

1.1 Senator moves to amend S.F. No. 2684 as follows:

1.2 Delete everything after the enacting clause and insert:

1.3 "ARTICLE 1
1.4 GENERAL EDUCATION

1.5 Section 1. [121A.212] ACCESS TO MENSTRUAL PRODUCTS.

1.6 A school district or charter school must provide students access to menstrual products
1.7 at no charge. The products must be available to all menstruating students in restrooms
1.8 regularly used by students in grades 4 to 12 according to a plan developed by the school
1.9 district. For purposes of this section, "menstrual products" means pads, tampons, or other
1.10 similar products used in connection with the menstrual cycle.

1.11 EFFECTIVE DATE. This section is effective January 1, 2024.

1.12 Sec. 2. Minnesota Statutes 2022, section 124D.095, subdivision 2, is amended to read:

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

1.15 (a) "Digital learning" ~~is~~ means learning facilitated by technology that offers students an
1.16 element of control over the time, place, path, or pace of their learning and includes blended
1.17 and online learning.

1.18 (b) "Blended learning" ~~is~~ means a form of digital learning that occurs when a student
1.19 learns part time in a supervised physical setting and part time through digital delivery of
1.20 instruction, or a student learns in a supervised physical setting where technology is used as
1.21 a primary method to deliver instruction.

1.22 (c) "Online learning" ~~is~~ means a form of digital learning delivered by an approved online
1.23 learning provider under paragraph (d).

1.24 (d) "Online learning provider" ~~is~~ means a school district, an intermediate school district,
1.25 an organization of two or more school districts operating under a joint powers agreement,
1.26 or a charter school located in Minnesota that provides online learning to students and is
1.27 approved by the department to provide online learning courses.

1.28 (e) "Student" ~~is~~ means a Minnesota resident enrolled in a school under section 120A.22,
1.29 subdivision 4, or in a Tribal contract or grant school authorized to receive aid under section
1.30 124D.83 in kindergarten through grade 12.

2.1 (f) "Online learning student" ~~is~~ means a student enrolled in an online learning course or
2.2 program delivered by an online learning provider under paragraph (d).

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

2.5 (h) "Supplemental online learning" means an online learning course taken in place of a
2.6 course period at a local district school.

2.7 (i) "Full-time online learning provider" means an enrolling school authorized by the
2.8 department to deliver comprehensive public education at any or all of the elementary, middle,
2.9 or high school levels.

2.10 (j) "Online learning course syllabus" ~~is~~ means a written document that an online learning
2.11 provider transmits to the enrolling district using a format prescribed by the commissioner
2.12 to identify the state academic standards embedded in an online course, the course content
2.13 outline, required course assessments, expectations for actual teacher contact time and other
2.14 student-to-teacher communications, and the academic support available to the online learning
2.15 student.

2.16 Sec. 3. Minnesota Statutes 2022, section 124D.095, subdivision 8, is amended to read:

2.17 Subd. 8. **Financial arrangements.** (a) For a student enrolled in an online learning course,
2.18 the department must calculate average daily membership and make payments according to
2.19 this subdivision.

2.20 (b) The initial online learning average daily membership equals 1/12 for each semester
2.21 course or a proportionate amount for courses of different lengths. The adjusted online
2.22 learning average daily membership equals the initial online learning average daily
2.23 membership times .88.

2.24 (c) No online learning average daily membership shall be generated if: (1) the student
2.25 does not complete the online learning course, or (2) the student is enrolled in online learning
2.26 provided by the enrolling district.

2.27 (d) Online learning average daily membership under this subdivision for a student
2.28 currently enrolled in a Minnesota public school or in a Tribal contract or grant school
2.29 authorized to receive aid under section 124D.83 shall be used only for computing average
2.30 daily membership according to section 126C.05, subdivision 19, paragraph (a), clause (2),
2.31 and for computing online learning aid according to section 124D.096.

3.1 Sec. 4. Minnesota Statutes 2022, section 124D.59, subdivision 2, is amended to read:

3.2 Subd. 2. **English learner.** (a) "English learner" means a pupil in kindergarten through
3.3 grade 12; an early childhood special education student under Part B, section 619 of the
3.4 Individuals with Disabilities Education Act, United States Code, title 20, section 1419; or
3.5 a prekindergarten student enrolled in an approved voluntary prekindergarten program under
3.6 section 124D.151 or a school readiness plus program who meets the requirements under
3.7 subdivision 2a or the following requirements:

3.8 (1) the pupil, as declared by a parent or guardian first learned a language other than
3.9 English, comes from a home where the language usually spoken is other than English, or
3.10 usually speaks a language other than English; and

3.11 (2) the pupil is determined by a valid assessment measuring the pupil's English language
3.12 proficiency and by developmentally appropriate measures, which might include observations,
3.13 teacher judgment, parent recommendations, or developmentally appropriate assessment
3.14 instruments, to lack the necessary English skills to participate fully in academic classes
3.15 taught in English.

3.16 (b) A pupil enrolled in a Minnesota public school in any grade 4 through 12 who in the
3.17 previous school year took a commissioner-provided assessment measuring the pupil's
3.18 emerging academic English, shall be counted as an English learner in calculating English
3.19 learner pupil units under section 126C.05, subdivision 17, and shall generate state English
3.20 learner aid under section 124D.65, subdivision 5, if the pupil scored below the state cutoff
3.21 score or is otherwise counted as a nonproficient participant on the assessment measuring
3.22 the pupil's emerging academic English, or, in the judgment of the pupil's classroom teachers,
3.23 consistent with section 124D.61, clause (1), the pupil is unable to demonstrate academic
3.24 language proficiency in English, including oral academic language, sufficient to successfully
3.25 and fully participate in the general core curriculum in the regular classroom.

3.26 (c) Notwithstanding paragraphs (a) and (b), a pupil in early childhood special education
3.27 or prekindergarten under section 124D.151, through grade 12 shall not be counted as an
3.28 English learner in calculating English learner pupil units under section 126C.05, subdivision
3.29 17, and shall not generate state English learner aid under section 124D.65, subdivision 5,
3.30 if:

3.31 (1) the pupil is not enrolled during the current fiscal year in an educational program for
3.32 English learners under sections 124D.58 to 124D.64; or

3.33 (2) the pupil has generated seven or more years of average daily membership in Minnesota
3.34 public schools since July 1, 1996.

4.1 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

4.2 Sec. 5. Minnesota Statutes 2022, section 124D.65, subdivision 5, is amended to read:

4.3 Subd. 5. **School district EL revenue.** (a) A district's English learner programs revenue
4.4 equals the sum of:

4.5 (1) the product of ~~(1) \$704 times~~ (2) (i) \$1,000 and (ii) the greater of 20 or the adjusted
4.6 average daily membership of eligible English learners enrolled in the district during the
4.7 current fiscal year;

4.8 (2) \$250 times the English learner pupil units under section 126C.05, subdivision 17;
4.9 and

4.10 (3) the district's English learner cross subsidy aid. A district's English learner cross
4.11 subsidy aid under paragraph (b) equals:

4.12 (i) 25 percent of the district's English learner cross subsidy for fiscal year 2024;

4.13 (ii) 50 percent of the district's English learner cross subsidy for fiscal year 2025; and

4.14 (iii) 75 percent of the district's English learner cross subsidy for fiscal year 2026 and
4.15 later.

4.16 (b) A district's English learner cross subsidy aid equals the greater of zero or the difference
4.17 between the district's expenditure for qualifying English learner services for the second
4.18 previous year and the district's English learner revenue for the second previous year.

4.19 ~~(b)~~ (c) A pupil ceases to generate state English learner aid in the school year following
4.20 the school year in which the pupil attains the state cutoff score on a commissioner-provided
4.21 assessment that measures the pupil's emerging academic English.

4.22 Sec. 6. Minnesota Statutes 2022, section 126C.05, subdivision 1, is amended to read:

4.23 Subdivision 1. **Pupil unit.** Pupil units for each Minnesota resident pupil under the age
4.24 of 21 or who meets the requirements of section 120A.20, subdivision 1, paragraph (c), in
4.25 average daily membership enrolled in the district of residence, in another district under
4.26 sections 123A.05 to 123A.08, 124D.03, 124D.08, or 124D.68; in a charter school under
4.27 chapter 124E; or for whom the resident district pays tuition under section 123A.18, 123A.22,
4.28 123A.30, 123A.32, 123A.44, 123A.488, 123B.88, subdivision 4, 124D.04, 124D.05, 125A.03
4.29 to 125A.24, 125A.51, or 125A.65, shall be counted according to this subdivision.

4.30 (a) A prekindergarten pupil with a disability who is enrolled in a program approved by
4.31 the commissioner and has an individualized education program is counted as the ratio of

5.1 the number of hours of assessment and education service to 825 times 1.0 with a minimum
5.2 average daily membership of 0.28, but not more than 1.0 pupil unit.

5.3 (b) A prekindergarten pupil who is assessed but determined not to be disabled is counted
5.4 as the ratio of the number of hours of assessment service to 825 times 1.0.

5.5 ~~(e) A kindergarten pupil with a disability who is enrolled in a program approved by the~~
5.6 ~~commissioner is counted as the ratio of the number of hours of assessment and education~~
5.7 ~~services required in the fiscal year by the pupil's individualized education program to 875,~~
5.8 ~~but not more than one.~~

5.9 ~~(d)~~ (c) A prekindergarten pupil who is not included in paragraph (a) or (b) and is enrolled
5.10 in an approved voluntary prekindergarten program under section 124D.151 is counted as
5.11 the ratio of the number of hours of instruction to 850 times 1.0, but not more than 0.6 pupil
5.12 units.

5.13 ~~(e)~~ (d) A kindergarten pupil who is not included in paragraph (e) is counted as 1.0 pupil
5.14 unit if the pupil is enrolled in a free all-day, every day kindergarten program available to
5.15 all kindergarten pupils at the pupil's school that meets the minimum hours requirement in
5.16 section 120A.41, or is counted as .55 pupil unit, if the pupil is not enrolled in a free all-day,
5.17 every day kindergarten program available to all kindergarten pupils at the pupil's school.

5.18 ~~(f)~~ (e) A pupil who is in any of grades 1 to 6 is counted as 1.0 pupil unit.

5.19 ~~(g)~~ (f) A pupil who is in any of grades 7 to 12 is counted as 1.2 pupil units.

5.20 ~~(h)~~ (g) A pupil who is in the postsecondary enrollment options program is counted as
5.21 1.2 pupil units.

5.22 ~~(i)~~ (h) For fiscal years 2018 through 2023, a prekindergarten pupil who:

5.23 (1) is not included in paragraph (a), (b), or ~~(d)~~ (c);

5.24 (2) is enrolled in a school readiness plus program under Laws 2017, First Special Session
5.25 chapter 5, article 8, section 9; and

5.26 (3) has one or more of the risk factors specified by the eligibility requirements for a
5.27 school readiness plus program,
5.28 is counted as the ratio of the number of hours of instruction to 850 times 1.0, but not more
5.29 than 0.6 pupil units. A pupil qualifying under this paragraph must be counted in the same
5.30 manner as a voluntary prekindergarten student for all general education and other school
5.31 funding formulas.

5.32 **EFFECTIVE DATE.** This section is effective for fiscal year 2024 and later.

6.1 Sec. 7. Minnesota Statutes 2022, section 126C.05, subdivision 19, is amended to read:

6.2 Subd. 19. **Online learning students.** (a) The average daily membership for a public
6.3 school pupil or a pupil enrolled in a school authorized to receive Tribal contract or grant
6.4 aid under section 124D.83 generating online learning average daily membership according
6.5 to section 124D.095, subdivision 8, paragraph (b), equals the sum of: (1) the ratio of the
6.6 sum of the number of instructional hours the pupil is enrolled in a regular classroom setting
6.7 at the enrolling school to the actual number of instructional hours in the school year at the
6.8 enrolling school, plus (2) .12 times the initial online learning average daily membership
6.9 according to section 124D.095, subdivision 8, paragraph (b).

6.10 (b) When the sum of the average daily membership under paragraph (a) and the adjusted
6.11 online learning average daily membership under section 124D.095, subdivision 8, paragraph
6.12 (b), exceeds the maximum allowed for the student under subdivision 8 or 15, as applicable,
6.13 the average daily membership under paragraph (a) shall be reduced by the excess over the
6.14 maximum, but shall not be reduced below .12. The adjusted online learning average daily
6.15 membership according to section 124D.095, subdivision 8, paragraph (b), shall be reduced
6.16 by any remaining excess over the maximum.

6.17 Sec. 8. Minnesota Statutes 2022, section 126C.10, subdivision 2, is amended to read:

6.18 Subd. 2. **Basic revenue.** The basic revenue for each district equals the formula allowance
6.19 times the adjusted pupil units for the school year. ~~The formula allowance for fiscal year~~
6.20 ~~2021 is \$6,567. The formula allowance for fiscal year 2022 is \$6,728.~~ The formula allowance
6.21 for fiscal year 2023 ~~and later~~ is \$6,863. The formula allowance for fiscal year 2024 is \$7,138.
6.22 The formula allowance for fiscal year 2025 and later is \$7,495.

6.23 Sec. 9. Minnesota Statutes 2022, section 126C.10, subdivision 2e, is amended to read:

6.24 Subd. 2e. **Local optional revenue.** (a) For fiscal year 2021 and later, local optional
6.25 revenue for a school district equals the sum of the district's first tier local optional revenue
6.26 and second tier local optional revenue. A district's first tier local optional revenue equals
6.27 \$300 times the adjusted pupil units of the district for that school year. A district's second
6.28 tier local optional revenue equals \$424 times the adjusted pupil units of the district for that
6.29 school year.

6.30 (b) For fiscal year 2021 and later, a district's local optional levy equals the sum of the
6.31 first tier local optional levy and the second tier local optional levy.

7.1 (c) A district's first tier local optional levy equals the district's first tier local optional
 7.2 revenue times the lesser of one or the ratio of the district's referendum market value per
 7.3 resident pupil unit to \$880,000.

7.4 (d) ~~For fiscal year 2022, a district's second tier local optional levy equals the district's~~
 7.5 ~~second tier local optional revenue times the lesser of one or the ratio of the district's~~
 7.6 ~~referendum market value per resident pupil unit to \$510,000. For fiscal year 2023, a district's~~
 7.7 second tier local optional levy equals the district's second tier local optional revenue times
 7.8 the lesser of one or the ratio of the district's referendum market value per resident pupil unit
 7.9 to \$548,842. For fiscal year 2024 ~~and later~~, a district's second tier local optional levy equals
 7.10 the district's second tier local optional revenue times the lesser of one or the ratio of the
 7.11 district's referendum market value per resident pupil unit to \$510,000. For fiscal year 2025,
 7.12 a district's second tier local optional levy equals the district's second tier local optional
 7.13 revenue times the lesser of one or the ratio of the district's referendum market value per
 7.14 resident pupil unit to \$539,086. For fiscal year 2026, a district's second tier local optional
 7.15 levy equals the district's second tier local optional revenue times the lesser of one or the
 7.16 ratio of the district's referendum market value per resident pupil unit to \$530,147. For fiscal
 7.17 year 2026 and later, a district's second tier local optional levy equals the district's second
 7.18 tier local optional revenue times the lesser of one or the ratio of the district's referendum
 7.19 market value per resident pupil unit to \$541,385.

7.20 (e) The local optional levy must be spread on referendum market value. A district may
 7.21 levy less than the permitted amount.

7.22 (f) A district's local optional aid equals its local optional revenue minus its local optional
 7.23 levy. If a district's actual levy for first or second tier local optional revenue is less than its
 7.24 maximum levy limit for that tier, its aid must be proportionately reduced.

7.25 Sec. 10. Minnesota Statutes 2022, section 126C.10, subdivision 4, is amended to read:

7.26 Subd. 4. **Basic skills revenue.** A school district's basic skills revenue equals the sum
 7.27 of:

7.28 (1) compensatory revenue under subdivision 3; ~~plus and~~

7.29 (2) English learner revenue under section 124D.65, subdivision 5; ~~plus~~

7.30 (3) ~~\$250 times the English learner pupil units under section 126C.05, subdivision 17.~~

8.1 Sec. 11. Minnesota Statutes 2022, section 126C.10, subdivision 13, is amended to read:

8.2 Subd. 13. **Total operating capital revenue.** (a) Total operating capital revenue for a
8.3 district equals the ~~amount determined under paragraph (b) or (c), plus~~ sum of:

8.4 (1) \$79 times the adjusted pupil units for the school year;

8.5 (2) the product of \$109, the district's maintenance cost index, and its adjusted pupil units
8.6 for the school year plus the amount computed under paragraph (c); and

8.7 (3) \$2 times the adjusted pupil units of the school district for the school year for the
8.8 purposes of supplying menstrual products under subdivision 14, clause (26).

8.9 (b) The revenue under this subdivision must be placed in a reserved account in the
8.10 general fund and may only be used according to subdivision 14.

8.11 ~~(b) Capital revenue for a district equals \$109 times the district's maintenance cost index~~
8.12 ~~times its adjusted pupil units for the school year.~~

8.13 (c) The revenue under paragraph (a), clause (2), for a district that operates a program
8.14 under section 124D.128, is increased by an amount equal to \$31 times the number of adjusted
8.15 pupil units served at the site where the program is implemented.

8.16 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

8.17 Sec. 12. Minnesota Statutes 2022, section 126C.10, subdivision 13a, is amended to read:

8.18 Subd. 13a. **Operating capital levy.** (a) To obtain operating capital revenue, a district
8.19 may levy an amount not more than the product of its operating capital revenue computed
8.20 under subdivision 13, paragraph (a), clauses (1) and (2), for the fiscal year times the lesser
8.21 of one or the ratio of its adjusted net tax capacity per adjusted pupil unit to the operating
8.22 capital equalizing factor.

8.23 (b) The operating capital equalizing factor equals \$23,902 for fiscal year 2020, \$23,885
8.24 for fiscal year 2021, and \$22,912 for fiscal year 2022 and later years 2023 and 2024, \$23,468
8.25 for fiscal year 2025, \$23,359 for fiscal year 2026, and \$23,372 for fiscal year 2027 and
8.26 later.

8.27 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

8.28 Sec. 13. Minnesota Statutes 2022, section 126C.10, subdivision 14, is amended to read:

8.29 Subd. 14. **Uses of total operating capital revenue.** Total operating capital revenue may
8.30 be used only for the following purposes:

- 9.1 (1) to acquire land for school purposes;
- 9.2 (2) to acquire or construct buildings for school purposes;
- 9.3 (3) to rent or lease buildings, including the costs of building repair or improvement that
9.4 are part of a lease agreement;
- 9.5 (4) to improve and repair school sites and buildings, and equip or reequip school buildings
9.6 with permanent attached fixtures, including library media centers;
- 9.7 (5) for a surplus school building that is used substantially for a public nonschool purpose;
- 9.8 (6) to eliminate barriers or increase access to school buildings by individuals with a
9.9 disability;
- 9.10 (7) to bring school buildings into compliance with the State Fire Code adopted according
9.11 to chapter 299F;
- 9.12 (8) to remove asbestos from school buildings, encapsulate asbestos, or make
9.13 asbestos-related repairs;
- 9.14 (9) to clean up and dispose of polychlorinated biphenyls found in school buildings;
- 9.15 (10) to clean up, remove, dispose of, and make repairs related to storing heating fuel or
9.16 transportation fuels such as alcohol, gasoline, fuel oil, and special fuel, as defined in section
9.17 296A.01;
- 9.18 (11) for energy audits for school buildings and to modify buildings if the audit indicates
9.19 the cost of the modification can be recovered within ten years;
- 9.20 (12) to improve buildings that are leased according to section 123B.51, subdivision 4;
- 9.21 (13) to pay special assessments levied against school property but not to pay assessments
9.22 for service charges;
- 9.23 (14) to pay principal and interest on state loans for energy conservation according to
9.24 section 216C.37 or loans made under the Douglas J. Johnson Economic Protection Trust
9.25 Fund Act according to sections 298.292 to ~~298.298~~ 298.297;
- 9.26 (15) to purchase or lease interactive telecommunications equipment;
- 9.27 (16) by board resolution, to transfer money into the debt redemption fund to: (i) pay the
9.28 amounts needed to meet, when due, principal and interest payments on certain obligations
9.29 issued according to chapter 475; or (ii) pay principal and interest on debt service loans or
9.30 capital loans according to section 126C.70;

10.1 (17) to pay operating capital-related assessments of any entity formed under a cooperative
10.2 agreement between two or more districts;

10.3 (18) to purchase or lease computers and related hardware, software, and annual licensing
10.4 fees, copying machines, telecommunications equipment, and other noninstructional
10.5 equipment;

10.6 (19) to purchase or lease assistive technology or equipment for instructional programs;

10.7 (20) to purchase textbooks as defined in section 123B.41, subdivision 2;

10.8 (21) to purchase new and replacement library media resources or technology;

10.9 (22) to lease or purchase vehicles;

10.10 (23) to purchase or lease telecommunications equipment, computers, and related
10.11 equipment for integrated information management systems for:

10.12 (i) managing and reporting learner outcome information for all students under a
10.13 results-oriented graduation rule;

10.14 (ii) managing student assessment, services, and achievement information required for
10.15 students with individualized education programs; and

10.16 (iii) other classroom information management needs;

10.17 (24) to pay personnel costs directly related to the acquisition, operation, and maintenance
10.18 of telecommunications systems, computers, related equipment, and network and applications
10.19 software; ~~and~~

10.20 (25) to pay the costs directly associated with closing a school facility, including moving
10.21 and storage costs; and

10.22 (26) to pay the costs of supplies and equipment necessary to provide access to menstrual
10.23 products at no charge to students in restrooms and as otherwise needed in school facilities.

10.24 Sec. 14. Minnesota Statutes 2022, section 126C.12, is amended by adding a subdivision
10.25 to read:

10.26 Subd. 7. **Reporting.** A school district must annually report the district's class size ratios
10.27 by each grade to the commissioner of education in the form and manner specified by the
10.28 commissioner. The department must annually submit a report beginning December 1, 2024,
10.29 to the chairs and ranking minority members of the legislative committees with jurisdiction
10.30 over kindergarten through grade 12 education detailing the statewide ratios by grade starting
10.31 with the 2023-2024 school year.

11.1 Sec. 15. Minnesota Statutes 2022, section 126C.15, subdivision 2, is amended to read:

11.2 Subd. 2. **Building allocation.** (a) A district or cooperative must allocate at least 80
11.3 percent of its compensatory revenue to each school building in the district or cooperative
11.4 where the children who have generated the revenue are served unless the school district or
11.5 cooperative has received permission under Laws 2005, First Special Session chapter 5,
11.6 article 1, section 50, to allocate compensatory revenue according to student performance
11.7 measures developed by the school board.

11.8 (b) ~~Notwithstanding paragraph (a),~~ A district or cooperative may allocate up to 50 no
11.9 more than 20 percent of the amount of compensatory revenue that the district receives to
11.10 school sites according to a plan adopted by the school board. The money reallocated under
11.11 this paragraph must be spent for the purposes listed in subdivision 1, but may be spent on
11.12 students in any grade, including students attending school readiness or other prekindergarten
11.13 programs.

11.14 (c) For the purposes of this section and section 126C.05, subdivision 3, "building" means
11.15 education site as defined in section 123B.04, subdivision 1.

11.16 (d) Notwithstanding section 123A.26, subdivision 1, compensatory revenue generated
11.17 by students served at a cooperative unit shall be paid to the cooperative unit.

11.18 (e) A district or cooperative with school building openings, school building closings,
11.19 changes in attendance area boundaries, or other changes in programs or student demographics
11.20 between the prior year and the current year may reallocate compensatory revenue among
11.21 sites to reflect these changes. A district or cooperative must report to the department any
11.22 adjustments it makes according to this paragraph and the department must use the adjusted
11.23 compensatory revenue allocations in preparing the report required under section 123B.76,
11.24 subdivision 3, paragraph (c).

11.25 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

11.26 Sec. 16. Minnesota Statutes 2022, section 126C.17, is amended by adding a subdivision
11.27 to read:

11.28 Subd. 9b. **Renewal by school board.** (a) Notwithstanding the election requirements of
11.29 subdivision 9, a school board may renew an expiring referendum once by board action if:

11.30 (1) the per-pupil amount of the referendum is the same as the amount expiring, or for
11.31 an expiring referendum that was adjusted annually by the rate of inflation, the same as the
11.32 per-pupil amount of the expiring referendum, adjusted annually for inflation in the same
11.33 manner as if the expiring referendum had continued;

12.1 (2) the term of the renewed referendum is no longer than the initial term approved by
 12.2 the voters; and

12.3 (3) the school board, having taken a recorded vote, has adopted a written resolution
 12.4 authorizing the renewal after holding a meeting and allowing public testimony on the
 12.5 proposed renewal.

12.6 (b) The resolution must be adopted by the school board by June 15 of any calendar year
 12.7 and becomes effective 60 days after its adoption.

12.8 (c) A referendum expires in the last fiscal year in which the referendum generates revenue
 12.9 for the school district. A school board may renew an expiring referendum under this
 12.10 subdivision not more than two fiscal years before the referendum expires.

12.11 (d) A district renewing an expiring referendum under this subdivision must submit a
 12.12 copy of the adopted resolution to the commissioner and to the county auditor no later than
 12.13 September 1 of the calendar year in which the levy is certified.

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

12.15 Sec. 17. Minnesota Statutes 2022, section 126C.43, subdivision 2, is amended to read:

12.16 Subd. 2. **Payment to unemployment insurance program trust fund by state and**
 12.17 **political subdivisions.** (a) A district may levy the amount necessary (1) to pay the district's
 12.18 obligations under section 268.052, subdivision 1, and (2) to pay for job placement services
 12.19 offered to employees who may become eligible for benefits pursuant to section 268.085 for
 12.20 the fiscal year the levy is certified. A district must not include in its levy authority under
 12.21 this section the costs associated with school employees under section 268.05, subdivision
 12.22 7, paragraph (b).

12.23 (b) Districts with a balance remaining in their reserve for reemployment as of June 30,
 12.24 2003, may not expend the reserved funds for future reemployment expenditures. Each year
 12.25 a levy reduction must be made to return these funds to taxpayers. The amount of the levy
 12.26 reduction must be equal to the lesser of: (1) the remaining reserved balance for reemployment,
 12.27 or (2) the amount of the district's current levy under paragraph (a).

12.28 Sec. 18. Minnesota Statutes 2022, section 268.085, subdivision 7, is amended to read:

12.29 Subd. 7. **School employees; between terms denial.** (a) Wage credits from employment
 12.30 with an educational institution or institutions may not be used for unemployment benefit
 12.31 purposes for any week during the period between two successive academic years or terms
 12.32 if:

13.1 (1) the applicant had employment for an educational institution or institutions in the
13.2 prior academic year or term; and

13.3 (2) there is a reasonable assurance that the applicant will have employment for an
13.4 educational institution or institutions in the following academic year or term.

13.5 ~~This paragraph applies to a vacation period or holiday recess if the applicant was~~
13.6 ~~employed immediately before the vacation period or holiday recess, and there is a reasonable~~
13.7 ~~assurance that the applicant will be employed immediately following the vacation period~~
13.8 ~~or holiday recess.~~ This paragraph also applies to the period between two regular but not
13.9 successive terms if there is an agreement for that schedule between the applicant and the
13.10 educational institution.

13.11 This paragraph does not apply if the subsequent employment is substantially less
13.12 favorable than the employment of the prior academic year or term, or the employment prior
13.13 to the vacation period or holiday recess.

13.14 (b) Paragraph (a) does not apply to ~~an applicant who, at the end of the prior academic~~
13.15 ~~year or term, had an agreement for a definite period of employment between academic years~~
13.16 ~~or terms in other than an instructional, research, or principal administrative capacity and~~
13.17 ~~the educational institution or institutions failed to provide that employment.~~ any week during
13.18 the period between two successive academic years or terms if an applicant worked in a
13.19 capacity other than instructional, research, or principal administrative. For individuals in
13.20 the employment of an employer as defined in section 123A.24, subdivision 2, or 123A.55,
13.21 an instructional position is one for which a license is required by the Professional Educator
13.22 Licensing and Standards Board or the Board of School Administrators.

13.23 (c) ~~If unemployment benefits are denied to any applicant under paragraph (a) who was~~
13.24 ~~employed in the prior academic year or term in other than an instructional, research, or~~
13.25 ~~principal administrative capacity and who was not offered an opportunity to perform the~~
13.26 ~~employment in the following academic year or term, the applicant is entitled to retroactive~~
13.27 ~~unemployment benefits for each week during the period between academic years or terms~~
13.28 ~~that the applicant filed a timely continued request for unemployment benefits, but~~
13.29 ~~unemployment benefits were denied solely because of paragraph (a).~~ Paragraph (a) applies
13.30 to a vacation period or holiday recess if the applicant was employed immediately before
13.31 the vacation period or holiday recess, and there is a reasonable assurance that the applicant
13.32 will be employed immediately following the vacation period or holiday recess, including
13.33 applicants who worked in a capacity other than instructional, research, or principal
13.34 administrative.

14.1 (d) This subdivision applies to employment with an educational service agency if the
14.2 applicant performed the services at an educational institution or institutions. "Educational
14.3 service agency" means a governmental entity established and operated for the purpose of
14.4 providing services to one or more educational institutions.

14.5 (e) This subdivision applies to employment with Minnesota, a political subdivision, or
14.6 a nonprofit organization, if the services are provided to or on behalf of an educational
14.7 institution or institutions.

14.8 (f) Paragraph (a) applies beginning the Sunday of the week that there is a reasonable
14.9 assurance of employment.

14.10 (g) Employment and a reasonable assurance with multiple education institutions must
14.11 be aggregated for purposes of application of this subdivision.

14.12 (h) If all of the applicant's employment with any educational institution or institutions
14.13 during the prior academic year or term consisted of on-call employment, and the applicant
14.14 has a reasonable assurance of any on-call employment with any educational institution or
14.15 institutions for the following academic year or term, it is not considered substantially less
14.16 favorable employment.

14.17 (i) A "reasonable assurance" may be written, oral, implied, or established by custom or
14.18 practice.

14.19 (j) An "educational institution" is a school, college, university, or other educational entity
14.20 operated by Minnesota, a political subdivision or instrumentality thereof, or a nonprofit
14.21 organization.

14.22 (k) An "instructional, research, or principal administrative capacity" does not include
14.23 an educational assistant.

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

14.25 Sec. 19. Minnesota Statutes 2022, section 268.19, subdivision 1, is amended to read:

14.26 Subdivision 1. **Use of data.** (a) Except as provided by this section, data gathered from
14.27 any person under the administration of the Minnesota Unemployment Insurance Law are
14.28 private data on individuals or nonpublic data not on individuals as defined in section 13.02,
14.29 subdivisions 9 and 12, and may not be disclosed except according to a district court order
14.30 or section 13.05. A subpoena is not considered a district court order. These data may be
14.31 disseminated to and used by the following agencies without the consent of the subject of
14.32 the data:

- 15.1 (1) state and federal agencies specifically authorized access to the data by state or federal
15.2 law;
- 15.3 (2) any agency of any other state or any federal agency charged with the administration
15.4 of an unemployment insurance program;
- 15.5 (3) any agency responsible for the maintenance of a system of public employment offices
15.6 for the purpose of assisting individuals in obtaining employment;
- 15.7 (4) the public authority responsible for child support in Minnesota or any other state in
15.8 accordance with section 256.978;
- 15.9 (5) human rights agencies within Minnesota that have enforcement powers;
- 15.10 (6) the Department of Revenue to the extent necessary for its duties under Minnesota
15.11 laws;
- 15.12 (7) public and private agencies responsible for administering publicly financed assistance
15.13 programs for the purpose of monitoring the eligibility of the program's recipients;
- 15.14 (8) the Department of Labor and Industry and the Commerce Fraud Bureau in the
15.15 Department of Commerce for uses consistent with the administration of their duties under
15.16 Minnesota law;
- 15.17 (9) the Department of Human Services and the Office of Inspector General and its agents
15.18 within the Department of Human Services, including county fraud investigators, for
15.19 investigations related to recipient or provider fraud and employees of providers when the
15.20 provider is suspected of committing public assistance fraud;
- 15.21 (10) local and state welfare agencies for monitoring the eligibility of the data subject
15.22 for assistance programs, or for any employment or training program administered by those
15.23 agencies, whether alone, in combination with another welfare agency, or in conjunction
15.24 with the department or to monitor and evaluate the statewide Minnesota family investment
15.25 program and other cash assistance programs, the Supplemental Nutrition Assistance Program,
15.26 and the Supplemental Nutrition Assistance Program Employment and Training program by
15.27 providing data on recipients and former recipients of Supplemental Nutrition Assistance
15.28 Program (SNAP) benefits, cash assistance under chapter 256, 256D, 256J, or 256K, child
15.29 care assistance under chapter 119B, or medical programs under chapter 256B or 256L or
15.30 formerly codified under chapter 256D;
- 15.31 (11) local and state welfare agencies for the purpose of identifying employment, wages,
15.32 and other information to assist in the collection of an overpayment debt in an assistance
15.33 program;

16.1 (12) local, state, and federal law enforcement agencies for the purpose of ascertaining
16.2 the last known address and employment location of an individual who is the subject of a
16.3 criminal investigation;

16.4 (13) the United States Immigration and Customs Enforcement has access to data on
16.5 specific individuals and specific employers provided the specific individual or specific
16.6 employer is the subject of an investigation by that agency;

16.7 (14) the Department of Health for the purposes of epidemiologic investigations;

16.8 (15) the Department of Corrections for the purposes of case planning and internal research
16.9 for preprobation, probation, and postprobation employment tracking of offenders sentenced
16.10 to probation and preconfinement and postconfinement employment tracking of committed
16.11 offenders;

16.12 (16) the state auditor to the extent necessary to conduct audits of job opportunity building
16.13 zones as required under section 469.3201; ~~and~~

16.14 (17) the Office of Higher Education for purposes of supporting program improvement,
16.15 system evaluation, and research initiatives including the Statewide Longitudinal Education
16.16 Data System; and

16.17 (18) the school district unemployment insurance levy under section 126C.43, subdivision
16.18 2.

16.19 (b) Data on individuals and employers that are collected, maintained, or used by the
16.20 department in an investigation under section 268.182 are confidential as to data on individuals
16.21 and protected nonpublic data not on individuals as defined in section 13.02, subdivisions 3
16.22 and 13, and must not be disclosed except under statute or district court order or to a party
16.23 named in a criminal proceeding, administrative or judicial, for preparation of a defense.

16.24 (c) Data gathered by the department in the administration of the Minnesota unemployment
16.25 insurance program must not be made the subject or the basis for any suit in any civil
16.26 proceedings, administrative or judicial, unless the action is initiated by the department.

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

17.1 Sec. 20. Laws 2021, First Special Session chapter 13, article 1, section 9, is amended to
17.2 read:

17.3 Sec. 9. **ENGLISH LEARNER CROSS SUBSIDY REDUCTION AID.**

17.4 (a) Notwithstanding Minnesota Statutes, section 124D.65, English learner aid is increased
17.5 by \$2,000,000 per year for fiscal years 2022, and 2023, 2024, and 2025. The commissioner
17.6 must allocate the aid to each school district and charter school based on the school district's
17.7 or charter school's proportionate share of English learner and concentration revenue under
17.8 Minnesota Statutes, section 126C.10, subdivision 4, clauses (2) and (3), for the preceding
17.9 fiscal year.

17.10 (b) Revenue under this section must be used and reserved as basic skills revenue
17.11 according to Minnesota Statutes, section 126C.15.

17.12 Sec. 21. Laws 2021, First Special Session chapter 13, article 1, section 9, the effective
17.13 date, is amended to read:

17.14 **EFFECTIVE DATE.** This section is effective for revenue in fiscal year 2022 and
17.15 expires at the end of fiscal year ~~2025~~ 2023.

17.16 Sec. 22. **REPORT.**

17.17 By January 15 of each year, the Department of Education, in consultation with the
17.18 Department of Employment and Economic Development, must report to the education
17.19 committees of the legislature about the annual reimbursable costs and the number of hourly
17.20 school workers receiving unemployment insurance benefits during the summer term. To
17.21 the extent possible, the report must categorize eligible employees by major job class. The
17.22 report must be filed according to Minnesota Statutes, section 3.195.

17.23 Sec. 23. **APPROPRIATIONS.**

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

17.27 Subd. 2. **General education aid.** (a) For general education aid under Minnesota Statutes,
17.28 section 126C.13, subdivision 4:

17.29	\$	<u>8,102,554,000</u>	<u>.....</u>	<u>2024</u>
17.30	\$	<u>8,476,351,000</u>	<u>.....</u>	<u>2025</u>

18.1 (b) The 2024 appropriation includes \$707,254,000 for 2023 and \$7,395,300,000 for
 18.2 2024.

18.3 (c) The 2025 appropriation includes \$772,528,000 for 2024 and \$7,703,819,000 for
 18.4 2025.

18.5 Subd. 3. **Abatement aid.** (a) For abatement aid under Minnesota Statutes, section
 18.6 127A.49:

18.7 \$ 2,339,000 2024

18.8 \$ 2,665,000 2025

18.9 (b) The 2024 appropriation includes \$126,000 for 2023 and \$2,213,000 for 2024.

18.10 (c) The 2025 appropriation includes \$245,000 for 2024 and \$2,420,000 for 2025.

18.11 Subd. 4. **Career and technical aid.** (a) For career and technical aid under Minnesota
 18.12 Statutes, section 124D.4531, subdivision 1b:

18.13 \$ 1,512,000 2024

18.14 \$ 761,000 2025

18.15 (b) The 2024 appropriation includes \$183,000 for 2023 and \$1,329,000 for 2024.

18.16 (c) The 2025 appropriation includes \$147,000 for 2024 and \$614,000 for 2025.

18.17 Subd. 5. **Consolidation transition aid.** (a) For districts consolidating under Minnesota
 18.18 Statutes, section 123A.485:

18.19 \$ 187,000 2024

18.20 \$ 290,000 2025

18.21 (b) The 2024 appropriation includes \$7,000 for 2023 and \$180,000 for 2024.

18.22 (c) The 2025 appropriation includes \$20,000 for 2024 and \$270,000 for 2025.

18.23 Subd. 6. **Enrollment options transportation.** For transportation of pupils attending
 18.24 postsecondary institutions under Minnesota Statutes, section 124D.09, or for transportation
 18.25 of pupils attending nonresident districts under Minnesota Statutes, section 124D.03:

18.26 \$ 18,000 2024

18.27 \$ 19,000 2025

18.28 Subd. 7. **Nonpublic pupil education aid.** (a) For nonpublic pupil education aid under
 18.29 Minnesota Statutes, sections 123B.40 to 123B.43 and 123B.87:

18.30 \$ 22,354,000 2024

18.31 \$ 24,121,000 2025

19.1 (b) The 2024 appropriation includes \$1,925,000 for 2023 and \$20,429,000 for 2024.

19.2 (c) The 2025 appropriation includes \$2,269,000 for 2024 and \$21,852,000 for 2025.

19.3 Subd. 8. **Nonpublic pupil transportation.** (a) For nonpublic pupil transportation aid
 19.4 under Minnesota Statutes, section 123B.92, subdivision 9:

19.5 \$ 22,248,000 2024

19.6 \$ 24,709,000 2025

19.7 (b) The 2024 appropriation includes \$2,115,000 for 2023 and \$20,133,000 for 2024.

19.8 (c) The 2025 appropriation includes \$2,236,000 for 2024 and \$22,473,000 for 2025.

19.9 Subd. 9. **One-room schoolhouse.** For a grant to Independent School District No. 690,
 19.10 Warroad, to operate the Angle Inlet School:

19.11 \$ 65,000 2024

19.12 \$ 65,000 2025

19.13 Subd. 10. **Pregnant and parenting pupil transportation reimbursement.** (a) To
 19.14 reimburse districts for transporting pregnant or parenting pupils under Minnesota Statutes,
 19.15 section 123B.92, subdivision 1, paragraph (b), clause (1), item (vi):

19.16 \$ 55,000 2024

19.17 \$ 55,000 2025

19.18 (b) To receive reimbursement, districts must apply using the form and manner of
 19.19 application prescribed by the commissioner. If the appropriation is insufficient, the
 19.20 commissioner must prorate the amount paid to districts seeking reimbursement.

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

19.22 Sec. 24. **REPEALER.**

19.23 (a) Laws 2023, chapter 18, section 4, subdivision 5, is repealed.

19.24 (b) Minnesota Statutes 2022, section 268.085, subdivision 8, is repealed.

