

18.1 Sec. 27. **REPEALER.**

18.2 Minnesota Statutes 2020, section 124D.4531, subdivision 3a, is repealed.

18.3 **ARTICLE 2**

18.4 **EDUCATION EXCELLENCE**

18.5 Section 1. Minnesota Statutes 2020, section 120B.018, is amended by adding a subdivision
18.6 to read:

18.7 **Subd. 7. Personalized, competency-based education.** "Personalized, competency-based
18.8 education" means a system of learning in which the:

18.9 (1) staff and students are empowered to make important decisions about the students'
18.10 learning experiences, how the students will create and apply knowledge, and how students
18.11 will demonstrate the students' learning;

18.12 (2) local assessment is a meaningful, positive, and empowering learning experience for
18.13 students that yields timely, relevant, and actionable evidence;

18.14 (3) students receive timely, differentiated support based on the students' individual
18.15 learning needs;

18.16 (4) students' progress is based on evidence of mastery rather than by hours of attendance;

18.17 (5) students learn actively using different pathways and varied pacing;

18.18 (6) strategies to ensure equity for all students are embedded in the culture, structure, and
18.19 pedagogy of schools and education systems; and

18.20 (7) rigorous, common expectations for learning, including knowledge, skills, and
18.21 dispositions identified in required academic standards, are explicit, transparent, measurable,
18.22 and transferable.

18.23 Sec. 2. Minnesota Statutes 2020, section 120B.02, is amended by adding a subdivision to
18.24 read:

18.25 **Subd. 1a. Personalized, competency-based education.** (a) A school district or charter
18.26 school may adopt a locally developed competency-based education plan to allow students
18.27 to satisfactorily complete both required academic standards under section 120B.021, and
18.28 credits under section 120B.024, and advance to higher levels of learning by demonstrating
18.29 mastery of required state standards, regardless of the time, place, or pace of learning. The
18.30 local plan may be implemented in individual school sites within a school district or

19.1 districtwide. Personalized, competency-based education is designed to improve educational
 19.2 outcomes for students by advancing their mastery of concepts and skills.

19.3 (b) A school district or charter school that adopts a personalized, competency-based
 19.4 education plan must include a description in its long-term strategic plan under section
 19.5 120B.11 or annual public report under section 124E.16 and post on the website information
 19.6 on how:

19.7 (1) the plan's components satisfy required state standards and the goals included in the
 19.8 world's best workforce plan under section 120B.11;

19.9 (2) competencies include explicit and measurable student learning objectives aligned to
 19.10 required and elective state standards and benchmarks;

19.11 (3) students master competencies along a personalized and flexible pathway. A student
 19.12 may demonstrate mastery of competencies through successful performance of the
 19.13 competencies, application of the competencies, or both;

19.14 (4) local assessments are used to personalize learning experiences for a student; and

19.15 (5) students receive timely and personalized support based on individual learning needs.

19.16 (c) A school district or charter school with a personalized, competency-based education
 19.17 plan must administer the required statewide assessments to all students in the appropriate
 19.18 grade levels consistent with section 120B.30.

19.19 (d) Average daily membership for a student participating in a personalized,
 19.20 competency-based education is subject to the limits under section 126C.05, subdivision 8.

19.21 Sec. 3. Minnesota Statutes 2020, section 120B.12, is amended to read:

19.22 **120B.12 READING PROFICIENTLY NO LATER THAN THE END OF GRADE**
 19.23 **3.**

19.24 Subdivision 1. **Literacy goal.** The legislature seeks to have every child reading at or
 19.25 above grade level beginning in kindergarten and no later than the end of grade 3, including
 19.26 English learners, and that teachers provide ~~comprehensive, scientifically based~~
 19.27 evidence-based reading instruction through a multitiered system of support and based in
 19.28 the science of reading by 2027. Instruction must focus on student mastery of the foundational
 19.29 reading skills of phonemic awareness, phonics, and fluency, as well as the development of
 19.30 oral language and vocabulary and reading comprehension skills. Students must receive
 19.31 evidenced-based instruction based in the science of reading that is proven to effectively
 19.32 teach children to read consistent with section 122A.06, subdivision 4.

20.1 Subd. 2. **Identification; report.** (a) Each school district must identify before the end of
 20.2 kindergarten, grade 1, and grade 2 all students who are not ~~reading at grade level~~
 20.3 demonstrating mastery of foundational reading skills, including phonemic awareness,
 20.4 phonics, decoding, and fluency, using a screening tool approved by the Department of
 20.5 Education. Students identified as not ~~reading at grade level~~ demonstrating mastery of
 20.6 foundational reading skills by the end of kindergarten, grade 1, and grade 2 must be screened,
 20.7 ~~in a locally determined manner~~ using a tool approved by the Department of Education, for
 20.8 characteristics of dyslexia and screening data must be submitted to the Department of
 20.9 Education in the form and manner prescribed by the commissioner.

20.10 (b) Students in grade 3 or higher who demonstrate a reading difficulty to a classroom
 20.11 teacher must be screened, ~~in a locally determined manner~~ using a tool approved by the
 20.12 Department of Education, for deficits in foundational reading skills and characteristics of
 20.13 dyslexia, unless a different reason for the reading difficulty has been identified.

20.14 (c) Reading assessments in English, and in the predominant languages of district students
 20.15 where practicable, must identify and evaluate students' areas of academic need related to
 20.16 literacy. The district also must monitor the progress and provide reading instruction
 20.17 appropriate to the specific needs of English learners. The district must use ~~a locally adopted,~~
 20.18 tools approved by the Department of Education that are developmentally appropriate, and
 20.19 culturally responsive ~~assessment~~ assessments and annually report summary assessment
 20.20 results to the commissioner by July 1.

20.21 (d) The district also must annually report to the commissioner by December 15 and July
 20.22 1 a summary of the district's efforts to screen and identify students who demonstrate
 20.23 characteristics of dyslexia using screening tools approved by the Department of Education
 20.24 such as those recommended by the department's dyslexia specialist. With respect to students
 20.25 screened or identified under paragraph (a), the report must include:

20.26 (1) a summary of the district's efforts to screen for dyslexia;

20.27 (2) the number of students screened for that reporting year; and

20.28 (3) the number of students demonstrating characteristics of dyslexia for that year.

20.29 (e) A student identified under this subdivision must be provided with alternate instruction
 20.30 under section 125A.56, subdivision 1.

20.31 Subd. 2a. **Parent notification and involvement.** Schools, ~~at least annually~~ on a quarterly
 20.32 basis, must give the parent of each student who is not reading at or above grade level timely
 20.33 information about:

21.1 (1) the student's reading proficiency, including student performance on foundational
 21.2 reading skills and whether the student has been identified as demonstrating characteristics
 21.3 of dyslexia, as measured by a ~~locally adopted assessment~~ tool approved by the Department
 21.4 of Education;

21.5 (2) reading-related services currently being provided within a multitiered system of
 21.6 support framework to the student, specific curricula being used, the training and licensure
 21.7 of the teacher providing these services, how these services address identified skill deficits,
 21.8 and how the student's progress will be monitored; and

21.9 (3) strategies for parents to use at home in helping their student succeed in becoming
 21.10 grade-level proficient in reading in English and in their native language.

