
78.30 semester course or a proportionate amount for courses of different lengths. The adjusted
78.31 online learning average daily membership equals the initial online supplemental average
78.32 daily membership times .88.

78.33 (c) No online supplemental average daily membership shall be generated if the student:

79.1 (1) does not complete the online learning course; or

79.2 (2) is enrolled in an online course provided by the enrolling district.

39.20 (b) The commissioner must support the enrolling district's development of high-quality
39.21 digital instruction and monitor implementation. The department must establish and participate
39.22 in continuous improvement cycles with supplemental online course providers.

39.23 (c) Applications from prospective supplemental online course providers must be reviewed
39.24 using quality standards and approved or denied within 90 calendar days of receiving a
39.25 complete application.

39.26 (d) The department may collect a fee not to exceed \$250 for reviewing applications by
39.27 supplemental online course providers or \$50 per supplemental course application review
39.28 request. Funds generated from application review fees shall be used to support high quality
39.29 digital instruction.

39.30 (e) The department must develop, publish, and maintain a list of supplemental online
39.31 course providers that the department has reviewed and approved.

39.32 (f) The department may review a complaint about an enrolling district providing digital
39.33 instruction, or a complaint about a supplemental online course provider based on the
40.1 provider's response to notice of a violation. If the department determines that an enrolling
40.2 district providing digital instruction or a supplemental online course provider violated a law
40.3 or rule, the department may:

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

40.5 (2) withhold funds from the provider under this section and sections 124E.25 and
40.6 127A.42. The department must notify an online learning provider in writing about
40.7 withholding funds and provide detailed calculations.

40.8 Subd. 7. **Financial arrangements.** (a) For a student enrolled in an online supplemental
40.9 course, the department must calculate average daily membership and make payments
40.10 according to this subdivision.

40.11 (b) The initial online supplemental average daily membership equals 1/12 for each
40.12 semester course or a proportionate amount for courses of different lengths. The adjusted
40.13 online learning average daily membership equals the initial online supplemental average
40.14 daily membership times .88.

40.15 (c) No online supplemental average daily membership shall be generated if the student:

40.16 (1) does not complete the online learning course; or

40.17 (2) is enrolled in an online course provided by the enrolling district.

79.3 (d) Online course average daily membership under this subdivision for a student currently
79.4 enrolled in a Minnesota public school shall be used only for computing average daily
79.5 membership according to section 126C.05, subdivision 19, paragraph (a), clause (2), and
79.6 for computing online course aid according to section 124D.096.

79.7 Sec. 49. Minnesota Statutes 2022, section 124D.128, subdivision 1, is amended to read:

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

40.18 (d) Online course average daily membership under this subdivision for a student currently
40.19 enrolled in a Minnesota public school shall be used only for computing average daily
40.20 membership according to section 126C.05, subdivision 19, paragraph (a), clause (2), and
40.21 for computing online course aid according to section 124D.096.

22.18 Sec. 21. Minnesota Statutes 2022, section 124D.128, subdivision 1, is amended to read:

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

31.18 Sec. 4. **[121A.038] STUDENTS SAFE AT SCHOOL.**

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

31.21 (b) "Active shooter drill" means an emergency preparedness drill designed to teach
31.22 students, teachers, school personnel, and staff how to respond in the event of an armed
31.23 intruder on campus or an armed assailant in the immediate vicinity of the school. An active
31.24 shooter drill is not an active shooter simulation, nor may an active shooter drill include any
31.25 sensorial components, activities, or elements which mimic a real life shooting.

31.26 (c) "Active shooter simulation" means an emergency exercise including full-scale or
31.27 functional exercises, designed to teach adult school personnel and staff how to respond in
31.28 the event of an armed intruder on campus or an armed assailant in the immediate vicinity
31.29 of the school which also incorporates sensorial components, activities, or elements mimicking
31.30 a real life shooting. Activities or elements mimicking a real life shooting include, but are
31.31 not limited to, simulation of tactical response by law enforcement. An active shooter
31.32 simulation is not an active shooter drill.

31.33 (d) "Evidence-based" means a program or practice that demonstrates any of the following:

32.1 (1) a statistically significant effect on relevant outcomes based on any of the following:

32.2 (i) strong evidence from one or more well designed and well implemented experimental
32.3 studies;

32.4 (ii) moderate evidence from one or more well designed and well implemented
32.5 quasi-experimental studies; or

32.6 (iii) promising evidence from one or more well designed and well implemented
32.7 correlational studies with statistical controls for selection bias; or

- 32.8 (2) a rationale based on high-quality research findings or positive evaluations that the
32.9 program or practice is likely to improve relevant outcomes, including the ongoing efforts
32.10 to examine the effects of the program or practice.
- 32.11 (e) "Full-scale exercise" means an operations-based exercise that is typically the most
32.12 complex and resource-intensive of the exercise types and often involves multiple agencies,
32.13 jurisdictions, organizations, and real-time movement of resources.
- 32.14 (f) "Functional exercises" means an operations-based exercise designed to assess and
32.15 evaluate capabilities and functions while in a realistic, real-time environment, however,
32.16 movement of resources is usually simulated.
- 32.17 Subd. 2. **Criteria.** An active shooter drill conducted according to section 121A.037 with
32.18 students in early childhood through grade 12 must be:
- 32.19 (1) accessible;
- 32.20 (2) developmentally appropriate and age appropriate, including using appropriate safety
32.21 language and vocabulary;
- 32.22 (3) culturally aware;
- 32.23 (4) trauma-informed; and
- 32.24 (5) inclusive of accommodations for students with mobility restrictions, sensory needs,
32.25 developmental or physical disabilities, mental health needs, and auditory or visual limitations.
- 32.26 Subd. 3. **Student mental health and wellness.** Active shooter drill protocols must
32.27 include a reasonable amount of time immediately following the drill for teachers to debrief
32.28 with their students. The opportunity to debrief must be provided to students before regular
32.29 classroom activity may resume. During the debrief period, students must be allowed to
32.30 access any mental health services available on campus, including counselors, school
32.31 psychologists, social workers, or cultural liaisons. An active shooter drill must not be
32.32 combined or conducted consecutively with any other type of emergency preparedness drill.
- 33.1 An active shooter drill must be accompanied by an announcement prior to commencing.
33.2 The announcement must use concise and age-appropriate language and, at a minimum,
33.3 inform students there is no immediate danger to life and safety.
- 33.4 Subd. 4. **Notice.** (a) A school district or charter school must provide notice of a pending
33.5 active shooter drill to every student's parent or legal guardian before an active shooter drill
33.6 is conducted. Whenever practicable, notice must be provided at least 24 hours in advance
33.7 of a pending active shooter drill and inform the parent or legal guardian of the right to opt
33.8 their student out of participating.
- 33.9 (b) If a student is opted out of participating in an active shooter drill, no negative
33.10 consequence must impact the student's general school attendance record nor may
33.11 nonparticipation alone make a student ineligible to participate in or attend school activities.

- 33.12 (c) The commissioner of education must ensure the availability of alternative safety
33.13 education for students who are opted out of participating or otherwise exempted from an
33.14 active shooter drill. Alternative safety education must provide essential safety instruction
33.15 through less sensorial safety training methods and must be appropriate for students with
33.16 mobility restrictions, sensory needs, developmental or physical disabilities, mental health
33.17 needs, and auditory or visual limitations.
- 33.18 Subd. 5. **Participation in active shooter drills.** Any student in early childhood through
33.19 grade 12 must not be required to participate in an active shooter drill that does not meet the
33.20 criteria in subdivision 2.
- 33.21 Subd. 6. **Active shooter simulations.** A student must not be required to participate in
33.22 an active shooter simulation. An active shooter simulation must not take place during regular
33.23 school hours if a majority of students are present, or expected to be present, at the school.
33.24 A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to
33.25 opt their student into participating in an active shooter simulation.
- 33.26 Subd. 7. **Violence prevention.** (a) A school district or charter school conducting an
33.27 active shooter drill must provide students in middle school and high school at least one
33.28 hour, or one standard class period, of violence prevention training annually.
- 33.29 (b) The violence prevention training must be evidence-based and may be delivered
33.30 in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
- 33.31 (1) how to identify observable warning signs and signals of an individual who may be
33.32 at risk of harming oneself or others;
- 33.33 (2) the importance of taking threats seriously and seeking help; and
- 34.1 (3) the steps to report dangerous, violent, threatening, harmful, or potentially harmful
34.2 activity.
- 34.3 (c) By July 1, 2024, the commissioner of public safety and the commissioner of education
34.4 must jointly develop a list of evidence-based trainings that a school district or charter school
34.5 may use to fulfill the requirements of this section, including no-cost programming, if any.
34.6 The agencies must:
- 34.7 (1) post the list publicly on the Minnesota School Safety Center's website; and
- 34.8 (2) update the list every two years.
- 34.9 (d) A school district or charter school must ensure that students have the opportunity to
34.10 contribute to their school's safety and violence prevention planning, aligned with the
34.11 recommendations for multihazard planning for schools, including but not limited to:
- 34.12 (1) student opportunities for leadership related to prevention and safety;

79.14 Sec. 50. Minnesota Statutes 2022, section 124D.231, is amended to read:

79.15 **124D.231 FULL-SERVICE COMMUNITY SCHOOLS.**

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

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

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

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

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

80.3 (e) "Full-service community school initiative director" means a director responsible for
80.4 coordinating districtwide administrative and leadership assistance to community school
80.5 sites and site coordinators, including serving as chairperson for the district's community-wide
80.6 full-service community school leadership team; site coordinator support; data gathering and

34.13 (2) encouragement and support to students in establishing clubs and programs focused
34.14 on safety; and

34.15 (3) providing students with the opportunity to seek help from adults and to learn about
34.16 prevention connected to topics including bullying, sexual harassment, sexual assault, and
34.17 suicide.

34.18 Subd. 8. **Board meeting.** At a regularly scheduled school board meeting, a school board
34.19 of a district that has conducted an active shooter drill must consider the following:

34.20 (1) the effect of active shooter drills on the safety of students and staff; and

34.21 (2) the effect of active shooter drills on the mental health and wellness of students and
34.22 staff.

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21.21 Sec. 3. Minnesota Statutes 2022, section 124D.231, is amended to read:

21.22 **124D.231 FULL-SERVICE COMMUNITY SCHOOLS.**

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

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

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

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

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

22.9 (e) "Full-service community school initiative director" means a director responsible for
22.10 coordinating districtwide administrative and leadership assistance to community school
22.11 sites and site coordinators, including serving as chairperson for the district's community-wide
22.12 full-service community school leadership team; site coordinator support; data gathering and

80.7 evaluation; administration of partnership and data agreements, contracts, and procurement;
80.8 and grant administration.

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

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

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

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

80.22 (1) the school is on a development plan for continuous improvement under section
80.23 120B.35, subdivision 2; or

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

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

80.28 (1) \$100,000 for each eligible school available for up to one year to fund planning
80.29 activities, including convening a full-service community school leadership team, facilitating
80.30 family and community stakeholder engagement, conducting a baseline analysis, and creating
80.31 a full-service community school plan. At the end of this period, the school must submit a
80.32 full-service community school plan pursuant to paragraphs (d) and (e); and

81.1 (2) \$200,000 annually for each eligible school for up to three years of implementation
81.2 of a full-service community school plan, pursuant to paragraphs (f) and (g). School sites
81.3 receiving funding under this section shall hire or contract with a partner agency to hire a
81.4 site coordinator to coordinate services at each covered school site. Districts or charter schools
81.5 receiving funding under this section for three or more schools shall provide or contract with
81.6 a partner agency to provide a full-service community school initiative director.

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

22.13 evaluation; administration of partnership and data agreements, contracts, and procurement;
22.14 and grant administration.

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

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

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

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

22.28 (1) the school is on a development plan for continuous improvement under section
22.29 120B.35, subdivision 2; or

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

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

23.1 (1) \$100,000 for each eligible school available for up to one year to fund planning
23.2 activities, including convening a full-service community school leadership team, facilitating
23.3 family and community stakeholder engagement, conducting a baseline analysis, and creating
23.4 a full-service community school plan. At the end of this period, the school must submit a
23.5 full-service community school plan pursuant to paragraphs (d) and (e); and

23.6 (2) \$200,000 annually for each eligible school for up to three years of implementation
23.7 of a full-service community school plan, pursuant to paragraphs (f) and (g). School sites
23.8 receiving funding under this section shall hire or contract with a partner agency to hire a
23.9 site coordinator to coordinate services at each covered school site. Districts or charter schools
23.10 receiving funding under this section for three or more schools shall provide or contract with
23.11 a partner agency to provide a full-service community school initiative director.

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

81.11 ~~(c)~~ (c) The commissioner shall consider additional school factors when dispensing funds
81.12 including: schools with significant populations of students receiving free or reduced-price
81.13 lunches; significant homeless and highly mobile rates; ~~and~~ equity among urban, suburban,
81.14 and greater Minnesota schools; and demonstrated success implementing full-service
81.15 community school programming.

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

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

81.24 (2) the full-service community school leadership team must be responsible for overseeing
81.25 the baseline analyses under paragraph ~~(f)~~ (e) and the creation of a full-service community
81.26 school plan under paragraphs (f) and (g). A full-service community school leadership team
81.27 must meet at least quarterly and have ongoing responsibility for monitoring the development
81.28 and implementation of full-service community school operations and programming at the
81.29 school site and shall issue recommendations to schools on a regular basis and summarized
81.30 in an annual report. These reports shall also be made available to the public at the school
81.31 site and on school and district websites.

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

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

82.3 (i) identification of challenges facing the school;

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

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

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

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

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

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

23.16 ~~(c)~~ (c) The commissioner shall consider additional school factors when dispensing funds
23.17 including: schools with significant populations of students receiving free or reduced-price
23.18 lunches; significant homeless and highly mobile rates; ~~and~~ equity among urban, suburban,
23.19 and greater Minnesota schools; and demonstrated success implementing full-service
23.20 community school programming.

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

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

23.29 (2) the full-service community school leadership team must be responsible for overseeing
23.30 the baseline analyses under paragraph ~~(f)~~ (e) and the creation of a full-service community
23.31 school plan under paragraphs (f) and (g). A full-service community school leadership team
23.32 must meet at least quarterly and have ongoing responsibility for monitoring the development
23.33 and implementation of full-service community school operations and programming at the
23.34 school site and shall issue recommendations to schools on a regular basis and summarized
24.1 in an annual report. These reports shall also be made available to the public at the school
24.2 site and on school and district websites.

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

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

24.7 (i) identification of challenges facing the school;

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

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

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

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

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

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

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

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

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

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

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

82.26 (A) ~~mechanisms for meeting students' social, emotional, and physical health needs,~~
82.27 ~~which may include coordination of existing services as well as the development of new~~
82.28 ~~services based on student needs; and~~

82.29 (B) ~~strategies to create a safe and secure school environment and improve school climate~~
82.30 ~~and discipline, such as implementing a system of positive behavioral supports, and taking~~
82.31 ~~additional steps to eliminate bullying;~~

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

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

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

83.17 (D) collaborative leadership and practices that build a culture of professional learning,
83.18 collective trust, and shared responsibility and include a school-based full-service community

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

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

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

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

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

25.1 (A) ~~mechanisms for meeting students' social, emotional, and physical health needs,~~
25.2 ~~which may include coordination of existing services as well as the development of new~~
25.3 ~~services based on student needs; and~~

25.4 (B) ~~strategies to create a safe and secure school environment and improve school climate~~
25.5 ~~and discipline, such as implementing a system of positive behavioral supports, and taking~~
25.6 ~~additional steps to eliminate bullying;~~

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

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

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

25.23 (D) collaborative leadership and practices that build a culture of professional learning,
25.24 collective trust, and shared responsibility and include a school-based full-service community

83.19 school leadership team, a full-service community school site coordinator, a full-service
83.20 community school initiative director, a community-wide leadership team, other leadership
83.21 or governance teams, teacher learning communities, or other staff to manage the joint work
83.22 of school and community organizations;

83.23 (2) a baseline analysis of community assets ~~and a strategic plan for utilizing and aligning~~
83.24 ~~identified assets. This analysis should include, but is not limited to, a, including~~
83.25 documentation of individuals in the community, faith-based organizations, community and
83.26 neighborhood associations, colleges, hospitals, libraries, businesses, and social service
83.27 agencies ~~who~~ that may be able to provide support and resources; and

83.28 (3) a baseline analysis of needs in the community surrounding the school, led by the
83.29 school leadership team, including, ~~but not limited to:~~

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

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

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

84.1 ~~(g)~~ (f) Each school site receiving funding under this section must ~~establish~~ develop a
84.2 full-service community school plan that utilizes and aligns district and community assets
84.3 and establishes services in at least two of the following types of programming:

84.4 (1) early childhood:

84.5 (i) early childhood education; and

84.6 (ii) child care services;

84.7 (2) academic:

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

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

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

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

84.13 (v) specialized instructional support services;

84.14 (3) parental involvement:

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

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

25.25 school leadership team, a full-service community school site coordinator, a full-service
25.26 community school initiative director, a community-wide leadership team, other leadership
25.27 or governance teams, teacher learning communities, or other staff to manage the joint work
25.28 of school and community organizations;

25.29 (2) a baseline analysis of community assets ~~and a strategic plan for utilizing and aligning~~
25.30 ~~identified assets. This analysis should include, but is not limited to, a, including~~
25.31 documentation of individuals in the community, faith-based organizations, community and
25.32 neighborhood associations, colleges, hospitals, libraries, businesses, and social service
25.33 agencies ~~who~~ that may be able to provide support and resources; and

26.1 (3) a baseline analysis of needs in the community surrounding the school, led by the
26.2 school leadership team, including, ~~but not limited to:~~

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

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

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

26.6 ~~(g)~~ (f) Each school site receiving funding under this section must ~~establish~~ develop a
26.7 full-service community school plan that utilizes and aligns district and community assets
26.8 and establishes services in at least two of the following types of programming:

26.9 (1) early childhood:

26.10 (i) early childhood education; and

26.11 (ii) child care services;

26.12 (2) academic:

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

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

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

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

26.18 (v) specialized instructional support services;

