

1.1 Senator moves to amend S.F. No. 1740 as follows:

1.2 Delete everything after the enacting clause and insert:

1.3 **"ARTICLE 1**

1.4 **GENERAL EDUCATION**

1.5 Section 1. Minnesota Statutes 2024, section 120A.22, subdivision 12, is amended to read:

1.6 Subd. 12. **Legitimate exemptions.** (a) A parent, guardian, or other person having control
1.7 of a child may apply to a school district to have the child excused from attendance for the
1.8 whole or any part of the time school is in session during any school year. Application may
1.9 be made to ~~any member of the board~~, a truant officer, a or the school official designated by
1.10 the principal, or the superintendent. The school district may state in its school attendance
1.11 policy that it may ask the student's parent or legal guardian to verify in writing the reason
1.12 for the child's absence from school. A note from a physician or a licensed mental health
1.13 professional stating that the child cannot attend school is a valid excuse. The board of the
1.14 district in which the child resides may approve the application upon the following being
1.15 demonstrated to the satisfaction of that board:

1.16 (1) that the child's physical or mental health is such as to prevent attendance at school
1.17 or application to study for the period required, which includes:

1.18 (i) child illness, medical, dental, orthodontic, or counseling appointments, including
1.19 appointments conducted through telehealth;

1.20 (ii) family emergencies;

1.21 (iii) the death or serious illness or funeral of an immediate family member;

1.22 (iv) active duty in any military branch of the United States;

1.23 (v) the child has a condition that requires ongoing treatment for a mental health diagnosis;

1.24 or

1.25 (vi) other exemptions included in the district's school attendance policy;

1.26 (2) that the child has already completed state and district standards required for graduation
1.27 from high school; or

1.28 (3) that it is the wish of the parent, guardian, or other person having control of the child
1.29 that the child attend, for a period or periods not exceeding in the aggregate three hours in
1.30 any week, instruction conducted by a Tribal spiritual or cultural advisor, or a school for
1.31 religious instruction conducted and maintained by a church, or association of churches, or

any Sunday school association incorporated under the laws of this state, or any auxiliary thereof. This instruction must be conducted and maintained in a place other than a public school building, and it must not, in whole or in part, be conducted and maintained at public expense. A child may be absent from school on days that the child attends upon instruction according to this clause.

(b) Notwithstanding subdivision 6, paragraph (a), a parent may withdraw a child from an all-day, every day kindergarten program and put their child in a half-day program, if offered, or an alternate-day program without being truant. A school board must excuse a kindergarten child from a part of a school day at the request of the child's parent.

Sec. 2. Minnesota Statutes 2024, section 120A.22, subdivision 13, is amended to read:

Subd. 13. ~~Issuing and Reporting excuses attendance.~~ (a) A student is counted as in attendance on each day that a school employee is paid to supervise or provide services to the student.

~~(b) The clerk or any authorized officer of the board~~ principal must issue and keep a record of such excuses, under such rules as the board may from time to time establish.

EFFECTIVE DATE. This section is effective July 1, 2025.

Sec. 3. Minnesota Statutes 2024, section 120A.24, subdivision 4, is amended to read:

Subd. 4. **Reports to the state or county.** (a) A superintendent must make an annual report to the commissioner of education by December 1 of the total number of nonpublic children reported as residing in the district. The report must include the following information:

(1) the number of children residing in the district attending nonpublic schools or receiving instruction from persons or institutions other than a public school;

(2) the number of children in clause (1) who are in compliance with section 120A.22 and this section; and

(3) the number of children in clause (1) who the superintendent has determined are not in compliance with section 120A.22 and this section.

(b) No later than 15 school days after the beginning of each academic term, a school principal must report to the superintendent a list of names and last known addresses of all students who were enrolled in the school for the previous term, are not enrolled in the school for the current term, and were otherwise eligible for enrollment, unless the school has been

notified that the student has enrolled in another school. The superintendent must immediately make the list received from the principal available to an authorized representative of a county agency whose statutory purpose is to enroll students in school.

Sec. 4. **[120A.243] REENROLLMENT.**

Subdivision 1. Local welfare agency; notice. (a) A school district must notify the local welfare agency of any student dropped from its roll under section 126C.05, subdivision 8, paragraph (a), for unexcused absences exceeding 15 consecutive school days. The notice to the local welfare agency must include the student's most recent contact information on file with the school. The school must also send an email, letter, or otherwise contact the child's family to encourage the child to reenroll in the school's programming.

(b) The local welfare agency must inform the school if it is unable to contact the student or student's family. If the local welfare agency is unable to contact the student or student's family, the district must notify the Department of Education that the student has been dropped from the roll, and that the local welfare agency is unable to contact the student or student's family. The notice to the department must include the student's most recent contact information on file with the school.

Subd. 2. Department of Education to encourage reenrollment. Notwithstanding any law to the contrary, once a school district has notified the Department of Education that a child has been removed from the attendance roll under section 126C.05, subdivision 8, paragraph (d), the department becomes responsible for reenrolling the child. The department must notify the family of a child who has been unenrolled from school under section 126C.05, subdivision 8 of county and community resources to support the student's reenrollment in school. The department must also notify the family of the child's right to reenroll in the child's school and of other accessible educational opportunities that may be available to the child. The department may work with county attorneys and other parties under chapter 260A to reenroll the child in school.

EFFECTIVE DATE. This section is effective July 1, 2025.

Sec. 5. Minnesota Statutes 2024, section 120B.021, subdivision 2, is amended to read:

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

- 4.1 (1) parents of school-age children and members of the public throughout the state;
- 4.2 (2) teachers throughout the state currently licensed and providing instruction in language
- 4.3 arts, mathematics, science, social studies, health, or the arts and licensed elementary and
- 4.4 secondary school principals throughout the state currently administering a school site;
- 4.5 (3) currently serving members of local school boards and charter school boards throughout
- 4.6 the state;
- 4.7 (4) faculty teaching core subjects at postsecondary institutions in Minnesota;
- 4.8 (5) representatives of the Minnesota business community;
- 4.9 (6) representatives from the Tribal Nations Education Committee and Tribal Nations
- 4.10 and communities in Minnesota, including both Anishinaabe and Dakota; and
- 4.11 (7) current students, with input from the Minnesota Youth Council.
- 4.12 (b) Academic standards must:
- 4.13 (1) be clear, concise, objective, and measurable, ~~and grade-level appropriate~~;
- 4.14 (2) not require a specific teaching methodology or curriculum; and
- 4.15 (3) be consistent with the Constitutions of the United States and the state of Minnesota.

4.16 Sec. 6. Minnesota Statutes 2024, section 120B.021, subdivision 4, is amended to read:

4.17 Subd. 4. **Revisions and reviews required.** (a) The commissioner of education must

4.18 revise the state's academic standards and graduation requirements and implement a ten-year

4.19 cycle to review and, consistent with the review, revise state academic standards and related

4.20 benchmarks, consistent with this subdivision. During each ten-year review and revision

4.21 cycle, the commissioner also must examine the alignment of each required academic standard

4.22 and related benchmark with the knowledge and skills students need for career and college

4.23 readiness and advanced work in the particular subject area. The commissioner must include

4.24 the contributions of Minnesota American Indian Tribes and communities, including urban

4.25 Indigenous communities, as related to the academic standards during the review and revision

4.26 of the required academic standards. The commissioner must embed Indigenous education

4.27 for all students consistent with recommendations from Tribal Nations and urban Indigenous

4.28 communities in Minnesota regarding the contributions of American Indian Tribes and

4.29 communities in Minnesota into the state's academic standards during the review and revision

4.30 of the required academic standards. The recommendations to embed Indigenous education

4.31 for all students includes but is not limited to American Indian experiences in Minnesota,

including Tribal histories, Indigenous languages, sovereignty issues, cultures, treaty rights, governments, socioeconomic experiences, contemporary issues, and current events.

(b) The commissioner must ensure that the statewide mathematics assessments administered to students in grades 3 through 8 and 11 are aligned with the state academic standards in mathematics, consistent with section 120B.302, subdivision 3, paragraph (a). The commissioner must implement a review of the academic standards and related benchmarks in mathematics beginning in the 2021-2022 school year and every ten years thereafter. In the 2031-2032 review and revision of the academic standards and related benchmarks in mathematics, algebra II must not be required.

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

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

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

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

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

(h) The commissioner must implement a review of the academic standards and related benchmarks in health education beginning in the 2034-2035 school year and every ten years thereafter.

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

(j) The commissioner of education must embed technology and information literacy standards consistent with recommendations from school media specialists into the state's academic standards and graduation requirements.

(k) The commissioner of education must embed ethnic studies as related to the academic standards during the review and revision of the required academic standards.

Sec. 7. Minnesota Statutes 2024, section 120B.024, is amended to read:

120B.024 CREDITS.

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

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

(2) three credits of mathematics sufficient to satisfy all of the academic standards in mathematics, except that credit for algebra II or higher is not required;

(3) three credits of science, including one credit to satisfy all the earth and space science standards for grades 9 through 12, one credit to satisfy all the life science standards for grades 9 through 12, and one credit to satisfy all the chemistry or physics standards for grades 9 through 12;

(4) three and one-half credits of social studies, including credit for a course in government and citizenship in either grade 11 or 12 for students beginning grade 9 in the 2025-2026 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under section 120B.021, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

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

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

(7) credits sufficient to satisfy the state standards in health upon adoption of statewide rules for implementing health standards under section 120B.021; and

(8) a minimum of seven elective credits.

(b) Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal

finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.

Subd. 2. Credit equivalencies. (a) A one-half credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under subdivision 1, clause ~~(5)~~ (4), if the credit is sufficient to satisfy all of the academic standards in economics.

(b) An agriculture science or career and technical education credit may fulfill the elective science credit required under subdivision 1, clause ~~(4)~~ (3), if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under subdivision 1, clause ~~(4)~~ (3), if the credit meets the state chemistry or physics academic standards as approved by the district. A student must satisfy either all of the chemistry academic standards or all of the physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under subdivision 1, clause ~~(4)~~ (3).

(c) A career and technical education credit may fulfill a mathematics or arts credit requirement under subdivision 1, clause (2) or ~~(6)~~ (5).

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

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

(f) A Project Lead the Way credit may fulfill a science or mathematics credit requirement under subdivision 1, clause (2) or ~~(4)~~ (3), if the credit meets the state academic standards in science or mathematics.

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

(h) A personal finance credit taught by a teacher with a field license or out-of-field permission in math may fulfill a mathematics credit requirement under subdivision 1, clause (2).

(i) A health education teacher is not required to meet the requirements of Minnesota Rules, part 3505.1150, subpart 2, item B, to meet the credit equivalency requirements of paragraph (b).

(j) A health science career and technical education credit may fulfill a health or science credit if the course meets the applicable state and local standards in health or related science standards.

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

Sec. 8. Minnesota Statutes 2024, section 120B.305, subdivision 2, is amended to read:

Subd. 2. **Reporting requirements.** (a) Reporting of state assessment results must:

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

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

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

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

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

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

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

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

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

(d) A school, school district, or charter school may provide a student's parent access to the student's individual student performance data and achievement report that is made available under paragraph (b), clause (1), when the performance data and report is available to the school, school district, or charter school.

(e) An individual student report of state assessment results must include the number and percent of days the student was absent from school the previous school year.

EFFECTIVE DATE. This section is effective July 1, 2025.

Sec. 9. Minnesota Statutes 2024, section 124D.09, subdivision 5, is amended to read:

Subd. 5. **Authorization; notification.** (a) Notwithstanding any other law to the contrary, an 11th or 12th grade pupil enrolled in a district, a charter school, or an American Indian-controlled Tribal contract or grant school eligible for aid under section 124D.83, except a foreign exchange pupil enrolled in a district under a cultural exchange program, may apply to an eligible institution, as defined in subdivision 3, to enroll in nonsectarian courses offered by that postsecondary institution.

(b) If an institution accepts a secondary pupil for enrollment under this section, the institution shall send written notice to the pupil, the pupil's school or school district, and the commissioner. The notice must indicate the course and hours of enrollment of that pupil. The institution must notify the pupil's school as soon as practicable if the pupil withdraws from the enrolled course. The institution must also notify the pupil's school as soon as practicable if the pupil has been absent from a course for ten consecutive days on which classes are held, based upon the postsecondary institution's academic calendar, and the pupil is not receiving instruction in their home or hospital or other facility.

(c) If the pupil enrolls in a course for postsecondary credit, the institution must notify:

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

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

10.1 Sec. 10. Minnesota Statutes 2024, section 124D.09, subdivision 5a, is amended to read:

10.2 Subd. 5a. **Authorization; career or technical education.** A 10th, 11th, or 12th grade
10.3 pupil enrolled in a district, a charter school, or an American Indian-controlled tribal contract
10.4 or grant school eligible for aid under section 124D.83, except a foreign exchange pupil
10.5 enrolled in a district under a cultural exchange program, may enroll in a career or technical
10.6 education course offered by a Minnesota state college or university. A 10th grade pupil
10.7 applying for enrollment in a career or technical education course under this subdivision
10.8 must have received a passing score on the 8th grade Minnesota Comprehensive Assessment
10.9 in reading as a condition of enrollment. A current 10th grade pupil who did not take the 8th
10.10 grade Minnesota Comprehensive Assessment in reading may substitute another reading
10.11 assessment accepted by the enrolling postsecondary institution. A secondary pupil may
10.12 enroll in the pupil's first postsecondary options enrollment course under this subdivision.
10.13 A student who is refused enrollment by a Minnesota state college or university under this
10.14 subdivision may apply to an eligible institution offering a career or technical education
10.15 course. The postsecondary institution must give priority to its students according to
10.16 subdivision 9. If a secondary student receives a grade of "C" or better in the career or
10.17 technical education course taken under this subdivision, the postsecondary institution must
10.18 allow the student to take additional postsecondary courses for secondary credit at that
10.19 institution, not to exceed the limits in subdivision 8. A "career or technical course" is a
10.20 course that is part of a career and technical education program that provides individuals
10.21 with coherent, rigorous content aligned with academic standards and relevant technical
10.22 knowledge and skills needed to prepare for further education and careers in current and
10.23 emerging professions and provide technical skill proficiency, an industry recognized
10.24 credential, and a certificate, a diploma, or an associate degree.