19.25 **EFFECTIVE DATE.** Paragraph (b) is effective the day following final enactment.

ARTICLE 2**EDUCATION EXCELLENCE****Section 1. [121A.201] MTSS AND COLLABORATIVE MINNESOTA PARTNERSHIPS TO ADVANCE STUDENT SUCCESS (COMPASS).**

Beginning July 1, 2023, all Minnesota school districts and charter schools must be offered training and support in implementing MTSS through the Department of Education COMPASS team and the Department of Education's regional partners, the Minnesota service cooperatives. COMPASS is the state school improvement model providing a statewide system through which all districts and schools may receive support in the areas of literacy, math, social-emotional learning, and mental health within the MTSS framework. The MTSS framework is the state's systemic, continuous school improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. MTSS provides access to layered tiers of culturally and linguistically responsive, evidence-based practices. The MTSS framework relies on the understanding and belief that every student can learn and thrive, and it engages an anti-bias and socially just approach to examining policies and practices and ensuring equitable distribution of resources and opportunity. The MTSS systemic framework requires:

(1) a district-wide infrastructure consisting of effective leaders, collective efficacy among staff, positive school climate, linked teams, and professional learning that supports continuous improvement;

(2) authentic engagement with families and communities to develop reciprocal relationships and build new opportunities for students together;

(3) multilayered tiers of culturally and linguistically responsive instruction and support that allows every student the support they need to reach meaningful and rigorous learning standards. Tiers of support include core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) instruction levels;

(4) valid and reliable assessment tools and processes to assess student and system performance and inform necessary changes; and

(5) a data-based decision-making approach in which problems are precisely defined and analyzed, solutions address root causes, and implementation is monitored to ensure success. The data-based problem-solving component of the MTSS framework consists of three major subcomponents: accessible and integrated data, decision-making process, and system performance.

21.1 Sec. 2. Minnesota Statutes 2022, section 124D.095, subdivision 7, is amended to read:

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

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

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

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

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

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

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

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

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

22.8 Sec. 3. Minnesota Statutes 2022, section 124D.231, is amended to read:

22.9 **124D.231 FULL-SERVICE COMMUNITY SCHOOLS.**

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

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

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

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

22.20 (d) "Community-wide full-service community school leadership team" means a
22.21 district-level team that is responsible for guiding the vision, policy, resource alignment,
22.22 implementation, oversight, and goal setting for community school programs within the
22.23 district. This team shall include representatives from the district, including teachers, school
22.24 leaders, students, and family members from the eligible schools; community members;
22.25 system-level partners that include representatives from government agencies, relevant
22.26 unions, and nonprofit and other community-based partners; and, if applicable, the full-service
22.27 community school initiative director.

22.28 (e) "Full-service community school initiative director" means a director responsible for
22.29 coordinating districtwide administrative and leadership assistance to community school
22.30 sites and site coordinators, including serving as chairperson for the district's community-wide
22.31 full-service community school leadership team; site coordinator support; data gathering and
22.32 evaluation; administration of partnership and data agreements, contracts, and procurement;
22.33 and grant administration.

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

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

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

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

23.14 (1) the school is on a development plan for continuous improvement under section
 23.15 120B.35, subdivision 2; or

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

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

23.20 (1) \$100,000 for each eligible school available for up to one year to fund planning
 23.21 activities, including convening a full-service community school leadership team, facilitating
 23.22 family and community stakeholder engagement, conducting a baseline analysis, and creating
 23.23 a full-service community school plan. At the end of this period, the school must submit a
 23.24 full-service community school plan pursuant to paragraphs (d) and (e); and

23.25 (2) \$200,000 annually for each eligible school for up to three years of implementation
 23.26 of a full-service community school plan, pursuant to paragraphs (f) and (g). School sites
 23.27 receiving funding under this section shall hire or contract with a partner agency to hire a
 23.28 site coordinator to coordinate services at each covered school site. Districts or charter schools
 23.29 receiving funding under this section for three or more schools shall provide or contract with
 23.30 a partner agency to provide a full-service community school initiative director.

23.31 ~~(c) Of grants awarded, implementation funding of up to \$20,000 must be available for~~
 23.32 ~~up to one year for planning for school sites. At the end of this period, the school must submit~~

24.1 ~~a full-service community school plan, pursuant to paragraph (g). If the site decides not to~~
 24.2 ~~use planning funds, the plan must be submitted with the application.~~

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

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

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

24.16 (2) the full-service community school leadership team must be responsible for overseeing
 24.17 the baseline analyses under paragraph ~~(f)~~ (e) and the creation of a full-service community
 24.18 school plan under paragraphs (f) and (g). A full-service community school leadership team
 24.19 must meet at least quarterly and have ongoing responsibility for monitoring the development
 24.20 and implementation of full-service community school operations and programming at the
 24.21 school site and shall issue recommendations to schools on a regular basis and summarized
 24.22 in an annual report. These reports shall also be made available to the public at the school
 24.23 site and on school and district websites.

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

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

24.28 (i) identification of challenges facing the school;

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

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

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

- 25.1 (C) number of students who are homeless or highly mobile; ~~and~~
- 25.2 (D) number and percentage of students receiving free or reduced-price lunch and the
- 25.3 needs of these students; and
- 25.4 (E) number and percentage of students by race and ethnicity;
- 25.5 (iii) analysis of enrollment and retention rates for students with disabilities, English
- 25.6 learners, homeless and highly mobile students, and students receiving free or reduced-price
- 25.7 lunch;
- 25.8 (iv) analysis of suspension and expulsion data, including the justification for such
- 25.9 disciplinary actions and the degree to which particular populations, including; but not limited
- 25.10 to; American Indian students and students of color, students with disabilities, students who
- 25.11 are English learners, and students receiving free or reduced-price lunch are represented
- 25.12 among students subject to such actions;
- 25.13 (v) analysis of school achievement data disaggregated by major demographic categories,
- 25.14 including; but not limited to; race, ethnicity, English learner status, disability status, and
- 25.15 free or reduced-price lunch status;
- 25.16 (vi) analysis of current parent engagement strategies and their success; and
- 25.17 (vii) evaluation of the need for and availability of ~~wraparound services~~ full-service
- 25.18 community school activities, including, but not limited to:
- 25.19 ~~(A) mechanisms for meeting students' social, emotional, and physical health needs,~~
- 25.20 ~~which may include coordination of existing services as well as the development of new~~
- 25.21 ~~services based on student needs; and~~
- 25.22 ~~(B) strategies to create a safe and secure school environment and improve school climate~~
- 25.23 ~~and discipline, such as implementing a system of positive behavioral supports, and taking~~
- 25.24 ~~additional steps to eliminate bullying;~~
- 25.25 (A) integrated student supports that address out-of-school barriers to learning through
- 25.26 partnerships with social and health service agencies and providers, and may include medical,
- 25.27 dental, vision care, and mental health services or counselors to assist with housing,
- 25.28 transportation, nutrition, immigration, or criminal justice issues;
- 25.29 (B) expanded and enriched learning time and opportunities, including before-school,
- 25.30 after-school, weekend, and summer programs that provide additional academic instruction,
- 25.31 individualized academic support, enrichment activities, and learning opportunities that
- 25.32 emphasize real-world learning and community problem solving and may include art, music,

26.1 drama, creative writing, hands-on experience with engineering or science, tutoring and
 26.2 homework help, or recreational programs that enhance and are consistent with the school's
 26.3 curriculum;

26.4 (C) active family and community engagement that brings students' families and the
 26.5 community into the school as partners in education and makes the school a neighborhood
 26.6 hub, providing adults with educational opportunities that may include adult English as a
 26.7 second language classes, computer skills, art, or other programs that bring community
 26.8 members into the school for meetings or events; and

26.9 (D) collaborative leadership and practices that build a culture of professional learning,
 26.10 collective trust, and shared responsibility and include a school-based full-service community
 26.11 school leadership team, a full-service community school site coordinator, a full-service
 26.12 community school initiative director, a community-wide leadership team, other leadership
 26.13 or governance teams, teacher learning communities, or other staff to manage the joint work
 26.14 of school and community organizations;

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

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

26.22 (i) the need for high-quality, full-day child care and early childhood education programs;

26.23 (ii) the need for physical and mental health care services for children and adults; and

26.24 (iii) the need for job training and other adult education programming.

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

26.28 (1) early childhood:

26.29 (i) early childhood education; and

26.30 (ii) child care services;

26.31 (2) academic:

26.32 (i) academic support and enrichment activities, including expanded learning time;

- 27.1 (ii) summer or after-school enrichment and learning experiences;
- 27.2 (iii) job training, internship opportunities, and career counseling services;
- 27.3 (iv) programs that provide assistance to students who have been chronically absent,
- 27.4 truant, suspended, or expelled; and
- 27.5 (v) specialized instructional support services;
- 27.6 (3) parental involvement:
- 27.7 (i) programs that promote parental involvement and family literacy;
- 27.8 (ii) parent leadership development activities that empower and strengthen families and
- 27.9 communities, provide volunteer opportunities, or promote inclusion in school-based
- 27.10 leadership teams; and
- 27.11 (iii) parenting education activities;
- 27.12 (4) mental and physical health:
- 27.13 (i) mentoring and other youth development programs, including peer mentoring and
- 27.14 conflict mediation;
- 27.15 (ii) juvenile crime prevention and rehabilitation programs;
- 27.16 (iii) home visitation services by teachers and other professionals;
- 27.17 (iv) developmentally appropriate physical education;
- 27.18 (v) nutrition services;
- 27.19 (vi) primary health and dental care; and
- 27.20 (vii) mental health counseling services;
- 27.21 (5) community involvement:
- 27.22 (i) service and service-learning opportunities;
- 27.23 (ii) adult education, including instruction in English as a second language; and
- 27.24 (iii) homeless prevention services;
- 27.25 (6) positive discipline practices; and
- 27.26 (7) other programming designed to meet school and community needs identified in the
- 27.27 baseline analysis and reflected in the full-service community school plan.

28.1 ~~(h)~~ (g) The full-service community school leadership team at each school site must
28.2 develop a full-service community school plan detailing the steps the school leadership team
28.3 will take, including:

28.4 (1) timely establishment and consistent operation of the school leadership team;

28.5 (2) maintenance of attendance records in all programming components;

28.6 (3) maintenance of measurable data showing annual participation and the impact of
28.7 programming on the participating children and adults;

28.8 (4) documentation of meaningful and sustained collaboration between the school and
28.9 community stakeholders, including local governmental units, civic engagement organizations,
28.10 businesses, and social service providers;

28.11 (5) establishment and maintenance of partnerships with institutions, such as universities,
28.12 hospitals, museums, or not-for-profit community organizations to further the development
28.13 and implementation of community school programming;

28.14 (6) ensuring compliance with the district nondiscrimination policy; and

28.15 (7) plan for school leadership team development.

28.16 Subd. 3. **Full-service community school review.** (a) ~~Every three years,~~ A full-service
28.17 community school site must submit to the commissioner, and make available at the school
28.18 site and online, a report describing efforts to integrate community school programming at
28.19 each covered school site and the effect of the transition to a full-service community school
28.20 on participating children and adults. This report shall include, but is not limited to, the
28.21 following:

28.22 (1) an assessment of the effectiveness of the school site in development or implementing
28.23 the community school plan;

28.24 (2) problems encountered in the design and execution of the community school plan,
28.25 including identification of any federal, state, or local statute or regulation impeding program
28.26 implementation;

28.27 (3) the operation of the school leadership team and its contribution to successful execution
28.28 of the community school plan;

28.29 (4) recommendations for improving delivery of community school programming to
28.30 students and families;

28.31 (5) the number and percentage of students receiving community school programming
28.32 who had not previously been served;

- 29.1 (6) the number and percentage of nonstudent community members receiving community
29.2 school programming who had not previously been served;
- 29.3 (7) improvement in retention among students who receive community school
29.4 programming;
- 29.5 (8) improvement in academic achievement among students who receive community
29.6 school programming;
- 29.7 (9) changes in student's readiness to enter school, active involvement in learning and in
29.8 their community, physical, social and emotional health, and student's relationship with the
29.9 school and community environment;
- 29.10 (10) an accounting of anticipated local budget savings, if any, resulting from the
29.11 implementation of the program;
- 29.12 (11) improvements to the frequency or depth of families' involvement with their children's
29.13 education;
- 29.14 (12) assessment of community stakeholder satisfaction;
- 29.15 (13) assessment of institutional partner satisfaction;
- 29.16 (14) the ability, or anticipated ability, of the school site and partners to continue to
29.17 provide services in the absence of future funding under this section;
- 29.18 (15) increases in access to services for students and their families; and
- 29.19 (16) the degree of increased collaboration among participating agencies and private
29.20 partners.
- 29.21 (b) Reports submitted under this section shall be evaluated by the commissioner with
29.22 respect to the following criteria:
- 29.23 (1) the effectiveness of the school or the community school consortium in implementing
29.24 the full-service community school plan, including the degree to which the school site
29.25 navigated difficulties encountered in the design and operation of the full-service community
29.26 school plan, including identification of any federal, state, or local statute or regulation
29.27 impeding program implementation;
- 29.28 (2) the extent to which the project has produced lessons about ways to improve delivery
29.29 of community school programming to students;
- 29.30 (3) the degree to which there has been an increase in the number or percentage of students
29.31 and nonstudents receiving community school programming;

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

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

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

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

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

30.9 (9) the degree of increased collaboration among participating agencies and private
 30.10 partners.

30.11 Sec. 4. Minnesota Statutes 2022, section 124D.74, subdivision 3, is amended to read:

30.12 Subd. 3. **Enrollment of other children; shared time enrollment.** To the extent ~~it is~~
 30.13 ~~economically feasible~~ that the unique educational and culturally related academic needs of
 30.14 American Indian people are met and American Indian student accountability factors are the
 30.15 same or higher than their non-American Indian peers, a district or participating school may
 30.16 make provision for the voluntary enrollment of non-American Indian children in the
 30.17 instructional components of an American Indian education program in order that they may
 30.18 acquire an understanding of the cultural heritage of the American Indian children for whom
 30.19 that particular program is designed. However, in determining eligibility to participate in a
 30.20 program, priority must be given to American Indian children. American Indian children
 30.21 and other children enrolled in an existing nonpublic school system may be enrolled on a
 30.22 shared time basis in American Indian education programs.

30.23 Sec. 5. Minnesota Statutes 2022, section 124D.81, is amended to read:

30.24 **124D.81 AMERICAN INDIAN EDUCATION AID.**

30.25 Subdivision 1. **Procedures.** A school district, charter school, cooperative unit as defined
 30.26 in section 123A.24, subdivision 2, or American Indian-controlled Tribal contract or grant
 30.27 school enrolling at least 20 American Indian students on October 1 of the previous school
 30.28 year ~~and operating an American Indian education program according to section 124D.74~~ is
 30.29 eligible for American Indian education aid if it meets the requirements of this section.

30.30 Programs may provide for contracts for the provision of program components by nonsectarian
 30.31 nonpublic, community, Tribal, charter, or alternative schools. The commissioner shall

31.1 prescribe the form and manner of application for aids, and no aid shall be made for a program
31.2 not complying with the requirements of sections 124D.71 to 124D.82.

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

31.6 (a) Identify the measures to be used to meet the requirements of sections 124D.71 to
31.7 124D.82;

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

31.10 (c) Describe how district goals and objectives as well as the objectives of sections
31.11 124D.71 to 124D.82 are to be achieved;

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

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

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

31.17 Subd. 2a. **American Indian education aid.** (a) The American Indian education aid for
31.18 an eligible district, cooperative unit, or Tribal contract school equals the greater of (1) the
31.19 sum of ~~\$20,000~~ \$40,000 plus the product of ~~\$358~~ \$500 times the difference between the
31.20 number of American Indian students enrolled on October 1 of the previous school year and
31.21 20; or (2) if the district or school received a grant under this section for fiscal year 2015,
31.22 the amount of the grant for fiscal year 2015.

31.23 (b) Notwithstanding paragraph (a), the American Indian education aid must not exceed
31.24 the district, cooperative unit, or Tribal contract school's actual expenditure according to the
31.25 approved plan under subdivision 2, except as provided in subdivision 2b.

31.26 Subd. 2b. **Carry forward of funds.** Notwithstanding section 16A.28, if a school district
31.27 or Tribal contract school does not expend the full amount of its aid described in its plan and
31.28 received under this section in the designated fiscal year, the school district or Tribal contract
31.29 school may carry forward the remaining funds to the following fiscal year and is not subject
31.30 to an aid reduction only if:

31.31 (1) the district is otherwise adhering to the plan developed under subdivision 2;

32.1 (2) the American Indian education parent advisory committee for that school has approved
32.2 the carry forward; and

32.3 (3) the school district reports the reason for the carry forward and describes the district's
32.4 intended actions to ensure the funds are expended in the following fiscal year. The district
32.5 must report this information to the Department of Education in the form and manner and
32.6 according to the timelines specified by the commissioner.

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

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

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

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

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

32.33 **EFFECTIVE DATE.** This section is effective the day following final enactment for
32.34 aid for fiscal year 2024 and later.

33.1 **Sec. 6. INNOVATIVE INCUBATOR SERVICE-LEARNING GRANTS.**

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

33.4 (b) "Eligible school" means a school district or school site operated by a school district,
33.5 charter school, or Tribal contract or grant school eligible for state aid under section 124D.83,
33.6 or cooperative unit under section 123A.24, subdivision 2.

33.7 (c) "Eligible service-learning partnership" means a partnership that includes an eligible
33.8 school and at least one community-based organization, community education program, state
33.9 or federal agency, or political subdivision. An eligible service-learning partnership may
33.10 include other individuals or entities, such as a postsecondary faculty member or institution,
33.11 parent, other community member, local business or business organization, or local media
33.12 representative. A school district member in an eligible service-learning partnership may
33.13 participate in the partnership through a community education program established under
33.14 section 124D.19.

33.15 **Subd. 2. Establishment; eligibility criteria; application requirements.** (a) A technical
33.16 assistance and grant program is established to initiate or expand and strengthen innovative
33.17 service-learning opportunities for students in kindergarten through grade 12; increase student
33.18 engagement and academic achievement; help close the academic achievement gap and the
33.19 community, college, and career opportunity gaps; and create a positive school climate and
33.20 safer schools and communities.

33.21 (b) At least one teacher, administrator, or program staff member and at least one
33.22 service-learning specialist, service-learning coordinator, curriculum specialist, or other
33.23 qualified employee employed by an eligible school and designated to develop and share
33.24 expertise in implementing service-learning best practices must work with students to form
33.25 a student-adult partnership. Before developing and submitting a grant application to the
33.26 department, a participating student must work with at least one adult who is part of the
33.27 initial partnership to identify a need or opportunity to pursue through a service-learning
33.28 partnership and invite at least one partner to collaborate in developing and submitting a
33.29 grant application. The fiscal agent for the grant to an eligible service-learning partnership
33.30 is an eligible school that is a member of the partnership or has a program that is a member
33.31 of the partnership.

33.32 (c) An eligible service-learning partnership receiving an innovation service-learning
33.33 grant must:

34.1 (1) include at least two or more enrolled students; two or more school employees of an
34.2 eligible school in accordance with paragraph (b); and an eligible community-based
34.3 organization, community education program, state or federal agency, or political subdivision;
34.4 and

34.5 (2) assist students to:

34.6 (i) actively participate in service-learning experiences that meet identified student and
34.7 community needs or opportunities;

34.8 (ii) operate collaboratively with service-learning partnership members;

34.9 (iii) align service-learning experiences with at least one state or local academic standard,
34.10 which may include a local career and technical education standard;

34.11 (iv) apply students' knowledge and skills in their community and help solve community
34.12 problems or address community opportunities;

34.13 (v) foster students' civic engagement; and

34.14 (vi) explore or pursue career pathways and support career and college readiness.

34.15 (d) An eligible service-learning partnership interested in receiving a grant must apply
34.16 to the commissioner of education in the form and manner determined by the commissioner.
34.17 The partnership must work with an eligible school. Consistent with this subdivision, the
34.18 application must describe the eligible service-learning partnership plan to:

34.19 (1) incorporate student-designed and student-led service-learning into the school
34.20 curriculum or specific courses or across subject areas;

34.21 (2) provide students with instruction and experiences using service-learning best practices
34.22 during the regular school day with an option to supplement their service-learning experiences
34.23 outside of the school day;

34.24 (3) align service-learning experiences with at least one state or local academic standard,
34.25 which may include a local career or technical education standard, and at least one goal of
34.26 the world's best workforce in accordance with section 120B.11 or the state plan submitted
34.27 and approved under the most recent reauthorization of the Elementary and Secondary
34.28 Education Act;

34.29 (4) make implementing service-learning best practices an educational priority;

34.30 (5) provide student-designed, student-led service-learning experiences that help meet
34.31 community needs or develop or advance community opportunities; and

35.1 (6) identify at least one eligible school teacher, administrator, or program staff member
35.2 and at least one service-learning specialist, service-learning coordinator, curriculum specialist,
35.3 or other qualified eligible school employee designated to develop and share expertise in
35.4 implementing service-learning best practices to work with students to form a student-adult
35.5 partnership that includes at least one community-based organization, community education
35.6 program, state or federal agency, or political subdivision.

35.7 Subd. 3. **Innovation grants.** The commissioner of education must award up to 32 grants
35.8 of up to \$50,000 each to allow eligible partnerships to provide student-designed, student-led
35.9 service-learning opportunities consistent with this section. Grant awards must be equitably
35.10 distributed throughout Minnesota by congressional district. The commissioner may designate
35.11 start-up or leader grant categories with differentiated maximum grant dollar amounts up to
35.12 \$50,000. A grantee designated as leader grantee may be required to meet additional leader
35.13 grant requirements as established by the commissioner in the grant application criteria
35.14 developed by the commissioner. In order to receive a grant, a partnership must provide a
35.15 50 percent match in funds or in-kind contributions unless the commissioner waives the
35.16 match requirement for an applicant serving a high number of students whose families meet
35.17 federal poverty guidelines. A partnership grantee must allocate the grant amount according
35.18 to its grant application. The partnership must convey 50 percent of the actual grant amount
35.19 to at least one community-based organization, community education program, state or
35.20 federal agency, or political subdivision to help implement or defray the direct costs of
35.21 carrying out the service-learning strategies and activities described in the partnership's grant
35.22 application.

35.23 Subd. 4. **Report.** A grantee must report to the commissioner on the educational and
35.24 developmental outcomes of participating students and the eligible school's progress toward
35.25 meeting at least one goal of the world's best workforce goals in accordance with section
35.26 120B.11 or the state plan submitted and approved under the most recent reauthorization of
35.27 the Elementary and Secondary Education Act. A grantee must report on the community
35.28 outcomes achieved through student service-learning experiences and the corresponding
35.29 student service activities. The commissioner must submit a report on participating student
35.30 and community outcomes under this section to the legislative committees with jurisdiction
35.31 over kindergarten through grade 12 education by February 15, 2025.

36.1 **Sec. 7. PILOT PROGRAM TO IMPROVE EDUCATIONAL OUTCOMES AND**
36.2 **ACCOUNTABILITY.**

36.3 **Subdivision 1. Establishment.** The Department of Education must establish a pilot
36.4 program beginning in the 2023-2024 school year to redesign performance frameworks for
36.5 high schools to improve educational outcomes for students of color. The pilot program must
36.6 engage students, families, and community leaders in redesigning performance frameworks.
36.7 The performance frameworks must support schools in continuous improvement efforts and
36.8 use data to measure performance of students beyond tests scores, graduation rates, and
36.9 world's best workforce goals.

36.10 **Subd. 2. Performance measures.** For each school in the pilot program, the equity-focused
36.11 framework must:

36.12 (1) measure total enrollment, including the percentage of enrolled students disaggregated
36.13 by characteristics of race and ethnicity, gender, age, economic disadvantage, disability,
36.14 homelessness, home language, number of schools attended, foster-system involvement, or
36.15 other categories required by the department;

36.16 (2) describe basic needs support provided by the school to students, family members,
36.17 and community members;

36.18 (3) measure the number of students who receive support of the following types of
36.19 social-emotional and mental health support: (i) individual meetings with licensed mental
36.20 health professionals; (ii) peer support groups; (iii) referrals to community resources; and
36.21 (iv) other social, emotional, and mental health services provided by the school;

36.22 (4) describe flexible, personalized, and innovative instruction provided by the school;

36.23 (5) describe culturally and real-life relevant curriculum provided by the school, including
36.24 students learning about the experiences of People of Color through a contextually accurate
36.25 history of Minnesota's Indigenous people;

36.26 (6) measure the number and percentage of students provided opportunities for student
36.27 identity development, including cultural identity;

36.28 (7) measure the number and percentage of students provided opportunities for student
36.29 career exploration and preparation;

36.30 (8) measure the number and percentage of students participating in at least one
36.31 extra-curricular activity;

37.1 (9) measure the number of restorative-justice interventions and the number of referrals,
37.2 suspensions, and expulsions per school;

37.3 (10) describe family engagement practices by the school;

37.4 (11) describe community engagement practices by the school; and

37.5 (12) describe teachers and staff training about anti-racism, anti-bias, or equity, and the
37.6 average weekly time provided for teacher and staff collaboration.

37.7 Subd. 3. **Reports.** (a) By July 1, 2024, the commissioner of education must submit a
37.8 report to the chairs and ranking minority members of the legislative committees with
37.9 jurisdiction over kindergarten through grade 12 education detailing the effectiveness of the
37.10 first year of the pilot program and recommendations for improvement in future years.

37.11 (b) By July 1, 2025, the commissioner of education must submit a report to the chairs
37.12 and ranking minority members of the legislative committees with jurisdiction over
37.13 kindergarten through grade 12 education detailing the effectiveness of the pilot program
37.14 after two years, including details on school implementation and performance measures on
37.15 each of the criteria listed under subdivision 2.

37.16 **Sec. 8. APPROPRIATIONS.**

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

37.20 Subd. 2. **Achievement and integration aid.** (a) For achievement and integration aid
37.21 under Minnesota Statutes, section 124D.862:

37.22 \$ 83,330,000 2024

37.23 \$ 84,232,000 2025

37.24 (b) The 2024 appropriation includes \$8,172,000 for 2023 and \$75,158,000 for 2024.

37.25 (c) The 2025 appropriation includes \$8,350,000 for 2024 and \$75,882,000 for 2025.

37.26 Subd. 3. **Alliance of Chicanos, Hispanics, and Latin Americans.** (a) For a grant to
37.27 the Alliance of Chicanos, Hispanics, and Latin Americans (ACHLA) for the Juntos Club
37.28 to support English language learners, low-income students, migrant students, and Latinx
37.29 students with improving English and math proficiency:

37.30 \$ 300,000 2024

37.31 \$ 200,000 2025

38.1 (b) The base for fiscal year 2026 and later is \$0.

38.2 Subd. 4. **American Indian education aid.** (a) For American Indian education aid under
38.3 Minnesota Statutes, section 124D.81, subdivision 2a:

38.4 \$ 17,949,000 2024

38.5 \$ 19,266,000 2025

38.6 (b) The 2024 appropriation includes \$1,159,000 for 2023 and \$16,790,000 for 2024.

38.7 (c) The 2025 appropriation includes \$1,865,000 for 2024 and \$17,401,000 for 2025.

38.8 Subd. 5. **BARR Center.** (a) For grants to the Building Assets, Reducing Risks (BARR)
38.9 Center, to deliver an evidence-based, research-validated program to schools:

38.10 \$ 5,000,000 2024

38.11 (b) Consistent with Minnesota Statutes, section 127A.20, the BARR Center must apply
38.12 for the grants in the form and manner specified by the commissioner of education. The
38.13 BARR Center must deliver an evidence-based, research-validated program that provides
38.14 school coaching support, professional development, and curriculum and resources over a
38.15 three-year period to each qualifying school site.

38.16 (c) The BARR Center must select at least 18 schools to participate in the program. The
38.17 schools must be geographically balanced among urban, suburban, and rural schools, and
38.18 serve high concentrations of students in poverty or high concentrations of underrepresented
38.19 students, including students who are from Black, Indigenous, and People of Color
38.20 communities.

38.21 (d) The grants to the BARR Center must be directed toward:

38.22 (1) improving student social and emotional skills and engagement in school;

38.23 (2) increasing opportunity and academic achievement for students of color and those
38.24 experiencing poverty;

38.25 (3) improving teacher satisfaction and effectiveness; and

38.26 (4) increasing the number of students who earn a high school diploma.

38.27 (e) This is a onetime appropriation and is available until June 30, 2026.

38.28 Subd. 6. **Charter school building lease aid.** (a) For building lease aid under Minnesota
38.29 Statutes, section 124E.22:

38.30 \$ 94,320,000 2024

38.31 \$ 98,166,000 2025

39.1 (b) The 2024 appropriation includes \$9,047,000 for 2023 and \$85,273,000 for 2024.

39.2 (c) The 2025 appropriation includes \$9,474,000 for 2024 and \$88,692,000 for 2025.

39.3 Subd. 7. **College entrance examination reimbursement.** (a) To reimburse districts for
 39.4 the costs of college entrance examination fees for students who are eligible for free or
 39.5 reduced-price meals who take the ACT or SAT test under Minnesota Statutes, section
 39.6 120B.30, subdivision 1, paragraph (e):

39.7 \$ 1,011,000 2024

39.8 \$ 1,011,000 2025

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

39.10 Subd. 8. **COMPASS and MTSS.** (a) To support the development and implementation
 39.11 of the MTSS framework and the Collaborative Minnesota Partnerships to Advance Student
 39.12 Success (COMPASS) school improvement model:

39.13 \$ 5,075,000 2024

39.14 \$ 5,076,000 2025

39.15 (b) Of this amount, \$2,951,000 in fiscal year 2024 and \$2,952,000 in fiscal year 2025
 39.16 are to support implementation of MTSS and COMPASS. Funds must be used to support
 39.17 increased capacity at the Department of Education and the Minnesota Service Cooperatives
 39.18 for implementation supports.

39.19 (c) Of this amount, \$2,124,000 each year is reserved for grants to school districts, charter
 39.20 schools, and cooperative units as defined in Minnesota Statutes, section 123A.24, subdivision
 39.21 2, for implementation of MTSS, including: hiring local MTSS coordinators; deferring costs
 39.22 for personnel to participate in cohort activities and professional learning; and piloting a
 39.23 Department of Education One Plan, the consolidation of multiple reporting structures to
 39.24 streamline various applications, reports, and submissions by school districts and charter
 39.25 schools. Up to five percent of this amount is available for program and grant administration.

39.26 (d) The base for fiscal year 2026 and later is \$14,968,000.

39.27 (e) Up to five percent of the funds identified for grants is available for grant administration
 39.28 costs.

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

39.30 Subd. 9. **Concurrent enrollment aid.** (a) For concurrent enrollment aid under Minnesota
 39.31 Statutes, section 124D.091:

40.1 \$ 4,000,000 2024

40.2 \$ 4,000,000 2025

40.3 (b) If the appropriation is insufficient, the commissioner must proportionately reduce
40.4 the aid payment to each school district.

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

40.6 Subd. 10. **Early childhood literacy programs.** (a) For early childhood literacy programs
40.7 under Minnesota Statutes, section 119A.50, subdivision 3:

40.8 \$ 7,950,000 2024

40.9 \$ 7,950,000 2025

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

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

40.16 Subd. 11. **Emergency medical training.** (a) For grants to offer high school students
40.17 courses in emergency medical services:

40.18 \$ 1,000,000 2024

40.19 \$ 1,000,000 2025

40.20 (b) A school district, charter school, or cooperative unit under Minnesota Statutes, section
40.21 123A.24, subdivision 2, may apply for a grant under this section to offer enrolled students
40.22 emergency medical services courses approved by the Minnesota Emergency Medical Services
40.23 Regulatory Board to prepare students to take the emergency medical technician certification
40.24 test, including an emergency medical services course that is a prerequisite to an emergency
40.25 medical technician course.

40.26 (c) A grant recipient may use grant funds to partner with a district, charter school,
40.27 cooperative unit, postsecondary institution, political subdivision, or entity with expertise in
40.28 emergency medical services, including health systems, hospitals, ambulance services, and
40.29 health care providers to offer an emergency medical services course.

40.30 (d) Eligible uses of grant funds include teacher salaries, transportation, equipment costs,
40.31 emergency medical technician certification test fees, and student background checks.

41.1 (e) To the extent practicable, the commissioner must award half of the grant funds to
 41.2 applicants outside of the seven-county metropolitan area, and 30 percent of the grant funds
 41.3 to applicants with high concentrations of students who are of color.

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

41.5 (g) The base for fiscal year 2026 is \$1,000,000.

41.6 **Subd. 12. Examination fees; teacher training and support programs.** (a) For students'
 41.7 advanced placement and international baccalaureate examination fees under Minnesota
 41.8 Statutes, section 120B.13, subdivision 3, and the training and related costs for teachers and
 41.9 other interested educators under Minnesota Statutes, section 120B.13, subdivision 1:

41.10 \$ 4,500,000 2024

41.11 \$ 4,500,000 2025

41.12 (b) The advanced placement program shall receive 75 percent of the appropriation each
 41.13 year and the international baccalaureate program shall receive 25 percent of the appropriation
 41.14 each year. The department, in consultation with representatives of the advanced placement
 41.15 and international baccalaureate programs selected by the Advanced Placement Advisory
 41.16 Council and International Baccalaureate Minnesota, respectively, shall determine the amounts
 41.17 of the expenditures each year for examination fees and training and support programs for
 41.18 each program.

41.19 (c) Notwithstanding Minnesota Statutes, section 120B.13, subdivision 1, at least \$500,000
 41.20 each year is for teachers to attend subject matter summer training programs and follow-up
 41.21 support workshops approved by the advanced placement or international baccalaureate
 41.22 programs. The amount of the subsidy for each teacher attending an advanced placement or
 41.23 international baccalaureate summer training program or workshop shall be the same. The
 41.24 commissioner shall determine the payment process and the amount of the subsidy.

41.25 (d) The commissioner shall pay all examination fees for all students of low-income
 41.26 families under Minnesota Statutes, section 120B.13, subdivision 3, and to the extent of
 41.27 available appropriations, shall also pay examination fees for students sitting for an advanced
 41.28 placement examination, international baccalaureate examination, or both.

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

41.30 **Subd. 13. Full-Service Community Schools.** (a) For grants to school districts and charter
 41.31 schools to plan or expand the full-service community schools programs under Minnesota
 41.32 Statutes, section 124D.231:

42.1 \$ 14,500,000 2024

42.2 \$ 0 2025

42.3 (b) Up to five percent of this appropriation is available for grant administration costs.

42.4 (c) This is a onetime appropriation and is available through June 30, 2027.

42.5 Subd. 14. **Girls Taking Action grant.** (a) For a grant to the Girls Taking Action program
 42.6 to enable Girls Taking Action to continue to provide and expand Twin Cities metropolitan
 42.7 area school and community-based programs that encourage and support low-income girls
 42.8 of color:

42.9 \$ 1,500,000 2024

42.10 (b) Of the appropriated funds, \$1,000,000 must be used to sustain 16 current Girls Taking
 42.11 Action program sites, and to expand to reach an additional four sites in inner ring suburban
 42.12 communities with growing ethnic diversity among students.

42.13 (c) Of the appropriated funds, \$500,000 must be used to sustain three community-based
 42.14 Girls Taking Action programs for Asian, East African, and Latina girls in Hennepin, Ramsey,
 42.15 and Dakota Counties, and to expand an additional two community-based programs in these
 42.16 counties to reach Native American and African American girls.

42.17 (d) Girls Taking Action programs supported by these funds must include programs
 42.18 focused on:

42.19 (1) increasing academic performance, high school graduation rates, and enrollment in
 42.20 postsecondary education for girls faced with social, demographic, racial, and economic
 42.21 barriers and challenges;

42.22 (2) increasing mentoring opportunities, literacy, career development, positive community
 42.23 engagement, and the number of qualified female employees of color in the workforce
 42.24 pipeline, particularly in science, technology, engineering, and mathematics fields;

42.25 (3) providing coaching, mentoring, health and wellness counseling, resources to girls
 42.26 whose experience with sexual assault has negatively impacted their academics and behavior,
 42.27 and culturally sensitive therapy resources and counseling services to sexual assault victims;
 42.28 and

42.29 (4) increasing financial literacy and knowledge of options for financing college or
 42.30 postsecondary education.

42.31 (e) This is a onetime appropriation. Any balance in the first year does not cancel but is
 42.32 available in the second year.

43.1 Subd. 15. Grants to increase science, technology, engineering, and math course
 43.2 offerings. (a) For grants to schools to encourage low-income and other underserved students
 43.3 to participate in advanced placement and international baccalaureate programs according
 43.4 to Minnesota Statutes, section 120B.132:

43.5 \$ 250,000 2024

43.6 \$ 250,000 2025

43.7 (b) To the extent practicable, the commissioner must distribute grant funds equitably
 43.8 among geographic areas in the state, including schools located in greater Minnesota and in
 43.9 the seven-county metropolitan area.

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

43.11 Subd. 16. Innovation service learning grants. (a) For innovative service-learning grants
 43.12 under Minnesota Statutes, section 124D.501:

43.13 \$ 1,000,000 2024

43.14 \$ 0 2025

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

43.16 (c) The base for fiscal year 2026 and later is \$0.

43.17 Subd. 17. Interdistrict desegregation or integration transportation grants. For
 43.18 interdistrict desegregation or integration transportation grants under Minnesota Statutes,
 43.19 section 124D.87:

43.20 \$ 14,992,000 2024

43.21 \$ 16,609,000 2025

43.22 Subd. 18. Junior Achievement North. (a) For a grant to Junior Achievement North to
 43.23 expand access to its financial literacy programming for elementary and secondary students:

43.24 \$ 500,000 2024

43.25 \$ 500,000 2025

43.26 (b) The grant awarded under this section must be consistent with the procedures for
 43.27 evidence-based education grants under Minnesota Statutes, section 127A.20.

43.28 (c) Junior Achievement North must use the grant proceeds to expand the number of
 43.29 students who participate in Junior Achievement North's financial literacy programs, career
 43.30 readiness programs, and entrepreneurship programs with a focus on expanding opportunities
 43.31 for underserved students. To the extent possible, programming must be provided in an
 43.32 equitable manner to students in greater Minnesota.

44.1 (d) In addition to other reporting requirements, and subject to Minnesota Statutes, section
 44.2 3.195, by February 1 of each year Junior Achievement North receives an appropriation,
 44.3 Junior Achievement North must report to the chairs and ranking minority members of the
 44.4 legislative committees with jurisdiction over education on activities funded by this
 44.5 appropriation. The report must include but is not limited to: information about the operations
 44.6 of Junior Achievement North, including its most recent audit; a description of the financial
 44.7 literacy, career readiness, and entrepreneurship programs offered during the year;
 44.8 participation and demographic information about the students and schools served by the
 44.9 program; and a description of partnerships with other financial literacy organizations.

44.10 (e) The base for fiscal year 2026 and later is \$0.

44.11 Subd. 19. **Literacy incentive aid.** (a) For literacy incentive aid under Minnesota Statutes,
 44.12 section 124D.98:

44.13 \$ 42,234,000 2024

44.14 \$ 42,502,000 2025

44.15 (b) The 2024 appropriation includes \$4,606,000 for 2023 and \$37,628,000 for 2024.

44.16 (c) The 2025 appropriation includes \$4,180,000 for 2024 and \$38,322,000 for 2025.

44.17 Subd. 20. **Minnesota Center for the Book programming.** (a) For grants to the entity
 44.18 designated by the Library of Congress as the Minnesota Center for the Book to provide
 44.19 statewide programming related to the Minnesota Book Awards and for additional
 44.20 programming throughout the state related to the Center for the Book designation:

44.21 \$ 150,000 2024

44.22 \$ 150,000 2025

44.23 (b) The base for fiscal year 2026 and later is \$0.

44.24 Subd. 21. **Minnesota Council on Economic Education.** (a) For a grant to the Minnesota
 44.25 Council on Economic Education:

44.26 \$ 200,000 2024

44.27 \$ 200,000 2025

44.28 (b) The grant must be used to:

44.29 (1) provide professional development to Minnesota's kindergarten through grade 12
 44.30 teachers implementing state graduation standards in learning areas related to economic
 44.31 education; and

45.1 (2) support the direct-to-student ancillary economic and personal finance programs that
45.2 Minnesota teachers supervise and coach.