26.19 (3) parental involvement:

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

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

- 84.19 (iii) parenting education activities;
- 84.20 (4) mental and physical health:
- 84.21 (i) mentoring and other youth development programs, including peer mentoring and
84.22 conflict mediation;
- 84.23 (ii) juvenile crime prevention and rehabilitation programs;
- 84.24 (iii) home visitation services by teachers and other professionals;
- 84.25 (iv) developmentally appropriate physical education;
- 84.26 (v) nutrition services;
- 84.27 (vi) primary health and dental care; and
- 84.28 (vii) mental health counseling services;
- 84.29 (5) community involvement:
- 85.1 (i) service and service-learning opportunities;
- 85.2 (ii) adult education, including instruction in English as a second language; and
- 85.3 (iii) homeless prevention services;
- 85.4 (6) positive discipline practices; and
- 85.5 (7) other programming designed to meet school and community needs identified in the
85.6 baseline analysis and reflected in the full-service community school plan.
- 85.7 ~~(h)~~ (g) The full-service community school leadership team at each school site must
85.8 develop a full-service community school plan detailing the steps the school leadership team
85.9 will take, including:
- 85.10 (1) timely establishment and consistent operation of the school leadership team;
- 85.11 (2) maintenance of attendance records in all programming components;
- 85.12 (3) maintenance of measurable data showing annual participation and the impact of
85.13 programming on the participating children and adults;
- 85.14 (4) documentation of meaningful and sustained collaboration between the school and
85.15 community stakeholders, including local governmental units, civic engagement organizations,
85.16 businesses, and social service providers;
- 85.17 (5) establishment and maintenance of partnerships with institutions, such as universities,
85.18 hospitals, museums, or not-for-profit community organizations to further the development
85.19 and implementation of community school programming;
- 85.20 (6) ensuring compliance with the district nondiscrimination policy; and

- 26.24 (iii) parenting education activities;
- 26.25 (4) mental and physical health:
- 26.26 (i) mentoring and other youth development programs, including peer mentoring and
26.27 conflict mediation;
- 26.28 (ii) juvenile crime prevention and rehabilitation programs;
- 26.29 (iii) home visitation services by teachers and other professionals;
- 27.1 (iv) developmentally appropriate physical education;
- 27.2 (v) nutrition services;
- 27.3 (vi) primary health and dental care; and
- 27.4 (vii) mental health counseling services;
- 27.5 (5) community involvement:
- 27.6 (i) service and service-learning opportunities;
- 27.7 (ii) adult education, including instruction in English as a second language; and
- 27.8 (iii) homeless prevention services;
- 27.9 (6) positive discipline practices; and
- 27.10 (7) other programming designed to meet school and community needs identified in the
27.11 baseline analysis and reflected in the full-service community school plan.
- 27.12 ~~(h)~~ (g) The full-service community school leadership team at each school site must
27.13 develop a full-service community school plan detailing the steps the school leadership team
27.14 will take, including:
- 27.15 (1) timely establishment and consistent operation of the school leadership team;
- 27.16 (2) maintenance of attendance records in all programming components;
- 27.17 (3) maintenance of measurable data showing annual participation and the impact of
27.18 programming on the participating children and adults;
- 27.19 (4) documentation of meaningful and sustained collaboration between the school and
27.20 community stakeholders, including local governmental units, civic engagement organizations,
27.21 businesses, and social service providers;
- 27.22 (5) establishment and maintenance of partnerships with institutions, such as universities,
27.23 hospitals, museums, or not-for-profit community organizations to further the development
27.24 and implementation of community school programming;
- 27.25 (6) ensuring compliance with the district nondiscrimination policy; and

85.21 (7) plan for school leadership team development.

85.22 Subd. 3. **Full-service community school review.** (a) ~~Every three years,~~ A full-service
85.23 community school site must submit to the commissioner, and make available at the school
85.24 site and online, a report describing efforts to integrate community school programming at
85.25 each covered school site and the effect of the transition to a full-service community school
85.26 on participating children and adults. This report shall include, but is not limited to, the
85.27 following:

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

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

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

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

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

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

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

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

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

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

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

86.23 (12) assessment of community stakeholder satisfaction;

86.24 (13) assessment of institutional partner satisfaction;

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

27.26 (7) plan for school leadership team development.

27.27 Subd. 3. **Full-service community school review.** (a) ~~Every three years,~~ A full-service
27.28 community school site must submit to the commissioner, and make available at the school
27.29 site and online, a report describing efforts to integrate community school programming at
27.30 each covered school site and the effect of the transition to a full-service community school
28.1 on participating children and adults. This report shall include, but is not limited to, the
28.2 following:

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

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

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

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

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

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

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

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

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

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

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

28.27 (12) assessment of community stakeholder satisfaction;

28.28 (13) assessment of institutional partner satisfaction;

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

- 86.27 (15) increases in access to services for students and their families; and,
86.28 (16) the degree of increased collaboration among participating agencies and private
86.29 partners.
- 86.30 (b) Reports submitted under this section shall be evaluated by the commissioner with
86.31 respect to the following criteria:
- 87.1 (1) the effectiveness of the school or the community school consortium in implementing
87.2 the full-service community school plan, including the degree to which the school site
87.3 navigated difficulties encountered in the design and operation of the full-service community
87.4 school plan, including identification of any federal, state, or local statute or regulation
87.5 impeding program implementation;
- 87.6 (2) the extent to which the project has produced lessons about ways to improve delivery
87.7 of community school programming to students;
- 87.8 (3) the degree to which there has been an increase in the number or percentage of students
87.9 and nonstudents receiving community school programming;
- 87.10 (4) the degree to which there has been an improvement in retention of students and
87.11 improvement in academic achievement among students receiving community school
87.12 programming;
- 87.13 (5) local budget savings, if any, resulting from the implementation of the program;
- 87.14 (6) the degree of community stakeholder and institutional partner engagement;
- 87.15 (7) the ability, or anticipated ability, of the school site and partners to continue to provide
87.16 services in the absence of future funding under this section;
- 87.17 (8) increases in access to services for students and their families; and
- 87.18 (9) the degree of increased collaboration among participating agencies and private
87.19 partners.

- 87.20 Sec. 51. Minnesota Statutes 2022, section 124D.59, subdivision 2a, is amended to read:
- 87.21 Subd. 2a. **English learner; limited or interrupted formal education.** Consistent with
87.22 subdivision 2, an English learner ~~includes an English learner with an~~ limited or interrupted
87.23 formal education is an English learner under subdivision 2 who meets three of the following
87.24 five requirements:
- 87.25 ~~(1) comes from a home where the language usually spoken is other than English, or~~
87.26 ~~usually speaks a language other than English;~~
- 87.27 ~~(2) enters school in the United States after grade 6;~~

- 28.31 (15) increases in access to services for students and their families; and,
29.1 (16) the degree of increased collaboration among participating agencies and private
29.2 partners.
- 29.3 (b) Reports submitted under this section shall be evaluated by the commissioner with
29.4 respect to the following criteria:
- 29.5 (1) the effectiveness of the school or the community school consortium in implementing
29.6 the full-service community school plan, including the degree to which the school site
29.7 navigated difficulties encountered in the design and operation of the full-service community
29.8 school plan, including identification of any federal, state, or local statute or regulation
29.9 impeding program implementation;
- 29.10 (2) the extent to which the project has produced lessons about ways to improve delivery
29.11 of community school programming to students;
- 29.12 (3) the degree to which there has been an increase in the number or percentage of students
29.13 and nonstudents receiving community school programming;
- 29.14 (4) the degree to which there has been an improvement in retention of students and
29.15 improvement in academic achievement among students receiving community school
29.16 programming;
- 29.17 (5) local budget savings, if any, resulting from the implementation of the program;
- 29.18 (6) the degree of community stakeholder and institutional partner engagement;
- 29.19 (7) the ability, or anticipated ability, of the school site and partners to continue to provide
29.20 services in the absence of future funding under this section;
- 29.21 (8) increases in access to services for students and their families; and
- 29.22 (9) the degree of increased collaboration among participating agencies and private
29.23 partners.

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- 40.22 Sec. 7. Minnesota Statutes 2022, section 124D.59, subdivision 2a, is amended to read:
- 40.23 Subd. 2a. **English learner; limited or interrupted formal education.** Consistent with
40.24 subdivision 2, an English learner ~~includes an English learner with an~~ limited or interrupted
40.25 formal education is an English learner under subdivision 2 who meets three of the following
40.26 five requirements:
- 40.27 ~~(1) comes from a home where the language usually spoken is other than English, or~~
40.28 ~~usually speaks a language other than English;~~
- 40.29 ~~(2) enters school in the United States after grade 6;~~

87.28 ~~(3) has at least two years less schooling than the English learner's peers;~~
87.29 ~~(4) functions at least two years below expected grade level in reading and mathematics;~~
87.30 ~~and~~
88.1 ~~(5) may be preliterate in the English learner's native language, has at least two fewer~~
88.2 ~~years of schooling than the English learner's peers when entering school in the United States.~~

88.3 Sec. 52. Minnesota Statutes 2022, section 124D.68, subdivision 2, is amended to read:

88.4 Subd. 2. **Eligible pupils.** (a) A pupil under the age of 21 or who meets the requirements
88.5 of section 120A.20, subdivision 1, paragraph (c), is eligible to participate in the graduation
88.6 incentives program, if the pupil:

- 88.7 (1) performs substantially below the performance level for pupils of the same age in a
88.8 locally determined achievement test;
- 88.9 (2) is behind in satisfactorily completing coursework or obtaining credits for graduation;
- 88.10 (3) is pregnant or is a parent;
- 88.11 (4) has been assessed as having substance use disorder;
- 88.12 (5) has been excluded or expelled according to sections 121A.40 to 121A.56;
- 88.13 (6) has been referred by a school district for enrollment in an eligible program or a
88.14 program pursuant to section 124D.69;
- 88.15 (7) is a victim of physical or sexual abuse;
- 88.16 (8) has experienced mental health problems;
- 88.17 (9) has experienced homelessness sometime within six months before requesting a
88.18 transfer to an eligible program;
- 88.19 (10) speaks English as a second language or is an English learner;
- 88.20 (11) has withdrawn from school or has been chronically truant; or
- 88.21 (12) is being treated in a hospital in the seven-county metropolitan area for cancer or
88.22 other life threatening illness or is the sibling of an eligible pupil who is being currently
88.23 treated, and resides with the pupil's family at least 60 miles beyond the outside boundary
88.24 of the seven-county metropolitan area.
- 88.25 (b) A pupil ~~otherwise qualifying under paragraph (a) who is at least 21 years of age and~~
88.26 ~~not yet 22 years of age, and is an English learner with an interrupted formal education~~
88.27 ~~according to section 124D.59, subdivision 2a,~~ is eligible to participate in the graduation
88.28 incentives program under section 124D.68 and in concurrent enrollment courses offered

40.30 ~~(3) has at least two years less schooling than the English learner's peers;~~
41.1 ~~(4) functions at least two years below expected grade level in reading and mathematics;~~
41.2 ~~and~~
41.3 ~~(5) may be preliterate in the English learner's native language, has at least two fewer~~
41.4 ~~years of schooling than the English learner's peers when entering school in the United States.~~

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107.1 Sec. 6. Minnesota Statutes 2022, section 124D.68, subdivision 2, is amended to read:

107.2 Subd. 2. **Eligible pupils.** (a) A pupil under the age of 21 or who meets the requirements
107.3 of section 120A.20, subdivision 1, paragraph (c), is eligible to participate in the graduation
107.4 incentives program, if the pupil:

- 107.5 (1) performs substantially below the performance level for pupils of the same age in a
107.6 locally determined achievement test;
- 107.7 (2) is behind in satisfactorily completing coursework or obtaining credits for graduation;
- 107.8 (3) is pregnant or is a parent;
- 107.9 (4) has been assessed as having substance use disorder;
- 107.10 (5) has been excluded or expelled according to sections 121A.40 to 121A.56;
- 107.11 (6) has been referred by a school district for enrollment in an eligible program or a
107.12 program pursuant to section 124D.69;
- 107.13 (7) is a victim of physical or sexual abuse;
- 107.14 (8) has experienced mental health problems;
- 107.15 (9) has experienced homelessness sometime within six months before requesting a
107.16 transfer to an eligible program;
- 107.17 (10) speaks English as a second language or is an English learner;
- 107.18 (11) has withdrawn from school or has been chronically truant; or
- 107.19 (12) is being treated in a hospital in the seven-county metropolitan area for cancer or
107.20 other life threatening illness or is the sibling of an eligible pupil who is being currently
107.21 treated, and resides with the pupil's family at least 60 miles beyond the outside boundary
107.22 of the seven-county metropolitan area.
- 107.23 (b) A pupil otherwise qualifying under paragraph (a) who is at least 21 years of age and
107.24 not yet 22 years of age, and is an English learner with an interrupted formal education
107.25 according to section 124D.59, subdivision 2a, or is a pupil with a disability as set forth in
107.26 section 125A.02, is eligible to participate in the graduation incentives program under section

88.29 under section 124D.09, subdivision 10, and is funded in the same manner as other pupils
88.30 under this section: if the pupil otherwise qualifies under paragraph (a), is at least 21 years
88.31 of age and not yet 22 years of age, and:

89.1 (1) is an English learner with a limited or interrupted formal education according to
89.2 section 124D.59, subdivision 2a; or

89.3 (2) meets three of the following four requirements:

89.4 (i) comes from a home where the language usually spoken is other than English, or
89.5 usually speaks a language other than English;

89.6 (ii) enters school in the United States after grade 6;

89.7 (iii) functions at least two years below expected grade level in reading and mathematics;
89.8 and

89.9 (iv) may be preliterate in the English learner's native language.

89.10 Sec. 53. Minnesota Statutes 2022, section 124D.68, subdivision 3, is amended to read:

89.11 Subd. 3. **Eligible programs.** (a) A pupil who is eligible according to subdivision 2 may
89.12 enroll in a state-approved alternative program under sections 123A.05 to 123A.08.

89.13 (b) A pupil who is eligible according to subdivision 2 and who is a high school junior
89.14 or senior may enroll in postsecondary courses under section 124D.09.

89.15 (c) A pupil who is eligible under subdivision 2, may enroll in any public elementary or
89.16 secondary education program.

89.17 (d) A pupil who is eligible under subdivision 2, may enroll in any nonpublic, nonsectarian
89.18 school that has contracted with the serving school district to provide educational services.
89.19 However, notwithstanding other provisions of this section, only a pupil who is eligible under
89.20 subdivision 2, clause (12), may enroll in a contract alternative school that is specifically
89.21 structured to provide educational services to such a pupil.

89.22 (e) A pupil who is between the ages of ~~16~~ 17 and 21 may enroll in any adult basic
89.23 education programs approved under section 124D.52 and operated under the community
89.24 education program contained in section 124D.19.

89.25 Sec. 54. Minnesota Statutes 2022, section 124D.861, subdivision 2, is amended to read:

89.26 Subd. 2. **Plan implementation; components.** (a) The school board of each eligible
89.27 district must formally develop and implement a long-term plan under this section. The plan
89.28 must be incorporated into the district's comprehensive strategic plan under section 120B.11.
89.29 ~~Plan components may include: innovative and integrated prekindergarten through grade 12~~
89.30 ~~learning environments that offer students school enrollment choices; family engagement~~
89.31 ~~initiatives that involve families in their students' academic life and success; professional~~

107.27 124D.68 and in concurrent enrollment courses offered under section 124D.09, subdivision
107.28 10, and is funded in the same manner as other pupils under this section.

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22.25 Sec. 22. Minnesota Statutes 2022, section 124D.68, subdivision 3, is amended to read:

22.26 Subd. 3. **Eligible programs.** (a) A pupil who is eligible according to subdivision 2 may
22.27 enroll in a state-approved alternative program under sections 123A.05 to 123A.08.

22.28 (b) A pupil who is eligible according to subdivision 2 and who is a high school junior
22.29 or senior may enroll in postsecondary courses under section 124D.09.

22.30 (c) A pupil who is eligible under subdivision 2, may enroll in any public elementary or
22.31 secondary education program.

23.1 (d) A pupil who is eligible under subdivision 2, may enroll in any nonpublic, nonsectarian
23.2 school that has contracted with the serving school district to provide educational services.
23.3 However, notwithstanding other provisions of this section, only a pupil who is eligible under
23.4 subdivision 2, clause (12), may enroll in a contract alternative school that is specifically
23.5 structured to provide educational services to such a pupil.

23.6 (e) A pupil who is between the ages of ~~16~~ 17 and 21 may enroll in any adult basic
23.7 education programs approved under section 124D.52 and operated under the community
23.8 education program contained in section 124D.19.

105.11 Sec. 16. Minnesota Statutes 2022, section 124D.861, subdivision 2, is amended to read:

105.12 Subd. 2. **Plan implementation; components.** (a) The school board of each eligible
105.13 district must formally develop and implement a long-term plan under this section. The plan
105.14 must be incorporated into the district's comprehensive strategic plan under section 120B.11.
105.15 ~~Plan components may include: innovative and integrated prekindergarten through grade 12~~
105.16 ~~learning environments that offer students school enrollment choices; family engagement~~
105.17 ~~initiatives that involve families in their students' academic life and success; professional~~

90.1 development opportunities for teachers and administrators focused on improving the academic
90.2 achievement of all students, including teachers and administrators who are members of
90.3 populations underrepresented among the licensed teachers or administrators in the district
90.4 or school and who reflect the diversity of students under section 120B.35, subdivision 3,
90.5 paragraph (b), clause (2), who are enrolled in the district or school; increased programmatic
90.6 opportunities and effective and more diverse instructors focused on rigor and college and
90.7 career readiness for underserved students, including students enrolled in alternative learning
90.8 centers under section 123A.05, public alternative programs under section 126C.05,
90.9 subdivision 15, and contract alternative programs under section 124D.69, among other
90.10 underserved students; or recruitment and retention of teachers and administrators with
90.11 diverse racial and ethnic backgrounds.

