

**Minnesota Department of Education**

**Re: *In the Matter of Possible Amendment to Rules Governing K-12 Academic Standards in Mathematics, Minnesota Rules Part 3501.0750 and Repeal of Minnesota Rules Parts 3501.0700, 3501.0705, 3501.0710, 3501.0715, 3501.0720, 3501.0725, 3501.0730, 3501.0735, 3501.0740, and 3501.0745.***

**OAH 23-9005-39272; Revisor R-4784**

**Notice of Adoption Published: April 7, 2025  
Effective Date: April 7, 2025**

Under Minnesota Statutes, section 14.365, the Official Rulemaking Record contains:

1. Copies of all publications in the State Register pertaining to the rules. State Register publications include:
  - a. Request for Comments – dated December 27, 2022.
  - b. Notice of Intent to Adopt Rules, with rules as proposed - dated August 5, 2024.
  - c. Notice of Adoption - dated April 7, 2025.
2. No petitions, requests, submissions, or comments were received by the Department or the Administrative Law Judge after publication of the Notice of Intent to Adopt Expedited Rules in the State Register.
3. A draft of the Statement of Need and Reasonableness dated May 2024. No SONAR was required under Minnesota Statutes §14.389.
4. There is no transcript or tape because no hearing was held.
5. The four orders issued by the Administrative Law Judge.
6. The rules in the form last submitted to the Administrative Law Judge under Minnesota Statute § 14.389.
7. The Revisor's (a) final adoption form and (b) certificate of approval.

8. The Certificate of Mailing the Notice of Intent to Adopt Rules and Certificate of Mailing List and a certificate of additional notice.
9. The Order Adopting the Rules.
10. A copy of the adopted rules as filed with the Secretary of State.

OFFICIAL RULEMAKING RECORD

2025 CHAPTER 3501 ACADEMIC STANDARDS FOR MATHEMATICS

This file is to be kept permanently.

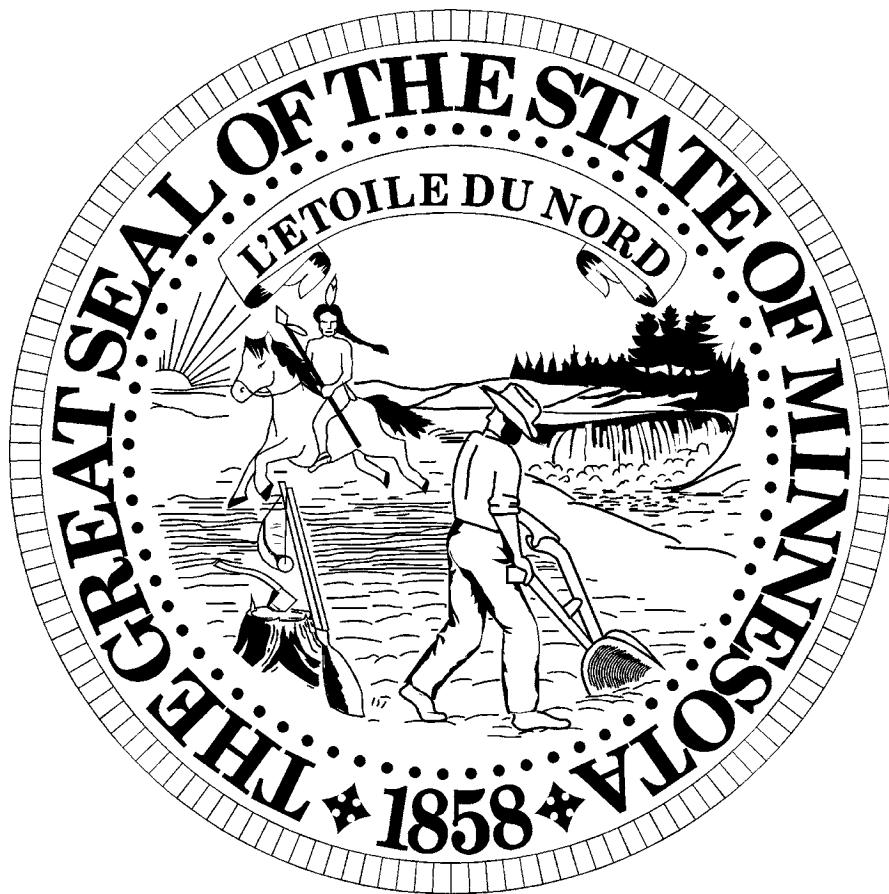
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# Minnesota

# State Register

Published every Monday (Tuesday when Monday is a holiday)



**Proposed, Adopted, Emergency, Expedited, Withdrawn, Vetoed Rules;  
Executive Orders; Appointments; Commissioners' Orders; Revenue Notices;  
Official Notices; State Grants & Loans; State Contracts; Non-State Public Bids,  
Contracts and Grants**

**Tuesday 27 December 2022  
Volume 47, Number 26  
Pages 567 - 606**

# Minnesota State Register

## Judicial Notice Shall Be Taken of Material Published in the Minnesota State Register

The Minnesota State Register is the official publication of the State of Minnesota's Executive Branch of government, published weekly to fulfill the legislative mandate set forth in Minnesota Statutes, Chapter 14, and Minnesota Rules, Chapter 1400. It contains:

- **Proposed Rules**
- **Adopted Rules**
- **Exempt Rules**
- **Expedited Rules**
- **Withdrawn Rules**
- **Executive Orders of the Governor**
- **Appointments**
- **Proclamations**
- **Vetoed Rules**
- **Commissioners' Orders**
- **Revenue Notices**
- **Official Notices**
- **State Grants and Loans**
- **Contracts for Professional, Technical and Consulting Services**
- **Non-State Public Bids, Contracts and Grants**

## Printing Schedule and Submission Deadlines

Vol. 47 Issue Number	Publish Date	Deadline for: all Short Rules, Executive and Commissioner's Orders, Revenue and Official Notices, State Grants, Professional-Technical- Consulting Contracts, Non-State Bids and Public Contracts	Deadline for LONG, Complicated Rules (contact the editor to negotiate a deadline)
#27	Tuesday 3 January	Noon Tuesday 27 December	Noon Thursday 22 December
#28	Monday 9 January	Noon Tuesday 3 January	Noon Thursday 29 December
#29	Tuesday 17 January	Noon Tuesday 10 January	Noon Thursday 5 January
#30	Monday 23 January	Noon Tuesday 17 January	Noon Thursday 12 January

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- Single issues are available electronically via PDF for free.
- "Affidavit of Publication" includes a notarized "Affidavit" and a copy of the issue: \$15.00.

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USPS Publication Number: 326-630 (ISSN: 0146-7751)

THE MINNESOTA STATE REGISTER IS PUBLISHED by the Communications Division, Department of Administration, State of Minnesota, pursuant to Minnesota Statutes § 14.46 and is available on-line at: <https://mn.gov/admin/bookstore/register.jsp>

## Minnesota Legislative Information

**Senate Public Information Office**  
(651) 296-0504

State Capitol, Room 231, St. Paul, MN 55155  
<https://www.senate.mn/>

**Minnesota State Court System**

Court Information Office (651) 296-6043  
MN Judicial Center, Rm. 135,  
25 Rev. Dr. Martin Luther King Jr Blvd., St. Paul, MN 55155  
<http://www.mncourts.gov>

**House Public Information Services**  
(651) 296-2146

State Office Building, Room 175  
100 Rev. Dr. Martin Luther King Jr Blvd., St. Paul, MN 55155  
<https://www.house.leg.state.mn.us/hinfo/hinfo.asp>

**Federal Register**

Office of the Federal Register (202) 512-1530; or (888) 293-6498  
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## NOTICE: How to Follow State Agency Rulemaking in the State Register

The State Register is the official source, and only complete listing, for all state agency rulemaking in its various stages. State agencies are required to publish notice of their rulemaking action in the State Register. Published every Monday, the State Register makes it easy to follow and participate in the important rulemaking process. Approximately 80 state agencies have the authority to issue rules. Each agency is assigned specific Minnesota Rule chapter numbers. Every odd-numbered year the Minnesota Rules are published. Supplements are published to update this set of rules. Generally speaking, proposed and adopted exempt rules do not appear in this set because of their short-term nature, but are published in the State Register.

An agency must first solicit Comments on Planned Rules or Comments on Planned Rule Amendments from the public on the subject matter of a possible rulemaking proposal under active consideration within the agency (Minnesota Statutes §§ 14.101). It does this by publishing a notice in the State Register at least 60 days before publication of a notice to adopt or a notice of hearing, or within 60 days of the effective date of any new statutory grant of required rulemaking.

When rules are first drafted, state agencies publish them as Proposed Rules, along with a notice of hearing, or a notice of intent to adopt rules without a hearing in the case of noncontroversial rules. This notice asks for comment on the rules as proposed. Proposed emergency rules, and withdrawn proposed rules, are also published in the State Register. After proposed rules have gone through the comment period, and have been rewritten into their final form, they again appear in the State Register as Adopted Rules. These final adopted rules are not printed in their entirety, but only the changes made since their publication as Proposed Rules. To see the full rule, as adopted and in effect, a person simply needs two issues of the State Register, the issue the rule appeared in as proposed, and later as adopted.

The State Register features partial and cumulative listings of rules in this section on the following schedule: issues #1-26 inclusive (issue #26 cumulative for issues #1-26); issues #27-52 inclusive (issue #52, cumulative for issues #27-52 or #53 in some years). A subject matter index is updated weekly and is available upon request from the editor. For copies or subscriptions to the State Register, contact the editor at 651-201-3204 or email at [sean.plemmons@state.mn.us](mailto:sean.plemmons@state.mn.us)

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# Proposed Rules

**Comments on Planned Rules or Rule Amendments.** An agency must first solicit Comments on Planned Rules or Comments on Planned Rule Amendments from the public on the subject matter of a possible rulemaking proposal under active consideration within the agency (*Minnesota Statutes* §§ 14.101). It does this by publishing a notice in the *State Register* at least 60 days before publication of a notice to adopt or a notice of hearing, and within 60 days of the effective date of any new statutory grant of required rulemaking.

**Rules to be Adopted After a Hearing.** After receiving comments and deciding to hold a public hearing on the rule, an agency drafts its rule. It then publishes its rules with a notice of hearing. All persons wishing to make a statement must register at the hearing. Anyone who wishes to submit written comments may do so at the hearing, or within five working days of the close of the hearing. Administrative law judges may, during the hearing, extend the period for receiving comments up to 20 calendar days. For five business days after the submission period the agency and interested persons may respond to any new information submitted during the written submission period and the record then is closed. The administrative law judge prepares a report within 30 days, stating findings of fact, conclusions and recommendations. After receiving the report, the agency decides whether to adopt, withdraw or modify the proposed rule based on consideration of the comments made during the rule hearing procedure and the report of the administrative law judge. The agency must wait five days after receiving the report before taking any action.

**Rules to be Adopted Without a Hearing.** Pursuant to *Minnesota Statutes* § 14.22, an agency may propose to adopt, amend, suspend or repeal rules without first holding a public hearing. An agency must first solicit **Comments on Planned Rules or Comments on Planned Rule Amendments** from the public. The agency then publishes a notice of intent to adopt rules without a public hearing, together with the proposed rules, in the *State Register*. If, during the 30-day comment period, 25 or more persons submit to the agency a written request for a hearing of the proposed rules, the agency must proceed under the provisions of §§ 14.1414.20, which state that if an agency decides to hold a public hearing, it must publish a notice of intent in the *State Register*.

**KEY: Proposed Rules** - Underlining indicates additions to existing rule language. ~~Strikeouts~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated “all new material.” **Adopted Rules** - Underlining indicates additions to proposed rule language. ~~Strikeout~~ indicates deletions from proposed rule language.

## Department of Education

### Division of Academic Standards and Instructional Effectiveness

### Proposed Permanent Rules Relating to K-12 Academic Standards in English Language Arts; DUAL NOTICE: Notice of Intent to Adopt Rules Without a Public Hearing Unless 25 or More Persons Request a Hearing, and Notice of Hearing if 25 or More Requests for Hearing Are Received; Revisor's ID Number R-04685, OAH Docket No. 65-9005-37333

#### Proposed Rules Governing the K-12 Academic Standards in English Language Arts, Minnesota Rules 3501.0660, and Repeal of Minnesota Rules 3501.0640-0655

**Introduction.** The Department of Education intends to adopt rules without a public hearing following the procedures in the rules of the Office of Administrative Hearings, *Minnesota Rules*, parts 1400.2300 to 1400.2310, and the Administrative Procedure Act, *Minnesota Statutes*, sections 14.22 to 14.28. If, however, 25 or more persons submit a written request for a hearing on the rules by **4:30 p.m. on Thursday, January 26, 2023**, the Department will hold will hold a public hearing via WebEx. An Administrative Law Judge will conduct a virtual hearing starting at **9:30 a.m. on Tuesday, February 7, 2023**.

**Hearing.** If 25 or more persons submit valid written requests for a public hearing on the rules, the Department will hold a hearing following the procedures in *Minnesota Statutes*, sections 14.131 to 14.20. The Department will hold

# Proposed Rules

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the hearing on **Tuesday, February 7, 2023, starting at 9:30 a.m.** The hearing will continue until 4:30 p.m. or until all interested persons present at the hearing have been heard, whichever comes first.

Administrative Law Judge Ann C. O'Reilly is assigned to conduct the hearing. Judge O'Reilly can be reached by contacting the Rules Specialist, William Moore, at the Office of Administrative Hearings, 600 North Robert Street, P.O. Box 64620, Saint Paul, Minnesota 55164-0620, telephone (651) 361-7839, [william.t.moore@state.mn.us](mailto:william.t.moore@state.mn.us).

**Hearing Link.** You may participate in the hearing, if one is held, via an internet connection with a computer, smartphone, or tablet. You may also participate via phone with an audio connection only.

For **video** and audio connection to the virtual hearing, join through an internet connection, such as with a computer or tablet:

Enter: **Webex Meeting Link**  
Meeting number: **2495 139 4488**  
Meeting password: **Education1**

You can also pre-register to join the hearing through an internet connection. To pre-register, please go to:

**Webex Meeting Link.** Once you are registered, information about how to attend the hearing will be emailed to you. This information will include a link to the hearing, if a hearing is held.

To attend the hearing by **telephone connection only** (audio only), you may call **1-415-655-0003**, and, when prompted, enter access code: **249 513 94488**, on the day of the hearing.

To find out whether the Department will adopt the rules without a hearing or if it will hold the hearing, you should contact the agency contact person after **Thursday, January 26, 2023**, but before **Tuesday, February 7, 2023**.

**Agency Contact Person.** You may submit questions on the rules or written requests for a public hearing to the agency contact person. The agency contact person is: Eric Taubel at the Minnesota Department of Education, 400 NE Stinson Blvd., Minneapolis, MN 55413; (651) 582-8830; [eric.s.taubel@state.mn.us](mailto:eric.s.taubel@state.mn.us).

**Subject of Proposed Rules, Repeal, and Statutory Authority.** The proposed rules relate to the K-12 Standards in English Language Arts. Academic standards are important because they help define the student learning requirements for graduation; they identify the knowledge and skills that all students must achieve; and they serve as a guide for local curriculum adoption, development and improvement. The Department is proposing rules that change the existing K-12 academic standards in English language arts to reflect national research. The proposed rule language fits the needs of Minnesota's students and supports the goals of career and college readiness in English language arts. Since 2011, new research in English language arts education has advanced. The proposed standards are based on extensive national research, expert reviews, committee experience and discussion and stakeholder feedback. The proposed ELA standards represent a significant revision of the 2011 standards.

The Department also proposes to repeal the existing K-12 Standard in English Language Arts, which sets the current academic standards in English Language Arts, covering reading, writing, and media literacy, published at Minnesota Rules, chapter 3501, parts 0640, 0645, 0650, and 0655.

The statutory authority to adopt the rules and repeal the existing rules is Minnesota Statutes, section 120B.02, subd. 1. Other relevant statutes include Minnesota Statutes, sections 120B.021, subd. 1, 3, 4(a), (f), and 120B.023.

A copy of the proposed rules and repeal is published in the State Register and attached to this notice as mailed. You may also review the proposed rules and repeal, as well as the Statement of Need and Reasonableness (SONAR) on the Office of Administrative Hearings Rulemaking eComments website at <https://minnesotaoah.granicusideas.com/discussions> or on the Department of Education's rulemaking website at <https://education.mn.gov/MDE/about/rule/rule/k12art/>.

# Proposed Rules

**Comments.** You have until **4:30 p.m. on Thursday, January 26, 2023**, to submit written comment in support of or in opposition to the proposed rules or any part or subpart of the rules, or the repeal of the existing rules. Your comment must be in writing and received by the agency contact person by the due date. Comment is encouraged. Your comments should identify the portion of the proposed rules addressed, the reason for the comment, and any change proposed, as well as any reasons why you do not feel the existing rules should be repealed. You are encouraged to propose any change that you desire. Any comments that you have about the legality of the proposed rules or repeals must also be made during this comment period.

Comments can be submitted: (1) electronically through the Office of Administrative Hearings eComments website at Office of Administrative Hearings Rulemaking eComments website at <https://minnesotaoah.granicusideas.com/discussions> (2) by U.S. Mail delivered to William Moore, Rules Specialist, Office of Administrative Hearings, P.O. Box 64620, St. Paul, MN 55164-0620; or (3) by fax to (651) 539-0310. **It is strongly recommended that all comments be submitted electronically using the eComments website.**

**Public Data.** Note: Comments submitted during formal rulemaking proceedings are public government data. This means that any member of the public can request to see the information. It is a violation of the Minnesota Government Data Practices Act to share private data about a third party without their permission. Please only submit comments that include personal information about yourself or your minor child(ren) that you are comfortable being classified as public data.

**Request for a Hearing.** In addition to submitting comments, you may also request that the Department hold a hearing on the rules. You must make your request for a public hearing in writing, which the agency contact person must receive by **4:30 p.m. on Thursday, January 26, 2023**. You must include your name and address in your written request. In addition, you must identify the portion of the proposed rules that you object to or state that you oppose the entire set of proposed rules or the repeal of existing rules. Any request that does not comply with these requirements is not valid and the agency cannot count it when determining whether it must hold a public hearing. You are also encouraged to state the reason for the request and any changes you want made to the proposed rules.

**Withdrawal of Requests.** If 25 or more persons submit a valid written request for a hearing, the Department will hold a public hearing unless a sufficient number of persons withdraw their requests in writing. If enough requests for hearing are withdrawn to reduce the number below 25, the agency must give written notice of this to all persons who requested a hearing, explain the actions the agency took to effect the withdrawal, and ask for written comments on this action. If a public hearing is required, the agency will follow the procedures in Minnesota Statutes, sections 14.131 to 14.20.

**Alternative Format/Accommodation.** Upon request, this information can be made available in an alternative format, such as large print, braille, or audio. To make such a request or if you need an accommodation to make this hearing accessible, please contact the agency contact person at the address or telephone number listed above.

**Modifications.** The Department might modify the proposed rules, either as a result of public comment or as a result of the rule hearing process. It must support modifications by data and views submitted to the agency or presented at the hearing. The adopted rules may not be substantially different than these proposed rules unless the Department follows the procedure under *Minnesota Rules*, part 1400.2110. If the proposed rules affect you in any way, the Department encourages you to participate in the rulemaking process.

**Cancellation of Hearing.** The Department will cancel the hearing scheduled for Tuesday, February 7, 2023, if the agency does not receive requests for a hearing from 25 or more persons. If you requested a public hearing, the agency will notify you before the scheduled hearing whether the hearing will be held. You may also call the agency contact person after **Thursday, January 26, 2023**, to find out whether the hearing will be held.

**Hearing Procedure.** If the Department holds a hearing, you and all interested or affected persons, including representatives of associations or other interested groups, will have an opportunity to participate. You may present your views either orally at the hearing or in writing at any time before the hearing record closes. All evidence presented should relate to the proposed rules. You may also submit written material to the Administrative Law Judge to be recorded in the

# Proposed Rules

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hearing record for five working days after the public hearing ends. At the hearing the Administrative Law Judge may order that this five-day comment period is extended for a longer period but not more than 20 calendar days. Following the comment period, there is a five-working-day rebuttal period when the agency and any interested person may respond in writing to any new information submitted. No one may submit new evidence during the five-day rebuttal period.

All post-hearing comments and responses must be submitted to the Administrative Law Judge no later than 4:30 p.m. on the due date. The Office of Administrative Hearings strongly encourages all persons submitting comments and responses to do so using the Administrative Hearings' Rulemaking eComments website (<https://minnesotaoah.granicusideas.com/discussions>). If using the eComments website is not possible, you may submit post-hearing comments in person, via United States mail, or by facsimile addressed to Judge O'Reilly at the address or facsimile number listed in the Comments section above.

All comments or responses received will be available for review at the Minnesota Department of Education or on the agency's website at <https://education.mn.gov/MDE/about/rule/rule/k12art/> and on the Office of Administrative Hearings' eComments website listed above. This rule hearing procedure is governed by *Minnesota Rules*, parts 1400.2000 to 1400.2240, and *Minnesota Statutes*, sections 14.131 to 14.20. You may direct questions about the procedure to the Administrative Law Judge.

**Statement of Need and Reasonableness.** The Statement of Need and Reasonableness (SONAR) summarizes the justification for the proposed rules and repeal of existing rules, including a description of who will be affected by the proposed rules and an estimate of the probable cost of the proposed rules. It is now available from the agency contact person. You may review or obtain copies for the cost of reproduction by contacting the agency contact person. The SONAR is also available on the agency's rulemaking website here: <https://education.mn.gov/MDE/about/rule/rule/k12art/>.

**Lobbyist Registration.** *Minnesota Statutes*, chapter 10A, requires each lobbyist to register with the State Campaign Finance and Public Disclosure Board. Ask any questions about this requirement of the Campaign Finance and Public Disclosure Board at: Suite #190, Centennial Building, 658 Cedar Street, St. Paul, Minnesota 55155, telephone (651) 539-1180 or 1-800-657-3889.

**Adoption Procedure if No Hearing.** If no hearing is required, the Department may adopt the rules after the end of the comment period. The Department will submit the rules and supporting documents to the Office of Administrative Hearings for a legal review. You may ask to be notified of the date the rules are submitted to the office. If you want to receive notice of this, to receive a copy of the adopted rules, or to register with the agency to receive notice of future rule proceedings, submit your request to the agency contact person listed above.

**Adoption Procedure after a Hearing.** If a hearing is held, after the close of the hearing record, the Administrative Law Judge will issue a report on the proposed rules. You may ask to be notified of the date that the Administrative Law Judge's report will become available, and can make this request at the hearing or in writing to the Administrative Law Judge. You may also ask to be notified of the date that the agency adopts the rules and the rules are filed with the Secretary of State by requesting this at the hearing or by writing to the agency contact person stated above.

**Order.** I order that the rulemaking hearing be held at the date, time, and location listed above.

Date: 12/20/2022

Heather Mueller, ED  
Commissioner  
Minnesota Department of Education

## 3501.0660 ACADEMIC STANDARDS FOR KINDERGARTEN THROUGH GRADE 12.

**Subpart 1. Purpose and application.** The purpose of these standards is to establish statewide standards for English Language Arts that govern instruction of students in kindergarten through grade 12. School districts shall assess a student's performance using criteria in subparts 2 to 4.

# Proposed Rules

## Subp. 2. Reading.

- A. The student will demonstrate knowledge of oral language, phonological and phonemic awareness, phonics, and morphology to read accurately and fluently.
- B. The student will read and comprehend independently both self-selected and teacher-directed texts; complex literary and informational texts; and texts from multiple sources representing perspectives and identities like and unlike their own from dominant, nondominant, and marginalized social groups.
- C. The student will independently read and comprehend both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people.
- D. The student will read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.
- E. The student will apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
- F. The student will analyze influences on content, meaning, and style of text, including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.
- G. The student will evaluate arguments and specific claims from complex informational texts.
- H. The student will examine the impact of vocabulary, including words and phrases, on content, style, and meaning of complex literary and informational texts.
- I. The student will access and gather information from a variety of sources representing diverse perspectives and assess the relevance and credibility of the information.

## Subp. 3. Writing.

- A. The student will demonstrate knowledge of oral language, orthography, grammar, and mechanics to express ideas in writing.
- B. The student will write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.
- C. The student will develop and strengthen writing by using a writing process, including planning, drafting, revising, editing, and publishing.
- D. The student will write arguments to support claims and to persuade in an analysis of topics or texts using valid reasoning and evidence, while considering the audience and context.
- E. The student will write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, while considering the audience and context.
- F. The student will write narratives, poetry, and other creative texts with details and effective technique to express ideas.
- G. The student will engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
- H. The student will use evidence from sources to support writing, correctly cite those sources, and demonstrate an understanding of the rights and obligations of using intellectual property.

## Subp. 4. Speaking, listening, viewing, and exchanging ideas.

- A. The student will exchange ideas in discussion and collaboration as a listener, speaker, and participant by:

# Proposed Rules

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(1) including the voices and perspectives of Dakota and Anishinaabe people as well as other perspectives, identities, and cultures like and unlike their own; and

(2) expressing one's own ideas, stories, and experiences.