21.11 A district may not use this section to deny a student's right to a special education
 21.12 evaluation.

21.13 Subd. 3. **Intervention.** (a) For each student identified under subdivision 2, the district
 21.14 shall provide reading intervention to accelerate student growth and reach the goal of reading
 21.15 at or above grade level by the end of the current grade and school year. If a student does
 21.16 not read at or above grade level by the end of ~~grade 3~~ the current school year, the district
 21.17 must continue to provide reading intervention until the student reads at grade level. District
 21.18 intervention methods ~~shall encourage~~ must include family engagement and, where possible,
 21.19 collaboration with appropriate school and community programs that specialize in
 21.20 evidence-based instructional practices based in the science of reading and emphasis on
 21.21 mastery of foundational reading skills, including phonemic awareness, phonics, decoding,
 21.22 and fluency. Intervention methods must be taught by a certified or licensed reading specialist
 21.23 and may include, but are not limited to, requiring attendance in summer school, intensified
 21.24 reading instruction that may require that the student be removed from the regular classroom
 21.25 for part of the school day, extended-day programs, or programs that strengthen students'
 21.26 cultural connections.

21.27 (b) A school district or charter school ~~is strongly encouraged to~~ must provide a personal
 21.28 learning plan for a student who is unable to demonstrate grade-level proficiency, as measured
 21.29 ~~by the statewide reading assessment in grade 3~~ state-approved progress monitoring tools in
 21.30 kindergarten through grade 3. The district or charter school must determine the format of
 21.31 the personal learning plan in collaboration with the student's educators and other appropriate
 21.32 professionals. The school must develop the learning plan in consultation with the student's
 21.33 parent or guardian. The personal learning plan must address knowledge gaps and skill
 21.34 deficiencies through strategies such as specific exercises and practices during and outside

22.1 of the regular school day, periodic assessments, and reasonable timelines. ~~The personal~~
22.2 ~~learning plan may include grade retention, if it is in the student's best interest.~~ A school
22.3 must maintain and regularly update and modify the personal learning plan until the student
22.4 reads at grade level. This paragraph does not apply to a student under an individualized
22.5 education program.

22.6 Subd. 4. **Staff development.** Each district shall use the data under subdivision 2 to
22.7 identify the staff development needs so that:

22.8 (1) elementary teachers and early childhood educators, where appropriate, are able to
22.9 implement comprehensive, scientifically based reading and oral language instruction based
22.10 in the science of reading. Instruction provided by elementary teachers must include explicit,
22.11 systematic instruction in the five reading areas of phonemic awareness, phonics, fluency,
22.12 vocabulary, and comprehension as defined in section 122A.06, subdivision 4, and other
22.13 literacy-related areas including writing until the student achieves grade-level reading
22.14 proficiency. Instruction provided by early childhood educators must include explicit,
22.15 systematic instruction in phonological and phonemic awareness, oral language, including
22.16 listening comprehension and vocabulary, and letter-sound correspondence;

22.17 (2) elementary teachers and early childhood educators, where appropriate, have sufficient
22.18 training to provide comprehensive, scientifically based reading and oral language instruction
22.19 based in the science of reading that meets students' developmental, linguistic, and literacy
22.20 needs, including foundational reading skills, using the intervention methods or programs
22.21 selected by the district for the identified students;

22.22 (3) ~~licensed teachers employed by the district have regular opportunities to improve~~
22.23 ~~reading and writing instruction~~ by July 1, 2027, all public school kindergarten through grade
22.24 3 teachers and support staff employed by the school district must be offered training and
22.25 provided ongoing coaching in the science of reading using a training program approved by
22.26 the Department of Education and must be funded with literacy incentive aid received annually
22.27 by districts under section 124D.98;

22.28 (4) licensed teachers recognize students' diverse needs in cross-cultural settings and are
22.29 able to serve the oral language and linguistic needs of students who are English learners by
22.30 maximizing strengths in their native languages in order to cultivate students' English language
22.31 development, including oral academic language development, and build academic literacy;
22.32 and

22.33 (5) licensed teachers are well trained in culturally responsive pedagogy that enables
22.34 students to master content, develop skills to access content, and build relationships.

23.1 Subd. 4a. **Local literacy plan.** (a) Consistent with this section, a school district must
 23.2 ~~adopt~~ submit a local literacy plan using the template provided by the Department of
 23.3 Education, to have every child in kindergarten through grade 3 developing early literacy
 23.4 skills and reading at or above grade level no later than the end of grade 3, including English
 23.5 learners. The plan must be consistent with section 122A.06, subdivision 4, and include the
 23.6 following:

23.7 (1) a process within a multitiered system of support framework to assess students' level
 23.8 of reading proficiency and ~~data to support the effectiveness of an assessment used to screen~~
 23.9 ~~and identify a student's level of reading proficiency~~ foundational reading skills that are
 23.10 characteristic of dyslexia;

23.11 (2) a process to notify and ~~involve~~ partner with parents to promote developmentally
 23.12 appropriate and culturally relevant language and literacy support at home;

23.13 (3) a description of the data-based decision-making process within the multitiered system
 23.14 of support framework for how schools in the district will determine the proper appropriate
 23.15 reading instruction and intervention strategy for a student to meet the identified student's
 23.16 needs and the progress monitoring process for intensifying or modifying the reading ~~strategy~~
 23.17 instruction and intervention in order to obtain measurable ~~reading~~ progress;

23.18 (4) a process within a multitiered system of support framework to implement explicit,
 23.19 systematic, evidence-based intervention methods based in the science of reading for students
 23.20 who demonstrate foundational reading skills deficits or are not reading at or above grade
 23.21 level and progress monitoring to provide information on the effectiveness of the intervention.
 23.22 Intervention methods may not include the three-cueing system. Progress monitoring must
 23.23 be completed to provide information on the effectiveness of the intervention; and

23.24 (5) a process to screen and identify students with characteristics of dyslexia as required
 23.25 by section 120B.12; and

23.26 ~~(5)~~ (6) identification of staff development needs, including a program plan to meet those
 23.27 needs.

23.28 (b) The district must post its literacy plan on the official school district website.

23.29 Subd. 5. **Commissioner.** The commissioner shall ~~recommend to districts multiple~~
 23.30 ~~assessment tools~~ provide a menu of state-approved assessment tools that are aligned to the
 23.31 English language arts state academic standards and to early childhood indicators of progress
 23.32 to assist districts and teachers with identifying students under subdivision 2. The
 23.33 commissioner shall also make available examples of nationally recognized and research-based

24.1 ~~instructional methods or programs to districts to provide~~ opportunities for teachers to be
 24.2 trained in the science of reading in order to ensure the instruction being provided is
 24.3 comprehensive, scientifically based reading instruction and intervention under this section.

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

24.5 Subd. 4. **Comprehensive, scientifically based reading instruction.** (a) "Comprehensive,
 24.6 scientifically based reading instruction" includes a program or collection of instructional
 24.7 practices that is based on valid, replicable evidence showing that when these programs or
 24.8 practices are used, students can be expected to achieve, at a minimum, satisfactory reading
 24.9 progress. The program or collection of practices must include, at a minimum, effective,
 24.10 ~~balanced~~ explicit, systematic instruction based in the science of reading with instruction
 24.11 in all five areas of reading: phonemic awareness, phonics, fluency, vocabulary development,
 24.12 and reading comprehension.

