ARTICLE 2

EDUCATION EXCELLENCE

Section 1. Minnesota Statutes 2023 Supplement, section 13.32, subdivision 5, is amended to read:

Subd. 5. Directory information. (a) Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:

(1) this subdivision; and

(2) United States Code, title 20, section 1232g, and Code of Federal Regulations, title 34, section 99.37, which were in effect on January 3, 2012.

(b) When conducting the directory information designation and notice process required by federal law, an educational agency or institution shall give parents and students notice of the right to refuse to let the agency or institution designate specified data about the student as directory information. This notice may be given by any means reasonably likely to inform the parents and students of the right.

(c) An educational agency or institution may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under this subdivision. This paragraph does not apply to a postsecondary institution.

(d) When requested, educational agencies or institutions must share personal student contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

(e) When requested, educational agencies or institutions may share personal student contact information and directory information for students served in special education with postsecondary transition planning and services under section 125A.08, paragraph (b), clause (1), whether public or private, with the Department of Employment and Economic Development, as required for coordination of services to students with disabilities under sections 125A.08, paragraph (b), clause (1), 125A.023, and 125A.027.

Sec. 2. Minnesota Statutes 2022, section 120A.35, is amended to read:

120A.35 ABSENCE FROM SCHOOL FOR RELIGIOUS OBSERVANCE AND CULTURAL OBSERVANCES.

(a) Reasonable efforts must be made by a school district to accommodate any pupil who wishes to be excused from a curricular activity for a religious observance or American Indian cultural practice, observance, or ceremony. A school board must provide annual...
notice to parents of the school district's policy relating to a pupil's absence from school for religious observance under this section.

Sec. 3. Minnesota Statutes 2023 Supplement, section 120B.021, subdivision 1, is amended to read:

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

(1) language arts;
(2) mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include completion of algebra;
(3) science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
(4) social studies, including history, geography, economics, and government and citizenship that includes civics;
(5) physical education;
(6) health, for which locally developed academic standards apply; and
(7) the arts. Public elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance; media arts; music; theater; and visual arts. Public high schools must offer at least three and require at least one of the following four arts areas: media arts; dance; music; theater; and visual arts.

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

c. The department may modify SHAPE America (Society of Health and Physical Educators) standards and adapt the national standards to accommodate state interests. The modification and adaptations must maintain the purpose and integrity of the national standards. The department must make available sample assessments, which school districts may use as an alternative to local assessments, to ensure students’ mastery of the physical education standards beginning in the 2018-2019 school year.

Section 1. Minnesota Statutes 2023 Supplement, section 120B.021, subdivision 1, is amended to read:

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

(1) language arts;
(2) mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include completion of algebra;
(3) science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
(4) social studies, including history, geography, economics, and government and citizenship that includes civics;
(5) physical education;
(6) health, for which locally developed academic standards apply; and
(7) the arts. Public elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance; media arts; music; theater; and visual arts. Public high schools must offer at least three and require at least one of the following five arts areas: media arts; dance; music; theater; and visual arts.

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

c. The department may modify SHAPE America (Society of Health and Physical Educators) standards and adapt the national standards to accommodate state interests. The modification and adaptations must maintain the purpose and integrity of the national standards. The department must make available sample assessments, which school districts may use as an alternative to local assessments, to ensure students’ mastery of the physical education standards beginning in the 2018-2019 school year.

EFFECTIVE DATE. This section is effective the day following final enactment.
multimodal, culturally inclusive, developmentally appropriate, and culturally sensitive instruction on identifying emotional and physical child abuse and other forms of personal violence; recognizing sexual abuse and assault, boundary violations, and ways offenders groom or desensitize victims; as well as strategies to promote disclosure, reduce self-blame, and mobilize bystanders. A school district may provide instruction under this paragraph in a variety of ways, including at an annual assembly or classroom presentation. A school district may also provide parents information on the warning signs of child physical and sexual abuse, the medical and emotional effects of child abuse, and available resources. A school district must train instructors on managing disclosures that may result during the delivery of child physical and sexual abuse prevention instruction and develop a policy on how to respond to the disclosures.

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

EFFECTIVE DATE. Paragraph (c) is effective for the 2025-2026 school year and later.

Sec. 3. Minnesota Statutes 2022, section 120B.022, subdivision 1a, is amended to read:

Subd. 1a. Foreign world language and culture; proficiency certificates. (a) World languages teachers and other school staff should develop and implement world languages programs that acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess, and encourage students' proficiency in multiple world languages. Programs under this section must encompass Indigenous American Indian languages and cultures, as well as other world languages and cultures. The department shall consult with postsecondary institutions in developing related professional development opportunities for purposes of this section.

(b) Any Minnesota public, charter, or nonpublic school may award Minnesota World Language Proficiency Certificates consistent with this subdivision.

(c) The Minnesota World Language Proficiency Certificate recognizes students who demonstrate listening, speaking, reading, and writing language skills at the American Council on the Teaching of Foreign Languages' overall Advanced-Low level or an intermediate high overall Intermediate High levels of proficiency derived from assessment consisting of the domains of listening, reading, speaking, and writing on a valid and reliable assessment tool.

Sec. 4. Minnesota Statutes 2022, section 120B.022, subdivision 1a, is amended to read:

Subd. 1a. Foreign world language and culture; proficiency certificates. (a) World languages teachers and other school staff should develop and implement world languages programs that acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess, and encourage students' proficiency in multiple world languages. Programs under this section must encompass Indigenous American Indian languages and cultures, among other world languages and cultures. The department shall consult with postsecondary institutions in developing related professional development opportunities for purposes of this section.

(b) Any Minnesota public, charter, or nonpublic school may award Minnesota World Language Proficiency Certificates consistent with this subdivision.

(c) The Minnesota World Language Proficiency Certificate recognizes students who demonstrate listening, speaking, reading, and writing language skills at an overall intermediate-low or intermediate-mid level of proficiency on the American Council on the Teaching of Foreign Languages' Intermediate-Low level or an overall Intermediate-Mid level. A student's level of proficiency is derived from assessment in the domains of listening, reading, speaking, and writing on a valid and reliable assessment tool.

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

Subd. 1b. State bilingual and multilingual seals. (a) Consistent with efforts to strive for the world's best workforce under sections 120B.11 and 124E.03, subdivision 2, paragraph (i), and close the academic achievement and opportunity gap under sections 124D.861 and 124D.862, voluntary state bilingual and multilingual seals are established to recognize graduating high school students in any school district, charter school, or nonpublic school who demonstrate an Advanced-Low level or an intermediate high overall Intermediate High levels of proficiency on a valid and reliable assessment tool.