B. The student will communicate with others by applying knowledge of vocabulary, language, structure, and features of spoken language, while considering the audience and context.

C. The student will thoughtfully and safely access, analyze, and create written, oral, and digital content applicable to a variety of purposes, audiences, and disciplines.

**REPEALER.** Minnesota Rules, parts 3501.0640; 3501.0645; 3501.0650; and 3501.0655, are repealed.

**EFFECTIVE DATE.** These standards are effective at the beginning of the 2024-2025 school year.

## Expedited Rules

Provisions exist for the Commissioners of some state agencies to adopt expedited rules when conditions exist that do not allow the Commissioner to comply with the requirements for normal rules. The Commissioner must submit the rule to the attorney general for review and must publish a notice of adoption that includes a copy of the rule and the conditions. Expedited rules are effective upon publication in the State Register, and may be effective up to seven days before publication under certain conditions.

Expedited rules are effective for the period stated or up to 18 months. Specific *Minnesota Statute* citations accompanying these expedited rules detail the agency's rulemaking authority.

**KEY: Proposed Rules** - Underlining indicates additions to existing rule language. **Strikeouts** indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material."

**Adopted Rules** - Underlining indicates additions to proposed rule language. **Strikeout** indicates deletions from proposed rule language.

## Minnesota Pollution Control Agency

### Remediation Division

#### Proposed Expedited Rule: Dry Cleaner Reimbursement Rate Adjustments; Notice of Intent to Adopt Expedited Rules without a Public Hearing

**Proposed Amendments to Rules Governing Dry Cleaner Environmental Response and Reimbursement, Minnesota Rules Chapter 7152, Revisor's ID Number R-4774**

**Introduction.** The Minnesota Pollution Control Agency (MPCA) intends to adopt rules under the expedited rulemaking process following the procedures in the rules of the Office of Administrative Hearings, *Minnesota Rules*, part 1400.2410, and the Administrative Procedure Act, *Minnesota Statutes*, section 14.389. You may submit written comments on the proposed expedited rules until **Tuesday, January 31, 2023**.

**Plain English Summary.** This notice is the MPCA's legal notice of its intent to adopt amended Dry Cleaner Environmental Response and Reimbursement rules. The proposed rule amendments update the reimbursement rates for consultant and contractor services.

This notice provides an opportunity for the public to comment on the proposed rules. Anyone who would like to comment on the proposed rule language must submit written comment on the proposed rules by the deadline identified below. The Subject of Rules section provides additional information about the proposed rules. If the proposed rules affect

# Expedited Rules

you in any way, the MPCA encourages you to participate in the rulemaking process.

**Availability of Rules.** The proposed rule amendments are published in the *State Register* after this notice and are available on the rulemaking website at ***Expedited Dry Cleaner Reimbursement Account rule amendments / Minnesota Pollution Control Agency (state.mn.us)***. One free copy of the proposed rules is also available upon request by contacting the MPCA contact person identified below.

**Subject of Rules.** The proposed rule amendments update the reimbursement rates in the Dry Cleaner Reimbursement Account rules. The chapter 7152 rules require that when the Petroleum Tank Release Compensation Board (Board) makes adjustments to maximum charge dollar amounts under chapter 2890, the MPCA must use the expedited rulemaking process as authorized under Minnesota Statutes, section 115B.50, subdivision 4 to reflect the same adjustments in dollar amounts in *Minnesota Rules*, parts 7152.0500 and 7152.0600. The rates are applied when the MPCA processes invoices submitted by owners and operators of Minnesota dry cleaning facilities. The Board increased these costs by 10 percent, effective July 1, 2022, for all work performed after that date. The rule memorandum provides background information and context for the proposed rule amendments. The rule memorandum is available on the rulemaking website at ***Expedited Dry Cleaner Reimbursement Account rule amendments / Minnesota Pollution Control Agency (state.mn.us)***.

**Modifications.** The MPCA may modify the proposed rules as a result of public comment. The modifications must be supported by comments and information submitted to the MPCA, and the adopted rules may not be substantially different than these proposed rules, unless the MPCA follows the procedure under *Minnesota Rules*, part 1400.2110.

**Statutory Authority.** The statutory authority for rulemaking under the expedited rules process for reimbursement adjustment is provided under *Minnesota Statutes*, section 115B.50, subdivision 4; and Minnesota Session Law – 2016, chapter 123, section 5.

**Public Comment.** You have until **4:30 p.m. on Tuesday, January 31, 2023**, to submit written comment in support of or in opposition to the proposed rule amendments and any part or subpart of the rules. Your comment must be in writing and received by the deadline. Submit written comments to the Office of Administrative Hearings, Rulemaking eComments website at <https://minnesotaoah.granicusideas.com>. If it is not possible to use the eComments website, comments may be submitted in person, via United States mail, or by facsimile addressed to Administrative Law Judge Christa Moseng at the Office of Administrative Hearings, 600 North Robert Street, P.O. Box 64620, Saint Paul, Minnesota 55164-0620 or at 651-539-0310 (fax). Any questions about submitting comments via the eComments website should be directed to Denise Collins, Office of Administrative Hearings; telephone 651-361-7875 and [denise.collins@state.mn.us](mailto:denise.collins@state.mn.us). All comments received are public and will be available for review at the Office of Administrative Hearings, and on the rulemaking webpage.

Comment is encouraged. Your comments should identify the portion of the proposed rules addressed, the reason for the comment, and any change proposed. You must make any comments that you have about the legality of the proposed rules during this comment period.

**MPCA Contact Person.** The MPCA contact person is Mary H. Lynn at the MPCA, 520 Lafayette Road North, Saint Paul, MN 55155-4194; telephone 651-757-2439; and [mary.lynn@state.mn.us](mailto:mary.lynn@state.mn.us). You may also call the MPCA at 651-296-6300 or 800-657-3864 or use your preferred relay service [info.pca@state.mn.us](mailto:info.pca@state.mn.us).

**Alternative Format.** Upon request, the information in this notice can be made available in an alternative format, such as large print, braille, or audio. To make such a request, please contact the MPCA contact person at the address or telephone number identified above.

**Lobbyist Registration.** *Minnesota Statutes*, chapter 10A, requires each lobbyist to register with the State Campaign Finance and Public Disclosure Board. You should direct questions about this requirement to the Campaign Finance and Public Disclosure Board at 190 Centennial Building, 658 Cedar Street, St. Paul, Minnesota 55155, telephone 651-539-1180 or 1-800-657-3889.

# Expedited Rules

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**Adoption and Review of Rules.** The MPCA may adopt the rules after the end of the comment period. The MPCA will submit the rules and supporting documents to the Office of Administrative Hearings for legal review. You may ask to be notified of the date the MPCA submits the rules to the Office of Administrative Hearings. If you want to be so notified or want to receive a copy of the adopted rules, or want to register with the MPCA to receive notice of future rule proceedings, submit your request to the MPCA contact person identified above.

Date: December 16, 2022

Katrina Kessler, Commissioner  
Minnesota Pollution Control Agency

## 7152.0500 MAXIMUM HOURLY RATES.

*[For text of items A and B, see Minnesota Rules]*

C. Notwithstanding items A and B, hourly rate charges for consultant services in excess of the following are *prima facie* unreasonable:

- (1) senior-level professional at ~~\$173~~ \$190 per hour;
- (2) midlevel professional at ~~\$128~~ \$141 per hour;
- (3) entry-level professional at ~~\$94~~ \$103 per hour;
- (4) field technician at ~~\$87~~ \$96 per hour;
- (5) draftsperson at ~~\$74~~ \$81 per hour; and
- (6) word processor at ~~\$53~~ \$58 per hour.

*[For text of item D, see Minnesota Rules]*

## 7152.0600 MAXIMUM TRAVEL AND PER DIEM CHARGES.

The cost for travel time, vehicle mileage for consultant services, or per diem is *prima facie* unreasonable when the cost exceeds the amount specified in the proposal for consultant services or contractor services or the maximum cost specified in items A to C, whichever is less:

*[For text of items A and B, see Minnesota Rules]*

C. per diem has a maximum cost of ~~\$180~~ \$198 per day.

**EFFECTIVE DATE.** The amendments to Minnesota Rules, parts 7152.0500 and 7152.0600, are effective retroactively from July 1, 2022.

# Executive Orders

The governor has the authority to issue written statements or orders, called Executive Orders, as well as Emergency Executive Orders. The governor's authority is specified in the Constitution of the State of Minnesota, Article V, and in *Minnesota Statutes* § 4.035. Emergency Executive Orders, for protection from an imminent threat to health and safety, become effective immediately, are filed with the secretary of state, and published in the *State Register* as soon as possible after they are issued. Other Executive Orders become effective 15 days after publication in the *State Register* and filing with the secretary of state. Unless otherwise specified, an executive order expires 90 days after the date the governor who issued the order vacates office.

## Office of the Governor

### Emergency Executive Order 22-23: Declaring a Peacetime Emergency and Providing National Guard Assistance to Stranded Motorists

**I, Tim Walz, Governor of the State of Minnesota**, by the authority vested in me by the Constitution and applicable statutes, issue the following Executive Order:

This week, a powerful winter storm with heavy snowfall, strong winds, and extreme cold temperatures has created blizzard conditions in Minnesota, closing roads and threatening public safety.

These dangerous conditions have resulted in many stranded vehicles, placing lives and property at risk. The resources of the affected local and county governments are inadequate to meet the demands caused by these severe winter weather conditions.

The Renville County Sheriff's Department has requested that the Minnesota National Guard assist with the rescue of stranded motorists and provide local armories as emergency shelters.

For these reasons, I declare a peacetime emergency pursuant to Minnesota Statutes 2022, section 12.31, and order as follows:

1. The Adjutant General is authorized to order to state active duty on December 23, 2022 the personnel, equipment, facilities, and resources needed to provide assistance throughout Minnesota.
2. The Adjutant General is authorized to procure the goods and services needed to accomplish the mission.
3. The costs of this assistance shall be paid from the general fund as allowed by Minnesota Statutes 2022, section 192.52.

This Executive Order and declaration of peacetime emergency are effective immediately under Minnesota Statutes 2022, section 4.035, subdivision 2. The peacetime emergency declared in this Executive Order expires in accordance with Minnesota Statutes 2022, section 12.31, subdivision 2. The remainder of this Executive Order, including the activation of the Minnesota National Guard, remains in effect until the emergency conditions caused by the winter storm subside or December 30, 2022, whichever occurs first.

A determination that any provision of this Executive Order is invalid will not affect the enforceability of any other provision of this Executive Order. Rather, the invalid provision will be modified to the extent necessary so that it is enforceable.

Signed on December 23, 2022.

**Tim Walz**  
Governor

Filed According to Law:

**Steve Simon**  
Secretary of State

# Commissioner's Orders

Various agency commissioners are authorized to issue "commissioner's orders" on specified activities governed by their agency's enabling laws. See the *Minnesota Statutes* governing each agency to determine the specific applicable statutes. Commissioners' orders are approved by assistant attorneys general as to form and execution and published in the *State Register*. These commissioners orders are compiled in the year-end subject matter index for each volume of the *State Register*.

## Department of Natural Resources

### Division of Fish and Wildlife

#### Commissioner's Order 22-01: Designation of Aquatic Management Areas (AMAs)

**Date:** 7/20/2022

**Statutory authority:** *Minnesota Statutes*, section 86A.05, subdivision 14, and *Minnesota Statutes*, section 86A.07, subdivision 3.

#### BACKGROUND

**WHEREAS**, certain lands in Minnesota are described as:

##### **Bear Island AMA, Cass County, 78.89 Acres, Acq: 161040**

Lot Ten (10) of Section 14, Township 142 North, Range 29 West of the Fifth Principal Meridian, Cass County, Minnesota,

##### **Bog Lake AMA. Becker County, 4.5 acres, Acq: 160809**

That part of the Northeast Quarter of Section 20, Township 140 North, Range 36 West, Becker County, Minnesota, described as follows:

Commencing at the northeast corner of said Section 20; thence South 89 degrees 06 minutes 53 seconds West, assigned bearing, along the north line of said Section 20, a distance of 1808 feet, more or less, to the westerly shoreline of Bog Lake and the point of beginning of the parcel of land to be herein described; thence southerly along said westerly shoreline; thence southwesterly along the northerly shoreline of the channel between said Bog Lake to the easterly shoreline of Straight Lake; thence northwesterly and northerly along said easterly shoreline to said north line of Section 20; thence North 89 degrees 06 minutes 53 seconds East, along said north line, 387 feet, more or less, to the point of beginning.

##### **Camp Creek AMA, Fillmore County, 8.26 acres, Acq: 160904**

A 132 foot wide strip of land lying 66 feet on each side of the centerline of the Camp Creek and the Partridge Creek in the Northwest Quarter of the Southeast Quarter in Section 20, Township 102 North, Range 10 West, Fillmore County, Minnesota, lying easterly of the Blufflands State Trail. Walk in Access: The north 10 feet said Northwest Quarter of the Southeast Quarter lying between aforementioned Camp Creek Easement and aforementioned Blufflands State Trail.

##### **Cedar Valley Creek AMA, Winona County, 4.43 Acres, Acq: 160901**

A strip of land 132 feet in width lying 66 feet on each side of the centerline of the Cedar Valley Creek in the Northwest Quarter of the Northwest Quarter and the Southwest Quarter of the Northwest Quarter in Section 14, Township 106 North, Range 6 West, Winona County, lying west of County Road 9.

# Commissioner's Orders

## **Garvin Brook AMA, Winona County, 1.5 acres, Acq: 161073**

A strip of land 132 feet in width lying 66 feet on each side of the centerline of Garvin Brook located in the following described tract.

That part of the North Half of the Southwest Quarter of Section 34, Township 107 North, Range 8 West, Winona County, Minnesota, described as follows:

Commencing at the northeast corner of said North Half of the Southwest Quarter; thence South 00 degrees 14 minutes 22 seconds West, along the east line of said North Half of the Southwest Quarter, 250.00 feet; thence North 89 degrees 51 minutes 02 seconds West, 843.79 feet to a point hereinafter referred to as Point A; thence North 00 degrees 08 minutes 58 seconds East, 56.33 feet to the center line of U.S. Highway No. 14 and the point of beginning of the land to be described; thence South 00 degrees 08 minutes 58 seconds West 56.33 feet to said Point A; thence South 89 degrees 51 minutes 02 seconds East, 843.79 feet to said east line of North Half of the Southwest Quarter; thence South 00 degrees 14 minutes 22 seconds West, along said east line of the North Half of the Southwest Quarter, 672.18 feet; thence North 81 degrees 19 minutes 26 seconds West, 263.33 feet; thence South 80 degrees 55 minutes 18 seconds West, 145.40 feet; thence South 77 degrees 47 minutes 14 seconds West, 148.35 feet; thence South 79 degrees 46 minutes 06 seconds West, 147.79 feet; thence North 60 degrees 42 minutes 35 seconds West, 148.84 feet; thence North 15 degrees 41 minutes 58 seconds West, 155.75 feet; thence North 21 degrees 04 minutes 32 seconds West, 45.10 feet; thence South 88 degrees 05 minutes 51 seconds West, 138.23 feet; thence South 65 degrees 59 minutes 00 seconds West, 138.60 feet; thence South 52 degrees 48 minutes 28 seconds West, 158.46 feet; thence South 45 degrees 35 minutes 46 seconds West, 150.09 feet; thence South 59 degrees 29 minutes 57 seconds West, 150.86 feet; thence South 60 degrees 25 minutes 59 seconds West, 146.81 feet to the easterly line of Minnesota Department of Transportation Right of Way Plat No. 85-22, according to the recorded plat thereof, said Winona County; thence North 38 degrees 24 minutes 57 seconds West, along said easterly line, 168.90 feet to boundary corner B8 according to said right of way plat; thence North 51 degrees 35 minutes 03 seconds East, along said easterly line, 350.00 feet to boundary corner B207 according to said right of way plat; thence North 38 degrees 24 minutes 57 seconds West, along said easterly line, 100.00 feet to said center line of U.S. Highway No. 14; thence North 51 degrees 35 minutes 03 seconds East, along said center line, 430.37 feet; thence continue easterly along said center line 417.97 feet along the arc of a tangential curve, concave southerly, having a radius of 1909.55 feet and a central angle of 12 degrees 32 minutes 28 seconds to the point of beginning.

EXCEPT the following:

That part of the North Half of the Southwest Quarter of Section 34, Township 107, Range 8, Winona County, Minnesota, described as follows:

Commencing at the northeast corner of said North Half of the Southwest Quarter; thence South 00 degrees 14 minutes 22 seconds West, along the east line of said North Half of the Southwest Quarter 922.18 feet; thence North 81 degrees 19 minutes 26 seconds West 263.33 feet; thence South 80 degrees 55 minutes 18 seconds West 145.40 feet; thence South 77 degrees 47 minutes 06 seconds West 148.35 feet; thence South 79 degrees 46 minutes 06 seconds West, 147.79 feet; thence North 60 degrees 42 minutes 35 seconds West, 148.84 feet; thence North 15 degrees 41 minutes 58 seconds West 155.75 feet; thence North 03 degrees 29 minutes 59 seconds West, 66.90 feet to a point hereinafter referred to as Point B; thence North 03 degrees 24 minutes 21 seconds West, along a line hereinafter referred to as Line C, 454.25 feet to the center line of U.S. Highway No. 14 and the point of beginning of the land to be described; thence South 03 degrees 24 minutes 21 seconds East 454.25 feet to said Point B; thence South 03 degrees 29 minutes 59 seconds East 66.90 feet; thence North 21 degrees 04 minutes 32 seconds West, 45.10 feet; thence South 88 degrees 05 minutes 51 seconds West, 138.23 feet; thence South 65 degrees 59 minutes 00 seconds West, 138.60 feet; thence South 52 degrees 48 minutes 28 seconds West, 158.46 feet; thence South 45 degrees 35 minutes 46 seconds West, 150.09 feet; thence South 59 degrees 29 minutes 57 seconds West, 150.86 feet; thence South 60 degrees 25 minutes 59 seconds West, 146.81 feet to the easterly line of Minnesota Department of Transportation Right of Way Plat No. 85-22, according to the recorded plat thereof, said Winona County; thence North 38 degrees 24 minutes 57 seconds West, along said easterly line, 168.90 feet to boundary corner B8 according to said right of way plat; thence North 51 degrees 35 minutes 03 seconds East, along said easterly line, 350.00 feet to boundary corner B207 according to said right of way plat; thence North 38 degrees 24 minutes 57 seconds West, along said easterly line, 100.00 feet to said center line of U.S. Highway No. 14; thence North 51 degrees 35 minutes 03 seconds East, along said center line, 430.37 feet; thence continue easterly along said center line, 354.64 feet along the arc of a

# Commissioner's Orders

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tangential curve, concave southerly, having a radius of 1909.55 feet and a central angle of 10 degrees 38 minutes 27 seconds to the point of beginning.

## Gernander Creek AMA, Winona County, 13.9 acres, Acq: 160846

A strip of land lying in:

The South One-half (S ½) of the Southeast Quarter (SE¼) of Section Nineteen (19). Township One Hundred Five (105) North, Range Seven (7) West of the Fifth Principal Meridian, Winona County, Minnesota, Except that certain piece and parcel of land sold to the County of Winona in said state described in the certain deed dated October 14, 1936, and filed for record in the office of the Register of Deeds on and for said Winona County on October 23, 1936, and recorded in Book 174 of Deeds, pg. 379.

AND

That part of the Northeast Quarter (NE¼) and of the North One-Half (N ½) of the Southeast Quarter (SE¼) and of the Southwest Quarter (SW¼) of the Southeast Quarter (SE¼) of Section Thirty (30), Township One Hundred Five (105) North, Range Seven (7) West of the Fifth Principal Meridian, Winona County, Minnesota, more particularly bounded and described as follows, to-wit: Beginning at the center post of said Section Thirty (30); thence running due south 1470 feet; thence S. 86° E. 380 feet: thence N. 37° E. 337 feet, thence N. 65° E. 660 feet; thence N. 60° E. 104 feet; thence N. 53° E. 435 feet; thence due east 447 feet; thence N. 1° W. 1940 feet; thence N 10° W. 425 feet; thence due east to a point on the east line of said Section, 920 feet south, of the northeast corner thereof; thence north and along said east line to the northeast corner of said Section Thirty (30): thence west and along the north line of said Section to the northwest corner of the Northeast Quarter (NE¼) of said Section; thence south and along the west line of said Northeast Quarter (NE¼) to the center post of said Section Thirty (30), and the place of beginning. Except that certain piece and parcel of land sold to the County of Winona in said sale described in the certain deed dated October 14, 1936, and filed for record in the office of the Register of Deeds on and for said Winona County on October 23, 1936, and recorded in Book 174 of Deeds, pg. 379.

AND

The Northwest Quarter of the Northwest Quarter (NW¼, W ¼) of Section Twenty-nine (29), Township One Hundred Five (105) North, Range Seven (7) West of the Fifth Principal Meridian, Winona County, Minnesota, EXCEPT the following three (3) described tracts of land:

Tract 1: Beginning at a point where the East line of said Northwest Quarter of the Northwest Quarter (NW¼, NW¼) of said Section Twenty-nine (29) meets the northerly line of a township road which serves as the road of entry or road of access to the dwelling house and buildings in Section Twenty (20); thence southwesterly along said northerly line of said township road to the centerline of County State Aid Road No. 4, commonly known as the Hart East Road; thence southeasterly along said centerline of said County State Aid Road No. 4 to the point of its intersection with the centerline of County State Aid Road No. 17, commonly known as the Wiscoy Valley Road: thence southwesterly along the centerline of said County State Aid Road No. 17 to the south line of the said Northwest Quarter of the Northwest Quarter (NW¼, NW¼) of said Section Twenty-nine (29); thence east along the said south line of the Northwest Quarter of the Northwest Quarter (NW¼, NW¼) of Section Twenty-nine (29) to the southeast corner of said forty-acre tract; thence north along the east line thereof to the point of beginning.

Tract 2: That part of the North Half of the Northwest Quarter of Section 29, Township 105 North, Range 7 West of the Fifth Principal Meridian, Winona County, Minnesota, described as follows: Commencing at the northeast corner of said North Half of the Northwest Quarter, thence North 89 degrees 47 minutes 40 seconds West, assumed bearing, along the north line of said North Half of the Northwest Quarter 2118.16 feet to the point of beginning of the land to be described; thence South 03 degrees 15 minutes 00 seconds East 116.20 feet: thence southwesterly 271.94 feet along a tangential curve concave to the northwest

# Commissioner's Orders

having a central angle of 69 degrees 15 minutes 00 seconds and a radius of 225.00 feet; thence South 66 degrees 00 minutes 00 seconds West 145.38 feet to the northerly right-of-way line of County State Aid Highway 4; thence northwesterly along said northerly right-of-way line of County State Aid Highway 4 a distance of 202.54 feet on a nontangential curve concave to the southwest having a central angle of 8 degrees 53 minutes 00 seconds, a radius of 1306.30 feet and a chord that bears North 77 degrees 02 minutes 01 seconds West; thence North 81 degrees 28 minutes 31 seconds West along said northerly right-of-way line 62.98 feet to the west line of said North Half of the North-west Quarter; thence North 00 degrees 03 minutes 19 seconds East along said West line 340.58 feet to the northwest corner of said North Half of the Northwest Quarter; thence South 89 degrees 47 minutes 40 seconds East along the north line of said North Half of the Northwest Quarter 518.48 feet to the point of beginning.

Tract 3: That part of the North Half of the Northwest Quarter and the Northwest Quarter of the Northeast Quarter of Section 29, Township 105 North, Range 7 West of the Fifth Principal Meridian.

Winona County, Minnesota, described as follows:

Beginning at the northeast corner of said North Half of the Northwest Quarter, thence tangential curve concave to the northwest having a central angle of 69 degrees 15 minutes 00 seconds and a radius of 225.00 feet; thence South 66 degrees 00 minutes 00 seconds West 145.38 feet to the northerly right-of-way line of County State Aid Highway 4: thence southeasterly along the northerly right-of-way line of County State Aid Highway 4 a distance of 562.38 feet on a nontangential curve concave to the south-west having a central angle of 24 degrees 40 minutes 00 seconds, a radius of 1306.30 feet and a chord that bears South 60 degrees 15 minutes 31 seconds East; thence South 47 degrees 55 minutes 31 seconds East along the northerly right-of-way line of County State Aid Highway 4 a distance of 292. 10 feet: thence easterly along the northerly right-of-way line of County State Aid Highway 4 a distance of 314.13 feet along a tangential curve concave to the north having a central angle of 71 degrees 00 minutes 00 seconds and a radius of 253.50 feet to the westerly right-of-way line of County State Aid Highway 17 ; thence South 61 degrees 04 minutes 29 seconds West along the westerly right-of-way line of County State Aid Highway 17 a distance of 147.90 feet; thence southerly 66.60 feet along the westerly right-of-way line of County State Aid Highway 17 on a tangential curve concave to the south having a central angle of 6 degrees 53 minutes 24 seconds and a radius of 553.87 feet to the centerline of County State Aid Highway 4; thence South 47 degrees 55 minutes 31 seconds East along the centerline of County State Aid Highway 4 a distance of 33.80 feet to the centerline of County State Aid Highway 17: thence northeasterly 55.54 feet along said centerline of County State Aid Highway 17 on a nontangential curve concave to the southeast having a central angle of 6 degrees 06 minutes 36 seconds, a radius of 520.87 feet and a chord that bears North 58 degrees 01 minutes 11 seconds East; thence North 61 degrees 04 minutes 29 seconds East along said centerline of County State Aid Highway 17 a distance of 587.33 feet; thence northeasterly 204.98 feet along said centerline of County State Aid Highway 17 on a tangential curve concave to the southeast having a central angle of 15 degrees 29 minutes 07 seconds and a radius of 758.43 feet; thence North 76 degrees 33 minutes 36 seconds East along said centerline of County State Aid Highway 17 a distance of 431.01 feet; thence North 73 degrees 22 minutes 52 seconds East along said centerline of County State Aid Highway 17 a distance of 628. 81 feet; thence North 70 degrees 12 minutes 16 seconds East along said centerline of County State Aid Highway 17 a distance of 199.01 feet: thence North 22 degrees 16 minutes 40 seconds West 309.23 feet to the north line of said Northwest Quarter of the Northeast Quarter: thence North 89 degrees 47 minutes 40 seconds West along said north line 299.24 feet to the point of beginning.