24.13 Comprehensive, scientifically based reading instruction ~~also~~ occurs within a multitiered
 24.14 system of support framework. A multitiered system of support includes and integrates
 24.15 instructional strategies for continuously assessing, evaluating, and communicating the
 24.16 student's reading progress and needs in order to design and implement ongoing instruction
 24.17 and interventions based in the science of reading so that students of all ages and proficiency
 24.18 levels can read and comprehend text, write, and apply higher level thinking skills. Instruction
 24.19 within a multitiered system of support framework includes core, supplemental, and intensive
 24.20 reading instruction used at each grade level, including prekindergarten through third grade,
 24.21 and must be designed around teaching the five foundational reading skills based in the
 24.22 science of reading. For English learners developing literacy skills, districts are encouraged
 24.23 to use strategies that teach reading and writing in the students' native language and English
 24.24 at the same time.

24.25 (b) For the purposes of this subdivision, the following terms have the meanings given:

24.26 ~~(b)~~ (1) "Fluency" is means the ability of students to read text with speed, accuracy, and
 24.27 proper expression.

24.28 ~~(c)~~ (2) "Phonemic awareness" is means the ability of students to notice, think about, and
 24.29 manipulate individual sounds in spoken syllables and words.

24.30 (3) "Phonics instruction" means the explicit, systematic, and direct instruction of the
 24.31 relationships between letters and the sounds they represent and the application of this
 24.32 knowledge in reading and spelling.

25.1 ~~(d)~~ (4) "Phonics" ~~is~~ means the understanding that there are systematic and predictable
 25.2 relationships between written letters and spoken words. Phonics instruction is a way of
 25.3 teaching reading that stresses learning how letters correspond to sounds and how to apply
 25.4 this knowledge in reading and spelling.

25.5 ~~(e)~~ (5) "Reading comprehension" ~~is~~ means an active process that requires intentional
 25.6 thinking during which meaning is constructed through interactions between text and reader.
 25.7 Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and
 25.8 implementing specific cognitive strategies to help beginning readers derive meaning through
 25.9 intentional, problem-solving thinking processes.

25.10 ~~(f)~~ (6) "Vocabulary development" ~~is~~ means the process of teaching vocabulary both
 25.11 directly and indirectly, with repetition and multiple exposures to vocabulary items. Learning
 25.12 in rich contexts, incidental learning, and use of computer technology enhance the acquiring
 25.13 of vocabulary.

25.14 (7) "Foundational reading skills" means phonological and phonemic awareness, phonics
 25.15 or decoding, and fluency. Foundational reading skills appropriate to each grade level must
 25.16 be mastered in kindergarten, grade 1, and grade 2. Struggling readers in grade 3 and higher
 25.17 who demonstrate deficits in foundational reading skills may require explicit, systematic
 25.18 instruction to reach mastery.

25.19 (8) A "multitiered system of support" means a systematic preventative approach that
 25.20 addresses the academic, behavioral, and social-emotional needs of all students at the core
 25.21 (universal), targeted (Tier I), and intensive (Tier II) levels. Through a multitiered system
 25.22 of support a teacher must provide high quality, scientifically based or evidence-based
 25.23 instruction and intervention that is matched to a student's needs; uses a method monitoring
 25.24 progress frequently to inform decisions about instruction and goals; and applies data literacy
 25.25 skills to educational decision making.

25.26 (c) Beginning in the 2022-2023 school year, a public school district or charter school
 25.27 must transition away from a program of instruction for students in kindergarten through
 25.28 grade 2 that is based in any practice or intervention program that uses:

25.29 (1) visual memory as the primary basis for teaching word recognition; or

25.30 (2) the three-cueing system model of reading based on meaning, structure and syntax,
 25.31 and visual, which is also known as "MSV."

25.32 ~~(g)~~ (d) Nothing in this subdivision limits the authority of a school district to select a
 25.33 school's reading program or curriculum.

26.1 Sec. 5. Minnesota Statutes 2020, section 124D.095, subdivision 7, is amended to read:

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

26.9 (b) The online learning courses and programs must be rigorous, aligned with state
26.10 academic standards, and contribute to grade progression in a single subject. The online
26.11 learning provider, other than a digital learning provider offering digital learning to its enrolled
26.12 students only under subdivision 4, paragraph (d), must give the commissioner written
26.13 assurance that: (1) all courses meet state academic standards; and (2) the online learning
26.14 curriculum, instruction, and assessment, expectations for actual teacher-contact time or
26.15 other student-to-teacher communication, and academic support meet nationally recognized
26.16 professional standards and are described as such in an online learning course syllabus that
26.17 meets the commissioner's requirements. Once an online learning provider is approved under
26.18 this paragraph, all of its online learning course offerings are eligible for payment under this
26.19 section unless a course is successfully challenged by an enrolling district or the department
26.20 under paragraph (c).

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

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

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

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

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

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

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

27.8 Sec. 6. Minnesota Statutes 2020, section 124D.231, is amended to read:

27.9 **124D.231 FULL-SERVICE COMMUNITY SCHOOLS.**

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

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

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

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

27.20 (d) "Community-wide full-service community school leadership team" means a
27.21 district-level team that is responsible for guiding the vision, policy, resource alignment,
27.22 implementation, oversight, and goal setting for community school programs within the
27.23 district. This team shall include representatives from the district; teachers, school leaders,
27.24 students, and family members from the eligible schools; community members; system-level
27.25 partners that include representatives from government agencies, relevant unions, and
27.26 nonprofit and other community-based partners; and, if applicable, the full-service community
27.27 school initiative director.

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

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

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

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

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

28.14 (1) the school is on a development plan for continuous improvement under section
 28.15 120B.35, subdivision 2; ~~or~~

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

28.18 (3) the school is part of an intermediate district organized under Minnesota Statutes,
 28.19 section 136D.01.

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

28.22 (1) \$150,000 for each eligible school available for up to one year to fund planning
 28.23 activities including convening a full-service community school leadership team, facilitating
 28.24 family and community stakeholder engagement, conducting a baseline analysis, and creating
 28.25 a full-service community school plan. At the end of this period, the school must submit a
 28.26 full-service community school plan, pursuant to paragraphs (d) and (e); and

28.27 (2) \$200,000 annually for each eligible school for up to three years of implementation
 28.28 of a full-service community school plan, pursuant to paragraphs (f) and (g). School sites
 28.29 receiving funding under this section shall hire or contract with a partner agency to hire a
 28.30 site coordinator to coordinate services at each covered school site. Districts or charter schools
 28.31 receiving funding under this section for three or more schools shall provide or contract with
 28.32 a partner agency to provide a full-service community school initiative director.

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

29.5 ~~(d)~~ (c) The commissioner shall consider additional school factors when dispensing funds
 29.6 including: schools with significant populations of students receiving free or reduced-price
 29.7 lunches; significant homeless and highly mobile rates; ~~and~~ equity among urban, suburban,
 29.8 and greater Minnesota schools; and demonstrated success implementing full-service
 29.9 community school programming.