45.3 (c) By February 15 of each year following the receipt of a grant, the Minnesota Council
45.4 on Economic Education must report to the commissioner of education the number and type
45.5 of in-person and online teacher professional development opportunities provided by the
45.6 Minnesota Council on Economic Education or its affiliated state centers. The report must
45.7 include a description of the content, length, and location of the programs; the number of
45.8 preservice and licensed teachers receiving professional development through each of these
45.9 opportunities; and summaries of evaluations of teacher professional opportunities.

45.10 (d) The Department of Education must pay the full amount of the grant to the Minnesota
45.11 Council on Economic Education by August 15 of each fiscal year for which the grant is
45.12 appropriated. The Minnesota Council on Economic Education must submit its fiscal reporting
45.13 in the form and manner specified by the commissioner. The commissioner may request
45.14 additional information as necessary.

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

45.16 (f) The base for fiscal year 2026 and later is \$0.

45.17 Subd. 22. **Minnesota Independence College and Community.** (a) For transfer to the
45.18 Office of Higher Education for grants to Minnesota Independence College and Community
45.19 for tuition reduction and institutional support:

45.20 \$ 625,000 2024

45.21 \$ 625,000 2025

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

45.23 (c) By January 15 of each year, Minnesota Independence College and Community must
45.24 submit a report detailing expenditures, activities, and outcomes to the commissioner and
45.25 the chairs and ranking minority members of the legislative committees with primary
45.26 jurisdiction over kindergarten through grade 12 education.

45.27 Subd. 23. **Minnesota math corps program.** (a) For the Minnesota math corps program
45.28 under Minnesota Statutes, section 124D.42, subdivision 9:

45.29 \$ 1,000,000 2024

45.30 \$ 1,000,000 2025

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

45.32 (c) The base for fiscal year 2026 and later is \$0.

46.1 Subd. 24. Minnesota Principals Academy. (a) For grants to the University of Minnesota
 46.2 College of Education and Human Development for the operation of the Minnesota Principals
 46.3 Academy:

46.4 \$ 200,000 2024

46.5 \$ 200,000 2025

46.6 (b) Of these amounts, \$50,000 must be used to pay the costs of attendance for principals
 46.7 and school leaders from schools identified for intervention under the state's accountability
 46.8 system as implemented to comply with the federal Every Student Succeeds Act. To the
 46.9 extent funds are available, the Department of Education is encouraged to use up to \$200,000
 46.10 of federal Title II funds to support additional participation in the Principals Academy by
 46.11 principals and school leaders from schools identified for intervention under the state's
 46.12 accountability system as implemented to comply with the federal Every Student Succeeds
 46.13 Act.

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

46.15 Subd. 25. Museums and education centers. (a) For grants to museums and education
 46.16 centers:

46.17 \$ 1,241,000 2024

46.18 \$ 1,241,000 2025

46.19 (b) \$500,000 each year is for the Minnesota Children's Museum.

46.20 (c) \$50,000 each year is for the Children's Museum of Rochester.

46.21 (d) \$41,000 each year is for the Minnesota Academy of Science.

46.22 (e) \$50,000 each year is for the Headwaters Science Center.

46.23 (f) \$100,000 each year is for The Bakken Museum, Minneapolis.

46.24 (g) \$50,000 each year is for The Works, Bloomington.

46.25 (h) \$50,000 each year is for the WonderTrek Children's Museum, Brainerd-Baxter.

46.26 (i) \$50,000 each year is for the Duluth Children's Museum, Duluth.

46.27 (j) \$50,000 each year is for the Otter Cove Children's Museum, Fergus Falls.

46.28 (k) \$50,000 each year is for the Children's Discovery Museum, Grand Rapids.

46.29 (l) \$50,000 each year is for the Wheel and Cog Children's Museum, Hutchinson.

46.30 (m) \$50,000 each year is for the Children's Museum of Southern Minnesota, Mankato.

47.1 (n) \$50,000 each year is for the Great River Children's Museum, St. Cloud.

47.2 (o) \$50,000 each year is for the Village Children's Museum, Willmar.

47.3 (p) \$50,000 each year is for the Children's Discovery Museum, Breckenridge.

47.4 (q) A recipient of a grant under this subdivision must use the funds to encourage and
47.5 increase access for historically underserved communities.

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

47.7 (s) The base for fiscal year 2026 and later is \$1,741,000. Of this amount, \$741,000 is
47.8 for the museums and amounts indicated in paragraphs (b) to (f), and \$1,000,000 is for the
47.9 museums in paragraphs (g) to (q) in the amount of \$100,000 per museum.

47.10 Subd. 26. Native language revitalization grants to schools. (a) For grants to school
47.11 districts and charter schools to offer language instruction in Dakota and Anishinaabe
47.12 languages or another language indigenous to the United States or Canada:

47.13 \$ 7,500,000 2024

47.14 \$ 7,500,000 2025

47.15 (b) Grant amounts are to be determined based upon the number of schools within a
47.16 district implementing language courses. Eligible expenses include costs for teachers, program
47.17 supplies, and curricular resources.

47.18 (c) Up to five percent of the grant amount is available for grant administration and
47.19 monitoring.

47.20 (d) Up to \$300,000 each year is for administrative and programmatic capacity at the
47.21 Department of Education.

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

47.23 Subd. 27. Online music instruction grant. (a) For a grant to MacPhail Center for Music
47.24 for the online music instruction program:

47.25 \$ 300,000 2024

47.26 \$ 0 2025

47.27 (b) The MacPhail Center for Music must use the grant funds received under this
47.28 subdivision to:

47.29 (1) partner with schools and early childhood centers to provide online music instruction
47.30 to students and children for the purpose of increasing student self-confidence, providing
47.31 students with a sense of community, and reducing individual stress. In applying for the

48.1 grant, MacPhail Center for Music must commit to providing at least a 30 percent match of
 48.2 the funds allocated. MacPhail Center for Music must also include in the application the
 48.3 measurable outcomes the applicant intends to accomplish with the grant funds;

48.4 (2) partner with schools or early childhood centers that are designated Title I schools or
 48.5 centers or are located in rural Minnesota, and may use the funds in consultation with the
 48.6 music or early childhood educators in each school or early childhood center to provide
 48.7 individual or small group music instruction, sectional ensembles or other group music
 48.8 activities, music workshops, or early childhood music activities. At least half of the online
 48.9 music programs must be in partnership with schools or early childhood centers located in
 48.10 rural Minnesota. MacPhail Center for Music may use the funds awarded to supplement or
 48.11 enhance an existing online music program within a school or early childhood center that
 48.12 meets the criteria described in this clause; and

48.13 (3) contract with a third-party entity to evaluate the success of the online music program.
 48.14 The evaluation must include interviews with the music educators and students at the schools
 48.15 and early childhood centers where an online music program was established. The results of
 48.16 the evaluation must be submitted to the commissioner of education and to the chairs and
 48.17 ranking minority members of the legislative committees with jurisdiction over education
 48.18 policy and finance by December 15, 2026.

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

48.20 (d) The base for fiscal year 2026 is \$0.

48.21 Subd. 28. **P-TECH schools.** (a) For P-TECH support grants under Minnesota Statutes,
 48.22 section 124D.093, subdivision 5:

48.23 \$ 791,000 2024

48.24 \$ 791,000 2025

48.25 (b) The amounts in this subdivision are for grants, including to a public-private
 48.26 partnership that includes Independent School District No. 535, Rochester.

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

48.28 Subd. 29. **Pilot program to improve educational outcomes and accountability.** (a)
 48.29 For a grant to Pillsbury United Communities to collaborate with the Department of Education
 48.30 to implement the pilot program to improve educational outcomes and accountability under
 48.31 section 1.

48.32 \$ 150,000 2024

48.33 \$ 150,000 2025

49.1 (b) Up to \$30,000 of the appropriation amount in each fiscal year may be retained to
 49.2 monitor and administer the program.

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

49.4 (d) The base for fiscal year 2026 and later is \$0.

49.5 Subd. 30. **Recovery program grants.** (a) For recovery program grants under Minnesota
 49.6 Statutes, section 124D.695:

49.7 \$ 750,000 2024

49.8 \$ 750,000 2025

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

49.10 Subd. 31. **Rural career and technical education consortium.** (a) For rural career and
 49.11 technical education consortium grants:

49.12 \$ 3,000,000 2024

49.13 \$ 3,000,000 2025

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

49.15 Subd. 32. **ServeMinnesota program.** (a) For funding ServeMinnesota programs under
 49.16 Minnesota Statutes, sections 124D.37 to 124D.45:

49.17 \$ 900,000 2024

49.18 \$ 900,000 2025

49.19 (b) A grantee organization may provide health and child care coverage to the dependents
 49.20 of each participant enrolled in a full-time ServeMinnesota program to the extent such
 49.21 coverage is not otherwise available.

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

49.23 Subd. 33. **Starbase MN.** (a) For a grant to Starbase MN for a rigorous science,
 49.24 technology, engineering, and math (STEM) program providing students in grades 4 through
 49.25 6 with a multisensory learning experience and a hands-on curriculum in an aerospace
 49.26 environment using state-of-the-art technology:

49.27 \$ 500,000 2024

49.28 \$ 500,000 2025

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

49.30 Subd. 34. **Statewide testing and reporting system.** (a) For the statewide testing and
 49.31 reporting system under Minnesota Statutes, section 120B.30:

50.1 \$ 10,892,000 2024

50.2 \$ 10,892,000 2025

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

50.4 Subd. 35. **Student organizations.** (a) For student organizations:

50.5 \$ 768,000 2024

50.6 \$ 768,000 2025

50.7 (b) \$53,000 each year is for student organizations serving health occupations (HOSA).

50.8 (c) \$100,000 each year is for student organizations serving trade and industry occupations
50.9 (Skills USA, secondary and postsecondary).

50.10 (d) \$104,000 each year is for student organizations serving business occupations (BPA,
50.11 secondary and postsecondary).

50.12 (e) \$234,000 each year is for student organizations serving agriculture occupations (FFA,
50.13 PAS).

50.14 (f) \$185,000 each year is for student organizations serving family and consumer science
50.15 occupations (FCCLA). Notwithstanding Minnesota Rules, part 3505.1000, subparts 28 and
50.16 31, the student organizations serving FCCLA shall continue to serve students in grade 9
50.17 and below.

50.18 (g) \$138,000 each year is for student organizations serving marketing occupations (DECA
50.19 and DECA collegiate).

50.20 (h) \$54,000 each year is for the Minnesota Foundation for Student Organizations.

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

50.22 (j) The base for fiscal year 2026 and later is \$768,000. Of this amount:

50.23 (1) \$46,000 each year is for student organizations serving health occupations (HOSA);

50.24 (2) \$100,000 each year is for student organizations serving trade and industry occupations
50.25 (Skills USA, secondary and postsecondary);

50.26 (3) \$95,000 each year is for student organizations serving business occupations (BPA,
50.27 secondary and postsecondary);

50.28 (4) \$193,000 each year is for student organizations serving agriculture occupations (FFA,
50.29 PAS);

50.30 (5) \$185,000 each year is for student organizations serving family and consumer science
50.31 occupations (FCCLA). Notwithstanding Minnesota Rules, part 3505.1000, subparts 28 and

51.1 31, the student organizations serving FCCLA shall continue to serve students in grade 9
51.2 and below;

51.3 (6) \$109,000 each year is for student organizations serving marketing occupations (DECA
51.4 and DECA collegiate); and

51.5 (7) \$40,000 each year is for the Minnesota Foundation for Student Organizations.

51.6 Subd. 36. Tribal contract school aid. (a) For Tribal contract school aid under Minnesota
51.7 Statutes, section 124D.83:

51.8 \$ 2,585,000 2024

51.9 \$ 2,961,000 2025

51.10 (b) The 2024 appropriation includes \$255,000 for 2023 and \$2,330,000 for 2024.

51.11 (c) The 2025 appropriation includes \$258,000 for 2024 and \$2,703,000 for 2025.

51.12 Subd. 37. Walkabouts program. (a) For a grant to the regional centers of excellence
51.13 to provide an evidence-based, standards-aligned, kinesthetic learning platform using physical
51.14 activity to teach math, English, language arts, and literacy standards for prekindergarten
51.15 through grade 5 to improve academic performance and social-emotional learning:

51.16 \$ 250,000 2024

51.17 \$ 250,000 2025

51.18 (b) The regional centers of excellence must provide the ActivEd Walkabouts program
51.19 at no cost to schools. A school must apply for participation in the program in the form and
51.20 manner determined by the regional centers of excellence. To the extent practicable, the
51.21 regional centers of excellence must select schools that are identified for support under the
51.22 state accountability system and that are geographically distributed equitably throughout the
51.23 state.

51.24 (c) The base for fiscal year 2026 and later is \$0.

51.25 **ARTICLE 3**

51.26 **READ ACT**

51.27 Section 1. Minnesota Statutes 2022, section 120B.11, subdivision 1, is amended to read:

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

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

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

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

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

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

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

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

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

52.29 (3) a system to periodically review and evaluate the effectiveness of all instruction and
52.30 curriculum, taking into account strategies and best practices, student outcomes, school
52.31 principal evaluations under section 123B.147, subdivision 3, students' access to effective
52.32 teachers who are members of populations underrepresented among the licensed teachers in
52.33 the district or school and who reflect the diversity of enrolled students under section 120B.35,

53.1 subdivision 3, paragraph (b), clause (2), and teacher evaluations under section 122A.40,
53.2 subdivision 8, or 122A.41, subdivision 5;

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

53.6 (5) a process to examine the equitable distribution of teachers and strategies to ensure
53.7 low-income and minority children are not taught at higher rates than other children by
53.8 inexperienced, ineffective, or out-of-field teachers;

53.9 (6) education effectiveness practices that integrate high-quality instruction, rigorous
53.10 curriculum, technology, and a collaborative professional culture that develops and supports
53.11 teacher quality, performance, and effectiveness; and

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

53.13 (b) A school district is not required to include information regarding literacy in a plan
53.14 or report required under this section, except with regards to the academic achievement of
53.15 English learners.

53.16 Sec. 3. [120B.1119] TITLE; THE READ ACT.

53.17 Sections 120B.12 to 120B.124 may be cited as the Reading to Ensure Academic
53.18 Development Act, or the "Read Act."

53.19 Sec. 4. Minnesota Statutes 2022, section 120B.12, is amended to read:

53.20 ~~120B.12 READING PROFICIENTLY NO LATER THAN THE END OF GRADE~~
53.21 ~~3~~ 3 READ ACT GOAL AND INTERVENTIONS.

53.22 Subdivision 1. **Literacy goal.** (a) The legislature seeks to have every child reading at
53.23 or above grade level no later than the end of grade 3, every year, beginning in kindergarten,
53.24 including English multilingual learners, and that teachers provide comprehensive,
53.25 scientifically based and students receiving special education services. School leaders and
53.26 educators must provide evidence-based reading instruction consistent with section 122A.06,
53.27 subdivision 4 through a focus on student mastery of the foundational reading skills of
53.28 phonemic awareness, phonics, and fluency, as well as the development of oral language,
53.29 vocabulary, and reading comprehension skills. Students must receive evidence-based
53.30 instruction that is proven to effectively teach children to read, consistent with sections
53.31 120B.12 to 120B.124.

54.1 (b) To meet this goal, each school district must provide teachers and instructional support
54.2 staff with responsibility for teaching reading with training on evidence-based reading
54.3 instruction that is approved by the Department of Education and CAREI. By 2025, a district
54.4 must provide the training to intervention teachers working with students in kindergarten
54.5 through grade 12, special education teachers, curriculum directors, instructional support
54.6 staff that provide reading instruction, and any staff that selects literacy instructional materials
54.7 for a district. By 2027, a district must provide the training to all classroom teachers of
54.8 students in a prekindergarten program, and in kindergarten through grade 3. The
54.9 commissioner may grant a district an extension to the deadlines in this paragraph.

54.10 (c) Districts are strongly encouraged to adopt a MTSS framework. The framework should
54.11 include a process for monitoring student progress, evaluating program fidelity, and analyzing
54.12 student outcomes and needs in order to design and implement ongoing evidenced-based
54.13 instruction and interventions.

54.14 **Subd. 2. Identification; report.** ~~(a) Each school district must identify before the end of~~
54.15 Twice a year, each school district must screen every student enrolled in kindergarten, grade
54.16 1, and grade 2 all students who are not reading at grade level, and grade 3 using a screening
54.17 tool approved by the Department of Education. Students identified as not reading at grade
54.18 level by the end of kindergarten, grade 1, and grade 2, and grade 3, including multilingual
54.19 learners and students receiving special education services, must be universally screened, in
54.20 a locally determined manner for mastery of foundational reading skills, including phonemic
54.21 awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as
54.22 measured by a screening tool approved by the Department of Education. The screening for
54.23 characteristics of dyslexia may be integrated with universal screening for mastery of
54.24 foundational skills and oral language. A district must submit data on student performance
54.25 in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including
54.26 phonemic awareness, phonics, decoding, fluency, and oral language to the Department of
54.27 Education in the annual local literacy plan.

54.28 ~~(b) Students in grade 3 or higher who demonstrate a reading difficulty to a classroom~~
54.29 teacher grades 4 and above, including multilingual learners and students receiving special
54.30 education services, who are not demonstrating mastery of foundational reading skills,
54.31 including phonemic awareness, phonics, decoding, fluency, and oral language, must be
54.32 screened, in a locally determined manner, using a screening tool approved by the Department
54.33 of Education for characteristics of dyslexia, unless a different reason for the reading difficulty
54.34 has been identified, and continue to receive evidence-based instruction, interventions, and
54.35 progress monitoring until the students achieve grade-level proficiency.

55.1 (c) Reading ~~assessments~~ screeners in English, and in the predominant languages of
 55.2 district students where practicable, must identify and evaluate students' areas of academic
 55.3 need related to literacy. The district also must monitor the progress and provide reading
 55.4 instruction appropriate to the specific needs of ~~English~~ multilingual learners. The district
 55.5 must use a locally adopted, developmentally appropriate, and culturally responsive ~~assessment~~
 55.6 screeener and annually report summary ~~assessment~~ screeener results to the commissioner by
 55.7 July 1.

55.8 (d) The district also must ~~annually report to the commissioner by July 1~~ include in its
 55.9 literacy plan under subdivision 4a, a summary of the district's efforts to screen ~~and~~ identify,
 55.10 and provide interventions to students who demonstrate characteristics of dyslexia ~~using as~~
 55.11 measured by a screening tools such as those recommended by the department's dyslexia
 55.12 specialist tool approved by the Department of Education. Districts are strongly encouraged
 55.13 to use the MTSS framework. With respect to students screened or identified under paragraph
 55.14 (a), the report must include:

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

55.16 (2) the number of students universally screened for that reporting year; ~~and~~

55.17 (3) the number of students demonstrating characteristics of dyslexia for that year; and

55.18 ~~(e) A student~~ (4) an explanation of how students identified under this subdivision must
 55.19 ~~be~~ are provided with alternate instruction and interventions under section 125A.56,
 55.20 subdivision 1.

55.21 Subd. 2a. **Parent notification and involvement.** Schools, at least annually, must give
 55.22 the parent of each student who is not reading at or above grade level timely information
 55.23 about:

55.24 (1) the student's reading proficiency as measured by a locally adopted ~~assessment~~ screeener
 55.25 approved by the Department of Education;

55.26 (2) reading-related services currently being provided to the student and the student's
 55.27 progress; and

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

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

56.1 Subd. 3. **Intervention.** (a) For each student identified under subdivision 2, the district
56.2 shall provide reading intervention to accelerate student growth and reach the goal of reading
56.3 at or above grade level by the end of the current grade and school year. A district is
56.4 encouraged to provide reading intervention through a MTSS framework. If a student does
56.5 not read at or above grade level by the end of ~~grade 3~~ the current school year, the district
56.6 must continue to provide reading intervention until the student reads at grade level. District
56.7 intervention methods shall encourage family engagement and, where possible, collaboration
56.8 with appropriate school and community programs. ~~Intervention methods~~ that specialize in
56.9 evidence-based instructional practices and measure mastery of foundational reading skills,
56.10 including phonemic awareness, phonics, decoding, fluency, and oral language. Intervention
56.11 may include, but ~~are~~ is not limited to, requiring student attendance in summer school,
56.12 intensified reading instruction that may require that the student be removed from the regular
56.13 classroom for part of the school day, extended-day programs, or programs that strengthen
56.14 students' cultural connections.

56.15 (b) A ~~school~~ district or ~~charter school~~ is strongly encouraged to provide a personal
56.16 learning plan for a student who is unable to demonstrate grade-level proficiency, as measured
56.17 by the statewide reading assessment in grade 3 or a screener identified by the Department
56.18 of Education under section 120B.123. The district or charter school must determine the
56.19 format of the personal learning plan in collaboration with the student's educators and other
56.20 appropriate professionals. The school must develop the learning plan in consultation with
56.21 the student's parent or guardian. The personal learning plan must include targeted instruction
56.22 and ongoing progress monitoring of the student's progress, and address knowledge gaps
56.23 and skill deficiencies through strategies such as specific exercises and practices during and
56.24 outside of the regular school day, group interventions, periodic assessments or screeners,
56.25 and reasonable timelines. The personal learning plan may include grade retention, if it is in
56.26 the student's best interest; a student may not be retained solely due to delays in literacy or
56.27 not demonstrating grade-level proficiency. A school must maintain and regularly update
56.28 and modify the personal learning plan until the student reads at grade level. This paragraph
56.29 does not apply to a student under an individualized education program.

56.30 Subd. 4. **Staff development.** (a) A district must provide training that is evidence-based
56.31 to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The
56.32 training must include teaching in the areas of phonemic awareness, phonics, vocabulary
56.33 development, reading fluency, reading comprehension, and culturally and linguistically
56.34 responsive pedagogy.

57.1 (b) Each district shall use the data under subdivision 2 to identify the staff development
57.2 needs so that:

57.3 (1) elementary teachers are able to implement ~~comprehensive, scientifically based reading~~
57.4 ~~and oral language~~ explicit, systematic, evidence-based instruction on foundational reading
57.5 skills in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and
57.6 comprehension as defined in section ~~122A.06, subdivision 4,~~ 120B.121 and other
57.7 literacy-related areas including writing until the student achieves grade-level reading and
57.8 writing proficiency;

57.9 (2) elementary teachers have sufficient training to provide ~~comprehensive, scientifically~~
57.10 ~~based reading~~ school students with evidence-based reading and oral language instruction
57.11 that meets students' developmental, linguistic, and literacy needs using the intervention
57.12 methods or programs selected by the district for the identified students;

57.13 (3) licensed teachers employed by the district have regular opportunities to improve
57.14 reading and writing instruction;

57.15 (4) licensed teachers recognize students' diverse needs in cross-cultural settings and are
57.16 able to serve the oral language and linguistic needs of students who are ~~English~~ multilingual
57.17 learners by maximizing strengths in their native languages in order to cultivate students'
57.18 English language development, including oral academic language development, and build
57.19 academic literacy; and

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

57.22 (c) A district must provide staff in early childhood programs sufficient training to provide
57.23 children in early childhood programs with explicit, systematic instruction in phonological
57.24 and phonemic awareness; oral language, including listening comprehension; vocabulary;
57.25 and letter-sound correspondence.

57.26 Subd. 4a. **Local literacy plan.** (a) Consistent with this section, a school district must
57.27 adopt a local literacy plan to have every child ~~reading at or above grade level no later than~~
57.28 ~~the end of~~ in kindergarten through grade 3, including ~~English learners~~ multilingual learners
57.29 and students receiving special education services, demonstrate mastery of foundational
57.30 literacy skills and read proficiently, at or above grade level, at every grade. The plan must
57.31 be updated by August 1 each year. The plan must be consistent with ~~section 122A.06,~~
57.32 ~~subdivision 4~~ the Read Act, and include the following:

58.1 (1) a process to assess students' level of reading proficiency and ~~data to support the~~
58.2 ~~effectiveness of an assessment used to screen and identify a student's level of reading~~
58.3 ~~proficiency~~ the screeners used, by school site and grade level, under section 120B.123;

58.4 (2) a process to notify and involve parents;

58.5 (3) a description of how schools in the district will determine the ~~proper~~ targeted reading
58.6 instruction that is evidence-based and includes an intervention strategy for a student and
58.7 the process for intensifying or modifying the reading strategy in order to obtain measurable
58.8 reading progress;

58.9 (4) evidence-based intervention methods for students who are not reading at or above
58.10 grade level and progress monitoring to provide information on the effectiveness of the
58.11 intervention; ~~and~~

58.12 (5) identification of staff development needs, including a program to meet those needs; ;

58.13 (6) the literacy curriculum used by school site and grade level;

58.14 (7) a statement of whether the district has adopted a MTSS framework; and

58.15 (8) student data using the measures of foundational literacy skills and mastery identified
58.16 by the Department of Education and CAREI.

58.17 (b) The district must post its literacy plan on the official school district website and
58.18 submit it to the commissioner of education using the template developed by the commissioner
58.19 of education once it is available.

58.20 (c) By March 1, 2024, the commissioner of education must develop a streamlined template
58.21 for local literacy plans that meets the requirements of this subdivision and requires all
58.22 reading instruction and teacher training in reading instruction to be evidence-based. The
58.23 template must require a district to report information using the student categories required
58.24 in the commissioner report under paragraph (d). The template must focus district resources
58.25 on improving students' foundational reading skills while reducing paperwork requirements
58.26 for teachers.

58.27 (d) Starting December 1, 2025, the commissioner of education must submit a report to
58.28 the legislative committees with jurisdiction over prekindergarten through grade 12 education
58.29 summarizing the local literacy plans submitted to the commissioner. The summary must
58.30 include the following information:

58.31 (1) the number of teachers and other staff that have completed training approved by the
58.32 Department of Education;

59.1 (2) by school site and grade, the screeners used at the beginning and end of the school
59.2 year and the reading curriculum used; and

59.3 (3) by school site and grade, using the measurements of foundational literacy skills and
59.4 mastery identified by the department and CAREI, both aggregated data and disaggregated
59.5 data using the student categories under section 120B.35, subdivision 3, paragraph (a), clause
59.6 (2).

59.7 Subd. 5. ~~Commissioner~~ **Approved screeners.** The commissioner ~~shall~~ must recommend
59.8 to districts multiple ~~assessment~~ screening tools to assist districts and teachers with identifying
59.9 students under subdivision 2, and to assess students' reading proficiency; the commissioner
59.10 must identify screeners that may be used for both purposes. The commissioner ~~shall~~ must
59.11 also make available examples of nationally recognized and ~~research-based~~ evidence-based
59.12 instructional methods or programs to districts to provide ~~comprehensive, scientifically based~~
59.13 evidence-based reading instruction and intervention under this section.

59.14 Sec. 5. **[120B.121] READ ACT DEFINITIONS.**

59.15 Subdivision 1. Read Act. For purposes of sections 120B.12 to 120B.124, the following
59.16 terms have the meanings given.

59.17 Subd. 2. CAREI. "CAREI" means the Center for Applied Research and Educational
59.18 Improvement at the University of Minnesota.

59.19 Subd. 3. District. "District" means a school district, charter school, or cooperative unit
59.20 as defined in section 123A.24, subdivision 2.

59.21 Subd. 4. Evidence-based. "Evidence-based" means the instruction or item described is
59.22 based on reliable, trustworthy, and valid evidence and has demonstrated a record of success
59.23 in increasing students' reading competency in the areas of phonemic awareness, phonics,
59.24 vocabulary development, reading fluency, and reading comprehension. Evidence-based
59.25 literacy instruction is explicit, systematic, evidence-based reading instruction that includes
59.26 the acquisition of language, phonological and phonemic awareness, phonics and decoding,
59.27 spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated
59.28 to meet the needs of individual students. Evidence-based instruction does not include the
59.29 three-cueing system, as defined in subdivision 17.

59.30 Subd. 5. Fluency. "Fluency" means the ability of students to read text accurately,
59.31 automatically, and with proper expression.

59.32 Subd. 6. Foundational reading skills. "Foundational reading skills" includes
59.33 phonological and phonemic awareness, phonics and decoding, and fluency. Foundational

60.1 reading skills appropriate to each grade level must be mastered in kindergarten, grade 1,
60.2 grade 2, and grade 3. Struggling readers in grade 4 and above who do not demonstrate
60.3 mastery of grade-level foundational reading skills must continue to receive explicit,
60.4 systematic instruction to reach mastery.

60.5 Subd. 7. **Literacy specialist.** "Literacy specialist" means a person licensed by the
60.6 Professional Educator Licensing and Standards Board as a teacher of reading, a special
60.7 education teacher, or a kindergarten through grade 6 teacher, who has completed professional
60.8 development approved by the Department of Education in structured literacy.

60.9 Subd. 8. **Literacy lead.** "Literacy lead" means a literacy specialist with expertise in
60.10 working with educators as adult learners. A district literacy lead must support the district's
60.11 implementation of the Read Act; provide school-based coaching; support the implementation
60.12 of structured literacy, interventions, curriculum delivery, and teacher training; assist with
60.13 the development of personal learning plans; and train paraprofessionals and other support
60.14 staff to support classroom literacy instruction. A literacy lead may be employed by one
60.15 district, jointly by two or more districts, or may provide services to districts through a
60.16 partnership with the Regional Centers of Excellence or another district.

60.17 Subd. 9. **MTSS.** "Multitiered system of support" or "MTSS" means a systemic, continuous
60.18 improvement framework for ensuring positive social, emotional, behavioral, developmental,
60.19 and academic outcomes for every student. The MTSS framework provides access to layered
60.20 tiers of culturally and linguistically responsive, evidence-based practices and relies on the
60.21 understanding and belief that every student can learn and thrive. Through a MTSS at the
60.22 core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high
60.23 quality, evidence-based instruction and intervention that is matched to a student's needs;
60.24 progress is monitored to inform instruction and set goals; and data is used for educational
60.25 decision making.

60.26 Subd. 10. **Oral language.** "Oral language," also called "spoken language," includes
60.27 speaking and listening, and consists of five components: phonology, morphology, syntax,
60.28 semantics, and pragmatics.

60.29 Subd. 11. **Phonemic awareness.** "Phonemic awareness" means the ability to notice,
60.30 think about, and manipulate individual sounds in spoken syllables and words.

60.31 Subd. 12. **Phonics instruction.** "Phonics instruction" means the explicit, systematic,
60.32 and direct instruction of the relationships between letters and the sounds they represent and
60.33 the application of this knowledge in reading and spelling.

61.1 Subd. 13. **Progress monitoring.** "Progress monitoring" means using data collected to
61.2 inform whether interventions are working. Progress monitoring involves ongoing monitoring
61.3 of progress that quantifies rates of improvement and informs instructional practice and the
61.4 development of individualized programs using state-approved screening that is reliable and
61.5 valid for the intended purpose.

61.6 Subd. 14. **Reading comprehension.** "Reading comprehension" means a function of
61.7 word recognition skills, which includes phonemic awareness and language comprehension
61.8 skills.

61.9 Subd. 15. **Structured literacy.** "Structured literacy" means an approach to reading
61.10 instruction in which teachers carefully structure important literacy skills, concepts, and the
61.11 sequence of instruction to facilitate children's literacy learning and progress. Structured
61.12 literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic
61.13 instruction in phonemic awareness, phonics, fluency, vocabulary and oral language
61.14 development, and reading comprehension.

61.15 Subd. 16. **Three-cueing system.** "Three-cueing system," also known as "meaning
61.16 structure visual (MSV)," means a method that teaches students to use meaning, structure
61.17 and syntax, and visual cues when attempting to read an unknown word.

61.18 Subd. 17. **Vocabulary development.** "Vocabulary development" means the process of
61.19 acquiring new words. A robust vocabulary improves all areas of communication: listening,
61.20 speaking, reading, and writing. Vocabulary growth is directly related to school achievement
61.21 and is a strong predictor for reading success.

61.22 Sec. 6. Minnesota Statutes 2022, section 120B.122, subdivision 1, is amended to read:

61.23 Subdivision 1. **Purpose.** The department must employ a dyslexia specialist to provide
61.24 technical assistance for dyslexia and related disorders and to serve as the primary source of
61.25 information and support for schools in addressing the needs of students with dyslexia and
61.26 related disorders. The dyslexia specialist shall also act to increase professional awareness
61.27 and instructional competencies to meet the educational needs of students with dyslexia or
61.28 identified with risk characteristics associated with dyslexia and shall develop implementation
61.29 guidance and make recommendations to the commissioner consistent with ~~section 122A.06,~~
61.30 ~~subdivision 4~~ sections 120B.12 to 120B.124, to be used to assist general education teachers
61.31 and special education teachers to recognize educational needs and to improve literacy
61.32 outcomes for students with dyslexia or identified with risk characteristics associated with
61.33 dyslexia, including recommendations related to increasing the availability of online and
61.34 asynchronous professional development programs and materials.

62.1 **Sec. 7. [120B.123] READ ACT IMPLEMENTATION.**

62.2 Subdivision 1. **Screeners.** A district must administer a reading screener to students in
62.3 kindergarten through grade 3 within the first six weeks of the school year, and again within
62.4 the last six weeks of the school year. The screener must be one of the screeners identified
62.5 by the Department of Education.

62.6 Subd. 2. **Progress monitoring.** For a student not reading at grade level, a district is
62.7 strongly encouraged to develop an intervention plan that meets the requirements of section
62.8 120B.12, subdivision 3. A district may use screening tools to monitor students' progress.

62.9 Subd. 3. **Curriculum.** A district must use evidence-based curriculum at each grade level
62.10 that is designed around teaching the foundational reading skills of phonemic awareness,
62.11 phonics, vocabulary development, reading fluency, and reading comprehension.

62.12 Subd. 4. **MTSS Framework.** A district is encouraged to use a data-based decision-making
62.13 process within the MTSS framework to determine the evidence-based core reading instruction
62.14 and Tier 2 or Tier 3 intervention required to meet a student's identified needs.

62.15 Subd. 5. **Professional development.** (a) A district must provide training that is
62.16 evidence-based to all reading intervention teachers and literacy specialists by July 1, 2025;
62.17 and by June 15, 2027, to other teachers in the district, prioritizing elementary school
62.18 classroom teachers, teachers that work with students with disabilities, English learners, and
62.19 students who qualify for the graduation incentives program under section 124D.68. The
62.20 commissioner of education may grant the district an extension to the deadlines in this
62.21 paragraph.

62.22 (b) The training must prepare teachers to provide:

62.23 (1) elementary school students with explicit, systematic instruction in the five reading
62.24 areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension as defined
62.25 in section 120B.121 and other literacy-related areas, including writing and oral language,
62.26 until the student achieves grade-level reading and writing proficiency; and

62.27 (2) children in early childhood programs with explicit, systematic instruction in
62.28 phonological and phonemic awareness; oral language, including listening comprehension;
62.29 vocabulary; and letter-sound correspondence.

62.30 (c) The training must include teaching in the areas of phonemic awareness, phonics,
62.31 vocabulary development, reading fluency, reading comprehension, and culturally and
62.32 linguistically responsive pedagogy.

63.1 Subd. 6. Literacy lead. (a) By August 30, 2025, a district must employ or contract with
63.2 a literacy lead, or be actively supporting a designated literacy specialist through the process
63.3 of becoming a literacy lead. A board may satisfy the requirements of this subdivision by
63.4 contracting with another school board or cooperative unit under section 123A.24 for the
63.5 services of a literacy lead by August 30, 2025. A district may use Read Act funding to pay
63.6 for training, substitute teachers to allow teachers time to attend trainings, and incentives for
63.7 teachers that complete the training.

63.8 (b) A district literacy lead must collaborate with district administrators and staff to
63.9 support the district's implementation of requirements under the Read Act.

63.10 Subd. 7. Department of Education. (a) By July 1, 2023, the department must make
63.11 available to districts a list of approved evidence-based screeners in accordance with section
63.12 120B.12. A district must use an approved screener to assess students' mastery of foundational
63.13 reading skills in accordance with section 120B.12.

63.14 (b) The Department of Education must partner with CAREI as required under section
63.15 120B.124 to approve literacy curricula. A district is not required to use an approved
63.16 curriculum, unless the curriculum was purchased with state grant funds that require a
63.17 curriculum to be selected from a list of approved curricula.

63.18 (c) The Department of Education must partner with CAREI as required under section
63.19 120B.124 to approve professional development programs, subject to final determination by
63.20 the department. After the implementation partnership under section 120B.124 ends, the
63.21 department must continue to regularly provide districts with information about professional
63.22 development opportunities available throughout the state on reading instruction that is
63.23 evidence-based.

63.24 (d) The department must identify training required for a literacy specialist position under
63.25 this section.

63.26 (e) The department must employ a literacy specialist to provide support to districts
63.27 implementing the Read Act and coordinate duties assigned to the department under the
63.28 Read Act. The literacy specialist must work on state efforts to improve literacy tracking
63.29 and implementation.

63.30 (f) The department must develop a template for a local literacy plan in accordance with
63.31 section 120B.12, subdivision 4a.

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

64.1 **Sec. 8. [120B.124] READ ACT IMPLEMENTATION PARTNERSHIP.**

64.2 **Subdivision 1. Resources.** The Department of Education must partner with CAREI for
64.3 two years beginning June 1, 2023, until August 30, 2025, to support implementation of the
64.4 Read Act. The department and CAREI must jointly:

64.5 (1) identify at least five literacy curricula and supporting materials that are evidence-based
64.6 or focused on structured literacy by July 15, 2023, and post a list of the curricula on the
64.7 department website. The list must include curricula that use culturally and linguistically
64.8 responsive materials that reflect diverse populations;

64.9 (2) identify at least three professional development programs that focus on the five pillars
64.10 of literacy and the components of structured literacy by July 15, 2023, and post a list of the
64.11 programs on the department website. The programs may include a program offered by
64.12 CAREI;

64.13 (3) identify evidence-based literacy intervention materials for students in kindergarten
64.14 through grade 12;

64.15 (4) develop an evidence-based literacy lead training program that trains literacy specialists
64.16 throughout Minnesota to support schools' efforts in screening, measuring growth, monitoring
64.17 progress, and implementing interventions in accordance with subdivision 1;

64.18 (5) identify measures of foundational literacy skills and mastery that a district must
64.19 report on a local literacy plan;

64.20 (6) provide guidance to districts about best practices in literacy instruction, and practices
64.21 that are not evidence-based;

64.22 (7) develop MTSS model plans that districts may adopt to support efforts to screen,
64.23 identify, intervene, and monitor the progress of students not reading at grade level; and

64.24 (8) ensure that teacher professional development options and MTSS framework training
64.25 are geographically equitable by supporting trainings through the regional service
64.26 cooperatives.

64.27 **Subd. 2. Reconsideration.** The department and CAREI must provide districts an
64.28 opportunity to request that the department and CAREI add to the list of curricula or
64.29 professional development programs a specific curriculum or professional development
64.30 program. The department must publish the request for reconsideration procedure on the
64.31 department website. A request for reconsideration must demonstrate that the curriculum or
64.32 professional development program meets the requirements of the Read Act, is
64.33 evidence-based, and has structured literacy components; or that the screener accurately

65.1 measures literacy growth, monitors progress, and accurately assesses effective reading,
65.2 including phonemic awareness, phonics, fluency, vocabulary, and comprehension. The
65.3 department and CAREI must review the request for reconsideration, consult with the Read
65.4 Act Implementation Advisory Council regarding the request, and approve or deny the request
65.5 within 60 days.

65.6 Subd. 3. **Support.** The department and CAREI must support district efforts to implement
65.7 the Read Act by:

65.8 (1) issuing guidance for teachers on implementing curriculum that is evidence-based,
65.9 or focused on structured literacy;

65.10 (2) providing teachers accessible options for evidence-based professional development
65.11 focused on structured literacy;

65.12 (3) providing districts with guidance on adapting MTSS; and

65.13 (4) providing districts with literacy implementation guidance and support.

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

65.15 Sec. 9. Minnesota Statutes 2022, section 122A.092, subdivision 5, is amended to read:

65.16 **Subd. 5. Reading strategies.** (a) A teacher preparation provider approved by the
65.17 Professional Educator Licensing and Standards Board to prepare persons for classroom
65.18 teacher licensure must include in its teacher preparation programs ~~research-based~~
65.19 evidence-based best practices in reading, consistent with ~~section 122A.06, subdivision 4~~
65.20 sections 120B.12 to 120B.124, that enable the licensure candidate to teach reading in the
65.21 candidate's content areas. Teacher candidates must be instructed in using students' native
65.22 languages as a resource in creating effective differentiated instructional strategies for English
65.23 learners developing literacy skills. A teacher preparation provider also must prepare early
65.24 childhood and elementary teacher candidates for Tier 3 and Tier 4 teaching licenses under
65.25 sections 122A.183 and 122A.184, respectively, for the portion of the examination under
65.26 section 122A.185, subdivision 1, paragraph (c), covering assessment of reading instruction.