Subject to the right-of-way of County State Aid Highway 17 along the southeasterly side thereof and Heyer Drive along the westerly side thereof.

Said strip of land being 132 feet in width and lying 66 feet on each side of the centerline of Genander Creek.

ALSO,

A strip of land lying in:

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That part of the Northeast Quarter (NE $\frac{1}{4}$ ) and of the North One-Half (N  $\frac{1}{2}$ ) of the Southeast Quarter (SE  $\frac{1}{4}$ ) and of the Southwest Quarter (SW  $\frac{1}{4}$ ) of the Southeast Quarter (SE  $\frac{1}{4}$ ) of Section Thirty (30), Township One Hundred Five (105) North, Range Seven (7) West of the Fifth Principal Meridian, Winona County, Minnesota, more particularly bounded and described as follows, to-wit: Beginning at the center post of said Section Thirty (30); thence running due south 1470 feet; thence S. 86° E. 380 feet; thence N. 37° E. 337 feet; thence N. 65° E. 660 feet; thence N. 60° E. 104 feet; thence N. 53° E. 435 feet; thence due east 447 feet; thence N. 1° W. 1940 feet; thence N. 10° W. 425 feet; thence due east to a point on the east line of said Section, 920 feet south of the northeast corner thereof; thence north and along said east line to the northeast corner of said Section Thirty (30); thence west and along the north line of said Section to the northwest corner of the Northeast Quarter (NE  $\frac{1}{4}$ ) of said Section; thence south and along the west line of said Northeast Quarter (NE  $\frac{1}{4}$ ) to the center post of said Section Thirty (30), and the place of beginning. Except that certain piece and parcel of land sold to the County of Winona in said state described in the certain deed dated October 14, 1936, and filed for record in the office of the Register of Deeds on and for said Winona County on October 23, 1936, and recorded in Book 174 of Deeds, pg. 379.

Said strip of land being 66 feet in width and lying 33 feet on each side of the centerline of the southerly branch of Gernander Creek; said southerly branch beginning at a point approximately 940 feet east of, and approximately 123 feet south of, the northwest corner of the Northeast Quarter of said Section

30; said southerly branch ending at a point approximately 1725 feet east of, and approximately 528 feet south of, the northwest corner of said Northeast Quarter.

TOGETHER with a non-vehicular easement for ingress and egress over and across that part of the Northeast Quarter of the Northeast Quarter of Section 30, Township 105 North, Range 7 West of the Fifth Principal Meridian, Winona County, Minnesota. Said easement being 16.50 wide, lying 8.25 feet on each side of the following described centerline:

Commencing at the northeast corner of said Northeast Quarter of the Northeast Quarter; thence South 00 degrees 03 minutes 18 seconds West (assumed bearing), along the east line of said Northeast Quarter of the Northeast Quarter, a distance of 375 feet, more or less, to the centerline of County State Aid Highway 4; thence northwesterly along said centerline 425 feet to the point of beginning of the centerline to be described; thence South 00 degrees 03 minutes 18 seconds West, a distance of 300 feet and said centerline there terminating.

TOGETHER with a non-vehicular easement for ingress and egress over and across that part of the Southwest Quarter of the Southeast Quarter of Section 19 Township 105 North, Range 7 West of the Fifth Principal Meridian, Winona County, Minnesota. Said easement being 16.50 feet wide, lying 8.25 feet on each side of the centerline of the Gernander Creek tributary. Said tributary beginning near the intersection of County State Aid Highway 4 and the west line of said Southwest Quarter of the Southeast Quarter; thence southeasterly along said tributary centerline, a distance of 225, and said easement there terminating.

## **Gilbert Lake AMA, Crow Wing County, 64.34 acres, Acq: 161030**

The Southwest Quarter of the Northwest Quarter (SW $\frac{1}{4}$  NW $\frac{1}{4}$ ), Section Twenty-seven (27), Township One Hundred thirty-four (134), Range Twenty-eight (28), except a strip of land 100 feet in width previously conveyed to Minnesota and International Railway Company by Deed dated July 2, 1913, filed December 31, 1913, and recorded in Book 25 of Deeds, page 360, Crow Wing County, Minnesota

AND

That part of the Northwest Quarter of the Northwest Quarter (NW $\frac{1}{4}$  NW $\frac{1}{4}$ ), Section Twenty-seven (27), Township One Hundred Thirty-four (134), Range Twenty-eight (28), lying Southeasterly of the railroad right-of-way, subject to easements, reservations and restrictions of record, Crow Wing County, Minnesota

AND

The Southeast Quarter of the Northwest Quarter (SE $\frac{1}{4}$  NW $\frac{1}{4}$ ), Section Twenty-seven (27), Township One

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hundred Thirty-four (134) North, Range Twenty-eight (28) West, EXCEPT that portion thereof platted as Sandberg's Northwood Estates, and further EXCEPT the East 283 feet of the North 1000 feet thereof, and further EXCEPT the East 333 feet thereof lying South of the North 1050 feet thereof. AND ALSO That part of Government Lot Three (3), Section Twenty-seven (27), Township One hundred thirty-four (134), Range Twenty-eight (28), lying Northerly of the shore of Gilbert Lake, EXCEPT that part thereof described as follows: Beginning at the Northeast corner of said Government Lot 3; thence South 88 degrees 01 minute 30 seconds West assumed bearing, 289.26 feet along the North line of said Government Lot 3; thence South 25 degrees 25 minutes 31 seconds West 165 feet, more or less, to the shore of Gilbert Lake; thence Northeasterly along said shore to the East line of said Government Lot 3; thence North 5 feet, more or less, along said East line of the point of beginning. EXCEPT a tract of land being out of and part of, Government Lot 3, Section 27, Township 134, Range 28, Crow Wing County, Minnesota, described as follows: Commencing at the North quarter corner of said Section 27, thence S 00 degrees 54 minutes 00 seconds W, coincident with the North-South Quarter line of said Section 27, 2328.27 feet to the intersection of the aforementioned line and the extended South line of the Gilbert Lake

Access; thence S 38 degree 40 minutes 59 seconds W at 63.76 feet passing a 5/8 inch iron pipe found, for a total distance of 200.46 feet to a 1/2 inch iron pipe found; thence S 44 degree 18 minutes 36 seconds W, 241.12 feet to a 5/8 inch iron pipe found; thence S 26 degrees 21 minutes 07 seconds W, 0.78 feet to a point on the North line of said Government Lot 3 for the Point of Beginning of the tract herein described; thence continuing S 26 degrees 21 minutes 07 seconds W, 153.14 feet to a point of intersection of a survey line and the East line described herein; thence S 83 degrees 17 minutes 06 seconds W, coincident with said survey line which lies northerly of the actual shore line of Gilbert Lake, 78.76 feet to the intersection of said survey line and the West line described herein; thence N 26 degrees 21 minutes 07 seconds E, with the aforementioned West line, 162.00 feet to the North line of said Government Lot 3; thence N 89 degrees 01 minutes 21 seconds E, with said North line, 74.29 feet to the Point of Beginning herein. It is the intent of this description to extend the East and West lines of this tract to the Shore of Gilbert Lake. Except all minerals and mineral rights of record.

AND

West 237.19 feet of the South 66 feet of the Northeast Quarter of the Northwest Quarter, Section 27, Township 134, Range 28, Crow Wing County, Minnesota.

EXCEPT

That part of the Southeast Quarter of the Northwest Quarter, Section 27, Township 134 North, Range 28 West, described as follows: Beginning at the Southeast corner of Lot 3, Block 3, Sandberg's Northwood Estates; thence South 00 degrees 53 minutes 35 seconds West assumed bearing along the west line of the east 283.00 feet of said Southeast Quarter of the Northwest Quarter, a distance of 561.89 feet to the South line of the North 1000.00 feet; thence North 88 degrees 38 minutes 27 seconds East along the south line of the north 1000.00 feet of said Southeast Quarter of the Northwest Quarter, a distance of 283.22 feet to the east line of said Southeast Quarter of the Northwest Quarter; thence South 00 degrees 53 minutes 35 seconds West along said east line, a distance of 50.04 feet to the south line of the north 1050.00 feet of said Southeast Quarter of the Northwest Quarter; thence South 88 degrees 38 minutes 27 seconds West along said south line, a distance of 541.18 feet; thence North 00 degrees 53 minutes 35 seconds East, a distance of 600.89 feet to the center of Jean Street said plat of Sandberg's Northwood Estates; thence North 88 degrees 38 minutes 27 seconds East; a distance of 33.03 feet to the Southeast corner of said Jean Street; thence North 00 degrees 53 minutes 43 seconds East, a distance of 11.04 feet to the Southwest corner of said Lot 3, Block 3, Sandberg's Northwood Estates; thence North 88 degrees 38 minutes 27 seconds East along the south line of said Lot 3, a distance of 224.93 feet to the point of beginning.

## Greenwood Lake AMA, Crow Wing County, 61.3 acres, Acq: 160977

Government Lot 1, Section 17, Township 136 North, Range 27 West, Crow Wing County, Minnesota.

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## **Little Cannon River AMA, Goodhue County, 76.93 acres, Acq: 160998**

That part of the Northwest Quarter of the Northeast Quarter, the Southeast Quarter of the Northeast Quarter of the Southwest Quarter of the Northeast Quarter, and the Northeast Quarter of the Northwest Quarter of Section 1, Township 110 North, Range 18 West described as follows:

Beginning at the north quarter corner of said Section 1; thence on an assumed bearing of North 89 degrees 59 minutes 55 seconds East, along the north line of said Northwest Quarter of the Northeast Quarter, a distance of 561.00 feet; thence South 29 degrees 50 minutes 30 seconds East a distance of 1504.62 feet to the southeast corner of said Northwest Quarter of the Northeast Quarter; thence South 89 degrees 52 minutes 02 seconds East, along the north Line of said Southeast Quarter of the Northeast Quarter, a distance of 263.78 feet; thence South 00 degrees 16 minutes 01 second West a distance of 206.28 feet; thence South 37 degrees 46 minutes 23 seconds East a distance of 511.34 feet; thence South 39 degrees 57 minutes 32 seconds West a distance of 907.61 feet to the southwest corner of said Southeast Quarter of the Northeast Quarter; thence North 89 degrees 48 minutes 14 seconds West, along the south line of said Southwest Quarter of the Northeast Quarter, a distance of 1269.53 feet; thence North 00 degrees 12 minutes 01 second East a distance of 2118.81 feet; thence North 41 degrees 21 minutes 04 seconds West a distance of 482.40 feet; thence North 00 degrees 00 minutes 15 seconds West a distance of 126.57 feet to the north line of said Northeast Quarter of the Northwest Quarter; thence North 89 degrees 59 minutes 45 seconds East, along said north line of said Northeast Quarter of the Northwest Quarter, a distance of 277.99 feet to the point of beginning.

together with all hereditaments and appurtenances belonging thereto, subject to easements, covenants, conditions and restrictions of record, if any.

## **Mission Creek AMA, St. Louis County, 23.79 acres, Acq: 160935**

Those parts of the Southwest Quarter of the Southwest Quarter, the Southeast Quarter of the Southwest Quarter, and the Southwest Quarter of the Southeast Quarter, all in Section 30, Township 49 North, Range 15 West, St. Louis County, Minnesota, described as follows: A 200-foot wide strip of land lying 100 feet on each side of the creeks as measured from the centerline of said creeks located in the aforementioned tracts of land.

AND Those parts of the Southeast Quarter of the Southwest Quarter and the Southwest Quarter of the Southeast Quarter of the aforementioned Section 30 lying within 100 feet northerly of the centerline of a creek flowing through the Northwest Quarter of the Northeast Quarter and the Northeast Quarter of the Northwest Quarter of Section 31 of the aforementioned township.

## **Pickwick Creek AMA, Winona County, 10.2 Acres, Acq: 160805**

A strip of land lying in:

The Northeast Quarter of the Northwest Quarter of Section 35, Township 106 North, Range 6 West of the Fifth Principal Meridian, Winona County, Minnesota.

ALSO

The Southeast Quarter of the Southwest Quarter of Section 26, Township 106 North, Range 6 West of the Fifth Principal Meridian, Winona County, Minnesota.

EXCEPT,

That part of the Northeast Quarter of the Northwest Quarter of Section 35, Township 106 North, Range 6 West of the Fifth Principal Meridian, Winona County, Minnesota, described as follows:

Beginning at the northeast corner of said Northeast Quarter of the Northwest Quarter; thence 90 degrees 00 minutes 00 seconds West, assumed bearing, along the north line of said Northeast Quarter of the Northwest Quarter 225.00 feet; thence South 00 degrees

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00 minutes 00 seconds East 280.00 feet; thence North 73 degrees 34 minutes 59 seconds East 234.33 feet to the east line of said Northeast Quarter of the Northwest Quarter; thence North 00 degrees 03 minutes 34 seconds East along said east line 213.77 feet to the point of beginning.

Containing 1.28 acres being subject to the right-of-way of County State Aid Highway 7 along the easterly side thereof.

## ALSO EXCEPT,

That part of the Southeast Quarter of the Southwest Quarter of Section 26, Township I 06 North, Range 6 West of the Fifth Principal Meridian, Winona County, Minnesota, described as follows:

Beginning at the southeast corner of said Southeast Quarter of the Southwest Quarter; thence North 90 degrees 00 minutes 00 seconds West, assumed bearing, along the south line of said Southeast Quarter of the Southwest Quarter 225.00 feet; thence North 00 degrees 00 minutes 00 seconds East 695.00 feet; thence North 90 degrees 00 minutes 00 seconds East 225 feet more or less to the east line of said Southeast Quarter of the Southwest Quarter; thence southerly along said east line 695 feet more or less to the point of beginning. Containing 3.60 acres more or less being subject to the right-of-way of County State Aid Highway 7 along the easterly side thereof.

## ALSO EXCEPT,

That part of the Southeast Quarter of the Southwest Quarter (SE $\frac{1}{4}$  of SW $\frac{1}{4}$ ) of Section Twenty-six (26), and the Northeast Quarter of the Northwest Quarter (NE  $\frac{1}{4}$  of NW $\frac{1}{4}$ ) of Section Thirty-five (35), all in Township One Hundred Six (106) North, Range Six (6) West of the Fifth Principal Meridian, Winona County, Minnesota, described as follows:

Commencing at the southeast corner of said Southeast Quarter of the Southwest Quarter (SE $\frac{1}{4}$  of SW $\frac{1}{4}$ ) of Section Twenty-six (26); thence on an assumed bearing of West, along the south line of said Southeast Quarter of the Southwest Quarter (SE $\frac{1}{4}$  of SW $\frac{1}{4}$ ), 1274.74 feet to a one-half inch iron pipe monument in the center of Homer Township Road No. 9, and the point of beginning of the land to be described; thence North 33 degrees 53 minutes 08 seconds East, along the center of said township road 120.56 feet; thence South 29 degrees 29 minutes 10 seconds East, 301.59 feet; thence South 45 degrees 33 minutes 24 seconds West to the west line of said Northeast Quarter of the Northwest Quarter (NE $\frac{1}{4}$  of NW $\frac{1}{4}$ ); thence northerly along said west line of the Northeast Quarter of the Northwest Quarter (NE  $\frac{1}{4}$  of NW $\frac{1}{4}$ ) to said center of Homer Township Road No. 9; thence northeasterly along the center of said township road to the point of beginning.

Said exception being subject to the right-of-way of said township road.

## ALSO EXCEPT,

That part of the Southeast Quarter of the Southwest Quarter of Section 26, and that part of the Northeast Quarter of the Northwest Quarter of Section 35, all in Township 106 North, Range 6 West of the Fifth Principal Meridian, Winona County, Minnesota, described as follows:

Commencing at the southeast corner of said Southeast Quarter of the Southwest Quarter of Section 26; thence on an assumed bearing of West along the south line of said Southeast Quarter of the Southwest Quarter 1274.74 feet to a one-half inch iron pipe monument in the center of Homer

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Township Road No. 9 for the point of beginning of the land to be described; thence North 33 degrees 53 minutes 08 seconds East along the center of said Township Road, 226.47 feet to a one-half inch iron pipe monument; thence North 45 degrees 25 minutes 28 seconds East along the center of said Township Road, 290.55 feet to a one-half inch iron pipe monument; thence North 36 degrees 05 minutes 22 seconds East along the center of said Township Road, 196.05 feet to a one-half inch iron pipe monument; thence North 31 degrees 24 minutes 53 seconds East along the center of said Township Road 210.37 feet to a one-half inch iron pipe monument; thence North 49 degrees 52 minutes 27 seconds West, 247.69 feet to a one-half inch iron pipe monument; thence continue along a line bearing North 49 degrees 52 minutes 27 seconds West to its intersection with the west line of said South- east Quarter of the Southwest Quarter; thence southerly along said west line of the Southeast Quarter of the Southwest Quarter to the southwest corner of said Southeast Quarter of the Southwest Quarter of Section 26; thence southerly along the west line of said Northeast Quarter of the Northwest Quarter of Section 35 to said center of Township Road No. 9; thence northeasterly along said center of Township Road No. 9 to the place of beginning.

## **Pickwick Creek AMA, Winona County, 0.57 Acres, Acq: 161086**

A strip of land lying in:

That part of the Northeast Quarter of the Southwest Quarter and that part of the Southeast Quarter of the Southwest Quarter, all in Section 26, Township 106 North, Range 6 West, Winona County, Minnesota, lying southeasterly of the Township Road (A.K.A. Stone Roller Road), westerly of County State Aid Highway No. 7, and northeasterly of the following described line: Commencing at the southeast corner of said Southeast Quarter of the Southwest Quarter; thence on an assumed bearing of North 00°31'31" West, along the east line of said Southeast Quarter of the Southwest Quarter, 1022.45 feet; thence North 78°22'34" West, 73.36 feet to the westerly right of way line of County State Aid Highway No. 7 per Winona County Right of Way Plat No. 4007 and to the point of beginning of the line to be described; thence continuing North 78°22'34" West, 356.56 feet to the centerline of said Township Road and there terminating.

Said strip being 132 feet in width and lying 66 feet on each side of the centerline of Pickwick Creek.

## **Rush Creek AMA, Winona County, 8.79 Acres, Acq: 160793**

A strip of land lying in:

The Northwest Quarter of Section 1, Township 105 North, Range 9 West, Winona County, Minnesota, LESS AND EXCEPT:

That part of the Northwest Quarter (NW $\frac{1}{4}$ ) of Section 1, Township 105 North, Range 9 West, lying southerly of Trunk Highway No. 90 as now located and established; which lies northerly of the following described line:

From a point on the west line of said Section 1, distant 238.58 feet south of the north- west corner thereof run southeasterly at an angle of 58° 41'13" with said west section line for 320.16 feet to a point on the south right of way line of Trunk Highway No. 90 as now located and established, being the point of beginning of the line to be described; thence continue southeasterly on the last above described course for 1304.91 feet; thence deflect to the right at an angle 59° 18'03" for 717.05 feet; thence deflect to the left at an angle of 90° 00' for 1200 feet; thence deflect to the left at an angle of 90 00' for 1066.99 feet; thence deflect to the right at an angle of 20°29'30" for 575.00 feet; thence deflect to the right at an angle of 53° 16'06" for 792.87 feet; thence deflect to the right at an angle of 16° 32'45" for 1700 feet to a point on the east line of Section

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36, Township 106 North, Range 9 West, distant 33 feet north of the southeast corner thereof and there terminating.

Said strip being 132 feet in width and lying 66 feet on each side of the centerline of Rush Creek.

TOGETHER with a non-vehicular easement for ingress and egress over and across part of the Northwest Quarter of the Northwest Quarter of Section 1, Township 105 North, Range 9 West, Winona County, Minnesota; said easement being a strip of land 10.00 feet in width, lying 5.00 feet on each side of the following described centerline: Commencing at a point on the west line of the Northwest Quarter of the Northwest Quarter of said Section 1, distant 238.58 feet south of the northwest corner of said Northwest Quarter of the Northwest Quarter; thence run southeasterly at an angle of  $58^{\circ} 41'13''$  with said west line of the Northwest Quarter of the Northwest Quarter for 365.00 feet to the point of beginning of the centerline to be herein described; thence deflect to the right at an angle of  $84^{\circ} 31'42''$  for 310.00 feet and said centerline there terminating.

## **Straight River AMA, Becker County, 78.89 Acres, Acq: 160985**

Government Lots 1 and 2, Section 1, Township 139 North, Range 36 West, Becker County, Minnesota.

## **Ten Mile Lake AMA, Tract 6, Cass County, 2.72 Acres, Acq: 160886**

### **TRACT A**

That part of Government Lot 3, Section 17, and that part of Government Lot 4, Section 16, all in Township 140 North, Range 31 West, Cass County, Minnesota, described as follows: Commencing at the Northeast corner of said Government Lot 4; thence South 1 degree 32 minutes 19 seconds West, assumed bearing along the east line of said Government Lot 4 a distance of 693.33 feet; thence South 47 degrees 18 minutes 30 seconds West 416.81 feet; thence westerly 1259.91 feet along a tangential curve concave to the north, having a radius of 954.93 feet and a central angle of 75 degrees 35 minutes 40 seconds; thence North 20 degrees 48 minutes 00 seconds East, not tangent to said curve 327.54 feet; thence northerly 183.85 feet along a tangential curve concave to the West, having a radius of 192.00 feet and a central angle of 54 degrees 51 minutes 45 seconds; thence North 34 degrees 03 minutes 45 seconds West tangent to said last described curve 225.84 feet to the point of beginning of the tract to be herein described; thence continue North 34 degrees 03 minutes 45 seconds West 309.72 feet to the south line of the North 150.00 feet of said Government Lot 3; thence on a bearing of East along said south line and the south line of the North 150.00 feet of said Government Lot 4 a distance of 465 feet, more or less, to the shoreline of Ten Mile Lake; thence southerly along said shoreline to the intersection with a line bearing North 65 degrees 57 minutes 57 seconds East from the point of beginning; thence South 65 degrees 57 minutes 57 seconds West 329 feet more or less to the point of beginning.

### **TRACT C**

That part of Government Lot 3, Section 17, and that part of Government Lot 4, Section 16, all in Township 140 North, Range 31 West, Cass County, Minnesota, described as follows: Commencing at the Northeast corner of said Government Lot 4; thence South 1 degree 32 minutes 19 seconds West, assumed bearing along the east line of said Government Lot 4, a distance of 693.33 feet; thence South 47 degrees 18 minutes 30 seconds West 416.81 feet; thence westerly 1259.91 feet along a tangential curve concave to the north, having a radius of 954.93 feet and a central angle of 75 degrees 35 minutes 40 seconds; thence North 20 degrees 48 minutes 00 seconds East, not tangent to said curve 327.54 feet; thence northerly 43.63 feet along a tangential curve concave to the west, having radius of 192.00 feet and a central angle of 13 degrees 01 minutes 04 seconds; thence North 30 degrees 13 minutes 43 seconds East, not tangent to said last described curve 195.64 feet to the point of beginning of the tract to be herein described; thence South 30

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degrees 13 minutes 43 seconds West 195.64 feet; thence northerly along a nontangential curve concave to the West, having a radius of 192.00 feet, a central angle of 41 degrees 50 minutes 41 seconds and a chord which bears North 13 degrees 08 minutes 25 seconds West; thence North 34 degrees 03 minutes 45 seconds West, tangent to said last described curve 77.64 feet; thence North 60 degrees 30 minutes 16 seconds East 303 feet, more or less, to the shoreline of Ten Mile Lake; thence southeasterly along said shoreline to the intersection with a line bearing North 57 degrees 35 minutes 30 seconds East from the point of beginning; thence South 57 degrees 35 minutes 30 seconds West 203 feet, more or less, to the point of beginning.