(b) Voluntary state bilingual and multilingual seals are awarded to any school district, charter school, or nonpublic school who demonstrate particular levels of proficiency in one or more languages other than English.
and above level of functional proficiency in listening, speaking, reading, and writing. Students must maintain appropriate records to identify high school students eligible to receive the state bilingual gold seal. A high school student who demonstrates an overall advanced-low ACTFL level of proficiency derived from assessment consisting of the domains of listening, reading, speaking, and writing in more than one language in addition to English is eligible to receive the state multilingual gold seal. A high school student who demonstrates an overall advanced-low and above ACTFL level of proficiency derived from assessment consisting of the domains of listening, reading, speaking, and writing in one language in addition to English is eligible to receive the state multilingual platinum seal. A high school student who demonstrates an overall advanced-low and above ACTFL level of proficiency derived from assessment consisting of the domains of listening, reading, speaking, and writing in one language in addition to English is eligible to receive the state multilingual platinum seal. A high school student who demonstrates an overall advanced-low and above ACTFL level of proficiency derived from assessment consisting of the domains of listening, reading, speaking, and writing in more than one language in addition to English is eligible to receive the state multilingual gold seal.

(d) School districts and charter schools may give students periodic opportunities to demonstrate their level of proficiency in listening, speaking, reading, and writing in a language in addition to English. Where valid and reliable assessments are unavailable, a school district or charter school may rely on evaluators trained in assessing under ACTFL proficiency guidelines to assess a student's level of foreign, heritage, or Indigenous language proficiency under this section. School districts and charter schools must maintain appropriate records to identify high school students eligible to receive the state bilingual or multilingual gold and platinum seals upon graduation. The school district or charter school must also notate the appropriate seal to the transcript of each high school student who meets the requirements of this subdivision and may affix the seal to the student's diploma.

The levels of proficiency established under this subdivision are based on the ACTFL's proficiency guidelines. A student is eligible for a seal in a language other than English if the student demonstrates an overall Advanced-Low level or an intermediate high level of functional proficiency in listening, speaking, reading, and writing. Students must maintain appropriate records to identify high school students eligible to receive the state bilingual or multilingual gold and platinum seals upon graduation. The school district or charter school must also notate the appropriate seal to the transcript of each high school student who meets the requirements of this subdivision and may affix the seal to the student's diploma. A school district or charter school must not charge the high school student a fee for this seal.
A school district or charter school may award elective course credits in world languages to a student who demonstrates the requisite proficiency in a language other than English under this section.

A school district or charter school may award community service credit to a student who demonstrates an overall intermediate high or an overall advanced-low level in a language other than English and who participates in community service activities that are integrated into the curriculum, involve the participation of teachers, and support biliteracy in the school or local community.

The commissioner must list on the web page those assessments that are aligned to ACTFL proficiency guidelines, and establish guidelines on interpreting the scores or ratings from approved assessments.

By August 1, 2015, the colleges and universities of the Minnesota State Colleges and Universities system must establish criteria to translate the seals into college credits based on the world language course equivalencies identified by the Minnesota State Colleges and Universities faculty and staff and, upon request from an enrolled student, the Minnesota State Colleges and Universities may award foreign language credits to a student who received a Minnesota World Language Proficiency Certificate or Minnesota Bilingual or Multilingual Seal under subdivision 1a. A student who demonstrated the requisite level of language proficiency in grade 10, 11, or 12 to receive a seal or certificate and is enrolled in a Minnesota State Colleges and Universities institution must request college credits for the student's seal or proficiency certificate within three academic years after graduating from high school. The University of Minnesota is encouraged to award students foreign language academic credits consistent with this paragraph.

Sec. 6. Minnesota Statutes 2023 Supplement, section 120B.024, subdivision 1, is amended to read:

Subdivision 1. Graduation requirements. (a) Students must successfully complete the following high school level credits for graduation:

1. four credits of language arts sufficient to satisfy all of the academic standards in English language arts;
2. two credits of mathematics sufficient to satisfy all of the academic standards in mathematics;
3. three credits of science, including one credit to satisfy all the earth and space science standards for grades 9 through 12, and one credit to satisfy all the chemistry or physics standards for grades 9 through 12;

4. ACTFL level of functional proficiency in listening, speaking, reading, and writing derived from assessment consisting of the domains of listening, reading, speaking, and writing in a language other than English and who participates in community service activities that are integrated into the curriculum, involve the participation of teachers, and support biliteracy in the school or local community.

The commissioner must list on the web page those assessments that are aligned to ACTFL proficiency guidelines, and establish guidelines on interpreting the scores or ratings from approved assessments.

By August 1, 2015, the colleges and universities of the Minnesota State Colleges and Universities system must establish criteria to translate the seals into college credits based on the world language course equivalencies identified by the Minnesota State Colleges and Universities faculty and staff and, upon request from an enrolled student, the Minnesota State Colleges and Universities may award foreign language credits to a student who received a Minnesota World Language Proficiency Certificate or Minnesota Bilingual or Multilingual Seal under subdivision 1a. A student who demonstrated the requisite level of language proficiency in grade 10, 11, or 12 to receive a seal or certificate and is enrolled in a Minnesota State Colleges and Universities institution must request college credits for the student's seal or proficiency certificate within three academic years after graduating from high school. The University of Minnesota is encouraged to award students foreign language academic credits consistent with this paragraph.

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1. four credits of language arts sufficient to satisfy all of the academic standards in English language arts;
2. three credits of mathematics sufficient to satisfy all of the academic standards in mathematics;
3. three credits of science, including one credit to satisfy all the earth and space science standards for grades 9 through 12, one credit to satisfy all the life science standards for grades 9 through 12, and one credit to satisfy all the chemistry or physics standards for grades 9 through 12.
(4) three and one-half credits of social studies, including credit for a course in government and citizenship in either grade 11 or 12 for students beginning grade 9 in the 2024-2025 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under section 120B.021, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

(5) one credit of the arts sufficient to satisfy all of the academic standards in the arts;

(6) an elective credit sufficient to satisfy the state standards in physical education; and

(7) a minimum of seven elective credits.

(b) Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or other rigorous course on government and citizenship under section 120B.021, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

(c) "World's best workforce" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and prepare students to be lifelong learners.

Definitions.

For the purposes of this section and section 120B.10, the following terms have the meanings given them.

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

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

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

(c) "World's best workforce" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and prepare students to be lifelong learners.

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(c) "World's best workforce" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and prepare students to be lifelong learners.

Effective date. This section is effective July 1, 2024.
(d) "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

(e) "Ethnic studies" as defined in section 120B.25 has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.

(f) "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.

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

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

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

(1) the size of the academic achievement gap, rigorous course taking under section 120B.35, subdivision 3, paragraph (c), subd. (2), and enrichment experiences by student subgroup;

(2) student performance on the Minnesota Comprehensive Assessments;

(3) high school graduation rates; and

(4) career and college readiness under section 120B.307.

EFFECTIVE DATE.

This section is effective July 1, 2024.

Sec. 6.