65.27 (b) Board-approved teacher preparation programs for teachers of elementary education
65.28 must require instruction in applying comprehensive, scientifically based or evidence-based,
65.29 and structured reading instruction programs that:

65.30 (1) teach students to read using foundational knowledge, practices, and strategies
65.31 consistent with ~~section 122A.06, subdivision 4~~ sections 120B.12 to 120B.124, so that all
65.32 students achieve continuous progress in reading; and

66.1 (2) teach specialized instruction in reading strategies, interventions, and remediations
66.2 that enable students of all ages and proficiency levels to become proficient readers.

66.3 (c) Board-approved teacher preparation programs for teachers of elementary education,
66.4 early childhood education, special education, and reading intervention must include
66.5 instruction on dyslexia, as defined in section 125A.01, subdivision 2. Teacher preparation
66.6 programs may consult with the Department of Education, including the dyslexia specialist
66.7 under section 120B.122, to develop instruction under this paragraph. Instruction on dyslexia
66.8 must be modeled on practice standards of the International Dyslexia Association, and must
66.9 address:

66.10 (1) the nature and symptoms of dyslexia;

66.11 (2) resources available for students who show characteristics of dyslexia;

66.12 (3) evidence-based instructional strategies for students who show characteristics of
66.13 dyslexia, including the structured literacy approach; and

66.14 (4) outcomes of intervention and lack of intervention for students who show
66.15 characteristics of dyslexia.

66.16 (d) Nothing in this section limits the authority of a school district to select a school's
66.17 reading program or curriculum.

66.18 Sec. 10. Minnesota Statutes 2022, section 122A.185, subdivision 1, is amended to read:

66.19 Subdivision 1. **Tests.** (a) The Professional Educator Licensing and Standards Board
66.20 must adopt rules requiring a candidate to demonstrate a passing score on a board-adopted
66.21 examination of skills in reading, writing, and mathematics before being granted a Tier 4
66.22 teaching license under section 122A.184 to provide direct instruction to pupils in elementary,
66.23 secondary, or special education programs. Candidates may obtain a Tier 1, Tier 2, or Tier
66.24 3 license to provide direct instruction to pupils in elementary, secondary, or special education
66.25 programs if candidates meet the other requirements in section 122A.181, 122A.182, or
66.26 122A.183, respectively.

66.27 (b) The board must adopt rules requiring candidates for Tier 3 and Tier 4 licenses to
66.28 pass an examination of general pedagogical knowledge and examinations of licensure field
66.29 specific content. The content examination requirement does not apply if no relevant content
66.30 exam exists.

66.31 (c) Candidates for initial Tier 3 and Tier 4 licenses to teach elementary students must
66.32 pass test items assessing the candidates' knowledge, skill, and ability in ~~comprehensive,~~

67.1 ~~scientifically based reading~~ evidence-based literacy instruction under ~~section 122A.06,~~
67.2 ~~subdivision 4~~ sections 120B.12 to 120B.124, knowledge and understanding of the foundations
67.3 of reading development, development of reading comprehension and reading assessment
67.4 and instruction, and the ability to integrate that knowledge and understanding into instruction
67.5 strategies under ~~section 122A.06, subdivision 4~~ sections 120B.12 to 120B.124.

67.6 (d) The requirement to pass a board-adopted reading, writing, and mathematics skills
67.7 examination does not apply to nonnative English speakers, as verified by qualified Minnesota
67.8 school district personnel or Minnesota higher education faculty, who, after meeting the
67.9 content and pedagogy requirements under this subdivision, apply for a teaching license to
67.10 provide direct instruction in their native language or world language instruction under section
67.11 120B.022, subdivision 1.

67.12 Sec. 11. Minnesota Statutes 2022, section 122A.187, subdivision 5, is amended to read:

67.13 Subd. 5. **Reading preparation.** The Professional Educator Licensing and Standards
67.14 Board must adopt rules that require all licensed teachers who are renewing a Tier 3 or Tier
67.15 4 teaching license under sections 122A.183 and 122A.184, respectively, to include in the
67.16 renewal requirements further reading preparation, consistent with ~~section 122A.06,~~
67.17 ~~subdivision 4~~ sections 120B.12 to 120B.124. The rules do not take effect until they are
67.18 approved by law. Teachers who do not provide direct instruction including, at least,
67.19 counselors, school psychologists, school nurses, school social workers, audiovisual directors
67.20 and coordinators, and recreation personnel are exempt from this section.

67.21 Sec. 12. Minnesota Statutes 2022, section 124D.42, subdivision 8, is amended to read:

67.22 Subd. 8. **Minnesota reading corps program.** (a) A Minnesota reading corps program
67.23 is established to provide ServeMinnesota AmeriCorps members with a data-based
67.24 problem-solving model of literacy instruction to use in helping to train local Head Start
67.25 program providers, other prekindergarten program providers, and staff in schools with
67.26 students in kindergarten through grade 3 to evaluate and teach early literacy skills, including
67.27 ~~comprehensive, scientifically based reading~~ evidence-based literacy instruction under ~~section~~
67.28 ~~122A.06, subdivision 4~~ sections 120B.12 to 120B.124, to children age 3 to grade 3.

67.29 (b) Literacy programs under this subdivision must comply with the provisions governing
67.30 literacy program goals and data use under section 119A.50, subdivision 3, paragraph (b).

67.31 (c) The commission must submit a biennial report to the committees of the legislature
67.32 with jurisdiction over kindergarten through grade 12 education that records and evaluates
67.33 program data to determine the efficacy of the programs under this subdivision.

68.1 Sec. 13. Minnesota Statutes 2022, section 124D.98, is amended by adding a subdivision
68.2 to read:

68.3 Subd. 5. Literacy incentive aid uses. A school district must use its literacy incentive
68.4 aid to support evidence-based reading instruction. The following are eligible uses of literacy
68.5 incentive aid:

68.6 (1) training for kindergarten through grade 3 teachers, early childhood educators, special
68.7 education teachers, reading intervention teachers working with students in kindergarten
68.8 through grade 12, curriculum directors, and instructional support staff that provide reading
68.9 instruction, on using evidence-based screening and progress monitoring tools;

68.10 (2) evidence-based training using a training program approved by the Department of
68.11 Education;

68.12 (3) employing or contracting with a literacy lead, as defined in section 120B.121;

68.13 (4) materials, training, and ongoing coaching to ensure reading interventions under
68.14 section 125A.56, subdivision 1, are evidence-based; and

68.15 (5) evidence-based, structured literacy curriculum and supporting materials.

68.16 Sec. 14. APPROPRIATIONS.

68.17 Subdivision 1. Department of Education. The sums indicated in this section are
68.18 appropriated from the general fund to the Department of Education for the fiscal years
68.19 designated.

68.20 Subd. 2. CAREI. (a) To contract with the Center for Applied Research and Educational
68.21 Improvement at the University of Minnesota for the Read Act implementation partnership
68.22 under section 120B.124:

68.23 \$ 4,200,000 2024

68.24 \$ 4,200,000 2025

68.25 (b) This appropriation is available until June 30, 2026.

68.26 (c) The base for fiscal year 2026 and later is \$0.

68.27 Subd. 3. Department literacy specialist. For a full-time literacy specialist at the
68.28 Department of Education:

68.29 \$ 250,000 2024

68.30 \$ 250,000 2025

69.1 Subd. 4. **Read Act professional development.** (a) For evidence-based training on
 69.2 structured literacy for teachers working in school districts, charter schools, and cooperatives:

69.3 \$ 32,543,000 2024

69.4 \$ 0 2025

69.5 (b) Of this amount, \$17,543,000 is to fund the development of regional literacy networks.
 69.6 The regional literacy networks must focus on the implementation of comprehensive literacy
 69.7 reform efforts based on structured literacy. Each Minnesota service cooperative must add
 69.8 a literacy director position and establish a team of trained literacy coaches to facilitate
 69.9 evidence-based training opportunities and ongoing supports to school districts and charter
 69.10 schools in each of their regions.

69.11 (c) Of this amount, \$9,200,000 is for one or more contracts to develop statewide training
 69.12 based in structured literacy, to be offered free to school districts and charter schools and
 69.13 facilitated by the regional literacy networks and Minnesota Service Cooperatives.

69.14 (d) Of this amount, \$1,000,000 is for grants to school districts, charter schools, or
 69.15 cooperatives to pay for substitute teachers to allow classroom teachers time to attend training,
 69.16 and incentives for teachers that complete training.

69.17 (e) Of this amount, \$125,000 is for administration.

69.18 (f) If funds remain unspent on July 1, 2026, the commissioner must expand eligibility
 69.19 for approved training to include principals, and other district, charter school, or cooperative
 69.20 administrators.

69.21 (g) The commissioner must report to the legislative committees with jurisdiction over
 69.22 kindergarten through grade 12 education the number of teachers from each district that
 69.23 received approved training using funds under this subdivision, and the amounts awarded to
 69.24 districts, charter schools, or cooperatives under paragraph (c).

69.25 (h) This appropriation is available until June 30, 2028.

69.26 (i) The base for fiscal year 2026 is \$7,200,000 for the regional literacy networks and
 69.27 staff at the Department of Education to support ongoing support for school districts, charter
 69.28 schools, and cooperatives to implement evidence-based literacy instruction.

69.29 Sec. 15. **REPEALER.**

69.30 Minnesota Statutes 2022, section 122A.06, subdivision 4, is repealed.

70.1

ARTICLE 4

70.2

TEACHERS

70.3 Section 1. **[120B.113] CLOSING EDUCATIONAL OPPORTUNITY GAPS GRANTS.**

70.4 Subdivision 1. Grant program established. The commissioner of education must
70.5 establish a grant program to support implementation of world's best workforce strategies
70.6 under section 120B.11, subdivision 2, clauses (4) and (6), and collaborative efforts that
70.7 address opportunity gaps resulting from curricular, environmental, and structural inequities
70.8 in schools experienced by students, families, and staff who are of color or who are American
70.9 Indian.

70.10 Subd. 2. Definitions. (a) For purposes of this section, the following terms have the
70.11 meanings given.

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

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

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

70.17 (e) "Equitable" means fairness by providing curriculum, instruction, support, and other
70.18 resources for learning based on the needs of individual students and groups of students to
70.19 succeed at school rather than treating all students the same despite the students having
70.20 different needs.

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

70.24 (g) "Opportunity gap" means the inequitable distribution of resources that impacts
70.25 inequitable opportunities that contribute to or perpetuate learning gaps for certain groups
70.26 of students.

70.27 (h) "Structural" means relating to the organization and systems of a school that have
70.28 been created to manage a school.

70.29 Subd. 3. Applications and grant awards. The commissioner must determine application
70.30 procedures and deadlines, select districts and charter schools to participate in the grant
70.31 program, and determine the award amount and payment process of the grants. To the extent
70.32 that there are sufficient applications, the commissioner must award an approximately equal

71.1 number of grants between districts in greater Minnesota and those in the Twin Cities
 71.2 metropolitan area. If there are an insufficient number of applications received for either
 71.3 geographic area, then the commissioner may award grants to meet the requests for funds
 71.4 wherever a district is located.

71.5 Subd. 4. **Description.** The grant program must provide funding that supports collaborative
 71.6 efforts that close opportunity gaps by:

71.7 (1) ensuring school environments and curriculum validate, affirm, embrace, and integrate
 71.8 cultural and community strengths of students, families, and employees from all racial and
 71.9 ethnic backgrounds; and

71.10 (2) addressing institutional racism with equitable school policies, structures, practices,
 71.11 and curricular offerings, consistent with the requirements for long-term plans under section
 71.12 124D.861, subdivision 2, paragraph (c).

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

71.22 Sec. 2. Minnesota Statutes 2022, section 122A.183, subdivision 1, is amended to read:

71.23 Subdivision 1. **Requirements.** (a) The Professional Educator Licensing and Standards
 71.24 Board must issue a Tier 3 license to a candidate who provides information sufficient to
 71.25 demonstrate all of the following:

71.26 (1) the candidate meets the educational or professional requirements in paragraphs (b)
 71.27 and (c);

71.28 (2) the candidate has obtained a passing score on the required licensure exams under
 71.29 section 122A.185; and

71.30 (3) the candidate has completed the coursework required under subdivision 2.

71.31 (b) A candidate for a Tier 3 license must have a bachelor's degree to teach a class or
 71.32 course outside a career and technical education or career pathways course of study.

72.1 (c) A candidate for a Tier 3 license must have one of the following credentials in a
72.2 relevant content area to teach a class or course in a career and technical education or career
72.3 pathways course of study:

72.4 (1) an associate's degree;

72.5 (2) a professional certification; or

72.6 (3) five years of relevant work experience.

72.7 In consultation with the governor's Workforce Development Board established under section
72.8 116L.665, the board must establish a list of qualifying certifications, and may add additional
72.9 professional certifications in consultation with school administrators, teachers, and other
72.10 stakeholders.

72.11 (d) The board must issue a Tier 3 license to a candidate who provides information
72.12 sufficient to demonstrate the following, regardless of whether the candidate meets other
72.13 requirements in this section:

72.14 (1) the candidate has completed a teacher preparation program from a culturally specific
72.15 Minority Serving Institution in the United States, such as Historically Black Colleges and
72.16 Universities, Tribal Colleges and Universities, or Hispanic-Serving Institutions, including
72.17 those in Puerto Rico; or

72.18 (2) the candidate has completed a university teacher preparation program in another
72.19 country and has taught at least two years.

72.20 The candidate must have completed student teaching comparable to the student teaching
72.21 expectations in Minnesota.

72.22 Sec. 3. Minnesota Statutes 2022, section 122A.184, subdivision 1, is amended to read:

72.23 Subdivision 1. **Requirements.** The Professional Educator Licensing and Standards
72.24 Board must issue a Tier 4 license to a candidate who provides information sufficient to
72.25 demonstrate all of the following:

72.26 (1) the candidate meets all requirements for a Tier 3 license under section 122A.183,
72.27 and has completed a teacher preparation program under section 122A.183, subdivision 2,
72.28 clause (1) or (2);

72.29 (2) the candidate has at least three years of teaching experience in Minnesota or another
72.30 state;

73.1 (3) the candidate has obtained a passing score on all required licensure exams under
73.2 section 122A.185; and

73.3 (4) the candidate's most recent summative teacher evaluation did not result in placing
73.4 or otherwise keeping the teacher in an improvement process pursuant to section 122A.40,
73.5 subdivision 8, or 122A.41, subdivision 5.

73.6 Sec. 4. Minnesota Statutes 2022, section 122A.185, subdivision 1, is amended to read:

73.7 Subdivision 1. **Tests.** ~~(a) The Professional Educator Licensing and Standards Board~~
73.8 ~~must adopt rules requiring a candidate to demonstrate a passing score on a board-adopted~~
73.9 ~~examination of skills in reading, writing, and mathematics before being granted a Tier 4~~
73.10 ~~teaching license under section 122A.184 to provide direct instruction to pupils in elementary,~~
73.11 ~~secondary, or special education programs. Candidates may obtain a Tier 1, Tier 2, or Tier~~
73.12 ~~3 license to provide direct instruction to pupils in elementary, secondary, or special education~~
73.13 ~~programs if candidates meet the other requirements in section 122A.181, 122A.182, or~~
73.14 ~~122A.183, respectively.~~

73.15 ~~(b)~~ (a) The board must adopt and revise rules requiring candidates applicants for Tier 3
73.16 and Tier 4 licenses to pass an examination of general pedagogical knowledge and
73.17 examinations of licensure field specific content; if the applicant has not completed a
73.18 board-approved preparation program assuring that candidates from the program recommended
73.19 for licensure meet content and pedagogy licensure standards in Minnesota. Candidates who
73.20 have satisfactorily completed board-approved programs in Minnesota with required
73.21 coursework and clinical field experiences that include learning opportunities and assessments
73.22 aligned to content and pedagogy licensure standards are not additionally required to pass
73.23 content and pedagogy exams for Tier 3 licensure. Applicants who have satisfactorily
73.24 completed a preparation program in another state and passed licensure examinations in that
73.25 state are not additionally required to pass similar examinations required in Minnesota. The
73.26 content examination requirement does not apply if no relevant content exam exists.

73.27 ~~(e)~~ (b) Candidates for initial Tier 3 and Tier 4 licenses to teach elementary students must
73.28 pass test items assessing under this paragraph if the candidates did not complete a
73.29 board-approved preparation program in Minnesota. The test items must assess the candidates'
73.30 knowledge, skill, and ability in comprehensive, scientifically based reading instruction
73.31 under section 122A.06, subdivision 4, knowledge and understanding of the foundations of
73.32 reading development, development of reading comprehension and reading assessment and
73.33 instruction, and the ability to integrate that knowledge and understanding into instruction
73.34 strategies under section 122A.06, subdivision 4.

74.1 ~~(d) The requirement to pass a board-adopted reading, writing, and mathematics skills~~
74.2 ~~examination does not apply to nonnative English speakers, as verified by qualified Minnesota~~
74.3 ~~school district personnel or Minnesota higher education faculty, who, after meeting the~~
74.4 ~~content and pedagogy requirements under this subdivision, apply for a teaching license to~~
74.5 ~~provide direct instruction in their native language or world language instruction under section~~
74.6 ~~120B.022, subdivision 1.~~

74.7 (c) All testing centers in the state must provide monthly opportunities for untimed content
74.8 and pedagogy examinations. These opportunities must be advertised on the test registration
74.9 website. The board must require the exam vendor to provide other equitable opportunities
74.10 to pass exams, including: (1) waiving testing fees for test takers who qualify for federal
74.11 grants; (2) providing free, multiple, full-length practice tests for each exam and free,
74.12 comprehensive study guides on the test registration website; (3) making content and pedagogy
74.13 exams available in languages other than English for teachers seeking licensure to teach in
74.14 language immersion programs; and (4) providing free, detailed exam results analysis by
74.15 test objective to assist candidates who do not pass an exam in identifying areas for
74.16 improvement. Any candidate who has not passed a required exam after two attempts must
74.17 be allowed to retake the exam, including new versions of the exam, without being charged
74.18 an additional fee.

74.19 Sec. 5. Minnesota Statutes 2022, section 122A.40, subdivision 3, is amended to read:

74.20 Subd. 3. **Hiring, dismissing.** (a) School boards must hire or dismiss teachers at duly
74.21 called meetings. Where a husband and wife, brother and sister, or two brothers or sisters,
74.22 constitute a quorum, no contract employing a teacher shall be made or authorized except
74.23 upon the unanimous vote of the full board. A teacher related by blood or marriage, within
74.24 the fourth degree, computed by the civil law, to a board member shall not be employed
74.25 except by a unanimous vote of the full board. The initial employment of the teacher in the
74.26 district must be by written contract, signed by the teacher and by the chair and clerk. All
74.27 subsequent employment of the teacher in the district must be by written contract, signed by
74.28 the teacher and by the chair and clerk, except where there is a master agreement covering
74.29 the employment of the teacher. Contracts for teaching or supervision of teaching can be
74.30 made only with qualified teachers. A teacher shall not be required to reside within the
74.31 employing district as a condition to teaching employment or continued teaching employment.

74.32 (b) A school district must annually report to the Professional Educator Licensing and
74.33 Standards Board: (1) all new teacher hires and terminations, including layoffs, by race and

75.1 ethnicity; and (2) the reasons for all teacher resignations and requested leaves of absence.

75.2 The report must not include data that would personally identify individuals.

75.3 Sec. 6. Minnesota Statutes 2022, section 122A.40, subdivision 5, is amended to read:

75.4 Subd. 5. **Probationary period.** (a) The first three consecutive years of a teacher's first
75.5 teaching experience in Minnesota in a single district is deemed to be a probationary period
75.6 of employment, and, the probationary period in each district in which the teacher is thereafter
75.7 employed shall be one year. The school board must adopt a plan for written evaluation of
75.8 teachers during the probationary period that is consistent with subdivision 8. Evaluation
75.9 must occur at least three times periodically throughout each school year for a teacher
75.10 performing services during that school year; the first evaluation must occur within the first
75.11 90 days of teaching service. Days devoted to parent-teacher conferences, teachers' workshops,
75.12 and other staff development opportunities and days on which a teacher is absent from school
75.13 must not be included in determining the number of school days on which a teacher performs
75.14 services. Except as otherwise provided in paragraph (b), during the probationary period any
75.15 annual contract with any teacher may or may not be renewed as the school board shall see
75.16 fit. However, the board must give any such teacher whose contract it declines to renew for
75.17 the following school year written notice to that effect before July 1. If the teacher requests
75.18 reasons for any nonrenewal of a teaching contract, the board must give the teacher its reason
75.19 in writing, including a statement that appropriate supervision was furnished describing the
75.20 nature and the extent of such supervision furnished the teacher during the employment by
75.21 the board, within ten days after receiving such request. The school board may, after a hearing
75.22 held upon due notice, discharge a teacher during the probationary period for cause, effective
75.23 immediately, under section 122A.44.

75.24 (b) A board must discharge a probationary teacher, effective immediately, upon receipt
75.25 of notice under section 122A.20, subdivision 1, paragraph (b), that the teacher's license has
75.26 been revoked due to a conviction for child abuse or sexual abuse.

75.27 (c) A probationary teacher whose first three years of consecutive employment are
75.28 interrupted for active military service and who promptly resumes teaching consistent with
75.29 federal reemployment timelines for uniformed service personnel under United States Code,
75.30 title 38, section 4312(e), is considered to have a consecutive teaching experience for purposes
75.31 of paragraph (a).

75.32 (d) A probationary teacher whose first three years of consecutive employment are
75.33 interrupted for maternity, paternity, or medical leave and who resumes teaching within 12
75.34 months of when the leave began is considered to have a consecutive teaching experience

76.1 for purposes of paragraph (a) if the probationary teacher completes a combined total of
76.2 three years of teaching service immediately before and after the leave.

76.3 (e) A probationary teacher must complete at least 120 days of teaching service each year
76.4 during the probationary period. Days devoted to parent-teacher conferences, teachers'
76.5 workshops, and other staff development opportunities and days on which a teacher is absent
76.6 from school do not count as days of teaching service under this paragraph.

76.7 (f) Notwithstanding any law to the contrary, a teacher who has taught for three
76.8 consecutive years in a single school district or charter school in Minnesota or another state
76.9 must serve a probationary period no longer than one year in a Minnesota school district.

76.10 **EFFECTIVE DATE.** This section is effective for collective bargaining agreements
76.11 effective July 1, 2023, and thereafter.

76.12 Sec. 7. Minnesota Statutes 2022, section 122A.41, subdivision 2, is amended to read:

76.13 Subd. 2. **Probationary period; discharge or demotion.** (a) All teachers in the public
76.14 schools in cities of the first class during the first three years of consecutive employment
76.15 shall be deemed to be in a probationary period of employment during which period any
76.16 annual contract with any teacher may, or may not, be renewed as the school board, after
76.17 consulting with the peer review committee charged with evaluating the probationary teachers
76.18 under subdivision 3, shall see fit. The school site management team or the school board if
76.19 there is no school site management team, shall adopt a plan for a written evaluation of
76.20 teachers during the probationary period according to subdivisions 3 and 5. Evaluation by
76.21 the peer review committee charged with evaluating probationary teachers under subdivision
76.22 3 shall occur at least three times periodically throughout each school year for a teacher
76.23 performing services during that school year; the first evaluation must occur within the first
76.24 90 days of teaching service. Days devoted to parent-teacher conferences, teachers' workshops,
76.25 and other staff development opportunities and days on which a teacher is absent from school
76.26 shall not be included in determining the number of school days on which a teacher performs
76.27 services. The school board may, during such probationary period, discharge or demote a
76.28 teacher for any of the causes as specified in this code. A written statement of the cause of
76.29 such discharge or demotion shall be given to the teacher by the school board at least 30
76.30 days before such removal or demotion shall become effective, and the teacher so notified
76.31 shall have no right of appeal therefrom.

76.32 (b) A probationary teacher whose first three years of consecutive employment are
76.33 interrupted for active military service and who promptly resumes teaching consistent with
76.34 federal reemployment timelines for uniformed service personnel under United States Code,

77.1 title 38, section 4312(e), is considered to have a consecutive teaching experience for purposes
77.2 of paragraph (a).

77.3 (c) A probationary teacher whose first three years of consecutive employment are
77.4 interrupted for maternity, paternity, or medical leave and who resumes teaching within 12
77.5 months of when the leave began is considered to have a consecutive teaching experience
77.6 for purposes of paragraph (a) if the probationary teacher completes a combined total of
77.7 three years of teaching service immediately before and after the leave.

77.8 (d) A probationary teacher must complete at least 120 days of teaching service each year
77.9 during the probationary period. Days devoted to parent-teacher conferences, teachers'
77.10 workshops, and other staff development opportunities and days on which a teacher is absent
77.11 from school do not count as days of teaching service under this paragraph.

77.12 (e) Notwithstanding any law to the contrary, a teacher who has taught for three
77.13 consecutive years in a single school district or charter school in Minnesota or another state
77.14 must serve a probationary period no longer than one year in a Minnesota school district.

77.15 **EFFECTIVE DATE.** This section is effective for collective bargaining agreements
77.16 effective July 1, 2023, and thereafter.

77.17 Sec. 8. Minnesota Statutes 2022, section 122A.41, is amended by adding a subdivision to
77.18 read:

77.19 Subd. 16. **Reporting of hires and terminations.** A school district must annually report
77.20 to the Professional Educator Licensing and Standards Board: (1) all new teacher hires and
77.21 terminations, including layoffs, by race and ethnicity; and (2) the reasons for all teacher
77.22 resignations and requested leaves of absence. The report must not include data that would
77.23 personally identify individuals.

77.24 Sec. 9. Minnesota Statutes 2022, section 122A.415, subdivision 4, is amended to read:

77.25 Subd. 4. **Basic alternative teacher compensation aid.** (a) The basic alternative teacher
77.26 compensation aid for a school with a plan approved under section 122A.414, subdivision
77.27 2b, equals 65 percent of the alternative teacher compensation revenue under subdivision 1.
77.28 The basic alternative teacher compensation aid for a charter school with a plan approved
77.29 under section 122A.414, subdivisions 2a and 2b, equals \$260 times the number of pupils
77.30 enrolled in the school on October 1 of the previous year, or on October 1 of the current year
77.31 for a charter school in the first year of operation, times the ratio of the sum of the alternative
77.32 teacher compensation aid and alternative teacher compensation levy for all participating

78.1 school districts to the maximum alternative teacher compensation revenue for those districts
78.2 under subdivision 1.

78.3 (b) Notwithstanding paragraph (a) and subdivision 1, the state total basic alternative
78.4 teacher compensation aid entitlement must not exceed ~~\$75,840,000 for fiscal year 2016 and~~
78.5 ~~\$88,118,000 for fiscal year 2017~~ 2023; \$88,466,000 for fiscal year 2024; \$88,466,000 for
78.6 fiscal year 2025; \$88,244,000 for fiscal year 2026; and \$87,940,000 for fiscal year 2027
78.7 and later. The commissioner must limit the amount of alternative teacher compensation aid
78.8 approved under this section so as not to exceed these limits by not approving new participants
78.9 or by prorating the aid among participating districts, intermediate school districts, school
78.10 sites, and charter schools. The commissioner may also reallocate a portion of the allowable
78.11 aid for the biennium from the second year to the first year to meet the needs of approved
78.12 participants.

78.13 (c) Basic alternative teacher compensation aid for an intermediate district or other
78.14 cooperative unit equals \$3,000 times the number of licensed teachers employed by the
78.15 intermediate district or cooperative unit on October 1 of the previous school year.

78.16 Sec. 10. Minnesota Statutes 2022, section 122A.59, is amended to read:

78.17 **122A.59 COME TEACH IN MINNESOTA HIRING BONUSES.**

78.18 Subdivision 1. **Purpose.** This section establishes a program to support districts and
78.19 schools recruiting and offering hiring bonuses for ~~licensed~~ teachers who are American
78.20 Indian or a person of color from another state or country in order to meet staffing needs in
78.21 shortage areas in ~~economic development regions in~~ Minnesota.

78.22 Subd. 2. **Eligibility.** A district or school must verify that the hiring bonus is given to
78.23 ~~teachers licensed in~~ persons from another state or country who:

78.24 (1) immediately qualify for a Tier ~~3 or Tier 4~~ 2 or higher Minnesota license;

78.25 (2) have moved to ~~the economic development region in~~ Minnesota ~~where they were~~
78.26 ~~hired~~; and

78.27 (3) belong to a racial or ethnic group that is underrepresented among teachers compared
78.28 to students in the district or school under section 120B.35, subdivision 3, paragraph (b),
78.29 clause (2).

78.30 Subd. 3. **Bonus amount.** A district or school may offer a ~~signing~~ hiring and retention
78.31 bonus of a minimum of ~~\$2,500~~ \$4,000 and a maximum of ~~\$5,000~~ \$8,000 to a teacher who
78.32 meets the eligibility requirements. A teacher who meets the eligibility requirements and

79.1 meets a licensure shortage area in the economic development region of the state where the
79.2 school is located may be offered a ~~signing~~ hiring bonus of a minimum of ~~\$4,000~~ \$5,000
79.3 and a maximum of ~~\$8,000~~ \$10,000. A teacher must be paid half of the bonus when starting
79.4 employment and half after completing four years of service in the hiring district or school
79.5 if the teacher has demonstrated teaching effectiveness and is not on a professional
79.6 improvement plan under section 122A.40, subdivision 8, paragraph (b), clause (12) or (13),
79.7 or section 122A.41, subdivision 5, paragraph (b), clause (12) or (13), or is not being
79.8 considered for termination for a reason listed in section 122A.40, subdivision 9, including
79.9 a teacher hired by a school district located in a city of the first class. A teacher who does
79.10 not complete their first school year upon receiving a hiring bonus must repay the hiring
79.11 bonus. A teacher must have a Tier 3 or Tier 4 Minnesota teaching license to qualify for the
79.12 second half of the bonus. A district must prorate the second half of the bonus if the eligible
79.13 teacher is nonrenewed due to reasons not having to do with teaching effectiveness or
79.14 misconduct.

79.15 Subd. 4. **Administration.** (a) The commissioner must establish a process for districts
79.16 or schools to seek reimbursement for hiring bonuses given to teachers in shortage areas
79.17 moving to and working in Minnesota schools experiencing specific shortages. The
79.18 commissioner must provide guidance for districts to seek repayment of a hiring bonus from
79.19 a teacher who does not complete the first year of employment. The department may conduct
79.20 a pilot program with a small number of teachers during the 2022-2023 biennium to establish
79.21 feasibility. The department must submit a report by December 1, 2022, to the chairs and
79.22 ranking minority members of the legislative committees with jurisdiction over kindergarten
79.23 through grade 12 education detailing the effectiveness of the program and recommendations
79.24 for improvement in future years.

79.25 (b) The commissioner may award participating districts and schools additional funds to
79.26 administer the program, including out-of-state recruiting efforts and retention activities.
79.27 The commissioner may allow participating districts and schools to reserve up to five percent
79.28 of Come Teach in Minnesota funding to administer the program, including for out-of-state
79.29 recruiting efforts and retention activities.

79.30 Subd. 5. **Come Teach in Minnesota Hiring Bonus program account.** (a) An account
79.31 is established in the special revenue fund known as the "Come Teach in Minnesota Hiring
79.32 Bonus program account."

79.33 (b) Funds appropriated for the Come Teach in Minnesota Hiring Bonus program under
79.34 this section must be transferred to the Come Teach in Minnesota Hiring Bonus program
79.35 account in the special revenue fund.

80.1 (c) Money in the account is annually appropriated to the commissioner for hiring bonuses
80.2 under this section. Any returned funds are available to be regranted.

80.3 (d) Up to \$35,000 annually is appropriated to the commissioner for costs associated with
80.4 developing and administering the program under this section.

80.5 **EFFECTIVE DATE.** The amendment to subdivision 2 is effective retroactively from
80.6 July 1, 2022. The amendments to subdivisions 1, 3, and 4 are effective the day following
80.7 final enactment.

80.8 Sec. 11. **[122A.631] SUPPORTING HERITAGE LANGUAGE AND CULTURE**
80.9 **TEACHERS.**

80.10 Subdivision 1. **Purpose.** The purpose of this section is to increase the number of heritage
80.11 language and culture teachers in Minnesota.

80.12 Subd. 2. **Definitions.** "Heritage language and culture teachers" means teachers with a
80.13 connection to a community's language and culture who use this connection to support
80.14 students as they learn academic content or the language and culture of that particular
80.15 community.

80.16 Subd. 3. **Eligibility.** Applicants for the heritage language and culture licensure pathway
80.17 program must:

80.18 (1) hold a current license issued by the Professional Educator Licensing and Standards
80.19 Board or meet the criteria for licensure in 122A.181; and

80.20 (2) seek initial, dual, or additional licensure in a heritage language.

80.21 Subd. 4. **Heritage language and culture teacher licensure pathway program.** (a) The
80.22 Professional Educator Licensing and Standards Board shall develop a program to support
80.23 initial and additional licensure for heritage language and culture teachers. The program
80.24 must include:

80.25 (1) a yearlong mentorship program;

80.26 (2) monthly meetings where applicants receive guidance on completing the portfolio
80.27 process from a portfolio liaison, dedicated specifically to facilitating this program;

80.28 (3) a stipend to cover substitute teachers when meetings take place during the school
80.29 day;

80.30 (4) a waiver for all portfolio and licensure testing fees; and

80.31 (5) a portfolio review committee created by the board.

81.1 (b) For applicants seeking an initial license in a world language and culture, the applicant
 81.2 must demonstrate meeting the standards of effective practice in Minnesota Rules, part
 81.3 8710.2000 and content-specific pedagogical standards in Minnesota Rules, part 8710.4950,
 81.4 through the portfolio process.

81.5 (c) For applicants seeking a dual license, the applicant must demonstrate meeting the
 81.6 standards of effective practice in Minnesota Rules, part 8710.2000, content-specific
 81.7 pedagogical standards in Minnesota Rules, part 8710.4950, and all standards for the chosen
 81.8 dual license through the portfolio process.

81.9 (d) For applicants seeking an additional license in a world language and culture, the
 81.10 applicant must demonstrate meeting the content-specific pedagogical standards in Minnesota
 81.11 Rules, part 8710.4950.

81.12 Subd. 5. **Heritage language and culture educators seeking a world language**
 81.13 **license.** Heritage language and culture teachers seeking a world language and culture license
 81.14 pursuant to Minnesota Rules, part 8710.4950, who demonstrate proficiency through one of
 81.15 the following may use this proficiency to evidence meeting the required content-specific
 81.16 world language and culture standards, which do not include content-specific pedagogical
 81.17 standards, for licensure in their heritage language:

81.18 (1) passing a board-adopted assessment;

81.19 (2) holding a certificate to serve as a translator or interpreter; or

81.20 (3) completing an undergraduate or postbaccalaureate degree from an accredited
 81.21 university where the majority of coursework was taught via the non-English instructional
 81.22 language.

81.23 Sec. 12. Minnesota Statutes 2022, section 122A.635, is amended to read:

81.24 **122A.635 COLLABORATIVE URBAN AND GREATER MINNESOTA**
 81.25 **EDUCATORS OF COLOR GRANT PROGRAM.**

81.26 Subdivision 1. **Establishment.** The Professional Educator Licensing and Standards
 81.27 Board must award competitive grants to increase the number of teacher candidates who are
 81.28 of color or who are American Indian, complete teacher preparation programs, and meet the
 81.29 requirements for a Tier 3 license under section 122A.183. Eligibility for a grant under this
 81.30 section is limited to public or private higher education institutions that offer a teacher
 81.31 preparation program approved by the Professional Educator Licensing and Standards Board.

82.1 Subd. 2. **Competitive grants.** (a) The Professional Educator Licensing and Standards
 82.2 Board must award competitive grants to a variety of higher education institution types under
 82.3 this section. The board must require an applicant institution to submit a plan describing how
 82.4 it would use grant funds to increase the number of teachers who are of color or who are
 82.5 American Indian, and must award grants based on the following criteria, listed in descending
 82.6 order of priority:

82.7 ~~(1) the number of teacher candidates being supported in the program who are of color~~
 82.8 ~~or who are American Indian;~~

82.9 ~~(2) (1) program outcomes, including graduation or program completion rates; and~~
 82.10 ~~licensure recommendation rates; and placement rates~~ for candidates who are of color or
 82.11 who are American Indian compared to all candidates enrolled in a teacher preparation
 82.12 program at the institution and, for each outcome measure, the number of those teacher
 82.13 candidates who are of color or who are American Indian; and

82.14 ~~(3) the percent of racially and ethnically diverse teacher candidates enrolled in the~~
 82.15 ~~institution compared to:~~

82.16 ~~(i) the total percent of students of color and American Indian students enrolled at the~~
 82.17 ~~institution, regardless of major; and~~

82.18 ~~(ii) the percent of underrepresented racially and ethnically diverse teachers in the~~
 82.19 ~~economic development region of the state where the institution is located and where a~~
 82.20 ~~shortage of diverse teachers exists, as reported under section 122A.091, subdivision 5.~~

82.21 (2) the extent to which an institution's plan is clear in describing how the institution
 82.22 would use grant funds for implementing explicit research-based practices to provide
 82.23 programmatic support to teacher candidates who are of color or who are American Indian.
 82.24 Plans for grant funds may include:

82.25 (i) recruiting more racially and ethnically diverse candidates for admission to teacher
 82.26 preparation programs;

82.27 (ii) providing differentiated advising, mentoring, or other supportive community-building
 82.28 activities in addition to what the institution provides to all candidates enrolled in the
 82.29 institution;

82.30 (iii) providing academic tutoring or support to help teacher candidates pass required
 82.31 assessments; and

82.32 (iv) providing for program staffing expenses;

83.1 (3) an institution's plan to provide direct financial assistance as scholarships or stipends
83.2 within the allowable dollar range determined by the board under subdivision 3, paragraph
83.3 (b), to teacher candidates who are of color or who are American Indian;

83.4 ~~(b) The board must give priority in awarding grants under this section to institutions that~~
83.5 ~~received grants under Laws 2017, First Special Session chapter 5, article 2, section 57,~~
83.6 ~~subdivision 27, and have demonstrated continuing success at recruiting, retaining, graduating,~~
83.7 ~~and inducting~~ (4) whether the institution has previously received a competitive grant under
83.8 this section and has demonstrated positive outcomes from the use of grant funds for efforts
83.9 helping teacher candidates who are of color or who are American Indian; to enroll in and
83.10 successfully complete teacher preparation programs and be recommended for licensure;

83.11 (5) geographic diversity among the institutions. In order to expand the number of grant
83.12 recipients throughout the state, whenever there is at least a 20 percent increase in the base
83.13 appropriation for this grant program, the board must prioritize awarding grants to institutions
83.14 outside of the Twin Cities metropolitan area. If the board awards a competitive grant based
83.15 on the criteria in paragraph (a) to a program that has not previously received funding, the
83.16 board must thereafter give priority to the program equivalent to other programs given priority
83.17 ~~under this paragraph.~~ that have received grants and demonstrated positive outcomes; and

83.18 (6) the percentage of racially and ethnically diverse teacher candidates enrolled in the
83.19 institution compared to:

83.20 (i) the aggregate percentage of students of color and American Indian students enrolled
83.21 in the institution, regardless of major; and

83.22 (ii) the percentage of underrepresented racially and ethnically diverse teachers in the
83.23 economic development region of the state where the institution is located and where a
83.24 shortage of diverse teachers exists, as reported under section 122A.091, subdivision 5.

83.25 (b) The board must not penalize an applicant institution in the grant review process for
83.26 using grant funds only to provide direct financial support to teacher candidates if that is the
83.27 institution's priority and the institution uses other resources to provide programmatic support
83.28 to candidates.

83.29 (c) The board must determine award amounts for development, maintenance and, or
83.30 expansion of programs based only on the degree to which applicants meet the criteria in
83.31 this subdivision, the number of candidates who are of color or who are American Indian
83.32 supported by an applicant program, sustaining support for those candidates, and funds
83.33 available.

84.1 (d) The board must determine grant awards in part by multiplying the number of teacher
84.2 candidates to be provided direct financial assistance by the average amount the institution
84.3 proposes per candidate that is within the allowable dollar range. After assessing an
84.4 institution's adherence to grant criteria and funds available, the board may grant an institution
84.5 a lower average amount per candidate and the institution may decide to award less per
84.6 candidate or provide financial assistance to fewer candidates within the allowable range.
84.7 Additionally, an institution may use up to 25 percent of the awarded grant funds to provide
84.8 programmatic support as described in paragraph (a), clause (3). If the board does not award
84.9 an applicant institution's full request, the board must allow the institution to modify how it
84.10 uses grant funds to maximize program outcomes consistent with the requirements of this
84.11 section.