## **Ten Mile Lake AMA, Tract 6A, Cass County, 2.72 Acres, Acq: 160887**

### Tract B

That part of Government Lot Three (3), Section Seventeen (17), and that part of Government Lot Four (4), Section Sixteen (16), all in Township One Hundred Forty (140) North, Range Thirty-one (31) West, Cass County, Minnesota, described as follows: Commencing at the Northeast corner of said Government Lot 4; thence South 1 degree 32 minutes 19 seconds West assumed bearing along the East line of said Government Lot 4 a distance of 693.33 feet; thence South 47 degrees 18 minutes 30 seconds West 416.81 feet; thence Westerly 1259.91 feet along a tangential curve concave to the North having a radius of 954.93 feet and a central angle of 75 degrees 35 minutes 40 seconds; thence North 20 degrees 48 minutes 00 seconds East not tangent to said curve 327.54 feet; thence Northerly 183.85 feet along a tangential curve concave to the West having a radius of 192.00 feet and a central angle of 54 degrees 51 minutes 45 seconds; thence North 34 degrees 03 minutes 45 seconds West tangent to said last described curve 77.64 feet to the point of beginning of the tract to be herein described; thence continue North 34 degrees 03 minutes 45 seconds West 148.20 feet; thence North 65 degrees 57 minutes 57 seconds East 329 feet more or less to the shoreline of Ten Mile Lake, thence Southeasterly along said shoreline to the intersection with a line bearing North 60 degrees 30 minutes 16 seconds East from the point of beginning; thence South 60 degrees 30 minutes 16 seconds West 303 feet more or less to the point of beginning,

together with all hereditaments and appurtenances belonging thereto.

## **White Earth AMA, Becker County, 58 Acres, Acq: 160994**

Lot Four (4) and the Southwest Quarter of the Southeast Quarter (SW $\frac{1}{4}$ , SE $\frac{1}{4}$ ) of Section Ten (10) in Township One Hundred Forty-two (142) North, Range Forty (40) West of the Fifth Principal Meridian, Becker County, Minnesota, LESS and EXCEPT:

That part of Government Lot 4 and that part of the Southwest Quarter of the Southeast Quarter in Section 10, Township 142 North, Range 40 West of the Fifth Principal Meridian in Becker County, Minnesota, described as follows:

Beginning at a found iron monument which designates the southeast corner of said Southwest Quarter of the Southeast Quarter; thence North 00 degrees 23 minutes 33 seconds East 346.32 feet on an assumed bearing along the east line of said Southwest Quarter of the Southeast Quarter to an iron monument; thence North 89 degrees 52 minutes 34 seconds West 2960.14 feet to an iron monument; thence continuing North 89 degrees 52 minutes 34 seconds West 9 feet, more or less, to the water's edge of White Earth Lake; thence southwesterly along the water's edge of said White Earth Lake to the south line of said Section 10; thence South 89 degrees 52 minutes 34 seconds East 33 feet, more or less, along the south line of said Section 10 to an iron monument; thence continuing South 89 degrees 52 minutes 34 seconds East 1772.56 feet along the south line of said Section 10 to a found iron monument at the south quarter corner of said Section 10; thence continuing South 89 degrees 52 minutes 34 seconds East 1309 .55 feet along the south line of said Section 10 to a found iron monument; thence continuing South 89 degrees 52 minutes 34 seconds East 7.90 feet along the south line of said Section 10 to the point of beginning,

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## White Earth AMA, Becker County, 324.47 Acres, Acq: 160814

Lot Seven (7) of Section Eight (8), Township One Hundred Forty-two (142) North, Range Forty (40) West of the Fifth Principal Meridian, Becker County, Minnesota.

AND

Lot Three (3) and Four (4) of Section Eight (8), Township One Hundred Forty-two (142) North, Range Forty (40) West of the Fifth Principal Meridian, Becker County, Minnesota.

AND

Government Lot Six (6) and the Southwest Quarter of the Southeast Quarter (SW $\frac{1}{4}$ , SE $\frac{1}{4}$ ) of Section Eight (8), Township One Hundred Forty-two (142) North, Range Forty (40) West of the Fifth Principal Meridian, Becker County, Minnesota.

AND

Lots Four (4) and Five (5) of Section Nine (9) in Township One Hundred Forty-two (142) North, Range Forty (40) West of the Fifth Principal Meridian, Becker County, Minnesota.

AND

Lots Three (3) and Six (6) of Section Nine (9), Township One Hundred Forty-two (142) North, Range Forty (40) West of the Fifth Principal Meridian, Becker County, Minnesota.

AND

Lot One (1) of Section Fifteen (15) in Township One Hundred Forty-two (142) North, Range Forty (40) West of the Fifth Principal Meridian, Becker County, Minnesota.

AND

Lot Three (3) and Lot Four (4) of Section Twenty-one (21) in Township One Hundred Forty-two (142) North, Range Forty (40) West of the Fifth Principal Meridian, Becker County, Minnesota.

AND

That part of Government Lot 4 and that part of the Southwest Quarter of the Southeast Quarter in Section 10, Township 142 North, Range 40 West of the Fifth Principal Meridian in Becker County, Minnesota, described as follows:

Beginning at a found iron monument which designates the southeast corner of said Southwest Quarter of the Southeast Quarter; thence North 00 degrees 23 minutes 33 seconds East 346.32 feet on an assumed bearing along the east line of said Southwest Quarter of the Southeast Quarter to an iron monument; thence North 89 degrees 52 minutes 34 seconds West 2960.14 feet to an iron monument; thence continuing North 89 degrees 52 minutes 34 seconds West 39 feet, more or less, to the water's edge of White Earth Lake; thence southwesterly along the water's edge of said White Earth Lake to the south line of said Section 10; thence South 89 degrees 52 minutes 34 seconds East 33 feet, more or less, along the south line of said Section 10 to an iron monument; thence continuing South 89 degrees 52 minutes 34 seconds East 1772.56 feet along the south line of said Section 10 to a found iron monument at the south quarter corner of said Section 10; thence continuing South 89 degrees 52 minutes 34 seconds East 1309.55 feet along the south line of said Section 10 to a found iron monument; thence continuing South 89 degrees 52 minutes 34 seconds East 7.90 feet along

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the south line of said Section 10 to the point of beginning.

## **Willow Creek AMA, Fillmore County, 12.5 acres, Acq: 161072**

A strip of land 132 feet in width lying 66 feet on each side of the centerline of Willow Creek located in the following described tracts.

### Parcel One (1)

A triangular strip of land being all that part of the Northeast Quarter of the Northeast Quarter of Section 12, Township 102 North, Range 11 West, lying Northwesterly of County State Aid Highway 15, as now constructed and described as follows: Beginning in the center of County State Aid Highway No. 15 on the West line of the Northeast Quarter of the Northeast Quarter of said Section 12, distant 397 feet North of the Southwest corner thereof; thence run Northeasterly along the centerline of said public road at an angle of 40 degrees 48 minutes with said West line for 891 feet to a point 230 feet South and 730 feet West of the Northeast Corner of Section 12; thence run Northwesterly to the Northwest Corner of the Northeast Quarter of the Northeast Quarter of Section 12; thence run Southerly along the West line of the Northeast Quarter of the Northeast Quarter of said Section 12 to the point of beginning and there terminating.

### Parcel Two (2)

The Northwest one-half of the Northwest Quarter of the Northeast Quarter, the Northeast Quarter of the Northwest Quarter, the Northeast Quarter of the Southeast Quarter, and the South half of the Northeast Quarter, all in Section 12, Township 102 North of Range 11 West. Also beginning at the Northwest corner of the Northeast Quarter of the Northeast Quarter of Section 12, Township 102 North, Range 11 West, South 80 rods to the center of said Northeast Quarter, West 80 rods to the Southwest corner of the Northwest Quarter of the Northeast Quarter, thence North on quarter line to center line of Willow Creek, thence Northeasterly following center line of the main channel of said creek to said Northwest corner of said Northeast Quarter of said Northeast Quarter to the place of beginning, containing 20 acres. Commencing at the Northwest corner of the Northwest Quarter of the Southeast Quarter Section 12, Township 102 North, Range 11 West, South 486 feet, South 52 1/2 degrees East 149 1/2 feet, North 34 1/2 degrees East 400 feet, North 23 degrees West 114 feet, North 4 degrees East 136 feet, West 400 feet to the place of beginning, containing 4 9/10 acres.

### EXCEPT THE FOLLOWING DESCRIBED PARCEL:

That part of the Northwest quarter of the Northeast quarter of Section 12-102-11, Fillmore County, Minnesota, described as follows: Commencing at the Northwest corner of said NW1/4 NE1/4; thence South 89°34'38" (assumed bearing) East along the North line of said NW1/4 NE1/4, 673.62 feet to the point of beginning of the tract of land to be herein described; thence continuing South 89°34'38" East along said North line, 389.98 feet; thence South 24°47'22" West, 217.24 feet; thence South 41°21'14" West, 70.31 feet; thence South 56°30'35" West, 40.56 feet; thence South 70°25'41" West, 109.51 feet; thence South 77°53'39" West, 197.66 feet; thence North 12°25'19" East, 361.87 feet to the point of beginning and containing 2.50 acres.

## **Zumbro River North Fork AMA, Tract 35, Wabasha County, 3.62 Acres, Acq: 160852**

A strip of land lying in the following three (3) tracts:

### Tract No. 1

A strip of land in the Village of Mazeppa lying directly east of Block No. 1, in Mill Company's Addition and between Cooper Street and the highwater mark, more particularly described as: Commencing at the NE corner of Cooper Street, running thence South along the east line of Cooper Street to the North line of West Maple Street, thence east to the high water mark, thence NE'ly along said high water mark to the point where the South line of Chestnut Street in the Village of Mazeppa continued westward would strike the west bank of the Mill Pond or said high water mark, thence West to the place of beginning.

### Tract No. 2

Commencing at a point on the west side of the Mill pond where the south line of Chestnut Street in the Village of Mazeppa, continued westward would strike the bank of the pond, running thence West to the

# Commissioner's Orders

West line of Section 6, Township 109 North, Range 14 West, thence north 11 and 4/7<sup>th</sup> rods, thence east to the bank of the pond, containing 2 1/2 acres.

Including all right, title and interest in and to that portion of dry lake bed lying immediately east of and between the premises described in that certain warranty deed dated May 26, 1988 (i.e. Tracts No. 1 and No. 2), by and between the parties hereto, and the west bank of the Zumbro River, containing 8 acres, more or less.

## Tract No. 3

Commencing at a point 11 and 4/7<sup>th</sup> rods north of a point on the west side of the Mill pond where the south line of Chestnut Street in the Village of Mazeppa, continued westward would strike the west side of the Mill pond as it was before the dam went out, running thence west to the west line of Section 6, Township 109 North, Range 14 West, thence north on Section line to a point 80 rods south of the NW corner of said Section 6, thence East to the west bank of said Mill pond as it was before the dam went out, thence in a southerly direction along the bank of said Mill pond to the place of beginning, excepting therefrom however all flowage right heretofore conveyed. (It being intended to describe and convey by this deed all real estate now owned by first parties on the west side of the Mill pond in Outlots No. 13, 14, 15, and 16). The Mill pond referred to in this description being a part of the Zumbro River and known as the Mazeppa Mill Pond.

Said strip of land being 132 feet in width and lying on the West side of the centerline of the Zumbro River.

TOGETHER with an easement for ingress and egress over and across the south 20.00 feet of aforementioned Tract 1 above, as illustrated on the attached exhibit map.

## **Zumbro River North Fork AMA, Tract 38, Wabasha County, 8.61 Acres, Acq: 160849**

A strip of land lying in:

The North 20 rods of Outlots 15 and 16 West of the Zumbro River; West of the River of Outlots 17, 18, and 19; all in the Village of Mazeppa, County of Wabasha, State of Minnesota;

AND

All that part of the West Half (W 1/2) of the Southwest Quarter (SW 1/4) of Section 31, Township 110 North, Range 14 West, which lies South and West of the North Branch of the Zumbro River.

Said strip of land being 132 feet in width and lying on the West side of the centerline of the Zumbro River.

**WHEREAS**, the above-described lands contain lakes, rivers, streams, or adjacent wetlands and lands that are critical for fish and other aquatic life, for water quality, and for their intrinsic biological value, public fishing, or other compatible outdoor recreational uses;

**WHEREAS**, designating the above-described lands as Aquatic Management Areas would meet one or more of the following criteria: (1) provides angler or management access; (2) protects fish spawning, rearing, or other unique habitat; (3) protects aquatic wildlife feeding and nesting areas; (4) protects critical shoreline habitat; or (5) provides a site for research on natural history; and

## **ORDER**

**NOW, THEREFORE, IT IS HEREBY ORDERED**, pursuant to authority vested in me by law, including *Minnesota Statutes*, section 86A.05, subdivision 14, and *Minnesota Statutes*, section 86A.07, subdivision 3, that the above-described lands under the jurisdiction of the Minnesota Department of Natural Resources are designated as Aquatic Management Areas.

# Commissioner's Orders

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This order takes effect upon publication in the State Register.

Date: October 26, 2022

*Sarah Strommen, Commissioner*

*For additional information or to receive this document in an alternative format please contact:*

*Rick Walsh  
Department of Natural Resources  
Division of Fish and Wildlife  
500 Lafayette Rd, St. Paul, MN 55155 Phone: (651) 259-5232  
Email: rick.walsh@state.mn.us*

## Minnesota Department of Transportation

### Revisions to the 2011 Minnesota Uniform Traffic Control Devices Manual – Order No. 99911

This is the tenth order revising the 2011 Minnesota Manual on Uniform Traffic Control Devices (2011 MN MUTCD).

By Order number 92452 dated December 15, 2011 and published in the State Register of December 26, 2011, the Commissioner of Transportation (Commissioner) has adopted the 2011 MN MUTCD establishing a uniform system of traffic control devices for streets and highways of the State of Minnesota as required by Minnesota Statutes, Section 169.06, Subdivision 1 (2011). The 2011 MN MUTCD correlates with and so far as possible conforms to the current system as approved by the American Association of State Highway Officials and the national Manual on Uniform Traffic Control Devices (National MUTCD). (Minn. Stat. § 169.06, subd. 1 (2011); Federal Highway Administration, 23 C.F.R. § 655.603 (2011).)

The Commissioner adopted revisions and changes to the 2011 MN MUTCD by Order numbers:

1. 93167 dated July 12, 2012 published in the State Register of July 23, 2012;
2. 93799 dated July 8, 2013 published in the State Register of August 5, 2013;
3. 94040 dated December 11, 2013 published in the State Register of December 16, 2013;
4. 94687 dated February 10, 2015 published in the State Register of February 17, 2015,  
94687 revised April 1, 2015 published in the State Register of April 13, 2015;
5. 97233 dated January 30, 2018 published in the State Register of February, 12, 2018;
6. 97267 dated February 21, 2018 published in the State Register of March 12, 2018;
7. 98253 dated December 4, 2019 published in the State Register of December 9, 2019;
8. 98764 dated September 8, 2020 published in the State Register of September 3, 2020;
9. 99562 dated February 16, 2022 published in the State Register of February 14, 2022

A multi-agency committee has reviewed the changes in the 2009 National MUTCD and recommended further revisions and additions.

Pursuant to Minnesota Statutes, Section 169.06, subd. 1 (2011), and 169.215, subd. 2 (2011), the Commissioner hereby adopts the revisions listed below:

Record of Revisions or Additions to the MN MUTCD

# Commissioner's Orders

<u>Revision Number</u>	<u>Date Issued</u>	<u>Pages Revised or Added</u>
10	12-19-22	iv, viii, 1A.i, 1A-13, 3A-i, 3A-1, 3A-2, 6A-iv, 6G-14, 7A-i, 7E-1, pages 7E-i through 7E-21 (deleted)

This Order revises Commissioner's Order number 92452, dated December 15, 2011 as revised by Commissioner's Orders numbers 93167 dated July 12, 2012, 93799 dated July 8, 2013, 94040 dated December 11, 2013, 94687 dated February 10, 2015, 94687 revised dated April 1, 2015, 97233 dated January 30, 2018, 97267 dated February 21, 2018, 98253 dated December 4, 2019, 98764 dated September 8, 2020 and 99562 dated February 16, 2022.

Signed this 19th day of December 2022.

Nancy Daubenberger  
Commissioner of Transportation

## Official Notices

Pursuant to *Minnesota Statutes §§ 14.101*, an agency must first solicit comments from the public on the subject matter of a possible rulemaking proposal under active consideration within the agency by publishing a notice in the *State Register* at least 60 days before publication of a notice to adopt or a notice of hearing, and within 60 days of the effective date of any new statutory grant of required rulemaking.

The *State Register* also publishes other official notices of state agencies and non-state agencies, including notices of meetings and matters of public interest.

## Minnesota Department of Education

### Division of Academic Standards and Instructional Effectiveness

### REQUEST FOR COMMENTS for Possible Amendment to Rules Governing K-12

### Academic Standards in Mathematics, Minnesota Rules 3501.0700-0745; Possible Repeal of Rules 3501.0700-0745; Revisor's ID Number 4784

**Subject of Rules.** The Minnesota Department of Education requests comments on its proposed amendment to rules governing the K-12 academic standards in mathematics. Minnesota has K-12 academic standards in several legislative required content areas, including mathematics. Academic standards and the supporting benchmarks are important because they help define the student learning requirements for graduation; they identify the knowledge and skills that all students must achieve by the end of a grade level; and they serve as a guide for local curriculum adoption, development and improvement. Student mastery of the academic standards is generally measured through state and local assessments. New statewide assessments will be developed by the department and its testing vendor to align with the proposed mathematics standards.

Minnesota's current K-12 academic standards in mathematics were adopted in 2007 and went into effect for grades K-8 in 2010-11 and high school in the 2013-2014 school years. Legislation passed in 2016 modified the state review and revision schedule for academic standards, requiring a review of the academic standards and related benchmarks in mathematics beginning in the 2020-2021 school year and every ten years thereafter.

The Department is considering rule amendments that change the existing K-12 academic standards in mathematics to reflect national research. The standards review committee has proposed rule language that fits the needs of Minnesota's students and supports the goals of career and college readiness in mathematics. If adopted, the proposed Minnesota

# Official Notices

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K-12 Academic Standards in mathematics will ultimately replace the state's current standards, which were reviewed and revised in 2007 and implemented state-wide in the 2010-2011 school year for grades K-8 and the 2013-2014 school year for high school.

The new mathematics standards will be the first mathematics standards to use anchor standards. Anchor standards are a summary description of student learning that reflects all learning, spanning from kindergarten to graduation. This differs from the 2007 standards, which had grade-specific standards. Minnesota began using anchor standards in 2010 with the revision of English language arts standards and has since used anchor standards for all Minnesota K-12 Academic Standards: physical education, arts, science, social studies and English language arts. The purpose of anchor standards is to provide a cohesive umbrella for learning across the grade levels to highlight learning progressions of the grade level benchmarks. The K-12 benchmarks supplement the standards with the "specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band" Minn. Stat. 120B.018 (2021).

Since 2007, new research in mathematics education has emerged. The proposed standards are based on extensive national research, expert reviews, committee experience and discussion and stakeholder feedback. The proposed 2022 mathematics standards represent a significant revision of the 2007 standards.

The proposed mathematics standards will ensure Minnesota's mathematics standards require the rigor and understanding necessary to support capable students and citizens.

**Persons Affected.** The amendment to the rules would likely affect all content area teachers and curriculum specialists, particularly those in the mathematics area, students, and parents.

**Statutory Authority.** *Minnesota Statutes*, section 120B.02, subd. 1 and 120B.021, subd. 1(a)(2), 3 and, 4(b) authorizes the Department to adopt rules for statewide K-12 academic standards in mathematics.

**Public Comment.** Interested persons or groups may submit comments or information on these possible rules in writing until **4:30 p.m. on Monday, February 27, 2023**. Submit written comments to the Office of Administrative Hearings (OAH) Rulemaking e-Comments website at <https://minnesotaoah.granicusideas.com>. Any questions about submitting comments using the eComments website should be directed to Denise Collins, OAH, at 651-361-7875 or [denise.collins@state.mn.us](mailto:denise.collins@state.mn.us).

If it is not possible to use the eComments website, comments may be submitted in person, via United States mail, or by facsimile addressed to Denise Collins, Office of Administrative Hearings Court Administrator, 600 North Robert Street, P.O. Box 64620, St. Paul, Minnesota 55164-0620 or at 651-539-0310 (fax).

All comments received are public and will be available for review at the Office of Administrative Hearings and on the OAH Rulemaking eComments website at <https://minnesotaoah.granicusideas.com>. After the close of the comment period on **Monday, February 27, 2023**, the comments will also be available for viewing at MDE's rulemaking website <https://education.mn.gov/MDE/about/rule/rule/>.

The Department will not publish a notice of intent to adopt the rules until more than 60 days have elapsed from the date of this request for comments. The Department has formed a mathematics Standards Review Committee selected from a group of qualified applicants. This Committee assists in drafting the possible K-12 academic standards in mathematics. More information about the work for the Committee and the guiding assumptions the Committee used in drafting the possible rules are available on the Department's academic standards webpage.

**Rules Drafts.** The Department has drafted the possible rules amendment, and is available for review at <https://education.mn.gov/MDE/about/rule/rule/>.

**Agency Contact Person.** Questions, requests to receive a draft of the rules, and requests for more information on these possible rules should be directed to:

# Official Notices

Eric Taubel  
Minnesota Department of Education  
400 Stinson BLVD NE  
Minneapolis, MN 55413  
[eric.s.taubel@state.mn.us](mailto:eric.s.taubel@state.mn.us)  
651-582-8830

**Alternative Format.** Upon request, this information can be made available in an alternative format, such as large print, braille, or audio. To make such a request, please contact the agency contact person at the address or telephone number listed above.

**Public Data.** Comments submitted during formal rulemaking proceedings are public government data. This means that any member of the public can request to see the information. It is a violation of the Minnesota Government Data Practices Act to share private data about a third party without their permission. Please only submit comments that include personal information about yourself or your minor child(ren) that you are comfortable being classified as public data.

**Formal Rulemaking Record:** Comments received in response to this notice will not necessarily be included in the formal rulemaking record submitted to the administrative law judge if and when a proceeding to adopt rules is started. The agency is required to submit to the judge only those written comments received in response to the rules after they are proposed. If you submitted comments during the development of the rules and you want to ensure that the administrative law judge reviews the comments, you should resubmit the comments after the rules are formally proposed.

Dated: December 20, 2022

Dr. Heather Mueller, Commissioner  
Department of Education

## Department of Human Services (DHS) Health Care Administration Public Notice Regarding Changes to Payment Rates and Methodologies, and Services under the Medical Assistance Program

This notice is published pursuant to *Code of Federal Regulations*, title 42, part 447, section 205 (42 CFR § 447.205), which requires publication of a notice when there is any significant proposed change in the methods and standards for setting payment rates for Medicaid services.

22-39 Adult Crisis Rates updates the rates for Adult Foster Care providers who provide Resident Crisis Stabilization. This amendment is effective January 1, 2023. There is an estimated federal fiscal impact of \$17,000 in federal fiscal year 2023 and 2024.

The amendment is posted [here](#). For more information, please contact Alley Zoellner at (651) 226-7242 or e-mail: [Alexandra.Zoellner@state.mn.us](mailto:Alexandra.Zoellner@state.mn.us).

## Minnesota Department of Labor and Industry Division of Workers' Compensation REQUEST FOR COMMENTS for Possible Rules Governing Treatment of Traumatic Brain Injuries, *Minnesota Rules*, Part 5221.6800; Revisor's ID Number R-04777

**Subject of Rules.** The Minnesota Department of Labor and Industry (DLI) requests comments on its possible adoption of a new part of Minnesota Rules, chapter 5221, for rules governing workers' compensation treatment for traumatic brain injuries (TBIs). The rules may include requirements regarding diagnosis and initial evaluation for TBIs, potential treatment plans based on severity of the injury, and cross-references to current treatment standards in chapter

# Official Notices

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5221 regarding items such as prior notification.

If additional issues arise, DLI may also propose changes to other treatment rules in chapter 5221 to clarify the scope and application of the TBI rules.

**Persons Affected.** The possible rules would likely affect injured workers, health care providers who treat injured workers, employers, and workers' compensation insurers.

**Statutory Authority.** *Minnesota Statutes* section 176.83, subd. 5 (b) authorizes DLI to adopt by rule, in consultation with the Medical Services Review Board (MSRB), standards for health care provider treatment for injured workers. The rules must be used to determine whether a provider is performing procedures or providing services at a level or with a frequency that is excessive, unnecessary, or inappropriate under *Minnesota Statutes* section 176.135 based upon accepted medical standards for quality health care.

**Public Comment.** Interested persons or groups may submit comments or information on these possible rules in writing until further notice is published in the *State Register* that DLI intends to adopt or to withdraw the rules. DLI will not publish a notice of intent to adopt the rules until more than 60 days have elapsed from the date of this request for comments.

**Rules Drafts.** The Department has not yet drafted the possible rules, but when a draft becomes available it will be posted on the Department's workers' compensation rule docket web page at [www.dli.mn.gov/about-department/rulemaking/workers-compensation-rulemaking](http://www.dli.mn.gov/about-department/rulemaking/workers-compensation-rulemaking).

**Agency Contact Person.** Written or oral comments, questions, requests to receive a draft of the rules when it has been prepared, and requests for more information on these possible rules should be directed to Ethan Landy, Office of General Counsel, 443 Lafayette Road North, St. Paul, MN 55155; phone: 651-284-5006 or e-mail at [dli.rules@state.mn.us](mailto:dli.rules@state.mn.us).