10.25 Sec. 11. Minnesota Statutes 2024, section 124D.09, subdivision 5b, is amended to read:

10.26 Subd. 5b. **Authorization; 9th or 10th grade pupil.** Notwithstanding any other law to
10.27 the contrary, a 9th or 10th grade pupil enrolled in a district, a charter school, or an American
10.28 Indian-controlled tribal contract or grant school eligible for aid under section 124D.83,
10.29 except a foreign exchange pupil enrolled in a district under a cultural exchange program,
10.30 may apply to enroll in nonsectarian courses offered under subdivision 10, if:

10.31 (1) the district, charter school, or Tribal school district and the eligible postsecondary
10.32 institution providing the course agree to the student's enrollment; or

11.1 (2) the course is a world language course currently available to 11th and 12th grade
11.2 students, and consistent with section 120B.022 governing world language standards,
11.3 certificates, and seals.

11.4 Sec. 12. Minnesota Statutes 2024, section 124D.09, subdivision 9, is amended to read:

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

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

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

11.24 (d) If a postsecondary institution enrolls a secondary school pupil in a course under this
11.25 section, the postsecondary institution also must enroll in the same course an otherwise
11.26 enrolled and qualified postsecondary student who qualifies as a veteran under section
11.27 197.447, and demonstrates to the postsecondary institution's satisfaction that the institution's
11.28 established enrollment timelines were not practicable for that student.

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

12.1 Sec. 13. Minnesota Statutes 2024, section 124D.09, subdivision 10, is amended to read:

12.2 Subd. 10. **Courses according to agreements.** (a) An eligible pupil, according to
12.3 subdivision 5, may enroll in a nonsectarian course taught by a secondary teacher or a
12.4 postsecondary faculty member and offered at a secondary school, charter school, or Tribal
12.5 school, or another location, according to an agreement between a public school board, board
12.6 of directors, or Tribal school and the governing body of an eligible public postsecondary
12.7 system or an eligible private postsecondary institution, as defined in subdivision 3. All
12.8 provisions of this section apply to a pupil, public school board, board of directors, Tribal
12.9 council, district, charter school, or Tribal school, and the governing body of a postsecondary
12.10 institution, except as otherwise provided. A secondary school and a postsecondary institution
12.11 that enrolls eligible pupils in courses according to agreements must annually report to the
12.12 commissioner the participation rates of pupils enrolled in courses according to agreements,
12.13 including the number of pupils enrolled and the number of courses taken for postsecondary
12.14 or dual credit.

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

12.30 Sec. 14. Minnesota Statutes 2024, section 124D.094, subdivision 1, is amended to read:

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

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

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

13.7 (d) "Enrolling district" means the school district or charter school in which a student is
13.8 enrolled under section ~~120A.22, subdivision 4~~ 120A.05, subdivision 8, or chapter 124E.

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

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

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

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

13.23 (i) "Student" means a Minnesota resident enrolled in a school defined under section
13.24 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.

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

13.27 (k) "Supplemental online course provider" means a school district, an intermediate school
13.28 district, a state-operated school, an organization of two or more school districts operating
13.29 under a joint powers agreement, or a charter school located in Minnesota that is authorized
13.30 by the Department of Education to provide supplemental online courses under paragraph
13.31 (j).

14.1 Sec. 15. Minnesota Statutes 2024, section 124D.52, subdivision 2, is amended to read:

14.2 Subd. 2. **Program approval.** (a) To receive aid under this section, a district, the
14.3 Department of Corrections, a private nonprofit organization, or a consortium including
14.4 districts, nonprofit organizations, or both must submit an application by June 1 describing
14.5 the program, on a form provided by the department. The program must be approved by the
14.6 commissioner according to the following criteria:

14.7 (1) how the needs of different levels of learning and English language proficiency will
14.8 be met;

14.9 (2) for continuing programs, an evaluation of results;

14.10 (3) anticipated number and education level of participants;

14.11 (4) coordination with other resources and services;

14.12 (5) participation in a consortium, if any, and money available from other participants;

14.13 (6) management and program design;

14.14 (7) volunteer training and use of volunteers;

14.15 (8) staff development services;

14.16 (9) program sites and schedules;

14.17 (10) program expenditures that qualify for aid;

14.18 (11) program ability to provide data related to learner outcomes as required by law; and

14.19 (12) a copy of the memorandum of understanding described in subdivision 1 submitted
14.20 to the commissioner.

14.21 (b) Adult basic education programs may be approved under this subdivision for up to
14.22 ~~five~~ six years. ~~Five-year~~ Six-year program approval must be granted to an applicant who
14.23 has demonstrated the capacity to:

14.24 (1) offer comprehensive learning opportunities and support service choices appropriate
14.25 for and accessible to adults at all basic skill and English language levels of need;

14.26 (2) provide a participatory and experiential learning approach based on the strengths,
14.27 interests, and needs of each adult, that enables adults with basic skill needs to:

14.28 (i) identify, plan for, and evaluate their own progress toward achieving their defined
14.29 educational and occupational goals;

(ii) master the basic academic reading, writing, and computational skills, as well as the problem-solving, decision making, interpersonal effectiveness, and other life and learning skills they need to function effectively in a changing society;

(iii) locate and be able to use the health, governmental, and social services and resources they need to improve their own and their families' lives; and

(iv) continue their education, if they desire, to at least the level of secondary school completion, with the ability to secure and benefit from continuing education that will enable them to become more employable, productive, and responsible citizens;

(3) plan, coordinate, and develop cooperative agreements with community resources to address the needs that the adults have for support services, such as transportation, English language learning, flexible course scheduling, convenient class locations, and child care;

(4) collaborate with business, industry, labor unions, and employment-training agencies, as well as with family and occupational education providers, to arrange for resources and services through which adults can attain economic self-sufficiency;

(5) provide sensitive and well trained adult education personnel who participate in local, regional, and statewide adult basic education staff development events to master effective adult learning and teaching techniques;

(6) participate in regional adult basic education peer program reviews and evaluations;

(7) submit accurate and timely performance and fiscal reports;

(8) submit accurate and timely reports related to program outcomes and learner follow-up information; and

(9) spend adult basic education aid on adult basic education purposes only, which are specified in sections 124D.518 to 124D.531.

(c) The commissioner shall require each district to provide notification by February 1, of its intent to apply for funds under this section as a single district or as part of a consortium. A district receiving funds under this section must notify the commissioner by February 1 of its intent to change its application status for applications due the following June 1.

Sec. 16. Minnesota Statutes 2024, section 260C.163, subdivision 11, is amended to read:

Subd. 11. **Presumptions regarding truancy or educational neglect.** (a) A child's absence from school is presumed to be due to the parent's, guardian's, or custodian's failure to comply with compulsory instruction laws if the child is under ~~12~~ 16 years old and the school has made appropriate efforts to resolve the child's attendance problems; this

presumption may be rebutted based on a showing by clear and convincing evidence that the child is habitually truant. A child's absence from school without lawful excuse, when the child is ~~12~~ 16 years old or older, is presumed to be due to the child's intent to be absent from school; this presumption may be rebutted based on a showing by clear and convincing evidence that the child's absence is due to the failure of the child's parent, guardian, or custodian to comply with compulsory instruction laws, sections 120A.22 and 120A.24.

(b) Consistent with section 125A.091, subdivision 5, a parent's refusal to provide the parent's child with sympathomimetic medications does not constitute educational neglect.

Sec. 17. **REVISOR INSTRUCTION.**

The revisor of statutes must substitute the term "district, charter school, or Tribal school" for "district" or "school district" wherever the terms appear in Minnesota Statutes, section 124D.09, subdivisions 3, 4, 6, 7, 8, 9, 11a, 12, 13, 16, 21, and 24, and section 124D.091. The revisor may also make grammatical changes related to the change in terms.

ARTICLE 2
EDUCATION EXCELLENCE

Section 1. Minnesota Statutes 2024, section 13.03, is amended by adding a subdivision to read:

Subd. 3a. **Data requests to school districts.** (a) For purposes of this subdivision, "school district" means an independent, common, or special school district, as defined in section 120A.05, or a cooperative unit under section 123A.24, subdivision 2.

(b) The provisions in this subdivision apply to a request made to a school district to inspect or receive copies of public government data pursuant to subdivision 3. The provisions in this subdivision are in addition to those contained in subdivision 3, except that when the provisions of this subdivision conflict with those of subdivision 3, this subdivision prevails. This subdivision does not apply to a request made by a data subject under section 13.04.

(c) In addition to any other fees or charges allowable under this chapter, if a requesting person fails to appear within 30 calendar days to inspect the requested data, the responsible authority may require the requesting person to pay the costs authorized to be charged under subdivision 3, paragraph (c), plus the cost of employee time spent separating public from not public data.

EFFECTIVE DATE. This section is effective the day following final enactment and applies to data requests made on or after that date.

17.1 Sec. 2. **[120B.213] HEALTHY AGING AND DEMENTIA EDUCATION.**

17.2 School districts and charter schools are encouraged to provide instruction on healthy
17.3 aging and dementia to students in grades 6 through 12 that is aligned with applicable health
17.4 standards and integrated into existing programs, curriculum, or the general school
17.5 environment of a district or charter school. By July 1, 2026, and each even-numbered year
17.6 thereafter, the commissioner of education, in consultation with the commissioner of health
17.7 and dementia advocacy organizations, must provide districts and charter schools with age
17.8 appropriate resources on healthy aging and dementia, including but not limited to strategies
17.9 to maintain brain health, information on Alzheimer's disease and other forms of dementia,
17.10 and caring for an elder with a cognitive impairment.

17.11 **EFFECTIVE DATE.** This section is effective July 1, 2025.

17.12 Sec. 3. Minnesota Statutes 2024, section 120B.35, subdivision 3, is amended to read:

17.13 Subd. 3. **State growth measures; other state measures.** (a)(1) The state's educational
17.14 assessment system measuring individual students' educational growth is based on indicators
17.15 of current achievement that show growth relative to an individual student's prior achievement.
17.16 Indicators of achievement and prior achievement must be based on highly reliable statewide
17.17 or districtwide assessments.

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

17.31 (b) The commissioner, in consultation with a stakeholder group that includes assessment
17.32 and evaluation directors, district staff, experts in culturally responsive teaching, and
17.33 researchers, must implement an appropriate growth model that compares the difference in
17.34 students' achievement scores over time, and includes criteria for identifying schools and

18.1 school districts that demonstrate academic progress or progress toward English language
18.2 proficiency. The model may be used to advance educators' professional development and
18.3 replicate programs that succeed in meeting students' diverse learning needs. Data on
18.4 individual teachers generated under the model are personnel data under section 13.43. The
18.5 model must allow users to:

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

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

18.12 The commissioner must report measures of student growth and, under section 120B.11,
18.13 subdivision 2, clause (2), student learning and outcome data, consistent with this paragraph,
18.14 including the English language development, academic progress, and oral academic
18.15 development of English learners and their native language development if the native language
18.16 is used as a language of instruction, and include data on all pupils enrolled in a Minnesota
18.17 public school course or program who are currently or were previously counted as an English
18.18 learner under section 124D.59. In addition, the commissioner must report language
18.19 development outcomes of the target language of instruction other than English for all students
18.20 who are in dual language immersion programs or enrolled in a Minnesota public school
18.21 course or program in which the objective is improving or maintaining the students' native
18.22 language.

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

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

18.32 (2) a rigorous coursework measure indicating the number and percentage of high school
18.33 graduates in the most recent school year who successfully completed one or more
18.34 college-level advanced placement, international baccalaureate, postsecondary enrollment

19.1 options including concurrent enrollment, other rigorous courses of study under section
19.2 120B.021, subdivision 1a, or industry certification courses or programs.

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

19.7 (d) When reporting student performance under section 120B.36, subdivision 1, the
19.8 commissioner annually, beginning July 1, 2014, must report summary data on school safety
19.9 and students' engagement and connection at school, consistent with the student categories
19.10 identified under paragraph (a), clause (2). The summary data under this paragraph are
19.11 separate from and must not be used for any purpose related to measuring or evaluating the
19.12 performance of classroom teachers. The commissioner, in consultation with qualified experts
19.13 on student engagement and connection and classroom teachers, must identify highly reliable
19.14 variables that generate summary data under this paragraph. The summary data may be used
19.15 at school, district, and state levels only. Any data on individuals received, collected, or
19.16 created that are used to generate the summary data under this paragraph are nonpublic data
19.17 under section 13.02, subdivision 9.

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

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

19.24 (2) the percent of students under this paragraph whose progress and performance levels
19.25 are meeting career and college readiness benchmarks under section 120B.307; and

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

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

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

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

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

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

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

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

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

Sec. 4. Minnesota Statutes 2024, section 120B.363, subdivision 1, is amended to read:

Subdivision 1. **Rulemaking.** ~~The Professional Educator Licensing and Standards Board~~ commissioner must adopt rules to implement a statewide credential for education paraprofessionals who assist a licensed teacher in providing student instruction. Any paraprofessional holding this credential or working in a local school district after meeting a state-approved local assessment is considered to be highly qualified under federal law. Under this subdivision, ~~the Professional Educator Licensing and Standards Board, in consultation with the commissioner,~~ must adopt qualitative criteria for approving local assessments that include an evaluation of a paraprofessional's knowledge of reading, writing, and math and the paraprofessional's ability to assist in the instruction of reading, writing, and math. The commissioner must approve or disapprove local assessments using these criteria. The commissioner must make the criteria available to the public.

Sec. 5. Minnesota Statutes 2024, section 120B.363, subdivision 2, is amended to read:

Subd. 2. **Training possibilities.** In adopting rules under subdivision 1, the ~~board~~ commissioner must consider including provisions that provide training in: students'

21.1 characteristics; teaching and learning environment; academic instruction skills; student
21.2 behavior; and ethical practices.

21.3 Sec. 6. Minnesota Statutes 2024, section 121A.031, subdivision 2, is amended to read:

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

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

21.7 (c) "Public school" or "school" means a public school under section 120A.05, subdivisions
21.8 9, 11, 13, and 17, and a charter school under chapter 124E.

21.9 (d) "Student" means a student enrolled in a school under paragraph (c).

21.10 (e) "Bullying" means intimidating, threatening, abusive, or harming conduct that is
21.11 objectively offensive and:

21.12 (1) there is an actual or perceived imbalance of power between the student engaging in
21.13 prohibited conduct and the target of the behavior and the conduct is repeated or forms a
21.14 pattern; or

21.15 (2) materially and substantially interferes with a student's educational opportunities or
21.16 performance or ability to participate in school functions or activities or receive school
21.17 benefits, services, or privileges.

21.18 (f) "Cyberbullying" means bullying using technology or other electronic communication,
21.19 including but not limited to a transfer of a sign, signal, writing, image, sound, or data,
21.20 including a post on a social network Internet website or forum, transmitted through a
21.21 computer, cell phone, or other electronic device.