29.10 ~~(e)~~ (d) A school site must establish a full-service community school leadership team
 29.11 responsible for developing school-specific programming goals, assessing program needs,
 29.12 and overseeing the process of implementing ~~expanded programming at each covered site~~
 29.13 the full-service community school plan and evidence-based model. The full-service
 29.14 community school leadership team shall have ~~between~~ at least 12 to 15 members and shall
 29.15 meet the following requirements:

29.16 (1) at least 30 percent of the members are parents, guardians, or students and 30 percent
 29.17 of the members are ~~teachers~~ educators at the school site and must include the school principal
 29.18 and representatives from partner agencies; and

29.19 (2) the full-service community school leadership team must be responsible for overseeing
 29.20 the baseline analyses under paragraph ~~(f)~~ (e) and the creation of a full-service community
 29.21 school plan under paragraphs (f) and (g).

29.22 (3) a full-service community school leadership team must meet at least quarterly and
 29.23 have ongoing responsibility for monitoring the development and implementation of
 29.24 full-service community school operations and programming at the school site and shall
 29.25 issue recommendations to ~~schools~~ school administration on a regular basis and summarized
 29.26 in an annual full-service community school review report under subdivision 3, paragraph
 29.27 (a). ~~These reports shall also be made available to the public at the school site and on school~~
 29.28 ~~and district websites.~~

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

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

29.33 (i) identification of challenges facing the school;

- 30.1 (ii) analysis of the student body, including:
- 30.2 (A) number and percentage of students with disabilities and needs of these students;
- 30.3 (B) number and percentage of students who are English learners and the needs of these
- 30.4 students;
- 30.5 (C) number of students who are homeless or highly mobile; ~~and~~
- 30.6 (D) number and percentage of students receiving free or reduced-price lunch and the
- 30.7 needs of these students; and
- 30.8 (E) number and percentage of students by race and ethnicity;
- 30.9 (iii) analysis of enrollment and retention rates for students with disabilities, English
- 30.10 learners, homeless and highly mobile students, and students receiving free or reduced-price
- 30.11 lunch;
- 30.12 (iv) analysis of suspension and expulsion data, including the justification for such
- 30.13 disciplinary actions and the degree to which particular populations, including, but not limited
- 30.14 to, American Indian students and students of color, students with disabilities, students who
- 30.15 are English learners, and students receiving free or reduced-price lunch are represented
- 30.16 among students subject to such actions;
- 30.17 (v) analysis of school achievement data disaggregated by major demographic categories,
- 30.18 including, but not limited to, race, ethnicity, English learner status, disability status, and
- 30.19 free or reduced-price lunch status;
- 30.20 (vi) analysis of current parent engagement strategies and their success; and
- 30.21 (vii) evaluation of the need for and availability of ~~wraparound services~~ full-service
- 30.22 community school activities, including, but not limited to:
- 30.23 ~~(A) mechanisms for meeting students' social, emotional, and physical health needs,~~
- 30.24 ~~which may include coordination of existing services as well as the development of new~~
- 30.25 ~~services based on student needs; and~~
- 30.26 ~~(B) strategies to create a safe and secure school environment and improve school climate~~
- 30.27 ~~and discipline, such as implementing a system of positive behavioral supports, and taking~~
- 30.28 ~~additional steps to eliminate bullying;~~
- 30.29 (A) integrated student supports that address out-of-school barriers to learning through
- 30.30 partnerships with social and health service agencies and providers, and may include medical,
- 30.31 dental, vision care, and mental health services, or counselors to assist with housing,
- 30.32 transportation, nutrition, immigration, or criminal justice issues;

31.1 (B) enriched learning time and opportunities, including before-school, after-school,
 31.2 weekend, and summer programs that provide additional academic instruction, individualized
 31.3 academic support, enrichment activities, and learning opportunities that emphasize real-world
 31.4 learning and community problem solving and may include art, music, drama, creative
 31.5 writing, hands-on experience with engineering or science, tutoring and homework help, or
 31.6 recreational programs that enhance and are consistent with the school's curriculum;

31.7 (C) active family, student, and community engagement that brings students' families
 31.8 and the community into the school as partners in children's education and makes the school
 31.9 a neighborhood hub, providing adults with educational opportunities that may include adult
 31.10 English as a second language classes, computer skills, art, or other programs that bring
 31.11 community members into the school for meetings or events; and

31.12 (D) collaborative leadership and practices that build a culture of professional learning,
 31.13 collective trust, and shared responsibility and include a school-based full-service community
 31.14 school leadership team, a full-service community school site coordinator, a full-service
 31.15 community school initiative director, a community-wide leadership team, other leadership
 31.16 or governance teams, teacher learning communities, or other staff to manage the joint work
 31.17 of school and community organizations;

31.18 (2) a baseline analysis of community assets ~~and a strategic plan for utilizing and aligning~~
 31.19 ~~identified assets. This analysis should include, but is not limited to,~~ including a documentation
 31.20 of individuals in the community, faith-based organizations, community and neighborhood
 31.21 associations, colleges, hospitals, libraries, businesses, and social service agencies ~~who~~ that
 31.22 may be able to provide support and resources; and

31.23 (3) a baseline analysis of needs in the community surrounding the school, ~~led by the~~
 31.24 ~~school leadership team,~~ including, ~~but not limited to:~~

- 31.25 (i) the need for high-quality, full-day child care and early childhood education programs;
- 31.26 (ii) the need for physical and mental health care services for children and adults; and
- 31.27 (iii) the need for job training and other adult education programming.

31.28 ~~(g)~~ (f) Each school site receiving funding under this section must ~~establish~~ develop a
 31.29 full-service community school plan that utilizes and aligns district and community assets
 31.30 and establishes services in at least two of the following types of programming:

31.31 (1) early childhood:

- 31.32 (i) early childhood education; and

- 32.1 (ii) child care services;
- 32.2 (2) academic:
- 32.3 (i) academic support and enrichment activities, including expanded learning time;
- 32.4 (ii) summer or after-school enrichment and learning experiences;
- 32.5 (iii) job training, internship opportunities, and career counseling services;
- 32.6 (iv) programs that provide assistance to students who have been chronically absent,
- 32.7 truant, suspended, or expelled; ~~and~~
- 32.8 (v) specialized instructional support services;
- 32.9 (vi) social-emotional learning;
- 32.10 (vii) culturally sustaining instruction;
- 32.11 (viii) civic learning and leadership opportunities; and
- 32.12 (ix) community-based learning opportunities;
- 32.13 (3) ~~parental involvement~~ engaging families:
- 32.14 (i) programs that ~~promote parental involvement and~~ link families to their child's learning
- 32.15 such as family literacy;
- 32.16 (ii) ~~parent~~ family leadership development activities that empower and strengthen families
- 32.17 and communities, provide volunteer opportunities, or promote inclusion in school-based
- 32.18 leadership teams; and
- 32.19 (iii) parenting education activities;
- 32.20 (iv) designating space where families may meet with school staff and each other; and
- 32.21 (v) designating staff at the school site to meet with families and educators to build dual
- 32.22 capacities for family-school partnerships;
- 32.23 (4) mental and physical health:
- 32.24 (i) mentoring and other youth development programs, including peer mentoring and
- 32.25 conflict mediation;
- 32.26 (ii) juvenile crime prevention and rehabilitation programs;
- 32.27 (iii) home visitation services by teachers and other professionals;
- 32.28 (iv) developmentally appropriate physical education;
- 32.29 (v) nutrition services;

- 33.1 (vi) primary health and dental care; and
- 33.2 (vii) mental health counseling services;
- 33.3 (5) community involvement:
- 33.4 (i) service and service-learning opportunities;
- 33.5 (ii) adult education, including instruction in English as a second language; and
- 33.6 (iii) homeless prevention services;
- 33.7 (6) positive discipline practices; and
- 33.8 (7) other programming designed to meet school and community needs identified in the
- 33.9 baseline analysis and reflected in the full-service community school plan.