**Alternative Format.** Upon request, this information can be made available in an alternative format such as large print, braille, or audio. To make such a request, please contact the agency contact person at the address or telephone number listed above.

**NOTE:** Comments received in response to this notice will not necessarily be included in the formal rulemaking record submitted to the administrative law judge if and when a proceeding to adopt rules is started. The agency is required to submit to the judge only those written comments received in response to the rules after they are proposed. If you submit comments during the development of the rules and you want to ensure that the Administrative Law Judge reviews the comments, you should resubmit the comments after the rules are formally proposed.

December 15, 2022

Nicole Blissenbach, Temporary Commissioner  
Department of Labor and Industry

# State Grants & Loans

In addition to requests by state agencies for technical/professional services (published in the State Contracts Section), the *State Register* also publishes notices about grants and loans available through any agency or branch of state government. Although some grant and loan programs specifically require printing in a statewide publication such as the State Register, there is no requirement for publication in the *State Register* itself. Agencies are encouraged to publish grant and loan notices, and to provide financial estimates as well as sufficient time for interested parties to respond.

SEE ALSO: Office of Grants Management (OGM) at: <http://www.grants.state.mn.us/public/>

## Department of Employment and Economic Development (DEED) Notice of Grant Opportunity

NOTICE IS HEREBY GIVEN that the Minnesota Department of Employment and Economic Development (DEED) places notice of any available grant opportunities online at <https://mn.gov/deed/about/contracts/open-rfp.jsp>

## Department of Human Services (DHS)

### Behavioral Health Division

#### Notice of Request for Proposals for a Licensed Community Mental Health Center Specializing in Culturally Specific Mental Health and Substance Use Disorder Services for African American Children and Families Ages Birth to Death

The Minnesota Department of Human Services (DHS or State) is requesting proposals from qualified African American mental health service providers that are a licensed community mental health center specializing in culturally specific mental health and substance use disorder services for African American children and families ages birth to death. The mental health center must offer culturally specific, comprehensive, trauma-informed, practice- and evidence-based, person- and family-centered mental health and substance use disorder services; supervision and training; and care coordination to all ages, regardless of ability to pay or place of residence.

DHS is seeking proposals for the grant period March 1, 2023 through June 30, 2025

For more information contact:

Nelly Torori  
Department of Human Services  
Behavioral Health Division  
P.O. Box 64981, St. Paul, MN 55164-0981  
444 Lafayette Road North, St. Paul, MN 55155  
Phone: (651) 431-2337  
[Nelly.torori@state.mn.us](mailto:Nelly.torori@state.mn.us)

This is the only person designated to answer questions by potential responders regarding this request.

To obtain this information in a different format, please email [Emily.Waymire@state.mn.us](mailto:Emily.Waymire@state.mn.us).

Proposals submitted in response to this Request for Proposals (RFP) must be received at the email listed in the RFP no later than **4:00 p.m., Central Time, on Tuesday, January 24, 2023. Late proposals will not be considered.** Proposals received via other methods will not be considered.

The RFP can be viewed by visiting the Minnesota Department of Human Services Grants, Requests for Proposals (RFP) and Requests for Information (RFI) web site: <https://mn.gov/dhs/partners-and-providers/grants-rfps/open-rfps/>.

# State Grants & Loans

This request does not obligate the State to complete the work contemplated in this notice. The State reserves the right to cancel this solicitation. All expenses incurred in responding to this notice are solely the responsibility of the responder.

## Minnesota Department of Transportation (MnDOT)

### Office of Civil Rights

#### Request for Proposal: SFY 2023 Certified Small Business Micro Grant Program

MnDOT requests responses from Minnesota-based Certified Small Businesses to financially assist them with their eligible expenses that increases their business capacity and/or industry knowledge to assist in their pursuit of MnDOT projects/contracts.

Responses must be received no later than 02:00 p.m. Central Standard Time on April 28, 2023 or until funding is exhausted. Late responses will not be considered.

To view the RFP go to: [mndot.gov/civilrights/requests-for-proposals.html](http://mndot.gov/civilrights/requests-for-proposals.html).

For more information, visit: [mndot.gov/civilrights/micro-grant.html](http://mndot.gov/civilrights/micro-grant.html).

## State Contracts

**Informal Solicitations:** Informal solicitations for professional/technical (consultant) contracts valued at over \$5,000 through \$50,000, may either be published in the *State Register* or posted on the Department of Administration, Materials Management Division's (MMD) Web site. Interested vendors are encouraged to monitor the P/T Contract Section of the MMD Website at [www.mmd.admin.state.mn.us](http://www.mmd.admin.state.mn.us) for informal solicitation announcements.

**Formal Solicitations:** Department of Administration procedures require that formal solicitations (announcements for contracts with an estimated value over \$50,000) for professional/technical contracts must be published in the *State Register*. Certain quasi-state agency and Minnesota State College and University institutions are exempt from these requirements.

**Requirements:** There are no statutes or rules requiring contracts to be advertised for any specific length of time, but the Materials Management Division strongly recommends meeting the following requirements: \$0 - \$5000 does not need to be advertised. Contact the Materials Management Division: (651) 296-2600 \$5,000 - \$25,000 should be advertised in the *State Register* for a period of at least seven calendar days; \$25,000 - \$50,000 should be advertised in the *State Register* for a period of at least 14 calendar days; and anything above \$50,000 should be advertised in the *State Register* for a minimum of at least 21 calendar days.

## Department of Administration

### Governor's Council on Developmental Disabilities

#### REQUEST FOR PROPOSALS (RFP) for "TREAT PEOPLE LIKE PEOPLE," a Public Awareness Campaign for the Prevention of Abuse and Neglect of People with Disabilities

##### DETAILS:

The selected Contractor will complete the following key tasks:

- Conduct listening and discussion sessions to expand the campaign to engage diverse racial, ethnic and cultural communities currently receiving Home and Community Based Waiver Services. This process will include people with

disabilities, families, waiver providers, and DHS lead agencies in both rural and metro Minnesota.

- Develop a strategic plan encompassing perception and issue awareness identification, key messaging, and outreach methodology for each target group identified.
- Develop and implement the campaign content, including video products, social media graphics, online and offline advertising, posters, buttons, and brochures. Impactful visuals and messaging will cohesively reach all audiences statewide.

Work is anticipated to start after February 1, 2023.

**COPY REQUEST:** A copy of the full RFP is posted on the GCDD website: <https://mn.gov/mnddc/council/rfp-grants.html>.

You may also request a copy of the Request for Proposals, by sending a written request by email to:

Paul Nevin  
Minnesota Governor's Council on Developmental Disabilities  
[paul.nevin@state.mn.us](mailto:paul.nevin@state.mn.us)

**PROPOSAL DEADLINE:** Proposals in response to the Request for Proposals in this advertisement must be received via email at the address above not later than **5:00 p.m., Central Time, January 17, 2023**.

Late proposals will not be considered.

## Department of Administration

### Real Estate and Construction Services

#### Notice of Availability of Request for Qualifications (RFQ) for Construction Manager at Risk for Restore Governor's Residence

NOTICE IS HEREBY GIVEN that the State of Minnesota Department of Administration, represented by Real Estate and Construction Services Division (RECS), is seeking Construction Manager at Risk services for Restore Governor's Residence, St. Paul, MN.

A full Request for Qualifications is available on the Department of Administration's website at <http://www.mmd.admin.state.mn.us/solicitations.htm> click "Virtual Plan Room – Construction Contracts". Project Name "RECS RFQ CMR Restore Governor's Residence", QUESTCDN Project Number: 8352270, RECS Project Number: 02GR0017. To be considered for selection and a contract, responses must be submitted by the date and time indicated in the RFQ.

A Mandatory Pre-Qualifications Submittal/Proposal Meeting is tentatively scheduled for Wednesday, January 4, 2023 at 10:00 a.m. CDT. Firms must Pre-Register for the Mandatory Pre-Qualifications Submittal/Proposal Meeting by 3:30 p.m. CDT, Thursday, December 29, 2022. Project questions will be taken by Talia Landucci Owen at [talia.landucci-owen@state.mn.us](mailto:talia.landucci-owen@state.mn.us). Questions regarding this RFQ must be received by Friday, January 6, 2023 at 4:00 p.m. CDT.

Responses must be received by the Real Estate and Construction Services, Department of Administration, Talia Landucci Owen, no later than Wednesday, January 18, 2023 by 12:00 noon CDT. Late responses will not be accepted.

The Department of Administration, Real Estate and Construction Services Division is not obligated to complete the proposed project and reserves the right to cancel the solicitation if it is considered to be in its best interest. All expenses incurred in responding to this notice are solely the responsibility of the responder.

# State Contracts

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## Minnesota State Colleges and Universities (Minnesota State) Notice of Bid and Contracting Opportunities

Minnesota State is now placing additional public notices for contract opportunities, goods/commodities and related services on its Vendor and Supplier Opportunities website (<https://www.minnstate.edu/vendors/index.html>). New public notices may be added to the website on a daily basis and be available for the time period as indicated within the public notice.

If you have any questions regarding this notice or are having problems viewing the information on the Vendor and Supplier Opportunities website, please email the Minnesota State Procurement Unit at [Sourcing@MinnState.edu](mailto:Sourcing@MinnState.edu).

## Department of Employment and Economic Development (DEED) Notice of Request for Proposals (RFP) for the Small Business Loan Participation Program – State Small Business Credit Initiative (SSBCI 2.0)

**NOTICE IS HEREBY GIVEN** that the Minnesota Department of Employment and Economic Development (DEED) is soliciting proposals for the purpose of seeking qualified non-depository CDFIs and other nonprofit lenders to maximize private lending capital and lower the risk of funding to businesses that may have been adversely impacted by COVID-19. The Request for Proposals (RFP) is available at: <https://mn.gov/deed/about/contracts/>. The State anticipates issuing multiple contracts for this work.

All requirements and information, as well as proposal delivery instructions are contained in the RFP. Inquiries regarding the RFP may be directed by email to Lori Hanson, Solicitation Administrator, at [lori.hanson@state.mn.us](mailto:lori.hanson@state.mn.us). Deadline for inquiries is December 14, 2022 at 4:30 p.m. Other department personnel are NOT allowed to discuss the Request for Proposal with anyone, including responders, before the proposal submission deadline.

Proposals must be emailed to: Lori Hanson, Solicitation Administrator, Minnesota Department of Employment and Economic Development at [lori.hanson@state.mn.us](mailto:lori.hanson@state.mn.us). Proposals must be received NO later than **January 6, 2023 at 4:30 p.m.**; late responses will not be considered.

The Department of Employment and Economic Development reserves the right to reject any or all proposals, to waive any irregularities or informalities, and to cancel the solicitation if it is considered to be its own best interest. This Request for Proposals does not obligate DEED to award a contract.

## Minnesota Historical Society (MNHS) Request for Bids for Gallery Interpretative Exhibits Fabrication at Historic Fort Snelling

The Minnesota Historical Society is soliciting bids from qualified contractors to work collaboratively with MNHS to detail, fabricate and install gallery exhibits at Historic Fort Snelling (Site) as part of a larger Revitalization project.

This is a prevailing wage project.

The Request for Bids front-end documents are available by contacting Mary Green Toussaint, Contract Manager, Minnesota Historical Society, by e-mail only: [mary.green-toussaint@mnhs.org](mailto:mary.green-toussaint@mnhs.org)

There will be a **MANDATORY** pre-bid meeting for all interested parties on **Thursday, January 12, 2023 from 1:00- 2:30 P.M. Local Time** at Historic Fort Snelling, 200 Tower Avenue, St. Paul 55111

All bids must be received in .pdf format only by Mary Green Toussaint, Contract and Purchasing Manager, at [mary.green-toussaint@mnhs.org](mailto:mary.green-toussaint@mnhs.org) no later than **2:00 P.M. Local Time Thursday February 2, 2023**. There will be no public bid opening.

## Minnesota Housing Finance Agency

### Notice of Request for Proposals for US Department of Housing and Urban Development (HUD) certified Real Estate Assessment Center (REAC) and National Standards for the Inspection of Real Estate (NSPIRE) Certified Inspector

**PROJECT NAME:** US Department of Housing and Urban Development (HUD) certified Real Estate Assessment Center (REAC) and National Standards for the Inspection of Real Estate (NSPIRE) Certified Inspector

**DETAILS:** Minnesota Housing Finance Agency is requesting proposals for the purpose of complying with HUD's REAC Mortgagee Inspection requirements by contracting with one or more HUD-certified REAC Inspector(s) to conduct physical inspections of certain Minnesota Housing multifamily housing developments, and report the results to HUD electronically, using HUD's REAC data capture and reporting protocols. No later October 1, 2023, Inspectors would need to be certified to conduct NSPIRE inspections.

Work is anticipated to start after February 15, 2023.

**COPY REQUEST:** To get a copy of the Request for Proposals, please send a written request, by email, to:

Cameron M. Oyen  
Housing Program/Policy Specialist  
*cameron.oyen@state.mn.us*

**PROPOSAL DEADLINE:** Proposals submitted in response to the Request for Proposals in this advertisement must be received by email no later than **Friday, January 20, 2023 at Noon CT. Late proposals will not be considered.** Faxed or mailed proposals will not be considered.

This request does not obligate Minnesota Housing Finance Agency to award a contract or complete the work contemplated in this notice. Minnesota Housing Finance Agency reserves the right to cancel this solicitation. All expenses incurred in responding to this notice are solely the responsibility of the responder.

## Minnesota Department of Transportation (MnDOT) Engineering Services Division Notices Regarding Professional/Technical (P/T) Contracting

**P/T Contracting Opportunities:** MnDOT is now placing additional public notices for P/T contract opportunities on the MnDOT's Consultant Services website. New public notices may be added to the website on a daily basis and be available for the time period as indicated within the public notice.

**Taxpayers' Transportation Accountability Act (TTAA) Notices:** MnDOT is posting notices as required by the TTAA on the MnDOT Consultant Services website.

**MnDOT's Prequalification Program:** MnDOT maintains a Pre-Qualification Program in order to streamline the process of contracting for highway related P/T services. Program information, application requirements, application forms and contact information can be found on MnDOT's Consultant Services website. Applications may be submitted at any time for this Program.

**MnDOT Consultant Services website:** [www.dot.state.mn.us/consult](http://www.dot.state.mn.us/consult)

If you have any questions regarding this notice, or are having problems viewing the information on the Consultant Services website, please call the Consultant Services Help Line at 651-366-4611, Monday – Friday, 9:00am – 4:00pm.

# State Contracts

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## Minnesota Zoo

### Request for Proposals for Final Design, Fabrication, and Installation of Treetop Trail Interpretive, Wayfinding, and Donor Recognition Elements

#### PROJECT NAME: Final Design, Fabrication, and Installation of Treetop Trail Interpretive, Wayfinding, and Donor Recognition Elements

**DETAILS:** The Minnesota Zoo requests proposals for a qualified custom design-build-installation contractor to create final designs, fabricate, and install Interpretive, Wayfinding, and Donor Recognition elements for the forthcoming Treetop Trail (<https://treetoptrail.mnzoo.org/>). The Zoo is in the final stretch of interpretive design development with Ten x Ten Landscape Architects. The selected contractor will work from an existing design package. The selected contractor will guide the Minnesota Zoo and Ten x Ten Interpretive Team in final material selections, determine installation attachments, issue shop drawings, fabricate all elements, and complete installation. Additionally, the selected contractor will need to design and fabricate modular sign clips or brackets to be used for temporary signage along the Treetop Trail. The selected contractor will need to consult with and coordinate their deliverable/installation schedule with that of the construction build team (PCL Construction), the architect (Snow Kreilich Architects), the structural engineer (Meyer Borgman Johnson Engineering), and other members of the design and construction team as applicable to ensure adherence and integration into the pre-existing construction schedule. Ten x Ten Landscape Architects will provide production-ready graphic design files for signage. The selected contractor will work closely with Zoo staff and various stakeholders to ensure all Interpretive, Wayfinding and Donor Recognition requirements are met. All elements must be attractive, durable, and capable of withstanding an unsheltered, outdoor environment for a period of at least five (5) years. All elements must be structurally sound; a few elements will require structural engineering services. It is essential that the Zoo's tradition of excellence is maintained and that Interpretive, Wayfinding, and Donor Recognition elements are comparable in quality to the rest of the Treetop Trail.

Work is anticipated to start after January 27, 2023.

**COPY REQUEST:** To receive a copy of the Request for Proposals, please send a written request by email to:

Nicole Mattson  
Interpretive Program Developer  
[nicole.mattson@state.mn.us](mailto:nicole.mattson@state.mn.us)

**PROPOSAL DEADLINE:** Proposals in response to the Request for Proposals in this advertisement must be received via mail or courier for hard copies and via thumb drive, email, or file transfer for electronic copy. All response materials must be received not later than **1:00 pm, Central Time, January 17, 2023. Late proposals will not be considered.** Faxed proposals will not be considered.

This request does not obligate the State of Minnesota to award a contract or complete the proposed program, and the State reserves the right to cancel this solicitation if it is considered in its best interest. All costs incurred in responding to this solicitation will be borne by the responder.

# Non-State Public Bids, Contracts & Grants

The State Register also serves as a central marketplace for contracts let out on bid by the public sector. The *State Register* meets state and federal guidelines for statewide circulation of public notices. Any tax-supported institution or government jurisdiction may advertise contracts and requests for proposals from the private sector. It is recommended that contracts and RFPs include the following: 1) name of contact person; 2) institution name, address, and telephone number; 3) brief description of commodity, project or tasks; 4) cost estimate; and 5) final submission date of completed contract proposal. Allow at least three weeks from publication date (four weeks from the date article is submitted for publication). Surveys show that subscribers are interested in hearing about contracts for estimates as low as \$1,000. Contact editor for further details.

Besides the following listing, readers are advised to check: <http://www.mmd.admin.state.mn.us/solicitations.htm> as well as the Office of Grants Management (OGM) at: <http://www.grants.state.mn.us/public/>.

## Metropolitan Airports Commission (MAC) Notice of Call for Bids (Federal) for 2023 STP LED Edge Lighting Upgrades

Airport Location:	Saint Paul Downtown Airport
Project Name:	2023 STP LED Edge Lighting Upgrades
MAC Contract No.:	107-1-082
Bids Close At:	2:00 PM on January 17, 2023
Bid Opening Conference Call:	3:00 PM on January 17, 2023
Teleconference Dial In #:	1-612-405-6798
Conference ID #:	681 090 675#

**Notice to Contractors:** Electronic Bid Submission for the project listed above will be received by the MAC, a public corporation, via QuestCDN, <https://questcdn.com> until the official time and date as displayed in QuestCDN Online.

**Note:** You can sign up on our web site (<https://metroairports.org/doing-business/solicitations>) to receive email notifications of new business opportunities.

**Disadvantaged Business Enterprises (DBE):** The goal of the MAC for the utilization of Disadvantaged Business Enterprises on this project is 15%.

**Bid Security:** Each bid shall be accompanied by a "Bid Security" in the form of a certified check made payable to the MAC in the amount of not less than five percent (5%) of the total bid, or a surety bond in the same amount, running to the MAC, with the surety company thereon duly authorized to do business in the State of Minnesota.

**Availability of Bidding Documents:** Bidding documents are on file for inspection at the office of Short Elliott Hendrickson Inc.; at QuestCDN Online as indicated below and at the Minnesota Builders Exchange; Rochester Builders Exchange; Dodge Data and Analytics; and NAMC-UM Plan Room. Bidders desiring bidding documents for personal use may secure a complete digital set at <https://www.questcdn.com>. Bidders may download the complete set of digital documents for \$15.00, or other fee as determined by QuestCDN, by entering eBidDocTM 8333778 in the "Search Projects" page. Contact Quest Construction Data Network at (952) 233-1632 or [info@questcdn.com](mailto:info@questcdn.com) for assistance. Hard copy bidding documents will not be made available to Bidders. Bid documents for this project may be viewed for no cost at QuestCDN Online. For this project, bids will **ONLY** be received electronically. Contractors submitting an electronic bid will be charged an additional \$30.00, or other fee as determined by QuestCDN, at the time of bid submission via the online electronic bid service QuestCDN Online.

**MAC Internet Access of Additional Information:** A comprehensive Notice of Call for Bids for this project will be available on December 19, 2022, at MAC's web address of <https://metroairports.org/doing-business/solicitations> (construction bids).

# Non-State Public Bids, Contracts & Grants ==

## Middle St. Croix Watershed Management Organization

### Request for Letters of Interest Proposals—Professional Services for Legal and Engineering Consulting Services

**NOTICE IS HEREBY GIVEN** that pursuant to Minnesota Statutes Annotated 103B.227, Subd. 5, the Middle St. Croix Watershed Management Organization (MSCWMO) hereby solicits Letters of Interest Proposals for legal and engineering consulting services for fiscal years 2023 and 2024. The MSCWMO's 2023 operating budget is \$142,000 and the annual capital projects budget including state grant funding is approximately \$160,000.

Letters should include a brief description of the company and the experience of the individual(s) and hourly fee schedules by labor category. Letters of interest proposals shall be clearly marked, "MSCWMO – Letter of Interest Proposal." The Watershed Management Organization will review the letters and reserves to itself the right to take such action as it deems in its best interests. All Letters of Interest Proposals shall be submitted on or before February 7 electronically to:

Administrator Matt Downing  
MSCWMO – Letter of Interest Proposal  
455 Hayward Avenue  
Oakdale, MN 55128  
[mdowning@mnwcd.org](mailto:mdowning@mnwcd.org)  
(NO CALLS)



# MINNESOTA STATE REGISTER

MONDAY, AUGUST 5, 2024

VOLUME 49, NUMBER 6

PAGES 105 - 120



# Minnesota State Register

## Judicial Notice Shall Be Taken of Material Published in the Minnesota State Register

The Minnesota State Register is the official publication of the State of Minnesota's Executive Branch of government, published weekly to fulfill the legislative mandate set forth in Minnesota Statutes, Chapter 14, and Minnesota Rules, Chapter 1400. It contains:

- **Proposed Rules**
- **Adopted Rules**
- **Exempt Rules**
- **Expedited Rules**
- **Withdrawn Rules**
- **Executive Orders of the Governor**
- **Appointments**
- **Proclamations**
- **Vetoed Rules**
- **Commissioners' Orders**
- **Revenue Notices**
- **Official Notices**
- **State Grants and Loans**
- **Contracts for Professional, Technical and Consulting Services**
- **Non-State Public Bids, Contracts and Grants**

## Printing Schedule and Submission Deadlines

Vol. 49 Issue Number	Publish Date	Deadline for: all Short Rules, Executive and Commissioner's Orders, Revenue and Official Notices, State Grants, Professional-Technical- Consulting Contracts, Non-State Bids and Public Contracts	Deadline for LONG, Complicated Rules (contact the editor to negotiate a deadline)
#7	Monday 12 August	Noon Tuesday 6 August	Noon Thursday 1 August
#8	Monday 19 August	Noon Tuesday 13 August	Noon Thursday 8 August
#9	Monday 26 August	Noon Tuesday 20 August	Noon Thursday 15 August
#10	Tuesday 3 September	Noon Tuesday 27 August	Noon Thursday 22 August

**PUBLISHING NOTICES:** We need to receive your submission ELECTRONICALLY in Microsoft WORD format. Submit ONE COPY of your notice via e-mail to: [sean.plemons@state.mn.us](mailto:sean.plemons@state.mn.us). State agency submissions must include a "State Register Printing Order" form, and, with contracts, a "Contract Certification" form. Non-State Agencies should submit ELECTRONICALLY in Microsoft WORD, with a letter on your letterhead stationery requesting publication and date to be published. Costs are \$13.50 per tenth of a page (columns are seven inches wide). One typewritten, double-spaced page = 6/10s of a page in the State Register, or \$81. About 1.5 pages typed, double-spaced, on 8-1/2"x11" paper = one typeset page in the State Register. Contact editor with questions (651) 201-3204, or e-mail: [sean.plemons@state.mn.us](mailto:sean.plemons@state.mn.us).

**SUBSCRIPTION SERVICES:** E-mail subscriptions are available by contacting the editor at [sean.plemons@state.mn.us](mailto:sean.plemons@state.mn.us). Send address changes to the editor or at the Minnesota State Register, 50 Sherburne Avenue, Suite 309, Saint Paul, MN 55155.

SEE THE Minnesota State Register free at website: <https://mn.gov/admin/bookstore/register.jsp>

- Minnesota State Register: Online subscription – \$180, includes links, index, special section "CONTRACTS & GRANTS," with Sidebar Table of Contents, Early View after 4:00 pm Friday (instead of waiting for early Monday), and it's sent to you via E-mail.
- Single issues are available electronically via PDF for free.
- "Affidavit of Publication" includes a notarized "Affidavit" and a copy of the issue: \$15.00.