90.12 (b) The plan must contain goals for:

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

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

90.18 (c) The plan must include strategies to validate, affirm, embrace, and integrate cultural
90.19 and community strengths of all students, families, and employees in the district's curriculum
90.20 as well as learning and work environments. The plan must address issues of institutional
90.21 racism as defined in section 120B.11, subdivision 1, in schools that create opportunity and
90.22 achievement gaps for students, families, and staff who are of color or who are American
90.23 Indian. Examples of institutional racism experienced by students who are of color or who
90.24 are American Indian include policies and practices that intentionally or unintentionally
90.25 result in disparate discipline referrals and suspension, inequitable access to advanced
90.26 coursework, overrepresentation in lower-level coursework, inequitable participation in
90.27 coextrricular activities, inequitable parent involvement, and lack of equitable access to
90.28 racially and ethnically diverse teachers who reflect the racial or ethnic diversity of students
90.29 because it has not been a priority to hire or retain such teachers.

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

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

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

91.3 (3) opportunities for students, families, staff, and community members who are of color
91.4 or American Indian to share their experiences in the school setting with school staff and
91.5 administration and to inform the development of specific proposals for making school

105.18 development opportunities for teachers and administrators focused on improving the academic
105.19 achievement of all students, including teachers and administrators who are members of
105.20 populations underrepresented among the licensed teachers or administrators in the district
105.21 or school and who reflect the diversity of students under section 120B.35, subdivision 3,
105.22 paragraph (b), clause (2), who are enrolled in the district or school; increased programmatic
105.23 opportunities and effective and more diverse instructors focused on rigor and college and
105.24 career readiness for underserved students, including students enrolled in alternative learning
105.25 centers under section 123A.05, public alternative programs under section 126C.05,
105.26 subdivision 15, and contract alternative programs under section 124D.69, among other
105.27 underserved students; or recruitment and retention of teachers and administrators with
105.28 diverse racial and ethnic backgrounds.

105.29 (b) The plan must contain goals for:

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

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

106.2 (c) The plan must include strategies to validate, affirm, embrace, and integrate cultural
106.3 and community strengths of all students, families, and employees in the district's curriculum
106.4 as well as learning and work environments. The plan must address issues of institutional
106.5 racism as defined in section 120B.11, subdivision 1, in schools that create opportunity and
106.6 achievement gaps for students, families, and staff who are of color or who are American
106.7 Indian. Examples of institutional racism experienced by students who are of color or who
106.8 are American Indian include policies and practices that intentionally or unintentionally
106.9 result in disparate discipline referrals and suspension, inequitable access to advanced
106.10 coursework, overrepresentation in lower-level coursework, inequitable participation in
106.11 coextrricular activities, inequitable parent involvement, and lack of equitable access to
106.12 racially and ethnically diverse teachers who reflect the racial or ethnic diversity of students
106.13 because it has not been a priority to hire or retain such teachers.

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

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

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

106.20 (3) opportunities for students, families, staff, and community members who are of color
106.21 or American Indian to share their experiences in the school setting with school staff and
106.22 administration and to inform the development of specific proposals for making school

91.6 environments more validating, affirming, embracing, and integrating of their cultural and
91.7 community strengths;

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

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

91.16 (6) collection, examination, and evaluation of academic and discipline data for
91.17 institutional racism as defined in section 120B.11, subdivision 1, in structures, policies, and
91.18 practices that result in the education disparities, in order to propose antiracist changes as
91.19 defined in section 120B.11, subdivision 1, that increase access, meaningful participation,
91.20 representation, and positive outcomes for students of color and American Indian students;

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

91.27 (8) ethnic studies curriculum as defined in section 120B.11, subdivision 1, to provide
91.28 all students with opportunities to learn about their own and others' cultures and historical
91.29 experiences; or

91.30 (9) examination and revision of district curricula in all subjects to be inclusive of diverse
91.31 racial and ethnic groups while meeting state academic standards and being culturally
91.32 sustaining as defined in section 120B.11, subdivision 1, ensuring content being studied
91.33 about any group is accurate and based in knowledge from that group.

92.1 ~~(b)~~ (e) Among other requirements, an eligible district must implement effective,
92.2 research-based interventions that include ~~formative~~ multiple measures of assessment practices
92.3 and engagement in order to reduce the eliminate academic disparities in student academic
92.4 performance among the specific categories of students as measured by student progress and
92.5 growth on state reading and math assessments and for students impacted by racial, gender,
92.6 linguistic, and economic inequities as aligned with section 120B.11.

92.7 ~~(e)~~ (f) Eligible districts must create efficiencies and eliminate duplicative programs and
92.8 services under this section, which may include forming collaborations or a single,
92.9 seven-county metropolitan areawide partnership of eligible districts for this purpose.

106.23 environments more validating, affirming, embracing, and integrating of their cultural and
106.24 community strengths;

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

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

107.1 (6) collection, examination, and evaluation of academic and discipline data for
107.2 institutional racism as defined in section 120B.11, subdivision 1, in structures, policies, and
107.3 practices that result in the education disparities, in order to propose antiracist changes as
107.4 defined in section 120B.11, subdivision 1, that increase access, meaningful participation,
107.5 representation, and positive outcomes for students of color and American Indian students;

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

107.12 (8) ethnic studies curriculum as defined in section 120B.11, subdivision 1, to provide
107.13 all students with opportunities to learn about their own and others' cultures and historical
107.14 experiences; or

107.15 (9) examination and revision of district curricula in all subjects to be inclusive of diverse
107.16 racial and ethnic groups while meeting state academic standards and being culturally
107.17 sustaining as defined in section 120B.11, subdivision 1, ensuring content being studied
107.18 about any group is accurate and based in knowledge from that group.

107.19 ~~(b)~~ (e) Among other requirements, an eligible district must implement effective,
107.20 research-based interventions that include ~~formative~~ multiple measures of assessment practices
107.21 and engagement in order to reduce the eliminate academic disparities in student academic
107.22 performance among the specific categories of students as measured by student progress and
107.23 growth on state reading and math assessments and for students impacted by racial, gender,
107.24 linguistic, and economic inequities as aligned with section 120B.11.

107.25 ~~(e)~~ (f) Eligible districts must create efficiencies and eliminate duplicative programs and
107.26 services under this section, which may include forming collaborations or a single,
107.27 seven-county metropolitan areawide partnership of eligible districts for this purpose.

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

92.12 Sec. 55. Minnesota Statutes 2022, section 124D.862, subdivision 8, is amended to read:

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

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

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

92.19 (1) ~~develop a guide the district in the development of an~~ improvement plan and timeline;
92.20 ~~in consultation with the affected district,~~ that identifies strategies and practices designed to
92.21 meet the district's goals under this section and section 120B.11; and

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

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

23.9 Sec. 23. Minnesota Statutes 2022, section 124D.862, subdivision 8, is amended to read:

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

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

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

23.16 (1) ~~develop a guide the district in the development of an~~ improvement plan and timeline;
23.17 ~~in consultation with the affected district,~~ that identifies strategies and practices designed to
23.18 meet the district's goals under this section and section 120B.11; and

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

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32.29 Sec. 7. **INNOVATIVE INCUBATOR SERVICE-LEARNING GRANTS.**

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

32.32 (b) "Eligible school" means a school district or school site operated by a school district,
32.33 charter school, or Tribal contract or grant school eligible for state aid under Minnesota
33.1 Statutes, section 124D.83, or cooperative unit under Minnesota Statutes, section 123A.24,
33.2 subdivision 2.

33.3 (c) "Eligible service-learning partnership" means a partnership that includes an eligible
33.4 school and at least one community-based organization, community education program, state
33.5 or federal agency, or political subdivision. An eligible service-learning partnership may
33.6 include other individuals or entities, such as a postsecondary faculty member or institution,
33.7 parent, other community member, local business or business organization, or local media
33.8 representative. A school district member in an eligible service-learning partnership may
33.9 participate in the partnership through a community education program established under
33.10 Minnesota Statutes, section 124D.19.

33.11 Subd. 2. **Establishment; eligibility criteria; application requirements.** (a) A technical
33.12 assistance and grant program is established to initiate or expand and strengthen innovative
33.13 service-learning opportunities for students in kindergarten through grade 12; increase student
33.14 engagement and academic achievement; help close the academic achievement gap and the

- 33.15 community, college, and career opportunity gaps; and create a positive school climate and
33.16 safer schools and communities.
- 33.17 (b) At least one teacher, administrator, or program staff member and at least one
33.18 service-learning specialist, service-learning coordinator, curriculum specialist, or other
33.19 qualified employee employed by an eligible school and designated to develop and share
33.20 expertise in implementing service-learning best practices must work with students to form
33.21 a student-adult partnership. Before developing and submitting a grant application to the
33.22 department, a participating student must work with at least one adult who is part of the
33.23 initial partnership to identify a need or opportunity to pursue through a service-learning
33.24 partnership and invite at least one partner to collaborate in developing and submitting a
33.25 grant application. The fiscal agent for the grant to an eligible service-learning partnership
33.26 is an eligible school that is a member of the partnership or has a program that is a member
33.27 of the partnership.
- 33.28 (c) An eligible service-learning partnership receiving an innovation service-learning
33.29 grant must:
- 33.30 (1) include at least two or more enrolled students; two or more school employees of an
33.31 eligible school in accordance with paragraph (b); and an eligible community-based
33.32 organization, community education program, state or federal agency, or political subdivision;
33.33 and
- 33.34 (2) assist students to:
- 34.1 (i) actively participate in service-learning experiences that meet identified student and
34.2 community needs or opportunities;
- 34.3 (ii) operate collaboratively with service-learning partnership members;
- 34.4 (iii) align service-learning experiences with at least one state or local academic standard,
34.5 which may include a local career and technical education standard;
- 34.6 (iv) apply students' knowledge and skills in their community and help solve community
34.7 problems or address community opportunities;
- 34.8 (v) foster students' civic engagement; and
- 34.9 (vi) explore or pursue career pathways and support career and college readiness.
- 34.10 (d) An eligible service-learning partnership interested in receiving a grant must apply
34.11 to the commissioner of education in the form and manner determined by the commissioner.
34.12 The partnership must work with an eligible school. Consistent with this subdivision, the
34.13 application must describe the eligible service-learning partnership plan to:
- 34.14 (1) incorporate student-designed and student-led service-learning into the school
34.15 curriculum or specific courses or across subject areas;

34.16 (2) provide students with instruction and experiences using service-learning best practices
34.17 during the regular school day with an option to supplement their service-learning experiences
34.18 outside of the school day;

34.19 (3) align service-learning experiences with at least one state or local academic standard,
34.20 which may include a local career or technical education standard, and at least one goal of
34.21 the world's best workforce in accordance with Minnesota Statutes, section 120B.11, or the
34.22 state plan submitted and approved under the most recent reauthorization of the Elementary
34.23 and Secondary Education Act;

34.24 (4) make implementing service-learning best practices an educational priority;

34.25 (5) provide student-designed, student-led service-learning experiences that help meet
34.26 community needs or develop or advance community opportunities; and

34.27 (6) identify at least one eligible school teacher, administrator, or program staff member
34.28 and at least one service-learning specialist, service-learning coordinator, curriculum specialist,
34.29 or other qualified eligible school employee designated to develop and share expertise in
34.30 implementing service-learning best practices to work with students to form a student-adult
34.31 partnership that includes at least one community-based organization, community education
34.32 program, state or federal agency, or political subdivision.

35.1 Subd. 3. **Innovation grants.** The commissioner of education must award up to 32 grants
35.2 of up to \$50,000 each to allow eligible partnerships to provide student-designed, student-led
35.3 service-learning opportunities consistent with this section. Grant awards must be equitably
35.4 distributed throughout Minnesota by congressional district. The commissioner may designate
35.5 start-up or leader grant categories with differentiated maximum grant dollar amounts up to
35.6 \$50,000. A grantee designated as a leader grantee may be required to meet additional leader
35.7 grant requirements as established by the commissioner in the grant application criteria
35.8 developed by the commissioner. In order to receive a grant, a partnership must provide a
35.9 50 percent match in funds or in-kind contributions unless the commissioner waives the
35.10 match requirement for an applicant serving a high number of students whose families meet
35.11 federal poverty guidelines. A partnership grantee must allocate the grant amount according
35.12 to its grant application. The partnership must convey 50 percent of the actual grant amount
35.13 to at least one community-based organization, community education program, state or
35.14 federal agency, or political subdivision to help implement or defray the direct costs of
35.15 carrying out the service-learning strategies and activities described in the partnership's grant
35.16 application.

35.17 Subd. 4. **Report.** A grantee must report to the commissioner on the educational and
35.18 developmental outcomes of participating students and the eligible school's progress toward
35.19 meeting at least one goal of the world's best workforce goals in accordance with Minnesota
35.20 Statutes, section 120B.11, or the state plan submitted and approved under the most recent
35.21 reauthorization of the Elementary and Secondary Education Act. A grantee must report on
35.22 the community outcomes achieved through student service-learning experiences and the
35.23 corresponding student service activities. The commissioner must submit a report on

92.24 Sec. 56. Minnesota Statutes 2022, section 125A.08, is amended to read:

92.25 **125A.08 INDIVIDUALIZED EDUCATION PROGRAMS.**

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

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

92.29 (1) all students with disabilities are provided the special instruction and services which
92.30 are appropriate to their needs. Where the individualized education program team has
92.31 determined appropriate goals and objectives based on the student's needs, including the
93.1 extent to which the student can be included in the least restrictive environment, and where
93.2 there are essentially equivalent and effective instruction, related services, or assistive
93.3 technology devices available to meet the student's needs, cost to the district may be among
93.4 the factors considered by the team in choosing how to provide the appropriate services,
93.5 instruction, or devices that are to be made part of the student's individualized education
93.6 program. The individualized education program team shall consider and may authorize
93.7 services covered by medical assistance according to section 256B.0625, subdivision 26.
93.8 Before a school district evaluation team makes a determination of other health disability
93.9 under Minnesota Rules, part 3525.1335, subparts 1 and 2, item A, subitem (1), the evaluation
93.10 team must seek written documentation of the student's medically diagnosed chronic or acute
93.11 health condition signed by a licensed physician or a licensed health care provider acting
93.12 within the scope of the provider's practice. The student's needs and the special education
93.13 instruction and services to be provided must be agreed upon through the development of
93.14 an individualized education program. The program must address the student's need to develop
93.15 skills to live and work as independently as possible within the community. The individualized
93.16 education program team must consider positive behavioral interventions, strategies, and
93.17 supports that address behavior needs for children. During grade 9, the program must address
93.18 the student's needs for transition from secondary services to postsecondary education and
93.19 training, employment, community participation, recreation, and leisure and home living. In
93.20 developing the program, districts must inform parents of the full range of transitional goals
93.21 and related services that should be considered. The program must include a statement of
93.22 the needed transition services, including a statement of the interagency responsibilities or
93.23 linkages or both before secondary services are concluded. If the individualized education
93.24 program meets the plan components in section 120B.125, the individualized education
93.25 program satisfies the requirement and no additional transition plan is needed;

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

93.28 (3) children with a disability and their parents or guardians are guaranteed procedural
93.29 safeguards and the right to participate in decisions involving identification, assessment

35.24 participating student and community outcomes under this section to the legislative committees
35.25 with jurisdiction over kindergarten through grade 12 education by February 15, 2025.

109.8 Sec. 8. Minnesota Statutes 2022, section 125A.08, is amended to read:

109.9 **125A.08 INDIVIDUALIZED EDUCATION PROGRAMS.**

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

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

109.13 (1) all students with disabilities are provided the special instruction and services which
109.14 are appropriate to their needs. Where the individualized education program team has
109.15 determined appropriate goals and objectives based on the student's needs, including the
109.16 extent to which the student can be included in the least restrictive environment, and where
109.17 there are essentially equivalent and effective instruction, related services, or assistive
109.18 technology devices available to meet the student's needs, cost to the district may be among
109.19 the factors considered by the team in choosing how to provide the appropriate services,
109.20 instruction, or devices that are to be made part of the student's individualized education
109.21 program. The individualized education program team shall consider and may authorize
109.22 services covered by medical assistance according to section 256B.0625, subdivision 26.
109.23 Before a school district evaluation team makes a determination of other health disability
109.24 under Minnesota Rules, part 3525.1335, subparts 1 and 2, item A, subitem (1), the evaluation
109.25 team must seek written documentation of the student's medically diagnosed chronic or acute
109.26 health condition signed by a licensed physician or a licensed health care provider acting
109.27 within the scope of the provider's practice. The student's needs and the special education
109.28 instruction and services to be provided must be agreed upon through the development of
109.29 an individualized education program. The program must address the student's need to develop
109.30 skills to live and work as independently as possible within the community. The individualized
109.31 education program team must consider positive behavioral interventions, strategies, and
109.32 supports that address behavior needs for children. During grade 9, the program must address
109.33 the student's needs for transition from secondary services to postsecondary education and
109.34 training, employment, community participation, recreation, and leisure and home living. In
110.1 developing the program, districts must inform parents of the full range of transitional goals
110.2 and related services that should be considered. The program must include a statement of
110.3 the needed transition services, including a statement of the interagency responsibilities or
110.4 linkages or both before secondary services are concluded. If the individualized education
110.5 program meets the plan components in section 120B.125, the individualized education
110.6 program satisfies the requirement and no additional transition plan is needed;

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

110.9 (3) children with a disability and their parents or guardians are guaranteed procedural
110.10 safeguards and the right to participate in decisions involving identification, assessment

93.30 including assistive technology assessment, and educational placement of children with a
93.31 disability;

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

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

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

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

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

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

94.21 (2) within five days of beginning to work alone with an individual student with a
94.22 disability, the assigned paraprofessional must be either given paid time, or time during the
94.23 school day, to review a student's individualized education program or be briefed on the
94.24 student's specific needs by appropriate staff;

94.25 ~~(2)~~ (3) annual training opportunities are required to enable the paraprofessional to
94.26 continue to further develop the knowledge and skills that are specific to the students with
94.27 whom the paraprofessional works, including understanding disabilities, the unique and
94.28 individual needs of each student according to the student's disability and how the disability
94.29 affects the student's education and behavior, following lesson plans, and implementing
94.30 follow-up instructional procedures and activities; ~~and~~

NOTE: COMPARE TO HOUSE PROVISION ABOVE FOR
PARAPROFESSIONALS UNDER NEW PROPOSED STATUTORY SECTION
[121A.642]

110.11 including assistive technology assessment, and educational placement of children with a
110.12 disability;

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

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

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

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

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

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

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

111.7 ~~(2)~~ (3) annual training opportunities are required to enable the paraprofessional to
111.8 continue to further develop the knowledge and skills that are specific to the students with
111.9 whom the paraprofessional works, including understanding disabilities, the unique and
111.10 individual needs of each student according to the student's disability and how the disability
111.11 affects the student's education and behavior, following lesson plans, and implementing
111.12 follow-up instructional procedures and activities; ~~and~~

111.13 (4) a minimum of 16 hours of paid orientation or professional development must be
111.14 provided annually to all paraprofessionals, Title I aides, and other instructional support
111.15 staff. Eight of the 16 hours must be completed before the first instructional day of the school

94.31 (⇒) (4) a districtwide process obligates each paraprofessional to work under the ongoing
94.32 direction of a licensed teacher and, where appropriate and possible, the supervision of a
94.33 school nurse.