84.12 Subd. 3. **Grant program administration.** (a) The Professional Educator Licensing and
84.13 Standards Board may enter into an interagency agreement with the Office of Higher
84.14 Education. The agreement may include a transfer of funds to the Office of Higher Education
84.15 to help establish and administer the competitive grant process. The board must award grants
84.16 to institutions located in various economic development regions throughout the state, but
84.17 must not predetermine the number of institutions to be awarded grants under this section
84.18 or set a limit for the amount that any one institution may receive as part of the competitive
84.19 grant application process.

84.20 (b) The board must establish a standard allowable dollar range for the amount of direct
84.21 financial assistance an applicant institution may provide to each candidate. To determine
84.22 the range, the board may collect de-identified data from institutions that received a grant
84.23 during the previous grant period and calculate the average scholarship amount awarded to
84.24 all candidates across all institutions using the most recent fiscal year data available. The
84.25 calculation may be used to determine a scholarship range that is no more than 25 percent
84.26 than this amount and no less than half the average of this amount. The purpose of direct
84.27 financial assistance is to assist candidates matriculating through completing licensure
84.28 programs if they demonstrate financial need after considering other grants and scholarships
84.29 provided.

84.30 (c) All grants must be awarded by August 15 of the fiscal year in which the grants are
84.31 to be used ~~except that, for initial competitive grants awarded for fiscal year 2020, grants~~
84.32 ~~must be awarded by September 15.~~ An institution that receives a grant under this section
84.33 may use the grant funds over a two- to four-year period to sustain support for teacher
84.34 candidates at any stage from recruitment and program admission to graduation and licensure
84.35 application.

85.1 Subd. 4. **Report.** (a) By ~~January~~ August 15 of each year, an institution awarded a grant
 85.2 under this section must prepare for the ~~legislature and the~~ board a detailed report regarding
 85.3 the expenditure of grant funds, including the amounts used to recruit, retain, and ~~induct~~
 85.4 support teacher candidates of color or ~~who are~~ American Indian teacher candidates to
 85.5 complete programs and be recommended for licensure. The report must include:

85.6 (1) the total number of teacher candidates of color, disaggregated by race or ethnic group,
 85.7 who and American Indian teacher candidates who:

85.8 (i) are enrolled in the institution;

85.9 (ii) are supported by grant funds with direct financial assistance during the academic
 85.10 reporting year;

85.11 (iii) are supported with other programmatic supports;

85.12 (iv) are recruited to the institution, are and newly admitted to the a licensure program,
 85.13 are enrolled in the;

85.14 (v) are enrolled in a licensure program;

85.15 (vi) have completed a licensure program, have completed student teaching, have
 85.16 graduated, are licensed, and are newly employed as Minnesota teachers in their licensure
 85.17 field. A grant recipient must report; and

85.18 (vii) were recommended for licensure in the field for which they were prepared;

85.19 (2) the total number of teacher candidates of color or who are American Indian teacher
 85.20 candidates at each stage from recruitment program admission to licensed teaching licensure
 85.21 recommendation as a percentage of total all candidates seeking the same licensure at the
 85.22 institution; and

85.23 (3) a brief narrative describing the successes and challenges of efforts proposed in the
 85.24 grant application to support candidates with grant funds, and lessons learned for future
 85.25 efforts.

85.26 (b) By November 1 of each year, the board must post a report on its website summarizing
 85.27 the activities and outcomes of grant recipients and results that promote sharing of effective
 85.28 practices and lessons learned among grant recipients.

86.1 Sec. 13. Minnesota Statutes 2022, section 122A.70, is amended to read:

86.2 **122A.70 TEACHER MENTORSHIP AND RETENTION OF EFFECTIVE**
86.3 **TEACHERS.**

86.4 Subdivision 1. **Teacher mentoring, induction, and retention programs.** (a) School
86.5 districts must develop teacher mentoring programs for teachers new to the profession or
86.6 district, including teaching residents, teachers of color, teachers who are American Indian,
86.7 teachers in license shortage areas, teachers with special needs, or experienced teachers in
86.8 need of peer coaching.

86.9 (b) Teacher mentoring programs must be included in or aligned with districts' teacher
86.10 evaluation and peer review processes under sections 122A.40, subdivision 8, and 122A.41,
86.11 subdivision 5. A district may use staff development revenue under section 122A.61, special
86.12 grant programs established by the legislature, or another funding source to pay a stipend to
86.13 a mentor who may be a current or former teacher who has taught at least three years and is
86.14 not on an improvement plan. ~~Other initiatives using such funds or funds available under~~
86.15 ~~sections 124D.861 and 124D.862 may include:~~

86.16 ~~(1) additional stipends as incentives to mentors of color or who are American Indian;~~

86.17 ~~(2) financial supports for professional learning community affinity groups across schools~~
86.18 ~~within and between districts for teachers from underrepresented racial and ethnic groups to~~
86.19 ~~come together throughout the school year. For purposes of this section, "affinity groups"~~
86.20 ~~are groups of educators who share a common racial or ethnic identity in society as persons~~
86.21 ~~of color or who are American Indian;~~

86.22 ~~(3) programs for induction aligned with the district or school mentorship program during~~
86.23 ~~the first three years of teaching, especially for teachers from underrepresented racial and~~
86.24 ~~ethnic groups; or~~

86.25 ~~(4) grants supporting licensed and nonlicensed educator participation in professional~~
86.26 ~~development, such as workshops and graduate courses, related to increasing student~~
86.27 ~~achievement for students of color and American Indian students in order to close opportunity~~
86.28 ~~and achievement gaps.~~

86.29 ~~(c) A school or district that receives a grant must negotiate additional retention strategies~~
86.30 ~~or protection from unrequested leave of absences in the beginning years of employment for~~
86.31 ~~teachers of color and teachers who are American Indian. Retention strategies may include~~
86.32 ~~providing financial incentives for teachers of color and teachers who are American Indian~~
86.33 ~~to work in the school or district for at least five years and placing American Indian educators~~

87.1 ~~at sites with other American Indian educators and educators of color at sites with other~~
 87.2 ~~educators of color to reduce isolation and increase opportunity for collegial support.~~

87.3 Subd. 2. **Board grants.** The Professional Educator Licensing and Standards Board must
 87.4 make grant application forms available to sites interested in developing, sustaining, or
 87.5 expanding a mentorship program. A school district, ~~a~~ or group of school districts, ~~a coalition~~
 87.6 ~~of districts, teachers, and teacher education institutions;~~ or, a school or coalition of schools,
 87.7 or a coalition of teachers, ~~or nonlicensed educators~~ may apply for a program grant. A higher
 87.8 education institution or nonprofit organization may partner with a grant applicant but is not
 87.9 eligible as a sole applicant for grant funds. The Professional Educator Licensing and
 87.10 Standards Board, in consultation with the teacher mentoring task force, must approve or
 87.11 disapprove the applications. To the extent possible, the approved applications must reflect
 87.12 effective mentoring, professional development, and retention components, and be
 87.13 geographically distributed throughout the state. The Professional Educator Licensing and
 87.14 Standards Board must encourage the selected sites to consider the use of its assessment
 87.15 procedures.

87.16 Subd. 2a. **Funded work.** (a) Grant funds may be used for the following:

87.17 (1) additional stipends as incentives to mentors who are of color or who are American
 87.18 Indian;

87.19 (2) financial supports for professional learning community affinity groups across schools
 87.20 within and between districts for educators from underrepresented racial and ethnic groups
 87.21 to come together throughout the school year. For purposes of this section, "affinity groups"
 87.22 mean groups of licensed and nonlicensed educators who share a common racial or ethnic
 87.23 identity in society as persons who are of color or who are American Indian;

87.24 (3) programs for induction aligned with the district or school mentorship program during
 87.25 the first three years of teaching, especially for teachers from underrepresented racial and
 87.26 ethnic groups;

87.27 (4) professional development focused on ways to close opportunity and achievement
 87.28 gaps for students of color and American Indian students; or

87.29 (5) for teachers of color and American Indian teachers, graduate courses toward a first
 87.30 master's degree in a field related to their licensure or toward an additional license.

87.31 (b) A charter school or district that receives a grant must negotiate additional retention
 87.32 strategies or protection from unrequested leaves of absence in the beginning years of
 87.33 employment for teachers who are of color or who are American Indian. Retention strategies

88.1 may include providing financial incentives for teachers of color and teachers who are
88.2 American Indian to work in the school or district for at least five years and placing American
88.3 Indian educators at sites with other American Indian educators and educators of color at
88.4 sites with other educators of color to reduce isolation and increase opportunity for collegial
88.5 support.

88.6 Subd. 3. **Criteria for selection.** (a) At a minimum, applicants for grants under subdivision
88.7 2 must express commitment to:

88.8 (1) allow staff participation;

88.9 (2) assess skills of both beginning and mentor teachers;

88.10 (3) provide appropriate in-service to needs identified in the assessment;

88.11 (4) provide leadership to the effort;

88.12 (5) cooperate with higher education institutions or teacher educators;

88.13 (6) provide facilities and other resources;

88.14 (7) share findings, materials, and techniques with other school districts; and

88.15 (8) retain teachers of color and teachers who are American Indian.

88.16 (b) The Professional Educator Licensing and Standards Board must give priority to
88.17 applications to fund programs to induct, mentor, and retain Tier 2 or Tier 3 teachers who
88.18 are of color or who are American Indian, and Tier 2 or Tier 3 teachers in licensure shortage
88.19 areas within the applicant's economic development region.

88.20 Subd. 4. **Additional funding.** Grant applicants must seek additional funding and
88.21 assistance from sources such as school districts, postsecondary institutions, foundations,
88.22 and the private sector.

88.23 Subd. 5. **Program implementation.** A grant recipient may use grant funds on
88.24 implementing activities over a period of time up to 24 months. New and expanding
88.25 mentorship sites that receive a board grant under subdivision 2 to design, develop, implement,
88.26 and evaluate their program must participate in activities that support program development
88.27 and implementation.

88.28 Subd. 6. **Report.** By ~~June~~ September 30 of each year after receiving a grant, recipients
88.29 must submit a report to the Professional Educator Licensing and Standards Board on program
88.30 efforts that describes mentoring and induction activities and assesses the impact of these
88.31 programs on teacher effectiveness and retention. The board must publish a summary report
88.32 for the public and submit the report to the committees of the legislature with jurisdiction

89.1 over kindergarten through grade 12 education policy and finance in accordance with section
 89.2 3.302 by November 30 of each year.

89.3 Sec. 14. Minnesota Statutes 2022, section 122A.73, subdivision 2, is amended to read:

89.4 Subd. 2. **Grow Your Own district programs.** (a) A school district, charter school,
 89.5 cooperative unit under section 123A.24, subdivision 2, or Head Start program under section
 89.6 119A.50 may apply for a grant for to partner with a Professional Educator Licensing and
 89.7 Standards Board-approved teacher preparation program at the undergraduate or
 89.8 postbaccalaureate level. Partnerships may also include associate's degree-granting institutions
 89.9 to support students in early childhood or education programs that have transfer agreements
 89.10 with board-approved preparation programs at colleges or universities. The grant recipient
 89.11 must use at least 80 percent of grant funds to provide tuition scholarships or stipends to
 89.12 enable school district employees or community members affiliated with a school district,
 89.13 who are of color or American Indian and who seek a teaching license, to participate in the
 89.14 teacher preparation program.

89.15 (b) A district using grant funds under this subdivision to provide financial support to
 89.16 teacher candidates may require a commitment as determined by the district to teach in the
 89.17 district for a reasonable amount of time that does not exceed five years.

89.18 (c) The maximum grant award under this subdivision is \$850,000. The commissioner
 89.19 may consider the number of participants a grant recipient intends to support when determining
 89.20 a grant amount.

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

89.22 Sec. 15. Minnesota Statutes 2022, section 122A.73, subdivision 3, is amended to read:

89.23 Subd. 3. **Grants for programs serving secondary school students.** (a) ~~In addition to~~
 89.24 ~~grants for developing and offering dual-credit postsecondary course options in schools for~~
 89.25 ~~"Introduction to Teaching" or "Introduction to Education" courses under section 124D.09,~~
 89.26 ~~subdivision 10,~~ A school district or charter school may apply for grants under this section
 89.27 to offer other innovative programs that encourage secondary school students, especially
 89.28 students of color and American Indian students, to pursue teaching. To be eligible for a
 89.29 grant under this subdivision, ~~a school district or charter school~~ an applicant must ensure
 89.30 that the aggregate percentage of secondary school students of color and American Indian
 89.31 students participating in the program is equal to or greater than the aggregate percentage of
 89.32 students of color and American Indian students in the school district ~~or,~~ or
 89.33 cooperative unit.

90.1 (b) A grant recipient must use grant funds awarded under this subdivision for:

90.2 (1) supporting future teacher clubs or service-learning opportunities that provide middle
90.3 and high school students with experiential learning that supports the success of younger
90.4 students or peers and increases students' interest in pursuing a teaching career;

90.5 (2) developing and offering postsecondary enrollment options for "Introduction to
90.6 Teaching" or "Introduction to Education" courses consistent with section 124D.09,
90.7 subdivision 10, that meet degree requirements for teacher licensure;

90.8 ~~(2)~~ (3) providing direct support, including wrap-around services, for students who are
90.9 of color or American Indian to enroll and be successful in postsecondary enrollment options
90.10 courses under section 124D.09 that would meet degree requirements for teacher licensure;
90.11 or

90.12 ~~(3)~~ (4) offering scholarships to graduating high school students who are of color or
90.13 American Indian to enroll in board-approved undergraduate teacher preparation programs
90.14 at a college or university in Minnesota.

90.15 (c) The maximum grant award under this subdivision is \$500,000. The commissioner
90.16 may consider the number of participants a grant recipient intends to support when determining
90.17 a grant amount.

90.18 Sec. 16. Minnesota Statutes 2022, section 123B.147, subdivision 3, is amended to read:

90.19 Subd. 3. **Duties; evaluation.** (a) The principal shall provide administrative, supervisory,
90.20 and instructional leadership services, under the supervision of the superintendent of schools
90.21 of the district and according to the policies, rules, and regulations of the school board, for
90.22 the planning, management, operation, and evaluation of the education program of the building
90.23 or buildings to which the principal is assigned.

90.24 (b) To enhance a principal's culturally responsive leadership skills and support and
90.25 improve teaching practices, school performance, and student achievement for diverse student
90.26 populations, including at-risk students, children with disabilities, English learners, and gifted
90.27 students, among others, a district must develop and implement a performance-based system
90.28 for annually evaluating school principals assigned to supervise a school building within the
90.29 district. The evaluation must be designed to improve teaching and learning by supporting
90.30 the principal in shaping the school's professional environment and developing teacher
90.31 quality, performance, and effectiveness. The annual evaluation must:

91.1 (1) support and improve a principal's instructional leadership, organizational management,
91.2 and professional development, and strengthen the principal's capacity in the areas of
91.3 instruction, supervision, evaluation, and teacher development;

91.4 (2) support and improve a principal's culturally responsive leadership practices that
91.5 create inclusive and respectful teaching and learning environments for all students, families,
91.6 and employees;

91.7 ~~(2)~~ (3) include formative and summative evaluations based on multiple measures of
91.8 student progress toward career and college readiness;

91.9 ~~(3)~~ (4) be consistent with a principal's job description, a district's long-term plans and
91.10 goals, and the principal's own professional multiyear growth plans and goals, all of which
91.11 must support the principal's leadership behaviors and practices, rigorous curriculum, school
91.12 performance, and high-quality instruction;

91.13 ~~(4)~~ (5) include on-the-job observations and previous evaluations;

91.14 ~~(5)~~ (6) allow surveys to help identify a principal's effectiveness, leadership skills and
91.15 processes, and strengths and weaknesses in exercising leadership in pursuit of school success;

91.16 ~~(6)~~ (7) use longitudinal data on student academic growth as 35 percent of the evaluation
91.17 and incorporate district achievement goals and targets;

91.18 ~~(7)~~ (8) be linked to professional development that emphasizes improved teaching and
91.19 learning, curriculum and instruction, student learning, culturally responsive leadership
91.20 practices, and a collaborative professional culture; and

91.21 ~~(8)~~ (9) for principals not meeting standards of professional practice or other criteria
91.22 under this subdivision, implement a plan to improve the principal's performance and specify
91.23 the procedure and consequence if the principal's performance is not improved.

91.24 The provisions of this paragraph are intended to provide districts with sufficient flexibility
91.25 to accommodate district needs and goals related to developing, supporting, and evaluating
91.26 principals.

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

91.28 **Sec. 17. [124D.901] STUDENT SUPPORT PERSONNEL AID.**

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

92.1 (1) "new position" means a student support services personnel full-time or part-time
92.2 position not under contract by a school district, charter school, or cooperative unit at the
92.3 start of the 2022-2023 school year;

92.4 (2) "part-time position" means a student support services personnel position less than
92.5 1.0 full-time equivalent at the start of the 2022-2023 school year;

92.6 (3) "American Rescue Plan Act" means money received under the American Rescue
92.7 Plan Act of 2021, Public Law 117-2; and

92.8 (4) "student support services personnel" means an individual licensed to serve as a school
92.9 counselor, school psychologist, school social worker, school nurse, or chemical dependency
92.10 counselor in Minnesota.

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

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

92.13 (2) decrease caseloads for existing student support services personnel to ensure effective
92.14 services;

92.15 (3) ensure that students receive effective student support services and integrated and
92.16 comprehensive services to improve prekindergarten through grade 12 academic, physical,
92.17 social, and emotional outcomes supporting career and college readiness and effective school
92.18 mental health services;

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

92.21 (5) fully integrate learning supports, instruction, assessment, data-based decision making,
92.22 and family and community engagement within a comprehensive approach that facilitates
92.23 interdisciplinary collaboration; and

92.24 (6) improve student health, school safety, and school climate to support academic success
92.25 and career and college readiness.

92.26 Subd. 3. **Student support personnel aid.** (a) The initial student support personnel aid
92.27 for fiscal year 2024 and fiscal year 2025 for a school district equals the greater of \$24 times
92.28 the adjusted pupil units at the district for the current fiscal year or \$25,000. The initial
92.29 student support personnel aid for fiscal year 2026 and later for a school district equals the
92.30 greater of \$44 times the adjusted pupil units at the district for the current fiscal year or
92.31 \$60,000. The initial student support personnel aid for a charter school equals \$22 times the
92.32 adjusted pupil units at the charter school for the current fiscal year. The initial student

93.1 support personnel aid for fiscal year 2026 and later for a charter school equals \$40 times
93.2 the adjusted pupil units at the charter school for the current fiscal year.

93.3 (b) The cooperative student support personnel aid for fiscal year 2024 and fiscal year
93.4 2025 for a school district that is a member of an intermediate school district or other
93.5 cooperative unit that enrolls students equals \$2 times the adjusted pupil units at the member
93.6 district for the current fiscal year. The cooperative student support personnel aid for fiscal
93.7 year 2026 and later for a school district that is a member of an intermediate school district
93.8 or other cooperative unit that enrolls students equals \$4 times the adjusted pupil units at the
93.9 member district for the current fiscal year. If a district is a member of more than one
93.10 cooperative unit that enrolls students, the revenue must be allocated among the cooperative
93.11 units.

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

93.15 Subd. 4. **Allowed uses.** (a) Aid under this section must be used to hire new positions
93.16 for student support services personnel or increase a current position that is less than 1.0
93.17 full-time equivalent to a greater number of service hours or make permanent a position hired
93.18 using onetime resources awarded through the American Rescue Plan Act, or to maintain a
93.19 position that would otherwise be eliminated.

93.20 (b) Cooperative student support personnel aid must be transferred to the intermediate
93.21 district or other cooperative unit of which the district is a member and used to hire new
93.22 positions for student support services personnel or increase a current position that is less
93.23 than 1.0 full-time equivalent to a greater number of service hours or make permanent a
93.24 position hired using onetime resources awarded through the American Rescue Plan Act at
93.25 the intermediate district or cooperative unit.

93.26 (c) If a school district, charter school, or cooperative unit does not receive at least two
93.27 applications and is not able to hire a new full-time equivalent position with student support
93.28 personnel aid, the aid may be used for contracted services from individuals licensed to serve
93.29 as a school counselor, school psychologist, school social worker, school nurse, or chemical
93.30 dependency counselor in Minnesota.

93.31 Subd. 5. **Local match requirement.** A school that receives aid must match the state aid
93.32 with local funds. The local match must equal \$3 for every \$1 awarded in the same year.
93.33 The local match may not include federal reimbursements attributable to the new position.

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

94.5 (1) school climate;

94.6 (2) student health;

94.7 (3) attendance rates;

94.8 (4) academic achievement;

94.9 (5) career and college readiness; and

94.10 (6) postsecondary completion rates.

94.11 EFFECTIVE DATE. This section is effective for revenue for fiscal year 2024 and later.

94.12 Sec. 18. APPROPRIATIONS; DEPARTMENT OF EDUCATION.

94.13 Subdivision 1. Department of Education. The sums indicated in this section are
 94.14 appropriated from the general fund to the Department of Education for the fiscal year
 94.15 designated.

94.16 Subd. 2. Agricultural educator grants. (a) For agricultural educator grants under Laws
 94.17 2017, First Special Session chapter 5, article 2, section 51:

94.18 \$ 250,000 2024

94.19 \$ 250,000 2025

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

94.21 Subd. 3. Alternative teacher compensation aid. (a) For alternative teacher compensation
 94.22 aid under Minnesota Statutes, section 122A.415, subdivision 4:

94.23 \$ 88,444,000 2024

94.24 \$ 88,430,000 2025

94.25 (b) The 2024 appropriation includes \$8,824,000 for fiscal year 2023 and \$79,620,000
 94.26 for fiscal year 2024.

94.27 (c) The 2025 appropriation includes \$8,846,000 for fiscal year 2024 and \$79,584,000
 94.28 for fiscal year 2025.

94.29 Subd. 4. Come Teach in Minnesota hiring bonuses. (a) For the Come Teach in
 94.30 Minnesota hiring bonuses pilot program under Minnesota Statutes, section 122A.59:

95.1 \$ 200,000 2024

95.2 \$ 400,000 2025

95.3 (b) The department may use up to \$30,000 of the appropriation amount to administer
95.4 and improve the program under this subdivision.

95.5 (c) This appropriation is subject to the requirements under Minnesota Statutes, section
95.6 122A.59, subdivision 5.

95.7 (d) The base for fiscal year 2026 and later is \$400,000.

95.8 Subd. 5. Closing educational opportunity grants. (a) To support schools in their
95.9 efforts to close opportunity gaps under Minnesota Statutes, section 120B.113:

95.10 \$ 4,000,000 2024

95.11 \$ 4,000,000 2025

95.12 (b) The department may retain up to five percent of this appropriation to administer the
95.13 grant program.

95.14 Subd. 6. Coalition to Increase Teachers of Color and American Indian Teachers. (a)
95.15 For a grant to the Coalition to Increase Teachers of Color and American Indian Teachers
95.16 in Minnesota for nonlobbying activities and general operating expenses that support the
95.17 recruitment and retention of racially and ethnically diverse teachers underrepresented in the
95.18 state's workforce:

95.19 \$ 100,000 2024

95.20 \$ 100,000 2025

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

95.22 Subd. 7. Expanded concurrent enrollment grants. (a) For grants to institutions offering
95.23 "Introduction to Teaching" or "Introduction to Education" courses under Minnesota Statutes,
95.24 section 124D.09, subdivision 10, paragraph (b):

95.25 \$ 500,000 2024

95.26 \$ 500,000 2025

95.27 (b) Up to five percent of the grant amount is available for grant administration and
95.28 monitoring.

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

95.30 Subd. 8. Grow Your Own pathways to teacher licensure grants. (a) For grants to
95.31 develop, continue, or expand Grow Your Own new teacher programs under Minnesota
95.32 Statutes, section 122A.73, to develop a teaching workforce that more closely reflects the

96.1 state's increasingly diverse student population and ensure all students have equitable access
 96.2 to effective and diverse teachers:

96.3 \$ 32,500,000 2024

96.4 \$ 32,500,000 2025

96.5 (b) Of the amounts in paragraph (a), \$1,500,000 each year is for grants to early childhood
 96.6 educator programs.

96.7 (c) Of the amounts in paragraph (a), at least \$3,000,000 each year is for teacher residency
 96.8 programs under Minnesota Statutes, section 122A.68, subdivision 3.

96.9 (d) This appropriation is subject to the requirements under Minnesota Statutes, section
 96.10 122A.73, subdivision 5.

96.11 (e) The base for fiscal year 2026 and later is \$32,500,000.

96.12 Subd. 9. **Minnesota Indian teacher training program grants.** (a) For joint grants to
 96.13 assist American Indian people to become teachers under Minnesota Statutes, section 122A.63:

96.14 \$ 700,000 2024

96.15 \$ 700,000 2025

96.16 (b) The department may use up to five percent of the appropriation amount to administer
 96.17 the grant program.

96.18 Subd. 10. **Reimbursements for teacher licensing and exam fees.** (a) For reducing
 96.19 financial burdens for aspiring teachers by funding costs associated with Minnesota teacher
 96.20 licensing exams and first professional teacher license fees for newly graduated teachers:

96.21 \$ 1,400,000 2024

96.22 \$ 0 2025

96.23 (b) The commissioner must establish a process for newly licensed teachers to be
 96.24 reimbursed for expenses related to:

96.25 (1) application fees to the board for initial licensure; and

96.26 (2) exam fees for required licensure exams to obtain a teaching license in Minnesota.

96.27 (c) Up to \$50,000 is available for administration, including contracts.

96.28 (d) This is a onetime appropriation and is available until June 30, 2027.

96.29 Subd. 11. **Statewide concurrent enrollment teacher training program.** (a) For the
 96.30 concurrent enrollment teacher partnership under Minnesota Statutes, section 122A.76:

97.1 \$ 375,000 2024

97.2 \$ 375,000 2025

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

97.4 Subd. 12. **Statewide teacher mentoring program.** (a) For a statewide teacher induction
97.5 and mentoring program:

97.6 \$ 9,940,000 2024

97.7 \$ 0 2025

97.8 (b) Funds may be used for:

97.9 (1) competitive grants to Minnesota regional partners, including institutions of higher
97.10 education, regional service cooperatives, other district or charter collaboratives, and
97.11 professional organizations, to provide mentoring supports for new teachers, on-the-ground
97.12 training, technical assistance, and networks or communities of practice for local new teachers,
97.13 districts, and charter schools to implement Minnesota's induction model;

97.14 (2) competitive grants to school districts to fund Teacher of Record mentorships to Tier
97.15 1 special education teachers, including training and supervision; and

97.16 (3) contracts with national content experts and research collaboratives to assist in
97.17 developing Minnesota's induction model, to provide ongoing training to mentors and
97.18 principals, and to evaluate the program over time.

97.19 (c) This is a onetime appropriation and is available until June 30, 2027.

97.20 Subd. 13. **Student support personnel.** (a) To address shortages of school support
97.21 personnel services that benefit children and young people's social, emotional, and physical
97.22 health through strategies to fund additional positions within early childhood systems, public
97.23 schools, and the Department of Education, and to implement a workforce development
97.24 initiative:

97.25 \$ 2,550,000 2024

97.26 \$ 2,550,000 2025

97.27 (b) Of this amount, \$2,400,000 each year is to fund a workforce development initiative
97.28 to increase the number of student support personnel each year.

97.29 (c) Of this amount, \$150,000 each year is to fund a school mental health service lead at
97.30 the Department of Education.

97.31 Subd. 14. **Student support personnel aid.** (a) For aid to support schools in addressing
97.32 students' social, emotional, and physical health under Minnesota Statutes, section 124D.901:

98.1 \$ 23,432,000 2024

98.2 \$ 25,990,000 2025

98.3 (b) The 2024 appropriation includes \$0 for 2023 and \$23,432,000 for 2024.

98.4 (c) The 2025 appropriation includes \$2,604,000 for 2024 and \$23,386,000 for 2025.

98.5 Sec. 19. **APPROPRIATIONS; PROFESSIONAL EDUCATOR LICENSING AND**
 98.6 **STANDARDS BOARD.**

98.7 Subdivision 1. **Professional Educator Licensing and Standards Board.** The sum
 98.8 indicated in this section is appropriated from the general fund to the Professional Educator
 98.9 Licensing and Standards Board for the fiscal year designated.

98.10 Subd. 2. **Collaborative urban and greater Minnesota educators of color grants.** (a)
 98.11 For collaborative urban and greater Minnesota educators of color competitive grants under
 98.12 Minnesota Statutes, section 122A.635:

98.13 \$ 5,530,000 2024

98.14 \$ 5,350,000 2025

98.15 (b) The board may retain up to \$100,000 of the appropriation amount to monitor and
 98.16 administer the grant program.

98.17 (c) Any balance does not cancel but is available in the following fiscal year.

98.18 (d) The base for fiscal year 2026 and later is \$5,350,000.

98.19 Subd. 3. **Heritage language and culture teachers.** To support an additional licensure
 98.20 pathway program for heritage language and culture teachers under Minnesota Statutes,
 98.21 section 122A.631, including funding for a portfolio liaison and funding for substitute teachers
 98.22 on meeting days, portfolio fees, licensure fees, and licensure exam fees for 50 program
 98.23 participants:

98.24 \$ 208,000 2024

98.25 \$ 208,000 2025

98.26 Subd. 4. **Mentoring, induction, and retention incentive program grants for teachers**
 98.27 **of color.** (a) To develop and expand mentoring, induction, and retention programs designed
 98.28 for teachers of color or American Indian teachers under Minnesota Statutes, section 122A.70:

98.29 \$ 3,496,000 2024

98.30 \$ 3,496,000 2025

98.31 (b) Any balance does not cancel but is available in the following fiscal year.

99.1 (c) The base for fiscal year 2026 and later is \$3,496,000, of which at least \$2,500,000
 99.2 each fiscal year is for grants to develop and expand mentoring, induction, and retention
 99.3 programs designed for teachers of color or American Indian teachers.

99.4 (d) The board may retain up to three percent of the appropriation amount to monitor and
 99.5 administer the grant program.

99.6 **Subd. 5. Reports on increasing percentage of teachers of color and American Indian**
 99.7 **teachers.** (a) For a full-time equivalent employee to complete reports on state-funded
 99.8 programs to increase the percentage of teachers of color and American Indian teachers in
 99.9 Minnesota schools in accordance with Minnesota Statutes, section 120B.117, and process
 99.10 reports under Minnesota Statutes, sections 122A.40, subdivision 3, and 122A.41, subdivision
 99.11 16:

99.12	\$	<u>20,000</u>	.....	<u>2024</u>
99.13	\$	<u>0</u>	.....	<u>2025</u>

99.14 (b) The base for fiscal year 2026 and every even-numbered year after is \$0.

99.15 **Subd. 6. Teacher recruitment marketing campaign.** (a) To develop two contracts to
 99.16 develop and implement an outreach and marketing campaign under this subdivision:

99.17	\$	<u>500,000</u>	.....	<u>2024</u>
99.18	\$	<u>500,000</u>	.....	<u>2025</u>

99.19 (b) The Professional Educator Licensing and Standards Board must issue a request for
 99.20 proposals to develop and implement an outreach and marketing campaign to elevate the
 99.21 profession and recruit teachers, especially teachers of color and American Indian teachers.
 99.22 Outreach efforts should include and support current and former Teacher of the Year finalists
 99.23 interested in being recruitment fellows to encourage prospective educators throughout the
 99.24 state.

99.25 (c) The outreach and marketing campaign must focus on increasing interest in teaching
 99.26 in Minnesota public schools for the following individuals:

99.27 (1) high school and college students of color or American Indian students who have not
 99.28 chosen a career path; or

99.29 (2) adults from racial or ethnic groups underrepresented in the teacher workforce who
 99.30 may be seeking to change careers.

99.31 (d) The board must award two \$250,000 grants each year to firms or organizations that
 99.32 demonstrate capacity to reach wide and varied audiences of prospective teachers based on
 99.33 a work plan with quarterly deliverables. Preferences should be given to firms or organizations

100.1 that are led by people of color and that have people of color working on the campaign with
 100.2 a proven record of success. The grant recipients must recognize current pathways or programs
 100.3 to become a teacher and must partner with educators, schools, institutions, and racially
 100.4 diverse communities. The grant recipients are encouraged to provide in-kind contributions
 100.5 or seek funds from nonstate sources to supplement the grant award.

100.6 (e) The board may use no more than three percent of the appropriation amount to
 100.7 administer the program under this subdivision, and may have an interagency agreement
 100.8 with the Department of Education including transfer of funds to help administer the program.

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

100.10 **ARTICLE 5**

100.11 **SPECIAL EDUCATION**

100.12 Section 1. Minnesota Statutes 2022, section 120A.20, subdivision 1, is amended to read:

100.13 Subdivision 1. **Age limitations; pupils.** (a) All schools supported in whole or in part
 100.14 by state funds are public schools. Admission to a public school is free to any person who:
 100.15 (1) resides within the district that operates the school; (2) is under 21 years of age or who
 100.16 meets the requirements of paragraph (c); and (3) satisfies the minimum age requirements
 100.17 imposed by this section. Notwithstanding the provisions of any law to the contrary, the
 100.18 conduct of all students under 21 years of age attending a public secondary school is governed
 100.19 by a single set of reasonable rules and regulations promulgated by the school board.

100.20 (b) A person shall not be admitted to a public school (1) as a kindergarten pupil, unless
 100.21 the pupil is at least five years of age on September 1 of the calendar year in which the school
 100.22 year for which the pupil seeks admission commences; or (2) as a 1st grade student, unless
 100.23 the pupil is at least six years of age on September 1 of the calendar year in which the school
 100.24 year for which the pupil seeks admission commences or has completed kindergarten; except
 100.25 that any school board may establish a policy for admission of selected pupils at an earlier
 100.26 age under section 124D.02.

100.27 (c) A pupil who becomes age 21 after enrollment is eligible for continued free public
 100.28 school enrollment until at least one of the following occurs: (1) the first September 1 after
 100.29 the pupil's 21st birthday; (2) the pupil's completion of the graduation requirements; (3) the
 100.30 pupil's withdrawal with no subsequent enrollment within 21 calendar days; ~~or~~ (4) the end
 100.31 of the school year; or (5) in the case of a student with a disability as set forth in section
 100.32 125A.02, the pupil's 22nd birthday.

101.1 Sec. 2. Minnesota Statutes 2022, section 121A.41, subdivision 7, is amended to read:

101.2 Subd. 7. **Pupil.** (a) "Pupil" means any student:

101.3 (1) without a disability under 21 years of age; or

101.4 (2) with a disability under ~~21~~ 22 years old who has not received a regular high school
101.5 diploma ~~or for a child with a disability who becomes 21 years old during the school year~~
101.6 ~~but has not received a regular high school diploma, until the end of that school year; and~~

101.7 (3) who remains eligible to attend a public elementary or secondary school.

101.8 (b) A "student with a disability" or a "pupil with a disability" has the same meaning as
101.9 a "child with a disability" under section 125A.02.

101.10 Sec. 3. Minnesota Statutes 2022, section 122A.31, subdivision 1, is amended to read:

101.11 Subdivision 1. **Requirements for American sign language/English interpreters.** (a)
101.12 In addition to any other requirements that a school district establishes, any person employed
101.13 to provide American sign language/English interpreting or sign transliterating services on
101.14 a full-time or part-time basis for a school district after July 1, 2000, must:

101.15 (1) hold current interpreter ~~and~~ or transliterator certificates awarded by the Registry of
101.16 Interpreters for the Deaf (RID), or the general level interpreter proficiency certificate awarded
101.17 by the National Association of the Deaf (NAD), or a comparable state certification from
101.18 the commissioner of education; ~~and~~

101.19 ~~(2)~~ satisfactorily complete an interpreter/transliterator training program affiliated with
101.20 an accredited educational institution; or

101.21 (2) hold a certified deaf interpreter certification issued by RID.

101.22 (b) New graduates of an interpreter/transliterator program affiliated with an accredited
101.23 education institution or certified deaf interpreters who hold a certification issued by RID
101.24 shall be granted a two-year provisional certificate by the commissioner. During the two-year
101.25 provisional period, the interpreter/transliterator must develop and implement an education
101.26 plan in collaboration with a mentor under paragraph (c).

101.27 (c) A mentor of a provisionally certified interpreter/transliterator must be an
101.28 interpreter/transliterator who has either NAD level IV or V certification or RID certified
101.29 interpreter and certified transliterator certification and have at least three years of
101.30 interpreting/transliterating experience in any educational setting. The mentor, in collaboration
101.31 with the provisionally certified interpreter/transliterator, shall develop and implement an

102.1 education plan designed to meet the requirements of paragraph (a), clause (1), and include
102.2 a weekly on-site mentoring process.

102.3 (d) Consistent with the requirements of this paragraph, a person holding a provisional
102.4 certificate may apply to the commissioner for one time-limited extension. The commissioner,
102.5 in consultation with the Commission of the Deaf, DeafBlind and Hard of Hearing, must
102.6 grant the person a time-limited extension of the provisional certificate based on the following
102.7 documentation:

102.8 (1) letters of support from the person's mentor, a parent of a pupil the person serves, the
102.9 special education director of the district in which the person is employed, and a representative
102.10 from the regional service center of the deaf and hard-of-hearing;

102.11 (2) records of the person's formal education, training, experience, and progress on the
102.12 person's education plan; and

102.13 (3) an explanation of why the extension is needed.

102.14 As a condition of receiving the extension, the person must comply with a plan and the
102.15 accompanying ~~time-line~~ timeline for meeting the requirements of this subdivision. A
102.16 committee composed of the deaf and hard-of-hearing state specialist, a representative of
102.17 the Minnesota Association of Deaf Citizens, a representative of the Minnesota Registry of
102.18 Interpreters ~~of~~ for the Deaf, and other appropriate ~~persons~~ committee members selected by
102.19 the commissioner must develop the plan and ~~time-line~~ timeline for the person receiving the
102.20 extension.

102.21 (e) A school district may employ only an interpreter/transliterater who has been certified
102.22 under paragraph (a) or (b), or for whom a time-limited extension has been granted under
102.23 paragraph (d).

102.24 (f) An interpreter who meets the requirements of paragraph (a) is "essential personnel"
102.25 as defined in section 125A.76, subdivision 1.

102.26 Sec. 4. Minnesota Statutes 2022, section 123B.92, subdivision 1, is amended to read:

102.27 Subdivision 1. **Definitions.** For purposes of this section and section 125A.76, the terms
102.28 defined in this subdivision have the meanings given to them.

102.29 (a) "Actual expenditure per pupil transported in the regular and excess transportation
102.30 categories" means the quotient obtained by dividing:

102.31 (1) the sum of:

103.1 (i) all expenditures for transportation in the regular category, as defined in paragraph
103.2 (b), clause (1), and the excess category, as defined in paragraph (b), clause (2), plus

103.3 (ii) an amount equal to one year's depreciation on the district's school bus fleet and
103.4 mobile units computed on a straight line basis at the rate of 15 percent per year for districts
103.5 operating a program under section 124D.128 for grades 1 to 12 for all students in the district
103.6 and 12-1/2 percent per year for other districts of the cost of the fleet, plus

103.7 (iii) an amount equal to one year's depreciation on the district's type III vehicles, as
103.8 defined in section 169.011, subdivision 71, which must be used a majority of the time for
103.9 pupil transportation purposes, computed on a straight line basis at the rate of 20 percent per
103.10 year of the cost of the type three school buses by:

103.11 (2) the number of pupils eligible for transportation in the regular category, as defined
103.12 in paragraph (b), clause (1), and the excess category, as defined in paragraph (b), clause
103.13 (2).