Minnesota Statutes 2023 Supplement, section 120B.11, subdivision 1a, is amended to read:

Subd. 1a. Performance measures. Measures to determine school district and school site progress in striving to create the world's best workforce for comprehensive achievement and civic readiness must include at least:

1. the size of the academic achievement gap, rigorous course taking under section 120B.35, subdivision 3, paragraph (c), clause (2), and enrichment experiences by student subgroup;

2. student performance on the Minnesota Comprehensive Assessments;

3. high school graduation rates; and

4. career and college readiness under section 120B.307.

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

1. the size of the academic achievement gap, rigorous course taking under section 120B.35, subdivision 3, paragraph (c), clause (2), and enrichment experiences by student subgroup; and starting in the 2025-2026 school year, participation in honors or gifted and talented programming;

2. student performance on the Minnesota Comprehensive Assessments;

3. high school graduation rates; and

4. career and college readiness under section 120B.307; and

starting in the 2025-2026 school year, the number and percentage of students, by student subgroup, who are on track for graduation.
(b) Starting in the 2025-2026 school year, a school district that offers advanced placement, international baccalaureate, or dual enrollment programs must report on the following performance measures:

1. participation in postsecondary enrollment options and concurrent enrollment programs;
2. the number of students who took an advanced placement exam, and the number of students who passed the exam, disaggregated by student subgroup; and
3. the number of students who took the international baccalaureate exam, and the number of students who passed the exam, disaggregated by student subgroup.

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

EFFECTIVE DATE.
This section is effective July 1, 2024.

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

1. clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause (2);
2. a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students to participate in gifted and talented programs and accelerate their instruction, and adopt early-admission procedures consistent with section 120B.15, and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce; comprehensive achievement and civic readiness;
3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations under section 123B.147, subdivision 3, students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under section 120B.35, subdivision 3, paragraph (b), clause (2), and teacher evaluations under section 122A.40, subdivision 8, or 122A.41, subdivision 5;
(4) strategies for improving instruction, curriculum, and student achievement, including
the English and, where practicable, the native language development and the academic
achievement of English learners;
(5) a process to examine the equitable distribution of teachers and strategies to ensure
children in low-income families, children in families of People of Color, and children in
American Indian families are not taught at higher rates than other children by inexperienced,
ineffective, or out-of-field teachers;
(6) education effectiveness practices that:
(i) integrate high-quality instruction, technology, and curriculum that is rigorous, accurate,
antiracist, and culturally sustaining;
(ii) ensure learning and work environments validate, affirm, embrace, and integrate
cultural and community strengths for all students, families, and employees; and
(iii) provide a collaborative professional culture that seeks to retain qualified, racially
and ethnically diverse staff effective at working with diverse students while developing and
supporting teacher quality, performance, and effectiveness;
(7) an annual budget for continuing to implement the district plan; and
(b) A school district is not required to include information regarding literacy in a plan
or report required under this section, except with regard to the academic achievement of
English learners.

Subd. 3. District advisory committee. Each school board must establish an advisory
committee to ensure active community participation in all phases of planning and improving
the instruction and curriculum affecting state and district academic standards, consistent
with subdivision 2: A district advisory committee, to the extent possible, must reflect the
diversity of the district and its school sites, include teachers, parents, support staff, students,
and other community residents; and provide translation to the extent appropriate and
practicable. The district advisory committee must pursue community support to accelerate
the academic and native literacy and achievement of English learners with varied needs,
from young children to adults, consistent with section 124D.59, subdivisions 2 and 2a. The
district may establish site teams as subcommittees of the district advisory committee under
subdivision 4. The district advisory committee must recommend to the school board: rigorous
academic standards; student achievement goals and measures consistent with subdivision
1a and sections 120B.022, subdivisions 1a and 1b; and 120B.35; district assessments; means
to improve students' equitable access to effective and more diverse teachers; strategies to
ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the
diversity of the student population; strategies to ensure that curriculum and learning and

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work environments validate, affirm, embrace, and integrate the cultural and community

strengths of all racial and ethnic groups; and program evaluations. School sites may expand
upon district evaluations of instruction, curriculum, assessments, or programs. Whenever
possible; parents and other community residents must comprise at least two-thirds of advisory
committee members.

Subd. 4. Site team. A school must establish a site team to develop and implement
strategies and education effectiveness practices to improve instruction, curriculum, cultural
competencies; including cultural awareness and cross-cultural communication; and student
achievement at the school site, consistent with subdivision 2. The site team must include
an equal number of teachers and administrators and at least one parent. The site team advises
the board and the advisory committee about developing the annual budget and creates an
instruction and curriculum improvement plan to align curriculum, assessment of student
progress, and growth in meeting state and district academic standards and instruction.

Subd. 5. Report. Consistent with requirements for school performance reports under
section 120B.36, subdivision 1, the school board shall publish a report in the local newspaper
with the largest circulation in the district, by mail, or by electronic means on the district
website. The school board shall hold an annual public meeting to review, and revise where
appropriate, student achievement goals, local assessment outcomes, plans, strategies, and
practices for improving curriculum and instruction and cultural competency; and efforts to
equitably distribute diverse, effective, experienced, and in-field teachers; and to review
district success in realizing the previously adopted student achievement goals and related
benchmarks and the improvement plans leading to the world’s best workforce comprehensive
achievement and civic readiness. The school board must transmit an electronic summary
of its report to the commissioner in the form and manner the commissioner determines.

Subd. 7. Periodic report. Each school district shall periodically survey affected
constituencies, in their native languages where appropriate and practicable, about their
connection to and level of satisfaction with school. The district shall include the results of
this evaluation in the summary report required under subdivision 5.

Subd. 9. Annual evaluation. (a) The commissioner must identify effective strategies,
practices, and use of resources by districts and school sites in striving for the world’s best
workforce comprehensive achievement and civic readiness. The commissioner must assist
districts and sites throughout the state in implementing these effective strategies, practices,
and use of resources;

(b) The commissioner must identify those districts in any consecutive three-year period
not making sufficient progress toward improving teaching and learning for all students,
including English learners with varied needs, consistent with section 124D.59, subdivisions
2 and 2a, and striving for the world’s best workforce comprehensive achievement and civic
readiness. The commissioner, in collaboration with the identified district, may require the
district to use up to two percent of its basic general education revenue per fiscal year during
the proximate three school years to implement commissioner-specified strategies and
practices; consistent with paragraph (a), to improve and accelerate its progress in realizing
its goals under this section. In implementing this section, the commissioner must consider

districts' budget constraints and legal obligations:

(c) The commissioner shall report by January 25 of each year to the committees of the legislature having jurisdiction over kindergarten through grade 12 education the list of

school districts that have not submitted their report to the commissioner under subdivision

5 and the list of school districts not achieving their performance goals established in their

plan under subdivision 2.