95.1 (d) A school district may conduct a functional behavior assessment as defined in
95.2 Minnesota Rules, part 3525.0210, subpart 22, as a stand-alone evaluation without conducting
95.3 a comprehensive evaluation of the student in accordance with prior written notice provisions
95.4 in section 125A.091, subdivision 3a. A parent or guardian may request that a school district
95.5 conduct a comprehensive evaluation of the parent's or guardian's student.

95.6 Sec. 57. Minnesota Statutes 2022, section 179A.03, subdivision 14, is amended to read:

95.7 Subd. 14. Public employee or employee. (a) "Public employee" or "employee" means
95.8 any person appointed or employed by a public employer except:

95.9 (1) elected public officials;

95.10 (2) election officers;

95.11 (3) commissioned or enlisted personnel of the Minnesota National Guard;

95.12 (4) emergency employees who are employed for emergency work caused by natural
95.13 disaster;

95.14 (5) part-time employees whose service does not exceed the lesser of 14 hours per week
95.15 or 35 percent of the normal work week in the employee's appropriate unit;

95.16 (6) employees whose positions are basically temporary or seasonal in character and: (i)
95.17 are not for more than 67 working days in any calendar year; ~~or~~ (ii) are not working for a
95.18 school district or charter school; or (iii) are not for more than 100 working days in any
95.19 calendar year and the employees are under the age of 22, are full-time students enrolled in
95.20 a nonprofit or public educational institution prior to being hired by the employer, and have
95.21 indicated, either in an application for employment or by being enrolled at an educational
95.22 institution for the next academic year or term, an intention to continue as students during
95.23 or after their temporary employment;

111.16 year or within 30 days of hire. The orientation or professional development must be relevant
111.17 to the employee's occupation and may include collaboration time with classroom teachers
111.18 and planning for the school year. For paraprofessionals who provide direct support to
111.19 students, at least 50 percent of the professional development or orientation must be dedicated
111.20 to meeting the requirements of this section. Professional development for paraprofessionals
111.21 may also address the requirements of section 120B.363, subdivision 3. A school administrator
111.22 must provide an annual certification of compliance with this requirement to the commissioner.
111.23 The annual certification must include the prior year expenses associated with the training
111.24 provided under this clause; and

111.25 (⇒) (5) a districtwide process obligates each paraprofessional to work under the ongoing
111.26 direction of a licensed teacher and, where appropriate and possible, the supervision of a
111.27 school nurse.

111.28 (d) A school district may conduct a functional behavior assessment as defined in
111.29 Minnesota Rules, part 3525.0210, subpart 22, as a stand-alone evaluation without conducting
111.30 a comprehensive evaluation of the student in accordance with prior written notice provisions
111.31 in section 125A.091, subdivision 3a. A parent or guardian may request that a school district
111.32 conduct a comprehensive evaluation of the parent's or guardian's student.

- 95.24 (7) employees providing services for not more than two consecutive quarters to the
95.25 Board of Trustees of the Minnesota State Colleges and Universities under the terms of a
95.26 professional or technical services contract as defined in section 16C.08, subdivision 1;
- 95.27 (8) employees of charitable hospitals as defined by section 179.35, subdivision 3, except
95.28 that employees of charitable hospitals as defined by section 179.35, subdivision 3, are public
95.29 employees for purposes of sections 179A.051, 179A.052, and 179A.13;
- 95.30 (9) full-time undergraduate students employed by the school which they attend under a
95.31 work-study program or in connection with the receipt of financial aid, irrespective of number
95.32 of hours of service per week;
- 96.1 (10) an individual who is employed for less than 300 hours in a fiscal year as an instructor
96.2 in an adult vocational education program;
- 96.3 (11) an individual hired by the Board of Trustees of the Minnesota State Colleges and
96.4 Universities to teach one course for three or fewer credits for one semester in a year;
- 96.5 (12) with respect to court employees:
- 96.6 (i) personal secretaries to judges;
- 96.7 (ii) law clerks;
- 96.8 (iii) managerial employees;
- 96.9 (iv) confidential employees; and
- 96.10 (v) supervisory employees;
- 96.11 (13) with respect to employees of Hennepin Healthcare System, Inc., managerial,
96.12 supervisory, and confidential employees.
- 96.13 (b) The following individuals are public employees regardless of the exclusions of
96.14 paragraph (a), clauses (5) and (6):
- 96.15 (1) an employee hired by a school district or the Board of Trustees of the Minnesota
96.16 State Colleges and Universities except at the university established in the Twin Cities
96.17 metropolitan area under section 136F.10 or for community services or community education
96.18 instruction offered on a noncredit basis: (i) to replace an absent teacher or faculty member
96.19 who is a public employee, where the replacement employee is employed more than 30
96.20 working days as a replacement for that teacher or faculty member; or (ii) to take a teaching
96.21 position created due to increased enrollment, curriculum expansion, courses which are a
96.22 part of the curriculum whether offered annually or not, or other appropriate reasons;
- 96.23 (2) an employee hired for a position under paragraph (a), clause (6), item (i), if that same
96.24 position has already been filled under paragraph (a), clause (6), item (i), in the same calendar
96.25 year and the cumulative number of days worked in that same position by all employees
96.26 exceeds 67 calendar days in that year. For the purpose of this paragraph, "same position"

96.27 includes a substantially equivalent position if it is not the same position solely due to a
96.28 change in the classification or title of the position; and

96.29 (3) an early childhood family education teacher employed by a school district.

97.1 Sec. 58. **ETHNIC STUDIES WORKING GROUP.**

97.2 Subdivision 1. **Working group established.** (a) The Ethnic Studies Working Group is
97.3 established to advise the commissioner of education on ethnic studies standards and resources
97.4 necessary to implement ethnic studies requirements under Minnesota Statutes, section
97.5 120B.251. The commissioner must appoint members of the working group by April 1, 2024,
97.6 with input from the Minnesota Ethnic Studies Coalition.

97.7 (b) The Ethnic Studies Working Group must have 25 members with a demonstrated
97.8 commitment to ethnic studies, as follows:

97.9 (1) five community members with a demonstrated commitment to ethnic studies or
97.10 education about Minnesota's racial, ethnic, religious, national origin, gender, sexual
97.11 orientation, or cultural diversity;

97.12 (2) four public school students in grades 9 to 12;

97.13 (3) three parents or guardians of public kindergarten through grade 12 students;

97.14 (4) three Minnesota-based, college-level faculty experts in ethnic studies;

97.15 (5) three ethnic studies high school teachers;

97.16 (6) four teachers with experience teaching ethnic studies to students in kindergarten to
97.17 grade 8; and

97.18 (7) three school board members or school administrators.

97.19 (c) Demographics of the working group must be inclusive and represent the diversity
97.20 of the state, including racial, ethnic, and geographic diversity, and diversity related to gender
97.21 and sexual orientation, immigrant status, disability status, and religious and linguistic
97.22 background.

97.23 Subd. 2. **Duties.** (a) The working group must review available ethnic studies instructional
97.24 resources in order to:

97.25 (1) develop ethnic studies standards to propose to the commissioner for adoption;

97.26 (2) recommend professional learning requirements for educators and staff to facilitate
97.27 the successful implementation of ethnic studies courses;

97.28 (3) recommend resources and materials school districts and charter schools may use to
97.29 implement ethnic studies standards; and

97.30 (4) identify or develop instructional resources that school districts and charter schools
97.31 may use in accordance with Minnesota Statutes, section 120B.251.

98.1 (b) By October 31, 2024, the working group must provide the ethnic studies standards
98.2 and recommendations to the commissioner of education.

98.3 Subd. 3. **Meetings.** The working group must convene on at least a bimonthly basis and
98.4 must hold the first meeting no later than October 15, 2023.

98.5 Subd. 4. **Administration.** The commissioner must provide meeting space and technical
98.6 assistance for the working group.

98.7 Subd. 5. **Statewide academic standards.** The commissioner must use the expedited
98.8 rulemaking process in Minnesota Statutes, section 14.389, to adopt academic standards for
98.9 ethnic studies developed in accordance with this section, subject to the notice and public
98.10 hearing provisions of Minnesota Statutes, section 14.389, subdivision 5.

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

98.12 Sec. 59. **COMPUTER SCIENCE EDUCATION ADVANCEMENT PROGRAM.**

98.13 Subdivision 1. **Definitions.** (a) "Computer science" means the study of computers and
98.14 algorithmic processes, including their principles, their hardware and software designs, their
98.15 implementation, and their impact on society.

98.16 (b) "Computer science courses and content" means courses at:

98.17 (1) elementary and middle schools that teach computer science as standalone
98.18 implementations or embedded in other subjects; and

98.19 (2) high schools that teach computer science as standalone courses and focus on teaching
98.20 students how to create new technologies.

98.21 (c) "High-quality computer science educator training" means activities that:

98.22 (1) clarify the conceptual foundations of computer science;

98.23 (2) teach research-based practices, including hands-on and inquiry-based learning;

98.24 (3) are primarily intended for existing teachers with or without prior exposure to computer
98.25 science with options for advanced training for teachers; and

98.26 (4) align to existing integrated computer science standards in Minnesota or nationally
98.27 recognized standards, including the Computer Science Teachers' Association's kindergarten
98.28 through grade 12 computer science education standards.

98.29 (d) "High-quality computer science professional learning providers" means institutions
98.30 of higher education, nonprofits, other state-funded entities, or private entities that have

- 99.1 successfully designed, implemented, and scaled high-quality computer science professional
99.2 learning for teachers as defined in paragraph (c).
- 99.3 (e) "STEAM" means science, technology, engineering, arts, and mathematics.
- 99.4 Subd. 2. **Computer science education supervisor.** The Department of Education must
99.5 employ a computer science supervisor dedicated to:
- 99.6 (1) the implementation of this section and the implementation of the computer science
99.7 education strategic plan developed by the working group under subdivision 3;
- 99.8 (2) outreach to districts that need additional supports to create or advance their computer
99.9 science programs; and
- 99.10 (3) supporting districts in using existing and available resources for districts to create
99.11 and advance their computer science programs.
- 99.12 Subd. 3. **Computer science working group.** (a) The Department of Education shall
99.13 establish a computer science education working group to develop a state strategic plan for
99.14 long-term and sustained growth of computer science education in all kindergarten through
99.15 grade 12 school districts and charter schools. The commissioner of education must appoint
99.16 members of the working group by July 1, 2023.
- 99.17 (b) Demographics of the working group must be inclusive and represent the diversity
99.18 of the state, including but not limited to racial, ethnic, and geographic diversity, and diversity
99.19 related to gender and sexual orientation.
- 99.20 (c) Meetings of the advisory committee are subject to the Open Meeting Law under
99.21 Minnesota Statutes, chapter 13D.
- 99.22 (d) The computer science education advisory committee shall consist of the following
99.23 members:
- 99.24 (1) the commissioner of education or the commissioner's designee;
- 99.25 (2) the commissioner of higher education or the commissioner's designee;
- 99.26 (3) one representative of the Professional Educator Licensing and Standards Board;
- 99.27 (4) one representative of the Computer Science Teachers Association of Minnesota;
- 99.28 (5) one representative from the business community employing computer scientists or
99.29 technologists;
- 99.30 (6) one representative from the Minnesota Technology Association;
- 100.1 (7) one representative from a nonprofit organization working with students and teachers
100.2 in computer science;
- 100.3 (8) one representative from the Minnesota Association of School Administrators;

- 100.4 (9) one representative from Education Minnesota;
- 100.5 (10) one representative from the Minnesota Association of Colleges for Teacher
100.6 Education;
- 100.7 (11) one representative from CSforAll Minnesota;
- 100.8 (12) one licensed library media specialist;
- 100.9 (13) one representative from the Minnesota School Boards Association;
- 100.10 (14) one representative from SciMathMN;
- 100.11 (15) one representative from the Tribal Nations Education Committee;
- 100.12 (16) one high school student enrolled in a school with fewer than 1,000 students and
100.13 one high school student enrolled in a school with more than 1,000 students; and
- 100.14 (17) four computer science teachers that teach at schools of different sizes, including at
100.15 least one teacher of students in kindergarten to grade 5, one teacher of students in grades 6
100.16 to 8, and one teacher of students in grades 9 to 12, and one career and technical education
100.17 teacher;
- 100.18 (e) The computer science education working group shall develop a state strategic plan
100.19 for a statewide computer science education program that includes but is not limited to:
- 100.20 (1) a statement of purpose that describes the objectives or goals the Department of
100.21 Education will accomplish by implementing a computer science education program, the
100.22 strategies by which those goals will be achieved, and a timeline for achieving those goals;
- 100.23 (2) a summary of the current state landscape for kindergarten through grade 12 computer
100.24 science education, including diversity of students taking these courses;
- 100.25 (3) the creation or expansion of flexible options to license computer science teachers,
100.26 which may include approval codes, technical permits, ancillary licenses, and standard
100.27 licenses;
- 100.28 (4) a description of how the state will support the expansion of computer science
100.29 education opportunities in every public school and public charter school in the state within
100.30 five years, with a focus on ensuring equitable access;
- 100.31 (5) identifying high-quality computer science professional learning providers for teachers;
- 101.1 (6) an ongoing evaluation process that is overseen by the Department of Education;
- 101.2 (7) proposed rules that incorporate the principles of the state strategic plan into the state's
101.3 public education system as a whole;
- 101.4 (8) recommendations for long-term expansion and sustainability of computer science
101.5 education, including;

- 101.6 (i) implementation of a requirement that every kindergarten through grade 12 public
101.7 school and public charter school employs at least one certified or endorsed computer science
101.8 teacher, which may be met through multiple approved processes for certification and
101.9 endorsement, including but not limited to endorsing a certified teacher as determined by
101.10 the Professional Educator Licensing and Standards Board endorsed in another subject area;
- 101.11 (ii) expansion of a high school credit equivalency for computer science;
- 101.12 (iii) the development of standalone kindergarten through grade 12 standards for computer
101.13 science; and
- 101.14 (iv) training preservice teachers in computer science education; and
- 101.15 (9) a description of existing gaps in computer science education access, participation,
101.16 and success by geography and subgroup of students and a description of how to equitably
101.17 address these gaps.
- 101.18 (f) By December 31, 2023, the Department of Education shall publish the proposed state
101.19 strategic plan for public feedback.
- 101.20 (g) By February 28, 2024, the Department of Education shall present the adopted state
101.21 strategic plan described in paragraph (c) to the chairs of the legislative committees with
101.22 jurisdiction over education.
- 101.23 (h) The commissioner of education, or the commissioner of education's designee, may
101.24 approve updates and changes to the state strategic plan described in paragraph (c) as necessary
101.25 for the successful implementation of kindergarten through grade 12 computer science
101.26 education.
- 101.27 (i) The Department of Education shall update the legislative committees with jurisdiction
101.28 over education on all changes to the strategic plan described in paragraph (c) approved by
101.29 the commissioner of education's designee since the last presentation to each respective
101.30 entity.
- 101.31 Subd. 4. **Computer science educator training and capacity building.** (a) The
101.32 Department of Education shall develop and implement, or award grants or subcontract with
102.1 eligible entities, for the development and implementation of high-quality, coordinated
102.2 teacher recruitment and educator training programs for computer science courses and content
102.3 as defined in subdivision 1 and aligned to the state strategic plan as developed under
102.4 subdivision 3.
- 102.5 (b) For the purposes of this subdivision, eligible entities include:
- 102.6 (1) a consortium of local educational agencies in the state; and
- 102.7 (2) high-quality computer science professional learning providers, including institutions
102.8 of higher education in the state that are reasonably accessible geographically to all Minnesota

- 102.9 educators, nonprofits, other state-funded entities, or private entities working in partnership
102.10 with a consortium of local educational agencies.
- 102.11 (c) For purposes of this subdivision, eligible uses of funding include:
- 102.12 (1) high-quality professional learning opportunities for kindergarten through grade 12
102.13 computer science content that:
- 102.14 (i) are created and delivered in a consistent manner across the state;
- 102.15 (ii) are made available with no out-of-pocket expenses to educators, including teachers,
102.16 counselors, administrators, and other district employees as approved by the Department of
102.17 Education, schools, and school districts;
- 102.18 (iii) are made available asynchronously online, in person, and online or hybrid as
102.19 determined appropriate by the Department of Education; and
- 102.20 (iv) include introductory, intermediate, and advanced trainings aligned to the kindergarten
102.21 through grade 12 academic standards or, as necessary, other standards approved by the
102.22 Department of Education, specified for each of the grade bands kindergarten through grade
102.23 2, grades 3 to 5, grades 6 to 8, and grades 9 to 12;
- 102.24 (2) professional learning opportunities for educators of students in grades 9 to 12 that
102.25 may include trainings for advanced placement, international baccalaureate, and concurrent
102.26 enrollment credit computer science courses;
- 102.27 (3) travel expenses for kindergarten through grade 12 computer science teachers:
- 102.28 (i) for attending training opportunities under clauses (1) and (2); and
- 102.29 (ii) deemed appropriate and approved by the commissioner of education, or the
102.30 commissioner of education's designee;
- 103.1 (4) any future credentialing for kindergarten through grade 12 computer science teachers,
103.2 including Career and Technical Education and academic endorsements;
- 103.3 (5) supports for kindergarten through grade 12 computer science professional learning,
103.4 including mentoring and coaching;
- 103.5 (6) creation and deployment of resources to promote training opportunities and
103.6 recruitment of kindergarten through grade 12 computer science teachers;
- 103.7 (7) creation or purchase of resources to support implementation approved by the
103.8 commissioner of education, or the commissioner of education's designee;
- 103.9 (8) creation and deployment of resources to promote learning opportunities or recruit
103.10 students to engage in the learning opportunities;
- 103.11 (9) development of teacher credentialing programs;