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(651) 201-3400

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THE MINNESOTA STATE REGISTER IS PUBLISHED by the Communications Division, Department of Administration, State of Minnesota, pursuant to Minnesota Statutes § 14.46 and is available on-line at: <https://mn.gov/admin/bookstore/register.jsp>

## Minnesota Legislative Information

### Senate Public Information Office

(651) 296-0504  
State Capitol, Room 231, St. Paul, MN 55155  
<https://www.senate.mn/>

### Minnesota State Court System

Court Information Office (651) 296-6043  
MN Judicial Center, Rm. 135,  
25 Rev. Dr. Martin Luther King Jr Blvd., St. Paul, MN 55155  
<http://www.mncourts.gov>

### House Public Information Services

(651) 296-2146  
State Office Building, Room 175  
100 Rev. Dr. Martin Luther King Jr Blvd., St. Paul, MN 55155  
<https://www.house.leg.state.mn.us/hinfo/hinfo.asp>

### Federal Register

Office of the Federal Register (202) 512-1530; or (888) 293-6498  
U.S. Government Printing Office – Fax: (202) 512-1262  
<https://www.federalregister.gov/>

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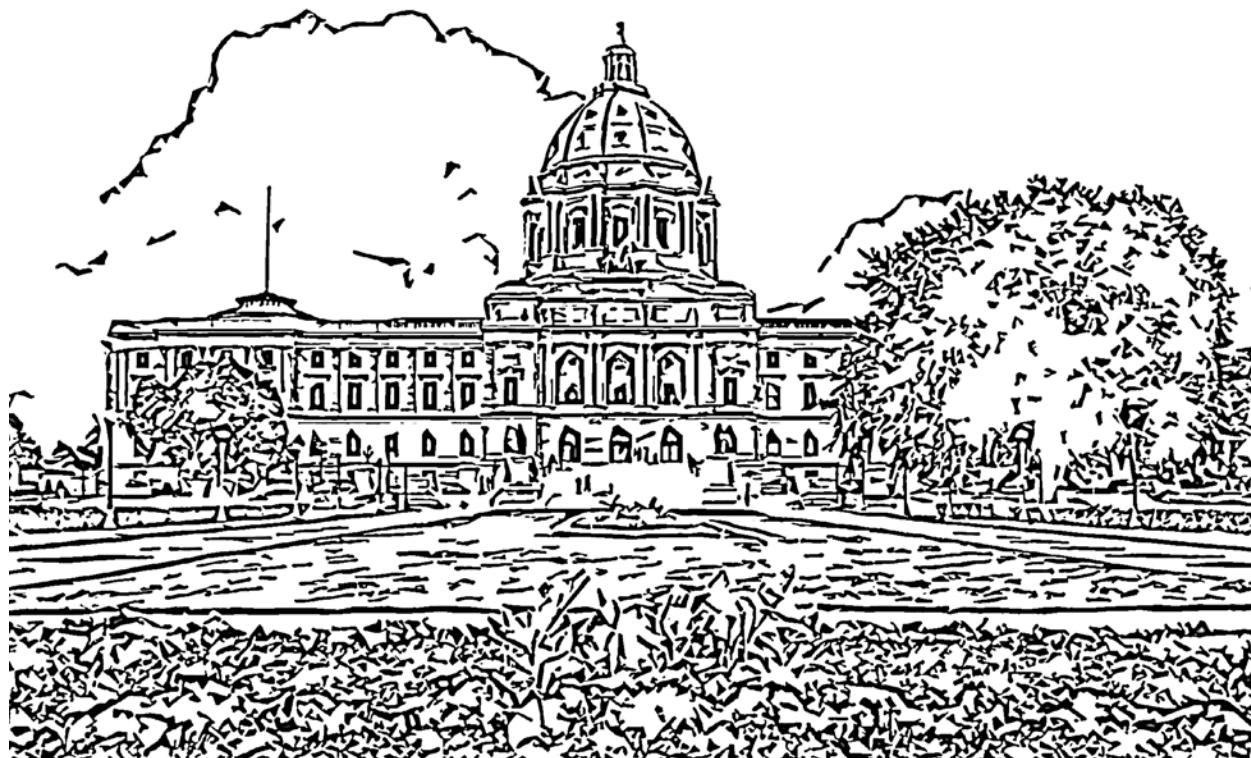
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**Front Cover Artwork:** A loon searches for an evening meal in the waters of Long Lake, near Longville, Minnesota.  
Photo by Sean Plemmons



# Minnesota Rules: Amendments and Additions

## NOTICE: How to Follow State Agency Rulemaking in the State Register

The State Register is the official source, and only complete listing, for all state agency rulemaking in its various stages. State agencies are required to publish notice of their rulemaking action in the State Register. Published every Monday, the State Register makes it easy to follow and participate in the important rulemaking process. Approximately 80 state agencies have the authority to issue rules. Each agency is assigned specific Minnesota Rule chapter numbers. Every odd-numbered year the Minnesota Rules are published. Supplements are published to update this set of rules. Generally speaking, proposed and adopted exempt rules do not appear in this set because of their short-term nature, but are published in the State Register.

An agency must first solicit Comments on Planned Rules or Comments on Planned Rule Amendments from the public on the subject matter of a possible rulemaking proposal under active consideration within the agency (Minnesota Statutes §§ 14.101). It does this by publishing a notice in the State Register at least 60 days before publication of a notice to adopt or a notice of hearing, or within 60 days of the effective date of any new statutory grant of required rulemaking.

When rules are first drafted, state agencies publish them as Proposed Rules, along with a notice of hearing, or a notice of intent to adopt rules without a hearing in the case of noncontroversial rules. This notice asks for comment on the rules as proposed. Proposed emergency rules, and withdrawn proposed rules, are also published in the State Register. After proposed rules have gone through the comment period, and have been rewritten into their final form, they again appear in the State Register as Adopted Rules. These final adopted rules are not printed in their entirety, but only the changes made since their publication as Proposed Rules. To see the full rule, as adopted and in effect, a person simply needs two issues of the State Register, the issue the rule appeared in as proposed, and later as adopted.

The State Register features partial and cumulative listings of rules in this section on the following schedule: issues #1-26 inclusive (issue #26 cumulative for issues #1-26); issues #27-52 inclusive (issue #52, cumulative for issues #27-52 or #53 in some years). A subject matter index is updated weekly and is available upon request from the editor. For copies or subscriptions to the State Register, contact the editor at 651-201-3204 or email at [sean.plemmons@state.mn.us](mailto:sean.plemmons@state.mn.us)

## Volume 49 - Minnesota Rules

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# Proposed Rules

**Comments on Planned Rules or Rule Amendments.** An agency must first solicit Comments on Planned Rules or Comments on Planned Rule Amendments from the public on the subject matter of a possible rulemaking proposal under active consideration within the agency (*Minnesota Statutes §§ 14.101*). It does this by publishing a notice in the *State Register* at least 60 days before publication of a notice to adopt or a notice of hearing, and within 60 days of the effective date of any new statutory grant of required rulemaking.

**Rules to be Adopted After a Hearing.** After receiving comments and deciding to hold a public hearing on the rule, an agency drafts its rule. It then publishes its rules with a notice of hearing. All persons wishing to make a statement must register at the hearing. Anyone who wishes to submit written comments may do so at the hearing, or within five working days of the close of the hearing. Administrative law judges may, during the hearing, extend the period for receiving comments up to 20 calendar days. For five business days after the submission period the agency and interested persons may respond to any new information submitted during the written submission period and the record then is closed. The administrative law judge prepares a report within 30 days, stating findings of fact, conclusions and recommendations. After receiving the report, the agency decides whether to adopt, withdraw or modify the proposed rule based on consideration of the comments made during the rule hearing procedure and the report of the administrative law judge. The agency must wait five days after receiving the report before taking any action.

**Rules to be Adopted Without a Hearing.** Pursuant to *Minnesota Statutes § 14.22*, an agency may propose to adopt, amend, suspend or repeal rules without first holding a public hearing. An agency must first solicit **Comments on Planned Rules or Comments on Planned Rule Amendments** from the public. The agency then publishes a notice of intent to adopt rules without a public hearing, together with the proposed rules, in the *State Register*. If, during the 30-day comment period, 25 or more persons submit to the agency a written request for a hearing of the proposed rules, the agency must proceed under the provisions of §§ 14.1414.20, which state that if an agency decides to hold a public hearing, it must publish a notice of intent in the *State Register*.

**KEY: Proposed Rules** - Underlining indicates additions to existing rule language. ~~Strikeouts~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated “all new material.” **Adopted Rules** - Underlining indicates additions to proposed rule language. ~~Strikeout~~ indicates deletions from proposed rule language.

## Department of Education

### Division of Academic Standards, Instruction, and Assessment

### Proposed Permanent Rules Relating to Academic Standards in Mathematics; Notice of Intent to adopt Expedited Rules without a Public Hearing; Revisor's ID Number 4784, OAH File 23-9005-39272

**Proposed Amendment to Rules Governing the Academic Standards in Mathematics, Minnesota Rules part 3501.0750, Repeal of Minnesota Rules Minnesota Rules, parts 3501.0700, 3501.0705, 3501.0710, 3501.0715, 3501.0720, 3501.0725, 3501.0730, 3501.0735, 3501.0740, and 3501.0745.**

**Introduction.** The Department of Education intends to adopt rules under the expedited rulemaking process following Minnesota Rules, part 1400.2410, and the Administrative Procedure Act, Minnesota Statutes, section 14.389.

**Agency Contact Person.** You may submit questions about the rules to the agency contact person, Catherine Rogers, via email at *Catherine.Rogers@state.mn.us*.

**Process for submitting Comments:** You may review the proposed rule and submit written comments via the Office of Administrative Hearings Rulemaking eComments website: <https://minnesotaoah.granicusideas.com/discussions>.

# Proposed Rules

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Please follow the instructions in the comments section below.

**Subject of Rules and Statutory Authority.** The proposed rules concern the statutorily required revision of academic standards for Mathematics and the repeal of the previous standards. The proposal will add Minnesota Rules part 3501.0750 and repeal parts 3501.0700, 3501.0705, 3501.0710, 3501.0715, 3501.0720, 3501.0725, 3501.0730, 3501.0735, 3501.0740, and 3501.0745.

*Minnesota Statutes* 2023 section 120B.021, subd. 1(a)(2) **requires** the Department to formulate academic standards in mathematics. Under subd 4(b), the Department was mandated to begin a review of the existing mathematics standards and do so every ten years after. Coupled with these requirements, *Minnesota Statutes* 2023 section 120B.021, subd. 3 requires the Department to adopt rules for statewide academic standards in Mathematics using the expedited process. A copy of the proposed rules is published in the State Register and is attached to this notice.

**Comments.** You have until 4:30 p.m. on September 4, 2024, to submit written comments in support of or in opposition to the proposed rules or any part or subpart of the rules. Your comment must be in writing and received by the due date. Comment is encouraged.

All comments or responses received will be available for review at the Administrative Hearings' Rulemaking eComments website <https://minnesotaoah.granicusideas.com/discussions>. This rule hearing procedure is governed by *Minnesota Rules*, parts 1400.2000 to 1400.2240, and *Minnesota Statutes*, sections 14.131 to 14.20.

You may direct questions about the procedure to the Administrative Law Judge's assistant, William Moore.

**Format of Comments.** Your comments should **identify the portion of the proposed rules addressed, the reason for the comment, and any change proposed.** You are encouraged to propose any change that you desire. Any comments that you have about the legality of the proposed rules must also be made during this comment period. The comment process is not intended to be a back-and-forth discussion between the persons offering comments. It is an opportunity to express your own input about the proposed changes. While parties may submit documents signed by multiple persons or even as a petition, the document is counted as one comment. The Department or the Judge may assess the document's credibility, consider the number of signers, and give the comment more or less consideration based on those and other factors. As with all other comments, the comment and signatures will become part of the record.

All comments or responses received will be available for review at the Administrative Hearings' Rulemaking eComments website <https://minnesotaoah.granicusideas.com/discussions>. This rule hearing procedure is governed by *Minnesota Rules*, parts 1400.2000 to 1400.2240, and *Minnesota Statutes*, sections 14.131 to 14.20. You may direct questions about the procedure to the Administrative Law Judge's assistant, William Moore.

**Alternative Format/Accommodation.** Upon request, this information can be made available in an alternative format, such as large print, braille, or audio. To make a request please get in touch with the agency contact person.

**Modifications.** The Department might modify the proposed rules due to public comment or the rule hearing process. It must support modifications by data and views submitted to the agency. The adopted rules may not differ substantially from those proposed rules unless the Department follows the procedure under *Minnesota Rules*, part 1400.2110. If the proposed rules affect you in any way, the Department encourages you to participate in the rulemaking process.

**Lobbyist Registration.** *Minnesota Statutes* 2023, chapter 10A, requires each lobbyist to register with the State Campaign Finance and Public Disclosure Board. about this requirement of the Campaign Finance and Public Disclosure Board at: Suite #190, Centennial Building, 658 Cedar Street, St. Paul, Minnesota 55155, telephone (651) 539-1180 or 1-800-657-3889.

**Adoption and Review of Expedited Rules.** The agency may adopt the rules at the end of the comment period. The agency will then submit rules and supporting documents to the Office of Administrative Hearings for review for legality. You may ask to be notified of the date that the agency submits the rules. If you want to be so notified or wish to receive a copy of the adopted rules, or want to register with the agency to receive notice of future rule proceedings, submit your

# Proposed Rules

request to the agency contact person listed above.

Date: 7/29/2024

Willie L. Jett II, Commissioner  
Minnesota Department of Education

## **3501.0750 ACADEMIC STANDARDS IN MATHEMATICS.**

**Subpart 1. Purpose and application.** The purpose of these standards is to establish statewide standards for mathematics that govern instruction of students in kindergarten through grade 12. School districts shall assess a student's performance using criteria in subparts 2 to 4.

### **Subp. 2. Data analysis.**

A. The student will identify, formulate, and investigate statistical questions by collecting data considering cultural perspectives, analyzing and interpreting data, and communicating the results.

B. The student will apply and explain the concepts of probability to interpret data, generate questions, predict and make informed decisions to solve problems, and communicate ideas.

### **Subp. 3. Spatial reasoning.**

A. The student will investigate measurement using a variety of tools, units, systems, processes, and techniques in various cultures. The student will explain and reason with attributes, estimations, and formulas to communicate measurements and relationships effectively. The student will justify decisions and consider the reasonableness of the measurement.

B. The student will analyze characteristics of geometric shapes to make mathematical arguments and justifications about geometric relationships. The student will use visualization and geometric modeling to compare, solve problems, and communicate ideas.

### **Subp. 4. Patterns and relationships.**

A. The student will describe/interpret and use quantities, relationships between and representations of quantities and number systems. Describe and relate operations. The student will use strategies and procedures accurately, efficiently, and flexibly. The student will assess the reasonableness of the results.

B. The student will use concepts and properties of equivalence and relational thinking to represent and compare numerical expressions, proportional relationships, algebraic expressions, and equations.

C. The student will represent and connect mathematical patterns and relationships using verbal descriptions, generalizations, tables, and graphs; and use representations to generate questions, make predictions, and solve mathematical problems.

**REPEALER.** Minnesota Rules, parts 3501.0700; 3501.0705; 3501.0710; 3501.0715; 3501.0720; 3501.0725; 3501.0730; 3501.0735; 3501.0740; and 3501.0745, are repealed.

**EFFECTIVE DATE.** These standards are effective at the beginning of the 2027-2028 school year.

# Official Notices

Pursuant to *Minnesota Statutes* §§ 14.101, an agency must first solicit comments from the public on the subject matter of a possible rulemaking proposal under active consideration within the agency by publishing a notice in the *State Register* at least 60 days before publication of a notice to adopt or a notice of hearing, and within 60 days of the effective date of any new statutory grant of required rulemaking.

The *State Register* also publishes other official notices of state agencies and non-state agencies, including notices of meetings and matters of public interest.

## Executive Council, State Board of Investment and the Land Exchange Board

### Official Meeting Notice

The Executive Council, State Board of Investment and the Land Exchange Board will meet on Wednesday, August 14, 2024 at 10:00 a.m. in Room 1200 of the Minnesota Senate Building, 95 University Avenue West, St. Paul, MN.

Some members of the Executive Council, State Board of Investment and Land Exchange Boards may participate in the meeting electronically. If a Board Member calls in, in accordance with Minnesota Statutes, section 13D.015, subd. 4, the Executive Council, State Board of Investment and Land Exchange Board shall, to the extent practical, allow a person to monitor the meeting electronically from a remote location.

## Investment Advisory Council (IAC)

### Official Meeting Notice

The Investment Advisory Council (IAC) of the Minnesota State Board of Investment will meet on Monday, August 12, 2024 at 12:00 p.m. The meeting will be held at the Retirement Systems Building, Room 106 (Main Floor), 60 Empire Drive, St. Paul, Minnesota.

Some members of the Investment Advisory Council may participate in the meeting electronically. If an IAC Member calls in, in accordance with Minnesota Statutes, section 13D.015, subd. 4, the IAC shall, to the extent practical, allow a person to monitor the meeting electronically from a remote location.

## Minnesota Racing Commission

### REQUEST FOR COMMENTS for Possible Amendments to Rules Governing Horse Racing; Minnesota Rules Chapters 7869-7897

**Revisor's ID Number: R-04887**

#### **Subject of Rules.**

The Minnesota Racing Commission (MRC) requests comments on possible amendments to the rules governing Horse Racing, Minnesota Rule Chapters 7869-7897. Each year the MRC reviews its rules in cooperation with interested industry participants in order to modify, update and clarify the rules. We may also seek to repeal obsolete rules. The public is welcomed and encouraged to comment and make proposals for this year's amendments.

#### **Persons Affected.**

Any amendments to the rules would likely affect participants in horseracing in Minnesota, including horse owners, trainers, drivers, veterinarians, stewards, judges, association staff, racing officials, and the betting public.

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# Official Notices

**Statutory Authority.**

*Minnesota Statutes*, sections 240.03, 240.23 and 240.24 authorize the Racing Commission to amend rules which affect the integrity of racing or the public health, welfare, or safety. *Minnesota Statutes*, section 240.24 authorizes the Commission to promulgate rules specifically relating to medications and medical testing for horses running at licensed racetracks.

**Public Comment.**

Interested persons or groups may submit proposals, comments or information on the possible rules in writing or orally until further notice is published in the *State Register* that the Commission intends to adopt or to withdraw the rules. The Commission does not contemplate appointing an advisory committee to comment on the possible rules. Interested persons may comment via the Office of Administrative Hearings Rulemaking e-Comments Website at <https://minnesotaoah.granicusideas.com/>.

**Rules Drafts.**

The Commission has not yet prepared a draft of the possible rule amendments and does not anticipate a complete draft will be prepared prior to publication of the proposed rules.

**Agency Contact Person.**

Written or oral comments, questions, rule proposals, and requests for more information on these possible rule changes may be directed to:

Lynette Podritz  
Rulemaking Coordinator  
Minnesota Racing Commission  
15201 Zurich Street, Suite 212  
Columbus, MN 55025  
Phone: 651-468-9379  
Fax: 651-925-3953  
Email: [lynnette.podritz@state.mn.us](mailto:lynnette.podritz@state.mn.us)

TTY users may call the Commission at 800-627-3529.

**Alternative Format.**

Upon request, this Request for Comments can be made available in an alternative format, such as large print, Braille, or audio recording. To make such a request, please contact the agency contact person at the address or telephone number listed above.

**NOTE:**

Comments received in response to this notice will not necessarily be included in the formal rulemaking record submitted to the administrative law judge if and when a proceeding to adopt rules is started. The agency is required to submit to the judge only those written comments received in response to the rules after they are proposed. If you submit comments during the development of the rules and you want to ensure that the Administrative Law Judge reviews the comments, you should resubmit the comments after the rules are formally proposed.

Dated: July 29, 2024

# State Grants & Loans

In addition to requests by state agencies for technical/professional services (published in the State Contracts Section), the *State Register* also publishes notices about grants and loans available through any agency or branch of state government. Although some grant and loan programs specifically require printing in a statewide publication such as the *State Register*, there is no requirement for publication in the *State Register* itself. Agencies are encouraged to publish grant and loan notices, and to provide financial estimates as well as sufficient time for interested parties to respond.

SEE ALSO: Office of Grants Management (OGM) at: <https://mn.gov/admin/citizen/grants/>

## Department of Employment and Economic Development (DEED) Notice of Grant Opportunity

NOTICE IS HEREBY GIVEN that the Minnesota Department of Employment and Economic Development (DEED) places notice of any available grant opportunities online at <https://mn.gov/deed/about/contracts/open-rfp.jsp>

## Department of Human Services

### Contracts and Legal Compliance Division

#### Notice of Changes to Grant Request for Proposal noticing in the State Register for the Department of Human Services

The Minnesota Department of Human Services (DHS) will no longer publish individual grant RFP notices to the State Register effective March 27, 2023. The RFPs and RFIs can be viewed by visiting the Minnesota Department of Human Services Grants, Requests for Proposals (RFP) and Requests for Information (RFI) website: <https://mn.gov/dhs/partners-and-providers/grants-rfps/open-rfps/>.

The RFPs and RFIs do not obligate the State to complete the work contemplated in the respective notices. The State reserves the right to cancel solicitations. All expenses incurred in responding to the RFPs and RFIs are solely the responsibility of the responder.

# State Contracts

**Informal Solicitations:** Informal solicitations for professional/technical (consultant) contracts valued at over \$5,000 through \$50,000, may either be published in the *State Register* or posted on the Department of Administration, Office of State Procurement (OSP) Website. Interested vendors are encouraged to monitor the P/T Contract Section of the OSP Website at <https://mn.gov/admin/osp> for informal solicitation announcements.

**Formal Solicitations:** Department of Administration procedures require that formal solicitations (announcements for contracts with an estimated value over \$50,000) for professional/technical contracts must be published in the *State Register*. Certain quasi-state agency and Minnesota State College and University institutions are exempt from these requirements.

**Requirements:** There are no statutes or rules requiring contracts to be advertised for any specific length of time, but the Office of State Procurement strongly recommends meeting the following requirements: \$0 - \$5000 does not need to be advertised; \$5,000 - \$25,000 should be advertised in the *State Register* for a period of at least seven calendar days; \$25,000 - \$50,000 should be advertised in the *State Register* for a period of at least 14 calendar days; and anything above \$50,000 should be advertised in the *State Register* for a minimum of at least 21 calendar days.

Contact the Office of State Procurement at: (651) 296-2600

## Department of Administration

### MMCAP Infuse

#### Notice of Request for Proposals for Drug and Alcohol Testing, Products and Services

MMCAP Infuse is a government-run healthcare product and service group purchasing organization serving governmental entities. MMCAP Infuse, is requesting proposals from vendors for **Drug and Alcohol Testing, Products and Services**.

MMCAP Infuse is seeking proposals from qualified vendors that will provide both Department of Transportation (DOT) and non-DOT regulated drug and alcohol testing, products and services. The program serves MMCAP Infuse Members requiring drug and alcohol testing of existing and prospective employees, as well as potential testing associated with harm reduction efforts nationally.

For more information on MMCAP Infuse visit <https://infuse-mn.gov/>

To obtain a copy of the RFP go to **OSP (Office of State Procurement) website**

Proposals submitted in response to the Request for Proposals must be received by the due date of **September 19, 2024, 2:00 p.m. Central Time**. Late proposals will not be considered.

The State of Minnesota reserves the right to cancel this solicitation if it is considered in its best interest. All expenses incurred in responding to this notice are solely the responsibility of the responder.

## Minnesota State Colleges and Universities (Minnesota State) Notice of Bid and Contracting Opportunities

Minnesota State is now placing additional public notices for contract opportunities for goods and services on its Vendor and Supplier Opportunities website (<https://www.minnstate.edu/vendors/index.html>). Minnesota State may add new public notices to the website daily and post for the time indicated within the public notice.

If you have any questions regarding this notice or are having problems viewing the information on the Vendor and Supplier Opportunities website, please email the Minnesota State Procurement Unit at [Sourcing@MinnState.edu](mailto:Sourcing@MinnState.edu).

# State Contracts

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## Legislative-Citizen Commission on Minnesota Resources (LCCMR) Request for Proposals for Scientific Peer Review Services

The Minnesota Legislative-Citizen Commission on Minnesota Resources (LCCMR) is requesting proposals from contractors to coordinate scientific peer review of research proposals recommended for funding by the LCCMR. The scientific peer review services to be performed include identifying qualified peer reviewers for approximately 40 proposals, obtaining approximately three reviews per proposal, coordinating proposer responses to peer reviews, managing payment to peer reviewers, and communicating status and results of reviews to LCCMR.

The full text of the Request for Proposals can be obtained from the LCCMR website at [https://www.lccmr.mn.gov/about/rfp\\_for\\_scientific\\_peer\\_review\\_services\\_2024.html](https://www.lccmr.mn.gov/about/rfp_for_scientific_peer_review_services_2024.html) or by contacting:

Diana Griffith  
Legislative-Citizen Commission on Minnesota Resources  
Centennial Office Building, 1st Floor  
658 Cedar Street  
Saint Paul, Minnesota 55155  
Email: [Diana.Griffith@lccmr.mn.gov](mailto:Diana.Griffith@lccmr.mn.gov)

**Proposals must be received by 4:30 p.m. (CDT) on Monday, August 26, 2024.**

Late proposals may not be accepted. All expenses incurred in responding to this notice shall be borne by the responder.