Sec. 8. Minnesota Statutes 2022, section 120B.11, is amended by adding a subdivision to read:

Subd. 2a. Language Access Plan. (a) Starting in the 2025-2026 school year, during a

regularly scheduled public board hearing, a district must adopt a language access plan that

specifies the district's process and procedures to render effective language assistance to

students and adults who communicate in a language other than English. The language access

plan must be available to the public and included in the parent and student handbook.

(b) The language access plan must include information on:

(1) how the district and its schools will use trained or certified spoken language

interpreters for communication related to academic outcomes, progress, and determinations

and placement of students in specialized programs and services;

(2) how families and communities will be notified of their rights under this plan; and

(3) a language access continuous improvement plan for leadership and staff.

Sec. 9. Minnesota Statutes 2022, section 120B.13, subdivision 4, is amended to read:

Subd. 4. Rigorous course taking information; AP, IB, and PSEO. The commissioner

shall submit the following information on rigorous course taking, disaggregated by student

subgroup, school district, and postsecondary institution, to the education committees of the

legislature by July 1, 2025, and each subsequent year by [Exhibit] July 1:

(1) the number of pupils enrolled in postsecondary enrollment options under section

124D.09, including concurrent enrollment, career and technical education courses offered

as a concurrent enrollment course, advanced placement, and international baccalaureate

courses in each school district;

(2) the number of teachers in each district attending training programs offered by the

college board, International Baccalaureate North America, Inc., or Minnesota concurrent

enrollment programs;

(3) the number of teachers in each district participating in support programs;

(4) starting in the 2025-2026 school year, a language access plan that specifies the

district's process and procedures to render effective language assistance to students and

adults who communicate in a language other than English. The language access plan must

include:

(i) how the district and its schools will use trained or certified spoken language

interpreters for communication related to academic outcomes, progress, and determinations;

and placement of students in specialized programs and services;

(ii) how families and communities will be notified of their rights under this plan; and

(iii) a language access continuous improvement plan for leadership and staff.

EFFECTIVE DATE: This section is effective July 1, 2024.
(4) recent trends in the field of postsecondary enrollment options under section 124D.09, including concurrent enrollment, advanced placement, and international baccalaureate programs;
(5) expenditures for each category in this section and under sections 124D.09 and 124D.091, including career and technical education courses offered as a concurrent enrollment course; and
(6) other recommendations for the state program or the postsecondary enrollment options under section 124D.09, including concurrent enrollment.

(b) The commissioner must include data from the 2022-2023 and 2023-2024 school years in the report due on July 1, 2025.

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

Sec. 10. Minnesota Statutes 2022, section 120B.234, subdivision 1, is amended to read:

Subdivision 1. Purpose. The purpose of this section, which may be cited as "Erin's Law," is to encourage districts to integrate or offer instruction on child sexual abuse prevention to students and training to all school personnel on recognizing and preventing sexual abuse and sexual violence.

EFFECTIVE DATE. This section is effective for the 2025-2026 school year and later.

Sec. 11. Minnesota Statutes 2022, section 120B.234, subdivision 2, is amended to read:

Subd. 2. Curriculum. School districts may consult with other federal, state, or local agencies and community-based organizations, including the Child Welfare Information Gateway website maintained by the United States Department of Health and Human Services, to identify research-based tools, curricula, and programs to prevent child sexual abuse for use under section 120B.021, subdivision 1; paragraph (c).

EFFECTIVE DATE. This section is effective for the 2025-2026 school year and later.

Sec. 12. Minnesota Statutes 2023 Supplement, section 120B.30, subdivision 7, is amended to read:

Subd. 7. Assessments. A student who demonstrates attainment of required state academic standards, which include career and college readiness benchmarks, on high school assessments under subdivision 1 or section 120B.302 is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

EFFECTIVE DATE. This section is effective the day following final enactment.
Sec. 9. Minnesota Statutes 2023 Supplement, section 120B.30, subdivision 12, is amended to read:

Subd. 12. Test administration. (a) Consistent with applicable federal law, the commissioner must include appropriate, technically sound accommodations or alternative assessments for the very few students with disabilities for whom statewide assessments are inappropriate and for English learners.

(b) The Department of Education shall contract for professional and technical services according to competitive solicitation procedures under chapter 16C for purposes of this section.

(c) A proposal submitted under this section must include disclosures containing:

(1) comprehensive information regarding test administration monitoring practices; and

(2) data privacy safeguards for student information to be transmitted to or used by the proposing entity.

(d) Information provided in the proposal is not security information or trade secret information for purposes of section 13.37.

Sec. 10. Minnesota Statutes 2023 Supplement, section 120B.30, is amended by adding a subdivision to read:

Subd. 17. Retaliation prohibited. An employee who discloses information to the commissioner or a parent or guardian about service disruptions or technical interruptions related to administering assessments under this section is protected under section 181.932, governing disclosure of information by employees.

Sec. 11. Minnesota Statutes 2023 Supplement, section 120B.302, is amended to read:

120B.302 GENERAL REQUIREMENTS; TEST DESIGN.

Subdivision 1. Definitions. For purposes of conforming with existing federal educational accountability requirements, the commissioner must develop and implement:

(a) computer-adaptive reading and mathematics assessments for grades 3 through 8, state-developed high school reading and mathematics tests aligned with state academic standards, a high school writing test aligned with state standards when it becomes available, and science assessments under clause (2) that districts and sites must use to monitor student growth toward achieving those standards. The commissioner must:

(1) not develop statewide assessments for academic standards in social studies, health and physical education, and the arts. The commissioner must require:

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

(2) data privacy safeguards for student information to be transmitted to or used by the proposing entity.

(b) Information provided in the proposal is not security information or trade secret information for purposes of section 13.37.

Sec. 12. Test administration. (a) Consistent with applicable federal law, the commissioner must include appropriate, technically sound accommodations or alternative assessments for the very few students with disabilities for whom statewide assessments are inappropriate and for English learners.

(b) The Department of Education shall contract for professional and technical services according to competitive solicitation procedures under chapter 16C for purposes of this section.

(c) A proposal submitted under this section must include disclosures containing:

(1) comprehensive information regarding test administration monitoring practices; and

(2) data privacy safeguards for student information to be transmitted to or used by the proposing entity.

(d) Information provided in the proposal is not security information or trade secret information for purposes of section 13.37.
(2) require annual science assessments in one grade in the grades 3 through 5 span, the
grades 6 through 8 span, and a life sciences assessment in the grades 9 through 12 span,
and the commissioner must not require students to achieve a passing score on high school
science assessments as a condition of receiving a high school diploma.