- 103.12 (10) planning for districts to implement or expand computer science education
103.13 opportunities; and
- 103.14 (11) employment, or grant for employment, of personnel or contractors to oversee the
103.15 statewide initiative, develop programs and trainings, and deliver training opportunities under
103.16 clause (1).
- 103.17 (d) As a condition of receiving any funding through grants or subcontracts, eligible
103.18 entities must submit an application to the Department of Education. The application must,
103.19 at a minimum, address how the entity will:
- 103.20 (1) reach new and existing teachers with little to no computer science background;
103.21 (2) attract and support educators from schools that currently do not have established
103.22 computer science education programs;
- 103.23 (3) use research- or evidence-based practices for high-quality professional development;
103.24 (4) focus the professional learning on the conceptual foundations of computer science;
103.25 (5) reach and support subgroups underrepresented in computer science;
103.26 (6) provide teachers with concrete experience through hands-on, inquiry-based practices;
103.27 (7) accommodate the particular teacher and student needs in each district and school;
103.28 and
- 103.29 (8) ensure that participating districts begin offering courses or content within the same
103.30 or subsequent school year after the teacher receives the professional learning.
- 104.1 (e) The Department of Education shall prioritize the following applications:
- 104.2 (1) consortiums of local educational agencies that are working in partnership with
104.3 providers of high-quality professional learning for kindergarten through grade 12 computer
104.4 science;
- 104.5 (2) proposals that describe strategies to increase enrollment overall, including but not
104.6 limited to subgroups of students that are traditionally underrepresented in computer science;
104.7 and
- 104.8 (3) proposals from rural or urban areas with a low penetration of kindergarten through
104.9 grade 12 computer science offerings, including local education consortiums within these
104.10 areas.
- 104.11 (f) The award recipient shall report, for all funding received under this section annually,
104.12 at a minimum:
- 104.13 (1) the number of teachers;
- 104.14 (i) trained within each elementary, middle, and high school; and

104.15 (ii) trained within trainings offered as outlined in paragraph (c), clause (1), item (iv);
104.16 (2) the number of trainings offered in advanced placement, international baccalaureate,
104.17 and concurrent enrollment credit computer science courses; and
104.18 (3) the number of teachers, and percentage of teachers trained, that started implementing
104.19 computer science courses limited to middle and high school implementation.
104.20 (g) The Department of Education shall make these reports public. The publicly released
104.21 data shall not include student-level personally identifiable information.
104.22 Subd. 5. **Teacher preparation.** On and after July 1, 2027, any program of teacher
104.23 preparation leading to professional certification shall include, as part of the curriculum,
104.24 instruction in computer science as applied to student learning and classroom instruction that
104.25 are grade-level and subject-area appropriate.
104.26 Subd. 6. **Computer science education data collection.** (a) The Department of Education
104.27 shall require all high schools to report data and information about computer science course
104.28 offerings and enrollment.
104.29 (b) The Department of Education shall develop a plan for the secure and regular reporting
104.30 of computer science course offerings and enrollment data from schools with kindergarten
104.31 to grade 8 bands within 90 days of enactment of this act.
105.1 (c) Data collected in processes described in paragraphs (a) and (b) should be disaggregated
105.2 by gender, race, ethnicity, free and reduced-price lunch status, Individuals with Disabilities
105.3 Education Act status, 504 status, and English language learner status.
105.4 Subd. 7. **Adoption of rules.** The Department of Education and Professional Educator
105.5 Standards and Licensing Board may adopt rules under this section, including rules for
105.6 flexible options to license computer science teachers, approval codes, technical permits,
105.7 ancillary licenses, and standard licenses.
105.8 Sec. 60. **PILOT PROGRAM TO IMPROVE EDUCATIONAL OUTCOMES AND**
105.9 **ACCOUNTABILITY.**
105.10 Subdivision 1. **Program goal.** (a) A pilot program is established to support Pillsbury
105.11 United Communities in developing a framework to evaluate school performance in improving
105.12 educational outcomes for students. Participation in the pilot program is limited to high
105.13 schools. The framework must:

105.14 (1) establish goals for each participating school based on engagement with students,
105.15 families, and community leaders;

35.26 Sec. 8. **PILOT PROGRAM TO IMPROVE EDUCATIONAL OUTCOMES AND**
35.27 **ACCOUNTABILITY.**
35.28 Subdivision 1. **Establishment.** The Department of Education must establish a pilot
35.29 program beginning in the 2023-2024 school year to redesign performance frameworks for
35.30 high schools to improve educational outcomes for students of color. The pilot program must
35.31 engage students, families, and community leaders in redesigning performance frameworks.
35.32 The performance frameworks must support schools in continuous improvement efforts and
35.33 use data to measure performance of students beyond tests scores, graduation rates, and the
35.34 world's best workforce goals.

- 105.16 (2) support schools in continuing improvement efforts; and
- 105.17 (3) use data to measure performance of students beyond tests scores, graduation rates,
105.18 and the world's best workforce goals.
- 105.19 (b) The department must support Pillsbury United Communities in implementing the
105.20 framework by reviewing data measuring student outcomes based on the goals established
105.21 for each school, and reporting the results of the pilot program to the legislature in accordance
105.22 with subdivision 3.
- 105.23 (c) The performance measures under Minnesota Statutes, section 120B.11, subdivision
105.24 1a, do not apply to a school participating in the pilot program. A school participating in the
105.25 pilot must continue to administer the Minnesota Comprehensive Assessments in accordance
105.26 with Minnesota Statutes, section 120B.30.
- 105.27 (d) School goals established under the framework may include, but are not limited to:
- 105.28 (1) student attendance or engagement with coursework;
- 105.29 (2) reading or math growth as measured by a locally adopted assessment;
- 105.30 (3) participation in college-level coursework or an industry-recognized program;
- 105.31 (4) student participation in community engagement activities;
- 106.1 (5) family participation in conferences with teachers; and
- 106.2 (6) school board completion of training to improve governance.
- 106.3 Subd. 2. Performance measures. For each school in the pilot program, the equity-focused
106.4 framework must:
- 106.5 (1) measure total enrollment, including the percentage of enrolled students disaggregated
106.6 by characteristics of race and ethnicity, gender, age, economic disadvantage, disability,
106.7 homelessness, home language, number of schools attended, foster-system involvement, or
106.8 other categories required by the department;
- 106.9 (2) describe basic needs support provided by the school to students, family members,
106.10 and community members;
- 106.11 (3) measure the number of students who receive support of the following types of
106.12 social-emotional and mental health support: (i) individual meetings with licensed mental
106.13 health professionals; (ii) peer support groups; (iii) referrals to community resources; and
106.14 (iv) other social-emotional and mental health services provided by the school;
- 106.15 (4) describe flexible, personalized, and innovative instruction provided by the school;

- 36.1 Subd. 2. Performance measures. For each school in the pilot program, the equity-focused
36.2 framework must:
- 36.3 (1) measure total enrollment, including the percentage of enrolled students disaggregated
36.4 by characteristics of race and ethnicity, gender, age, economic disadvantage, disability,
36.5 homelessness, home language, number of schools attended, foster-system involvement, or
36.6 other categories required by the department;
- 36.7 (2) describe basic needs support provided by the school to students, family members,
36.8 and community members;
- 36.9 (3) measure the number of students who receive support of the following types of
36.10 social-emotional and mental health support: (i) individual meetings with licensed mental
36.11 health professionals; (ii) peer support groups; (iii) referrals to community resources; and
36.12 (iv) other social-emotional and mental health services provided by the school;
- 36.13 (4) describe flexible, personalized, and innovative instruction provided by the school;

106.16 (5) describe culturally and real-life relevant curriculum provided by the school, including
106.17 students learning about the experiences of People of Color through a contextually accurate
106.18 history of Minnesota's Indigenous people;

106.19 (6) measure the number and percentage of students provided opportunities for student
106.20 identity development, including cultural identity;

106.21 (7) measure the number and percentage of students provided opportunities for student
106.22 career exploration and preparation;

106.23 (8) measure the number and percentage of students participating in at least one
106.24 extracurricular activity;

106.25 (9) measure the number of restorative-justice interventions and the number of referrals,
106.26 suspensions, and expulsions per school;

106.27 (10) describe family engagement practices by the school;

106.28 (11) describe community engagement practices by the school; and

106.29 (12) describe teacher and staff training about antiracism, anti-bias, or equity, and the
106.30 average weekly time provided for teacher and staff collaboration.

107.1 Subd. 3. **Report.** (a) By September 1, 2025, Pillsbury United Communities must report
107.2 to the Department of Education data on school and student performance measurements
107.3 based on the goals established for each participating school. The report must identify the
107.4 percentage of each goal that each school attained.

107.5 (b) By December 15, 2025, the Department of Education must review the data and report
107.6 to the legislative committees with jurisdiction over kindergarten through grade 12 education
107.7 on the effectiveness of the framework in measuring growth by identifying school actions
107.8 to implement the framework, how well the school implemented the framework, and how
107.9 students were affected by the school's implementation of the framework.

107.10 **EFFECTIVE DATE.** This section is effective July 1, 2023.

107.11 Sec. 61. **WORKING GROUP ON EDUCATION ON THE HOLOCAUST,
107.12 GENOCIDE OF INDIGENOUS PEOPLES, AND OTHER GENOCIDES.**

107.13 Subdivision 1. **Working group established.** (a) The Working Group on Education on
107.14 the Holocaust, Genocide of Indigenous Peoples, and Other Genocides is established to
107.15 advise the commissioner of education and develop resources necessary to implement
107.16 requirements for education on the Holocaust, genocide of Indigenous Peoples, and other
107.17 genocides under Minnesota Statutes, section 120B.252. The commissioner must appoint
107.18 members of the working group by April 1, 2024, based on the guidance and recommendations
107.19 from the cochairs of the working group.

36.14 (5) describe culturally and real-life relevant curriculum provided by the school, including
36.15 students learning about the experiences of People of Color through a contextually accurate
36.16 history of Minnesota's Indigenous people;

36.17 (6) measure the number and percentage of students provided opportunities for student
36.18 identity development, including cultural identity;

36.19 (7) measure the number and percentage of students provided opportunities for student
36.20 career exploration and preparation;

36.21 (8) measure the number and percentage of students participating in at least one
36.22 extracurricular activity;

36.23 (9) measure the number of restorative-justice interventions and the number of referrals,
36.24 suspensions, and expulsions per school;

36.25 (10) describe family engagement practices by the school;

36.26 (11) describe community engagement practices by the school; and

36.27 (12) describe teacher and staff training about antiracism, anti-bias, or equity, and the
36.28 average weekly time provided for teacher and staff collaboration.

36.29 Subd. 3. **Reports.** (a) By July 1, 2024, the commissioner of education must submit a
36.30 report to the chairs and ranking minority members of the legislative committees with
36.31 jurisdiction over kindergarten through grade 12 education detailing the effectiveness of the
36.32 first year of the pilot program and recommendations for improvement in future years.

37.1 (b) By July 1, 2025, the commissioner of education must submit a report to the chairs
37.2 and ranking minority members of the legislative committees with jurisdiction over
37.3 kindergarten through grade 12 education detailing the effectiveness of the pilot program
37.4 after two years, including details on school implementation and performance measures on
37.5 each of the criteria listed under subdivision 2.

- 107.20 (b) The Working Group on Education on the Holocaust, Genocide of Indigenous Peoples,
107.21 and Other Genocides must have a minimum of 12 members, but no more than 21 members,
107.22 consisting of the following members:
- 107.23 (1) at least one representative, who shall cochair the working group, from the Center for
107.24 Holocaust and Genocide Studies;
- 107.25 (2) at least one representative, who shall cochair the working group, with expertise in
107.26 training middle and high school teachers in Holocaust and other genocide education;
- 107.27 (3) at least one representative from the Tribal Nations Education Committee;
- 107.28 (4) at least one representative from a Minnesota college or university with academic
107.29 expertise in the genocide of Indigenous Peoples in Minnesota or in the Americas and
107.30 throughout the world;
- 108.1 (5) at least one additional representative from a Minnesota college or university other
108.2 than the Center for Holocaust and Genocide Studies with academic expertise in the Holocaust
108.3 and genocide studies;
- 108.4 (6) at least one representative from a Minnesota teacher licensure program with expertise
108.5 in the Holocaust, genocide of Indigenous Peoples, and other genocide studies;
- 108.6 (7) at least three representatives from Minnesota-based nonprofit organizations,
108.7 community groups, sovereign nations, or institutions of higher education whose missions
108.8 include educating about and honoring the victims and survivors of the displacement and
108.9 genocide of Indigenous Peoples in the Americas and throughout the world; Black genocide
108.10 in the United States and the Americas; the genocide in German Southwest Africa; Armenian
108.11 genocide; the genocide of the Ukrainian people from 1932 to 1933, also known as the
108.12 Holodomor; the Holocaust, including non-Jewish victims of Nazi persecution and genocide;
108.13 Cambodian genocide; Guatemalan genocide; Rwandan genocide; genocide in the former
108.14 Yugoslavia; genocide in Darfur; Rohingya genocide; and other historical and contemporary
108.15 cases of genocide;
- 108.16 (8) at least one public middle or high school social studies teacher with experience
108.17 teaching the Holocaust, genocide of Indigenous Peoples, or other genocides in the classroom;
- 108.18 (9) at least one public middle or high school English language arts teacher with experience
108.19 teaching the Holocaust, genocide of Indigenous Peoples, or other genocides in the classroom;
108.20 and
- 108.21 (10) at least one public middle or high school student with a demonstrated interest in
108.22 learning about the Holocaust, genocide of Indigenous Peoples, or other genocides.
- 108.23 (c) At the discretion of the commissioner and in consultation with the working group
108.24 cochairs, the working group may include additional experts in the fields of Holocaust and
108.25 genocide studies, genocide of Indigenous Peoples or other genocides, Minnesota history,
108.26 social studies education, or English language arts education, and community members with

- 108.27 a particular interest in education on the Holocaust, genocide of Indigenous Peoples, and
108.28 other genocides.
- 108.29 Subd. 2. **Working group duties.** (a) The working group must:
- 108.30 (1) advise the commissioner during the development of the social studies glossary
108.31 regarding the definitions of "Holocaust," "genocide," and "incidents of mass violence";
- 109.1 (2) identify professional learning opportunities for teachers and public school district
109.2 staff, including opportunities for continuing education to facilitate implementation of
109.3 education requirements under Minnesota Statutes, section 120B.252;
- 109.4 (3) identify training materials, strategies, skills, content, and resources for teachers and
109.5 public school district staff to successfully implement the education requirements under
109.6 Minnesota Statutes, section 120B.252;
- 109.7 (4) develop model lesson plans that teachers and public school district staff may use to
109.8 successfully implement the education requirements under Minnesota Statutes, section
109.9 120B.252;
- 109.10 (5) create a work plan that outlines the timeline to fulfill the duties of the working group
109.11 under this subdivision;
- 109.12 (6) provide to the commissioner of education a list of recommended professional learning
109.13 opportunities, resources, strategies, skills, content, model lesson plans, and other materials
109.14 developed under this subdivision by May 1, 2025;
- 109.15 (7) coordinate with the commissioner to update the material and resources. The
109.16 commissioner must make all reasonable efforts to make the recommended materials publicly
109.17 available on the department's website by September 1, 2025, and in coordination with the
109.18 working group, must update the materials and resources; and
- 109.19 (8) by November 15, 2025, submit to the chairs and ranking minority members of the
109.20 committees of the senate and the house of representatives with primary jurisdiction over
109.21 kindergarten through grade 12 education policy and finance a report containing a list of
109.22 resources and materials provided to the commissioner of education for the commissioner
109.23 to make available to public school districts implementing requirements for education on
109.24 the Holocaust, genocide of Indigenous Peoples, and other genocides.
- 109.25 (b) The working group may:
- 109.26 (1) conduct a survey of the current state of education on the Holocaust, genocide of
109.27 Indigenous Peoples, and other genocides in Minnesota public school districts with a focus
109.28 on teacher preparedness, access and utilization of resources, and additional surveys of the
109.29 state of education on the Holocaust, genocide of Indigenous Peoples, and other genocides
109.30 following the conclusion of the 2024-2025 school year;

109.31 (2) carry out any other tasks that it considers pertinent to support the ability of teachers
109.32 and public school district staff to facilitate the successful implementation of education
109.33 requirements under Minnesota Statutes, section 120B.252; and

110.1 (3) apply for and accept grants and receive gifts, donations, and other financial support
110.2 from private sources for the purposes of carrying out its work under this section.

110.3 Subd. 3. **Working group meetings.** The working group must convene on at least a
110.4 bimonthly basis and must hold the first meeting no later than September 1, 2024.

110.5 Subd. 4. **Administration.** The commissioner must provide meeting space and technical
110.6 assistance for the working group.

110.7 Subd. 5. **Expiration.** This section expires November 15, 2025, or the date upon which
110.8 the working group report required under subdivision 2 is submitted to the legislature,
110.9 whichever is later.

110.10 **EFFECTIVE DATE.** This section is effective July 1, 2023.

110.11 Sec. 62. **APPROPRIATIONS.**

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

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

110.17 \$ 83,330,000 2024

110.18 \$ 84,512,000 2025

110.19 (b) The 2024 appropriation includes \$8,172,000 for 2023 and \$75,158,000 for 2024.