33.10 ~~(h)~~ (g) The full-service community school leadership team at each school site must

33.11 develop a full-service community school plan detailing the steps the school leadership team

33.12 will take, including:

- 33.13 (1) timely establishment and consistent operation of the school leadership team;
- 33.14 (2) maintenance of attendance records in all programming components;
- 33.15 (3) maintenance of measurable data showing annual participation and the impact of
- 33.16 programming on the participating children and adults;
- 33.17 (4) documentation of meaningful and sustained collaboration between the school and
- 33.18 community stakeholders, including local governmental units, civic engagement organizations,
- 33.19 businesses, and social service providers;
- 33.20 (5) establishment and maintenance of partnerships with institutions, such as universities,
- 33.21 hospitals, museums, or not-for-profit community organizations to further the development
- 33.22 and implementation of community school programming;
- 33.23 (6) ensuring compliance with the district nondiscrimination policy; and
- 33.24 (7) plan for school leadership team development.

33.25 Subd. 3. **Full-service community school review.** (a) ~~Every three years,~~ A full-service

33.26 community school site must submit to the commissioner, and make available at the school

33.27 site and online, a report describing efforts to integrate community school programming at

33.28 each ~~covered~~ currently funded school site and the effect of the transition to a full-service

33.29 community school on participating children and adults. This report shall include, but is not

33.30 limited to, the following:

34.1 ~~(1) an assessment of the effectiveness of the school site in development or implementing~~
 34.2 ~~the community school plan;~~

34.3 (1) the effectiveness of the school or the community school consortium in implementing
 34.4 the full-service community school plan, including the effectiveness of the community plan
 34.5 to address needs identified during the needs assessment process, the degree to which the
 34.6 school site navigated difficulties encountered in the design and operation of the full-service
 34.7 community school plan, including identification of any federal, state, or local statute or
 34.8 regulation impeding program implementation;

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

34.11 ~~(2)~~ (3) problems encountered in the design and execution of the community school plan,
 34.12 including identification of any federal, state, or local statute or regulation impeding program
 34.13 implementation;

34.14 ~~(3)~~ (4) the operation of the school leadership team and its contribution to successful
 34.15 execution of the community school plan;

34.16 ~~(4)~~ (5) recommendations for improving delivery of community school programming to
 34.17 students and families;

34.18 ~~(5)~~ (6) the number and percentage of students receiving community school programming
 34.19 who had not previously been served;

34.20 ~~(6)~~ (7) the number and percentage of nonstudent community members receiving
 34.21 community school programming who had not previously been served;

34.22 ~~(7) improvement in retention among students who receive community school~~
 34.23 ~~programming;~~

34.24 (8) improvement in academic achievement among students who receive community
 34.25 school programming;

34.26 (9) improvement in student attendance; course completion, grades, or other interim
 34.27 measures of academic achievement; and student discipline incidents;

34.28 ~~(9)~~ (10) changes in student's readiness to enter school, active involvement in learning
 34.29 and in their community, physical, social and emotional health, and student's relationship
 34.30 with the school and community environment;

34.31 ~~(10) an accounting of anticipated local budget savings, if any, resulting from the~~
 34.32 ~~implementation of the program;~~

35.1 ~~(11) improvements to the frequency or depth of families' involvement with their children's~~
 35.2 ~~education;~~

35.3 ~~(12)~~ (11) assessment of family, community stakeholder member, community institution,
 35.4 and, where appropriate, student satisfaction over the duration of the grant;

35.5 ~~(13) assessment of institutional partner satisfaction;~~

35.6 (12) a summary of how stakeholders were engaged in the planning and implementation
 35.7 process;

35.8 (13) a summary of new or expanded community partnerships that formed as a result of
 35.9 the grant;

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

35.12 (15) increases in access to services for students and their families; and.

35.13 ~~(16) the degree of increased collaboration among participating agencies and private~~
 35.14 ~~partners.~~

35.15 (b) Reports submitted under this section shall be evaluated by the commissioner with
 35.16 respect to the following criteria: clauses in paragraph (a).

35.17 ~~(1) the effectiveness of the school or the community school consortium in implementing~~
 35.18 ~~the full-service community school plan, including the degree to which the school site~~
 35.19 ~~navigated difficulties encountered in the design and operation of the full-service community~~
 35.20 ~~school plan, including identification of any federal, state, or local statute or regulation~~
 35.21 ~~impeding program implementation;~~

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

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

35.26 ~~(4) the degree to which there has been an improvement in retention of students and~~
 35.27 ~~improvement in academic achievement among students receiving community school~~
 35.28 ~~programming;~~

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

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

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

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

36.4 ~~(9) the degree of increased collaboration among participating agencies and private~~
 36.5 ~~partners.~~

36.6 Sec. 7. Minnesota Statutes 2020, section 124D.74, subdivision 3, is amended to read:

36.7 Subd. 3. **Enrollment of other children; shared time enrollment.** To the extent ~~it is~~
 36.8 ~~economically feasible~~ that the unique educational and culturally related academic needs of
 36.9 American Indian people are met and American Indian student accountability factors are the
 36.10 same or higher than their non-American Indian peers, a district or participating school may
 36.11 make provision for the voluntary enrollment of non-American Indian children in the
 36.12 instructional components of an American Indian education program in order that they may
 36.13 acquire an understanding of the cultural heritage of the American Indian children for whom
 36.14 that particular program is designed. However, in determining eligibility to participate in a
 36.15 program, priority must be given to American Indian children. American Indian children
 36.16 and other children enrolled in an existing nonpublic school system may be enrolled on a
 36.17 shared time basis in American Indian education programs.

36.18 Sec. 8. Minnesota Statutes 2020, section 124D.81, subdivision 1, is amended to read:

36.19 Subdivision 1. **Procedures.** A school district, charter school, or American
 36.20 Indian-controlled Tribal contract or grant school enrolling at least 20 American Indian
 36.21 students on October 1 of the previous school year ~~and operating an American Indian~~
 36.22 ~~education program according to section 124D.74~~ is eligible for American Indian education
 36.23 aid if it meets the requirements of this section. Programs may provide for contracts for the
 36.24 provision of program components by nonsectarian nonpublic, community, Tribal, charter,
 36.25 or alternative schools. The commissioner shall prescribe the form and manner of application
 36.26 for aids, and no aid shall be made for a program not complying with the requirements of
 36.27 sections 124D.71 to 124D.82.

36.28 Sec. 9. Minnesota Statutes 2020, section 124D.81, subdivision 2, is amended to read:

36.29 Subd. 2. **Plans.** To ~~qualify for~~ receive aid, an eligible district, charter school, or Tribal
 36.30 contract school must develop and submit a plan for approval by the Indian education director
 36.31 that shall:

37.1 (a) Identify the measures to be used to meet the requirements of sections 124D.71 to
37.2 124D.82;

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

37.5 (c) Describe how district goals and objectives as well as the objectives of sections
37.6 124D.71 to 124D.82 are to be achieved;

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

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

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

37.12 Sec. 10. Minnesota Statutes 2020, section 124D.81, subdivision 2a, is amended to read:

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

37.18 (b) The American Indian education aid minimum equals \$20,000 for fiscal years 2022.
37.19 The American Indian education aid minimum equals \$40,000 for fiscal year 2023. The
37.20 American Indian education aid minimum for fiscal year 2024 and later equals the product
37.21 of \$40,000 times the ratio of the formula allowance under section 126C.10, subdivision 2,
37.22 for the current fiscal year to the formula allowance under section 126C.10, subdivision 2,
37.23 for fiscal year 2023.