Subd. 2. Comprehensive assessment system. The commissioner, with advice from
experts with appropriate technical qualifications and experience and stakeholders, consistent
with subdivision 1a, must include state-developed tests in the comprehensive assessment
system for each grade level to be tested, state-constructed tests developed as
computer-adaptive reading and mathematics assessments for students that are aligned with
the state's required academic standards under section 120B.022, include multiple-choice
questions, and are administered annually to all students in grades 3 through 8. State-developed
high school tests aligned with the state's required academic standards under section 120B.021
and administered to all high school students in a subject other than writing must include
distinct performance questions. The commissioner must establish a testing period as late as
possible each school year during which schools must administer the Minnesota
Comprehensive Assessments to students. The commissioner must publish the testing schedule
at least two years before the beginning of the testing period.

Subd. 3. Aligned to academic standards. (a) The state assessment system must be
aligned to the most recent revision of academic standards, as described in section 120B.023
in the following manner:

(1) mathematics; (ii) grades 3 through 8 beginning in the 2010-2011 school year; and
(1) grades 3 through 8 beginning in the 2010-2011 school year; and
(ii) high school level beginning in the 2013-2014 school year.
(2) science; grades 5 and 8 and at the high school level beginning in the 2011-2012
school year; and
(2) science; grades 5 and 8 and at the high school level beginning in the 2011-2012
school year; and
(2) language arts and reading; grades 3 through 8 and high school level beginning in the
2012-2013 school year.
(2) language arts and reading; grades 3 through 8 and high school level beginning in the
2012-2013 school year.
(4) The commissioner must ensure that for annual computer-adaptive assessments:
(4) individual student performance data and achievement reports are available within
three school days of when students take an assessment except to a year when an assessment
reflects new performance standards;
(4) individual student performance data and achievement reports are available within
three school days of when students take an assessment except to a year when an assessment
reflects new performance standards;
(2) require annual science assessments in one grade in the grades 3 through 5 span, the
grades 6 through 8 span, and a life sciences assessment in the grades 9 through 12 span,
and the commissioner must not require students to achieve a passing score on high school
science assessments as a condition of receiving a high school diploma.

Subd. 2. Comprehensive assessment system. The commissioner, with advice from
experts with appropriate technical qualifications and experience and stakeholders, consistent
with subdivision 1a, must include state-developed tests in the comprehensive assessment
system for each grade level to be tested, state-constructed tests developed as
computer-adaptive reading and mathematics assessments for students that are aligned with
the state's required academic standards under section 120B.022, include multiple-choice
questions, and are administered annually to all students in grades 3 through 8. State-developed
high school tests aligned with the state's required academic standards under section 120B.021
and administered to all high school students in a subject other than writing must include
distinct performance questions. The commissioner must establish a testing period as late as
possible each school year during which schools must administer the Minnesota
Comprehensive Assessments to students. The commissioner must publish the testing schedule
at least two years before the beginning of the testing period.

Subd. 3. Aligned to academic standards. (a) The state assessment system must be
aligned to the most recent revision of academic standards, as described in section 120B.023
in the following manner:

(1) mathematics; (ii) grades 3 through 8 beginning in the 2010-2011 school year; and
(1) grades 3 through 8 beginning in the 2010-2011 school year; and
(ii) high school level beginning in the 2013-2014 school year.
(2) science; grades 5 and 8 and at the high school level beginning in the 2011-2012
school year; and
(2) science; grades 5 and 8 and at the high school level beginning in the 2011-2012
school year; and
(2) language arts and reading; grades 3 through 8 and high school level beginning in the
2012-2013 school year.
(2) language arts and reading; grades 3 through 8 and high school level beginning in the
2012-2013 school year.
(2) Growth information is available for each student from the student’s first assessment to each proximate assessment using a constant measurement scale.

(2) Parents, teachers, and school administrators are able to use elementary and middle school student performance data to project students’ secondary and postsecondary achievement and achieve more relevant instruction and indicating the specific skills and concepts that should be introduced and developed for students at given performance levels, organized by strands within subject areas, and aligned to state academic standards. 

(4) Useful diagnostic information about areas of students’ academic strengths and weaknesses is available to teachers and school administrators for improving student achievement; and

(4) The commissioner must ensure that all state tests administered to elementary and secondary students measure students’ academic knowledge and skills and not students’ values, attitudes, and beliefs.

A school, school district, and charter school must administer statewide assessments under this section. The assessments become available, to evaluate student progress toward career and college readiness in the context of the state’s academic standards. A school, school district, or charter school may use a student’s performance on a statewide assessment as one of multiple criteria to determine grade promotion or retention. A student’s assessment score on the student’s transcript. 

Subd. 3. Reporting requirements. A school, school district, and charter school must administer statewide assessments under this section, as the assessments become available, to evaluate student progress toward career and college readiness in the context of the state’s academic standards. A school, school district, or charter school may use a student’s performance on a statewide assessment as one of multiple criteria to determine grade promotion or retention. A student’s assessment score on the student’s transcript. 

Subd. 4. Use of assessments. A school, school district, and charter school must administer statewide assessments under this section, as the assessments become available, to evaluate student progress toward career and college readiness in the context of the state’s academic standards. A school, school district, or charter school may use a student’s performance on a statewide assessment as one of multiple criteria to determine grade promotion or retention. A student’s assessment score on the student’s transcript. 

Subd. 5. Reporting requirements. A school, school district, and charter school must administer statewide assessments under this section, as the assessments become available, to evaluate student progress toward career and college readiness in the context of the state’s academic standards. A school, school district, or charter school may use a student’s performance on a statewide assessment as one of multiple criteria to determine grade promotion or retention. A student’s assessment score on the student’s transcript. 

Subd. 6. Computer-adaptive assessments. Reporting requirements. A school, school district, and charter school must administer statewide assessments under this section, as the assessments become available, to evaluate student progress toward career and college readiness in the context of the state’s academic standards. A school, school district, or charter school may use a student’s performance on a statewide assessment as one of multiple criteria to determine grade promotion or retention. A student’s assessment score on the student’s transcript. 

Subd. 1. Computer-adaptive assessments Reporting requirements. A school, school district, and charter school must administer statewide assessments under this section, as the assessments become available, to evaluate student progress toward career and college readiness in the context of the state’s academic standards. A school, school district, or charter school may use a student’s performance on a statewide assessment as one of multiple criteria to determine grade promotion or retention. A student’s assessment score on the student’s transcript. 

Subd. 2. Computer-adaptive assessments Reporting requirements. (a) Reporting of state assessment results must:

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

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

(3) determine whether students have met the state’s academic standards.
(b) The 3rd through 8th grade computer-adaptive assessment results and high school test results must be available to districts for diagnostic purposes affecting student learning and district instruction and curriculum, and for establishing educational accountability. The commissioner must ensure that for annual computer-adaptive assessments:

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

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

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

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

(c) The commissioner, in consultation with the chancellor of the Minnesota State Colleges and Universities, must establish empirically derived benchmarks on the high school tests that reveal a trajectory toward career and college readiness consistent with section 136F.302, subdivision 1a. The commissioner must disseminate to the public the computer-adaptive assessments and high school test results upon receiving those results.