103.14 (b) "Transportation category" means a category of transportation service provided to
103.15 pupils as follows:

103.16 (1) Regular transportation is:

103.17 (i) transportation to and from school during the regular school year for resident elementary
103.18 pupils residing one mile or more from the public or nonpublic school they attend, and
103.19 resident secondary pupils residing two miles or more from the public or nonpublic school
103.20 they attend, excluding desegregation transportation and noon kindergarten transportation;
103.21 but with respect to transportation of pupils to and from nonpublic schools, only to the extent
103.22 permitted by sections 123B.84 to 123B.87;

103.23 (ii) transportation of resident pupils to and from language immersion programs;

103.24 (iii) transportation of a pupil who is a custodial parent and that pupil's child between the
103.25 pupil's home and the child care provider and between the provider and the school, if the
103.26 home and provider are within the attendance area of the school;

103.27 (iv) transportation to and from or board and lodging in another district, of resident pupils
103.28 of a district without a secondary school;

103.29 (v) transportation to and from school during the regular school year required under
103.30 subdivision 3 for nonresident elementary pupils when the distance from the attendance area
103.31 border to the public school is one mile or more, and for nonresident secondary pupils when
103.32 the distance from the attendance area border to the public school is two miles or more,
103.33 excluding desegregation transportation and noon kindergarten transportation; and

104.1 (vi) transportation of pregnant or parenting pupils to and from a program that was
104.2 established on or before January 1, 2018, or that is in operation on or after July 1, 2021,
104.3 that provides:

104.4 (A) academic instruction;

104.5 (B) at least four hours per week of parenting instruction; and

104.6 (C) high-quality child care on site during the education day with the capacity to serve
104.7 all children of enrolled pupils.

104.8 For the purposes of this paragraph, a district may designate a licensed day care facility,
104.9 school day care facility, respite care facility, the residence of a relative, or the residence of
104.10 a person or other location chosen by the pupil's parent or guardian, or an after-school program
104.11 for children operated by a political subdivision of the state, as the home of a pupil for part
104.12 or all of the day, if requested by the pupil's parent or guardian, and if that facility, residence,
104.13 or program is within the attendance area of the school the pupil attends.

104.14 (2) Excess transportation is:

104.15 (i) transportation to and from school during the regular school year for resident secondary
104.16 pupils residing at least one mile but less than two miles from the public or nonpublic school
104.17 they attend, and transportation to and from school for resident pupils residing less than one
104.18 mile from school who are transported because of full-service school zones, extraordinary
104.19 traffic, drug, or crime hazards; and

104.20 (ii) transportation to and from school during the regular school year required under
104.21 subdivision 3 for nonresident secondary pupils when the distance from the attendance area
104.22 border to the school is at least one mile but less than two miles from the public school they
104.23 attend, and for nonresident pupils when the distance from the attendance area border to the
104.24 school is less than one mile from the school and who are transported because of full-service
104.25 school zones, extraordinary traffic, drug, or crime hazards.

104.26 (3) Desegregation transportation is transportation within and outside of the district during
104.27 the regular school year of pupils to and from schools located outside their normal attendance
104.28 areas under a plan for desegregation mandated by the commissioner or under court order.

104.29 (4) "Transportation services for pupils with disabilities" is:

104.30 (i) transportation of pupils with disabilities who cannot be transported on a regular school
104.31 bus between home or a respite care facility and school;

105.1 (ii) necessary transportation of pupils with disabilities from home or from school to
105.2 other buildings, including centers such as developmental achievement centers, hospitals,
105.3 and treatment centers where special instruction or services required by sections 125A.03 to
105.4 125A.24, 125A.26 to 125A.48, and 125A.65 are provided, within or outside the district
105.5 where services are provided;

105.6 (iii) necessary transportation for resident pupils with disabilities required by sections
105.7 125A.12, and 125A.26 to 125A.48;

105.8 (iv) board and lodging for pupils with disabilities in a district maintaining special classes;

105.9 (v) transportation from one educational facility to another within the district for resident
105.10 pupils enrolled on a shared-time basis in educational programs, and necessary transportation
105.11 required by sections 125A.18, and 125A.26 to 125A.48, for resident pupils with disabilities
105.12 who are provided special instruction and services on a shared-time basis or if resident pupils
105.13 are not transported, the costs of necessary travel between public and private schools or
105.14 neutral instructional sites by essential personnel employed by the district's program for
105.15 children with a disability;

105.16 (vi) transportation for resident pupils with disabilities to and from board and lodging
105.17 facilities when the pupil is boarded and lodged for educational purposes;

105.18 (vii) transportation of pupils for a curricular field trip activity on a school bus equipped
105.19 with a power lift when the power lift is required by a student's disability or section 504 plan;
105.20 and

105.21 (viii) services described in clauses (i) to (vii), when provided for pupils with disabilities
105.22 in conjunction with a summer instructional program that relates to the pupil's individualized
105.23 education program or in conjunction with a learning year program established under section
105.24 124D.128.

105.25 For purposes of computing special education initial aid under section 125A.76, the cost
105.26 of providing transportation for children with disabilities includes (A) the additional cost of
105.27 transporting a student in a shelter care facility as defined in section 260C.007, subdivision
105.28 30, a student placed in a family foster home as defined in section 260C.007, subdivision
105.29 16b, a homeless student in another district to the school of origin, or a formerly homeless
105.30 student from a permanent home in another district to the school of origin but only through
105.31 the end of the academic year; and (B) depreciation on district-owned school buses purchased
105.32 after July 1, 2005, and used primarily for transportation of pupils with disabilities, calculated
105.33 according to paragraph (a), clauses (ii) and (iii). Depreciation costs included in the disabled
105.34 transportation category must be excluded in calculating the actual expenditure per pupil

106.1 transported in the regular and excess transportation categories according to paragraph (a).
106.2 For purposes of subitem (A), a school district may transport a child who does not have a
106.3 school of origin to the same school attended by that child's sibling, if the siblings are homeless
106.4 or in a shelter care facility.

106.5 (5) "Nonpublic nonregular transportation" is:

106.6 (i) transportation from one educational facility to another within the district for resident
106.7 pupils enrolled on a shared-time basis in educational programs, excluding transportation
106.8 for nonpublic pupils with disabilities under clause (4);

106.9 (ii) transportation within district boundaries between a nonpublic school and a public
106.10 school or a neutral site for nonpublic school pupils who are provided pupil support services
106.11 pursuant to section 123B.44; and

106.12 (iii) late transportation home from school or between schools within a district for
106.13 nonpublic school pupils involved in after-school activities.

106.14 (c) "Mobile unit" means a vehicle or trailer designed to provide facilities for educational
106.15 programs and services, including diagnostic testing, guidance and counseling services, and
106.16 health services. A mobile unit located off nonpublic school premises is a neutral site as
106.17 defined in section 123B.41, subdivision 13.

106.18 Sec. 5. Minnesota Statutes 2022, section 124D.128, subdivision 2, is amended to read:

106.19 Subd. 2. **Commissioner designation.** (a) A state-approved alternative program designated
106.20 by the state must be a site. A state-approved alternative program must provide services to
106.21 students who meet the criteria in section 124D.68 and who are enrolled in:

106.22 (1) a district that is served by the state-approved alternative program; or

106.23 (2) a charter school located within the geographic boundaries of a district that is served
106.24 by the state-approved alternative program.

106.25 (b) To be designated, a state-approved alternative program must demonstrate to the
106.26 commissioner that it will:

106.27 (1) provide a program of instruction that permits pupils to receive instruction throughout
106.28 the entire year; and

106.29 (2) develop and maintain a separate record system that, for purposes of section 126C.05,
106.30 permits identification of membership attributable to pupils participating in the program.

106.31 The record system and identification must ensure that the program will not have the effect
106.32 of increasing the total average daily membership attributable to an individual pupil as a

107.1 result of a learning year program. The record system must include the date the pupil originally
107.2 enrolled in a learning year program, the pupil's grade level, the date of each grade promotion,
107.3 the average daily membership generated in each grade level, the number of credits or
107.4 standards earned, and the number needed to graduate.

107.5 (c) A student who has not completed a school district's graduation requirements may
107.6 continue to enroll in courses the student must complete in order to graduate until the student
107.7 satisfies the district's graduation requirements or the student is 21 years old, whichever
107.8 comes first. A student with a disability as set forth in section 125A.02 may continue to
107.9 enroll in courses until the student graduates with a regular high school diploma or the student
107.10 is 22 years old, whichever comes first.

107.11 Sec. 6. Minnesota Statutes 2022, section 124D.68, subdivision 2, is amended to read:

107.12 Subd. 2. **Eligible pupils.** (a) A pupil under the age of 21 or who meets the requirements
107.13 of section 120A.20, subdivision 1, paragraph (c), is eligible to participate in the graduation
107.14 incentives program, if the pupil:

107.15 (1) performs substantially below the performance level for pupils of the same age in a
107.16 locally determined achievement test;

107.17 (2) is behind in satisfactorily completing coursework or obtaining credits for graduation;

107.18 (3) is pregnant or is a parent;

107.19 (4) has been assessed as having substance use disorder;

107.20 (5) has been excluded or expelled according to sections 121A.40 to 121A.56;

107.21 (6) has been referred by a school district for enrollment in an eligible program or a
107.22 program pursuant to section 124D.69;

107.23 (7) is a victim of physical or sexual abuse;

107.24 (8) has experienced mental health problems;

107.25 (9) has experienced homelessness sometime within six months before requesting a
107.26 transfer to an eligible program;

107.27 (10) speaks English as a second language or is an English learner;

107.28 (11) has withdrawn from school or has been chronically truant; or

107.29 (12) is being treated in a hospital in the seven-county metropolitan area for cancer or
107.30 other life threatening illness or is the sibling of an eligible pupil who is being currently

108.1 treated, and resides with the pupil's family at least 60 miles beyond the outside boundary
108.2 of the seven-county metropolitan area.

108.3 (b) A pupil otherwise qualifying under paragraph (a) who is at least 21 years of age and
108.4 not yet 22 years of age, and is an English learner with an interrupted formal education
108.5 according to section 124D.59, subdivision 2a, or is a pupil with a disability as set forth in
108.6 section 125A.02, is eligible to participate in the graduation incentives program under section
108.7 124D.68 and in concurrent enrollment courses offered under section 124D.09, subdivision
108.8 10, and is funded in the same manner as other pupils under this section.

108.9 Sec. 7. Minnesota Statutes 2022, section 125A.03, is amended to read:

108.10 **125A.03 SPECIAL INSTRUCTION FOR CHILDREN WITH A DISABILITY.**

108.11 (a) As defined in paragraph (b), every district must provide special instruction and
108.12 services, either within the district or in another district, for all children with a disability,
108.13 including providing required services under Code of Federal Regulations, title 34, section
108.14 300.121, paragraph (d), to those children suspended or expelled from school for more than
108.15 ten school days in that school year, who are residents of the district and who are disabled
108.16 as set forth in section 125A.02. For purposes of state and federal special education laws,
108.17 the phrase "special instruction and services" in the state Education Code means a free and
108.18 appropriate public education provided to an eligible child with disabilities. "Free appropriate
108.19 public education" means special education and related services that:

108.20 (1) are provided at public expense, under public supervision and direction, and without
108.21 charge;

108.22 (2) meet the standards of the state, including the requirements of the Individuals with
108.23 Disabilities Education Act, Part B or C;

108.24 (3) include an appropriate preschool, elementary school, or secondary school education;
108.25 and

108.26 (4) are provided to children ages three through 21 in conformity with an individualized
108.27 education program that meets the requirements of the Individuals with Disabilities Education
108.28 Act, subpart A, sections 300.320 to 300.324, and provided to infants and toddlers in
108.29 conformity with an individualized family service plan that meets the requirements of the
108.30 Individuals with Disabilities Education Act, subpart A, sections 303.300 to 303.346.

108.31 (b) Notwithstanding any age limits in laws to the contrary, special instruction and services
108.32 must be provided from birth ~~until July 1 after the child with a disability becomes 21 years~~
108.33 ~~old~~ until the child with a disability becomes 22 years old but shall not extend beyond

109.1 secondary school or its equivalent, except as provided in section 124D.68, subdivision 2.
109.2 Local health, education, and social service agencies must refer children under age five who
109.3 are known to need or suspected of needing special instruction and services to the school
109.4 district. Districts with less than the minimum number of eligible children with a disability
109.5 as determined by the commissioner must cooperate with other districts to maintain a full
109.6 range of programs for education and services for children with a disability. This section
109.7 does not alter the compulsory attendance requirements of section 120A.22.

109.8 (c) At the board's discretion, a school district that participates in a reciprocity agreement
109.9 with a neighboring state under section 124D.041 may enroll and provide special instruction
109.10 and services to a child from an adjoining state whose family resides at a Minnesota address
109.11 as assigned by the United States Postal Service if the district has completed child
109.12 identification procedures for that child to determine the child's eligibility for special education
109.13 services, and the child has received developmental screening under sections 121A.16 to
109.14 121A.19.

109.15 Sec. 8. Minnesota Statutes 2022, section 125A.08, is amended to read:

109.16 **125A.08 INDIVIDUALIZED EDUCATION PROGRAMS.**

109.17 (a) At the beginning of each school year, each school district shall have in effect, for
109.18 each child with a disability, an individualized education program.

109.19 (b) As defined in this section, every district must ensure the following:

109.20 (1) all students with disabilities are provided the special instruction and services which
109.21 are appropriate to their needs. Where the individualized education program team has
109.22 determined appropriate goals and objectives based on the student's needs, including the
109.23 extent to which the student can be included in the least restrictive environment, and where
109.24 there are essentially equivalent and effective instruction, related services, or assistive
109.25 technology devices available to meet the student's needs, cost to the district may be among
109.26 the factors considered by the team in choosing how to provide the appropriate services,
109.27 instruction, or devices that are to be made part of the student's individualized education
109.28 program. The individualized education program team shall consider and may authorize
109.29 services covered by medical assistance according to section 256B.0625, subdivision 26.
109.30 Before a school district evaluation team makes a determination of other health disability
109.31 under Minnesota Rules, part 3525.1335, subparts 1 and 2, item A, subitem (1), the evaluation
109.32 team must seek written documentation of the student's medically diagnosed chronic or acute
109.33 health condition signed by a licensed physician or a licensed health care provider acting
109.34 within the scope of the provider's practice. The student's needs and the special education

110.1 instruction and services to be provided must be agreed upon through the development of
110.2 an individualized education program. The program must address the student's need to develop
110.3 skills to live and work as independently as possible within the community. The individualized
110.4 education program team must consider positive behavioral interventions, strategies, and
110.5 supports that address behavior needs for children. During grade 9, the program must address
110.6 the student's needs for transition from secondary services to postsecondary education and
110.7 training, employment, community participation, recreation, and leisure and home living. In
110.8 developing the program, districts must inform parents of the full range of transitional goals
110.9 and related services that should be considered. The program must include a statement of
110.10 the needed transition services, including a statement of the interagency responsibilities or
110.11 linkages or both before secondary services are concluded. If the individualized education
110.12 program meets the plan components in section 120B.125, the individualized education
110.13 program satisfies the requirement and no additional transition plan is needed;

110.14 (2) children with a disability under age five and their families are provided special
110.15 instruction and services appropriate to the child's level of functioning and needs;

110.16 (3) children with a disability and their parents or guardians are guaranteed procedural
110.17 safeguards and the right to participate in decisions involving identification, assessment
110.18 including assistive technology assessment, and educational placement of children with a
110.19 disability;

110.20 (4) eligibility and needs of children with a disability are determined by an initial
110.21 evaluation or reevaluation, which may be completed using existing data under United States
110.22 Code, title 20, section 33, et seq.;

110.23 (5) to the maximum extent appropriate, children with a disability, including those in
110.24 public or private institutions or other care facilities, are educated with children who are not
110.25 disabled, and that special classes, separate schooling, or other removal of children with a
110.26 disability from the regular educational environment occurs only when and to the extent that
110.27 the nature or severity of the disability is such that education in regular classes with the use
110.28 of supplementary services cannot be achieved satisfactorily;

110.29 (6) in accordance with recognized professional standards, testing and evaluation materials,
110.30 and procedures used for the purposes of classification and placement of children with a
110.31 disability are selected and administered so as not to be racially or culturally discriminatory;
110.32 and

110.33 (7) the rights of the child are protected when the parents or guardians are not known or
110.34 not available, or the child is a ward of the state.

111.1 (c) For all paraprofessionals employed to work in programs whose role in part is to
111.2 provide direct support to students with disabilities, the school board in each district shall
111.3 ensure that:

111.4 (1) before or beginning at the time of employment, each paraprofessional must develop
111.5 sufficient knowledge and skills in emergency procedures, building orientation, roles and
111.6 responsibilities, confidentiality, vulnerability, and reportability, among other things, to begin
111.7 meeting the needs, especially disability-specific and behavioral needs, of the students with
111.8 whom the paraprofessional works;

111.9 (2) before beginning work alone with an individual student with a disability, the assigned
111.10 paraprofessional must be either given paid time, or time during the school day, to review a
111.11 student's individualized education program or be briefed on the student's specific needs by
111.12 appropriate staff;

111.13 ~~(2)~~ (3) annual training opportunities are required to enable the paraprofessional to
111.14 continue to further develop the knowledge and skills that are specific to the students with
111.15 whom the paraprofessional works, including understanding disabilities, the unique and
111.16 individual needs of each student according to the student's disability and how the disability
111.17 affects the student's education and behavior, following lesson plans, and implementing
111.18 follow-up instructional procedures and activities; ~~and~~

111.19 (4) a minimum of 16 hours of paid orientation or professional development must be
111.20 provided annually to all paraprofessionals, Title I aides, and other instructional support
111.21 staff. Eight of the 16 hours must be completed before the first instructional day of the school
111.22 year or within 30 days of hire. The orientation or professional development must be relevant
111.23 to the employee's occupation and may include collaboration time with classroom teachers
111.24 and planning for the school year. For paraprofessionals who provide direct support to
111.25 students, at least 50 percent of the professional development or orientation must be dedicated
111.26 to meeting the requirements of this section. Professional development for paraprofessionals
111.27 may also address the requirements of section 120B.363, subdivision 3. A school administrator
111.28 must provide an annual certification of compliance with this requirement to the commissioner.
111.29 The annual certification must include the prior year expenses associated with the training
111.30 provided under this clause; and

111.31 ~~(3)~~ (5) a districtwide process obligates each paraprofessional to work under the ongoing
111.32 direction of a licensed teacher and, where appropriate and possible, the supervision of a
111.33 school nurse.

112.1 (d) A school district may conduct a functional behavior assessment as defined in
112.2 Minnesota Rules, part 3525.0210, subpart 22, as a stand-alone evaluation without conducting
112.3 a comprehensive evaluation of the student in accordance with prior written notice provisions
112.4 in section 125A.091, subdivision 3a. A parent or guardian may request that a school district
112.5 conduct a comprehensive evaluation of the parent's or guardian's student.

112.6 Sec. 9. Minnesota Statutes 2022, section 125A.76, subdivision 2e, is amended to read:

112.7 Subd. 2e. **Cross subsidy reduction aid.** (a) A school district's annual cross subsidy
112.8 reduction aid equals the school district's initial special education cross subsidy for the
112.9 previous fiscal year times the cross subsidy aid factor for that fiscal year.

112.10 (b) The cross subsidy aid factor equals ~~2.6 percent for fiscal year 2020 and 6.43 percent~~
112.11 ~~for fiscal year 2021~~ 40 percent for fiscal year 2024, 47.3 percent for fiscal year 2025, and
112.12 60 percent for fiscal year 2026 and later.

112.13 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

112.14 Sec. 10. **[125A.81] SPECIAL EDUCATION SEPARATE SITES AND PROGRAMS**
112.15 **AID.**

112.16 **Subdivision 1. Definition.** For purposes of this section, "special education separate site
112.17 and program" means a public separate day school facility attended by students with
112.18 disabilities for 50 percent or more of their school day.

112.19 **Subd. 2. Eligibility for special education separate sites and programs aid.** An
112.20 education cooperative under section 471.59, education district under section 123A.15,
112.21 service cooperative under section 123A.21, or intermediate school district under section
112.22 136D.01 qualifies for additional state funding to special education separate sites and programs
112.23 for every kindergarten through grade 12 child with a disability, as defined in section 125A.02,
112.24 served in a special education separate site or program as defined in subdivision 1.

112.25 **Subd. 3. Uses of special education separate sites and programs aid.** Additional state
112.26 funding to special education separate sites and programs under this section may be used for
112.27 the same purposes as are permitted for state special education aid under section 125A.76.

112.28 **Subd. 4. Special education separate sites and programs aid.** For fiscal year 2024 and
112.29 later, additional state funding to special education separate sites and programs equals \$1,689
112.30 times the adjusted kindergarten through grade 12 pupil units served in special education
112.31 separate sites and programs under subdivision 1.

112.32 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

113.1 Sec. 11. Minnesota Statutes 2022, section 256B.0625, subdivision 26, is amended to read:

113.2 Subd. 26. **Special education services.** (a) Medical assistance covers evaluations necessary
113.3 in making a determination for eligibility for individualized education program and
113.4 individualized family service plan services and for medical services identified in a recipient's
113.5 individualized education program and individualized family service plan and covered under
113.6 the medical assistance state plan. Covered services include occupational therapy, physical
113.7 therapy, speech-language therapy, clinical psychological services, nursing services, school
113.8 psychological services, school social work services, personal care assistants serving as
113.9 management aides, assistive technology devices, transportation services, health assessments,
113.10 and other services covered under the medical assistance state plan. Mental health services
113.11 eligible for medical assistance reimbursement must be provided or coordinated through a
113.12 children's mental health collaborative where a collaborative exists if the child is included
113.13 in the collaborative operational target population. The provision or coordination of services
113.14 does not require that the individualized education program be developed by the collaborative.

113.15 The services may be provided by a Minnesota school district that is enrolled as a medical
113.16 assistance provider or its subcontractor, and only if the services meet all the requirements
113.17 otherwise applicable if the service had been provided by a provider other than a school
113.18 district, in the following areas: medical necessity; physician's, advanced practice registered
113.19 nurse's, or physician assistant's orders; documentation; personnel qualifications; and prior
113.20 authorization requirements. The nonfederal share of costs for services provided under this
113.21 subdivision is the responsibility of the local school district as provided in section 125A.74.
113.22 Services listed in a child's individualized education program are eligible for medical
113.23 assistance reimbursement only if those services meet criteria for federal financial participation
113.24 under the Medicaid program.

113.25 (b) Approval of health-related services for inclusion in the individualized education
113.26 program does not require prior authorization for purposes of reimbursement under this
113.27 chapter. The commissioner may require physician, advanced practice registered nurse, or
113.28 physician assistant review and approval of the plan not more than once annually or upon
113.29 any modification of the individualized education program that reflects a change in
113.30 health-related services.

113.31 (c) Services of a speech-language pathologist provided under this section are covered
113.32 notwithstanding Minnesota Rules, part 9505.0390, subpart 1, item L, if the person:

113.33 (1) holds a masters degree in speech-language pathology;

114.1 (2) is licensed by the Professional Educator Licensing and Standards Board as an
114.2 educational speech-language pathologist; and

114.3 (3) either has a certificate of clinical competence from the American Speech and Hearing
114.4 Association, has completed the equivalent educational requirements and work experience
114.5 necessary for the certificate or has completed the academic program and is acquiring
114.6 supervised work experience to qualify for the certificate.

114.7 (d) Medical assistance coverage for medically necessary services provided under other
114.8 subdivisions in this section may not be denied solely on the basis that the same or similar
114.9 services are covered under this subdivision.

114.10 (e) The commissioner shall develop and implement package rates, bundled rates, or per
114.11 diem rates for special education services under which separately covered services are grouped
114.12 together and billed as a unit in order to reduce administrative complexity.

114.13 (f) The commissioner shall develop a cost-based payment structure for payment of these
114.14 services. Only costs reported through the designated Minnesota Department of Education
114.15 data systems in distinct service categories qualify for inclusion in the cost-based payment
114.16 structure. The commissioner shall reimburse claims submitted based on an interim rate, and
114.17 shall settle at a final rate once the department has determined it. The commissioner shall
114.18 notify the school district of the final rate. The school district has 60 days to appeal the final
114.19 rate. To appeal the final rate, the school district shall file a written appeal request to the
114.20 commissioner within 60 days of the date the final rate determination was mailed. The appeal
114.21 request shall specify (1) the disputed items and (2) the name and address of the person to
114.22 contact regarding the appeal.

114.23 (g) Effective July 1, 2000, medical assistance services provided under an individualized
114.24 education program or an individual family service plan by local school districts shall not
114.25 count against medical assistance authorization thresholds for that child.

114.26 (h) Nursing services as defined in section 148.171, subdivision 15, and provided as an
114.27 individualized education program health-related service, are eligible for medical assistance
114.28 payment if they are otherwise a covered service under the medical assistance program.
114.29 Medical assistance covers the administration of prescription medications by a licensed nurse
114.30 who is employed by or under contract with a school district when the administration of
114.31 medications is identified in the child's individualized education program. The simple
114.32 administration of medications alone is not covered under medical assistance when
114.33 administered by a provider other than a school district or when it is not identified in the
114.34 child's individualized education program.

115.1 (i) School social work services provided by a mental health professional, as defined in
115.2 section 245I.04, subdivision 2, or mental health practitioner, as defined in section 245I.04,
115.3 subdivision 4, under the supervision of a mental health professional, are eligible for medical
115.4 assistance payment. A mental health practitioner performing school social work services
115.5 under this section must provide services within the mental health practitioner's licensure
115.6 scope of practice, if applicable, and within the mental health practitioner scope of practice
115.7 under section 245I.04, subdivision 5.

115.8 (j) Notwithstanding Minnesota Rules, part 9505.0371, a special education evaluation,
115.9 individualized education program, or individual family service plan may be used to determine
115.10 medical necessity and eligibility for school social work services under paragraph (i) instead
115.11 of a diagnostic assessment if the special education evaluation, individualized education
115.12 program, or individual family service plan includes a sign, symptom, or condition
115.13 ICD-10-CM code for the student.

115.14 (k) A school social worker or school providing mental health services under paragraph
115.15 (i) is not required to be certified to provide children's therapeutic services and supports
115.16 under section 256B.0943.

115.17 (l) Covered mental health services provided by a school social worker under paragraph
115.18 (i) include but are not limited to:

115.19 (1) administering and reporting standardized measures;

115.20 (2) care coordination;

115.21 (3) children's mental health crisis assistance, planning, and response services;

115.22 (4) children's mental health clinical care consultation;

115.23 (5) dialectical behavioral therapy for adolescents;

115.24 (6) direction of mental health behavioral aides;

115.25 (7) family psychoeducation;

115.26 (8) individual, family, and group psychotherapy;

115.27 (9) mental health behavioral aide services;

115.28 (10) skills training; and

115.29 (11) treatment plan development and review.

116.1 **EFFECTIVE DATE.** This section is effective January 1, 2024, or upon federal approval,
 116.2 whichever is later. The commissioner shall notify the revisor of statutes when federal
 116.3 approval has been obtained.

116.4 Sec. 12. **APPROPRIATIONS.**

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

116.8 Subd. 2. **Aid for children with disabilities.** (a) For aid under Minnesota Statutes, section
 116.9 125A.75, subdivision 3, for children with disabilities placed in residential facilities within
 116.10 the district boundaries for whom no district of residence can be determined:

116.11 \$ 1,674,000 2024

116.12 \$ 1,888,000 2025

116.13 (b) If the appropriation for either year is insufficient, the appropriation for the other year
 116.14 is available.

116.15 Subd. 3. **Court-placed special education revenue.** For reimbursing serving school
 116.16 districts for unreimbursed eligible expenditures attributable to children placed in the serving
 116.17 school district by court action under Minnesota Statutes, section 125A.79, subdivision 4:

116.18 \$ 26,000 2024

116.19 \$ 27,000 2025

116.20 Subd. 4. **Paraprofessional training.** For reimbursement of prior year expenses associated
 116.21 with paid orientation and professional development for paraprofessionals under Minnesota
 116.22 Statutes, section 125A.08:

116.23 \$ 0 2024

116.24 \$ 14,105,000 2025

116.25 (b) The 2025 appropriation includes \$0 for 2024 and \$14,105,000 for 2025.

116.26 Subd. 5. **Special education out-of-state tuition.** For special education out-of-state
 116.27 tuition under Minnesota Statutes, section 125A.79, subdivision 8:

116.28 \$ 250,000 2024

116.29 \$ 250,000 2025

116.30 Subd. 6. **Special education; regular.** (a) For special education aid under Minnesota
 116.31 Statutes, section 125A.75:

118.1 of lease costs attributable to the amortized cost of long-term facilities maintenance projects
118.2 completed by the landlord. Authority under this subdivision is in addition to the authority
118.3 for individual district projects under subdivision 1.

118.4 (b) The resolution adopted under paragraph (a) may specify which member districts will
118.5 share the project costs under this subdivision, except that debt service payments for bonds
118.6 issued by a cooperative unit or joint powers district to finance long-term maintenance project
118.7 costs must be the responsibility of all member districts.

118.8 **EFFECTIVE DATE.** This section is effective for revenue in fiscal year 2025 and later.

118.9 Sec. 2. Minnesota Statutes 2022, section 126C.40, subdivision 1, is amended to read:

118.10 Subdivision 1. **To lease building or land.** (a) When an independent or a special school
118.11 district or a group of independent or special school districts finds it economically
118.12 advantageous to rent or lease a building or land for any instructional purposes or for school
118.13 storage or furniture repair, and it determines that the operating capital revenue authorized
118.14 under section 126C.10, subdivision 13, is insufficient for this purpose, it may apply to the
118.15 commissioner for permission to make an additional capital expenditure levy for this purpose.
118.16 An application for permission to levy under this subdivision must contain financial
118.17 justification for the proposed levy, the terms and conditions of the proposed lease, and a
118.18 description of the space to be leased and its proposed use.

118.19 (b) The criteria for approval of applications to levy under this subdivision must include:
118.20 the reasonableness of the price, the appropriateness of the space to the proposed activity,
118.21 the feasibility of transporting pupils to the leased building or land, conformity of the lease
118.22 to the laws and rules of the state of Minnesota, and the appropriateness of the proposed
118.23 lease to the space needs and the financial condition of the district. The commissioner must
118.24 not authorize a levy under this subdivision in an amount greater than the cost to the district
118.25 of renting or leasing a building or land for approved purposes. The proceeds of this levy
118.26 must not be used for custodial or other maintenance services. A district may not levy under
118.27 this subdivision for the purpose of leasing or renting a district-owned building or site to
118.28 itself.

118.29 (c) For agreements finalized after July 1, 1997, a district may not levy under this
118.30 subdivision for the purpose of leasing: (1) a newly constructed building used primarily for
118.31 regular kindergarten, elementary, or secondary instruction; or (2) a newly constructed
118.32 building addition or additions used primarily for regular kindergarten, elementary, or
118.33 secondary instruction that contains more than 20 percent of the square footage of the
118.34 previously existing building.

119.1 (d) Notwithstanding paragraph (b), a district may levy under this subdivision for the
119.2 purpose of leasing or renting a district-owned building or site to itself only if the amount is
119.3 needed by the district to make payments required by a lease purchase agreement, installment
119.4 purchase agreement, or other deferred payments agreement authorized by law, and the levy
119.5 meets the requirements of paragraph (c). A levy authorized for a district by the commissioner
119.6 under this paragraph may be in the amount needed by the district to make payments required
119.7 by a lease purchase agreement, installment purchase agreement, or other deferred payments
119.8 agreement authorized by law, provided that any agreement include a provision giving the
119.9 school districts the right to terminate the agreement annually without penalty.

119.10 (e) The total levy under this subdivision for a district for any year must not exceed \$212
119.11 times the adjusted pupil units for the fiscal year to which the levy is attributable.

119.12 (f) For agreements for which a review and comment have been submitted to the
119.13 Department of Education after April 1, 1998, the term "instructional purpose" as used in
119.14 this subdivision excludes expenditures on stadiums.

119.15 (g) The commissioner of education may authorize a school district to exceed the limit
119.16 in paragraph (e) if the school district petitions the commissioner for approval. The
119.17 commissioner shall grant approval to a school district to exceed the limit in paragraph (e)
119.18 for not more than five years if the district meets the following criteria:

119.19 (1) the school district has been experiencing pupil enrollment growth in the preceding
119.20 five years;

119.21 (2) the purpose of the increased levy is in the long-term public interest;

119.22 (3) the purpose of the increased levy promotes colocation of government services; and

119.23 (4) the purpose of the increased levy is in the long-term interest of the district by avoiding
119.24 over construction of school facilities.

119.25 (h) A school district that is a member of an intermediate school district or other
119.26 cooperative unit under section 123A.24, subdivision 2, or a joint powers district under
119.27 section 471.59 may include in its authority under this section the costs associated with leases
119.28 of administrative and classroom space for ~~intermediate school district~~ programs of the
119.29 intermediate school district or other cooperative unit under section 123A.24, subdivision
119.30 2, or joint powers district under section 471.59. This authority must not exceed \$65 times
119.31 the adjusted pupil units of the member districts. This authority is in addition to any other
119.32 authority authorized under this section. The intermediate school district, other cooperative

120.1 unit, or joint powers district may specify which member districts will levy for lease costs
120.2 under this paragraph.

120.3 ~~(i) In addition to the allowable capital levies in paragraph (a), for taxes payable in 2012~~
120.4 ~~to 2023, a district that is a member of the "Technology and Information Education Systems"~~
120.5 ~~data processing joint board, that finds it economically advantageous to enter into a lease~~
120.6 ~~agreement to finance improvements to a building and land for a group of school districts~~
120.7 ~~or special school districts for staff development purposes, may levy for its portion of lease~~
120.8 ~~costs attributed to the district within the total levy limit in paragraph (e). The total levy~~
120.9 ~~authority under this paragraph shall not exceed \$632,000.~~

120.10 ~~(j)~~ (i) Notwithstanding paragraph (a), a district may levy under this subdivision for the
120.11 purpose of leasing administrative space if the district can demonstrate to the satisfaction of
120.12 the commissioner that the lease cost for the administrative space is no greater than the lease
120.13 cost for instructional space that the district would otherwise lease. The commissioner must
120.14 deny this levy authority unless the district passes a resolution stating its intent to lease
120.15 instructional space under this section if the commissioner does not grant authority under
120.16 this paragraph. The resolution must also certify that the lease cost for administrative space
120.17 under this paragraph is no greater than the lease cost for the district's proposed instructional
120.18 lease.

120.19 (j) Notwithstanding paragraph (a), a district may levy under this subdivision for the
120.20 district's proportionate share of deferred maintenance expenditures for a district-owned
120.21 building or site leased to a cooperative unit under section 123A.24, subdivision 2, or a joint
120.22 powers district under section 471.59 for any instructional purposes or for school storage.

120.23 **EFFECTIVE DATE.** This section is effective for revenue in fiscal year 2025 and later.

120.24 Sec. 3. Minnesota Statutes 2022, section 126C.40, subdivision 6, is amended to read:

120.25 Subd. 6. **Lease purchase; installment buys.** (a) Upon application to, and approval by,
120.26 the commissioner in accordance with the procedures and limits in subdivision 1, paragraphs
120.27 (a) and (b), a district, as defined in this subdivision, may:

120.28 (1) purchase real or personal property under an installment contract or may lease real
120.29 or personal property with an option to purchase under a lease purchase agreement, by which
120.30 installment contract or lease purchase agreement title is kept by the seller or vendor or
120.31 assigned to a third party as security for the purchase price, including interest, if any; and

120.32 (2) annually levy the amounts necessary to pay the district's obligations under the
120.33 installment contract or lease purchase agreement.

121.1 (b) The obligation created by the installment contract or the lease purchase agreement
121.2 must not be included in the calculation of net debt for purposes of section 475.53, and does
121.3 not constitute debt under other law. An election is not required in connection with the
121.4 execution of the installment contract or the lease purchase agreement.

121.5 (c) The proceeds of the levy authorized by this subdivision must not be used to acquire
121.6 a facility to be primarily used for athletic or school administration purposes.

121.7 (d) For the purposes of this subdivision, "district" means:

121.8 (1) Special School District No. 1, Minneapolis, Independent School District No. 625,
121.9 St. Paul, Independent School District No. 709, Duluth, or Independent School District No.
121.10 535, Rochester, if the district's desegregation plan has been determined by the commissioner
121.11 to be in compliance with Department of Education rules relating to equality of educational
121.12 opportunity and where the acquisition of property under this subdivision is determined by
121.13 the commissioner to contribute to the implementation of the desegregation plan; or

121.14 (2) other districts eligible for revenue under section 124D.862 if the facility acquired
121.15 under this subdivision is to be primarily used for a joint program for interdistrict
121.16 desegregation and the commissioner determines that the joint programs are being undertaken
121.17 to implement the districts' desegregation plan.

121.18 (e) Notwithstanding subdivision 1, the prohibition against a levy by a district to lease
121.19 or rent a district-owned building to itself does not apply to levies otherwise authorized by
121.20 this subdivision.

121.21 (f) For the purposes of this subdivision, any references in subdivision 1 to building or
121.22 land shall include personal property.

121.23 (g) This subdivision is subject to review and comment under section 123B.71, subdivision
121.24 8.

121.25 **Sec. 4. LEASE LEVY FOR TRANSPORTATION HUB FOR EASTERN CARVER**
121.26 **COUNTY SCHOOL DISTRICT.**

121.27 Notwithstanding Minnesota Statutes, section 126C.40, subdivision 1, Independent School
121.28 District No. 112, Eastern Carver County Schools, may lease a transportation hub under
121.29 Minnesota Statutes, section 126C.40, subdivision 1, if the district demonstrates to the
121.30 satisfaction of the commissioner of education that the transportation hub will result in
121.31 significant financial savings for the school district. Levy authority under this section must
121.32 not exceed the total levy authority under Minnesota Statutes, section 126C.40, subdivision
121.33 1, paragraph (e).

122.1 **EFFECTIVE DATE.** This section is effective for taxes payable in 2024 and later.

122.2 Sec. 5. **FUND TRANSFER; BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT.**

122.3 (a) Notwithstanding Minnesota Statutes, section 123B.51, subdivision 4, paragraph (b),
122.4 or any law to the contrary, any remaining net proceeds received by the district in connection
122.5 with a lease of real property that is not needed for school purposes, or part of the property
122.6 that is not needed for school purposes as permitted under Minnesota Statutes, section
122.7 123B.51, subdivision 4, paragraph (a), and which the school board of Independent School
122.8 District No. 191, Burnsville-Eagan-Savage, specifically identified in the district's open
122.9 facilities action plan, may be deposited in the district's general unrestricted fund following
122.10 the deposit of such proceeds, as required under Minnesota Statutes, section 123B.51,
122.11 subdivision 4, paragraph (b).

122.12 (b) Notwithstanding Minnesota Statutes, section 123B.51, subdivision 6, paragraphs (c)
122.13 to (f), or any law to the contrary, any remaining proceeds of the sale or exchange of school
122.14 buildings or real property of Independent School District No. 191, Burnsville-Eagan-Savage,
122.15 specifically identified in the district's open facilities action plan may be deposited in the
122.16 district's general unrestricted fund following application of such proceeds, as required under
122.17 Minnesota Statutes, section 123B.51, subdivision 6, paragraph (b).

122.18 **EFFECTIVE DATE.** This section is effective upon compliance by Independent School
122.19 District No. 191, Burnsville-Eagan-Savage, with Minnesota Statutes, section 645.021,
122.20 subdivisions 2 and 3.

122.21 Sec. 6. **LONG-TERM FACILITIES MAINTENANCE REVENUE ADJUSTMENT.**

122.22 Subdivision 1. **Eligibility.** A school board that purchases a nonschool facility and converts
122.23 that facility to a school building may document to the commissioner of education, in the
122.24 form and manner specified by the commissioner, that the purchase and subsequent remodeling
122.25 of the facility is less expensive than constructing a new facility for the same space and is
122.26 eligible for an adjustment to its long-term facilities maintenance revenue according to
122.27 subdivision 2.

122.28 Subd. 2. **Inclusion in plan and revenue.** Notwithstanding Minnesota Statutes, section
122.29 123B.595, or any other law to the contrary, an eligible school district under subdivision 1
122.30 may include in its long-term facilities maintenance ten-year plan any heating, ventilation,
122.31 and air conditioning projects necessary to improve air handling performance sufficient to
122.32 satisfy the requirements for a certificate of occupancy for the space for its intended use as

123.1 a school facility. The Department of Education must adjust an eligible school district's
 123.2 long-term facilities maintenance revenue to include these costs.

123.3 **EFFECTIVE DATE.** This section is effective the day following final enactment and
 123.4 applies to a nonschool facility purchased between January 1, 2019, and June 30, 2023.

123.5 **Sec. 7. FUND TRANSFER; MOORHEAD AREA PUBLIC SCHOOLS.**

123.6 Notwithstanding Minnesota Statutes, section 123B.595, subdivisions 10 and 11, 123B.79,
 123.7 or 123B.80, on June 30, 2023, Independent School District No. 152, Moorhead Area Public
 123.8 Schools, may permanently transfer up to \$5,000,000 from the long term facilities maintenance
 123.9 reserve account in the general fund to the operating capital account in the general fund.
 123.10 Transferred funds must be used to pay for increased costs of constructing, furnishing, and
 123.11 equipping the new Moorhead High School facility.