21.22 (g) Intimidating, threatening, abusive, or harming conduct may involve, but is not limited
21.23 to, conduct that causes physical harm to a student or a student's property or causes a student
21.24 to be in reasonable fear of harm to person or property; under Minnesota common law,
21.25 violates a student's reasonable expectation of privacy, defames a student, or constitutes
21.26 intentional infliction of emotional distress against a student; is directed at any student or
21.27 students, including those based on a person's actual or perceived race, ethnicity, color, creed,
21.28 religion, national origin, immigration status, sex, marital status, familial status, socioeconomic
21.29 status, physical appearance, sexual orientation, including gender identity and expression,
21.30 academic status related to student performance, disability, or status with regard to public
21.31 assistance, age, or any additional characteristic defined in chapter 363A. However, prohibited

22.1 conduct need not be based on any particular characteristic defined in this paragraph or
22.2 chapter 363A.

22.3 (h) "Prohibited conduct" means bullying or cyberbullying as defined under this
22.4 subdivision or retaliation for asserting, alleging, reporting, or providing information about
22.5 such conduct or knowingly making a false report about bullying.

22.6 (i) "Remedial response" means a measure to stop and correct prohibited conduct, prevent
22.7 prohibited conduct from recurring, and protect, support, and intervene on behalf of the
22.8 student who is the target of the prohibited conduct. Remedial responses may include but
22.9 are not limited to nonexclusionary disciplinary policies and practices as defined in sections
22.10 121A.41, subdivision 12, and 121A.425, subdivision 2, and comprehensive school mental
22.11 health systems.

22.12 (j) "Familial status" means the condition of one or more minors being domiciled having
22.13 legal status or custody with (1) the minor's parent or parents or the minor's legal guardian
22.14 or guardians, or (2) the designee of the parent or parents or guardian or guardians with the
22.15 written permission of the parent or parents or guardian or guardians.

22.16 Sec. 7. Minnesota Statutes 2024, section 121A.031, subdivision 4, is amended to read:

22.17 Subd. 4. **Local policy components.** (a) Each district and school policy implemented
22.18 under this section must, at a minimum:

22.19 (1) designate a staff member as the primary contact person in the school building to
22.20 receive reports of prohibited conduct under clause (3), ensure the policy and its procedures
22.21 including restorative practices, consequences, and sanctions are fairly and fully implemented,
22.22 and serve as the primary contact on policy and procedural matters implicating both the
22.23 district or school and the department;

22.24 (2) require school employees who witness prohibited conduct or possess reliable
22.25 information that would lead a reasonable person to suspect that a student is a target of
22.26 prohibited conduct to make reasonable efforts to address and resolve the prohibited conduct;

22.27 (3) provide a procedure to begin to investigate reports of prohibited conduct within three
22.28 school days of the report, and make the primary contact person responsible for the
22.29 investigation and any resulting record and for keeping and regulating access to any record;

22.30 (4) indicate how a school will respond to an identified incident of prohibited conduct,
22.31 including immediately intervening to protect the target of the prohibited conduct; at the
22.32 school administrator's discretion and consistent with state and federal data practices law
22.33 governing access to data, including section 13.02, subdivision 8, a presumption that a district

23.1 or school official will notify the ~~parent~~ parent individuals with familial status of the reported target
23.2 of the prohibited conduct and the ~~parent~~ parent individuals with familial status of the actor engaged
23.3 in the prohibited conduct; providing other remedial responses to the prohibited conduct;
23.4 and ensuring that remedial responses are tailored to the particular incident and nature of the
23.5 conduct and the student's developmental age and behavioral history;

23.6 (5) prohibit reprisals or retaliation against any person who asserts, alleges, or reports
23.7 prohibited conduct or provides information about such conduct and establish appropriate
23.8 consequences for a person who engages in reprisal or retaliation;

23.9 (6) allow anonymous reporting but do not rely solely on an anonymous report to
23.10 determine discipline;

23.11 (7) provide information about available community resources to the target, actor, and
23.12 other affected individuals, as appropriate;

23.13 (8) where appropriate for a child with a disability to prevent or respond to prohibited
23.14 conduct, allow the child's individualized education program or section 504 plan to address
23.15 the skills and proficiencies the child needs to respond to or not engage in prohibited conduct;

23.16 (9) use new employee training materials, the school publication on school rules,
23.17 procedures, and standards of conduct, and the student handbook on school policies to
23.18 publicize the policy;

23.19 (10) require ongoing professional development, consistent with section 122A.60, to
23.20 build the skills of all school personnel who regularly interact with students, including but
23.21 not limited to educators, administrators, school counselors, social workers, psychologists,
23.22 other school mental health professionals, school nurses, cafeteria workers, custodians, bus
23.23 drivers, athletic coaches, extracurricular activities advisors, and paraprofessionals to identify,
23.24 prevent, and appropriately address prohibited conduct;

23.25 (11) allow the alleged actor in an investigation of prohibited conduct to present a defense;
23.26 and

23.27 (12) inform affected students and their parents of their rights under state and federal
23.28 data practices laws to obtain access to data related to the incident and their right to contest
23.29 the accuracy or completeness of the data.

23.30 (b) Professional development under a local policy includes, but is not limited to,
23.31 information about:

23.32 (1) developmentally appropriate strategies both to prevent and to immediately and
23.33 effectively intervene to stop prohibited conduct;

- 24.1 (2) the complex dynamics affecting an actor, target, and witnesses to prohibited conduct;
- 24.2 (3) research on prohibited conduct, including specific categories of students at risk for
- 24.3 prohibited conduct in school;
- 24.4 (4) the incidence and nature of cyberbullying; and
- 24.5 (5) Internet safety and cyberbullying.

24.6 Sec. 8. Minnesota Statutes 2024, section 121A.031, subdivision 6, is amended to read:

24.7 Subd. 6. **State model policy.** (a) The commissioner, in consultation with the

24.8 commissioner of human rights, shall develop and maintain a state model policy. A district

24.9 or school that does not adopt and implement a local policy under subdivisions 3 to 5 must

24.10 implement and may supplement the provisions of the state model policy. The commissioner

24.11 must assist districts and schools under this subdivision to implement the state policy. The

24.12 state model policy must:

- 24.13 (1) define prohibited conduct, consistent with this section;
- 24.14 (2) apply the prohibited conduct policy components in this section;
- 24.15 (3) for a child with a disability, whenever an evaluation by an individualized education
- 24.16 program team or a section 504 team indicates that the child's disability affects the child's
- 24.17 social skills development or the child is vulnerable to prohibited conduct because of the
- 24.18 child's disability, the child's individualized education program or section 504 plan may
- 24.19 address the skills and proficiencies the child needs to not engage in and respond to such
- 24.20 conduct; and
- 24.21 (4) encourage violence prevention and character development education programs under
- 24.22 section 120B.232, subdivision 1.

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

- 24.24 (1) periodically reviewing district and school programs and policies for compliance with
- 24.25 this section;
- 24.26 (2) ~~investigating~~ assessing, evaluating, reporting, and responding to noncompliance with
- 24.27 this section, which may include an annual review of plans to improve and provide a safe
- 24.28 and supportive school climate; and
- 24.29 (3) allowing students, parents, and educators to file a complaint about noncompliance
- 24.30 with the commissioner.

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

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

Sec. 9. Minnesota Statutes 2024, section 121A.041, subdivision 2, is amended to read:

Subd. 2. Prohibition on American Indian mascots. (a) Starting September 1, 2026, a public school may not have or adopt a name, symbol, or image that depicts or refers to an American Indian Tribe, individual, custom, or tradition to be used as a mascot, nickname, logo, letterhead, or team name of the school, district, or school within the district, unless the school has obtained an exemption under subdivision 3.

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

(c) A school district with a prohibited American Indian mascot according to paragraph (a), that has not received an exemption according to subdivision 3, must report to the chairs and ranking minority members of the legislative committees having jurisdiction over kindergarten through grade 12 education policy and education finance by February 14, 2025, and again by February 1, 2026, on the district's progress to comply with this section; and the district must submit copies of the reports to the Legislative Reference Library. The reports must include the following:

(1) confirmation that the district has removed the American Indian mascot, nickname, logo, letterhead, or team name from the district website;

(2) confirmation that the board of the district has approved a new mascot, nickname, logo, letterhead, or team name;

(3) a summary of the district's progress on removing the American Indian mascot, nickname, logo, letterhead, or team name from uniforms, equipment, signs, elements of facilities, and other district items; and

(4) a summary of resources necessary to comply with the prohibition in paragraph (a) and the district's plan to raise and allocate any necessary funds.

26.1 **EFFECTIVE DATE.** This section is effective for reports submitted after June 30, 2025.

26.2 Sec. 10. Minnesota Statutes 2024, section 121A.041, subdivision 3, is amended to read:

26.3 Subd. 3. **Exemption.** A public school may seek an exemption to subdivision 2 by
26.4 ~~submitting a request in writing to all 11 federally recognized Tribal Nations in Minnesota~~
26.5 ~~and to the Tribal Nations Education Committee by September 1, 2023. The exemption is~~
26.6 ~~denied if any of the 11 Tribal Nations or the Tribal Nations Education Committee oppose~~
26.7 ~~the exemption by December 15, 2023~~ requesting a letter of consent from the federally
26.8 recognized Tribal Nation in Minnesota that is located nearest to the public school. A public
26.9 school whose request for ~~an exemption~~ consent from a Tribal Nation is denied must comply
26.10 with subdivision 2 ~~by September 1, 2026.~~

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

26.12 Sec. 11. Minnesota Statutes 2024, section 121A.23, subdivision 1, is amended to read:

26.13 Subdivision 1. **Sexually transmitted infections and diseases program.** The
26.14 commissioner of education, in consultation with the commissioner of health, shall assist
26.15 districts in developing and implementing a program to prevent and reduce the risk of sexually
26.16 transmitted infections and diseases, including but not exclusive to human immune deficiency
26.17 virus and human papilloma virus. Each district must have a program that includes at least:

26.18 (1) planning materials, guidelines, and other ~~technically accurate and~~ updated information
26.19 that is medically accurate and unbiased;

26.20 (2) a comprehensive, ~~technically~~ medically accurate, unbiased, and updated curriculum
26.21 that includes helping students ~~to abstain from sexual activity until marriage and gain~~
26.22 knowledge of other methods of preventing sexually transmitted infections and diseases, and
26.23 is inclusive of all students regardless of their protected class status under chapter 363A;

26.24 (3) cooperation and coordination among districts and SCs;

26.25 ~~(4) a targeting of adolescents, especially those who may be at high risk of contracting~~
26.26 ~~sexually transmitted infections and diseases, for prevention efforts;~~

26.27 ~~(5)~~ (4) involvement of parents and other community members;

26.28 ~~(6)~~ (5) in-service training for appropriate district staff and school board members;

26.29 ~~(7)~~ (6) collaboration with state agencies and organizations having a sexually transmitted
26.30 infection and disease prevention or sexually transmitted infection and disease risk reduction
26.31 program;

27.1 ~~(8)~~ (7) collaboration with local community health services, agencies and organizations
27.2 having a sexually transmitted infection and disease prevention or sexually transmitted
27.3 infection and disease risk reduction program; and

27.4 ~~(9)~~ (8) participation by state and local student organizations.

27.5 The department may provide assistance at a neutral site to a nonpublic school participating
27.6 in a district's program. District programs must not conflict with the health and wellness
27.7 curriculum developed under Laws 1987, chapter 398, article 5, section 2, subdivision 7.

27.8 If a district fails to develop and implement a program to prevent and reduce the risk of
27.9 sexually transmitted infection and disease, the department must assist the service cooperative
27.10 in the region serving that district to develop or implement the program.

27.11 Sec. 12. Minnesota Statutes 2024, section 121A.41, subdivision 10, is amended to read:

27.12 Subd. 10. **Suspension.** "Suspension" means an action by the school administration,
27.13 under rules promulgated by the school board, prohibiting a pupil from attending school for
27.14 a period of no more than ten school days. If a suspension is longer than five days, the
27.15 suspending administrator must provide the superintendent with a reason for the longer
27.16 suspension. This definition does not apply to dismissal from school for ~~one school day or~~
27.17 less than one school day, except as provided in federal law for a student with a disability.
27.18 Each suspension action may include a readmission plan. The readmission plan shall include,
27.19 where appropriate, a provision for implementing alternative educational services upon
27.20 readmission and may not be used to extend the current suspension. Consistent with section
27.21 125A.091, subdivision 5, the readmission plan must not obligate a parent to provide a
27.22 sympathomimetic medication for the parent's child as a condition of readmission. The school
27.23 administration may not impose consecutive suspensions against the same pupil for the same
27.24 course of conduct, or incident of misconduct, except where the pupil will create an immediate
27.25 and substantial danger to self or to surrounding persons or property, or where the district is
27.26 in the process of initiating an expulsion, in which case the school administration may extend
27.27 the suspension to a total of 15 school days.

27.28 Sec. 13. Minnesota Statutes 2024, section 121A.49, is amended to read:

27.29 **121A.49 APPEAL.**

27.30 A party to an exclusion or expulsion decision made under sections 121A.40 to 121A.56
27.31 may appeal the decision to the commissioner of education within 21 calendar days of school
27.32 board action. Upon being served with a notice of appeal, the district shall provide the

commissioner and the parent or guardian with a complete copy of the hearing record, including a written transcript of the expulsion hearing, within five days of its receipt of the notice of appeal. All written submissions by the appellant must be submitted and served on the respondent within ten days of its actual receipt of the hearing record, including the written transcript. All written submissions by the respondent must be submitted and served on the appellant within ten days of its actual receipt of the written submissions of the appellant. The decision of the school board must be implemented during the appeal to the commissioner.

In an appeal under this section, the commissioner may affirm the decision of the agency, may remand the decision for additional findings, or may reverse or modify the decision if the substantial rights of the petitioners have been prejudiced because the administrative findings, inferences, conclusions, or decisions are:

- (1) in violation of constitutional provisions;
- (2) in excess of the statutory authority or jurisdiction of the school district;
- (3) made upon unlawful procedure, except as provided in section 121A.48;
- (4) affected by other error of law;
- (5) unsupported by substantial evidence in view of the entire record submitted; or
- (6) arbitrary or capricious.

The commissioner or the commissioner's representative shall make a final decision based upon the record. The commissioner shall issue a decision within 30 calendar days of receiving the entire record and the parties' written submission on appeal. The commissioner's decision shall be final and binding upon the parties after the time for appeal expires under section 121A.50.

Sec. 14. Minnesota Statutes 2024, section 122A.09, subdivision 9, is amended to read:

Subd. 9. Professional Educator Licensing and Standards Board must adopt rules. (a)

The Professional Educator Licensing and Standards Board must adopt rules subject to the provisions of chapter 14 to implement sections ~~120B.363~~, 122A.05 to 122A.09, 122A.092, 122A.16, 122A.17, 122A.18, 122A.181, 122A.182, 122A.183, 122A.184, 122A.185, 122A.187, 122A.188, 122A.19, 122A.20, 122A.21, 122A.23, 122A.26, 122A.28, 122A.29, and 124D.72.