Subd. 3. Public reporting. (a) The commissioner must include the following components in the statewide public reporting system:

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

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

(3) state results on the ACT test; and

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

(b) The commissioner shall report test results publicly and to stakeholders, including the performance achievement levels developed from students’ unweighted test scores in each tested subject and a listing of demographic factors that strongly correlate with student performance, including student homelessness, as data are available, among other factors.

The test results must not include personally identifiable information as defined in Code of Federal Regulations, title 34, section 99.3. The commissioner shall also report data that compares performance results among school sites, school districts, Minnesota and other states, and Minnesota and other nations. The commissioner shall disseminate to schools and school districts a more comprehensive report containing testing information that meets local needs for evaluating instruction and curriculum. The commissioner shall disseminate to charter school authorizers a more comprehensive report containing testing information that contains anonymized data where cell count data are sufficient to protect student identity and that meets the authorizer’s needs in fulfilling its obligations under chapter 124E.

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

Sec. 17. Minnesota Statutes 2023 Supplement, section 120B.31, subdivision 4, is amended to read:

Subd. 4. Student performance data. In developing policies and assessment processes to hold schools and districts accountable for high levels of academic standards under section 120B.021, the commissioner shall aggregate and disaggregate student data over time to report summary student performance and growth levels and, under section 120B.11, subdivision 2, clause (2); student learning and outcome data measured at the school, school district, and statewide level. The commissioner shall use the student categories identified under the federal Elementary and Secondary Education Act, as most recently reauthorized, and student categories of:

1. homelessness;
2. ethnicity under section 120B.35, subdivision 3, paragraph (a), clause (2);
3. race under section 120B.35, subdivision 3, paragraph (a), clause (2);
4. home language;
5. English learners under section 124D.59;
6. free or reduced-price meals; and

(5) comparison of statewide assessment results among school sites and school districts.

(b) The commissioner shall report test results publicly and to stakeholders, including the performance achievement levels developed from students’ unweighted test scores in each tested subject and a listing of demographic factors that strongly correlate with student performance, including student homelessness, as data are available, among other factors.

The test results must not include personally identifiable information as defined in Code of Federal Regulations, title 34, section 99.3. The commissioner shall also report data that compares performance results among school sites, school districts, Minnesota and other states, and Minnesota and other nations. The commissioner shall disseminate to schools and school districts a more comprehensive report containing testing information that meets local needs for evaluating instruction and curriculum. The commissioner shall disseminate to charter school authorizers a more comprehensive report containing testing information that contains anonymized data where cell count data are sufficient to protect student identity and that meets the authorizer’s needs in fulfilling its obligations under chapter 124E.

(c) The grades 3 through 8 computer-adaptive assessments and high school tests must be aligned with state academic standards. The commissioner must determine the testing process and the order of administration. The statewide results must be aggregated at the site and district level, consistent with subdivision 1a.
(7) other categories designated by federal law to organize and report the data so that
state and local policy makers can understand the educational implications of changes in
districts' demographic profiles over time as data are available.
Any report the commissioner disseminates containing summary data on student performance
must integrate student performance and the demographic factors that strongly correlate with
that performance.
Sec. 18. Minnesota Statutes 2023 Supplement, section 120B.36, subdivision 1, is amended
to read:
Subdivision 1. School performance reports and public reporting. (a) The commissioner
shall report:
(1) student academic performance data under section 120B.35, subdivisions 2 and 3;
(2) academic progress consistent with federal expectations;
(3) school safety and student engagement and connection under section 120B.35,
subdivision 3, paragraph (d);
(4) rigorous coursework under section 120B.35, subdivision 3, paragraph (c);
(5) the percentage of students under section 120B.35, subdivision 3, paragraph (b), clause
(2), whose progress and performance levels are meeting career and college readiness
benchmarks under sections 120B.307 and 120B.35, subdivision 3, paragraph (e);
(6) longitudinal data on the progress of eligible districts in reducing disparities in students'
academic achievement and realizing racial and economic integration under section 124D.861;
(7) the acquisition of English, and where practicable, native language academic literacy,
including oral academic language, and the academic progress of all English learners enrolled
in a Minnesota public school course or program who are currently or were previously counted
as English learners under section 124D.59;
(8) two separate student-to-teacher ratios that clearly indicate the definition of teacher
consistent with sections 122A.06 and 122A.15 for purposes of determining these ratios;
(9) staff characteristics excluding salaries;
(10) student enrollment demographics;
(11) foster care status, including all students enrolled in a Minnesota public school course
or program who are currently or were previously in foster care, student homelessness, and
district mobility; and
(12) extracurricular activities.
(7) other categories designated by federal law to organize and report the data so that
districts' demographic profiles over time as data are available.
Any report the commissioner disseminates containing summary data on student performance
must integrate student performance and the demographic factors that strongly correlate with
that performance.
Sec. 14. Minnesota Statutes 2023 Supplement, section 120B.36, subdivision 1, is amended
to read:
Subdivision 1. School performance reports and public reporting. (a) The commissioner
shall report:
(1) student academic performance data under section 120B.35, subdivisions 2 and 3;
(2) academic progress consistent with federal expectations;
(3) school safety and student engagement and connection under section 120B.35,
subdivision 3, paragraph (d);
(4) rigorous coursework under section 120B.35, subdivision 3, paragraph (c);
(5) the percentage of students under section 120B.35, subdivision 3, paragraph (b), clause
(2), whose progress and performance levels are meeting career and college readiness
benchmarks under sections 120B.307 and 120B.35, subdivision 3, paragraph (e);
(6) longitudinal data on the progress of eligible districts in reducing disparities in students'
academic achievement and realizing racial and economic integration under section 124D.861;
(7) the acquisition of English, and where practicable, native language academic literacy,
including oral academic language, and the academic progress of all English learners enrolled
in a Minnesota public school course or program who are currently or were previously counted
as English learners under section 124D.59;
(8) two separate student-to-teacher ratios that clearly indicate the definition of teacher
consistent with sections 122A.06 and 122A.15 for purposes of determining these ratios;
(9) staff characteristics excluding salaries;
(10) student enrollment demographics;
(11) foster care status, including all students enrolled in a Minnesota public school course
or program who are currently or were previously in foster care, student homelessness, and
district mobility; and
(12) extracurricular activities.
(b) The school performance report for a school site and a school district must include school performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.

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

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

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

(f) School performance data are nonpublic data under section 13.02, subdivision 9, until the commissioner publicly releases the data. The commissioner shall annually post school performance reports to the department's public website no later than September 1, except that in years when the reports reflect new performance standards, the commissioner shall post the school performance reports no later than October 1. Sec. 19.