37.24 ~~(a)~~ (c) The American Indian education aid for an eligible district or Tribal contract school
37.25 equals the greater of (1) the sum of ~~\$20,000~~ the American Indian education aid minimum
37.26 plus the product of \$358 ~~the American Indian education aid allowance~~ times the difference
37.27 between the number of American Indian students enrolled on October 1 of the previous
37.28 school year and 20; or (2) if the district or school received a grant under this section for
37.29 fiscal year 2015, the amount of the grant for fiscal year 2015.

37.30 ~~(b)~~ (d) Notwithstanding paragraph ~~(a)~~ (c), the American Indian education aid must not
37.31 exceed the district or Tribal contract school's actual expenditure according to the approved
37.32 plan under subdivision 2.

38.1 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2023 and later.

38.2 Sec. 11. **[124D.901] STUDENT SUPPORT PERSONNEL AID.**

38.3 Subdivision 1. **Definitions.** For the purposes of this section, the following terms have
38.4 the meanings given:

38.5 (1) "new position" means a student support services personnel full-time or part-time
38.6 position not under contract by a school district, charter school, or cooperative unit at the
38.7 start of the 2021-2022 school year; and

38.8 (2) "student support services personnel" means an individual licensed to serve as a school
38.9 counselor, school psychologist, school social worker, school nurse, or chemical dependency
38.10 counselor in Minnesota.

38.11 Subd. 2. **Purpose.** The purpose of student support personnel aid is to:

38.12 (1) address shortages of student support services personnel within Minnesota schools;

38.13 (2) decrease caseloads for existing student support services personnel to ensure effective
38.14 services;

38.15 (3) ensure that students receive effective academic guidance and integrated and
38.16 comprehensive services to improve prekindergarten through grade 12 school outcomes and
38.17 career and college readiness;

38.18 (4) ensure that student support services personnel serve within the scope and practice
38.19 of their training and licensure;

38.20 (5) fully integrate learning supports, instruction, and school management within a
38.21 comprehensive approach that facilitates interdisciplinary collaboration; and

38.22 (6) improve school safety and school climate to support academic success and career
38.23 and college readiness.

38.24 Subd. 3. **Aid eligibility and application.** A school district, charter school, intermediate
38.25 school district, or other cooperative unit is eligible to apply for student support personnel
38.26 aid under this section. The commissioner must prescribe the form and manner of the
38.27 application, which must include a plan describing how the aid will be used.

38.28 Subd. 4. **Student support personnel aid.** (a) The initial student support personnel aid
38.29 for a school district equals the greater of \$22 times the number of pupils enrolled at the
38.30 district on October 1 of the previous fiscal year or \$35,000. The initial student support

39.1 personnel aid for a charter school equals \$22 times the number of pupils enrolled at the
39.2 charter school on October 1 of the previous fiscal year.

39.3 (b) The cooperative student support personnel aid for a school district that is a member
39.4 of an intermediate school district or other cooperative unit that enrolls students equals \$6
39.5 times the number of pupils enrolled at the district on October 1 of the previous fiscal year.
39.6 If a district is a member of more than one cooperative unit that enrolls students, the revenue
39.7 must be allocated among the cooperative units.

39.8 (c) Notwithstanding paragraphs (a) and (b), the student support personnel aid must not
39.9 exceed the district or cooperative unit's actual expenditure according to the approved plan
39.10 under subdivision 3.

39.11 Subd. 5. **Allowed uses; match requirements.** (a) Aid under this section must be used
39.12 to hire new positions for student support services personnel.

39.13 (b) Cooperative student support personnel aid must be transferred to the intermediate
39.14 district or other cooperative unit of which the district is a member and used to hire new
39.15 positions for student support services personnel at the intermediate district or cooperative
39.16 unit.

39.17 (c) If a school district, charter school, or cooperative unit is not able to hire a new full-time
39.18 equivalent position with student support personnel aid, the aid may be used for contracted
39.19 services from individuals licensed to serve as a school counselor, school psychologist, school
39.20 social worker, school nurse, or chemical dependency counselor in Minnesota.

39.21 Subd. 6. **Report required.** By February 1 following any fiscal year in which student
39.22 support personnel aid was received, a school district, charter school, or cooperative unit
39.23 must submit a written report to the commissioner indicating how the new position affected
39.24 two or more of the following measures:

39.25 (1) school climate;

39.26 (2) attendance rates;

39.27 (3) academic achievement;

39.28 (4) career and college readiness; and

39.29 (5) postsecondary completion rates.

39.30 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2023 and later.

40.1 Sec. 12. Minnesota Statutes 2020, section 124D.98, is amended by adding a subdivision
40.2 to read:

40.3 Subd. 5. Literacy incentive aid uses. Beginning July 1, 2022, literacy incentive aid
40.4 must be used to support comprehensive literacy reform efforts in public schools as follows:

40.5 (1) for public school prekindergarten through grade 3 teachers and support staff to be
40.6 trained in the science of reading using a training program approved by the Department of
40.7 Education no later than July 1, 2027, unless the commissioner of education grants an
40.8 extension;

40.9 (2) to hire a licensed reading and dyslexia specialist who is trained in the science of
40.10 reading as determined by the commissioner of education and oversees a school district's or
40.11 charter school's implementation of required components under section 120B.12 no later
40.12 than July 1, 2027, unless the commissioner of education grants an extension;

40.13 (3) for the most underperforming schools, defined as those at 25 percent or below
40.14 proficiency on grade 3 reading on the Minnesota Comprehensive Assessments, to hire
40.15 literacy coaches trained in the science of reading to support teachers and multitiered systems
40.16 of support implementation; and

40.17 (4) to provide materials, training, and ongoing coaching to ensure alternate instruction
40.18 under section 125A.56, subdivision 1, is based in the science of reading.

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

40.20 Sec. 13. [125A.561] STATEWIDE SCHOOL-BASED MENTAL HEALTH
40.21 SCREENING.

40.22 Subdivision 1. Purpose and applicability. The purpose of this section is to establish a
40.23 statewide system of school-based mental health screening for students, and school assessment
40.24 of staff well-being as a support for student mental health and well-being.

40.25 Subd. 2. Definition of statewide school-based mental health screening. (a) For purposes
40.26 of this section, school-based mental health screening means assessment of students to
40.27 determine whether they may be at risk for a mental health concern using a systematic tool
40.28 or process, including standardized student-report, parent-report, and teacher-report measures,
40.29 mental health surveillance data, and structured teacher nomination processes.

40.30 (b) For purposes of this section, school staff assessment of well-being means a system
40.31 and process for school staff self-assessments of an array of school staff well-being
40.32 components, using surveys, interviews, focus groups or other means.