(b) The board must adopt rules relating to fields of licensure and grade levels that a licensed teacher may teach, including a process for granting permission to a licensed teacher

29.1 to teach in a field that is different from the teacher's field of licensure without change to the
29.2 teacher's license tier level.

29.3 (c) If a rule adopted by the board is in conflict with a session law or statute, the law or
29.4 statute prevails. Terms adopted in rule must be clearly defined and must not be construed
29.5 to conflict with terms adopted in statute or session law.

29.6 (d) The board must include a description of a proposed rule's probable effect on teacher
29.7 supply and demand in the board's statement of need and reasonableness under section 14.131.

29.8 (e) The board must adopt rules only under the specific statutory authority.

29.9 Sec. 15. Minnesota Statutes 2024, section 122A.092, subdivision 2, is amended to read:

29.10 Subd. 2. **Requirements for board approval.** Teacher preparation programs must
29.11 demonstrate the following to obtain board approval:

29.12 (1) the program has implemented a research-based, results-oriented curriculum that
29.13 focuses on the skills teachers need in order to be effective;

29.14 (2) the program provides a student teaching program;

29.15 (3) the program demonstrates effectiveness based on proficiency of graduates in
29.16 demonstrating attainment of program outcomes;

29.17 (4) the program includes a common core of teaching knowledge and skills. This common
29.18 core shall meet the standards developed by the Interstate New Teacher Assessment and
29.19 Support Consortium in its 1992 model standards for beginning teacher licensing and
29.20 development. Amendments to standards adopted under this clause are subject to chapter
29.21 14. ~~The Professional Educator Licensing and Standards Board shall report annually to the~~
29.22 ~~education committees of the legislature on the performance of teacher candidates on common~~
29.23 ~~core assessments of knowledge and skills under this clause during the most recent school~~
29.24 ~~year;~~

29.25 (5) the program includes instruction on the knowledge and skills needed to provide
29.26 appropriate instruction to English learners to support and accelerate their academic literacy,
29.27 including oral academic language and achievement in content areas in a regular classroom
29.28 setting; and

29.29 (6) the program includes culturally competent training in instructional strategies consistent
29.30 with section 120B.30, subdivision 8.

30.1 Sec. 16. Minnesota Statutes 2024, section 122A.092, subdivision 5, is amended to read:

30.2 Subd. 5. **Reading strategies.** (a) A teacher preparation provider approved by the
30.3 Professional Educator Licensing and Standards Board to prepare persons for classroom
30.4 teacher licensure must include in its teacher preparation programs evidence-based best
30.5 practices in reading, consistent with sections 120B.118 to 120B.124, including instruction
30.6 on phonemic awareness, phonics, vocabulary development, reading fluency, and reading
30.7 comprehension. Instruction on reading must enable the licensure candidate to teach reading
30.8 in the candidate's content areas. Teacher candidates must be instructed in using students'
30.9 native languages as a resource in creating effective differentiated instructional strategies
30.10 for English learners developing literacy skills. ~~A teacher preparation provider also must~~
30.11 ~~prepare early childhood and elementary teacher candidates for Tier 3 and Tier 4 teaching~~
30.12 ~~licenses under sections 122A.183 and 122A.184, respectively.~~

30.13 (b) Board-approved teacher preparation programs for teachers of elementary education
30.14 must require instruction in applying evidence-based, structured literacy reading instruction
30.15 programs that:

30.16 (1) teach students to read using foundational knowledge, practices, and strategies
30.17 consistent with sections 120B.118 to 120B.124, with emphasis on mastery of foundational
30.18 reading skills so that students achieve continuous progress in reading; and

30.19 (2) teach specialized instruction in reading strategies, interventions, and remediations
30.20 that enable students of all ages and proficiency levels, including multilingual learners and
30.21 students demonstrating characteristics of dyslexia, to become proficient readers.

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

30.29 (1) the nature and symptoms of dyslexia;

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

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

31.1 (4) outcomes of intervention and lack of intervention for students who show
31.2 characteristics of dyslexia.

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

31.5 Sec. 17. Minnesota Statutes 2024, section 122A.181, subdivision 3, is amended to read:

31.6 Subd. 3. **Term of license and renewal.** (a) The Professional Educator Licensing and
31.7 Standards Board must issue an initial Tier 1 license for a term of one year. A Tier 1 license
31.8 may be renewed subject to paragraphs (b) and (c).

31.9 (b) The Professional Educator Licensing and Standards Board must renew a Tier 1
31.10 license if:

31.11 (1) the district or charter school requesting the renewal demonstrates that it has posted
31.12 the teacher position but was unable to hire an acceptable teacher with a Tier 2, 3, or 4 license
31.13 for the position;

31.14 ~~(2) the teacher holding the Tier 1 license took a content examination in accordance with~~
31.15 ~~section 122A.185 and submitted the examination results to the teacher's employing district~~
31.16 ~~or charter school within one year of the board approving the request for the initial Tier 1~~
31.17 ~~license;~~

31.18 ~~(3)~~ (2) the teacher holding the Tier 1 license participated in cultural competency training
31.19 consistent with section 120B.30, subdivision 8, within one year of the board approving the
31.20 request for the initial Tier 1 license; and

31.21 ~~(4)~~ (3) the teacher holding the Tier 1 license met the mental illness training renewal
31.22 requirement under section 122A.187, subdivision 6.

31.23 ~~The requirement in clause (2) does not apply to a teacher that teaches a class in a career and~~
31.24 ~~technical education or career pathways course of study.~~

31.25 (c) A Tier 1 license must not be renewed more than three times, unless the requesting
31.26 district or charter school can show good cause for additional renewals. A Tier 1 license
31.27 issued to teach (1) a class or course in a career and technical education or career pathway
31.28 course of study, or (2) in a shortage area, as defined in section 122A.06, subdivision 6, may
31.29 be renewed without limitation.

32.1 Sec. 18. Minnesota Statutes 2024, section 123B.09, is amended by adding a subdivision
32.2 to read:

32.3 Subd. 1b. **Student representatives.** The school board is strongly encouraged to adopt
32.4 a process to include two student representatives to serve one-year terms to advise the school
32.5 board. The board process must include a process for replacing a student representative if
32.6 the original student cannot serve the entire one-year term. A student representative is bound
32.7 by the same rules and regulations within the law that bind the board. A student
32.8 representative's actions must follow the board's rules and processes around personal conduct.

32.9 Sec. 19. Minnesota Statutes 2024, section 123B.52, is amended by adding a subdivision
32.10 to read:

32.11 Subd. 6a. **Disposing of surplus books.** Notwithstanding section 471.345, governing
32.12 school district contracts made upon sealed bid or otherwise complying with the requirements
32.13 for competitive bidding, other provisions of this section governing school district contracts,
32.14 or other law to the contrary, a school district under this subdivision may dispose of
32.15 schoolbooks, including library books, books from an individual classroom library, and
32.16 textbooks including other materials accompanying a textbook. A school district may dispose
32.17 of surplus books by donating them to a family of a student residing in the district or charitable
32.18 organization under section 501(c)(3) of the Internal Revenue Code.

32.19 Sec. 20. Minnesota Statutes 2024, section 124D.162, is amended to read:

32.20 **124D.162 KINDERGARTEN ENTRY FALL ASSESSMENT.**

32.21 Subdivision 1. **Assessment required.** The commissioner of education must implement
32.22 a kindergarten ~~entry~~ fall assessment of incoming kindergartners to identify the percent of
32.23 kindergartners who meet or exceed end-of-year prekindergarten early learning standards.

32.24 Subd. 2. **Process.** (a) School districts and charter schools must choose a kindergarten
32.25 entry fall assessment tool ~~from a menu of valid and reliable measurement instruments~~
32.26 approved by the department that:

32.27 (1) ~~are~~ is aligned to the state early childhood indicators of progress and kindergarten
32.28 standards and ~~are~~ is based on the criteria to be an early learning assessment approved by
32.29 the department;

32.30 (2) ~~support~~ supports the striving for comprehensive achievement and civic readiness
32.31 plan goals in section 120B.11, subdivision 1, paragraph (c); and

33.1 (3) ~~are~~ is based, in part, on information collected from teachers, early learning
33.2 professionals, families, and other partners.

33.3 (b) The department must provide technical assistance and professional development
33.4 related to the assessment required under this section to educators, school districts, and charter
33.5 schools.

33.6 Subd. 3. **Reporting.** School districts and charter schools must annually report the results
33.7 of kindergarten ~~entry~~ fall assessments to the department in a form and manner determined
33.8 by the commissioner that is concurrent with a district's and charter school's comprehensive
33.9 achievement and civic readiness ~~report~~ plan under section 120B.11, subdivision 5. The
33.10 commissioner must publicly report kindergarten ~~readiness~~ fall assessment results as part of
33.11 the performance reports required under section 120B.36 and in a manner consistent with
33.12 section 120B.35, subdivision 3, paragraph (a), clause (2).

33.13 Subd. 4. **Implementation.** The requirements under this section must be phased in over
33.14 ~~three~~ four school years with all school districts and charter schools complying beginning
33.15 with the ~~2025-2026~~ 2026-2027 school year.

33.16 Sec. 21. Minnesota Statutes 2024, section 124D.792, is amended to read:

33.17 **124D.792 GRADUATION CEREMONIES; TRIBAL REGALIA AND OBJECTS**
33.18 **OF CULTURAL SIGNIFICANCE; DRUMMING.**

33.19 (a) A school district or charter school must not prohibit an American Indian student from
33.20 wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a
33.21 graduation ceremony.

33.22 (b) If requested by the school's American Indian parent committee or an American Indian
33.23 student organization, a school district or charter school must allow American Indian
33.24 drumming at a graduation ceremony.

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

33.26 Sec. 22. **[124D.793] AMERICAN INDIAN DRUMMING.**

33.27 If requested by the school's American Indian parent committee, a school district or
33.28 charter school must allow American Indian drumming.

33.29 Sec. 23. Laws 2024, chapter 115, article 2, section 21, subdivision 2, is amended to read:

33.30 Subd. 2. **Required health-related subject areas.** The commissioner must include the
33.31 following expectations for learning in the statewide standards:

(1) cardiopulmonary resuscitation and automatic external defibrillator education that allows districts to provide instruction to students in grades 7 through 12 in accordance with Minnesota Statutes, section 120B.236;

(2) vaping awareness and prevention education that allows districts to provide instruction to students in grades 6 through 8 in accordance with Minnesota Statutes, section 120B.238, subdivision 3;

(3) cannabis use and substance use education that includes overdose recognition, prevention, and response education that allows districts to provide instruction to students in grades 6 through 12 in accordance with Minnesota Statutes, section 120B.215;

(4) sexually transmitted infections and diseases education that meets the requirements of Minnesota Statutes, section 121A.23; and

(5) mental health education for students in grades 4 through 12.

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

Sec. 24. **SCHOOL START DATE FOR THE 2026-2027 AND 2027-2028 SCHOOL YEARS ONLY.**

Notwithstanding Minnesota Statutes, section 120A.40, for the 2026-2027 and 2027-2028 school years only, a school district may begin the school year on or after August 30. This section does not limit a school district that otherwise qualifies to begin the school year on any day before Labor Day as provided under Minnesota Statutes, section 120A.40.

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

ARTICLE 3
CHARTER SCHOOLS

Section 1. Minnesota Statutes 2024, section 124E.02, is amended to read:

124E.02 DEFINITIONS.

(a) For purposes of this chapter, the terms defined in this section have the meanings given them.

(b) "Affidavit" means a written statement the authorizer submits to the commissioner for approval to establish a charter school under section 124E.06, subdivision 4, attesting to its review and approval process before chartering a school.

35.1 (c) "Affiliate" means a person that directly or indirectly, through one or more
 35.2 intermediaries, controls, is controlled by, or is under common control with another person.

35.3 (d) "Charter management organization" or "CMO" means a nonprofit entity or
 35.4 organization that operates or manages a charter school or a network of charter schools or
 35.5 can control all or substantially all of a school's education program or a school's administrative,
 35.6 financial, business, or operational functions.

35.7 (e) "Competitive procurement process" means a process for procurement by sealed bids
 35.8 or by proposals under section 124E.26, subdivision 4a.

35.9 ~~(e)~~ (f) "Control" means the ability to affect the management, operations, or policy actions
 35.10 or decisions of a person, whether by owning voting securities, by contract, or otherwise.

35.11 ~~(f)~~ (g) "Educational management organization" or "EMO" means a for-profit entity or
 35.12 organization that operates or manages a charter school or a network of charter schools or
 35.13 can control all or substantially all of a school's education program, or a school's
 35.14 administrative, financial, business, or operational functions.

35.15 ~~(g)~~ (h) "Immediate family member" means any relationship by blood, marriage, adoption,
 35.16 or partnership of spouses, parents, grandparents, siblings, children, first cousins, aunts,
 35.17 uncles, grandchildren, nieces, and nephews.

35.18 ~~(h)~~ (i) "Market need and demand study" means a study that includes the following for
 35.19 the proposed locations of the school or additional site that supports all of the proposed
 35.20 grades, sites, and programs:

35.21 (1) current and projected demographic information;

35.22 (2) student enrollment patterns;

35.23 (3) information on existing schools and types of educational programs currently available;

35.24 (4) characteristics of proposed students and families;

35.25 (5) availability of properly zoned and classified facilities; and

35.26 (6) quantification of existing demand for the school or site.

35.27 ~~(i)~~ (j) "Person" means an individual or entity of any kind.

35.28 ~~(j)~~ (k) "Related party" means an affiliate or immediate family member of the other
 35.29 interested party, an affiliate of an immediate family member who is the other interested
 35.30 party, or an immediate family member of an affiliate who is the other interested party.

36.1 ~~(k)~~ (l) For purposes of this chapter, the terms defined in section 120A.05 have the same
36.2 meanings.

36.3 Sec. 2. Minnesota Statutes 2024, section 124E.03, subdivision 2, is amended to read:

36.4 Subd. 2. **Certain federal, state, and local requirements.** (a) A charter school shall
36.5 meet all federal, state, and local health and safety requirements applicable to school districts.

36.6 (b) A charter school must comply with ~~statewide accountability requirements governing~~
36.7 ~~standards and assessments in~~ chapter 120B.

36.8 (c) A charter school must comply with the Minnesota Public School Fee Law, sections
36.9 123B.34 to 123B.39.

36.10 (d) A charter school is a district for the purposes of tort liability under chapter 466.