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

123.13 **Sec. 8. APPROPRIATIONS.**

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

123.17 Subd. 2. **Debt service equalization aid.** (a) For debt service equalization aid under
 123.18 Minnesota Statutes, section 123B.53, subdivision 6:

123.19 \$ 24,511,000 2024

123.20 \$ 21,351,000 2025

123.21 (b) The 2024 appropriation includes \$2,424,000 for 2023 and \$22,087,000 for 2024.

123.22 (c) The 2025 appropriation includes \$2,454,000 for 2024 and \$18,897,000 for 2025.

123.23 Subd. 3. **Equity in telecommunications access.** (a) For equity in telecommunications
 123.24 access:

123.25 \$ 3,750,000 2024

123.26 \$ 3,750,000 2025

123.27 (b) If the appropriation amount is insufficient, the commissioner shall reduce the
 123.28 reimbursement rate in Minnesota Statutes, section 125B.26, subdivisions 4 and 5, and the
 123.29 revenue for fiscal years 2024 and 2025 shall be prorated.

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

124.1 Subd. 4. **Historic school building preservation grants.** (a) For grants to school districts
 124.2 and the Minnesota State Academies for the Deaf and the Blind for historic school building
 124.3 preservation:

124.4 \$ 400,000 2024

124.5 \$ 400,000 2025

124.6 (b) To be eligible for a grant under this subdivision, a school district or the Minnesota
 124.7 State Academies for the Deaf and the Blind must apply for a historic school building
 124.8 preservation grant in the form and manner determined by the commissioner. A grant recipient
 124.9 is eligible for up to \$300,000 per eligible building. For purposes of this subdivision, "eligible
 124.10 building" means a building that is:

124.11 (1) currently serving elementary or secondary students; and

124.12 (2) listed on the National Register of Historic Places.

124.13 A grant recipient must use funds received under this subdivision to properly maintain and
 124.14 prevent deterioration of the eligible building.

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

124.16 (d) The base for fiscal year 2026 and later is \$1,500,000.

124.17 Subd. 5. **Long-term facilities maintenance equalized aid.** (a) For long-term facilities
 124.18 maintenance equalized aid under Minnesota Statutes, section 123B.595, subdivision 9:

124.19 \$ 108,045,000 2024

124.20 \$ 107,894,000 2025

124.21 (b) The 2024 appropriation includes \$10,821,000 for 2023 and \$97,224,000 for 2024.

124.22 (c) The 2025 appropriation includes \$10,802,000 for 2024 and \$97,092,000 for 2025.

124.23

ARTICLE 7

124.24

NUTRITION AND LIBRARIES

124.25 Section 1. Minnesota Statutes 2022, section 124D.1158, as amended by Laws 2023, chapter
 124.26 18, section 2, is amended to read:

124.27 **124D.1158 SCHOOL BREAKFAST PROGRAM.**

124.28 Subdivision 1. **Purpose; eligibility.** (a) The purpose of the school breakfast program is
 124.29 to provide affordable morning nutrition to children so that they can effectively learn.

125.1 (b) A school district, charter school, nonpublic school, or other participant in the federal
125.2 school breakfast program may receive state breakfast aid.

125.3 (c) Schools shall encourage all children to eat a nutritious breakfast, either at home or
125.4 at school, and shall work to eliminate barriers to breakfast participation at school such as
125.5 inadequate facilities and transportation.

125.6 Subd. 3. **Program reimbursement.** Each school year, the state must reimburse each
125.7 participating school either:

125.8 (1) 30 cents for each reduced-price breakfast, 55 cents for each fully paid breakfast
125.9 served to students in grades 1 to 12, and \$1.30 for each fully paid breakfast served to a
125.10 prekindergarten student enrolled in an approved voluntary prekindergarten program under
125.11 section 124D.151, early childhood special education student participating in a program
125.12 authorized under section 124D.151, or a kindergarten student; or

125.13 (2) if the school participates in the free school meals program under section 124D.111,
125.14 subdivision 1c, state aid as provided in section 124D.111, subdivision 1d.

125.15 Subd. 4. **No fees.** A school that receives school breakfast aid under this section must
125.16 make breakfast available without charge to all participating students in grades 1 to 12 who
125.17 qualify for free or reduced-price meals and to all prekindergarten students enrolled in an
125.18 approved voluntary prekindergarten program under section 124D.151, early childhood
125.19 special education students participating in a program authorized under section 124D.151,
125.20 and all kindergarten students.

125.21 Sec. 2. Minnesota Statutes 2022, section 134.355, subdivision 1, is amended to read:

125.22 Subdivision 1. **Appropriations.** (a) Basic system support aid and regional library
125.23 telecommunications aid provide the appropriations for the basic regional library system.

125.24 (b) For fiscal year 2026 and later, basic system support aid equals the aid entitlement
125.25 amount for the previous fiscal year times one plus the percent increase in the basic formula
125.26 allowance under section 126C.10, subdivision 2, from the previous school year to the current
125.27 school year.

125.28 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2026 and later.

125.29 Sec. 3. Minnesota Statutes 2022, section 134.355, subdivision 5, is amended to read:

125.30 Subd. 5. **Base aid distribution.** ~~Five~~ Fifteen percent of the available aid funds shall be
125.31 paid to each system as base aid for basic system services.

126.1 **EFFECTIVE DATE.** This section is effective for state aid for fiscal year 2024 and
126.2 later.

126.3 Sec. 4. Minnesota Statutes 2022, section 134.355, subdivision 6, is amended to read:

126.4 Subd. 6. **Adjusted net tax capacity per capita distribution.** ~~Twenty-five~~ Fifteen percent
126.5 of the available aid funds shall be distributed to regional public library systems based upon
126.6 the adjusted net tax capacity per capita for each member county or participating portion of
126.7 a county as calculated for the ~~second~~ third year preceding the fiscal year for which aid is
126.8 provided. Each system's entitlement shall be calculated as follows:

126.9 ~~(a)~~ (1) multiply the adjusted net tax capacity per capita for each county or participating
126.10 portion of a county by .0082-;

126.11 ~~(b)~~ (2) add sufficient aid funds that are available under this subdivision to raise the
126.12 amount of the county or participating portion of a county with the lowest value calculated
126.13 according to ~~paragraph (a)~~ clause (1) to the amount of the county or participating portion
126.14 of a county with the next highest value calculated according to ~~paragraph (a)~~ clause (1).
126.15 Multiply the amount of the additional aid funds by the population of the county or
126.16 participating portion of a county-;

126.17 ~~(c)~~ (3) continue the process described in ~~paragraph (b)~~ clause (2) by adding sufficient
126.18 aid funds that are available under this subdivision to the amount of a county or participating
126.19 portion of a county with the next highest value calculated in ~~paragraph (a)~~ clause (1) to raise
126.20 it and the amount of counties and participating portions of counties with lower values
126.21 calculated in ~~paragraph (a)~~ clause (1) up to the amount of the county or participating portion
126.22 of a county with the next highest value, until reaching an amount where funds available
126.23 under this subdivision are no longer sufficient to raise the amount of a county or participating
126.24 portion of a county and the amount of counties and participating portions of counties with
126.25 lower values up to the amount of the next highest county or participating portion of a county-;
126.26 and

126.27 ~~(d)~~ (4) if the point is reached using the process in ~~paragraphs (b) and (c)~~ clauses (2) and
126.28 (3) at which the remaining aid funds under this subdivision are not adequate for raising the
126.29 amount of a county or participating portion of a county and all counties and participating
126.30 portions of counties with amounts of lower value to the amount of the county or participating
126.31 portion of a county with the next highest value, those funds are to be divided on a per capita
126.32 basis for all counties or participating portions of counties that received aid funds under the
126.33 calculation in ~~paragraphs (b) and (c)~~ clauses (2) and (3).

127.1 **EFFECTIVE DATE.** This section is effective for state aid for fiscal year 2024 and
127.2 later.

127.3 Sec. 5. Minnesota Statutes 2022, section 134.355, subdivision 7, is amended to read:

127.4 Subd. 7. **Population determination.** A regional public library system's population shall
127.5 be determined according to must be calculated using the most recent estimate available
127.6 under section 477A.011, subdivision 3, at the time the aid amounts are calculated, which
127.7 must be by April 1 in the year the calculation is made.

127.8 **EFFECTIVE DATE.** This section is effective for state aid for fiscal year 2024 and
127.9 later.

127.10 Sec. 6. **[134.356] SCHOOL LIBRARY AID.**

127.11 Subdivision 1. School library aid. For fiscal year 2024 and later, school library aid for
127.12 a district or charter school equals the greater of \$15 times the district's adjusted pupil units
127.13 for the school year or \$50,000.

127.14 Subd. 2. Uses of school library aid. School library aid must be reserved and used for
127.15 directly funding the costs of the following purposes within a library:

127.16 (1) the salaries and benefits of a school library media specialist;

127.17 (2) electronic, computer, and audiovisual equipment;

127.18 (3) information technology infrastructure and digital tools;

127.19 (4) electronic and material resources; or

127.20 (5) furniture, equipment, or supplies.

127.21 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

127.22 Sec. 7. Laws 2023, chapter 18, section 4, subdivision 2, is amended to read:

127.23 Subd. 2. **School lunch.** For school lunch aid under Minnesota Statutes, section 124D.111,
127.24 including the amounts for the free school meals program:

127.25 ~~190,863,000~~
127.26 \$ 190,897,000 2024

127.27 ~~197,902,000~~
127.28 \$ 197,936,000 2025

128.1 Sec. 8. Laws 2023, chapter 18, section 4, subdivision 3, is amended to read:

128.2 Subd. 3. **School breakfast.** For school breakfast aid under Minnesota Statutes, section
128.3 124D.1158:

128.4		<u>25,731,000</u>		
128.5	\$	<u>25,912,000</u>	.....	2024
128.6		26,538,000		
128.7	\$	<u>26,719,000</u>	.....	2025

128.8 Sec. 9. **APPROPRIATIONS.**

128.9 Subdivision 1. Department of Education. The sums indicated in this section are
128.10 appropriated from the general fund to the Department of Education for the fiscal years
128.11 designated. Any balance in the first year does not cancel but is available in the second year.

128.12 Subd. 2. Kindergarten milk. For kindergarten milk aid under Minnesota Statutes,
128.13 section 124D.118:

128.14	\$	<u>659,000</u>	.....	2024
128.15	\$	<u>659,000</u>	.....	2025

128.16 Subd. 3. Summer school food service replacement. For summer school food service
128.17 replacement aid under Minnesota Statutes, section 124D.119:

128.18	\$	<u>150,000</u>	.....	2024
128.19	\$	<u>150,000</u>	.....	2025

128.20 Subd. 4. Basic system support. (a) For basic system support aid under Minnesota
128.21 Statutes, section 134.355:

128.22	\$	<u>17,570,000</u>	.....	2024
128.23	\$	<u>17,570,000</u>	.....	2025

128.24 (b) The 2024 appropriation includes \$1,357,000 for 2023 and \$16,213,000 for 2024.

128.25 (c) The 2025 appropriation includes \$207,000 for 2024 and \$15,769,000 for 2025.

128.26 Subd. 5. Electronic library for Minnesota. For statewide licenses to online databases
128.27 selected in cooperation with the Minnesota Office of Higher Education for school media
128.28 centers, public libraries, state government agency libraries, and public or private college or
128.29 university libraries:

128.30	\$	<u>900,000</u>	.....	2024
128.31	\$	<u>900,000</u>	.....	2025

129.1 Subd. 6. Licensed library media specialists. (a) For aid to multicounty, multitype
 129.2 library systems to increase the number of licensed library media specialists:

129.3 \$ 1,000,000 2024

129.4 \$ 0 2025

129.5 (b) The aid awarded under this subdivision must be used for activities associated with
 129.6 increasing the number of licensed library media specialists, including but not limited to,
 129.7 conducting a census of licensed library media specialists currently working in Minnesota
 129.8 schools, conducting a needs-based assessment to identify gaps in licensed library media
 129.9 specialist services, providing professional development opportunities for licensed library
 129.10 media specialists, and providing tuition support to candidates seeking to attain school library
 129.11 media specialist licensure.

129.12 (c) This is a onetime appropriation.

129.13 Subd. 7. Multicounty, multitype library systems. (a) For aid under Minnesota Statutes,
 129.14 sections 134.353 and 134.354, to multicounty, multitype library systems:

129.15 \$ 2,000,000 2024

129.16 \$ 2,000,000 2025

129.17 (b) The 2024 appropriation includes \$130,000 for 2023 and \$1,870,000 for 2024.

129.18 (c) The 2025 appropriation includes \$207,000 for 2024 and \$1,793,000 for 2025.

129.19 Subd. 8. Regional library telecommunications. (a) For regional library
 129.20 telecommunications aid under Minnesota Statutes, section 134.355:

129.21 \$ 2,300,000 2024

129.22 \$ 2,300,000 2025

129.23 (b) The 2024 appropriation includes \$230,000 for 2023 and \$2,070,000 for 2024.

129.24 (c) The 2025 appropriation includes \$230,000 for 2024 and \$2,070,000 for 2025.

129.25 Subd. 9. School library aid. (a) For school library aid under Minnesota Statutes, section
 129.26 134.356:

129.27 \$ 28,066,000 2024

129.28 \$ 31,207,000 2025

129.29 (b) The 2024 appropriation includes \$0 for 2023 and \$28,066,000 for 2024.

129.30 (c) The 2025 appropriation includes \$3,119,000 for 2024 and \$28,088,000 for 2025.

ARTICLE 8**EARLY EDUCATION**

Section 1. Minnesota Statutes 2022, section 119A.52, is amended to read:

119A.52 DISTRIBUTION OF APPROPRIATION.

(a) The commissioner of education must distribute money appropriated for that purpose to federally designated Head Start programs to expand services and to serve additional low-income children. ~~Migrant and Indian reservation programs must be initially allocated money based on the programs' share of federal funds.~~ which may include costs associated with program operations, infrastructure, or reconfiguration to serve children from birth to age five in center-based services. The distribution must occur in the following order: (1) 10.72 percent of the total Head Start appropriation must be initially allocated to federally designated Tribal Head Start programs; (2) the Tribal Head Start portion of the appropriation must be initially allocated to Tribal Head Start programs based on the programs' share of federal funds; and (3) migrant programs must be initially allocated funding based on the programs' share of federal funds. The remaining money must be initially allocated to the remaining local agencies based equally on the agencies' share of federal funds and on the proportion of eligible children in the agencies' service area who are not currently being served. A Head Start program must be funded at a per child rate equal to its contracted, federally funded base level at the start of the fiscal year. For all agencies without a federal Early Head Start rate, the state average federal cost per child for Early Head Start applies. In allocating funds under this paragraph, the commissioner of education must assure that each Head Start program in existence in 1993 is allocated no less funding in any fiscal year than was allocated to that program in fiscal year 1993. Before paying money to the programs, the commissioner must notify each program of its initial allocation and how the money must be used. Each program must present a plan under section 119A.535. For any program that cannot utilize its full allocation at the beginning of the fiscal year, the commissioner must reduce the allocation proportionately. Money available after the initial allocations are reduced must be redistributed to eligible programs.

(b) The commissioner must develop procedures to make payments to programs based upon the number of children reported to be enrolled during the required time period of program operations. Enrollment is defined by federal Head Start regulations. The procedures must include a reporting schedule, corrective action plan requirements, and financial consequences to be imposed on programs that do not meet full enrollment after the period of corrective action. Programs reporting chronic underenrollment, as defined by the commissioner, will have their subsequent program year allocation reduced proportionately.

131.1 Funds made available by prorating payments and allocations to programs with reported
131.2 underenrollment will be made available to the extent funds exist to fully enrolled Head Start
131.3 programs through a form and manner prescribed by the department.

131.4 (c) Programs with approved innovative initiatives that target services to high-risk
131.5 populations, including homeless families and families living in homeless shelters and
131.6 transitional housing, are exempt from the procedures in paragraph (b). This exemption does
131.7 not apply to entire programs. The exemption applies only to approved innovative initiatives
131.8 that target services to high-risk populations, including homeless families and families living
131.9 in homeless shelters, transitional housing, and permanent supportive housing.

131.10 Sec. 2. Minnesota Statutes 2022, section 121A.19, is amended to read:

131.11 **121A.19 DEVELOPMENTAL SCREENING AID.**

131.12 Each school year, the state must pay a district for each child or student screened by the
131.13 district according to the requirements of section 121A.17. The amount of state aid for each
131.14 child or student screened shall be: (1) ~~\$75~~ \$98 for a child screened at age three; (2) ~~\$50~~ \$65
131.15 for a child screened at age four; (3) ~~\$40~~ \$52 for a child screened at age five or six prior to
131.16 kindergarten; and (4) ~~\$30~~ \$39 for a student screened within 30 days after first enrolling in
131.17 a public school kindergarten if the student has not previously been screened according to
131.18 the requirements of section 121A.17. If this amount of aid is insufficient, the district may
131.19 permanently transfer from the general fund an amount that, when added to the aid, is
131.20 sufficient. Developmental screening aid shall not be paid for any student who is screened
131.21 more than 30 days after the first day of attendance at a public school kindergarten, except
131.22 if a student transfers to another public school kindergarten within 30 days after first enrolling
131.23 in a Minnesota public school kindergarten program. In this case, if the student has not been
131.24 screened, the district to which the student transfers may receive developmental screening
131.25 aid for screening that student when the screening is performed within 30 days of the transfer
131.26 date.

131.27 Sec. 3. Minnesota Statutes 2022, section 124D.151, subdivision 6, is amended to read:

131.28 Subd. 6. **Participation limits.** (a) Notwithstanding section 126C.05, subdivision 1,
131.29 paragraph (d), the pupil units for a voluntary prekindergarten program for an eligible school
131.30 district or charter school must not exceed 60 percent of the kindergarten pupil units for that
131.31 school district or charter school under section 126C.05, subdivision 1, paragraph (e).

131.32 (b) In reviewing applications under subdivision 5, the commissioner must limit the total
131.33 number of participants in the voluntary prekindergarten and school readiness plus programs

132.1 under Laws 2017, First Special Session chapter 5, article 8, section 9, to not more than 7,160
 132.2 participants for fiscal years 2019, 2020, 2021, 2022, and 2023, and 3,160 participants for
 132.3 fiscal years 2024 and later per fiscal year.

132.4 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

132.5 Sec. 4. Minnesota Statutes 2022, section 124D.165, subdivision 2, is amended to read:

132.6 Subd. 2. **Family eligibility.** (a) For a family to receive an early learning scholarship,
 132.7 parents or guardians must meet the following eligibility requirements:

132.8 (1) have an eligible child; and

132.9 (2) have income equal to or less than ~~185~~ 200 percent of federal poverty level income
 132.10 in the current calendar year, or be able to document their child's current participation in the
 132.11 free and reduced-price lunch program or Child and Adult Care Food Program, National
 132.12 School Lunch Act, United States Code, title 42, sections 1751 and 1766; the Food
 132.13 Distribution Program on Indian Reservations, Food and Nutrition Act, United States Code,
 132.14 title 7, sections 2011-2036; Head Start under the federal Improving Head Start for School
 132.15 Readiness Act of 2007; Minnesota family investment program under chapter 256J; child
 132.16 care assistance programs under chapter 119B; the supplemental nutrition assistance program;
 132.17 or placement in foster care under section 260C.212.

132.18 (b) An "eligible child" means a child who has not yet enrolled in kindergarten and is:

132.19 ~~(1) at least three but not yet five years of age on September 1 of the current school year;~~

132.20 ~~(2) a sibling from birth to age five of a child who has been awarded a scholarship under~~
 132.21 ~~this section provided the sibling attends the same program as long as funds are available;~~

132.22 ~~(3) the child of a parent under age 21 who is pursuing a high school degree or a course~~
 132.23 ~~of study for a high school equivalency test; or~~

132.24 ~~(4) homeless, in foster care, or in need of child protective services.~~

132.25 (c) A child who has received a scholarship under this section must continue to receive
 132.26 a scholarship each year until that child is eligible for kindergarten under section 120A.20
 132.27 and as long as funds are available.

132.28 (d) Early learning scholarships may not be counted as earned income for the purposes
 132.29 of medical assistance under chapter 256B, MinnesotaCare under chapter 256L, Minnesota
 132.30 family investment program under chapter 256J, child care assistance programs under chapter
 132.31 119B, or Head Start under the federal Improving Head Start for School Readiness Act of
 132.32 2007.

133.1 (e) A child from an adjoining state whose family resides at a Minnesota address as
133.2 assigned by the United States Postal Service, who has received developmental screening
133.3 under sections 121A.16 to 121A.19, who intends to enroll in a Minnesota school district,
133.4 and whose family meets the criteria of paragraph (a) is eligible for an early learning
133.5 scholarship under this section.

133.6 Sec. 5. Minnesota Statutes 2022, section 124D.165, subdivision 3, is amended to read:

133.7 Subd. 3. **Administration.** (a) The commissioner shall establish application timelines
133.8 and determine the schedule for awarding scholarships that meets operational needs of eligible
133.9 families and programs. The commissioner must give highest priority to applications from
133.10 children who:

133.11 (1) have a parent under age 21 who is pursuing a high school diploma or a course of
133.12 study for a high school equivalency test;

133.13 (2) are in foster care ~~or otherwise in need of protection or services; or;~~

133.14 (3) have been referred as in need of child protection services;

133.15 (4) have an incarcerated parent;

133.16 (5) have a parent in a substance use treatment program;

133.17 (6) have a parent in a mental health treatment program;

133.18 (7) have experienced domestic violence;

133.19 (8) have family income less than or equal to 185 percent of federal poverty level income
133.20 in the current calendar year; or

133.21 ~~(3)~~ (9) have experienced homelessness in the last 24 months, as defined under the federal
133.22 McKinney-Vento Homeless Assistance Act, United States Code, title 42, section 11434a.

133.23 The commissioner may prioritize applications on additional factors including family
133.24 income, geographic location, and whether the child's family is on a waiting list for a publicly
133.25 funded program providing early education or child care services.

133.26 (b) The commissioner shall establish a target for the average scholarship amount per
133.27 child based on the results of the rate survey conducted under section 119B.02.

133.28 (c) A four-star rated program that has children eligible for a scholarship enrolled in or
133.29 on a waiting list for a program beginning in July, August, or September may notify the
133.30 commissioner, in the form and manner prescribed by the commissioner, each year of the
133.31 program's desire to enhance program services or to serve more children than current funding

134.1 provides. The commissioner may designate a predetermined number of scholarship slots
134.2 for that program and notify the program of that number. For fiscal year 2018 and later, the
134.3 statewide amount of funding directly designated by the commissioner must not exceed the
134.4 funding directly designated for fiscal year 2017. Beginning July 1, 2016, a school district
134.5 or Head Start program qualifying under this paragraph may use its established registration
134.6 process to enroll scholarship recipients and may verify a scholarship recipient's family
134.7 income in the same manner as for other program participants.

134.8 (d) A scholarship is awarded for a 12-month period. If the scholarship recipient has not
134.9 been accepted and subsequently enrolled in a rated program within ten months of the
134.10 awarding of the scholarship, the scholarship cancels and the recipient must reapply in order
134.11 to be eligible for another scholarship. A child may not be awarded more than one scholarship
134.12 in a 12-month period.

134.13 (e) A child who receives a scholarship who has not completed development screening
134.14 under sections 121A.16 to 121A.19 must complete that screening within 90 days of first
134.15 attending an eligible program or within 90 days after the child's third birthday if awarded
134.16 a scholarship under the age of three.

134.17 (f) For fiscal year 2017 and later, a school district or Head Start program enrolling
134.18 scholarship recipients under paragraph (c) may apply to the commissioner, in the form and
134.19 manner prescribed by the commissioner, for direct payment of state aid. Upon receipt of
134.20 the application, the commissioner must pay each program directly for each approved
134.21 scholarship recipient enrolled under paragraph (c) according to the metered payment system
134.22 or another schedule established by the commissioner.

134.23 Sec. 6. Minnesota Statutes 2022, section 126C.05, subdivision 1, is amended to read:

134.24 Subdivision 1. **Pupil unit.** Pupil units for each Minnesota resident pupil under the age
134.25 of 21 or who meets the requirements of section 120A.20, subdivision 1, paragraph (c), in
134.26 average daily membership enrolled in the district of residence, in another district under
134.27 sections 123A.05 to 123A.08, 124D.03, 124D.08, or 124D.68; in a charter school under
134.28 chapter 124E; or for whom the resident district pays tuition under section 123A.18, 123A.22,
134.29 123A.30, 123A.32, 123A.44, 123A.488, 123B.88, subdivision 4, 124D.04, 124D.05, 125A.03
134.30 to 125A.24, 125A.51, or 125A.65, shall be counted according to this subdivision.

134.31 (a) A prekindergarten pupil with a disability who is enrolled in a program approved by
134.32 the commissioner and has an individualized education program is counted as the ratio of
134.33 the number of hours of assessment and education service to 825 times 1.0 with a minimum
134.34 average daily membership of 0.28, but not more than 1.0 pupil unit.

135.1 (b) A prekindergarten pupil who is assessed but determined not to be disabled is counted
135.2 as the ratio of the number of hours of assessment service to 825 times 1.0.

135.3 (c) A kindergarten pupil with a disability who is enrolled in a program approved by the
135.4 commissioner is counted as the ratio of the number of hours of assessment and education
135.5 services required in the fiscal year by the pupil's individualized education program to 875,
135.6 but not more than one.

135.7 (d) A prekindergarten pupil who is not included in paragraph (a) or (b) and is enrolled
135.8 in an approved voluntary prekindergarten program under section 124D.151 is counted as
135.9 the ratio of the number of hours of instruction to 850 times 1.0, but not more than 0.6 pupil
135.10 units.

135.11 (e) A kindergarten pupil who is not included in paragraph (c) is counted as 1.0 pupil
135.12 unit if the pupil is enrolled in a free all-day, every day kindergarten program available to
135.13 all kindergarten pupils at the pupil's school that meets the minimum hours requirement in
135.14 section 120A.41, or is counted as .55 pupil unit, if the pupil is not enrolled in a free all-day,
135.15 every day kindergarten program available to all kindergarten pupils at the pupil's school.

135.16 (f) A pupil who is in any of grades 1 to 6 is counted as 1.0 pupil unit.

135.17 (g) A pupil who is in any of grades 7 to 12 is counted as 1.2 pupil units.

135.18 (h) A pupil who is in the postsecondary enrollment options program is counted as 1.2
135.19 pupil units.

135.20 (i) ~~For fiscal years 2018 through 2023,~~ A prekindergarten pupil who:

135.21 (1) is not included in paragraph (a), (b), or (d);

135.22 (2) is enrolled in a school readiness plus program under Laws 2017, First Special Session
135.23 chapter 5, article 8, section 9; and

135.24 (3) has one or more of the risk factors specified by the eligibility requirements for a
135.25 school readiness plus program,

135.26 is counted as the ratio of the number of hours of instruction to 850 times 1.0, but not more
135.27 than 0.6 pupil units. A pupil qualifying under this paragraph must be counted in the same
135.28 manner as a voluntary prekindergarten student for all general education and other school
135.29 funding formulas.

135.30 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

136.1 Sec. 7. Minnesota Statutes 2022, section 126C.10, subdivision 2d, is amended to read:

136.2 Subd. 2d. **Declining enrollment revenue.** ~~(a)~~ A school district's declining enrollment
136.3 revenue equals the greater of zero or the product of: (1) 28 percent of the formula allowance
136.4 for that year and (2) the difference between the adjusted pupil units for the preceding year
136.5 and the adjusted pupil units for the current year.

136.6 ~~(b) Notwithstanding paragraph (a), for fiscal year 2024 only, prekindergarten pupil units~~
136.7 ~~under section 126C.05, subdivision 1, paragraph (d), must be excluded from the calculation~~
136.8 ~~of declining enrollment revenue.~~

136.9 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

136.10 Sec. 8. **VOLUNTARY PREKINDERGARTEN AND SCHOOL READINESS PLUS**
136.11 **LEVY ADJUSTMENT.**

136.12 Subdivision 1. **Levy calculation adjustment.** Each year, the Department of Education
136.13 must calculate each school district's levy, with and without a school district's portion of the
136.14 4,000 voluntary prekindergarten and school readiness plus participants that are included in
136.15 the school district's levy calculations, and determine the difference for each school district.
136.16 The difference must be provided to each school district in state aid.

136.17 Subd. 2. **Levy certification.** Each year, the Department of Education must calculate
136.18 each school district's certified levies for the year, excluding 4,000 voluntary prekindergarten
136.19 and school readiness plus participants.

136.20 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

136.21 Sec. 9. **APPROPRIATIONS.**

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

136.25 Subd. 2. **Developmental screening aid.** (a) For developmental screening aid under
136.26 Minnesota Statutes, sections 121A.17 and 121A.19:

136.27 \$ 4,350,000 2024

136.28 \$ 4,375,000 2025

136.29 (b) The 2024 appropriation includes \$349,000 for 2023 and \$4,001,000 for 2024.

136.30 (c) The 2025 appropriation includes \$445,000 for 2024 and \$3,930,000 for 2025.

137.1 Subd. 3. Early childhood family education aid. (a) For early childhood family education
 137.2 aid under Minnesota Statutes, section 124D.135:

137.3 \$ 37,497,000 2024

137.4 \$ 40,743,000 2025

137.5 (b) The 2024 appropriation includes \$3,518,000 for 2023 and \$33,979,000 for 2024.

137.6 (c) The 2025 appropriation includes \$3,775,000 for 2024 and \$36,968,000 for 2025.

137.7 Subd. 4. Early childhood programs at Tribal contract schools. (a) For early childhood
 137.8 family education programs at Tribal contract schools under Minnesota Statutes, section
 137.9 124D.83, subdivision 4:

137.10 \$ 68,000 2024

137.11 \$ 68,000 2025

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

137.13 Subd. 5. Early childhood teacher shortage. (a) For grants to Minnesota institutions of
 137.14 higher education to address the early childhood education teacher shortage:

137.15 \$ 490,000 2024

137.16 \$ 490,000 2025

137.17 (b) Grant funds may be used to provide tuition and other supports to students.

137.18 (c) Up to five percent of the grant amount is available for grant administration and
 137.19 monitoring.

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

137.21 (e) The base for fiscal year 2026 and later is \$700,000.

137.22 Subd. 6. Early learning scholarships. (a) For the early learning scholarship program
 137.23 under Minnesota Statutes, section 124D.165:

137.24 \$ 205,968,000 2024

137.25 \$ 205,969,000 2025

137.26 (b) This appropriation is subject to the requirements under Minnesota Statutes, section
 137.27 124D.165, subdivision 6.

137.28 (c) The base for fiscal year 2026 and later is \$105,974,000.

137.29 Subd. 7. Educate parents partnership. (a) For the educate parents partnership under
 137.30 Minnesota Statutes, section 124D.129:

138.1 \$ 49,000 2024

138.2 \$ 49,000 2025

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

138.4 Subd. 8. **Head Start program.** (a) For Head Start programs under Minnesota Statutes,
138.5 section 119A.52:

138.6 \$ 35,100,000 2024

138.7 \$ 35,100,000 2025

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

138.9 Subd. 9. **Home visiting aid.** (a) For home visiting aid under Minnesota Statutes, section
138.10 124D.135:

138.11 \$ 391,000 2024

138.12 \$ 309,000 2025

138.13 (b) The 2024 appropriation includes \$41,000 for 2023 and \$350,000 for 2024.

138.14 (c) The 2025 appropriation includes \$38,000 for 2024 and \$271,000 for 2025.

138.15 Subd. 10. **Kindergarten entrance assessment initiative and intervention program.** (a)
138.16 For the kindergarten entrance assessment initiative and intervention program under Minnesota
138.17 Statutes, section 124D.162:

138.18 \$ 281,000 2024

138.19 \$ 281,000 2025

138.20 (b) The base for fiscal year 2026 is \$0.

138.21 Subd. 11. **Learning with Music program.** (a) For a grant to the MacPhail Center for
138.22 Music to expand the Learning with Music program:

138.23 \$ 250,000 2024

138.24 \$ 250,000 2025

138.25 (b) The MacPhail Center for Music must use the grant funds received under this
138.26 subdivision to:

138.27 (1) expand direct programming to four early childhood center locations in each year of
138.28 the grant, with a focus on meeting the needs of children experiencing economic hardship
138.29 in the Twin Cities metropolitan area; and

139.1 (2) create and deliver professional development training opportunities to early childhood
 139.2 educators statewide, both online and in person, that are based on current successful elements
 139.3 of the Learning with Music program.

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

139.5 (d) The base for fiscal year 2026 is \$0.

139.6 Subd. 12. **ParentChild+ program.** For a grant to the ParentChild+ program:

139.7 \$ 1,800,000 2024

139.8 \$ 1,800,000 2025

139.9 (b) The grant must be used for an evidence-based and research-validated early childhood
 139.10 literacy and school readiness program for children ages 16 months to four years at its existing
 139.11 suburban program location. The program must include urban and rural program locations
 139.12 for fiscal years 2024 and 2025.

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

139.14 Subd. 13. **Quality rating and improvement system.** (a) For transfer to the commissioner
 139.15 of human services for the purposes of expanding the quality rating and improvement system
 139.16 under Minnesota Statutes, section 124D.142, in greater Minnesota and increasing supports
 139.17 for providers participating in the quality rating and improvement system:

139.18 \$ 1,750,000 2024

139.19 \$ 1,750,000 2025

139.20 (b) The amounts in paragraph (a) must be in addition to any federal funding under the
 139.21 child care and development block grant authorized under Public Law 101-508 in that year
 139.22 for the system under Minnesota Statutes, section 124D.142.

139.23 Subd. 14. **Reach Out and Read Minnesota.** (a) For a grant to Reach Out and Read
 139.24 Minnesota to establish a statewide plan that encourages early childhood development through
 139.25 a network of health care clinics:

139.26 \$ 250,000 2024

139.27 \$ 250,000 2025

139.28 (b) The grant recipient must develop and implement a plan that includes:

139.29 (1) integrating children's books and parent education into well-child visits;

139.30 (2) creating literacy-rich environments at health care clinics by providing books to clinics
 139.31 for visits outside of Reach Out and Read Minnesota parameters, for waiting room use, or
 139.32 for volunteer readers to model read-aloud techniques for parents where possible;

140.1 (3) working with public health clinics, federally qualified health centers, Tribal sites,
 140.2 community health centers, and clinics that belong to health care systems, as well as
 140.3 independent clinics in underserved areas; and

140.4 (4) training medical professionals on discussing the importance of early literacy with
 140.5 parents of infants, toddlers, and preschoolers.

140.6 (c) The grant recipient must fully implement the plan on a statewide basis by 2030.

140.7 Subd. 15. School readiness. (a) For revenue for school readiness programs under
 140.8 Minnesota Statutes, sections 124D.15 and 124D.16:

140.9 \$ 33,683,000 2024

140.10 \$ 33,683,000 2025

140.11 (b) The 2024 appropriation includes \$3,368,000 for 2023 and \$30,315,000 for 2024.

140.12 (c) The 2025 appropriation includes \$3,368,000 for 2024 and \$30,315,000 for 2025.

140.13 **ARTICLE 9**

140.14 **COMMUNITY EDUCATION AND LIFELONG LEARNING**

140.15 Section 1. Minnesota Statutes 2022, section 124D.20, subdivision 3, is amended to read:

140.16 Subd. 3. **General community education revenue.** The general community education
 140.17 revenue for a district equals ~~\$5.23 for fiscal years 2005 and 2006~~ and \$5.42 for fiscal year
 140.18 2007 through fiscal year 2023 and \$7.00 for fiscal year 2024 and later, times the greater of
 140.19 1,335 or the population of the district. The population of the district is determined according
 140.20 to section 275.14.

140.21 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2025 and later.

140.22 Sec. 2. Minnesota Statutes 2022, section 124D.20, subdivision 5, is amended to read:

140.23 Subd. 5. **Total community education levy.** To obtain total community education revenue,
 140.24 a district may levy the amount raised by a maximum tax rate of ~~0.94~~ 0.409 percent in fiscal
 140.25 year 2025, 0.3687 percent in fiscal year 2026, and 0.35 percent in fiscal year 2027 and later,
 140.26 times the adjusted net tax capacity of the district. If the amount of the total community
 140.27 education levy would exceed the total community education revenue, the total community
 140.28 education levy shall be determined according to subdivision 6.

140.29 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2025 and later.

141.1 Sec. 3. Minnesota Statutes 2022, section 124D.2211, is amended to read:

141.2 **124D.2211 AFTER-SCHOOL COMMUNITY LEARNING PROGRAMS.**

141.3 Subdivision 1. **Establishment.** A competitive statewide after-school community learning
 141.4 grant program is established to provide grants to ~~community or nonprofit organizations,~~
 141.5 ~~political subdivisions, for-profit or nonprofit child care centers, or school-based programs~~
 141.6 ~~that serve~~ support eligible organizations to provide culturally affirming and enriching
 141.7 after-school and summer learning programs for school-age youth after school or during
 141.8 nonschool hours. Grants must be used to offer a broad array of academic enrichment activities
 141.9 that promote positive after-school and summer learning activities, including art, music,
 141.10 community engagement, literacy, science, technology, engineering, math, health, and
 141.11 recreation programs. The commissioner shall develop criteria for after-school community
 141.12 learning programs that promote partnerships and active collaboration with the schools that
 141.13 participating students attend. The commissioner may award grants under this section to
 141.14 community or nonprofit organizations, culturally specific organizations, American Indian
 141.15 organizations, Tribal nations, political subdivisions, public libraries, or school-based
 141.16 programs that serve youth after school, during the summer, or during nonschool hours.

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

- 141.19 ~~(1) school connectedness of participants;~~
 141.20 ~~(2) academic achievement of participating students in one or more core academic areas;~~
 141.21 ~~(3) the capacity of participants to become productive adults; and~~
 141.22 ~~(4) prevent truancy from school and prevent juvenile crime.~~

141.23 (1) increase access to comprehensive and culturally affirming after-school and summer
 141.24 learning and enrichment opportunities that meet the academic, social, and emotional needs
 141.25 of historically underserved students;

141.26 (2) promote engagement in learning and connections to school and community; and

141.27 (3) encourage school attendance and improve academic performance.

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

- 141.30 ~~(1) collaboration with and leverage of existing community resources that have~~
 141.31 ~~demonstrated effectiveness;~~
 141.32 ~~(2) outreach to children and youth; and~~

142.1 ~~(3) involvement of local governments, including park and recreation boards or schools,~~
142.2 ~~unless no government agency is appropriate.~~

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

142.4 (1) an assessment of the needs and available resources for the after-school community
142.5 learning program and a description of how the proposed program will address the needs
142.6 identified, including how students and families were engaged in the process;

142.7 (2) a description of the partnership between a school and another eligible entity;

142.8 (3) an explanation of how the proposal will support the objectives identified in subdivision
142.9 2, including the use of best practices;

142.10 (4) a plan to implement effective after-school and summer learning practices and provide
142.11 staff access to professional development opportunities; and

142.12 (5) a description of the data they will use to evaluate the impact of the program.

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

142.14 (1) primarily serve historically underserved students; and

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

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

142.19 Subd. 4. **Technical assistance and continuous improvement.** (a) The commissioner
142.20 must monitor and evaluate the performance of grant recipients to assess the effectiveness
142.21 of after-school community learning programs in meeting the objectives identified in
142.22 subdivision 2.

142.23 (b) The commissioner must provide technical assistance, capacity building, and
142.24 professional development to grant recipients, including guidance on effective practices for
142.25 after-school and summer learning programs.

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

142.27 Sec. 4. Minnesota Statutes 2022, section 124D.531, subdivision 1, is amended to read:

142.28 Subdivision 1. **State total adult basic education aid.** (a) The state total adult basic
142.29 education aid for fiscal year 2011 equals \$44,419,000, plus any amount that is not paid
142.30 during the previous fiscal year as a result of adjustments under subdivision 4, paragraph

143.1 (a), or section 124D.52, subdivision 3. The state total adult basic education aid for later
143.2 fiscal years equals:

143.3 (1) the state total adult basic education aid for the preceding fiscal year plus any amount
143.4 that is not paid for during the previous fiscal year, as a result of adjustments under subdivision
143.5 4, paragraph (a), or section 124D.52, subdivision 3; times

143.6 (2) the greater of 1.00 or the lesser of:

143.7 (i) 1.03; or

143.8 (ii) the average growth in state total contact hours over the prior ten program years.