41.1 Subd. 3. **Consent and confidentiality.** For purposes of this section, the consent and
41.2 confidentiality requirements of the Family Educational Rights and Privacy Act, United
41.3 States Code, title 20, section 1232g, the Health Insurance Portability and Accountability
41.4 Act, United States Code, title 42, section 1320d, and the Minnesota Government Data
41.5 Practices Act, chapter 13, shall apply.

41.6 Subd. 4. **Eligibility for statewide school-based mental health screening aid.** A school
41.7 district under chapter 123B, charter school under chapter 124E, or Tribal school under
41.8 section 124D.83, qualifies for additional state funding to conduct school-based mental health
41.9 screening for every student in kindergarten through grade 12 enrolled in that school district,
41.10 charter school, or Tribal contract school if the school district board under section 123B.09,
41.11 charter school board of directors under section 124E.07, with parent and community
41.12 participation under section 124D.78, approves establishment of a mental health screening
41.13 system .

41.14 Subd. 5. **Uses of statewide school-based mental health screening aid.** School districts,
41.15 charter schools and Tribal schools may use funds under this section for:

41.16 (1) obtaining professional development for mental health screening of students and
41.17 school staff self-assessment of well-being;

41.18 (2) procuring needed resources, technology and supplies for systematic mental health
41.19 screening of students and school staff self-assessment of well-being;

41.20 (3) funding school staff mental health professionals and practitioners and contracted
41.21 services to conduct student mental health screening, referral, and follow-up for students;

41.22 (4) funding administrative costs of conducting school staff well-being self-assessment;

41.23 (5) costs of billing public or private insurance for student mental health screening services
41.24 reimbursement; and

41.25 (6) other expenses in implementing systems for mental health screening of students and
41.26 school staff self-assessment of well-being.

41.27 Subd. 6. **Statewide school-based mental health screening aid.** For fiscal year 2023
41.28 and later, statewide school-based mental health screening aid equals \$11 times the number
41.29 of kindergarten through grade 12 pupil units enrolled in the eligible school district, charter
41.30 school, or Tribal school on October 1 of the previous fiscal year.

41.31 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2023 and later.

42.1 Sec. 14. Laws 2021, First Special Session chapter 13, article 2, section 4, subdivision 2,
42.2 is amended to read:

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

42.5		84,057,000		
42.6	\$	<u>82,369,000</u>	.....	2022
42.7		83,431,000		
42.8	\$	<u>82,432,000</u>	.....	2023

42.9 The 2022 appropriation includes \$8,868,000 for 2021 and ~~\$75,189,000~~ \$73,501,000 for
42.10 2022.

42.11 The 2023 appropriation includes ~~\$8,353,000~~ \$8,167,000 for 2022 and ~~\$75,078,000~~
42.12 \$74,265,000 for 2023.

42.13 Sec. 15. Laws 2021, First Special Session chapter 13, article 2, section 4, subdivision 3,
42.14 is amended to read:

42.15 Subd. 3. **American Indian education aid.** For American Indian education aid under
42.16 Minnesota Statutes, section 124D.81, subdivision 2a:

42.17		11,351,000		
42.18	\$	<u>11,426,000</u>	.....	2022
42.19		11,775,000		
42.20	\$	<u>14,997,000</u>	.....	2023

42.21 The 2022 appropriation includes \$1,102,000 for 2021 and ~~\$10,249,000~~ \$10,324,000 for
42.22 2022.

42.23 The 2023 appropriation includes ~~\$1,138,000~~ \$1,147,000 for 2022 and ~~\$10,637,000~~
42.24 \$13,850,000 for 2023.

42.25 Sec. 16. Laws 2021, First Special Session chapter 13, article 2, section 4, subdivision 4,
42.26 is amended to read:

42.27 Subd. 4. **Charter school building lease aid.** For building lease aid under Minnesota
42.28 Statutes, section 124E.22:

42.29		93,547,000		
42.30	\$	<u>90,717,000</u>	.....	2022
42.31		99,819,000		
42.32	\$	<u>97,627,000</u>	.....	2023

43.1 The 2022 appropriation includes \$8,617,000 for 2021 and ~~\$84,930,000~~ \$82,100,000 for
43.2 2022.

43.3 The 2023 appropriation includes ~~\$9,436,000~~ \$9,122,000 for 2022 and ~~\$90,383,000~~
43.4 \$88,505,000 for 2023.

43.5 Sec. 17. Laws 2021, First Special Session chapter 13, article 2, section 4, subdivision 27,
43.6 is amended to read:

43.7 Subd. 27. **Tribal contract school aid.** For Tribal contract school aid under Minnesota
43.8 Statutes, section 124D.83:

43.9 2,743,000
43.10 \$ 2,808,000 2022

43.11 3,160,000
43.12 \$ 3,225,000 2023

43.13 The 2022 appropriation includes \$240,000 for 2021 and ~~\$2,503,000~~ \$2,568,000 for
43.14 2022.

43.15 The 2023 appropriation includes ~~\$278,000~~ \$285,000 for 2022 and ~~\$2,882,000~~ \$2,940,000
43.16 for 2023.

43.17 Sec. 18. **APPROPRIATIONS; DEPARTMENT OF EDUCATION.**

43.18 Subdivision 1. Department of Education. The sums indicated in this section are
43.19 appropriated from the general fund to the Department of Education for the fiscal years
43.20 designated.

43.21 Subd. 2. Expand competency-based education. (a) For expanding competency-based
43.22 education under Minnesota Statutes, section 120B.02, subdivision 1a:

43.23 \$ 0 2022

43.24 \$ 6,648,000 2023

43.25 (b) Planning grants are available to encourage districts, charter schools, and area learning
43.26 centers to develop criteria around personalized, competency-based education requirements.

43.27 A grant application must include evidence that the district, charter school, or area learning
43.28 center:

43.29 (1) must implement personalized, competency-based education schoolwide or has a plan
43.30 to phase in implementation schoolwide;

43.31 (2) has partners that must help with the plan and assist with implementation;

44.1 (3) must implement activities and programs that focus on the implementation of the core
 44.2 principles and outcome-based measures aligned to academic standards and benchmarks,
 44.3 including a local system of assessment creating meaningful, positive, and empowering
 44.4 learning experiences for students that yield timely, relevant, and actionable data;

44.5 (4) has the capacity, qualifications, local governing body support, and time to successfully
 44.6 plan the program and an intentional and feasible planning process, including full participation
 44.7 in department professional development and technical assistance cohorts or networks;

44.8 (5) must align their budget as necessary with the planning process; and

44.9 (6) must communicate and promote the plan with parents, teachers, and members of the
 44.10 community.

44.11 (c) Grant recipients must annually report to the commissioner by June 30 on
 44.12 implementation progress and the numbers of students participating and earning credits or
 44.13 grade progressing through competency-based education. Grant recipients must describe
 44.14 progress in specific areas of study, progress in meeting the stated goals in their application,
 44.15 and any adjustments needed to achieve their stated goals.

44.16 (d) The base for fiscal year 2024 is \$1,676,000. This appropriation is available until
 44.17 June 30, 2025.

44.18 (e) Any balance in the first year does not cancel and is available in the second year.

44.19 (f) Up to five percent of this appropriation may be retained for administration costs.