36.11 (e) A charter school must comply with the Pledge of Allegiance requirement under
36.12 section 121A.11, subdivision 3.

36.13 (f) A charter school and charter school board of directors must comply with chapter 181
36.14 governing requirements for employment.

36.15 (g) A charter school must comply with continuing truant notification under section
36.16 260A.03.

36.17 (h) A charter school must develop and implement a teacher evaluation and peer review
36.18 process under section 122A.40, subdivision 8, paragraph (b), clauses (2) to (13), and place
36.19 students in classrooms in accordance with section 122A.40, subdivision 8, paragraph (d).
36.20 The teacher evaluation process in this paragraph does not create any additional employment
36.21 rights for teachers.

36.22 (i) A charter school must adopt a plan, budget, and process, consistent with section
36.23 120B.11, to review curriculum, instruction, and student achievement and strive for
36.24 comprehensive achievement and civic readiness.

36.25 (j) A charter school is subject to and must comply with the Pupil Fair Dismissal Act,
36.26 sections 121A.40 to 121A.56 and 121A.575, 121A.60, 121A.61, and 121A.65.

36.27 (k) A charter school must comply with the limits on screen time for children in preschool,
36.28 prekindergarten, and kindergarten under section 124D.166.

37.1 Sec. 3. Minnesota Statutes 2024, section 124E.05, subdivision 2, is amended to read:

37.2 Subd. 2. **Roles, responsibilities, and requirements of authorizers.** (a) The role of an
37.3 authorizer is to ensure that a school it authorizes has the autonomy granted by statute, fulfills
37.4 the purposes of a charter school, and is accountable to the agreed upon terms of the charter
37.5 school contract in order to safeguard quality educational opportunities for students and
37.6 maintain public trust and confidence.

37.7 (b) An authorizer has the following responsibilities:

37.8 (1) to review applications for new schools, determine whether a new school is ready to
37.9 open, review applications for grade and site expansions, review applications for change in
37.10 authorizers, and determine whether to approve or deny an application based on the
37.11 authorizer's approved criteria;

37.12 (2) to negotiate and execute the performance charter contracts with the schools it
37.13 authorizes;

37.14 (3) to conduct ongoing monitoring, oversight, and evaluation of the school's academic,
37.15 operational, and financial performance during the term of the charter contract;

37.16 (4) to evaluate the academic, operational, and financial performance of the school as
37.17 defined in the charter contract prior to the end of the contract to determine the renewal,
37.18 nonrenewal, or termination of the contract; and

37.19 (5) to comply with authorizer requirements in chapter 124E.

37.20 (c) An authorizer must document in the authorizer annual report under section 124E.16,
37.21 subdivision 2, paragraph (b), the annual successful completion of training of its staff members
37.22 during the previous year relative to chartering ~~and~~, an authorizer's role and responsibilities,
37.23 and each authorizer's performance review findings listed under subdivision 5.

37.24 (d) An authorizer must participate in annual department-approved training.

37.25 Sec. 4. Minnesota Statutes 2024, section 124E.06, subdivision 7, is amended to read:

37.26 Subd. 7. **Merger.** (a) Two or more charter schools may merge under chapter 317A. The
37.27 effective date of a merger must be July 1. The merged school must continue under the
37.28 identity of one of the merging schools. The authorizer and the merged school must execute
37.29 a new charter contract under section 124E.10, subdivision 1, by ~~July~~ June 1, before the
37.30 effective date of the merger. The authorizer must submit to the commissioner a copy of the
37.31 new signed charter contract within ten business days of executing the contract.

(b) Each merging school must submit a separate year-end report for the previous fiscal year for that school only. After the final fiscal year of the premerger schools is closed out, each of those schools must transfer the fund balances and debts to the merged school.

(c) For its first year of operation, the merged school is eligible to receive aid from programs requiring approved applications equal to the sum of the aid of all of the merging schools. For aids based on prior year data, the merged school is eligible to receive aid for its first year of operation based on the combined data of all of the merging schools.

Sec. 5. Minnesota Statutes 2024, section 124E.06, is amended by adding a subdivision to read:

Subd. 8. **Change in location.** A developing, preoperational, or operational charter school with an approved affidavit must apply to its authorizer to change the charter school's location by submitting documentation, including a revised market need and demand study, to the authorizer for authorizer review and approval. The authorizer must establish a review process to ensure the location change will address market need and demand as well as the charter school's ongoing viability.

Sec. 6. Minnesota Statutes 2024, section 124E.07, subdivision 2, is amended to read:

Subd. 2. **Ongoing board of directors.** The initial board must begin the transition to the ongoing board structure by the end of the first year of operation and complete the transition by the end of the second year of operation. The terms of board members shall begin on July 1. Terms shall be no less than two years. The bylaws shall set the number of terms an individual may serve on the board and as an officer of the board. ~~Board elections must be held during the school year but may not be conducted on days when the school is closed.~~

Sec. 7. Minnesota Statutes 2024, section 124E.07, subdivision 3, is amended to read:

Subd. 3. **Membership criteria.** (a) The ongoing charter school board of directors shall have at least five members. The board members must not be related parties. The ongoing board must include: (1) at least one licensed teacher; (2) at least one parent or legal guardian of a student enrolled in the charter school who is not an employee of the charter school; and (3) at least one interested community member. A community member serving on the board must reside in Minnesota, must not have a child enrolled in the school, and must not be an employee of the charter school.

(b) To serve as a licensed teacher on a charter school board, an individual must:

39.1 (1) be employed by the school or provide at least 720 hours of service under a contract
39.2 between the charter school and a teacher cooperative;

39.3 (2) be a qualified teacher as defined under section 122A.16, either serving as a teacher
39.4 of record in a field in which the individual has a field license, or providing services to
39.5 students the individual is licensed to provide; and

39.6 (3) not serve in an administrative or supervisory capacity for more than 240 hours in a
39.7 school calendar year.

39.8 (c) The board structure must be defined in the bylaws. The board structure may (1) be
39.9 a majority of teachers under paragraph (b), (2) be a majority of parents, (3) be a majority
39.10 of community members, or (4) have no clear majority.

39.11 (d) The chief administrator may only serve as an ex-officio nonvoting board member.
39.12 No charter school employees shall serve on the board other than teachers under paragraph
39.13 (b).

39.14 (e) A contractor providing facilities, goods, or services to a charter school must not serve
39.15 on the board of directors. In addition, an individual is prohibited from serving as a member
39.16 of the charter school board of directors if: (1) the individual, an immediate family member,
39.17 or the individual's partner is a full or part owner or principal with a for-profit or nonprofit
39.18 entity or independent contractor with whom the charter school contracts, directly or indirectly,
39.19 for professional services, goods, or facilities; or (2) an immediate family member is an
39.20 employee of the school. An individual may serve as a member of the board of directors if
39.21 no conflict of interest exists under this paragraph, consistent with this section.

39.22 (f) A violation of paragraph (e) renders a contract voidable at the option of the
39.23 commissioner or the charter school board of directors. A member of a charter school board
39.24 of directors who violates paragraph (e) is individually liable to the charter school for any
39.25 damage caused by the violation.

39.26 (g) Any employee, agent, contractor, or board member of the authorizer who participates
39.27 in initially reviewing, approving, overseeing, evaluating, renewing, or not renewing the
39.28 charter school is ineligible to serve on the board of directors of a school chartered by that
39.29 authorizer.

39.30 (h) An individual is prohibited from serving on more than one charter school board at
39.31 the same time in either an elected or ex-officio capacity, except that an individual serving
39.32 as an administrator serving more than one school under section 124E.12, subdivision 2,
39.33 paragraph (f), may serve on each board as an ex-officio member. A board member who

violates this paragraph is ineligible to continue to serve as a charter school board member and is ineligible to be elected or appointed to a charter school board for 24 months.

(i) A board member, who is paid for serving on the charter school board, must not receive more compensation for their role as a charter school board member than a school board member in the school district in which the charter school is located.

Sec. 8. Minnesota Statutes 2024, section 124E.07, subdivision 5, is amended to read:

Subd. 5. Board elections. (a) Staff members employed at the school, including teachers providing instruction under a contract with a cooperative, members of the board of directors, and all parents or legal guardians of children enrolled in the school are the voters eligible to elect the members of the school's board of directors.

(b) The board of directors must establish and publish election policies and procedures on the school's website.

(c) The board of directors must notify eligible voters of the school board election dates and voting procedures at least 30 calendar days before the election and post this information on the school's website.

(d) The board of directors must notify eligible voters of the candidates' names, biographies, and candidate statements at least ten calendar days before the election and post this information on the school's website.

(e) Board elections must be held during the school year but may not be conducted on days when school is closed.

(f) An initial member and an elected board member must file a written oath of office with the charter school's authorizer.

Sec. 9. Minnesota Statutes 2024, section 124E.07, subdivision 6, is amended to read:

Subd. 6. Duties. (a) The board of directors also shall decide and is responsible for all decision making on policy matters related to operating the school, including budgeting, curriculum programming, personnel, and operating procedures. The board must adopt personnel evaluation policies and practices that, at a minimum:

(1) carry out the school's mission and goals;

(2) evaluate how charter contract goals and commitments are executed;

(3) evaluate student achievement, postsecondary and workforce readiness, and student engagement and connection goals;

41.1 (4) establish a teacher evaluation process under section 124E.03, subdivision 2, paragraph
41.2 (h); and

41.3 (5) provide professional development related to the individual's job responsibilities.

41.4 (b) The board must adopt a nepotism policy that prohibits the employment of immediate
41.5 family members of a board member, a school employee, or a teacher who provides instruction
41.6 under a contract between the charter school and a cooperative. The board may waive this
41.7 policy if: (1) the position is publicly posted for 20 business days; and (2) a two-thirds
41.8 majority of the remaining board of directors who are not immediate family members of an
41.9 applicant vote to approve the hiring. A board member, school employee, or teacher under
41.10 contract with a cooperative must not be involved in an interview, selection process, hiring,
41.11 supervision, or evaluation of an employee who is an immediate family member.

41.12 (c) The board of directors must establish a finance committee that meets regularly and
41.13 includes at least one member of the school's board. The committee must review and provide
41.14 recommendations to the board on matters related to financial health and best practices,
41.15 which may include, but is not limited to financial strategy, enrollment tracking, budgeting
41.16 and planning, internal controls and compliance, revenue generation, financial conflicts of
41.17 interest, audits and financial reporting, regular finance statements and transactions, and
41.18 authorizer finance related requirements in the charter contract.

41.19 (d) A charter school board that is under corrective action for financial reasons, as
41.20 determined by its authorizer, must:

41.21 (1) include the authorizer in regularly scheduled finance committee meetings, either in
41.22 person or virtually, at least monthly; and

41.23 (2) upon the request of the authorizer, hire a financial expert.

41.24 Sec. 10. Minnesota Statutes 2024, section 124E.07, subdivision 8, is amended to read:

41.25 Subd. 8. **Meetings and information.** (a) Board of director meetings must comply with
41.26 chapter 13D governing open meetings.

41.27 (b) Charter school board meetings shall be recorded by video recording including audio
41.28 at the expense of the governing body. A charter school shall publish and maintain on the
41.29 school's official website: (1) the recordings of board meetings, within 30 days following
41.30 the earlier of the date of board approval or the next regularly scheduled meeting, and for at
41.31 least 365 days from the date of publication; (2) the meeting minutes of the board of directors
41.32 and of members and committees having board-delegated authority, within 30 days following
41.33 the earlier of the date of board approval or the next regularly scheduled meeting, and for at

42.1 least 365 days from the date of publication; ~~(2)~~ (3) directory information for the board of
42.2 directors and for the members of committees having board-delegated authority; and ~~(3)~~ (4)
42.3 identifying and contact information for the school's authorizer.

42.4 (c) A charter school must include identifying and contact information for the school's
42.5 authorizer in other school materials it makes available to the public.

42.6 Sec. 11. Minnesota Statutes 2024, section 124E.10, subdivision 4, is amended to read:

42.7 Subd. 4. **Causes for nonrenewal or termination of charter school contract.** (a) The
42.8 duration of the contract with an authorizer must be for the term contained in the contract
42.9 according to subdivision 1, paragraph (a). The authorizer may or may not renew a contract
42.10 at the end of the term for any ground listed in paragraph (b). An authorizer may unilaterally
42.11 terminate a contract during the term of the contract for any ground listed in paragraph (b).
42.12 At least 60 business days before not renewing or terminating a contract, the authorizer shall
42.13 notify the board of directors of the charter school of the proposed action in writing. The
42.14 notice shall state the grounds for the proposed action in reasonable detail and describe the
42.15 informal hearing process, consistent with this paragraph. The charter school's board of
42.16 directors may request in writing an informal hearing before the authorizer within 15 business
42.17 days after receiving notice of nonrenewal or termination of the contract. Failure by the board
42.18 of directors to make a written request for an informal hearing within the 15-business-day
42.19 period shall be treated as acquiescence to the proposed action. Upon receiving a timely
42.20 written request for a hearing, the authorizer shall give ten business days' notice to the charter
42.21 school's board of directors of the hearing date. The hearing must be live-streamed and
42.22 recorded by audio recording, video recording, or a court reporter. The authorizer must
42.23 preserve the recording for three years and make the recording available to the public. The
42.24 authorizer shall conduct an informal hearing before taking final action. The authorizer shall
42.25 take final action to renew or not renew a contract no later than 20 business days before the
42.26 proposed date for terminating the contract or the end date of the contract.

42.27 (b) An authorizer may terminate or not renew a contract upon any of the following
42.28 grounds:

42.29 (1) failure to demonstrate satisfactory academic achievement for all students, including
42.30 the requirements for pupil performance contained in the contract;

42.31 (2) failure to meet generally accepted standards of fiscal management;

42.32 (3) violations of law; or

42.33 (4) other good cause shown.

If the authorizer terminates or does not renew a contract under this paragraph, the school must be dissolved according to the applicable provisions of chapter 317A.

(c) The commissioner, after providing reasonable notice to the board of directors of a charter school and the existing authorizer, and after providing an opportunity for a public hearing, may terminate the existing contract between the authorizer and the charter school board if the charter school has a history of:

(1) failure to meet pupil performance requirements, consistent with state law;

(2) financial mismanagement or failure to meet generally accepted standards of fiscal management; or

(3) repeated or major violations of the law.