Minnesota Statutes 2023 Supplement, section 121A.041, subdivision 2, is amended to read:

Subd. 2. Prohibition on American Indian mascots. (a) Starting September 1, 2025, a public school may not have or adopt a name, symbol, or image that depicts or refers to an American Indian Tribe, individual, custom, or tradition to be used as a mascot, nickname, logo, letterhead, or team name of the school, district, or school within the district, unless the school has obtained an exemption under subdivision 3.

(b) The prohibition in paragraph (a) does not apply to a public school located within the reservation of a federally recognized Tribal Nation in Minnesota, where at least 95 percent of students meet the state definition of American Indian student.

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

Sec. 20.

Minnesota Statutes 2023 Supplement, section 121A.041, subdivision 3, is amended to read:

Subd. 3. Exemption. A public school may seek an exemption to subdivision 2 by submitting a request in writing to all 11 federally recognized Tribal Nations in Minnesota and to the Tribal Nations Education Committee by September 1, 2023. The exemption is denied if any of the 11 Tribal Nations or the Tribal Nations Education Committee opposes the exemption by December 15, 2023. A public school whose request for an exemption is denied must comply with subdivision 2 by September 1, 2024.

EFFECTIVE DATE. This section is effective the day following final enactment.
Sec. 21. [121A.08] SMUDGING PERMITTED.

An American Indian student or staff member may use tobacco, sage, sweetgrass, and cedar to conduct individual or group smudging in a public school. The process for conducting smudging is determined by the building or site administrator. Smudging must be conducted under the direct supervision of an appropriate staff member, as determined by the building or site administrator.

Sec. 22. Minnesota Statutes 2023 Supplement, section 121A.642, is amended by adding a subdivision to read:

Subd. 3. Consultation. A school district or charter school must consult the exclusive representative for employees receiving this training before creating or planning the training required under this section.

EFFECTIVE DATE. This section is effective the day following final enactment.
enrolled. Freedom of speech includes freedom to express political viewpoints. Consistent

with subdivision 3, a student journalist has the right to determine the news, opinion, feature,

and advertising content of school-sponsored media. A school district or charter school must

discipline a student journalist for exercising rights or freedoms under this paragraph or

the violation of lawful school policies or rules, including a policy adopted in accordance

with section 121A.03 or 121A.031.

(b) Nothing in this section authorizes the publication of an advertisement by

school-sponsored media that promotes the purchase of a product or service that is unlawful

for purchase or use by minors.

(c) A school or district must not authorize any prior restraint of school-sponsored media

except under this subdivision.

Subd. 4. Student journalist policy. School districts and charter schools must adopt and

post on the district or charter school website a student journalist policy consistent with this

section.

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

Sec. 24. Minnesota Statutes 2022, section 123B.09, subdivision 10, is amended to read:

Subd. 10. Publishing proceedings. The board must cause its official proceedings to be

published once in the official newspaper of the district or official district website. Such

publication shall be made within 30 days of the meeting at which such proceedings occurred.

If the board determines that publication of a summary of the proceedings would adequately

enrolled. Freedom of speech includes freedom to express political viewpoints. Consistent

with subdivision 3, a student journalist has the right to determine the news, opinion, feature,

and advertising content of school-sponsored media. A school district or charter school must

not discipline a student journalist for exercising rights or freedoms under this paragraph or

the First Amendment of the United States Constitution.

(b) A school district or charter school must not retaliate or take adverse employment

action against a student media adviser for supporting a student journalist exercising rights

or freedoms under paragraph (a) or the First Amendment of the United States Constitution.

(c) Notwithstanding the rights or freedoms of this subdivision or the First Amendment

of the United States Constitution, nothing in this section inhibits a student media adviser

from teaching professional standards of English and journalism to student journalists.

Subd. 5. Unprotected expression. (a) This section does not authorize or protect student

expression that:

1. is defamatory;
2. is profane, harassing, threatening, or intimidating;
3. constitutes an unwarranted invasion of privacy;
4. violates federal or state law;
5. causes a material and substantial disruption of school activities, or
6. is directed to inciting or producing imminent lawless action on school premises or

the violation of lawful school policies or rules, including a policy adopted in accordance

with section 121A.03 or 121A.031.

(b) Nothing in this section authorizes the publication of an advertisement by

school-sponsored media that promotes the purchase of a product or service that is unlawful

for purchase or use by minors.

(c) A school or district must not authorize any prior restraint of school-sponsored media

except under this subdivision.

Subd. 6. Student journalist policy. School districts and charter schools must adopt and

post on the district or charter school website a student journalist policy consistent with this

section.

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

Sec. 8. ALTERNATIVE TO PUBLISHING.

Notwithstanding any law to the contrary, the following school districts may publish their

official proceedings on their websites instead of publishing them in a newspaper: Independent

School District No. 719, Prior Lake-Savage; Independent School District No. 717, Jordan; Independent

School District No. 717, Prior Lake-Savage; Independent School District No. 112, Eastern
inform the public of the substance of the proceedings, the board may direct that only a
summary be published, conforming to the requirements of section 331A.01, subdivision 10.

Sec. 25. Minnesota Statutes 2022, section 123B.37, subdivision 2, is amended to read:

Subd. 2. Boards shall not withhold grades or diplomas for nonpayment of student
fees. No pupil's rights or privileges, including the receipt of grades or diplomas may be
denied or abridged for nonpayment of fees; but this provision does not prohibit a district
from maintaining any action provided by law for the collection of fees authorized by sections
123B.36 and 123B.38. This provision applies to all Minnesota district school boards, charter
school boards, and Tribal contract schools.

Sec. 16. Minnesota Statutes 2022, section 124D.09, subdivision 2, is amended to read:

Subd. 2. Purpose. The purpose of this section is to promote rigorous academic pursuits
to facilitate career preparation, and to provide a wider variety of options to high school
pupils by encouraging and enabling secondary pupils to enroll full time or part time in
nonsectarian courses or programs in eligible postsecondary institutions, as defined in
subdivision 3.

NOTE: FOR HOUSE LANGUAGE IN UES3567-1, ARTICLE 2, SECTION 17,
SEE COMPARISON TO SENATE LANGUAGE IN S3567-2, ARTICLE 1,
SECTION 1.

Sec. 18. Minnesota Statutes 2022, section 124D.09, subdivision 7, is amended to read:

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

Sec. 19. Minnesota Statutes 2022, section 124D.09, subdivision 9, is amended to read:

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

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

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

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

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

Sec. 20.

Subd. 10. Courses according to agreements. (a) An eligible pupil, according to
subdivision 5, may enroll in a nonsectarian course taught by a secondary teacher or a
postsecondary faculty member and offered at a secondary school, or another location,
according to an agreement between a public school board and the governing body of an
eligible public postsecondary system or an eligible private postsecondary institution, as
declared in subdivision 3. All provisions of this section apply to a pupil, public school board,
district, and the governing body of a postsecondary institution, except as otherwise provided.