110.20 (c) The 2025 appropriation includes \$8,350,000 for 2024 and \$76,162,000 for 2025.

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

110.25 \$ 50,000 2024

110.26 Subd. 4. **BARR Center.** (a) For grants to the Building Assets, Reducing Risks (BARR)
110.27 Center, to deliver an evidence-based, research-validated program to schools:

37.6 Sec. 9. **APPROPRIATIONS.**

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

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

37.12 \$ 83,330,000 2024

37.13 \$ 84,232,000 2025

37.14 (b) The 2024 appropriation includes \$8,172,000 for 2023 and \$75,158,000 for 2024.

37.15 (c) The 2025 appropriation includes \$8,350,000 for 2024 and \$75,882,000 for 2025.

37.29 Subd. 5. **BARR Center.** (a) For grants to the Building Assets, Reducing Risks (BARR)
37.30 Center, to deliver an evidence-based, research-validated program to schools:

110.28 \$ 5,000,000 2024

110.29 (b) Consistent with Minnesota Statutes, section 127A.20, the BARR Center must apply
110.30 for the grants in the form and manner specified by the commissioner of education. The
110.31 BARR Center must deliver an evidence-based, research-validated program that provides
111.1 school coaching support, professional development, and curriculum and resources over a
111.2 three-year period to each qualifying school site.

111.3 (c) The BARR Center must select at least 18 schools to participate in the program. The
111.4 schools must be geographically balanced among urban, suburban, and rural schools, and
111.5 serve high concentrations of students in poverty or high concentrations of underrepresented
111.6 students, including students who are from Black, Indigenous, and People of Color
111.7 communities.

111.8 (d) The grants to the BARR Center must be directed toward:

111.9 (1) improving student social and emotional skills and engagement in school;

111.10 (2) increasing opportunity and academic achievement for students of color and those
111.11 experiencing poverty;

111.12 (3) improving teacher satisfaction and effectiveness; and

111.13 (4) increasing the number of students who earn a high school diploma.

111.14 (e) This is a onetime appropriation and is available until June 30, 2026.

111.15 Subd. 5. **Charter school building lease aid.** (a) For building lease aid under Minnesota
111.16 Statutes, section 124E.22:

111.17 \$ 94,320,000 2024

111.18 \$ 98,764,000 2025

111.19 (b) The 2024 appropriation includes \$9,047,000 for 2023 and \$85,273,000 for 2024.

111.20 (c) The 2025 appropriation includes \$9,474,000 for 2024 and \$89,290,000 for 2025.

111.21 Subd. 6. **College entrance examination reimbursement.** (a) To reimburse districts for
111.22 the costs of college entrance examination fees for students who are eligible for free or
111.23 reduced-price meals who take the ACT or SAT test under Minnesota Statutes, section
111.24 120B.30, subdivision 1, paragraph (e):

111.25 \$ 1,011,000 2024

111.26 \$ 1,011,000 2025

38.1 \$ 5,000,000 2024

38.2 (b) Consistent with Minnesota Statutes, section 127A.20, the BARR Center must apply
38.3 for the grants in the form and manner specified by the commissioner of education. The
38.4 BARR Center must deliver an evidence-based, research-validated program that provides
38.5 school coaching support, professional development, and curriculum and resources over a
38.6 three-year period to each qualifying school site.

38.7 (c) The BARR Center must select at least 18 schools to participate in the program. The
38.8 schools must be geographically balanced among urban, suburban, and rural schools, and
38.9 serve high concentrations of students in poverty or high concentrations of underrepresented
38.10 students, including students who are from Black, Indigenous, and People of Color
38.11 communities.

38.12 (d) The grants to the BARR Center must be directed toward:

38.13 (1) improving student social and emotional skills and engagement in school;

38.14 (2) increasing opportunity and academic achievement for students of color and those
38.15 experiencing poverty;

38.16 (3) improving teacher satisfaction and effectiveness; and

38.17 (4) increasing the number of students who earn a high school diploma.

38.18 (e) This is a onetime appropriation and is available until June 30, 2026.

38.19 Subd. 6. **Charter school building lease aid.** (a) For building lease aid under Minnesota
38.20 Statutes, section 124E.22:

38.21 \$ 94,320,000 2024

38.22 \$ 98,166,000 2025

38.23 (b) The 2024 appropriation includes \$9,047,000 for 2023 and \$85,273,000 for 2024.

38.24 (c) The 2025 appropriation includes \$9,474,000 for 2024 and \$88,692,000 for 2025.

38.25 Subd. 7. **College entrance examination reimbursement.** (a) To reimburse districts for
38.26 the costs of college entrance examination fees for students who are eligible for free or
38.27 reduced-price meals who take the ACT or SAT test under Minnesota Statutes, section
38.28 120B.30, subdivision 1, paragraph (e):

38.29 \$ 1,011,000 2024

38.30 \$ 1,011,000 2025

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

111.28 Subd. 7. **COMPASS and MTSS.** (a) To support the development and implementation

111.29 of the MTSS framework and the Collaborative Minnesota Partnerships to Advance Student

111.30 Success (COMPASS) school improvement model:

112.1 \$ 18,250,000 2024

112.2 \$ 18,250,000 2025

112.3 (b) Of this amount, \$7,000,000 in fiscal year 2024 and \$7,000,000 in fiscal year 2025

112.4 are to support implementation of MTSS and COMPASS. Funds must be used to support

112.5 increased capacity at the Department of Education and the Minnesota Service Cooperatives

112.6 for implementation supports.

112.7 (c) Of this amount, \$5,000,000 each year is reserved for grants to school districts, charter

112.8 schools, and cooperative units as defined in Minnesota Statutes, section 123A.24, subdivision

112.9 2, for implementation of MTSS, including: hiring local MTSS coordinators; deferring costs

112.10 for personnel to participate in cohort activities and professional learning; and piloting a

112.11 Department of Education One Plan, the consolidation of multiple reporting structures to

112.12 streamline various applications, reports, and submissions by school districts and charter

112.13 schools. Up to five percent of this amount is available for program and grant administration.

112.14 (d) Of this amount, \$5,250,000 each year must be used to develop a regional network

112.15 focusing on mathematics to provide dedicated mathematics trainers and coaches to train

112.16 regional support staff from the Minnesota Service Cooperatives to support school leaders

112.17 and teachers to implement evidence-based instructional strategies in mathematics. Funds

112.18 may also be used to host an annual Mathematics Standards-Based Instructional Institute.

112.19 (e) Of this amount, \$1,000,000 each year is for the University of Minnesota Center for

112.20 Applied Research and Educational Improvement to support implementation and evaluation

112.21 of the MTSS framework.

112.22 (f) Support for school districts, charter schools, and cooperative units under this

112.23 subdivision may include but is not limited to:

112.24 (1) partnering with the Minnesota Service Cooperatives to support districts in

112.25 implementing COMPASS to support schools in the areas of literacy, math, social-emotional

112.26 learning, and mental health using the MTSS framework;

112.27 (2) providing support to districts and charter schools identified under Minnesota Statutes,

112.28 section 120B.11;

112.29 (3) providing support to districts and charter schools in streamlining various applications,

112.30 reports, and submissions to the Department of Education through One Plan;

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

39.1 Subd. 8. **COMPASS and MTSS.** (a) To support the development and implementation

39.2 of the MTSS framework and the Collaborative Minnesota Partnerships to Advance Student

39.3 Success (COMPASS) school improvement model:

39.4 \$ 3,744,000 2024

39.5 \$ 3,744,000 2025

39.6 (b) Of this amount, \$2,177,000 each year is to support implementation of MTSS and

39.7 COMPASS. Funds must be used to support increased capacity at the Department of Education

39.8 and the Minnesota Service Cooperatives for implementation supports.

39.9 (c) Of this amount, \$1,567,000 each year is reserved for grants to school districts, charter

39.10 schools, and cooperative units as defined in Minnesota Statutes, section 123A.24, subdivision

39.11 2, for implementation of MTSS, including: hiring local MTSS coordinators; deferring costs

39.12 for personnel to participate in cohort activities and professional learning; and piloting a

39.13 Department of Education One Plan, the consolidation of multiple reporting structures to

39.14 streamline various applications, reports, and submissions by school districts and charter

39.15 schools. Up to five percent of this amount is available for program and grant administration.

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

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

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

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

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

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

113.11 (g) This is a onetime appropriation.

113.12 (h) Up to five percent of the funds identified for grants is available for grant
113.13 administration costs.

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

113.15 Subd. 8. **Computer science education advancement.** (a) For computer science
113.16 advancement:

113.17 \$ 500,000 2024

113.18 \$ 500,000 2025

113.19 (b) Of this amount, \$150,000 is for the computer science supervisor.

113.20 (c) Eligible uses of the appropriation include expenses related to the implementation of
113.21 article 2, section 58, and expenses related to the development, advancement, and promotion
113.22 of kindergarten through grade 12 computer science education.

113.23 (c) Any balance in the first year does not cancel and is available in the second year.

113.24 Subd. 9. **Computer science STEAM grants.** (a) For grants to STEAM-focused programs
113.25 that work directly with students providing additional STEAM education through after-school
113.26 programming or new in-school programs:

113.27 \$ 500,000 2024

113.28 \$ 500,000 2025

39.16 (d) The base for fiscal year 2026 and later is \$12,201,000.

39.17 (e) Up to five percent of the funds identified for grants is available for grant administration
39.18 costs.

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

113.29 (b) Eligible grant recipients are schools and school districts or nonprofits that are currently
113.30 offering computer science courses or STEAM-focused programming for kindergarten
113.31 through grade 12 students in after-school programs. Preference must be given to programs
114.1 serving high free and reduced-priced lunch populations, students from Tribal Nations, or
114.2 programs in schools or districts receiving sparsity revenue under Minnesota Statutes, section
114.3 126C.10.

114.4 (c) Grant awards to nonprofits must not exceed \$50,000 per recipient.

114.5 (d) At the conclusion of the grant, recipients must submit to the commissioner of
114.6 education student enrollment data disaggregated by gender, race, ethnicity, free and
114.7 reduced-price lunch status, Individuals with Disabilities Education Act status, 504 status,
114.8 and English language learner status.

114.9 (e) Any balance in the first year does not cancel and is available in the second year.

114.10 Subd. 10. **Concurrent enrollment aid.** (a) For concurrent enrollment aid under
114.11 Minnesota Statutes, section 124D.091:

114.12 \$ 4,000,000 2024

114.13 \$ 4,000,000 2025

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

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

114.17 Subd. 11. **Early childhood literacy programs.** (a) For early childhood literacy programs
114.18 under Minnesota Statutes, section 119A.50, subdivision 3:

114.19 \$ 7,950,000 2024

114.20 \$ 7,950,000 2025

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

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

114.27 Subd. 12. **Educational outcomes and accountability pilot program.** (a) For a grant
114.28 to Pillsbury United Communities to implement a framework to improve educational outcomes
114.29 and accountability in accordance with article 2, section 59:

39.20 Subd. 9. **Concurrent enrollment aid.** (a) For concurrent enrollment aid under Minnesota
39.21 Statutes, section 124D.091:

39.22 \$ 4,000,000 2024

39.23 \$ 4,000,000 2025

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

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

39.27 Subd. 10. **Early childhood literacy programs.** (a) For early childhood literacy programs
39.28 under Minnesota Statutes, section 119A.50, subdivision 3:

39.29 \$ 7,950,000 2024

39.30 \$ 7,950,000 2025

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

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

48.18 Subd. 29. **Pilot program to improve educational outcomes and accountability.** (a)
48.19 For a grant to Pillsbury United Communities to collaborate with the Department of Education

114.30 \$ 90,000 2024

114.31 \$ 90,000 2025

115.1 (b) The department may retain up to five percent of the appropriation to administer the
115.2 grant and report on the program in accordance with article 2, section 59, subdivision 3.

115.3 (c) This is a onetime appropriation.

115.4 (d) The appropriation is available until June 30, 2026.

115.5 Subd. 13. Ethnic studies community consultation. To consult with community members
115.6 throughout Minnesota on the development of ethnic studies curricula, resources, and
115.7 implementation support:

115.8 \$ 150,000 2024

115.9 \$ 150,000 2025

115.10 Subd. 14. Ethnic studies school grants. (a) For competitive grants to school districts
115.11 and charter schools to develop, evaluate, and implement ethnic studies courses:

115.12 \$ 700,000 2024

115.13 \$ 700,000 2025

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

115.16 Subd. 15. Examination fees; teacher training and support programs. (a) For students'
115.17 advanced placement and international baccalaureate examination fees under Minnesota
115.18 Statutes, section 120B.13, subdivision 3, and the training and related costs for teachers and
115.19 other interested educators under Minnesota Statutes, section 120B.13, subdivision 1:

115.20 \$ 4,500,000 2024

115.21 \$ 4,500,000 2025

115.22 (b) The advanced placement program shall receive 75 percent of the appropriation each
115.23 year and the international baccalaureate program shall receive 25 percent of the appropriation
115.24 each year. The department, in consultation with representatives of the advanced placement
115.25 and international baccalaureate programs selected by the Advanced Placement Advisory
115.26 Council and International Baccalaureate Minnesota, respectively, shall determine the amounts

48.20 to implement the pilot program to improve educational outcomes and accountability under
48.21 article 1, section 8.

48.22 \$ 150,000 2024

48.23 \$ 150,000 2025

48.24 (b) Up to \$30,000 of the appropriation amount in each fiscal year may be retained to
48.25 monitor and administer the program.

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

48.27 (d) The base for fiscal year 2026 and later is \$0.

40.26 Subd. 12. Examination fees; teacher training and support programs. (a) For students'
40.27 advanced placement and international baccalaureate examination fees under Minnesota
40.28 Statutes, section 120B.13, subdivision 3, and the training and related costs for teachers and
40.29 other interested educators under Minnesota Statutes, section 120B.13, subdivision 1:

40.30 \$ 4,500,000 2024

40.31 \$ 4,500,000 2025

41.1 (b) The advanced placement program shall receive 75 percent of the appropriation each
41.2 year and the international baccalaureate program shall receive 25 percent of the appropriation
41.3 each year. The department, in consultation with representatives of the advanced placement
41.4 and international baccalaureate programs selected by the Advanced Placement Advisory
41.5 Council and International Baccalaureate Minnesota, respectively, shall determine the amounts

115.27 of the expenditures each year for examination fees and training and support programs for
115.28 each program.

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

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

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

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

116.10	\$	<u>11,208,000</u>	<u>2024</u>
116.11	\$	<u>11,208,000</u>	<u>2025</u>

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

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

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

116.16 (3) any other applicants.

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

116.18 (d) The base for fiscal year 2026 is \$8,154,000 and the base for fiscal year 2027 and
116.19 later is \$8,155,000.

116.20 Subd. 17. **Girls Taking Action.** (a) For a grant to the Girls Taking Action program to
116.21 enable Girls Taking Action to continue to provide and expand metropolitan-area school and
116.22 community-based programs that encourage and support low-income girls of color:

41.6 of the expenditures each year for examination fees and training and support programs for
41.7 each program.

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

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

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

41.19 Subd. 13. **Full-service community schools.** (a) For grants to school districts and charter
41.20 schools to plan or expand the full-service community schools programs under Minnesota
41.21 Statutes, section 124D.231:

41.22	\$	<u>14,500,000</u>	<u>2024</u>
41.23	\$	<u>0</u>	<u>2025</u>

41.24 (b) Up to five percent of this appropriation is available for grant administration costs.

41.25 (c) This is a onetime appropriation and is available through June 30, 2027.

41.26 Subd. 14. **Girls Taking Action grant.** (a) For a grant to the Girls Taking Action program
41.27 to enable Girls Taking Action to continue to provide and expand metropolitan-area school
41.28 and community-based programs that encourage and support low-income girls of color:

116.23 \$ 1,500,000 2024

116.24 (b) Of the appropriated funds, \$1,000,000 must be used to sustain 16 current Girls Taking
116.25 Action program sites, and to expand an additional four sites in inner-ring suburban
116.26 communities with growing ethnic diversity among students.

116.27 (c) Of the appropriated funds, \$500,000 must be used to sustain three community-based
116.28 Girls Taking Action programs for Asian, East African, and Latina girls in Hennepin, Ramsey,
116.29 and Dakota Counties, and to expand an additional two community-based programs in these
116.30 counties to reach Native American and African American girls.

117.1 (d) Girls Taking Action programs supported by these funds must include programs
117.2 focused on:

117.3 (1) increasing academic performance, high school graduation rates, and enrollment in
117.4 postsecondary education for girls faced with social, demographic, racial, and economic
117.5 barriers and challenges;

117.6 (2) increasing mentoring opportunities, literacy, career development, positive community
117.7 engagement, and the number of qualified female employees of color in the workforce
117.8 pipeline, particularly in science, technology, engineering, and mathematics fields;

117.9 (3) providing coaching, mentoring, health and wellness counseling, resources to girls
117.10 whose experience with sexual assault has negatively impacted their academics and behavior,
117.11 and culturally sensitive therapy resources and counseling services to sexual assault victims;
117.12 and

117.13 (4) increasing financial literacy and knowledge of options for financing college or
117.14 postsecondary education.

117.15 (e) This is a onetime appropriation. Any balance in the first year does not cancel but is
117.16 available in the second year.

117.17 Subd. 18. **Grants to increase science, technology, engineering, and math course**
117.18 **offerings. (a) For grants to schools to encourage low-income and other underserved students**
117.19 **to participate in advanced placement and international baccalaureate programs according**
117.20 **to Minnesota Statutes, section 120B.132:**

117.21 \$ 250,000 2024

117.22 \$ 250,000 2025

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

41.29 \$ 1,500,000 2024

41.30 (b) Of the appropriated funds, \$1,000,000 must be used to sustain 16 current Girls Taking
41.31 Action program sites, and to expand to an additional four sites in inner-ring suburban
41.32 communities with growing ethnic diversity among students.

42.1 (c) Of the appropriated funds, \$500,000 must be used to sustain three community-based
42.2 Girls Taking Action programs for Asian, East African, and Latina girls in Hennepin, Ramsey,
42.3 and Dakota Counties, and to expand an additional two community-based programs in these
42.4 counties to reach Native American and African American girls.