Sec. 12. Minnesota Statutes 2024, section 124E.13, subdivision 3, is amended to read:

Subd. 3. **Affiliated nonprofit building corporation.** (a) An affiliated nonprofit building corporation may purchase, expand, or renovate an existing facility to serve as a school or may construct a new school facility. One charter school may organize an affiliated nonprofit building corporation that serves only that charter school if the charter school:

(1) has operated for at least six consecutive years;

(2) as of June 30, has a net positive unreserved general fund balance in the preceding three fiscal years;

(3) has long-range strategic and financial plans that include enrollment projections for at least five years;

(4) completes a feasibility study of facility options that outlines the benefits and costs of each option; and

(5) has a plan that describes project parameters and budget.

(b) An affiliated nonprofit building corporation under this subdivision must:

(1) be incorporated under chapter 317A;

(2) comply with applicable Internal Revenue Service regulations, including regulations for "supporting organizations" as defined by the Internal Revenue Service;

(3) post on the school website the name, mailing address, bylaws, minutes of board meetings, and names of the current board of directors of the affiliated nonprofit building corporation;

44.1 (4) submit to the commissioner a copy of its annual audit by December 31 of each year;
44.2 and

44.3 (5) comply with government data practices law under chapter 13.

44.4 (c) An affiliated nonprofit building corporation must not serve as the leasing agent for
44.5 property or facilities it does not own. A charter school that leases a facility from an affiliated
44.6 nonprofit building corporation that does not own the leased facility is ineligible to receive
44.7 charter school lease aid. The state is immune from liability resulting from a contract between
44.8 a charter school and an affiliated nonprofit building corporation.

44.9 (d) The board of directors of the charter school must ensure the affiliated nonprofit
44.10 building corporation complies with all applicable legal requirements. The charter school's
44.11 authorizer must oversee the efforts of the board of directors of the charter school to ensure
44.12 legal compliance of the affiliated building corporation. A school's board of directors that
44.13 fails to ensure the affiliated nonprofit building corporation's compliance violates its
44.14 responsibilities and an authorizer must consider that failure when evaluating the charter
44.15 school.

44.16 (e) A contractor providing facilities, goods, or services to a charter school must not serve
44.17 on the board of directors of the charter school's affiliated building corporation. In addition,
44.18 an individual is prohibited from serving as a member of the board of directors of a charter
44.19 school's affiliated building corporation if:

44.20 (1) the individual, an immediate family member, or the individual's partner is a full or
44.21 part owner or principal with a for-profit or nonprofit entity or independent contractor with
44.22 whom the charter school contracts, directly or indirectly, for professional services, goods,
44.23 or facilities; or

44.24 (2) an immediate family member is an employee of the school.

44.25 A charter school employee may serve on the board of directors of the charter school's
44.26 affiliated building corporation if the employee has no conflict of interest.

44.27 Sec. 13. Minnesota Statutes 2024, section 124E.16, subdivision 1, is amended to read:

44.28 Subdivision 1. **Audit report.** (a) A charter school is subject to the same financial audits,
44.29 audit procedures, and audit requirements as a district, except as required under this
44.30 subdivision. Audits must be conducted in compliance with generally accepted governmental
44.31 auditing standards, the federal Single Audit Act, if applicable, and section 6.65 governing
44.32 auditing procedures. The audit must comply with the requirements of sections 123B.75 to
44.33 123B.83 governing school district finance, except when the commissioner and authorizer

approve a deviation made necessary because of school program finances. The commissioner, state auditor, legislative auditor, or authorizer may conduct financial, program, or compliance audits. A charter school in statutory operating debt under sections 123B.81 to 123B.83 must submit a plan under section 123B.81, subdivision 4.

(b) The charter school must submit an audit report, including all supplemental information included with the audit, to the commissioner and its authorizer annually by December 31.

(c) The charter school, with the assistance of the auditor conducting the audit, must include with the report, as supplemental information: (1) a copy of ~~a new~~ any management agreement ~~or an amendment to a current agreement~~ with a CMO or EMO ~~signed during the audit year~~; and (2) a copy of a service agreement or contract with a company or individual totaling over five percent of the audited expenditures for the most recent audit year. The agreements must detail the terms of the agreement, including the services provided and the annual costs for those services.

(d) A charter school independent audit report shall include audited financial data of an affiliated building corporation under section 124E.13, subdivision 3, or other component unit.

(e) If the audit report finds that a material weakness exists in the financial reporting systems of a charter school, the charter school must submit a written report to the commissioner explaining how the charter school will resolve that material weakness. An auditor, as a condition of providing financial services to a charter school, must agree to make available information about a charter school's financial audit to the commissioner and authorizer upon request.

Sec. 14. Minnesota Statutes 2024, section 124E.16, subdivision 3, is amended to read:

Subd. 3. **Public accounting and reporting CMO and EMO agreements.** (a) A charter school that enters into a management agreement with a CMO or EMO must:

(1) publish on the charter school website for at least 20 business days the proposed final agreement for public review and comment before the school board may adopt the contract or agreement. Any changes made to the posted agreement during the public review period or any proposed amendments to the agreement once adopted must be posted for 20 business days before the board may adopt the amendments to the contract;

(2) annually publish on the charter school website a statement of assurance that no member of the school board, staff, or any agent of the school has been promised or received any form of compensation or gifts from the CMO or EMO and that no board member,

46.1 employee, or agent of the CMO or EMO or any of the organization affiliates or providers
46.2 serve on the charter school board; and

46.3 (3) conduct an independent review and evaluation of the services provided by the CMO
46.4 or EMO and publish the evaluation on the school's website at least 30 business days before
46.5 the end of the current contract.

46.6 (b) A management agreement with a CMO or EMO must contain the following:

46.7 (1) the term of the contract, not to exceed five years;

46.8 (2) the total dollar value of the contract including the annual projected costs of services;

46.9 (3) a description and terms of the services to be provided during the term of the contract;

46.10 (4) notice that a charter school closure during the term of the contract by action of the
46.11 authorizer or the school's board results in the balance of the current contract becoming null
46.12 and void;

46.13 (5) an annual statement of assurance to the charter school board that the CMO or EMO
46.14 provided no compensation or gifts to any charter school board member, staff member, or
46.15 agent of the charter school;

46.16 (6) an annual statement of assurance that no ~~charter school~~ board member, employee,
46.17 contractor, or agent of the CMO or EMO or any affiliated organization is a board member
46.18 of the charter school or any other charter school;

46.19 (7) the policies and protocols that meet federal and state laws regarding student and
46.20 personnel data collection, usage, access, retention, disclosure and destruction, and
46.21 indemnification and warranty provisions in case of data breaches by the CMO or EMO;
46.22 and

46.23 (8) an annual assurance that all assets purchased on behalf of the charter school using
46.24 public funds remain assets of the school.

46.25 (c) The CMO or EMO must annually provide the charter school board a financial report
46.26 by July 31 that accounts for income and expenditures for the previous fiscal year using the
46.27 account categories in uniform financial accounting and reporting standards.

46.28 (d) Any agreement with a CMO or EMO containing any of the following provisions is
46.29 null and void:

46.30 (1) restrictions on the charter school's ability to operate a school upon termination of
46.31 the agreement;

(2) restrictions on the annual or total amount of the school's operating surplus or fund balance;

(3) authorization to allow a CMO or EMO to withdraw funds from a charter school account; or

(4) authorization to allow a CMO or EMO to loan funds to the charter school.

(e) A CMO or EMO or its affiliates, employees, or agents may not contract with, be employed by, or serve on the board of an authorizer. An authorizer or its affiliates, employees, or agents may not contract with, be employed by, serve as a paid consultant for, or serve as a board member of a CMO or EMO.

Sec. 15. Minnesota Statutes 2024, section 124E.16, is amended by adding a subdivision to read:

Subd. 4. **Authorizer performance evaluation report.** (a) A charter school must publish on its website the formal written performance evaluation from its authorizer and disseminate the evaluation to enrolled families in languages they understand, consistent with the school's language access plan under section 124E.03, subdivision 9, paragraph (b).

(b) Evaluations must be published on the charter school's website within 15 business days of receipt of the evaluation by the charter school and for at least 365 days from the date of publication.

Sec. 16. Minnesota Statutes 2024, section 124E.17, is amended to read:

124E.17 DISSEMINATION OF INFORMATION.

Subdivision 1. **Charter school information.** (a) Charter schools must disseminate information about the school's offerings and enrollment procedures to families that reflect the diversity of Minnesota's population and targeted groups. Targeted groups include low-income families and communities, students of color, students at risk of academic failure, and students underrepresented in the school's student body relative to Minnesota's population. The school must document its dissemination activities in the school's annual report. The school's dissemination activities must be a component of the authorizer's performance review of the school.

(b) Authorizers and the commissioner must disseminate information to the public on how to form and operate a charter school. Authorizers, operators, and the commissioner also may disseminate information to interested stakeholders about the successful best practices in teaching and learning demonstrated by charter schools.

(c) For each charter school it authorizes, an authorizer must publish on its website for at least five years from the date of issuance all charter contracts executed under section 124E.10 and amendments; school performance reviews including the performance evaluations required by section 124E.10, subdivision 1, paragraph (a), clause (6), if different; notices of intent to terminate or not renew the charter contract and related final determinations; and unresolved notices of intervention, deficiency, concern, corrective action, or probationary status.

(d) Each charter school must post a link in a conspicuous place on the school's official website to the section of its authorizer's website where information listed in paragraph (c) specific to that school is published. A charter school must also, upon the request of the authorizer, distribute information from their authorizer about interventions, corrective actions, and probationary status by publication, mail, or electronic means to its authorizer, school employees, and parents and legal guardians of students enrolled in the charter school.

Subd. 2. **Financial information.** (a) Upon request of an individual, the charter school must make available in a timely fashion financial statements showing all operations and transactions affecting the school's income, surplus, and deficit during the last annual accounting period; and a balance sheet summarizing assets and liabilities on the closing date of the accounting period.

~~(b) Upon request of an individual, an authorizer must make available in a timely fashion financial statements showing all operations and transactions affecting the authorizer's income, surplus, and deficit during the last annual accounting period, and a balance sheet summarizing assets and liabilities on the closing date of the accounting period.~~ An authorizer must publish on its website an annual financial statement identifying its sources of income related to authorizing activities and its authorizing expenses including staff, consultants, facility, professional development, transportation, membership dues, technology, office supplies, bank fees, administrative overhead, and professional fees for accounting, legal, and financial services, consistent with section 124E.05, subdivision 8, and a balance sheet related to authorizing activities summarizing assets and liabilities.

Sec. 17. Minnesota Statutes 2024, section 124E.26, subdivision 4, is amended to read:

Subd. 4. **Required policy components.** A charter school procurement policy must at a minimum include:

(1) conflict of interest provisions consistent with section 124E.14;

(2) thresholds for purchases by employees without board approval;

(3) thresholds for purchases that require competitive ~~bidding~~ procurement processes as defined in section 124E.02, paragraph (e), except that a competitive bidding procurement process must occur for any procurement estimated to exceed \$25,000; and

(4) a prohibition on breaking up a procurement into smaller components to avoid the thresholds established in clauses (2) and (3).

Notwithstanding clause (3), for a procurement estimated to exceed \$25,000 but not \$175,000, the purchase may be made either by a competitive procurement process, or by direct negotiation by obtaining two or more bids or proposals for the purchase or sale when possible and without advertising for bids or proposals or otherwise complying with the requirements of a competitive procurement process. If a procurement is estimated to exceed \$175,000, a competitive procurement process must occur.

Sec. 18. Minnesota Statutes 2024, section 124E.26, is amended by adding a subdivision to read:

Subd. 4a. **Competitive procurement.** (a) "Procurement by sealed bids" means a process in which bids are publicly solicited and a firm fixed price contract by lump sum or unit price is awarded to the responsible bidder whose bid, conforming with all material terms and conditions of the invitation for bids, is the lowest in price. If sealed bids are used, the following requirements apply:

(1) bids must be solicited from an adequate number of qualified sources, providing bidders sufficient response time prior to the date set for opening bids;

(2) the invitation for bids, which includes any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;

(3) all bids will be opened at the time and place prescribed in the invitation for bids, and the bids must be opened publicly;

(4) a firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that the discounts are usually taken advantage of;

(5) any or all bids may be rejected if there is a sound documented reason; and

(6) in order for a sealed bid to be feasible, the following conditions must be present:

(i) a complete, adequate, and realistic specification or purchase description is available;

50.1 (ii) two or more responsible bidders are willing and able to compete effectively for the
 50.2 business; and

50.3 (iii) the procurement lends itself to a firm fixed price contract and the selection of the
 50.4 successful bidder can be made principally on the price.

50.5 (b) "Procurement by proposals" means a process in which either a fixed price or
 50.6 cost-reimbursement type contract is awarded. Proposals are generally used when conditions
 50.7 are not appropriate for the use of sealed bids. They are awarded in accordance with the
 50.8 following requirements:

50.9 (1) requests for proposals must be publicized and identify all evaluation factors and their
 50.10 relative importance. Proposals must be solicited from an adequate number of qualified
 50.11 offerors. Any response to publicized requests for proposals must be considered to the
 50.12 maximum extent practical;

50.13 (2) the charter school must have a written method for conducting technical evaluations
 50.14 of the proposals received and for making selections; and

50.15 (3) contracts must be awarded to the responsible offeror whose proposal is most
 50.16 advantageous to the charter school, with price and other factors considered.

50.17 Sec. 19. Minnesota Statutes 2024, section 124E.26, subdivision 5, is amended to read:

50.18 Subd. 5. **Reduction in aid.** If a charter school makes a purchase without a procurement
 50.19 policy adopted by the school's board, or the adopted policy does not meet the requirements
 50.20 of this section, or makes a purchase not in conformity with the school's procurement policy,
 50.21 the commissioner may reduce that charter school's state aid in an amount equal to the
 50.22 purchase.

50.23 Sec. 20. **REVISOR INSTRUCTION.**

50.24 The revisor of statutes shall renumber the section of Minnesota Statutes listed in column
 50.25 A with the number listed in column B. The revisor shall also make necessary cross-reference
 50.26 changes consistent with the renumbering. The revisor shall also make any technical and
 50.27 other changes necessitated by the renumbering and cross-reference changes in this act.

50.28	<u>Column A</u>	<u>Column B</u>
50.29	<u>124E.16, subdivision 3</u>	<u>124E.27</u>

ARTICLE 4**THE READ ACT**

Section 1. Minnesota Statutes 2024, section 120B.12, subdivision 4a, is amended to read:

Subd. 4a. **Local literacy plan.** (a) Consistent with this section, a school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. A district must update and submit the plan to the commissioner by June 15 each year. The plan must be consistent with the Read Act, and include the following:

(1) a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the approved screeners used, by school site and grade level, under section 120B.123;

(2) a process to notify and involve parents;

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

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

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

(6) the curricula used by school site and grade level and, if applicable, the district plan and timeline for adopting approved curricula and materials starting in the 2025-2026 school year;

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

(8) student data using the measures of foundational literacy skills and mastery identified by the Department of Education for the following students:

(i) students in kindergarten through grade 3;

(ii) students who demonstrate characteristics of dyslexia; and

(iii) students in grades 4 to 12 who are identified as not reading at grade level;

52.1 (9) the number of teachers and other staff who have completed training approved by the
52.2 department;

52.3 (10) the number of teachers and other staff proposed for training in structured literacy;
52.4 and

52.5 (11) how the district used funding provided under the Read Act to implement the
52.6 requirements of the Read Act.