44.20 **Subd. 3. Statewide school-based mental health screening.** (a) For grants to school
 44.21 districts for school-based mental health screening under Minnesota Statutes, section
 44.22 125A.561:

44.23 \$ 0 2022

44.24 \$ 9,983,000 2023

44.25 (b) Up to \$150,000 of this appropriation may be retained for administration costs.

44.26 (c) If the appropriation is insufficient, the commissioner must proportionately reduce
 44.27 the aid payment to each school district.

44.28 **Subd. 4. Multitiered systems of support.** (a) For implementation of multitiered systems
 44.29 of support, a systematic continuous improvement framework that addresses the academic,
 44.30 behavioral, and social-emotional needs of all students at the universal, targeted, and intensive
 44.31 levels. Through multitiered systems of support, teachers must provide high quality,
 44.32 evidence-based instruction and intervention that is matched to a student's needs, use a method

45.1 of monitoring progress regularly to inform decisions about instruction and goals, and apply
 45.2 data-based decision making to key educational efforts.

45.3 \$ 0 2022

45.4 \$ 15,000,000 2023

45.5 (b) Of this amount, \$1,300,000 is for the Department of Education to support
 45.6 implementation. Funds may be used to support increased capacity at the six Regional Centers
 45.7 of Excellence, the Early Childhood Special Education Centers of Excellence, and Minnesota
 45.8 Service Cooperatives.

45.9 (c) Of this amount, \$4,700,000 is reserved for grants to school districts, charter schools,
 45.10 and cooperative units as defined in Minnesota Statutes, section 123A.24, subdivision 2, for
 45.11 implementation of multitiered systems of support, including hiring local multitiered systems
 45.12 of support coordinators and deferring costs for personnel to participate in cohort activities.
 45.13 Up to five percent of this amount is available for program and grant administration.

45.14 (d) Of this amount, \$3,000,000 is for Language Essentials for Teachers of Reading and
 45.15 Spelling training for educators to ensure multitiered systems of support core, supplemental,
 45.16 and intervention literacy instructional practices are based in the science of reading. Up to
 45.17 five percent of this amount is available for program and grant administration.

45.18 (e) Of this amount, \$2,000,000 is for a grant to the Building Assets, Reducing Risks
 45.19 Center to provide access to services to all multitiered systems of support grantees under
 45.20 this subdivision. Up to five percent of this amount is available for program and grant
 45.21 administration.

45.22 (f) Of this amount, \$2,000,000 is for Tribal-State Relations training for school staff
 45.23 engaged in the statewide implementation of multitiered systems of support framework. Up
 45.24 to five percent of this amount is available for program and grant administration.

45.25 (g) Of this amount, \$2,000,000 is for the University of Minnesota Center for Applied
 45.26 Research and Educational Improvement to support implementation and evaluation of the
 45.27 multitiered systems of support framework. Up to five percent of this amount is available
 45.28 for program and grant administration.

45.29 (h) Support for school districts, charter schools, and cooperative units under this
 45.30 subdivision may include but is not limited to:

45.31 (1) providing training, guidance, and implementation resources for a statewide multitiered
 45.32 system of support model, including a universal screening process approved by the Department

46.1 of Education to identify students who may be at risk of experiencing academic, behavioral
46.2 and social-emotional development difficulties;

46.3 (2) providing guidance to convene school-based teams to analyze data provided by
46.4 screenings under clause (1), and resources for related identification, instruction, and
46.5 intervention methods;

46.6 (3) dyslexia screening and intervention based in the science of reading;

46.7 (4) requiring school districts and charter schools to provide parents of students identified
46.8 in the screenings under clauses (1) and (3) with notice of screening findings and related
46.9 support information;

46.10 (5) requiring districts and charter schools to provide at-risk students with interventions
46.11 and to monitor the effectiveness of these interventions and student progress; and

46.12 (6) developing and annually reporting findings regarding the implementation of the
46.13 statewide multitiered systems of support.

46.14 Subd. 5. **BOLD literacy.** (a) For the Minnesota BOLD statewide literacy plan to increase
46.15 the equitable access to effective literacy experiences for all students by ensuring school
46.16 leaders and educators are trained in the science of reading; supporting effective
46.17 implementation and measurement of instructional practices aligned to state standards through
46.18 the multitiered systems of support framework; and utilizing data literacy to inform instruction,
46.19 inform educator development, evaluate resource deployment and policy, and employ
46.20 intentional family and community engagement strategies.

46.21 \$ 0 2022

46.22 \$ 5,000,000 2023

46.23 (b) Of this amount, \$1,750,000 is for the Department of Education to establish science
46.24 of reading academies to be provided at no cost to educators who work in Minnesota school
46.25 districts and charter schools to complete Language Essentials for Teachers of Reading and
46.26 Spelling (LETRS) professional development. Educators who have completed LETRS may
46.27 have the opportunity to become LETRS facilitators through a train-the-trainer model.

46.28 (c) Of this amount, \$800,000 is to maintain a literacy unit at the Department of Education.

46.29 (d) Of this amount, \$1,200,000 is to expand literacy and dyslexia data collection and
46.30 reporting systems at the Department of Education in order to collect and analyze
46.31 prekindergarten through grade 3 data, including foundational reading skills, dyslexia
46.32 screening data, and screening results of multilingual learners.

47.1 (e) Of this amount, \$1,000,000 is for state library services grants to support
 47.2 evidence-based early literacy practices rooted in the science of reading in school and
 47.3 community libraries.

47.4 (f) Of this amount, \$250,000 is for a grant to Reach Out and Read.

47.5 (g) Funds may be used for grant administration costs.

47.6 Subd. 6. **Culturally specific learning opportunities.** (a) For grants to school districts,
 47.7 charter schools, intermediate school districts, and cooperatives to create and offer culturally
 47.8 specific learning opportunities, including to form partnerships between community
 47.9 organizations and schools that offer critical thinking and engagement in learning. "Culturally
 47.10 specific learning opportunities" means programming that is culturally responsive,
 47.11 evidence-based, and comprehensive that responds to the academic and social-emotional
 47.12 needs of historically underserved students.

47.13 \$ 0 2022

47.14 \$ 5,000,000 2023

47.15 (b) Grants may be awarded in an amount up to \$200,000 per recipient.

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

47.18 (d) Up to five percent of this appropriation may be retained for administration costs.

47.19 Subd. 7. **Expanding rigorous coursework for black students, indigenous students,**
 47.20 **students of color, and students in greater Minnesota.** (a) For grants to expand rigorous
 47.21 coursework primarily for but not limited to disadvantaged and underrepresented students
 47.22 and students in greater Minnesota, such as through advanced placement courses, international
 47.23 baccalaureate programs, career and technical education, and concurrent enrollment courses:

47.24 \$ 0 2022

47.25 \$ 10,000,000 2023

47.26 (b) Of this amount, \$3,600,000 is for grants to districts and charter schools for regional
 47.27 partnerships and statewide programs in order to support professional development and
 47.28 incentives for high school teachers to develop and expand course offerings approved by the
 47.29 state. Compensation for teachers to teach courses beyond the contract day or year is an
 47.30 allowable expenditure. Funds may supplement, but not replace, current state and federal
 47.31 program funds. Grants may be awarded in an amount up to \$50,000 per recipient.

47.32 (c) Of this amount, \$6,400,000 is for matching grants to school districts and charter
 47.33 schools to support rigorous course expansion and statewide career and technical education