42.5 (d) Girls Taking Action programs supported by these funds must include programs
42.6 focused on:

42.7 (1) increasing academic performance, high school graduation rates, and enrollment in
42.8 postsecondary education for girls faced with social, demographic, racial, and economic
42.9 barriers and challenges;

42.10 (2) increasing mentoring opportunities, literacy, career development, positive community
42.11 engagement, and the number of qualified female employees of color in the workforce
42.12 pipeline, particularly in science, technology, engineering, and mathematics fields;

42.13 (3) providing coaching, mentoring, health and wellness counseling, resources to girls
42.14 whose experience with sexual assault has negatively impacted their academics and behavior,
42.15 and culturally sensitive therapy resources and counseling services to sexual assault victims;
42.16 and

42.17 (4) increasing financial literacy and knowledge of options for financing college or
42.18 postsecondary education.

42.19 (e) This is a onetime appropriation. Any balance in the first year does not cancel but is
42.20 available in the second year.

42.21 Subd. 15. **Grants to increase science, technology, engineering, and math course**
42.22 **offerings. (a) For grants to schools to encourage low-income and other underserved students**
42.23 **to participate in advanced placement and international baccalaureate programs according**
42.24 **to Minnesota Statutes, section 120B.132:**

42.25 \$ 250,000 2024

42.26 \$ 250,000 2025

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

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

117.27 Subd. 19. **Implementation of education on the Holocaust, genocide of Indigenous Peoples, and other genocides.** For implementation of requirements for education on the
117.28 **Holocaust, genocide of Indigenous Peoples, and other genocides under Minnesota Statutes,**
117.29 **section 120B.252:**
117.30

117.31 \$ 75,000 2024

117.32 \$ 75,000 2025

118.1 Subd. 20. **Interdistrict desegregation or integration transportation grants.** For
118.2 **interdistrict desegregation or integration transportation grants under Minnesota Statutes,**
118.3 **section 124D.87:**

118.4 \$ 14,992,000 2024

118.5 \$ 16,609,000 2025

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

42.31 Subd. 16. **Innovation service learning grants.** (a) For innovative service-learning grants
42.32 **under Minnesota Statutes, section 124D.501:**

43.1 \$ 1,000,000 2024

43.2 \$ 0 2025

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

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

43.5 Subd. 17. **Interdistrict desegregation or integration transportation grants.** For
43.6 **interdistrict desegregation or integration transportation grants under Minnesota Statutes,**
43.7 **section 124D.87:**

43.8 \$ 14,992,000 2024

43.9 \$ 16,609,000 2025

43.10 Subd. 18. **Junior Achievement North.** (a) For a grant to Junior Achievement North to
43.11 **expand access to its financial literacy programming for elementary and secondary students:**

43.12 \$ 500,000 2024

43.13 \$ 500,000 2025

43.14 (b) The grant awarded under this section must be consistent with the procedures for
43.15 **evidence-based education grants under Minnesota Statutes, section 127A.20.**

43.16 (c) Junior Achievement North must use the grant proceeds to expand the number of
43.17 **students who participate in Junior Achievement North's financial literacy programs, career**
43.18 **readiness programs, and entrepreneurship programs with a focus on expanding opportunities**

118.6 Subd. 21. **Literacy incentive aid.** (a) For literacy incentive aid under Minnesota Statutes,
118.7 section 124D.98:

118.8 \$ 42,234,000 2024

118.9 \$ 42,502,000 2025

118.10 (b) The 2024 appropriation includes \$4,606,000 for 2023 and \$37,628,000 for 2024.

118.11 (c) The 2025 appropriation includes \$4,180,000 for 2024 and \$38,322,000 for 2025.

118.12 Subd. 22. **Minnesota Alliance of Boys and Girls Clubs.** (a) For a grant to the Minnesota
118.13 Alliance of Boys and Girls Clubs to support the establishment and expansion of Boys and
118.14 Girls Clubs in Minnesota beyond existing service areas to support after-school and summer
118.15 programming that address learning loss:

118.16 \$ 1,250,000 2024

118.17 \$ 1,250,000 2025

118.18 (b) The grant recipient must take into consideration multiple factors, including need,
118.19 feasibility, and community engagement when determining where to establish and expand
118.20 Boys and Girls Clubs programming. Need may be analyzed using available data from the
118.21 department. Feasibility must be determined by proximity to supporting organizations, staffing
118.22 capabilities, and access to adequate facilities. The grant recipient must take into consideration
118.23 community engagement and interest in programming as important elements for the desired
118.24 sustainability of programming beyond the project's funding period.

118.25 (c) To receive a grant under this section, the Minnesota Alliance of Boys and Girls Clubs
118.26 must receive a 25 percent match from nonstate funds.

43.19 for underserved students. To the extent practicable, programming must be provided in an
43.20 equitable manner to students in greater Minnesota.

43.21 (d) In addition to other reporting requirements, and subject to Minnesota Statutes, section
43.22 3.195, by February 1 of each year Junior Achievement North receives an appropriation,
43.23 Junior Achievement North must report to the chairs and ranking minority members of the
43.24 legislative committees with jurisdiction over education on activities funded by this
43.25 appropriation. The report must include but is not limited to: information about the operations
43.26 of Junior Achievement North, including its most recent audit; a description of the financial
43.27 literacy, career readiness, and entrepreneurship programs offered during the year;
43.28 participation and demographic information about the students and schools served by the
43.29 program; and a description of partnerships with other financial literacy organizations.

43.30 (e) The base for fiscal year 2026 and later is \$0.

43.31 Subd. 19. **Literacy incentive aid.** (a) For literacy incentive aid under Minnesota Statutes,
43.32 section 124D.98:

44.1 \$ 42,234,000 2024

44.2 \$ 42,502,000 2025

44.3 (b) The 2024 appropriation includes \$4,606,000 for 2023 and \$37,628,000 for 2024.

44.4 (c) The 2025 appropriation includes \$4,180,000 for 2024 and \$38,322,000 for 2025.

147.23 Subd. 8. **Minnesota Alliance of Boys and Girls Clubs.** (a) For a grant to the Minnesota
147.24 Alliance of Boys and Girls Clubs to support the establishment and expansion of Boys and
147.25 Girls Clubs in Minnesota beyond existing service areas to support after-school and summer
147.26 programming that address learning loss:

147.27 \$ 2,500,000 2024

147.28 \$ 2,500,000 2025

147.29 (b) The grant recipient must take into consideration multiple factors, including need,
147.30 feasibility, and community engagement when determining where to establish and expand
147.31 Boys and Girls Clubs programming. Need may be analyzed using available data from the
147.32 department. Feasibility must be determined by proximity to supporting organizations, staffing
148.1 capabilities, and access to adequate facilities. The grant recipient must take into consideration
148.2 community engagement and interest in programming as important elements for the desired
148.3 sustainability of programming beyond the project's funding period.

148.4 (c) To receive a grant under this section, the Minnesota Alliance of Boys and Girls Clubs
148.5 must receive a 25 percent match from nonstate funds.

118.27 (d) This is a onetime appropriation.

118.28 Subd. 23. **Minnesota Center for the Book programming.** For grants to the entity
118.29 designated by the Library of Congress as the Minnesota Center for the Book to provide
118.30 statewide programming related to the Minnesota Book Awards and for additional
118.31 programming throughout the state related to the Center for the Book designation:

119.1 \$ 200,000 2024

119.2 \$ 200,000 2025

148.6 (d) The base in fiscal year 2026 is \$0.

44.5 Subd. 20. **Minnesota Center for the Book programming.** (a) For grants to the entity
44.6 designated by the Library of Congress as the Minnesota Center for the Book to provide
44.7 statewide programming related to the Minnesota Book Awards and for additional
44.8 programming throughout the state related to the Center for the Book designation:

44.9 \$ 150,000 2024

44.10 \$ 150,000 2025

44.11 (b) The base for fiscal year 2026 and later is \$0.

44.12 Subd. 21. **Minnesota Council on Economic Education.** (a) For a grant to the Minnesota
44.13 Council on Economic Education:

44.14 \$ 200,000 2024

44.15 \$ 200,000 2025

44.16 (b) The grant must be used to:

44.17 (1) provide professional development to kindergarten through grade 12 teachers
44.18 implementing state graduation standards in learning areas related to economic education;
44.19 and

44.20 (2) support the direct-to-student ancillary economic and personal finance programs that
44.21 teachers supervise and coach.

44.22 (c) By February 15 of each year following the receipt of a grant, the Minnesota Council
44.23 on Economic Education must report to the commissioner of education the number and type
44.24 of in-person and online teacher professional development opportunities provided by the
44.25 Minnesota Council on Economic Education or its affiliated state centers. The report must
44.26 include a description of the content, length, and location of the programs; the number of
44.27 preservice and licensed teachers receiving professional development through each of these
44.28 opportunities; and summaries of evaluations of teacher professional opportunities.

44.29 (d) The Department of Education must pay the full amount of the grant to the Minnesota
44.30 Council on Economic Education by August 15 of each fiscal year for which the grant is
44.31 appropriated. The Minnesota Council on Economic Education must submit its fiscal reporting
45.1 in the form and manner specified by the commissioner. The commissioner may request
45.2 additional information as necessary.

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

45.4 (f) The base for fiscal year 2026 and later is \$0.

119.3 Subd. 24. Minnesota Independence College and Community. (a) For transfer to the
119.4 Office of Higher Education for grants to Minnesota Independence College and Community
119.5 for tuition reduction and institutional support:

119.6 \$ 625,000 2024

119.7 \$ 625,000 2025

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

119.9 Subd. 25. Minnesota math corps. (a) For the Minnesota math corps program under
119.10 Minnesota Statutes, section 124D.42, subdivision 9:

119.11 \$ 1,000,000 2024

119.12 \$ 1,000,000 2025

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

119.14 Subd. 26. Minnesota Principals Academy. (a) For grants to the University of Minnesota
119.15 College of Education and Human Development for the operation of the Minnesota Principals
119.16 Academy:

119.17 \$ 200,000 2024

119.18 \$ 200,000 2025

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

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

45.5 Subd. 22. Minnesota Independence College and Community. (a) For transfer to the
45.6 Office of Higher Education for grants to Minnesota Independence College and Community
45.7 for tuition reduction and institutional support:

45.8 \$ 625,000 2024

45.9 \$ 625,000 2025

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

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

45.15 Subd. 23. Minnesota math corps program. (a) For the Minnesota math corps program
45.16 under Minnesota Statutes, section 124D.42, subdivision 9:

45.17 \$ 1,000,000 2024

45.18 \$ 1,000,000 2025

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

45.20 (c) The base for fiscal year 2026 and later is \$500,000.

45.21 Subd. 24. Minnesota Principals Academy. (a) For grants to the University of Minnesota
45.22 College of Education and Human Development for the operation of the Minnesota Principals
45.23 Academy:

45.24 \$ 200,000 2024

45.25 \$ 200,000 2025

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

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

119.28 Subd. 27. Museums and education centers. (a) For grants to museums and education
119.29 centers:

119.30 \$ 460,000 2024

119.31 \$ 460,000 2025

119.32 (b) \$269,000 each year is for the Minnesota Children's Museum.

120.1 (c) \$50,000 each year is for the Minnesota Children's Museum, Rochester.

120.2 (d) \$50,000 each year is for the Duluth Children's Museum.

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

120.4 (f) \$50,000 each year is for the Headwaters Science Center.

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

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

120.8 Subd. 28. Nonexclusionary discipline. (a) For grants to school districts and charter
120.9 schools to provide training for school staff on nonexclusionary disciplinary practices:

46.4 Subd. 25. Museums and education centers. (a) For grants to museums and education
46.5 centers:

46.6 \$ 1,241,000 2024

46.7 \$ 1,241,000 2025

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

46.9 (c) \$50,000 each year is for the Children's Museum of Rochester.

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

46.11 (e) \$50,000 each year is for the Headwaters Science Center.

46.12 (f) \$100,000 each year is for The Bakken Museum, Minneapolis.

46.13 (g) \$50,000 each year is for The Works, Bloomington.

46.14 (h) \$50,000 each year is for the WonderTrek Children's Museum, Brainerd-Baxter.

46.15 (i) \$50,000 each year is for the Duluth Children's Museum, Duluth.

46.16 (j) \$50,000 each year is for the Otter Cove Children's Museum, Fergus Falls.

46.17 (k) \$50,000 each year is for the Children's Discovery Museum, Grand Rapids.

46.18 (l) \$50,000 each year is for the Wheel and Cog Children's Museum, Hutchinson.

46.19 (m) \$50,000 each year is for the Children's Museum of Southern Minnesota, Mankato.

46.20 (n) \$50,000 each year is for the Great River Children's Museum, St. Cloud.

46.21 (o) \$50,000 each year is for the Village Children's Museum, Willmar.

46.22 (p) \$50,000 each year is for the Children's Discovery Museum, Breckenridge.

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

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

46.26 (s) The base for fiscal year 2026 and later is \$1,741,000. Of this amount, \$741,000 is
46.27 for the museums and amounts indicated in paragraphs (b) to (f), and \$1,000,000 is for the
46.28 museums in paragraphs (g) to (q) in the amount of \$100,000 per museum.

120.10 \$ 1,750,000 2024

120.11 \$ 1,750,000 2025

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

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

120.18 (d) Up to five percent of the appropriation is available for grant administration.

47.14 Subd. 27. **Online music instruction grant.** (a) For a grant to MacPhail Center for Music
47.15 for the online music instruction program:

47.16 \$ 300,000 2024

47.17 \$ 0 2025

47.18 (b) The MacPhail Center for Music must use the grant funds received under this
47.19 subdivision to:

47.20 (1) partner with schools and early childhood centers to provide online music instruction
47.21 to students and children for the purpose of increasing student self-confidence, providing
47.22 students with a sense of community, and reducing individual stress. In applying for the
47.23 grant, MacPhail Center for Music must commit to providing at least a 30 percent match of
47.24 the funds allocated. MacPhail Center for Music must also include in the application the
47.25 measurable outcomes the applicant intends to accomplish with the grant funds;

47.26 (2) partner with schools or early childhood centers that are designated Title I schools or
47.27 centers or are located in rural Minnesota, and may use the funds in consultation with the
47.28 music or early childhood educators in each school or early childhood center to provide
47.29 individual or small group music instruction, sectional ensembles or other group music
47.30 activities, music workshops, or early childhood music activities. At least half of the online
47.31 music programs must be in partnership with schools or early childhood centers located in
47.32 rural Minnesota. MacPhail Center for Music may use the funds awarded to supplement or
48.1 enhance an existing online music program within a school or early childhood center that
48.2 meets the criteria described in this clause; and

48.3 (3) contract with a third-party entity to evaluate the success of the online music program.
48.4 The evaluation must include interviews with the music educators and students at the schools
48.5 and early childhood centers where an online music program was established. The results of
48.6 the evaluation must be submitted to the commissioner of education and to the chairs and

120.19 Subd. 29. **P-TECH schools.** (a) For P-TECH support grants under Minnesota Statutes,
120.20 section 124D.093, subdivision 5:

120.21 \$ 791,000 2024

120.22 \$ 791,000 2025

120.23 (b) The amounts in this subdivision are for grants, including to a public-private
120.24 partnership that includes Independent School District No. 535, Rochester.

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

120.26 Subd. 30. **Paraprofessional training.** (a) For compensation associated with paid
120.27 orientation and professional development for paraprofessionals under Minnesota Statutes,
120.28 section 121A.642:

120.29 \$ 7,836,000 2024

120.30 \$ 8,033,000 2025

120.31 (b) The base for fiscal year 2026 is \$8,233,000 and for fiscal year 2027 is \$8,439,000.

121.1 Subd. 31. **Recovery program grants.** (a) For recovery program grants under Minnesota
121.2 Statutes, section 124D.695:

121.3 \$ 750,000 2024

121.4 \$ 750,000 2025

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

121.6 Subd. 32. **Sanneh Foundation.** (a) For grants to the Sanneh Foundation for purposes
121.7 of subdivision 3:

121.8 \$ 1,500,000 2024

121.9 \$ 1,500,000 2025

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

48.7 ranking minority members of the legislative committees with jurisdiction over education
48.8 policy and finance by December 15, 2026.

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

48.10 (d) The base for fiscal year 2026 is \$0.

48.11 Subd. 28. **P-TECH schools.** (a) For P-TECH support grants under Minnesota Statutes,
48.12 section 124D.093, subdivision 5:

48.13 \$ 791,000 2024

48.14 \$ 791,000 2025

48.15 (b) The amounts in this subdivision are for grants, including to a public-private
48.16 partnership that includes Independent School District No. 535, Rochester.

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

116.17 Subd. 4. **Paraprofessional training.** For reimbursement of prior year expenses associated
116.18 with paid orientation and professional development for paraprofessionals under Minnesota
116.19 Statutes, section 125A.08:

116.20 \$ 0 2024

116.21 \$ 14,105,000 2025

116.22 (b) The 2025 appropriation includes \$0 for 2024 and \$14,105,000 for 2025.

48.28 Subd. 30. **Recovery program grants.** (a) For recovery program grants under Minnesota
48.29 Statutes, section 124D.695:

48.30 \$ 750,000 2024

48.31 \$ 750,000 2025

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

121.11 Subd. 33. ServeMinnesota program. (a) For funding ServeMinnesota programs under
121.12 Minnesota Statutes, sections 124D.37 to 124D.45:

121.13 \$ 900,000 2024

121.14 \$ 900,000 2025

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

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

121.19 Subd. 34. Starbase MN. (a) For a grant to Starbase MN for a rigorous science,
121.20 technology, engineering, and math program providing students in grades 4 through 6 with
121.21 a multisensory learning experience and a hands-on curriculum in an aerospace environment
121.22 using state-of-the-art technology:

121.23 \$ 500,000 2024

121.24 \$ 500,000 2025

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

121.26 Subd. 35. Statewide testing and reporting system. (a) For the statewide testing and
121.27 reporting system under Minnesota Statutes, section 120B.30:

121.28 \$ 10,892,000 2024

121.29 \$ 10,892,000 2025

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

121.31 Subd. 36. Student organizations. (a) For student organizations:

122.1 \$ 1,084,000 2024

122.2 \$ 1,084,000 2025

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

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

122.6 (d) \$122,000 each year is for student organizations serving business occupations (BPA,
122.7 secondary and postsecondary).