52.7 (b) The district must post its literacy plan on the official school district website and
52.8 submit it to the commissioner of education using the template developed by the commissioner
52.9 of education beginning June 15, 2024.

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

52.17 (d) By December 1, 2025, the commissioner of education must submit a report to the
52.18 legislative committees with jurisdiction over prekindergarten through grade 12 education
52.19 summarizing the local literacy plans submitted to the commissioner. The summary must
52.20 include the following information:

52.21 (1) the number of teachers and other staff who have completed training approved by the
52.22 Department of Education;

52.23 (2) the number of teachers and other staff required to complete the training under section
52.24 120B.123, subdivision 5, who have not completed the training;

52.25 (3) the number of teachers exempt under section 120B.123, subdivision 5, from
52.26 completing training approved by the Department of Education;

52.27 (4) the number of teachers or other staff required to complete the training under section
52.28 120B.123, subdivision 5, that have received other training or education that meets the
52.29 requirements of the training approved by the Department of Education;

52.30 (5) by school site and grade, the approved screeners and the reading curriculum used;
52.31 and

53.1 ~~(5)~~ (6) by school site and grade, using the measurements of foundational literacy skills
53.2 and mastery identified by the department, both aggregated data and disaggregated data on
53.3 student performance on the approved screeners using the student categories under section
53.4 120B.35, subdivision 3, paragraph (a), clause (2).

53.5 (e) By December 1, 2026, and December 1, 2027, the commissioner of education must
53.6 submit updated reports containing the information required under paragraph (d) to the
53.7 legislative committees with jurisdiction over prekindergarten through grade 12 education.

53.8 Sec. 2. Minnesota Statutes 2024, section 120B.123, subdivision 5, is amended to read:

53.9 Subd. 5. **Professional development.** (a) A district must provide training from a menu
53.10 of approved evidence-based training programs to the following teachers and staff by July
53.11 1, 2026:

53.12 (1) reading intervention teachers working with students in kindergarten through grade
53.13 12;

53.14 (2) all classroom teachers of students in kindergarten through grade 3 and children in
53.15 prekindergarten programs;

53.16 (3) special education teachers;

53.17 (4) curriculum directors;

53.18 (5) instructional support staff, contractors, and volunteers who assist in providing Tier
53.19 2 interventions;

53.20 (6) employees who select literacy instructional materials for a district; and

53.21 (7) teachers licensed to teach English to multilingual learners.

53.22 (b) A district must provide training from a menu of approved evidence-based training
53.23 programs to the following teachers by July 1, 2027:

53.24 (1) teachers who provide reading instruction to students in grades 4 to 12; and

53.25 (2) teachers who provide instruction to students in a state-approved alternative program.

53.26 (c) The commissioner of education may grant a district an extension to the deadlines in
53.27 this subdivision.

53.28 (d) Training provided by a department-approved certified trained facilitator may satisfy
53.29 the professional development requirements under this subdivision.

(e) Beginning June 30, 2025, an educator required to receive training under paragraph (a), who is new to the state of Minnesota or is a newly licensed teacher who did not receive instruction in the teaching of foundational reading skills based on structured literacy, must complete one of the three approved required trainings. Training must be offered through the regional literacy network and facilitated by a local certified trained facilitator. The Department of Education must review educator profiles and previous training and grant waivers to educators new to the state who have completed the professional development requirements consistent with this subdivision.

~~(e)~~ (f) For the 2024-2025 and 2025-2026 school year years only, the hours of instruction requirement under section 120A.41 for students in an elementary and secondary school, as defined in section 120A.05, ~~subdivision~~ subdivisions 9 and 13, is reduced by 5-1/2 hours for a district that enters into an agreement with the exclusive representative of the teachers that requires teachers to receive at least 5-1/2 hours of approved evidence-based training required under this subdivision, on a day when other students in the district receive instruction. If a charter school's teachers are not represented by an exclusive representative, the charter school may reduce the number of instructional hours for students in an elementary and secondary school, as defined in section 120A.05, ~~subdivision~~ subdivisions 9 and 13, by 5-1/2 hours after consulting with its teachers in order to provide teachers with at least 5-1/2 hours of evidence-based training required under this subdivision on a day when other students receive instruction. The hours of instruction reduction for secondary school students is applicable only for the 2025-2026 school year.

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

Sec. 3. Minnesota Statutes 2024, section 120B.123, is amended by adding a subdivision to read:

Subd. 5a. Teacher licensure; renewal. (a) Starting July 1, 2025, a Tier 1 early learning, elementary education, or special education teacher who is responsible for teaching reading and licensed under section 122A.181, for their first licensure renewal must demonstrate that they are registered for, currently taking, or have completed evidence-based structured literacy training consistent with training approved by the Department of Education. A Tier 1 teacher may demonstrate evidence of progress in meeting the subject matter reading standards for reading in administrative rule through evidence-based structured literacy coursework or through the department educator profile review under subdivision 5, paragraph (e). The training required must be completed before a second renewal of the Tier 1 license.

(b) Starting, July 1, 2025, a Tier 2 early learning, elementary education, or special education teacher who is responsible for teaching reading and licensed under section 122A.182, for their first licensure renewal must demonstrate that they are currently taking or have completed evidence-based structured literacy training consistent with training approved by the Department of Education. A Tier 2 teacher may demonstrate evidence of progress in meeting the subject matter reading standards for reading in administrative rule through evidence-based structured literacy coursework or through the department educator profile review under subdivision 5, paragraph (e). The training required must be completed before the first renewal of the Tier 2 license is granted.

(c) Starting July 1, 2026, a Tier 3 early learning, elementary education, or special education teacher licensure candidate, under section 122A.183, who demonstrates field-specific teaching experience to complete the coursework requirements under section 122A.183, subdivision 2, must demonstrate they have completed evidence-based structured literacy training required under subdivision 5 before the Professional Educators Licensing and Standards Board issues the Tier 3 license.

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

Sec. 4. Minnesota Statutes 2024, section 120B.124, subdivision 2, is amended to read:

Subd. 2. ~~Reconsideration Curriculum review cycle.~~ (a) Every five years, starting July 1, 2030, the department and CAREI must provide districts an opportunity to request that the department and CAREI add to the list of reviewed curricula or professional development and intervention programs a specific curriculum or professional development program. The department must publish the request procedure for reconsideration procedure review on the department website by July 1, 2029. A request for reconsideration review must demonstrate that the curriculum or professional development intervention program meets the requirements of the Read Act, is evidence-based, and has structured literacy components. The department and CAREI must review the request for reconsideration and approve or deny the request within 60 days. The review process must use the rubric used to approve curriculum under subdivision 1 with the addition of culturally responsive criteria as determined by the third-party review.

(b) ~~The department and CAREI must conduct a final curriculum review of previously submitted curriculum by March 3, 2025, to review curriculum that is available to districts at no cost. The reviewed resources must be categorized as highly aligned, partially aligned, minimally aligned, or not aligned to evidenced-based structured literacy practices. Nonranked~~

56.1 curricular resources do not meet the criteria to be classified as a Tier 1 core highly aligned
56.2 program. The reviewed resources categories are defined as follows:

56.3 (1) "highly aligned" means 100 percent of domains were above the cut point with no
56.4 significant red flags identified for the program;

56.5 (2) "partially aligned" means 60 to 99 percent of domains were above the cut point;

56.6 (3) "minimally aligned" means 34 to 59 percent of domains were above the cut point;
56.7 and

56.8 (4) "not aligned" means 33 percent or less of domains were above the cut point.

56.9 It is a district's responsibility, when planning for curriculum implementation, to verify that
56.10 instruction and materials align with evidence-based structured literacy practices and to
56.11 resolve issues identified in the report and rubric provided by the Department of Education.

56.12 (c) A district must ensure that any red flags for a program are resolved through district
56.13 enhancements to the selected program.

56.14 (d) A program going through a full review cycle will be added to the reviewed curricula
56.15 and intervention program list after the review process is completed.

56.16 (e) Only materials that are categorized as highly aligned qualify for use of literacy
56.17 incentive aid, under section 124D.98, or state funding provided under the Read Act.

56.18 Sec. 5. Minnesota Statutes 2024, section 122A.181, subdivision 3, is amended to read:

56.19 Subd. 3. **Term of license and renewal.** (a) The Professional Educator Licensing and
56.20 Standards Board must issue an initial Tier 1 license for a term of one year. A Tier 1 license
56.21 may be renewed subject to paragraphs (b) ~~and~~, (c), and (d).

56.22 (b) The Professional Educator Licensing and Standards Board must renew a Tier 1
56.23 license if:

56.24 (1) the district or charter school requesting the renewal demonstrates that it has posted
56.25 the teacher position but was unable to hire an acceptable teacher with a Tier 2, 3, or 4 license
56.26 for the position;

56.27 (2) the teacher holding the Tier 1 license took a content examination in accordance with
56.28 section 122A.185 and submitted the examination results to the teacher's employing district
56.29 or charter school within one year of the board approving the request for the initial Tier 1
56.30 license;

(3) the teacher holding the Tier 1 license participated in cultural competency training consistent with section 120B.30, subdivision 8, within one year of the board approving the request for the initial Tier 1 license; and

(4) the teacher holding the Tier 1 license met the mental illness training renewal requirement under section 122A.187, subdivision 6.

The requirement in clause (2) does not apply to a teacher that teaches a class in a career and technical education or career pathways course of study.

(c) A Tier 1 license must not be renewed more than three times, unless the requesting district or charter school can show good cause for additional renewals. A Tier 1 license issued to teach (1) a class or course in a career and technical education or career pathway course of study, or (2) in a shortage area, as defined in section 122A.06, subdivision 6, may be renewed without limitation.

(d) Starting July 1, 2025, a Tier 1 licensed early learning, elementary education, or special education teacher who is responsible for teaching reading must meet the evidence-based literacy training requirements of section 120B.123, subdivision 5a, for their first licensure renewal.

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

Sec. 6. Minnesota Statutes 2024, section 122A.182, subdivision 3, is amended to read:

Subd. 3. Term of license and renewal. (a) The Professional Educator Licensing and Standards Board must issue an initial Tier 2 license for a term of two years. A Tier 2 license may be renewed three times.

(b) Before a Tier 2 license is renewed for the first time, a teacher holding a Tier 2 license must participate in cultural competency training consistent with section 120B.30, subdivision 8, and mental illness training under section 122A.187, subdivision 6.

(c) Starting July 1, 2025, a Tier 2 licensed early learning, elementary education, or special education teacher who is responsible for teaching reading must demonstrate that they have completed the evidence-based literacy training requirements of section 120B.123, subdivision 5a, for the first renewal of their initial license.

(d) The board must issue rules setting forth the conditions for additional renewals after the initial license has been renewed three times.

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

Sec. 7. Minnesota Statutes 2024, section 122A.183, subdivision 2, is amended to read:

Subd. 2. **Coursework.** (a) An applicant for a Tier 3 license must meet the coursework requirement by demonstrating one of the following:

(1) completion of a Minnesota-approved teacher preparation program;

(2) completion of a state-approved teacher preparation program that includes field-specific student teaching equivalent to field-specific student teaching in Minnesota-approved teacher preparation programs. The field-specific student teaching requirement does not apply to an applicant that has two years of field-specific teaching experience;

(3) a recommendation for licensure through the licensure via portfolio process;

(4) a professional teaching license from another state, evidence that the applicant's license is in good standing, and two years of field-specific teaching experience; or

(5) three years of teaching experience under a Tier 2 license and evidence of summative teacher evaluations that did not result in placing or otherwise keeping the teacher on an improvement process pursuant to section 122A.40, subdivision 8, or 122A.41, subdivision 5.

(b) Starting July 1, 2026, a Tier 3 early learning, elementary education, or special education licensure applicant, who demonstrates field-specific teaching experience to complete the coursework requirements under this subdivision must demonstrate they have completed evidence-based structured literacy training according to section 120B.123, subdivision 5a, before the Professional Educators Licensing and Standards Board may issue an initial Tier 3 license.

ARTICLE 5

SPECIAL EDUCATION

Section 1. Minnesota Statutes 2024, section 123B.32, subdivision 1, is amended to read:

Subdivision 1. **Language access plan required.** Starting in the 2025-2026 school year, during a regularly scheduled public board hearing, a school board must adopt a language access plan that specifies the district's process and procedures to render effective language assistance to students and adults who communicate in a language other than English or require additional assistance due to a disability. The language access plan must be available to the public and included in the school's handbook.

59.1 Sec. 2. Minnesota Statutes 2024, section 123B.32, subdivision 2, is amended to read:

59.2 Subd. 2. **Plan requirements.** The language access plan must include how the district
59.3 and its schools will use trained or certified spoken language interpreters for communication
59.4 related to academic outcomes, progress, determinations, and placement of students in
59.5 specialized programs and services, such as special education and related individualized
59.6 education programs under section 125A.08; and how families and communities will be
59.7 notified of their rights under this plan.

59.8 Sec. 3. Minnesota Statutes 2024, section 125A.091, subdivision 3a, is amended to read:

59.9 Subd. 3a. **Additional requirements for prior written notice.** In addition to federal law
59.10 requirements, a prior written notice shall:

59.11 (1) inform the parent that except for the initial ~~placement of a child in special education~~
59.12 evaluation and the initial provision of special education and related services generally, the
59.13 school district will proceed with its proposal ~~for the child's placement or for providing~~
59.14 ~~special education services~~ unless the child's parent notifies the district of an objection within
59.15 14 days of when the district sends the prior written notice to the parent; and

59.16 (2) state that a parent who objects to a proposal or refusal in the prior written notice
59.17 may:

59.18 (i) request a conciliation conference under subdivision 7 or another alternative dispute
59.19 resolution procedure under subdivision 8 or 9; or

59.20 (ii) identify the specific part of the proposal or refusal the parent objects to and request
59.21 a meeting with appropriate members of the individualized education program team.

59.22 Sec. 4. Minnesota Statutes 2024, section 125A.091, subdivision 5, is amended to read:

59.23 Subd. 5. **Initial action; parent consent.** (a) A district must make reasonable efforts to
59.24 obtain written consent from the parent for an initial evaluation to determine whether their
59.25 child is a child with a disability.