A secondary school and a postsecondary institution that enrolls eligible pupils in courses
according to agreements must annually report to the commissioner the participation rates
of pupils enrolled in courses according to agreements, including the number of pupils
enrolled and the number of courses taken for postsecondary or dual credit.

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

Sec. 21. Minnesota Statutes 2022, section 124D.09, subdivision 10b, is amended to read:
Subd. 10b. Concurrent Enrollment Advisory Board; membership; duties.
(a) A postsecondary institution offering courses taught by the secondary teacher according to
subdivision 10 must establish an advisory board. The purpose of the advisory board is to
engage stakeholders in concurrent enrollment decisions. The duties of the board must include
the following:

(1) providing strategic advice and input relating to concurrent enrollment issues;
(2) recommend and review proposals for concurrent enrollment course offerings;
(3) serve as a coordinating entity between secondary education and postsecondary
institutions; and
(4) increase the understanding and collaboration among concurrent enrollment partners,
    stakeholders, the legislature, and the public;
(b) The advisory board at each institution must consist of 16 members in addition to a
    concurrent enrollment faculty coordinator who shall serve as the chair and convene the
    meetings: A postsecondary institution may elect to have an advisory board of less than 16
    members if the institution determines that the extent of its concurrent program warrants a
    smaller board. Except for the original members, advisory board members must serve
    three-year staggered terms. Advisory board members, appointed by the postsecondary
    institution, must be balanced based on geography and school size, and include, if practical,
    representatives from the following:
    (1) postsecondary faculty members;
    (2) school superintendents;
    (3) secondary and postsecondary students;
    (4) high school principals;
    (5) concurrent enrollment teachers;
high school counselors;
charter school administrators;
school board members;
secondary academic administrators;
parents; and
other local organizations.

Members of the board serve without compensation.

The board shall report to the postsecondary institution periodically as requested by the postsecondary institution to provide advice and proposals described in paragraph (a).

The postsecondary institution shall provide administrative services and meeting space for the board to do its work.

A board established under this section expires when the postsecondary institution no longer offers concurrent enrollment course offerings.

The postsecondary institution shall appoint the first members to the advisory board by October 31, 2015, or by October 15 following the year it establishes a concurrent enrollment program. The postsecondary institution shall designate the terms of the first members so that an approximately equal number serve terms of two, three, and four years.

Subd. 11. Participation in high school activities. Enrolling in a course under this section shall not, by itself, prohibit a pupil from participating in activities sponsored by the pupil's high school, including but not limited to accessing scholarships awarded, sponsored, or disbursed by the school, or participating in leadership roles or national organizations sponsored by the pupil's high school.

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

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

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

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

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

(f) The Board of Trustees of the Minnesota State Colleges and Universities and the Board of Regents of the University of Minnesota must; and private nonprofit and proprietary postsecondary institutions should, award postsecondary credit for any successfully completed courses in a program certified by the National Alliance of Concurrent Enrollment Partnerships offered according to an agreement under subdivision 10. Consistent with section 135A.101, subdivision 3, all MnSCU institutions must give full credit to a secondary pupil who completes for postsecondary credit a postsecondary course or program that is part or all of a goal area or a transfer curriculum at a MnSCU institution when the pupil enrolls in a MnSCU institution after leaving secondary school. Once one MnSCU institution certifies as completed a secondary student's postsecondary course or program that is part or all of a goal area or a transfer curriculum, every MnSCU institution must consider the student's course or program for that goal area or the transfer curriculum as completed.
A district that enrolls one or more English learners must implement an educational program that includes at a minimum the following requirements:

1. Identification and reclassification criteria for English learners and program entrance and exit criteria for English learners must be documented by the district, applied uniformly for the purpose of explaining the nature and purpose of the program; and
2. A written plan of services that describes programming by English proficiency level made available to parents upon request. The plan must articulate the amount and scope of service offered to English learners through an educational program for English learners; and
3. Professional development opportunities for ESL, bilingual education, mainstream, and all staff working with English learners which are: (i) coordinated with the district's instructional program for English learners.

For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during that school year, the district or charter school shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program. This notice must:

1. Be in writing in English and in the primary language of the pupil's parents;
2. Inform the parents that their child has been enrolled in an instructional program for English learners;
3. Contain a simple, nontechnical description of the purposes, method and content of the program;
4. Inform the parents that they have the right to visit the educational program for English learners in which their child is enrolled;
5. Inform the parents of the time and manner in which to request and receive a conference for the purpose of explaining the nature and purpose of the program; and
6. Inform the parents of their rights to withdraw their child from an educational program for English learners and the time and manner in which to do so.

The department shall, at the request of the district, prepare the notice in the primary language of the pupil's parent.

Sec. 25. Minnesota Statutes 2022, section 124D.61, is amended to read:

124D.61 GENERAL REQUIREMENTS FOR PROGRAMS.
A district that enrolls one or more English learners must implement an educational program that includes at a minimum the following requirements:

1. Identification and reclassification criteria for English learners and program entrance and exit criteria for English learners must be documented by the district, applied uniformly to English learners, and made available to parents and other stakeholders upon request;
2. Language development instruction that is designed to effectively increase the language proficiency of English learners and that addresses Minnesota’s English language development standards under Minnesota Rules, parts 3501.1200 and 3501.1210;
3. A written plan of services that describes programming by English proficiency level made available to parents upon request. The plan must articulate the amount and scope of service offered to English learners through an educational program for English learners;
4. Professional development opportunities for ESL, bilingual education, mainstream, and all staff working with English learners which are: (i) coordinated with the district's instructional program for English learners.

For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during that school year, the district or charter school shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program. This notice must:

1. Be in writing in English and in the primary language of the pupil's parents;
2. Inform the parents that their child has been enrolled in an instructional program for English learners;
3. Contain a simple, nontechnical description of the purposes, method and content of the program;
4. Inform the parents that they have the right to visit the educational program for English learners in which their child is enrolled;
5. Inform the parents of the time and manner in which to request and receive a conference for the purpose of explaining the nature and purpose of the program; and
6. Inform the parents of their rights to withdraw their child from an educational program for English learners and the time and manner in which to do so.

The department shall, at the request of the district, prepare the notice in the primary language of the parent.
professional development activities; (ii) related to the needs of English learners; and (iii)
on-going;

(4) to the extent possible, avoid isolating English learners for a substantial part of the school day; and

in predominantly nonverbal subjects, such as art, music, and physical education, permit English learners to participate fully and on an equal basis with their contemporaries in public school classes provided for these subjects. To the extent possible, the district must assure to pupils enrolled in a program for English learners an equal and meaningful opportunity to participate fully with other pupils in all extracurricular activities.

Sec. 28. REPEALER.

Minnesota Statutes 2022, section 120B.31, subdivisions 2 and 6, are repealed.