143.9 Three percent of the state total adult basic education aid must be set aside for adult basic
143.10 education supplemental service grants under section 124D.522.

143.11 (b) The state total adult basic education aid, excluding basic population aid, equals the
143.12 difference between the amount computed in paragraph (a), and the state total basic population
143.13 aid under subdivision 2.

143.14 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2024 and later.

143.15 Sec. 5. Minnesota Statutes 2022, section 124D.531, subdivision 4, is amended to read:

143.16 Subd. 4. **Adult basic education program aid limit.** (a) Notwithstanding subdivisions
143.17 2 and 3, the total adult basic education aid for a program per prior year contact hour must
143.18 not exceed ~~\$22~~ \$30 per prior year contact hour computed under subdivision 3, clause (2).

143.19 (b) The aid for a program under subdivision 3, clause (2), adjusted for changes in program
143.20 membership, must not exceed the aid for that program under subdivision 3, clause (2), for
143.21 the first preceding fiscal year by more than the greater of 11 percent or \$10,000.

143.22 (c) Adult basic education aid is payable to a program for unreimbursed costs occurring
143.23 in the program year as defined in section 124D.52, subdivision 3.

143.24 (d) Any adult basic education aid that is not paid to a program because of the program
143.25 aid limitation under paragraph (a) must be added to the state total adult basic education aid
143.26 for the next fiscal year under subdivision 1. Any adult basic education aid that is not paid
143.27 to a program because of the program aid limitations under paragraph (b) must be reallocated
143.28 among programs by adjusting the rate per contact hour under subdivision 3, clause (2).

144.1 Sec. 6. Minnesota Statutes 2022, section 124D.55, is amended to read:

144.2 **124D.55 COMMISSIONER-SELECTED HIGH SCHOOL EQUIVALENCY TEST**
144.3 **FEES.**

144.4 (a) The commissioner shall pay 60 percent of the fee that is charged to an eligible
144.5 individual for the full battery of the commissioner-selected high school equivalency tests,
144.6 but not more than \$40 for an eligible individual.

144.7 (b) Notwithstanding paragraph (a), for fiscal years ~~2020 and 2021~~ 2023 through 2027
144.8 only, subject to the availability of funds, the commissioner shall pay 100 percent of the fee
144.9 charged to an eligible individual for the full battery of the commissioner-selected high
144.10 school equivalency tests, but not more than the cost of one full battery of tests per year for
144.11 any individual.

144.12 Sec. 7. Minnesota Statutes 2022, section 124D.56, is amended to read:

144.13 **124D.56 COMMUNITY EDUCATION PROGRAM REVENUE; ADULTS WITH**
144.14 **DISABILITIES.**

144.15 Subdivision 1. **Revenue amount.** A district that is eligible according to section 124D.20,
144.16 subdivision 2, may receive revenue for a program for adults with disabilities. Revenue for
144.17 the program for adults with disabilities for a district ~~or a group of districts~~ equals the lesser
144.18 of:

144.19 (1) the actual expenditures for approved programs and budgets; or

144.20 (2) ~~\$60,000~~ the greater of (i) \$0.67 times the population of the school district as
144.21 determined according to section 275.14, or (ii) the district's adults with disabilities revenue
144.22 for fiscal year 2023. If the district does not levy the entire amount permitted, the district's
144.23 adults with disabilities aid is reduced in proportion to the actual amount levied.

144.24 Subd. 2. **Aid.** Program aid for adults with disabilities equals the lesser of:

144.25 ~~(1) one-half of the actual expenditures for approved programs and budgets; or~~

144.26 ~~(2) \$30,000~~ difference between the district's adults with disabilities revenue and the
144.27 district's adults with disabilities levy.

144.28 Subd. 3. **Levy.** A district may levy for a program for adults with disabilities in an amount
144.29 ~~up to the amount designated in subdivision 2. In the case of a program offered by a group~~
144.30 ~~of districts, the levy amount must be apportioned among the districts according to the~~
144.31 ~~agreement submitted to the department.~~ not to exceed the greater of:

- 145.1 (1) the district's revenue under subdivision 1; or
- 145.2 (2) the product of a tax rate not to exceed .006 percent in fiscal year 2025, .0053 percent
- 145.3 in fiscal year 2026, and .005 percent in fiscal year 2027 and later, times the district's adjusted
- 145.4 net tax capacity for the year prior to the year the levy is certified.

145.5 Subd. 4. **Outside revenue.** A district may receive money from public or private sources

145.6 to supplement revenue for the program for adults with disabilities. Aid may not be reduced

145.7 as a result of receiving money from these sources.

145.8 Subd. 5. **Use of revenue.** Revenue for the program for adults with disabilities may be

145.9 used only to provide programs for adults with disabilities.

145.10 Subd. 6. **Cooperation encouraged.** A school district offering programming for adults

145.11 with disabilities is encouraged to provide programming in cooperation with other school

145.12 districts and other public and private organizations providing services to adults with

145.13 disabilities.

145.14 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2025 and later.

145.15 Sec. 8. Minnesota Statutes 2022, section 124D.99, subdivision 2, is amended to read:

145.16 Subd. 2. **Definitions.** (a) For purposes of this section the terms defined in this subdivision

145.17 have the meanings given them.

145.18 (b) ~~"Tier 1 grant"~~ "Neighborhood partnership grant" means a sustaining grant for the

145.19 ongoing operation, stability, and expansion of existing education partnership program

145.20 locations serving a defined geographic area within a single municipality.

145.21 (c) ~~"Tier 2 grant"~~ "Regional neighborhood partnership grant" means an implementation

145.22 grant for ~~expanding activity in~~ the ongoing operation, stability, and expansion of activity

145.23 of existing education partnership program locations serving a defined geographic area

145.24 encompassing an entire municipality or part of or all of multiple municipalities.

145.25 Sec. 9. Minnesota Statutes 2022, section 124D.99, subdivision 3, is amended to read:

145.26 Subd. 3. **Administration; design.** (a) The commissioner shall establish program

145.27 requirements, an application process and timeline for each ~~tier of grants~~ grant specified in

145.28 subdivision 4, criteria for evaluation of applications, and a grant awards process. The

145.29 commissioner's process must minimize administrative costs, minimize burdens for applicants

145.30 and grant recipients, and provide a framework that permits flexibility in program design

145.31 and implementation among grant recipients.

146.1 (b) To the extent practicable, the commissioner shall design the program to align with
146.2 programs implemented or proposed by organizations in Minnesota that:

146.3 (1) identify and increase the capacity of organizations that are focused on achieving
146.4 data-driven, locally controlled positive outcomes for children and youth throughout an entire
146.5 neighborhood or geographic area through programs such as Strive Together, Promise
146.6 Neighborhood, and the Education Partnerships Coalition members;

146.7 (2) build a continuum of educational family and community supports with academically
146.8 rigorous schools at the center;

146.9 (3) maximize program efficiencies by integrating programmatic activities and eliminating
146.10 administrative barriers;

146.11 (4) develop local infrastructure needed to sustain and scale ~~up~~ proven and effective
146.12 solutions beyond the initial neighborhood or geographic area;

146.13 (5) utilize appropriate outcome measures based on unique community needs and interests
146.14 and apply rigorous evaluation on a periodic basis to be used to both monitor outcomes and
146.15 allow for continuous improvements to systems;

146.16 (6) collect and utilize data to improve student outcomes;

146.17 (7) share disaggregated performance data with the community to set community-level
146.18 outcomes;

146.19 (8) employ continuous improvement processes;

146.20 (9) have a tribal entity, community foundation, higher education institution, or
146.21 community-based organization as an anchor entity managing the partnership;

146.22 (10) convene a cross-sector leadership group and have a documented accountability
146.23 structure; and

146.24 (11) demonstrate use of nonstate funds, from multiple sources, including in-kind
146.25 contributions.

146.26 (c) A grant recipient's supportive services programming must address:

146.27 (1) kindergarten readiness and youth development;

146.28 (2) grade 3 reading proficiency;

146.29 (3) middle school mathematics;

146.30 (4) high school graduation;

- 147.1 (5) postsecondary educational enrollment;
- 147.2 (6) postsecondary education completion or attainment;
- 147.3 (7) physical and mental health;
- 147.4 (8) development of career skills and readiness;
- 147.5 (9) parental engagement and development;
- 147.6 (10) community engagement and programmatic alignment; and
- 147.7 (11) reduction of remedial education.
- 147.8 (d) The commissioner, in consultation with grant recipients, must:
 - 147.9 (1) develop and revise core indicators of progress toward outcomes specifying impacts
 - 147.10 ~~for each tier~~ identified under subdivision 4;
 - 147.11 (2) establish a reporting system for grant recipients to measure program outcomes using
 - 147.12 data sources and program goals; and
 - 147.13 (3) evaluate effectiveness based on the core indicators established by each partnership
 - 147.14 ~~for each tier.~~

147.15 Sec. 10. Minnesota Statutes 2022, section 124D.99, subdivision 5, is amended to read:

147.16 Subd. 5. **Grants.** The commissioner shall award ~~Tier 1 and Tier 2~~ grants to qualifying
147.17 recipients that can demonstrate a nonstate source of funds, including in-kind contributions.

147.18 Sec. 11. **APPROPRIATIONS.**

147.19 Subdivision 1. **Department of Education.** The sums indicated in this section are
147.20 appropriated from the general fund to the Department of Education for the fiscal years
147.21 designated. Any balance in the first year does not cancel but is available in the second year.

147.22 Subd. 2. **Adult basic education aid.** (a) For adult basic education aid under Minnesota
147.23 Statutes, section 124D.531:

147.24 \$ 51,763,000 2024

147.25 \$ 51,758,000 2025

147.26 (b) The 2024 appropriation includes \$5,179,000 for 2023 and \$46,584,000 for 2024.

147.27 (c) The 2025 appropriation includes \$5,175,000 for 2024 and \$46,583,000 for 2025.

147.28 Subd. 3. **Adults with disabilities program aid.** (a) For adults with disabilities programs
147.29 under Minnesota Statutes, section 124D.56:

148.1 \$ 710,000 2024

148.2 \$ 2,881,000 2025

148.3 (b) The 2024 appropriation includes \$71,000 for 2023 and \$639,000 for 2024.

148.4 (c) The 2025 appropriation includes \$71,000 for 2024 and \$2,171,000 for 2025.

148.5 Subd. 4. **After school community learning grant program.** (a) For grants for after
 148.6 school community learning programs in accordance with Minnesota Statutes, section
 148.7 124D.2211:

148.8 \$ 40,000,000 2024

148.9 \$ 0 2025

148.10 (b) Of this amount, a portion may be used for a contract with Ignite Afterschool to build
 148.11 out a state-wide system of support for continuous improvement.

148.12 (c) Up to \$2,250,000 is available for grant administration, monitoring, providing technical
 148.13 assistance, and program evaluation.

148.14 (d) This is a onetime appropriation and is available until June 30, 2027.

148.15 Subd. 5. **Community education aid.** (a) For community education aid under Minnesota
 148.16 Statutes, section 124D.20:

148.17 \$ 98,000 2024

148.18 \$ 8,684,000 2025

148.19 (b) The 2024 appropriation includes \$14,000 for 2023 and \$84,000 for 2024.

148.20 (c) The 2025 appropriation includes \$9,000 for 2024 and \$8,675,000 for 2025.

148.21 Subd. 6. **Deaf, deafblind, and hard-of-hearing adults.** For programs for deaf, deafblind,
 148.22 and hard-of-hearing adults under Minnesota Statutes, section 124D.57:

148.23 \$ 70,000 2024

148.24 \$ 70,000 2025

148.25 Subd. 7. **High school equivalency tests.** (a) For payment of the costs of the
 148.26 commissioner-selected high school equivalency tests under Minnesota Statutes, section
 148.27 124D.55:

148.28 \$ 615,000 2024

148.29 \$ 125,000 2025

148.30 (b) Of the amounts in paragraph (a), \$490,000 in fiscal year 2024 is available until June
 148.31 30, 2027.

149.1 Subd. 8. Minnesota Alliance of Boys and Girls Clubs. (a) For a grant to the Minnesota
 149.2 Alliance of Boys and Girls Clubs to support the establishment and expansion of Boys and
 149.3 Girls Clubs in Minnesota beyond existing service areas to support after-school and summer
 149.4 programming that address learning loss:

149.5 \$ 2,500,000 2024

149.6 \$ 2,500,000 2025

149.7 (b) The grant recipient must take into consideration multiple factors including need,
 149.8 feasibility, and community engagement when determining where to establish and expand
 149.9 Boys and Girls Clubs programming. Need may be analyzed using available data from the
 149.10 department. Feasibility must be determined by proximity to supporting organizations, staffing
 149.11 capabilities, and access to adequate facilities. The grant recipient must take into consideration
 149.12 community engagement and interest in programming as important elements for the desired
 149.13 sustainability of programming beyond the project's funding period.

149.14 (c) To receive a grant under this section, the Minnesota Alliance of Boys and Girls Clubs
 149.15 must receive a 25 percent match from nonstate funds.

149.16 (d) The base in fiscal year 2026 is \$0.

149.17 Subd. 9. Neighborhood partnership grants. (a) For neighborhood partnership grants
 149.18 under Minnesota Statutes, section 124D.99:

149.19 \$ 2,600,000 2024

149.20 \$ 2,600,000 2025

149.21 (b) Of the amounts in paragraph (a), \$1,300,000 each year is for the Northside
 149.22 Achievement Zone and \$1,300,000 each year is for the St. Paul Promise Neighborhood.

149.23 Subd. 10. Regional neighborhood partnership grants. (a) For regional neighborhood
 149.24 partnership grants under Minnesota Statutes, section 124D.99:

149.25 \$ 2,100,000 2024

149.26 \$ 2,100,000 2025

149.27 (b) Of the amounts in paragraph (a), \$300,000 each year is for the following programs:

149.28 (1) Northfield Healthy Community Initiative in Northfield;

149.29 (2) Red Wing Youth Outreach Program in Red Wing;

149.30 (3) United Way of Central Minnesota in St. Cloud;

149.31 (4) Austin Aspires in Austin;

150.1 (5) Rochester Area Foundation in Rochester;

150.2 (6) Greater Twin Cities United Way for Generation Next; and

150.3 (7) Children First and Partnership for Success in St. Louis Park.

150.4 Subd. 11. **School-age care aid.** (a) For school-age care aid under Minnesota Statutes,
150.5 section 124D.22:

150.6 § 1,000 2024

150.7 § 1,000 2025

150.8 (b) The 2024 appropriation includes \$0 for 2023 and \$1,000 for 2024.

150.9 (c) The 2025 appropriation includes \$0 for 2024 and \$1,000 for 2025.

150.10 **ARTICLE 10**

150.11 **STATE AGENCIES**

150.12 **Section 1. [121A.20] LICENSED SCHOOL NURSE.**

150.13 Subdivision 1. **Purpose and duties.** (a) The Department of Education must employ a
150.14 school health services specialist to:

150.15 (1) provide technical assistance to school districts and charter schools for the
150.16 education-related health needs of their students;

150.17 (2) serve as the primary source of information and support for schools in addressing
150.18 emergency readiness, public health, and the needs of children and youth with acute and
150.19 chronic health conditions and related disorders; and

150.20 (3) serve as the primary liaison to the Department of Health and other state agencies to
150.21 coordinate school-based, health-related services for students.

150.22 (b) The school health services specialist's duties include:

150.23 (1) increasing professional awareness and competencies of school nurses and other
150.24 specialized instructional support personnel, using the competencies defined in the most
150.25 recent edition of the document jointly prepared by the American Nurses Association and
150.26 the National Association of School Nurses identified as "School Nursing; Scope and
150.27 Standards of Practice" to meet the educational needs of students with acute or chronic health
150.28 conditions, or students identified with risk characteristics associated with health and mental
150.29 health;

151.1 (2) developing implementation guidance to assist general education and special education
 151.2 teachers in (i) recognizing health-related educational needs of children and youth, and (ii)
 151.3 improving students' attendance and full participation in instruction and other school activities;

151.4 (3) developing implementation guidance to assist teachers, specialized instructional
 151.5 support personnel, and school administrators in prevention of and intervention with
 151.6 health-harming behavior and mental health; and

151.7 (4) increasing the availability of online and asynchronous professional development
 151.8 programs and materials for school staff.

151.9 Subd. 2. **Definition.** For purposes of this section, "health service specialist" means a
 151.10 professional registered nurse who:

151.11 (1) is licensed as a public health nurse in Minnesota;

151.12 (2) is licensed as a school nurse in Minnesota;

151.13 (3) has a minimum of three years of experience in school nursing services or public
 151.14 health nurse serving schools;

151.15 (4) has experience in managing a districtwide health policy, overseeing a budget, and
 151.16 supervising personnel; and

151.17 (5) has a graduate degree in nursing, public health, education, or a related field.

151.18 Subd. 3. **Requirements for position.** The Department of Education's school health
 151.19 service specialist must be highly trained in school nursing, which includes knowledge about
 151.20 child growth and development; public health; health education; and special education with
 151.21 a focus on the impact of health on learning, comprehensive assessment of learning-related
 151.22 health using interventions that are evidence-based, and documentation and evaluation of
 151.23 child health knowledge, skills, status, and education implications. The specialist must have
 151.24 knowledge of section 504 plans, health insurance and third-party reimbursement, health
 151.25 privacy, and emergency preparedness. The specialist must also have skills in interdisciplinary
 151.26 collaboration, policy development, parent involvement, health teaching and learning, and
 151.27 staff development.

151.28 Sec. 2. Minnesota Statutes 2022, section 121A.582, subdivision 1, is amended to read:

151.29 Subdivision 1. **Reasonable force standard.** (a) A teacher or school principal, in
 151.30 exercising the person's lawful authority, may use reasonable force when it is necessary under
 151.31 the circumstances to correct or restrain a student ~~or~~ to prevent imminent bodily harm or
 151.32 death to the student or to another.

152.1 (b) A school employee, school bus driver, or other agent of a district, in exercising the
152.2 person's lawful authority, may use reasonable force when it is necessary under the
152.3 circumstances to restrain a student ~~or~~ to prevent bodily harm or death to the student or to
152.4 another.

152.5 (c) Paragraphs (a) and (b) do not authorize conduct prohibited under section 125A.0942.

152.6 (d) Districts must report data on their use of any reasonable force used on a student with
152.7 a disability to correct or restrain the student to prevent imminent bodily harm or death to
152.8 the student or another that is consistent with the definition of physical holding under section
152.9 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

152.10 (e) Beginning with the 2023-2024 school year, districts must report annually by July
152.11 15, in a form and manner determined by the commissioner, data from the prior school year
152.12 about any reasonable force used on a general education student to correct or restrain the
152.13 student to prevent imminent bodily harm or death to the student or another that is consistent
152.14 with the definition of physical holding under section 125A.0941, paragraph (c).

152.15 Sec. 3. Minnesota Statutes 2022, section 124D.13, is amended by adding a subdivision to
152.16 read:

152.17 Subd. 12a. **Support staff.** (a) The department must employ two full-time equivalent
152.18 staff to serve as resources for programs described in this section. The staff persons must
152.19 provide operational support and guidance to programs, including but not limited to providing
152.20 professional development and education support, assisting with marketing and outreach,
152.21 and facilitating collaborations with public and private organizations serving families.

152.22 (b) Each staff person described in this subdivision must hold a valid license as a teacher
152.23 of parent and family education.

152.24 Sec. 4. Minnesota Statutes 2022, section 125A.71, subdivision 1, is amended to read:

152.25 Subdivision 1. **Rental income; appropriation.** Rental income, ~~excluding rent for land~~
152.26 ~~and living residences,~~ must be deposited in the state treasury and credited to a revolving
152.27 fund of the academies. Money in the revolving fund for rental income is annually
152.28 appropriated to the academies for staff development purposes. Payment from the revolving
152.29 fund for rental income may be made only according to vouchers authorized by the
152.30 administrator of the academies.

153.1 **Sec. 5. [127A.21] OFFICE OF THE INSPECTOR GENERAL.**

153.2 **Subdivision 1. Establishment of Office of the Inspector General; powers; duties.** The
 153.3 commissioner must establish within the department an Office of the Inspector General. The
 153.4 Office of the Inspector General is charged with protecting the integrity of the department
 153.5 and the state by detecting and preventing fraud, waste, and abuse in department programs.
 153.6 The Office of the Inspector General must conduct independent and objective investigations
 153.7 to promote the integrity of the department's programs and operations. When fraud or other
 153.8 misuse of public funds is detected, the Office of the Inspector General must report it to the
 153.9 appropriate law enforcement entity and collaborate and cooperate with law enforcement to
 153.10 assist in the investigation and any subsequent civil and criminal prosecution.

153.11 **Subd. 2. Data practices; hiring; reporting.** The Office of the Inspector General has
 153.12 access to all program data, regardless of classification under chapter 13, held by the
 153.13 department, school districts or charter schools, grantees, and any other recipient of funds
 153.14 from the department. The commissioner, or the commissioner's designee, must hire an
 153.15 inspector general to lead the Office of the Inspector General. The inspector general must
 153.16 hire a deputy inspector general and, at the discretion of the inspector general, sufficient
 153.17 assistant inspectors general to carry out the duties of the office. In a form and manner
 153.18 determined by the inspector general, the Office of the Inspector General must develop a
 153.19 public platform for the public to report instances of potential fraud, waste, or abuse of public
 153.20 funds administered by the department.

153.21 **Sec. 6. Laws 2021, First Special Session chapter 13, article 11, section 4, subdivision 2,**
 153.22 **is amended to read:**

153.23 **Subd. 2. Department.** (a) For the Department of Education:

153.24 \$ 30,837,000 2022

153.25 ~~26,287,000~~

153.26 \$ 25,187,000 2023

153.27 Of these amounts:

153.28 (1) \$319,000 each year is for the Board of School Administrators;

153.29 (2) \$1,000,000 each year is for regional centers of excellence under Minnesota Statutes,
 153.30 section 120B.115;

153.31 (3) \$250,000 each year is for the School Finance Division to enhance financial data
 153.32 analysis;

154.1 (4) \$720,000 each year is for implementing Minnesota's Learning for English Academic
154.2 Proficiency and Success Act under Laws 2014, chapter 272, article 1, as amended;

154.3 (5) \$123,000 each year is for a dyslexia specialist;

154.4 (6) \$480,000 each year is for the Department of Education's mainframe update;

154.5 (7) \$4,500,000 in fiscal year 2022 only is for legal fees and costs associated with
154.6 litigation; and

154.7 (8) \$340,000 in fiscal years 2022 and 2023 only are for voluntary prekindergarten
154.8 programs.

154.9 (b) None of the amounts appropriated under this subdivision may be used for Minnesota's
154.10 Washington, D.C., office.

154.11 (c) The expenditures of federal grants and aids as shown in the biennial budget document
154.12 and its supplements are approved and appropriated and must be spent as indicated.

154.13 (d) This appropriation includes funds for information technology project services and
154.14 support subject to the provisions of Minnesota Statutes, section 16E.21. Any ongoing
154.15 information technology costs will be incorporated into the service level agreement and will
154.16 be paid to the Office of MN.IT Services by the Department of Education under the rates
154.17 and mechanisms specified in that agreement.

154.18 (e) To account for the base adjustments provided in Laws 2018, chapter 211, article 21,
154.19 section 1, paragraph (a), and section 3, paragraph (a), the base for fiscal year 2024 and later
154.20 is \$25,965,000.

154.21 (f) On the effective date of this act, \$1,500,000 from the fiscal year 2022 appropriation
154.22 for legal fees and costs associated with litigation is canceled to the general fund.

154.23 **Sec. 7. GRANT AUTHORITY.**

154.24 (a) The commissioner of education may transfer funding for grant administration and
154.25 monitoring within the Department of Education as the commissioner determines necessary
154.26 with the advance approval of the commissioner of management and budget. All transfers
154.27 under this section must be intrafund.

154.28 (b) Unless a different amount is specified by law, the commissioner of education may
154.29 retain up to four percent of amounts appropriated for grants for the purpose of grant
154.30 administration and monitoring.

155.1 **Sec. 8. APPROPRIATIONS; DEPARTMENT OF EDUCATION.**

155.2 **Subdivision 1. Department of Education.** Unless otherwise indicated, the sums indicated
 155.3 in this section are appropriated from the general fund to the Department of Education for
 155.4 the fiscal years designated. Any balance in the first year does not cancel but is available in
 155.5 the second year.

155.6 **Subd. 2. Department.** (a) For the Department of Education:

155.7 \$ 43,363,000 2024

155.8 \$ 38,185,000 2025

155.9 Of these amounts:

155.10 (1) \$405,000 each year is for the Board of School Administrators;

155.11 (2) \$1,000,000 each year is for regional centers of excellence under Minnesota Statutes,
 155.12 section 120B.115;

155.13 (3) \$720,000 each year is for implementing Minnesota's Learning for English Academic
 155.14 Proficiency and Success Act (LEAPS) under Laws 2014, chapter 272, article 1, as amended;

155.15 (4) \$480,000 each year is for the Department of Education's mainframe update;

155.16 (5) \$7,500,000 in fiscal year 2024 only is for legal fees and costs associated with
 155.17 litigation;

155.18 (6) \$595,000 in fiscal year 2024 and \$2,609,000 in fiscal year 2025 are for modernizing
 155.19 district data submissions. The base amount for the allocation under this clause is \$2,359,000
 155.20 in fiscal year 2026 and later; and

155.21 (7) \$2,000,000 each year is for the Office of the Inspector General established under
 155.22 section 127A.21.

155.23 (b) None of the amounts appropriated under this subdivision may be used for Minnesota's
 155.24 Washington, D.C., office.

155.25 (c) The expenditures of federal grants and aids as shown in the biennial budget document
 155.26 and its supplements are approved and appropriated and must be spent as indicated.

155.27 (d) This appropriation includes funds for information technology project services and
 155.28 support subject to the provisions of Minnesota Statutes, section 16E.21. Any ongoing
 155.29 information technology costs may be incorporated into the service level agreement and may
 155.30 be paid to the Department of Information Technology Services by the Department of
 155.31 Education under the rates and mechanisms specified in that agreement.

156.1 (e) The base for fiscal year 2026 is 37,931,000. The base for fiscal year 2027 and later
 156.2 is 37,927,000.

156.3 **Sec. 9. APPROPRIATIONS; MINNESOTA STATE ACADEMIES.**

156.4 (a) The sums indicated in this section are appropriated from the general fund to the
 156.5 Minnesota State Academies for the Deaf and the Blind for the fiscal years designated:

156.6 \$ 17,445,000 2024

156.7 \$ 17,189,000 2025

156.8 Of these amounts:

156.9 (1) \$125,000 in fiscal year 2024 only is for an audiology booth and related testing
 156.10 equipment; and

156.11 (2) \$445,000 in fiscal year 2024 and \$185,000 in fiscal year 2025 are for a mental health
 156.12 day treatment program. These funds are available until June 30, 2027. The base amount for
 156.13 the allocation under this clause is \$185,000 in fiscal year 2026 and later.

156.14 (b) The base for fiscal year 2026 is \$17,436,000. The base for fiscal year 2027 and later
 156.15 is \$17,193,000.

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

156.17 **Sec. 10. APPROPRIATIONS; PERPICH CENTER FOR ARTS EDUCATION.**

156.18 (a) The sums indicated in this section are appropriated from the general fund to the
 156.19 Perpich Center for Arts Education for the fiscal years designated:

156.20 \$ 8,369,000 2024

156.21 \$ 8,435,000 2025

156.22 Of these amounts, \$300,000 in fiscal year 2024 only is for furniture replacement in the
 156.23 agency's dormitory and classrooms, including costs associated with moving and disposal.

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

156.25 **Sec. 11. APPROPRIATIONS; PROFESSIONAL EDUCATOR LICENSING AND**
 156.26 **STANDARDS BOARD.**

156.27 Subdivision 1. Professional Educator Licensing and Standards Board. (a) The sums
 156.28 indicated in this section are appropriated from the general fund to the Professional Educator
 156.29 Licensing and Standards Board for the fiscal years designated:

158.1 \$ 12,000 2022
 158.2 ~~13,000~~
 158.3 \$ 16,000 2023

158.4 Sec. 3. Laws 2021, First Special Session chapter 13, article 1, section 10, subdivision 4,
 158.5 is amended to read:

158.6 Subd. 4. **Abatement aid.** For abatement aid under Minnesota Statutes, section 127A.49:

158.7 \$ 2,897,000 2022
 158.8 ~~3,558,000~~
 158.9 \$ 1,434,000 2023

158.10 The 2022 appropriation includes \$269,000 for 2021 and \$2,628,000 for 2022.

158.11 The 2023 appropriation includes \$291,000 for 2022 and ~~\$3,267,000~~ \$1,143,000 for
 158.12 2023.

158.13 Sec. 4. Laws 2021, First Special Session chapter 13, article 1, section 10, subdivision 5,
 158.14 is amended to read:

158.15 Subd. 5. **Consolidation transition aid.** For districts consolidating under Minnesota
 158.16 Statutes, section 123A.485:

158.17 \$ 309,000 2022
 158.18 ~~373,000~~
 158.19 \$ 95,000 2023

158.20 The 2022 appropriation includes \$30,000 for 2021 and \$279,000 for 2022.

158.21 The 2023 appropriation includes \$31,000 for 2022 and ~~\$342,000~~ \$64,000 for 2023.

158.22 Sec. 5. Laws 2021, First Special Session chapter 13, article 1, section 10, subdivision 6,
 158.23 is amended to read:

158.24 Subd. 6. **Nonpublic pupil education aid.** For nonpublic pupil education aid under
 158.25 Minnesota Statutes, sections 123B.40 to 123B.43 and 123B.87:

158.26 \$ 16,991,000 2022
 158.27 ~~17,450,000~~
 158.28 \$ 19,003,000 2023

158.29 The 2022 appropriation includes \$1,903,000 for 2021 and \$15,088,000 for 2022.

158.30 The 2023 appropriation includes \$1,676,000 for 2022 and ~~\$15,774,000~~ \$17,327,000 for
 158.31 2023.

159.1 Sec. 6. Laws 2021, First Special Session chapter 13, article 1, section 10, subdivision 7,
159.2 is amended to read:

159.3 Subd. 7. **Nonpublic pupil transportation.** For nonpublic pupil transportation aid under
159.4 Minnesota Statutes, section 123B.92, subdivision 9:

159.5 \$ 19,770,000 2022

159.6 ~~19,906,000~~

159.7 \$ 21,027,000 2023

159.8 The 2022 appropriation includes \$1,910,000 for 2021 and \$17,860,000 for 2022.

159.9 The 2023 appropriation includes \$1,984,000 for 2022 and ~~\$17,922,000~~ \$19,043,000 for
159.10 2023.

159.11 Sec. 7. Laws 2021, First Special Session chapter 13, article 1, section 10, subdivision 9,
159.12 is amended to read:

159.13 Subd. 9. **Career and technical aid.** For career and technical aid under Minnesota
159.14 Statutes, section 124D.4531, subdivision 1b:

159.15 \$ 2,668,000 2022

159.16 ~~2,279,000~~

159.17 \$ 1,914,000 2023

159.18 The 2022 appropriation includes \$323,000 for 2021 and \$2,345,000 for 2022.

159.19 The 2023 appropriation includes \$260,000 for 2022 and ~~\$2,019,000~~ \$1,654,000 for
159.20 2023.

159.21 B. EDUCATION EXCELLENCE

159.22 Sec. 8. Laws 2021, First Special Session chapter 13, article 2, section 4, subdivision 2, is
159.23 amended to read:

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

159.26 \$ 84,057,000 2022

159.27 ~~83,431,000~~

159.28 \$ 81,579,000 2023

159.29 The 2022 appropriation includes \$8,868,000 for 2021 and \$75,189,000 for 2022.

159.30 The 2023 appropriation includes \$8,353,000 for 2022 and ~~\$75,078,000~~ \$73,226,000 for
159.31 2023.

160.1 Sec. 9. Laws 2021, First Special Session chapter 13, article 2, section 4, subdivision 3, is
160.2 amended to read:

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

160.5 \$ 11,351,000 2022

160.6 ~~11,775,000~~

160.7 \$ 11,575,000 2023

160.8 The 2022 appropriation includes \$1,102,000 for 2021 and \$10,249,000 for 2022.

160.9 The 2023 appropriation includes \$1,138,000 for 2022 and ~~\$10,637,000~~ \$10,437,000 for
160.10 2023.

160.11 Sec. 10. Laws 2021, First Special Session chapter 13, article 2, section 4, subdivision 4,
160.12 is amended to read:

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

160.15 \$ 93,547,000 2022

160.16 ~~99,819,000~~

160.17 \$ 90,864,000 2023

160.18 The 2022 appropriation includes \$8,617,000 for 2021 and \$84,930,000 for 2022.

160.19 The 2023 appropriation includes \$9,436,000 for 2022 and ~~\$90,383,000~~ \$81,428,000 for
160.20 2023.

160.21 Sec. 11. Laws 2021, First Special Session chapter 13, article 2, section 4, subdivision 12,
160.22 is amended to read:

160.23 Subd. 12. **Interdistrict desegregation or integration transportation grants.** For
160.24 interdistrict desegregation or integration transportation grants under Minnesota Statutes,
160.25 section 124D.87:

160.26 \$ 12,310,000 2022

160.27 ~~14,823,000~~

160.28 \$ 13,785,000 2023

161.1 Sec. 12. Laws 2021, First Special Session chapter 13, article 2, section 4, subdivision 27,
161.2 is amended to read:

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

161.5 \$ 2,743,000 2022

161.6 ~~3,160,000~~

161.7 \$ 2,581,000 2023

161.8 The 2022 appropriation includes \$240,000 for 2021 and \$2,503,000 for 2022.

161.9 The 2023 appropriation includes \$278,000 for 2022 and ~~\$2,882,000~~ \$2,303,000 for
161.10 2023.

161.11 **C. TEACHERS**

161.12 Sec. 13. Laws 2021, First Special Session chapter 13, article 3, section 7, subdivision 7,
161.13 is amended to read:

161.14 Subd. 7. **Alternative teacher compensation aid.** (a) For alternative teacher compensation
161.15 aid under Minnesota Statutes, section 122A.415, subdivision 4:

161.16 \$ 88,896,000 2022

161.17 ~~88,898,000~~

161.18 \$ 88,308,000 2023

161.19 (b) The 2022 appropriation includes \$8,877,000 for 2021 and \$80,019,000 for 2022.

161.20 (c) The 2023 appropriation includes \$8,891,000 for 2022 and ~~\$80,007,000~~ \$79,417,000
161.21 for 2023.

161.22 **D. SPECIAL EDUCATION**

161.23 Sec. 14. Laws 2021, First Special Session chapter 13, article 5, section 3, subdivision 2,
161.24 is amended to read:

161.25 Subd. 2. **Special education; regular.** For special education aid under Minnesota Statutes,
161.26 section 125A.75:

161.27 \$ 1,822,998,000 2022

161.28 ~~1,945,533,000~~

161.29 \$ 1,859,205,000 2023

161.30 The 2022 appropriation includes \$215,125,000 for 2021 and \$1,607,873,000 for 2022.

162.1 The 2023 appropriation includes \$226,342,000 for 2022 and ~~\$1,719,191,000~~
 162.2 \$1,632,863,000 for 2023.

162.3 Sec. 15. Laws 2021, First Special Session chapter 13, article 5, section 3, subdivision 3,
 162.4 is amended to read:

162.5 Subd. 3. **Aid for children with disabilities.** For aid under Minnesota Statutes, section
 162.6 125A.75, subdivision 3, for children with disabilities placed in residential facilities within
 162.7 the district boundaries for whom no district of residence can be determined:

162.8 \$ 1,818,000 2022

162.9 ~~2,010,000~~

162.10 \$ 1,484,000 2023

162.11 If the appropriation for either year is insufficient, the appropriation for the other year is
 162.12 available.

162.13 Sec. 16. Laws 2021, First Special Session chapter 13, article 5, section 3, subdivision 4,
 162.14 is amended to read:

162.15 Subd. 4. **Travel for home-based services.** For aid for teacher travel for home-based
 162.16 services under Minnesota Statutes, section 125A.75, subdivision 1:

162.17 \$ 465,000 2022

162.18 ~~512,000~~

162.19 \$ 337,000 2023

162.20 The 2022 appropriation includes \$23,000 for 2021 and \$442,000 for 2022.

162.21 The 2023 appropriation includes \$49,000 for 2022 and ~~\$463,000~~ \$288,000 for 2023.

162.22 **E. FACILITIES**

162.23 Sec. 17. Laws 2021, First Special Session chapter 13, article 7, section 2, subdivision 2,
 162.24 is amended to read:

162.25 Subd. 2. **Debt service equalization aid.** For debt service equalization aid under
 162.26 Minnesota Statutes, section 123B.53, subdivision 6:

162.27 \$ 25,001,000 2022

162.28 ~~24,286,000~~

162.29 \$ 24,315,000 2023

162.30 The 2022 appropriation includes \$2,588,000 for 2021 and \$22,413,000 for 2022.

163.1 The 2023 appropriation includes \$2,490,000 for 2022 and ~~\$21,796,000~~ \$21,825,000 for
163.2 2023.

163.3 Sec. 18. Laws 2021, First Special Session chapter 13, article 7, section 2, subdivision 3,
163.4 is amended to read:

163.5 Subd. 3. **Long-term facilities maintenance equalized aid.** For long-term facilities
163.6 maintenance equalized aid under Minnesota Statutes, section 123B.595, subdivision 9:

163.7 \$ 108,582,000 2022

163.8 ~~111,077,000~~

163.9 \$ 108,269,000 2023

163.10 The 2022 appropriation includes \$10,660,000 for 2021 and \$97,922,000 for 2022.

163.11 The 2023 appropriation includes \$10,880,000 for 2022 and ~~\$100,197,000~~ \$97,389,000
163.12 for 2023.

163.13 **F. NUTRITION**

163.14 Sec. 19. Laws 2021, First Special Session chapter 13, article 8, section 3, subdivision 2,
163.15 is amended to read:

163.16 Subd. 2. **School lunch.** For school lunch aid under Minnesota Statutes, section 124D.111,
163.17 and Code of Federal Regulations, title 7, section 210.17:

163.18 \$ 16,661,000 2022

163.19 ~~16,954,000~~

163.20 \$ 15,984,000 2023

163.21 Sec. 20. Laws 2021, First Special Session chapter 13, article 8, section 3, subdivision 3,
163.22 is amended to read:

163.23 Subd. 3. **School breakfast.** For traditional school breakfast aid under Minnesota Statutes,
163.24 section 124D.1158:

163.25 \$ 11,848,000 2022

163.26 ~~12,200,000~~

163.27 \$ 10,802,000 2023

163.28 Sec. 21. Laws 2021, First Special Session chapter 13, article 8, section 3, subdivision 4,
163.29 is amended to read:

163.30 Subd. 4. **Kindergarten milk.** For kindergarten milk aid under Minnesota Statutes,
163.31 section 124D.118:

165.1 (c) The 2023 appropriation includes \$46,000 for 2022 and ~~\$398,000~~ \$369,000 for 2023.

165.2 **H. COMMUNITY EDUCATION AND LIFELONG LEARNING**

165.3 Sec. 25. Laws 2021, First Special Session chapter 13, article 10, section 1, subdivision 2,
165.4 is amended to read:

165.5 Subd. 2. **Community education aid.** For community education aid under Minnesota
165.6 Statutes, section 124D.20:

165.7 \$ 180,000 2022

165.8 ~~155,000~~

165.9 \$ 150,000 2023

165.10 The 2022 appropriation includes \$22,000 for 2021 and \$158,000 for 2022.

165.11 The 2023 appropriation includes \$17,000 for 2022 and ~~\$138,000~~ \$133,000 for 2023.

165.12 Sec. 26. Laws 2021, First Special Session chapter 13, article 10, section 1, subdivision 8,
165.13 is amended to read:

165.14 Subd. 8. **Adult basic education aid.** For adult basic education aid under Minnesota
165.15 Statutes, section 124D.531:

165.16 \$ 53,191,000 2022

165.17 ~~54,768,000~~

165.18 \$ 51,948,000 2023

165.19 The 2022 appropriation includes \$5,177,000 for 2021 and \$48,014,000 for 2022.

165.20 The 2023 appropriation includes \$5,334,000 for 2022 and ~~\$49,434,000~~ \$46,614,000 for
165.21 2023."

165.22 Amend the title accordingly