49.7 Subd. 32. ServeMinnesota program. (a) For funding ServeMinnesota programs under
49.8 Minnesota Statutes, sections 124D.37 to 124D.45:

49.9 \$ 900,000 2024

49.10 \$ 900,000 2025

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

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

49.15 Subd. 33. Starbase MN. (a) For a grant to Starbase MN for a rigorous science,
49.16 technology, engineering, and math program providing students in grades 4 through 6 with
49.17 a multisensory learning experience and a hands-on curriculum in an aerospace environment
49.18 using state-of-the-art technology:

49.19 \$ 500,000 2024

49.20 \$ 500,000 2025

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

49.22 Subd. 34. Statewide testing and reporting system. (a) For the statewide testing and
49.23 reporting system under Minnesota Statutes, section 120B.30:

49.24 \$ 10,892,000 2024

49.25 \$ 10,892,000 2025

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

49.27 Subd. 35. Student organizations. (a) For student organizations:

49.28 \$ 868,000 2024

49.29 \$ 868,000 2025

49.30 (b) \$53,000 each year is for student organizations serving health occupations (HOSA).

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

50.3 (d) \$104,000 each year is for student organizations serving business occupations (BPA,
50.4 secondary and postsecondary).

- 122.8 (e) \$322,000 each year is for student organizations serving agriculture occupations (FFA,
122.9 PAS).
- 122.10 (f) \$185,000 each year is for student organizations serving family and consumer science
122.11 occupations (FCCLA). Notwithstanding Minnesota Rules, part 3505.1000, subparts 28 and
122.12 31, the student organizations serving FCCLA shall continue to serve students younger than
122.13 grade 9.
- 122.14 (g) \$202,000 each year is for student organizations serving marketing occupations (DECA
122.15 and DECA collegiate).
- 122.16 (h) \$85,000 each year is for the Minnesota Foundation for Student Organizations. Of
122.17 this amount, \$30,000 each year must be used for direct support of underserved and special
122.18 student populations.
- 122.19 (i) Any balance in the first year does not cancel but is available in the second year.

- 50.5 (e) \$234,000 each year is for student organizations serving agriculture occupations (FFA,
50.6 PAS).
- 50.7 (f) \$185,000 each year is for student organizations serving family and consumer science
50.8 occupations (FCCLA). Notwithstanding Minnesota Rules, part 3505.1000, subparts 28 and
50.9 31, the student organizations serving FCCLA shall continue to serve students in grade 9
50.10 and below.
- 50.11 (g) \$138,000 each year is for student organizations serving marketing occupations (DECA
50.12 and DECA collegiate).
- 50.13 (h) \$54,000 each year is for the Minnesota Foundation for Student Organizations.
- 50.14 (i) Any balance in the first year does not cancel but is available in the second year.
- 50.15 (j) The base for fiscal year 2026 and later is \$768,000. Of this amount:
- 50.16 (1) \$46,000 each year is for student organizations serving health occupations (HOSA);
- 50.17 (2) \$100,000 each year is for student organizations serving trade and industry occupations
50.18 (Skills USA, secondary and postsecondary);
- 50.19 (3) \$95,000 each year is for student organizations serving business occupations (BPA,
50.20 secondary and postsecondary);
- 50.21 (4) \$193,000 each year is for student organizations serving agriculture occupations (FFA,
50.22 PAS);
- 50.23 (5) \$185,000 each year is for student organizations serving family and consumer science
50.24 occupations (FCCLA). Notwithstanding Minnesota Rules, part 3505.1000, subparts 28 and
50.25 31, the student organizations serving FCCLA shall continue to serve students in grade 9
50.26 and below;
- 50.27 (6) \$109,000 each year is for student organizations serving marketing occupations (DECA
50.28 and DECA collegiate); and
- 50.29 (7) \$40,000 each year is for the Minnesota Foundation for Student Organizations.
- 37.16 Subd. 3. **Alliance of Chicanos, Hispanics, and Latin Americans.** (a) For a grant to
37.17 the Alliance of Chicanos, Hispanics, and Latin Americans (ACHLA) for the Juntos Club
37.18 to support English language learners, low-income students, migrant students, and Latinx
37.19 students with improving English and math proficiency:
- 37.20 \$ 300,000 2024
- 37.21 \$ 200,000 2025

37.22 (b) The base for fiscal year 2026 and later is \$0.

50.30 Subd. 36. **Tribal contract school aid.** (a) For Tribal contract school aid under Minnesota
50.31 Statutes, section 124D.83:

51.1 \$ 2,585,000 2024

51.2 \$ 2,961,000 2025

51.3 (b) The 2024 appropriation includes \$255,000 for 2023 and \$2,330,000 for 2024.

51.4 (c) The 2025 appropriation includes \$258,000 for 2024 and \$2,703,000 for 2025.

51.5 Subd. 37. **Walkabouts program.** (a) For a grant to the regional centers of excellence
51.6 to provide an evidence-based, standards-aligned, kinesthetic learning platform using physical
51.7 activity to teach math, English, language arts, and literacy standards for prekindergarten
51.8 through grade 5 to improve academic performance and social-emotional learning:

51.9 \$ 250,000 2024

51.10 \$ 250,000 2025

51.11 (b) The regional centers of excellence must provide the ActivEd Walkabouts program
51.12 at no cost to schools. A school must apply for participation in the program in the form and
51.13 manner determined by the regional centers of excellence. To the extent practicable, the
51.14 regional centers of excellence must select schools that are identified for support under the
51.15 state accountability system and that are geographically distributed equitably throughout the
51.16 state.

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

S1311-2

28.1 Sec. 31. **REVISOR INSTRUCTION.**

28.2 The revisor of statutes shall renumber each section of Minnesota Statutes listed in column
28.3 A with the number listed in column B. The revisor shall also make necessary cross-reference
28.4 changes consistent with the renumbering. The revisor shall also make any technical language
28.5 and other changes necessitated by the renumbering and cross-reference changes in this act.

28.6 Column A Column B

28.7 General Requirements Statewide Assessments

28.8 120B.30, subdivision 1a, paragraph (h) 120B.30, subdivision 1

122.20 Sec. 63. **REVISOR INSTRUCTION.**

122.21 The revisor of statutes shall renumber each section of Minnesota Statutes listed in column
122.22 A with the number listed in column B. The revisor shall also make necessary cross-reference
122.23 changes consistent with the renumbering. The revisor shall also make any technical language
122.24 and other changes necessitated by the renumbering and cross-reference changes in this act.

122.25 Column A Column B

122.26 General Requirements Statewide Assessments

122.27 120B.30, subdivision 1a, paragraph (h) 120B.30, subdivision 1

122.28	<u>120B.30, subdivision 1, paragraph (q)</u>	<u>120B.30, subdivision 2</u>	28.9	<u>120B.30, subdivision 1, paragraph (q)</u>	<u>120B.30, subdivision 2</u>
122.29	<u>120B.30, subdivision 1a, paragraph (g)</u>	<u>120B.30, subdivision 3</u>	28.10	<u>120B.30, subdivision 1a, paragraph (g)</u>	<u>120B.30, subdivision 3</u>
122.30	<u>120B.30, subdivision 1b</u>	<u>120B.30, subdivision 4</u>	28.11	<u>120B.30, subdivision 1b</u>	<u>120B.30, subdivision 4</u>
122.31	<u>120B.30, subdivision 1, paragraph (n)</u>	<u>120B.30, subdivision 5, paragraph (a)</u>	28.12	<u>120B.30, subdivision 1, paragraph (n)</u>	<u>120B.30, subdivision 5, paragraph (a)</u>
122.32	<u>120B.30, subdivision 1, paragraph (a)</u>	<u>120B.30, subdivision 5, paragraph (b)</u>	28.13	<u>120B.30, subdivision 1, paragraph (a)</u>	<u>120B.30, subdivision 5, paragraph (b)</u>
123.1	<u>120B.30, subdivision 1a, paragraph (e)</u>	<u>120B.30, subdivision 6, paragraph (a)</u>	28.14	<u>120B.30, subdivision 1a, paragraph (e)</u>	<u>120B.30, subdivision 6, paragraph (a)</u>
123.2	<u>120B.30, subdivision 2, paragraph (a)</u>	<u>120B.30, subdivision 6, paragraph (b)</u>	28.15	<u>120B.30, subdivision 2, paragraph (a)</u>	<u>120B.30, subdivision 6, paragraph (b)</u>
123.3	<u>120B.30, subdivision 2, paragraph (b),</u>	<u>120B.30, subdivision 6, paragraph (c)</u>	28.16	<u>120B.30, subdivision 2, paragraph (b),</u>	<u>120B.30, subdivision 6, paragraph (c)</u>
123.4	<u>clauses (1) and (2)</u>		28.17	<u>clauses (1) and (2)</u>	
123.5	<u>120B.30, subdivision 2</u>	<u>120B.30, subdivision 6, paragraph (d)</u>	28.18	<u>120B.30, subdivision 2</u>	<u>120B.30, subdivision 6, paragraph (d)</u>
123.6	<u>120B.30, subdivision 4</u>	<u>120B.30, subdivision 7</u>	28.19	<u>120B.30, subdivision 4</u>	<u>120B.30, subdivision 7</u>
123.7	<u>120B.30, subdivision 5</u>	<u>120B.30, subdivision 8</u>	28.20	<u>120B.30, subdivision 5</u>	<u>120B.30, subdivision 8</u>
123.8	<u>120B.30, subdivision 6</u>	<u>120B.30, subdivision 9</u>	28.21	<u>120B.30, subdivision 6</u>	<u>120B.30, subdivision 9</u>
123.9	<u>120B.30, subdivision 1, paragraph (e)</u>	<u>120B.30, subdivision 10</u>	28.22	<u>120B.30, subdivision 1, paragraph (e)</u>	<u>120B.30, subdivision 10</u>
123.10	<u>General Requirements Test Design</u>		28.23	<u>General Requirements Test Design</u>	
123.11	<u>120B.30, subdivision 1a, paragraph (a),</u>	<u>120B.301, subdivision 1</u>	28.24	<u>120B.30, subdivision 1a, paragraph (a),</u>	<u>120B.301, subdivision 1</u>
123.12	<u>clauses (1) to (5)</u>		28.25	<u>clauses (1) to (5)</u>	
123.13	<u>120B.30, subdivision 1, paragraph (a)</u>	<u>120B.301, subdivision 2</u>	28.26	<u>120B.30, subdivision 1, paragraph (a)</u>	<u>120B.301, subdivision 2</u>
123.14	<u>120B.30, subdivision 1, paragraph (b)</u>	<u>120B.301, subdivision 3, paragraph (a)</u>	28.27	<u>120B.30, subdivision 1, paragraph (b)</u>	<u>120B.301, subdivision 3, paragraph (a)</u>
123.15	<u>120B.30, subdivision 1, paragraph (n)</u>	<u>120B.301, subdivision 3, paragraph (b)</u>	28.28	<u>120B.30, subdivision 1, paragraph (n)</u>	<u>120B.301, subdivision 3, paragraph (b)</u>
123.16	<u>120B.30, subdivision 1a, paragraph (b)</u>	<u>120B.301, subdivision 3, paragraph (c)</u>	28.29	<u>120B.30, subdivision 1a, paragraph (b)</u>	<u>120B.301, subdivision 3, paragraph (c)</u>
123.17	<u>120B.30, subdivision 1a, paragraph (c),</u>	<u>120B.301, subdivision 3, paragraph (d)</u>	28.30	<u>120B.30, subdivision 1a, paragraph (c),</u>	<u>120B.301, subdivision 3, paragraph (d)</u>
123.18	<u>clauses (1) and (2)</u>		28.31	<u>clauses (1) and (2)</u>	
123.19	<u>Assessment Graduation Requirements</u>		28.32	<u>Assessment Graduation Requirements</u>	

123.20	<u>120B.30, subdivision 1, paragraph (c),</u>	<u>120B.304, subdivision 1</u>	28.33	<u>120B.30, subdivision 1, paragraph (c),</u>	<u>120B.304, subdivision 1</u>
123.21	<u>clauses (1) and (2)</u>		28.34	<u>clauses (1) and (2)</u>	
123.22	<u>120B.30, subdivision 1, paragraph (d)</u>	<u>120B.304, subdivision 2</u>	28.35	<u>120B.30, subdivision 1, paragraph (d)</u>	<u>120B.304, subdivision 2</u>
123.23	<u>120B.30, subdivision 1, paragraph (i)</u>	<u>120B.304, subdivision 3</u>	28.36	<u>120B.30, subdivision 1, paragraph (i)</u>	<u>120B.304, subdivision 3</u>
123.24	<u>Assessment Reporting Requirements</u>		28.37	<u>Assessment Reporting Requirements</u>	
123.25	<u>120B.30, subdivision 1a, paragraph (f),</u>	<u>120B.305, subdivision 1</u>	28.38	<u>120B.30, subdivision 1a, paragraph (f),</u>	<u>120B.305, subdivision 1</u>
123.26	<u>clauses (1) to (3)</u>		28.39	<u>clauses (1) to (3)</u>	
123.27	<u>120B.30, subdivision 1a, paragraph (d),</u>	<u>120B.305, subdivision 2, paragraph (a)</u>	29.1	<u>120B.30, subdivision 1a, paragraph (d),</u>	<u>120B.305, subdivision 2, paragraph (a)</u>
123.28	<u>clauses (1) to (4)</u>		29.2	<u>clauses (1) to (4)</u>	
123.29	<u>120B.30, subdivision 1, paragraph (m)</u>	<u>120B.305, subdivision 2, paragraph (b)</u>	29.3	<u>120B.30, subdivision 1, paragraph (m)</u>	<u>120B.305, subdivision 2, paragraph (b)</u>
123.30	<u>120B.30, subdivision 1, paragraph (n)</u>	<u>120B.305, subdivision 2, paragraph (c)</u>	29.4	<u>120B.30, subdivision 1, paragraph (n)</u>	<u>120B.305, subdivision 2, paragraph (c)</u>
123.31	<u>120B.30, subdivision 1, paragraph (o),</u>	<u>120B.305, subdivision 3, paragraph (a)</u>	29.5	<u>120B.30, subdivision 1, paragraph (o),</u>	<u>120B.305, subdivision 3, paragraph (a)</u>
123.32	<u>clauses (1) to (4)</u>		29.6	<u>clauses (1) to (4)</u>	
123.33	<u>120B.30, subdivision 3</u>	<u>120B.305, subdivision 3, paragraph (b)</u>	29.7	<u>120B.30, subdivision 3</u>	<u>120B.305, subdivision 3, paragraph (b)</u>
123.34	<u>District Assessment Requirements</u>		29.8	<u>District Assessment Requirements</u>	
123.35	<u>120B.301, paragraphs (a) to (c)</u>	<u>120B.306, subdivision 1</u>	29.9	<u>120B.301, paragraphs (a) to (c)</u>	<u>120B.306, subdivision 1</u>
123.36	<u>120B.304, paragraphs (a) and (b)</u>	<u>120B.306, subdivision 2</u>	29.10	<u>120B.304, paragraphs (a) and (b)</u>	<u>120B.306, subdivision 2</u>
123.37	<u>College and Career Readiness</u>		29.11	<u>College and Career Readiness</u>	
123.38	<u>120B.30, subdivision 1, paragraph (p)</u>	<u>120B.307, subdivision 1</u>	29.12	<u>120B.30, subdivision 1, paragraph (p)</u>	<u>120B.307, subdivision 1</u>
123.39	<u>120B.30, subdivision 1, paragraph (d)</u>	<u>120B.307, subdivision 2</u>	29.13	<u>120B.30, subdivision 1, paragraph (d)</u>	<u>120B.307, subdivision 2</u>
123.40	<u>120B.30, subdivision 1, paragraph (f)</u>	<u>120B.307, subdivision 3</u>	29.14	<u>120B.30, subdivision 1, paragraph (f)</u>	<u>120B.307, subdivision 3</u>
124.1	<u>120B.30, subdivision 1, paragraph (g)</u>	<u>120B.307, subdivision 4, paragraph (a)</u>	29.15	<u>120B.30, subdivision 1, paragraph (g)</u>	<u>120B.307, subdivision 4, paragraph (a)</u>
124.2	<u>120B.30, subdivision 1, paragraph (h)</u>	<u>120B.307, subdivision 4, paragraph (b)</u>	29.16	<u>120B.30, subdivision 1, paragraph (h)</u>	<u>120B.307, subdivision 4, paragraph (b)</u>
124.3	<u>120B.30, subdivision 1, paragraph (j)</u>	<u>120B.307, subdivision 4, paragraph (c)</u>	29.17	<u>120B.30, subdivision 1, paragraph (j)</u>	<u>120B.307, subdivision 4, paragraph (c)</u>

124.4 120B.30, subdivision 1, paragraph (k) 120B.307, subdivision 4, paragraph (d)
124.5 120B.30, subdivision 1, paragraph (l) 120B.307, subdivision 4, paragraph (e)
124.6 Sec. 64. **REPEALER.**
124.7 Minnesota Statutes 2022, sections 120B.35, subdivision 5; and 124D.095, subdivisions
124.8 1, 2, 3, 4, 5, 6, 7, and 8, are repealed.

29.18 120B.30, subdivision 1, paragraph (k) 120B.307, subdivision 4, paragraph (d)
29.19 120B.30, subdivision 1, paragraph (l) 120B.307, subdivision 4, paragraph (e)
29.20 Sec. 32. **REPEALER.**
29.21 Minnesota Statutes 2022, sections 120B.02, subdivision 3; and 120B.35, subdivision 5,
29.22 are repealed.

43.3 Sec. 13. **REPEALER.**
43.4 Minnesota Statutes 2022, section 124D.095, subdivisions 1, 2, 3, 4, 5, 6, 7, and 8, are
43.5 repealed.