## Minnesota State Lottery

### Request for Proposal for Leadership Consulting Services for the Minnesota State Lottery

**PROJECT NAME: Request for Proposal for Leadership Consulting Services for the Minnesota State Lottery**

**DETAILS:** The Minnesota State Lottery is requesting proposals for the purpose of a contractor to deliver leadership consulting services on an as-needed, hourly basis to the Minnesota Lottery executive director and senior team. The Contractor will provide consulting services in a timely manner with delivery dates agreed on by the State and the Consultant as each request for consulting services is made by the State.

Work is anticipated to start after Friday 9/20/24.

**COPY REQUEST:** To receive a copy of the Request for Proposal, please send a written request by email to: Pam Mogensen at [purchasing@mnlottery.com](mailto:purchasing@mnlottery.com). The RFP is also publicly available at <https://www.mnlottery.com/vendor-opportunities>

**PROPOSAL DEADLINE:** Proposals in response to the Request for Proposals in this advertisement must be received by email or mail not later than 2:00 p.m. Central Time, Tuesday 9/3/24. **Late proposals will not be considered.** Faxed proposals **will not** be considered.

This request does not obligate the State of Minnesota to award a contract or complete the proposed program, and the State reserves the right to cancel this solicitation if it is considered in its best interest. All costs incurred in responding to this solicitation will be borne by the responder.

## Minnesota Lottery

### Request for Proposals for Minnesota State Lottery Sponsorship Agreements

**Description of Opportunity:** The Minnesota State Lottery (“Lottery”) develops sponsorship agreements throughout the year with organizations, events, and sports teams to create excitement for lottery players, to interest new players and increase the visibility of lottery games. The Lottery encourages and continually seeks new sponsorship agreements to help achieve current Lottery marketing goals.

The Minnesota Lottery finds sponsorship opportunities in two ways. First, the Minnesota Lottery marketing staff locates and approaches potential sponsors to negotiate directly. Second, the Minnesota Lottery accepts incoming potential sponsors through this proposal process. Employing both strategies allows the Minnesota Lottery to find the best sponsorship opportunities, including opportunities that are not already known by staff. Both strategies are evaluated using the same criteria.

If you feel your organization, event, sports team, or other opportunity is a good fit for the Minnesota Lottery to sponsor, we encourage you to prepare and submit a proposal.

**Proposal Content:** A sponsorship proposal presented to the Lottery should meet the following three criteria:

1. Maximize Lottery Visibility - the event, sports team, or venue sponsorship proposal should draw a large number of attendees (typically 20,000 or more) whose demographics match the Lottery’s target audience. The Lottery is interested in effectively delivering its message of fun and entertainment to Minnesota adults, ages 25-64, with a household income of \$75,000+ and an educational background of some college or higher. The Lottery does not market to those under the age of 18, and events with large numbers of children present are generally not accepted. Attendance numbers, on-site signage availability, sales and engagement opportunities, and media exposure are critical components that will be evaluated in the proposal. List and define all assets, value, and benefits that the Lottery would receive as part of the sponsorship, such as PR inclusions, social media posts, prize support, promotional activities, and signage.
2. Enhance Lottery Image - the event, sports team, or venue should be a reputable, safe, and well-run event and organization that enhances the Lottery’s brand. The Lottery’s presence should fit well within the lineup of other sponsors and participants. The Lottery is interested in sponsorships that can promote Lottery products, either via on-site sales from a Lottery booth, from sales-generating promotions with Lottery retailers, or from joint programs with the sponsor’s media or other sponsorship partners.
3. Provide Promotional Extensions - the event, sports team, or venue proposal should offer exciting, value-added ways to interact with attendees and have opportunities to motivate attendees, listeners, and viewers to participate in and purchase Lottery games. The proposal must include staffing support, or other considerations to help the Lottery implement any appropriate promotional extension ideas.

Proposals should address all pertinent elements of the sponsorship and how the Lottery criteria, as stated above and on the RFP Evaluation Form, are to be met. To view or print copies of the Request for Proposal go to  
<https://www.mnlottery.com/vendors/>

This Solicitation does not obligate the state to award a contract or pursue a proposed sponsorship opportunity, and the state reserves the right to cancel the solicitation if it is considered to be in its best interest.

**Questions:** Questions concerning this Solicitation must specify "Sponsorship RFP" in the email subject line or address of a USPS envelope, and should be directed to:

Purchasing  
Minnesota State Lottery  
2645 Long Lake Road  
Roseville, MN 55113  
Email: [purchasing@mnlottery.com](mailto:purchasing@mnlottery.com)

# State Contracts

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Other personnel are not authorized to answer questions regarding this Solicitation.

**Response Delivery:** All responses must be in writing and delivered to the contact noted above. Proposals will be accepted on an ongoing basis.

## Minnesota Department of Transportation (MnDOT) Engineering Services Division Notices Regarding Professional/Technical (P/T) Contracting

**P/T Contracting Opportunities:** MnDOT is now placing additional public notices for P/T contract opportunities on the MnDOT's Consultant Services website. New public notices may be added to the website on a daily basis and be available for the time period as indicated within the public notice.

**Taxpayers' Transportation Accountability Act (TTAA) Notices:** MnDOT is posting notices as required by the TTAA on the MnDOT Consultant Services website.

**MnDOT's Prequalification Program:** MnDOT maintains a Pre-Qualification Program in order to streamline the process of contracting for highway related P/T services. Program information, application requirements, application forms and contact information can be found on MnDOT's Consultant Services website. Applications may be submitted at any time for this Program.

**MnDOT Consultant Services website:** [www.dot.state.mn.us/consult](http://www.dot.state.mn.us/consult)

If you have any questions regarding this notice, or are having problems viewing the information on the Consultant Services website, please call the Consultant Services Help Line at 651-366-4611, Monday – Friday, 9:00am – 4:00pm.

## Non-State Public Bids, Contracts & Grants

The State Register also serves as a central marketplace for contracts let out on bid by the public sector. The *State Register* meets state and federal guidelines for statewide circulation of public notices. Any tax-supported institution or government jurisdiction may advertise contracts and requests for proposals from the private sector. It is recommended that contracts and RFPs include the following: 1) name of contact person; 2) institution name, address, and telephone number; 3) brief description of commodity, project or tasks; 4) cost estimate; and 5) final submission date of completed contract proposal. Allow at least three weeks from publication date (four weeks from the date article is submitted for publication). Surveys show that subscribers are interested in hearing about contracts for estimates as low as \$1,000. Contact editor for further details.

Besides the following listing, readers are advised to check: <https://mn.gov/admin/osp> as well as the Office of Grants Management (OGM) at: <https://mn.gov/admin/citizen/grants/>.

## City of Mankato

### Notice of Request for Quote (RFQ) for Automated Vehicle Announcement System

**Notice is hereby given** that the City of Mankato has released a Request for Quote (RFQ) to solicit responses from qualified firms interested in providing an automated vehicle announcement system.

Each quote will be reviewed to determine the preferred vendor that provides the best value for meeting our project needs. All competitive and responsive quotes will be considered for this project.

# Non-State Public Bids, Contracts & Grants

To access the complete RFQ online, or to acquire additional information about the City of Mankato - Mankato Transit System visit our website at [www.mankatomin.gov/about-mankato/business/bids-and-request-for-proposals](http://www.mankatomin.gov/about-mankato/business/bids-and-request-for-proposals). Interested parties may request paper copy delivered via U.S. mail at the below email.

Any inquiries regarding this notice should be directed to Dani Theis, Transit Administrative Specialist, by email at [danitheis@mankatomin.gov](mailto:danitheis@mankatomin.gov) by 4:00PM on August 14, 2024.

Responders are requested to submit hard copies of quotes by 4:00 p.m. C.S.T. on August 21, 2024. Hard copies shall be sent via U.S. mail to:

City of Mankato Intergovernmental Center  
Attn: Dani Theis  
10 Civic Center Plaza  
P.O. Box 3368  
Mankato, MN 56002-3368

Shawn Schloesser  
Associate Director – Transportation Planning Services  
City of Mankato

## Metropolitan Airports Commission (MAC) Notice of Call for Bids for 2024 Variable Air Volume (VAV) Box Replacement

<b>Airport Location:</b>	<b>Minneapolis-St. Paul International Airport</b>
<b>Project Name:</b>	<b>2024 Variable Air Volume (VAV) Box Replacement</b>
<b>MAC Contract No.:</b>	<b>106-2-1055</b>
<b>Bids Close At:</b>	<b>2:00 PM on August 13, 2024</b>
<b>Bid Opening Conference Call:</b> <b>3:00 PM on August 13, 2024</b>	
<b>Teleconference Dial In #:</b>	<b>1-612-405-6798</b>
<b>Conference ID #:</b>	<b>897 927 742#</b>

**Notice to Contractors:** Electronic Bid Submission for the project listed above will be received by the MAC, a public corporation, via **QuestCDN's website** until the official time and date as displayed in QuestCDN Online.

**Note:** You can sign up on our web site (<https://metroairports.org/doing-business/solicitations>) to receive email notifications of new business opportunities.

**Targeted Group Businesses (TGB):** The goal of the MAC for the utilization of Targeted Group Businesses on this project is 7%.

**Bid Security:** Each bid shall be accompanied by a “Bid Security” in the form of a certified check made payable to the MAC in the amount of not less than five percent (5%) of the total bid, or a surety bond in the same amount, running to the MAC, with the surety company thereon duly authorized to do business in the State of Minnesota.

**Availability of Construction Documents:** Bidding documents are on file for inspection at the QuestCDN Online indicated below and at the Minnesota Builders Exchange; Rochester Builders Exchange; Dodge Data and Analytics; and NAMC-UM Plan Room. Bidders desiring drawings and specifications for personal use may secure a complete digital set at the **QuestCDN website**. Bidders may download the complete set of digital documents for \$22.00, or other fee as determined by QuestCDN, by entering eBidDoc™ #9226431 in the “Search Projects” page. Contact Quest Construction Data Network at (952) 233-1632 or [info@questcdn.com](mailto:info@questcdn.com) for assistance. Hard copy drawings and specifications will not be made available to Bidders. Bid documents for this project may be viewed for no cost at QuestCDN Online. For this project, bids will **ONLY** be received electronically. Contractors submitting an electronic bid will be charged an additional \$42.00, or other fee as determined by QuestCDN, at the time of bid submission via the online electronic bid service QuestCDN Online.

# Non-State Public Bids, Contracts & Grants ==

**MAC Internet Access of Additional Information:** A comprehensive Notice of Call for Bids for this project will be available on July 29, 2024, at MAC's web address of <https://metroairports.org/doing-business/solicitations> (construction bids).

## Metropolitan Airports Commission (MAC) Request for Qualifications for DELTA - MSP T1 Modernization Project (AMP) - Phase 3

J.E. Dunn Construction Company, hereafter referred as the **Construction Manager**, is Requesting for Qualifications for the following project described below and requests for your interest on bidding on the project. The following list highlights information associated with the Project that may be helpful in your prequalification process.

The following list highlights information associated with the Project that may be helpful in your bidding process. Bidders should review the Bidding Documents in their entirety for a complete discussion of the items highlighted below.

<b>PROJECT NAME</b>	DELTA - MSP T1 Modernization Project (AMP) - Phase 3
<b>PROJECT DESCRIPTION</b>	We are currently prequalifying for Phases 3 on the project which includes Concourse A, B, and G Concourses. The forthcoming bid packages may include the following scopes but not limited to:
	Final Cleaning, Decorative and Misc. Metals, Equipment Support Systems, Glass and Glazing, Stainless Steel and Column Covers, Joint Sealants, Firestopping, Drywall, Tile and Stone W work, Acoustical and Metal Ceilings, Terrazzo, Flooring, Painting, Quartz Paneling, Signage, Furniture Install, Fire Protection, Mechanical, Electrical, and Lighting Controls.
<b>REQUEST FOR QUALIFICATIONS</b>	<ol style="list-style-type: none"><li>1. To be qualified to perform the Work described in the Bidding Documents, the Bidder must submit and/or update the necessary information on Construction Manager's online Subcontractor Management System located at <a href="https://sms.jedunn.com">https://sms.jedunn.com</a>.</li><li>2. When your subcontractor profile is completed and/or updated, please notify Jessica Venegas at JE Dunn Construction to allow for formal review from JE Dunn to determine prequalification status.</li></ol>
<b>QUESTIONS</b>	All questions regarding the prequalification process should be directed to the Construction Manager, please contact Jessica Venegas at 952-833-5911 or <a href="mailto:jessica.venegas@jedunn.com">jessica.venegas@jedunn.com</a> .

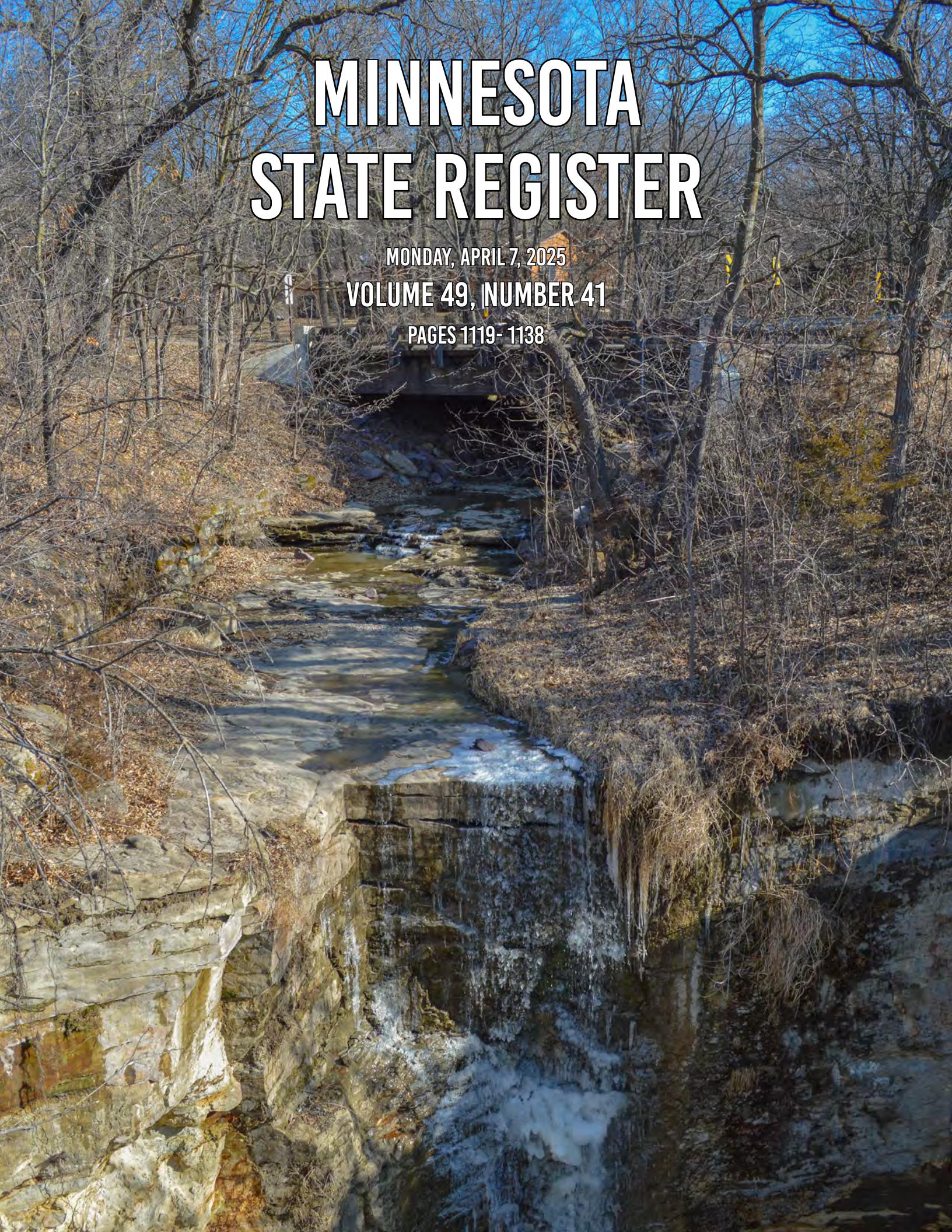


# MINNESOTA STATE REGISTER

MONDAY, APRIL 7, 2025

VOLUME 49, NUMBER 41

PAGES 1119- 1138



# Minnesota State Register

## Judicial Notice Shall Be Taken of Material Published in the Minnesota State Register

The Minnesota State Register is the official publication of the State of Minnesota's Executive Branch of government, published weekly to fulfill the legislative mandate set forth in Minnesota Statutes, Chapter 14, and Minnesota Rules, Chapter 1400. It contains:

- **Proposed Rules**
- **Adopted Rules**
- **Exempt Rules**
- **Expedited Rules**
- **Withdrawn Rules**
- **Executive Orders of the Governor**
- **Appointments**
- **Proclamations**
- **Vetoed Rules**
- **Commissioners' Orders**
- **Revenue Notices**
- **Official Notices**
- **State Grants and Loans**
- **Contracts for Professional, Technical and Consulting Services**
- **Non-State Public Bids, Contracts and Grants**

## Printing Schedule and Submission Deadlines

Vol. 49 Issue Number	Publish Date	Deadline for: all Short Rules, Executive and Commissioner's Orders, Revenue and Official Notices, State Grants, Professional-Technical- Consulting Contracts, Non-State Bids and Public Contracts	Deadline for LONG, Complicated Rules (contact the editor to negotiate a deadline)
#42	Monday 14 April	Noon Tuesday 8 April	Noon Thursday 3 April
#43	Monday 21 April	Noon Tuesday 15 April	Noon Thursday 10 April
#44	Monday 28 April	Noon Tuesday 22 April	Noon Thursday 17 April
#45	Monday 5 May	Noon Tuesday 29 April	Noon Thursday 24 April

**PUBLISHING NOTICES:** We need to receive your submission ELECTRONICALLY in Microsoft WORD format. Submit ONE COPY of your notice via e-mail to: [sean.plemmons@state.mn.us](mailto:sean.plemmons@state.mn.us). State agency submissions must include a "State Register Printing Order" form, and, with contracts, a "Contract Certification" form. Non-State Agencies should submit ELECTRONICALLY in Microsoft WORD, with a letter on your letterhead stationery requesting publication and date to be published. Costs are \$13.50 per tenth of a page (columns are seven inches wide). One typewritten, double-spaced page = 6/10s of a page in the State Register, or \$81. About 1.5 pages typed, double-spaced, on 8-1/2"x11" paper = one typeset page in the State Register. Contact editor with questions (651) 201-3204, or e-mail: [sean.plemmons@state.mn.us](mailto:sean.plemmons@state.mn.us).

**SUBSCRIPTION SERVICES:** E-mail subscriptions are available by contacting the editor at [sean.plemmons@state.mn.us](mailto:sean.plemmons@state.mn.us). Send address changes to the editor or at the Minnesota State Register, 50 Sherburne Avenue, Suite 309, Saint Paul, MN 55155.

SEE THE Minnesota State Register free at website: <https://mn.gov/admin/government/data-info/register.jsp>

- Minnesota State Register: Online subscription – \$180, includes links, index, special section "CONTRACTS & GRANTS," with Sidebar Table of Contents, Early View after 4:00 pm Friday (instead of waiting for early Monday), and it's sent to you via E-mail.
- Single issues are available electronically via PDF for free.
- "Affidavit of Publication" includes a notarized "Affidavit" and a copy of the issue: \$15.00.

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(651) 201-3400

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Keith Ellison (651) 296-3353

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(651) 201-2560

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USPS Publication Number: 326-630 (ISSN: 0146-7751)

THE MINNESOTA STATE REGISTER IS PUBLISHED by the Communications Division, Department of Administration, State of Minnesota, pursuant to Minnesota Statutes § 14.46 and is available on-line at: <https://mn.gov/admin/government/data-info/register.jsp>

## Minnesota Legislative Information

### Senate Public Information Office

(651) 296-0504  
State Capitol, Room 231, St. Paul, MN 55155  
<https://www.senate.mn/>

### Minnesota State Court System

Court Information Office (651) 296-6043  
MN Judicial Center, Rm. 135,  
25 Rev. Dr. Martin Luther King Jr Blvd., St. Paul, MN 55155  
<http://www.mncourts.gov>

### House Public Information Services

(651) 296-2146  
State Office Building, Room 175  
100 Rev. Dr. Martin Luther King Jr Blvd., St. Paul, MN 55155  
<https://www.house.leg.state.mn.us/hinfo/hinfo.asp>

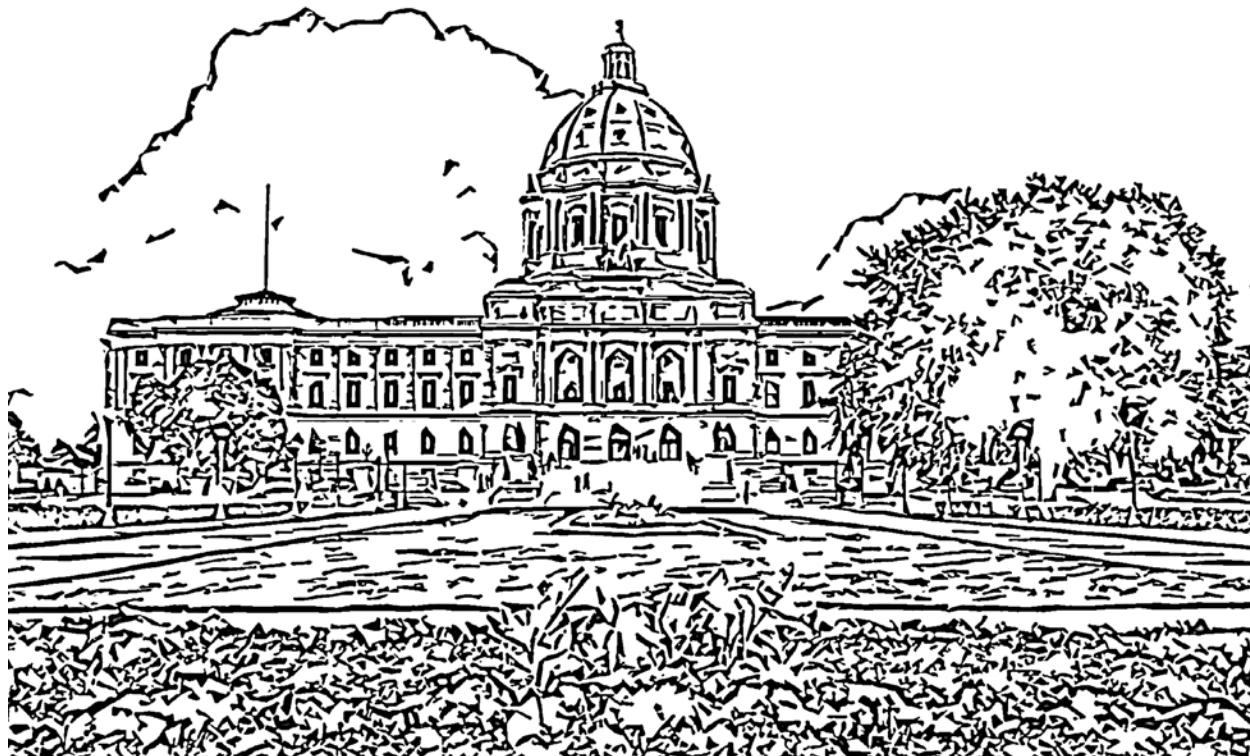
### Federal Register

Office of the Federal Register (202) 512-1530; or (888) 293-6498  
U.S. Government Printing Office – Fax: (202) 512-1262  
<https://www.federalregister.gov/>

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**Front Cover Artwork:** *A final spring thaw allows water to trickle down the sandstone waterfall at Minnehaha Falls in Mankato, Minn.*  
*Photo by Sean Plemmons*



# Minnesota Rules: Amendments and Additions

## NOTICE: How to Follow State Agency Rulemaking in the State Register

The State Register is the official source, and only complete listing, for all state agency rulemaking in its various stages. State agencies are required to publish notice of their rulemaking action in the State Register. Published every Monday, the State Register makes it easy to follow and participate in the important rulemaking process. Approximately 80 state agencies have the authority to issue rules. Each agency is assigned specific Minnesota Rule chapter numbers. Every odd-numbered year the Minnesota Rules are published. Supplements are published to update this set of rules. Generally speaking, proposed and adopted exempt rules do not appear in this set because of their short-term nature, but are published in the State Register.

An agency must first solicit Comments on Planned Rules or Comments on Planned Rule Amendments from the public on the subject matter of a possible rulemaking proposal under active consideration within the agency (Minnesota Statutes §§ 14.101). It does this by publishing a notice in the State Register at least 60 days before publication of a notice to adopt or a notice of hearing, or within 60 days of the effective date of any new statutory grant of required rulemaking.

When rules are first drafted, state agencies publish them as Proposed Rules, along with a notice of hearing, or a notice of intent to adopt rules without a hearing in the case of noncontroversial rules. This notice asks for comment on the rules as proposed. Proposed emergency rules, and withdrawn proposed rules, are also published in the State Register. After proposed rules have gone through the comment period, and have been rewritten into their final form, they again appear in the State Register as Adopted Rules. These final adopted rules are not printed in their entirety, but only the changes made since their publication as Proposed Rules. To see the full rule, as adopted and in effect, a person simply needs two issues of the State Register, the issue the rule appeared in as proposed, and later as adopted.