59.26 (b) If the initial evaluation determines that the child qualifies as a child with a disability
59.27 under section 125A.02, the district must make reasonable efforts to obtain the written consent
59.28 of the child's parent for the initial provision of special education and related services
59.29 generally.

59.30 ~~(a) (c)~~ (c) The district must not proceed with the initial evaluation of a child, ~~the initial~~
59.31 ~~placement of a child in a special education program, or the initial provision of special~~

60.1 education services for a child or the initial provision of special education and related services
60.2 to a child generally, without the prior written consent of the child's parent. The district is
60.3 not required to obtain the written consent of the child's parent to the particular special
60.4 education and related services proposed in the initial individualized education program but
60.5 must provide prior written notice consistent with federal requirements and the additional
60.6 requirements under subdivision 3a.

60.7 (d) Parental consent for the initial evaluation must not be construed as consent for the
60.8 initial provision of special education and related services generally.

60.9 (e) A district may not override the written refusal of a parent to consent to an initial
60.10 evaluation or reevaluation.

60.11 (f) If the parent of a child fails to respond to a request for, or refuses to consent to, the
60.12 initial provision of special education and related services generally, the district:

60.13 (1) may not use mediation or request a due process hearing in order to obtain agreement
60.14 or a ruling that services may be provided to the child;

60.15 (2) will not be considered in violation of the responsibility to make a free appropriate
60.16 public education available to the child; and

60.17 (3) is not required to convene an individualized education program team meeting or
60.18 develop an initial individualized education program for the child.

60.19 ~~(b)~~ (g) A parent, after consulting with health care, education, or other professional
60.20 providers, may agree or disagree to provide the parent's child with sympathomimetic
60.21 medications unless section 144.344 applies.

60.22 **Sec. 5. [125A.092] STATE COMPLAINT PROCESS.**

60.23 **Subd. 1. Filing a state complaint.** (a) An organization or individual may file a signed,
60.24 written complaint with the Department of Education, Office of General Counsel, Dispute
60.25 Resolution.

60.26 (b) The complaint must include:

60.27 (1) a statement that a public agency, lead agency, or early intervention services provider
60.28 has violated a requirement of Part B or Part C of the federal Individuals with Disabilities
60.29 Education Act;

60.30 (2) the facts on which the statement is based;

60.31 (3) the signature and contact information for the complainant;

61.1 (4) if alleging violations with respect to a specific child:

61.2 (i) the name and address of the residence of the child;

61.3 (ii) the name of the school the child is attending, or the name of the early intervention
61.4 services provider serving the child; and

61.5 (iii) in the case of a homeless child or youth within the meaning of section 725(2) of the
61.6 McKinney-Vento Homeless Assistance Act, United States Code, title 42, section 11434(a)(2),
61.7 the available contact information for the child and the name of the school the child is
61.8 attending;

61.9 (5) a description of the nature of the problem of the child, including facts relating to the
61.10 problem; and

61.11 (6) a proposed resolution of the problem to the extent known and available to the party
61.12 at the time the complaint is filed.

61.13 (c) The complaint must allege a violation that occurred not more than one year prior to
61.14 the date that the complaint is received.

61.15 (d) The party filing the complaint must forward a copy of the complaint to the local
61.16 educational agency, public agency, or early intervention services provider serving the child
61.17 at the same time the party files the complaint with the Department of Education.

61.18 Subd. 2. **Remedies.** In resolving a complaint in which the Department of Education has
61.19 found a failure to provide appropriate services, the Department of Education, pursuant to
61.20 its general supervisory authority under Part B and Part C of the federal Individuals with
61.21 Disabilities Education Act, must address:

61.22 (1) the failure to provide appropriate services, including corrective action appropriate
61.23 to address the needs of the child, compensatory services, or monetary reimbursement; and

61.24 (2) appropriate future provision of services for all children with disabilities.

61.25 Subd. 3. **Time limit and procedures.** (a) Within 60 days after a complaint is filed, the
61.26 Department of Education must:

61.27 (1) carry out an independent on-site investigation if the Department of Education
61.28 determines that an investigation is necessary;

61.29 (2) give the complainant the opportunity to submit additional information, either orally
61.30 or in writing, about the allegations in the complaint;

62.1 (3) provide the public agency, lead agency, or early intervention services provider with
62.2 the opportunity to respond to the complaint, including at a minimum:

62.3 (i) at the discretion of the Department of Education, a proposal to resolve the complaint;
62.4 and

62.5 (ii) an opportunity for a parent who has filed a complaint and the public agency, lead
62.6 agency, or early intervention services provider to voluntarily engage in mediation consistent
62.7 with section 125A.091, subdivision 9;

62.8 (4) review all relevant information and make an independent determination as to whether
62.9 the public agency, lead agency, or early intervention services provider is violating a
62.10 requirement of Part B or Part C of the federal Individuals with Disabilities Education Act;
62.11 and

62.12 (5) issue a written decision to the complainant that addresses each allegation in the
62.13 complaint and contains:

62.14 (i) findings of fact and conclusions; and

62.15 (ii) the reasons for the Department of Education's final decision.

62.16 (b) An extension of the time limit is allowed only if:

62.17 (1) exceptional circumstances exist with respect to a particular complaint; or

62.18 (2) the parent, individual, or organization and the local educational agency, public agency,
62.19 or early intervention services provider involved agree to extend the time to engage in
62.20 mediation pursuant to section 125A.091, subdivision 9, or a facilitated team meeting pursuant
62.21 to section 125A.091, subdivision 11.

62.22 **Subd. 4. Complaints and due process hearings.** (a) If a written complaint is received
62.23 that is also the subject of a due process hearing under section 125A.091, subdivision 12, or
62.24 that contains multiple issues of which one or more are part of that hearing, the Department
62.25 of Education must set aside any part of the complaint that is being addressed in the due
62.26 process hearing until the conclusion of the hearing. However, any issue in the complaint
62.27 that is not a part of the due process action must be resolved using the time limit and
62.28 procedures described in paragraphs (c) and (d).

62.29 (b) If an issue raised in a complaint filed under this section has previously been decided
62.30 in a due process hearing involving the same parties:

62.31 (1) the due process hearing decision is binding on that issue; and

62.32 (2) the Department of Education must inform the complainant to that effect.

(c) If the local educational agency, public agency, or early intervention services provider fails to implement the due process hearing decision, an individual or organization may file a state complaint with the Department of Education alleging the agency or provider's failure to implement the due process hearing decision.

Sec. 6. **DEVELOPMENTAL DELAY AGE LIMIT WORKING GROUP.**

Subdivision 1. **Working group.** The Department of Education must establish a working group on the age limit for children receiving special education services for developmental delay.

Subd. 2. **Members.** (a) The commissioner of education must consult with the organizations identified in paragraph (b) before naming appointed members to the working group.

(b) By July 1, 2025, the commissioner must appoint the following members to the working group:

(1) the commissioner or the commissioner's designee;

(2) two representatives from Minnesota Administrators for Special Education, consisting of one member from the seven-county metropolitan area and one member from outside the metropolitan area;

(3) one representative from the Professional Educator Licensing and Standards Board;

(4) two representatives from the Minnesota Association of Colleges for Teacher Education;

(5) two representatives from Education Minnesota, consisting of one member from the seven-county metropolitan area and one member from outside the metropolitan area;

(6) two representatives from the PACER Center; and

(7) two representatives from the Minnesota School Psychologists Association, consisting of one member working in a school setting and one member working in a postsecondary school psychologist preparation program.

Subd. 3. **Duties.** The working group must meet on a regular basis and review current law limiting the eligibility of children seven years old or older from receiving intervention services for developmental delay, and assess the impact of extending eligibility to children under age nine. The working group must report its findings and recommendations to the legislative committees with jurisdiction over kindergarten through grade 12 education by February 1, 2026.

64.1 Subd. 4. **Administrative provisions.** (a) The commissioner or commissioner's designee
64.2 must convene the initial meeting of the working group. Upon request, the commissioner
64.3 must provide meeting space and administrative support for the group.

64.4 (b) Members of the working group serve without compensation or payment of expenses.

64.5 (c) The working group expires February 1, 2026, or upon submission of the report to
64.6 the legislature required under subdivision 3, whichever is earlier.

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

64.8 **ARTICLE 6**

64.9 **SCHOOL NUTRITION AND FACILITIES**

64.10 Section 1. Minnesota Statutes 2024, section 123B.51, is amended by adding a subdivision
64.11 to read:

64.12 Subd. 1a. **School on landfill site; prohibition; notice.** (a) A new school may not be
64.13 constructed on land that is located within one-quarter mile of a dump site or closed landfill.

64.14 (b) For the purposes of this subdivision:

64.15 (1) "closed landfill" means a closed landfill site listed on the Pollution Control Agency
64.16 website as a potentially contaminated site;

64.17 (2) "dump site" means:

64.18 (i) an unpermitted mixed municipal solid waste disposal site identified in the February
64.19 2001 Dump Assessment Study report to the legislature;

64.20 (ii) an unpermitted disposal site listed on the Pollution Control Agency website as a
64.21 potentially contaminated site; or

64.22 (iii) a site known by a county solid waste officer to have been an unpermitted mixed
64.23 municipal solid waste disposal site; and

64.24 (3) "school" means buildings, playgrounds, and athletic fields used by students at:

64.25 (i) a public school as defined in section 120A.05, subdivisions 9, 11, 13, and 17; or

64.26 (ii) a charter school established and operated under chapter 124E.

64.27 (c) The prohibition in this subdivision does not apply to a school that is constructed on
64.28 land previously used as a school site as of July 1, 2025.

64.29 **EFFECTIVE DATE.** This section is effective July 1, 2025.

Sec. 2. Minnesota Statutes 2024, section 124D.117, subdivision 2, is amended to read:

Subd. 2. **Exemption.** Subdivision 1 does not apply to a school in which fewer than 25 pupils are expected to take part in the program or schools that participate in the free school meals program under section 124D.111. It also does not apply to a district that does not participate in the national school lunch program.

Sec. 3. Minnesota Statutes 2024, section 124D.119, subdivision 5, is amended to read:

Subd. 5. **Summer Food Service Program locations.** Consistent with Code of Federal Regulations, title 7, section ~~225.6(d)(1)(ii)~~ 225, the Department of Education must not approve a new Summer Food Service Program open site that is within a half-mile radius of an existing Summer Food Service Program open site. The department may approve a new Summer Food Service Program open site within a half-mile radius only if the new program will not be serving the same group of children for the same meal type or if there are safety issues that could present barriers to participation.

ARTICLE 7

STATE AGENCIES

Section 1. Minnesota Statutes 2024, section 13.32, subdivision 5, is amended to read:

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

(1) this subdivision; and

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

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

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

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

(e) When requested, and in accordance with requirements for parental consent in the Code of Federal Regulations, title 34, section 300.622 (b)(2) and part 99, educational agencies or institutions may share personal student contact information and directory information for students served in special education with postsecondary transition planning and services under section 125A.08, paragraph (b), clause (1), whether public or private, with the Department of Employment and Economic Development, as required for coordination of services to students with disabilities under sections 125A.08, paragraph (b), clause (1); 125A.023; and 125A.027.

Sec. 2. Minnesota Statutes 2024, section 120B.021, subdivision 3, is amended to read:

Subd. 3. **Rulemaking.** (a) The commissioner, consistent with the requirements of this section and section 120B.022, must adopt statewide rules ~~under section 14.389~~ for implementing statewide rigorous core academic standards in language arts, mathematics, science, social studies, physical education, and the arts.

(b) The commissioner must adopt statewide rules for implementing statewide rigorous core academic standards in health.

(c) The commissioner may use the expedited rulemaking process under section 14.389 for implementing statewide standards under paragraph (a).

Sec. 3. **[128C.025] CATASTROPHIC ACCIDENT INSURANCE.**

The Minnesota State High School League must enter a contract for a catastrophic injury insurance policy that provides coverage for students involved in high school league-sponsored extracurricular athletic activities. The insurance policy must provide at least \$10,000,000 in lifetime coverage per catastrophic injury. The insurance policy must have a \$50,000 deductible per catastrophic injury. The policy must: (1) cover medical care, personal care, medications, vehicles, and wheelchairs related to the catastrophic injury; and (2) prohibit a denial of a claim for a medical item, treatment, or service covered under the policy and recommended by the injured student's treating health care provider. The insurance coverage must cover student athletes, student managers, student trainers, and student cheerleaders participating in interscholastic competition and related pregame and postgame activities, and include ninth grade athletes, managers, trainers, and cheerleaders."

67.1 Delete the title and insert:

67.2 "A bill for an act

67.3 relating to education;; amending Minnesota Statutes
67.4 2024, sections 13.03, by adding a subdivision; 13.32, subdivision 5; 120A.22,
67.5 subdivisions 12, 13; 120A.24, subdivision 4; 120B.021, subdivisions 2, 3, 4;
67.6 120B.024; 120B.12, subdivision 4a; 120B.123, subdivision 5, by adding a
67.7 subdivision; 120B.124, subdivision 2; 120B.305, subdivision 2; 120B.35,
67.8 subdivision 3; 120B.363, subdivisions 1, 2; 121A.031, subdivisions 2, 4, 6;
67.9 121A.041, subdivisions 2, 3; 121A.23, subdivision 1; 121A.41, subdivision 10;
67.10 121A.49; 122A.09, subdivision 9; 122A.092, subdivisions 2, 5; 122A.181,
67.11 subdivision 3; 122A.182, subdivision 3; 122A.183, subdivision 2; 123B.09, by
67.12 adding a subdivision; 123B.32, subdivisions 1, 2; 123B.51, by adding a subdivision;
67.13 123B.52, by adding a subdivision; 124D.09, subdivisions 5, 5a, 5b, 9, 10; 124D.094,
67.14 subdivision 1; 124D.117, subdivision 2; 124D.119, subdivision 5; 124D.162;
67.15 124D.52, subdivision 2; 124D.792; 124E.02; 124E.03, subdivision 2; 124E.05,
67.16 subdivision 2; 124E.06, subdivision 7, by adding a subdivision; 124E.07,
67.17 subdivisions 2, 3, 5, 6, 8; 124E.10, subdivision 4; 124E.13, subdivision 3; 124E.16,
67.18 subdivisions 1, 3, by adding a subdivision; 124E.17; 124E.26, subdivisions 4, 5,
67.19 by adding a subdivision; 125A.091, subdivisions 3a, 5; 260C.163, subdivision 11;
67.20 Laws 2024, chapter 115, article 2, section 21, subdivision 2; proposing coding for
67.21 new law in Minnesota Statutes, chapters 120A; 120B; 124D; 125A; 128C."