The State Register features partial and cumulative listings of rules in this section on the following schedule: issues #1-26 inclusive (issue #26 cumulative for issues #1-26); issues #27-52 inclusive (issue #52, cumulative for issues #27-52 or #53 in some years). A subject matter index is updated weekly and is available upon request from the editor. For copies or subscriptions to the State Register, contact the editor at 651-201-3204 or email at [sean.plemmons@state.mn.us](mailto:sean.plemmons@state.mn.us)

## Volume 49 - Minnesota Rules

(Rules Appearing in Vol. 49 Issues #1-27 are  
in Vol. 49, #27 - Monday 30 December 2024)

### Volume 49, #41

#### Monday 6 January - Monday 7 April

##### Office of Cannabis Management

9810 (proposed) ..... 779

##### Department of Commerce

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4501.0100; 4511.0100, .0200, .1100 (adopted) ..... 979

##### Department of Education

3501.0750 (adopted expedited) ..... 1123

##### Office of Emergency Medical Services

4690.8300 (proposed expedited) ..... 1082

##### Department of Human Services

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##### Department of Labor and Industry

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1305.3114 (adopted expedited) ..... 279, 963

##### Department of Natural Resources

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6264.0400 (proposed exempt) ..... 995  
6262.0300 (proposed expedited) ..... 1078

##### Minnesota Racing Commission

7883.0100 (adopted) ..... 1123

##### Workers' Compensation Court of Appeals

9800 (adopted) ..... 316, 1107

# Adopted Rules

A rule becomes effective after the requirements of *Minnesota Statutes* §§ 14.05-14.28 have been met and five working days after the rule is published in the *State Register*, unless a later date is required by statutes or specified in the rule. If an adopted rule is identical to its proposed form as previously published, a notice of adoption and a citation to its previous *State Register* publication will be printed. If an adopted rule differs from its proposed form, language which has been deleted will be printed with strikeouts and new language will be underlined. The rule's previous *State Register* publication will be cited.

**KEY: Proposed Rules** - Underlining indicates additions to existing rule language. ~~Strikeouts~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material."

**Adopted Rules** - Underlining indicates additions to proposed rule language. ~~Strikeout~~ indicates deletions from proposed rule language.

## Minnesota Racing Commission Adopted Permanent Rules Relating to Horse Racing

The rules proposed and published at State Register, Volume 49, Number 27, pages 706-728, December 30, 2024 (49 SR 706), are adopted with the following modifications:

### 7883.0100 ENTRIES AND SUBSCRIPTIONS.

Subp. 4. **Entering procedure.** Nominations and entries shall be made in writing and signed by the owner or trainer of the horse, or the owner's authorized agent. Each association shall provide forms on which entries, scratches, and declarations are to be made for all races.

~~G. All jockeys not represented or present at the draw must call the racing secretary by 9:00 a.m. the following day and declare their intent to honor their designated engagements.~~

# Expedited Rules

Provisions exist for the Commissioners of some state agencies to adopt expedited rules when conditions exist that do not allow the Commissioner to comply with the requirements for normal rules. The Commissioner must submit the rule to the attorney general for review and must publish a notice of adoption that includes a copy of the rule and the conditions. Expedited rules are effective upon publication in the *State Register*, and may be effective up to seven days before publication under certain conditions.

Expedited rules are effective for the period stated or up to 18 months. Specific *Minnesota Statute* citations accompanying these expedited rules detail the agency's rulemaking authority.

**KEY: Proposed Rules** - Underlining indicates additions to existing rule language. ~~Strikeouts~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material."

**Adopted Rules** - Underlining indicates additions to proposed rule language. ~~Strikeout~~ indicates deletions from proposed rule language.

## Department of Education Adopted Expedited Permanent Rules Relating to Academic Standards in Mathematics

The rules proposed and published at State Register, Volume 49, Number 6, pages 109-111, August 5, 2024 (49 SR 109), are adopted with the following modifications:

### 3501.0750 ACADEMIC STANDARDS IN MATHEMATICS.

Subp. 4. Patterns and relationships.

# Expedited Rules

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A. The student will describe/interpret describe, interpret, and use quantities, relationships between and representations of quantities, representations of quantities, and number systems. The student will describe and relate operations and the relationship between operations. The student will use strategies and procedures accurately, efficiently, and flexibly. The student will assess the reasonableness of the results.

Subp. 5. **High school preparedness.** By the end of grade 8, a student will meet the following criteria, which prepares the student for three credits of mathematics in grades 9 through 12, including Algebra II, Integrated Mathematics III, or an equivalent.

A. **Data analysis:** The student will analyze bivariate data by creating and using linear and geometric models.

B. **Spatial reasoning:** The student will apply the Pythagorean Theorem to find side lengths and calculate distances using algebraic reasoning, use similar triangles to explore lines and slope on a coordinate plane, and analyze types of solutions to systems of linear equations.

C. **Patterns and relationships:** The student will classify real numbers, use properties of exponents, solve financial contexts involving exponents, solve algebraic equations and inequalities, and analyze linear systems and nonlinear functions.

Subp. 6. **Implementation.** These standards must be implemented by school districts by the beginning of the 2027-2028 school year.

**EFFECTIVE DATE.** These standards are effective at the beginning of the 2027-2028 school year.

## Revenue Notices

The Department of Revenue began issuing Revenue Notices in July of 1991. Revenue Notices are statements of policy made by the department that provide interpretation, detail, or supplementary information concerning a particular statute, rule, or departmental practice. The authority to issue Revenue Notices is found in *Minnesota Statutes*, Section 270C.07.

**KEY:** Underlining indicates additions to existing language. ~~Strikeouts~~ indicate deletions from existing language.

## Minnesota Department of Revenue

### Revenue Notice # 25-01: Individual Income Tax – Minnesota Child Tax Credit – Eligibility for Advance Payments

This Revenue Notice states the Minnesota Department of Revenue's positions on requirements Minnesota taxpayers must meet to receive advance payments of the Minnesota Child Tax Credit. Eligible taxpayers that timely elect to receive advance payments of the Minnesota Child Tax Credit will receive such payments, unless certain conditions apply.

#### Background

Pursuant to *Minnesota Statutes*, section 290.0661, subdivision 8(a), the commissioner of revenue must establish a process to allow Minnesota taxpayers to elect to receive advance payment of the Minnesota Child Tax Credit. The commissioner also has the authority to prescribe the “content, format, and manner” of all returns and other forms required to be filed under a law administered by the commissioner. *Minnesota Statutes*, sections 289A.08, subdivision 17, and 270C.30.

#### Department Positions

The department takes the following positions regarding eligibility for advance payments of the Minnesota Child Tax Credit:

# Revenue Notices

1. In order to receive advance payments, a taxpayer must elect on their first filed Minnesota Individual Income Tax Return (Form M1) to receive advance payments and must file their return on or before April 15th. If the 15th falls on a Saturday, Sunday, or holiday, then a taxpayer must make their election and file their return by the next business day;
2. A taxpayer's advance payments must be based on the number of qualifying children who were under the age of 17 at the end of the taxable year for which the taxpayer makes the election to receive advance payments;
3. A taxpayer who timely elected to receive advance payments on their first filed Minnesota Individual Income Tax Return (Form M1) will not receive advance payments if they file an amended or other return, even if filed by the return due date, that impacts the amount of their Child Tax Credit or if an audit impacts the amount of their Child Tax Credit; and
4. A taxpayer does not have the right to appeal the department's denial of an election to receive advance payments but may still qualify to receive the Child Tax Credit when they file their Minnesota Individual Income Tax Return (Form M1).

Publication Date: April 7, 2025

Terese Mitchell, General Counsel  
Minnesota Department of Revenue

## Official Notices

Pursuant to *Minnesota Statutes §§ 14.101*, an agency must first solicit comments from the public on the subject matter of a possible rulemaking proposal under active consideration within the agency by publishing a notice in the *State Register* at least 60 days before publication of a notice to adopt or a notice of hearing, and within 60 days of the effective date of any new statutory grant of required rulemaking.

The *State Register* also publishes other official notices of state agencies and non-state agencies, including notices of meetings and matters of public interest.

### Minnesota Department of Agriculture (MDA)

#### Notice of the Proposed Emerald Ash Borer Quarantine Aitkin County and portions of Mille Lacs, Pine and St Louis Counties

The Minnesota Department of Agriculture (MDA) is accepting comments on the current state emergency quarantine for emerald ash borer, *Agrilus planipennis* (Fairemaire), for the following areas:

- A. Aitkin County
- B. The portion of Mille Lacs County north of County Road 11, that runs east to west from Isanti to Benton County.
- C. The portion of Pine County north of County Road 48, from the east county line through Hinckley to Tower Road to the west county line.
- D. The portion of St Louis County:
  - a. not already described in and regulated under Formal Emerald Ash Borer Quarantine Version 39
  - b. bounded to the south by the southern boundary of Cedar Valley Township, continuing east through the southern boundary of Northland Township
  - c. bounded to the north by the northern border of French Township and continuing east through the northern boundary of Babbitt City.

The proposed formal quarantine is to be implemented May 6, 2025.

# Official Notices

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Oral and written comments regarding the proposed regulations will be accepted via email or phone through May 5, 2025. Submit comments to Kimberly Thielen Cremers, Minnesota Department of Agriculture, 625 Robert Street North, St Paul, MN 55155, email: [kimberlytcremers@state.mn.us](mailto:kimberlytcremers@state.mn.us), phone: (651)201-6329.

For more information on emerald ash borer, including a copy of the emergency quarantine, visit the Minnesota Department of Agriculture website at [www.mda.state.mn.us/eab](http://www.mda.state.mn.us/eab).

## Minnesota Agricultural And Economic Development Board

### Notice Of Public Hearing By The Minnesota Agricultural And Economic Development Board On The Issuance Of Revenue Obligations Under Minnesota Statutes, Chapter 41A, As Amended, And Sections 469.152 Through 469.1655, As Amended, For The Benefit Of Allina Health System

NOTICE IS HEREBY GIVEN that the Minnesota Agricultural and Economic Development Board (the "Board"), or its designated representative, will hold a public hearing on April 23, 2025, at or after 10:00 a.m., at 180 Fifth Street East, 12<sup>th</sup> Floor, Suite 12403, Brainerd Room, Saint Paul, Minnesota, on a proposal that the Board approve and authorize the issuance by the Board of one or more series of tax-exempt revenue obligations (the "Obligations"), pursuant to Minnesota Statutes, Chapter 41A, as amended, and Sections 469.152 through 469.1655, as amended (the "Act"), for the benefit of Allina Health System (the "Corporation"). The proceeds of the Obligations will be used to (i) finance a portion of the costs of the Abbott Northwestern Hospital Campus Revitalization Project located on the west side of 10<sup>th</sup> Avenue between 26<sup>th</sup> Street and 28<sup>th</sup> Street in the City of Minneapolis, consisting of construction of an approximately 575,000 square foot, ten-story surgical and critical care pavilion, together with related infrastructure, as well as renovations to existing space in the Heart Hospital, East, Courage Kenny and Piper Buildings and (ii) finance costs of issuance of the Obligations (collectively, the "Project").

Following the public hearing, the Board will consider adoption of a resolution approving the issuance of the Obligations. The aggregate face amount of the Obligations proposed to be issued to finance the activities contemplated herein is presently estimated not to exceed \$300,000,000. A draft copy of the proposed application to the Minnesota Department of Employment and Economic Development for approval of the Projects, together with all attachments and exhibits required under the Act, shall be available for public inspection at the offices of the Board at 180 Fifth Street East, 12<sup>th</sup> Floor, Saint Paul, Minnesota, during normal business hours following the publication of this notice.

The Obligations will be issued by the Board and will constitute special, limited obligations of the Board payable solely from the revenues expressly pledged to the payment thereof, will not constitute a general or moral obligation of the Board, the State of Minnesota (the "State"), or any political subdivision thereof, and will not be secured by the taxing power of the Board, the State, or any political subdivision thereof or any assets or property of the Board, the State, or any political subdivision thereof except interests in the Projects that may be granted to the Board in conjunction with the financing.

All persons interested may appear and be heard at the time and place set forth above or may file written comments with the Executive Director of the Board prior to the date of the hearing set forth above.

PLEASE NOTE, the public hearing may be conducted via telephone or other electronic means as allowed under Minnesota Statutes, Section 13D.021. The public may attend the meeting in person. The public hearing shall take place at 180 Fifth Street East, 12<sup>th</sup> Floor, Saint Paul, Minnesota, Suite 12403, Brainerd Room. The public may also attend via:

**Dial in by phone**

**+1 651-395-7448, 527548045# United States, Minneapolis**

**Find a local number**

**Phone conference ID: 527 548 045#**

**Join on a video conferencing device**

**Tenant key: mn@m.webex.com**

**Video ID: 113 935 369 8**

Dated: April 8, 2025

MINNESOTA AGRICULTURAL AND ECONOMIC DEVELOPMENT BOARD

## State Grants & Loans

In addition to requests by state agencies for technical/professional services (published in the State Contracts Section), the *State Register* also publishes notices about grants and loans available through any agency or branch of state government. Although some grant and loan programs specifically require printing in a statewide publication such as the *State Register*, there is no requirement for publication in the *State Register* itself. Agencies are encouraged to publish grant and loan notices, and to provide financial estimates as well as sufficient time for interested parties to respond.

SEE ALSO: Office of Grants Management (OGM) at: <https://mn.gov/admin/citizen/grants/>

## Department of Commerce

### Division of Energy Resources

#### Request for Proposals for Feasibility Studies for Microgrids at Community Lifeline Facilities

The Minnesota Department of Commerce (“Commerce”) seeks proposals from eligible applicants for a grant under the State Energy Program. This competitive grant program will support feasibility studies to evaluate adding a microgrid at a community lifeline facility, community resilience hub, or a group of such facilities to improve energy resilience in a disruptive event.

A Request for Proposals (RFP) is available for download on the Department’s RFP website at *Request for Proposals (RFP) / Minnesota Department of Commerce - Business (mn.gov)*.

All responses to this RFP need to be submitted through a single responder user account via the grant portal. Applications must be submitted by **5:00 p.m. CDT on Monday, April 28, 2025**. Late proposals will not be considered. Instructions and links for submitting proposals are detailed in the RFP and attachments.

This request does not obligate the State to complete the work contemplated in this notice. The State reserves the right to cancel this solicitation. All expenses incurred in responding to this notice are solely the responsibility of the responder.

## Department of Employment and Economic Development (DEED) Notice of Grant Opportunity

**NOTICE IS HEREBY GIVEN** that the Minnesota Department of Employment and Economic Development (DEED) places notice of any available grant opportunities online at <https://mn.gov/deed/about/contracts/open-rfp.jsp>

# State Grants & Loans

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## Minnesota Housing Finance Agency (Minnesota Housing)

### Consolidated Request for Proposals: 2025 Single Family Request for Proposals, 2025

### Multifamily Request for Proposals, 2026 Housing Tax Credit Program Round 1 and Round 2 Request for Proposals

Housing is foundational to a full life and a thriving state, so we equitably collaborate with individuals, communities, and partners to create, preserve, and finance housing that is affordable.

The 2025 Single Family Consolidated Request for Proposals (RFP) will provide Minnesota Housing funding resources to complete homeownership projects that include:

- Grant funds
- Deferred loan funds
- Interim construction loans

Single Family resources can be used for affordability gap/downpayment assistance; owner-occupied rehabilitation; new construction; acquisition, rehabilitation and resale; direct construction costs for school districts, charter schools, and cooperative units as defined in Minnesota Statute 123A.24 subdivision 2<sup>1</sup>; and the Tribal Indian Housing Program. The 2025 Single Family Consolidated RFP will include funding for the Workforce and Affordable Homeownership Development Program.

The 2025 Multifamily Consolidated RFP will provide Minnesota Housing funding resources that include:

- Federal Low-Income Housing Tax Credit (Housing Tax Credit) Program
  - Amortizing loans
  - Deferred loans
  - Project-Based Rental Assistance

The amount of resources available for deferred loans is contingent upon state and federal appropriations. All RFP information and materials will be available on Wednesday, April 9, 2025, on the Minnesota Housing website at [www.mnhousing.gov](http://www.mnhousing.gov).

If you are unable to access the website or need assistance locating the appropriate materials, contact the following:

- Single Family Division at 651.284.0465 or 800.710.8871 or by email at [impact.fund.mhfa@state.mn.us](mailto:impact.fund.mhfa@state.mn.us)
- Multifamily Division at 651.296.9832 or 800.657.3647 or by email at [mhfa.consolidated.rfp@state.mn.us](mailto:mhfa.consolidated.rfp@state.mn.us)

#### Board Approval

- Recommendations for the 2025 Single Family Consolidated RFP and 2025 Multifamily Consolidated RFP/2026 Housing Tax Credit (HTC) Round 1 will be approved by Minnesota Housing's board members on a date to be posted on the Minnesota Housing website.
  - Recommendations for the 2026 HTC Round 2 will be approved by Minnesota Housing's board members on a date to be posted on the Minnesota Housing website.

#### Funding Notification

Notification of awards will be posted on the Minnesota Housing website after the board meetings noted above; notification of selection for further processing will be mailed and/or sent electronically within approximately 10 business days of the approval. Organizations awarded funds from Minnesota Housing funding partners will be notified by the appropriate funding partner directly after each of their respective board meetings.

# State Grants & Loans

These Consolidated RFPs are subject to all applicable federal and state laws, rules, and regulations. Minnesota Housing reserves the right to modify or withdraw these Consolidated RFPs at any time and is not able to reimburse any applicant for costs incurred in the preparation and/or submittal of proposals.

## 2026 HTC Program RFPs

The HTC program continues to have two funding rounds per year.

Eligible applicants are invited to submit proposals to the 2025 Multifamily Consolidated RFP and the 2026 HTC Program Round 1 using the Minnesota Housing Multifamily Customer Portal and its required forms and submittals.

For detailed information, refer to the Multifamily Request for Proposal Standards available on Minnesota Housing's *Multifamily Consolidated Request for Proposals/Housing Tax Credits Funding Rounds* webpage.

HTCs offer a 10-year reduction in tax liability to owners and investors in eligible low-income rental housing developments involving new construction, rehabilitation, or acquisition with rehabilitation.

The total estimated 2026 HTCs available for the state of Minnesota is approximately \$17.2 million. Minnesota Housing has estimated the housing credit ceiling for Minnesota for calendar year 2026 based upon an estimate. The actual housing credit ceiling for the year 2026 will not be known by Minnesota Housing until early 2026. Minnesota Housing will administer about \$12.8 million in HTCs while Suballocators will administer the rest of the HTC.

The 2026 HTC Round 1 is the primary HTC selection/allocation round. Minnesota Housing will forward select 2026 HTC in the 2025 Multifamily Consolidated RFP and 2026 HTC Round 1. Any HTC remaining following the conclusion of 2026 HTC Round 1 will be made available for 2026 HTC Round 2.

## 2026 HTC Program, Qualified Allocation Plan, and Scoring Changes

As part of Minnesota Housing's annual revisions process, the 2026-2027 HTC Program, Qualified Allocation Plan (QAP), Self-Scoring Worksheet, and various related programmatic documents have been revised in several key respects. Details regarding these changes can be found on Minnesota Housing's *Multifamily Consolidated Request for Proposals/Housing Tax Credits Funding Rounds* webpage.

## Housing Tax Credit Formula

The Minnesota Legislature designated Minnesota Housing as the primary allocating agency for HTCs for the state and authorized eligible cities and counties to administer the HTCs in their respective jurisdictions based on Minnesota Statutes, sections 462A.221 to 462A.225.

## Minnesota Housing Administration of HTCs

In both HTC Round 1 and Round 2, applicants with eligible buildings in the balance of the state and not within the jurisdiction of a Suballocator may apply to Minnesota Housing for an allocation of HTCs.

Joint Powers Suballocators enter into an agreement with Minnesota Housing to perform allocation and compliance functions. Applicants with eligible buildings located within the jurisdiction of a Joint Powers Suballocator must submit a complete application to Minnesota Housing.

Each year, 10% of the state ceiling is set aside by Minnesota Housing for allocation to nonprofit sponsored developments with a section 501(c)(3) or 501(c)(4) status or appropriate designation approval by the Internal Revenue Service (IRS) as required by section 42(h)(5). Qualified nonprofit organizations can apply to Minnesota Housing for these credits, regardless of the geographic location of the proposed low-income housing development, as specified in the QAP.

Nonprofit applicants may apply to both Minnesota Housing and the Suballocator. For further information, contact the applicable city or county at the phone number below.

In Round 1, applicants with eligible buildings located in the jurisdiction of a Suballocator must apply to the local

# State Grants & Loans

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administrator for HTCs.

## Local Administration of HTCs

The following eligible cities and counties have the authority to administer the HTCs locally:

Suballocator	Joint Powers Suballocator
St. Paul: 651.266.6591	Duluth: 218.730.5303
Dakota County: 651.675.4478	St. Cloud: 320.252.0880
Minneapolis: 612.673.5266	Rochester: 507.328.2003
Washington County: 651.458.6556	

In Round 2, all unallocated HTCs will be transferred to a unified pool for allocation by Minnesota Housing on a statewide basis as specified in the QAP.

If you are unable to access the website or need assistance locating the appropriate materials, contact the Multifamily Division by phone at 651.296.9832 or 800.657.3647 or by email at [htc.mhfa@state.mn.us](mailto:htc.mhfa@state.mn.us).

## Minnesota Department of Human Services Notice of Grant Opportunities

**NOTICE IS HEREBY GIVEN** that the Minnesota Department of Human Services (DHS) places notice of any available grant opportunities on the DHS Grant Requests for Proposals website: <https://mn.gov/dhs/partners-and-providers/grants-rfps/open-rfps/>.

# State Contracts

**Informal Solicitations:** Informal solicitations for professional/technical (consultant) contracts valued at over \$5,000 through \$50,000, may either be published in the *State Register* or posted on the Department of Administration, Office of State Procurement (OSP) Website. Interested vendors are encouraged to monitor the P/T Contract Section of the OSP Website at <https://mn.gov/admin/osp> for informal solicitation announcements.

**Formal Solicitations:** Department of Administration procedures require that formal solicitations (announcements for contracts with an estimated value over \$50,000) for professional/technical contracts must be published in the *State Register*. Certain quasi-state agency and Minnesota State College and University institutions are exempt from these requirements.

**Requirements:** There are no statutes or rules requiring contracts to be advertised for any specific length of time, but the Office of State Procurement strongly recommends meeting the following requirements: \$0 - \$5000 does not need to be advertised; \$5,000 - \$25,000 should be advertised in the *State Register* for a period of at least seven calendar days; \$25,000 - \$50,000 should be advertised in the *State Register* for a period of at least 14 calendar days; and anything above \$50,000 should be advertised in the *State Register* for a minimum of at least 21 calendar days.

Contact the Office of State Procurement at: (651) 296-2600

## Minnesota State Colleges and Universities (Minnesota State) Notice of Bid and Contracting Opportunities

Minnesota State is now placing additional public notices for contract opportunities for goods and services on its Vendor and Supplier Opportunities website (<https://www.minnstate.edu/vendors/index.html>). Minnesota State may add new public notices to the website daily and post for the time indicated within the public notice.

If you have any questions regarding this notice or are having problems viewing the information on the Vendor and Supplier Opportunities website, please email the Minnesota State Procurement Unit at [Sourcing@MinnState.edu](mailto:Sourcing@MinnState.edu).

## Minnesota State Colleges and Universities (Minnesota State) Lake Superior College Request for Proposals for MnDOT Technical Certification Training Program

**NOTICE IS HEREBY GIVEN** that bids are being solicited to assist in developing the MnDOT Technical Certification Training Program instruction and certification. All training, instructors, classroom materials, content manuals and exams will be provided by the winning proposal.

For additional information or to request a copy of the Request for Proposal, please contact:

Mike Francisco, Purchasing  
Lake Superior College  
2101 Trinity Road, Duluth MN 55811  
P: 218-733-5968 E: [purchasing@lsc.edu](mailto:purchasing@lsc.edu)

The RFP can also be found at <https://www.lsc.edu/rfp/>. Proposals are due at the Lake Superior College Business Office by 12:00pm CT on Friday, April 18, 2025.

This notice and the Request for Proposal do not obligate the State of Minnesota, Minnesota State Colleges and Universities or Lake Superior College to award a contract; and reserves its right to withdraw from the RFP if it is considered to be in its best interest.

# State Contracts

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## Minnesota Historical Society

### Request for Proposals for Gallery C Refit: Demolition, Wall Construction, Finishing for *Julia Child: A Recipe For Life* Exhibit

The Minnesota Historical Society (MNHS) is soliciting bids from qualified contractors (Contractor) to work collaboratively with MNHS to provide all labor and materials necessary for demolition, construction and painting services to create new gallery spaces in a portion of Gallery C at the Minnesota History Center (Site). This is a prevailing wage project.

The Request for Proposal is available by contacting Mary Green Toussaint, Contract Manager, Minnesota Historical Society, by e-mail only: [mary.green-toussaint@mnhs.org](mailto:mary.green-toussaint@mnhs.org)

There will be a **MANDATORY** pre-bid meeting for all interested parties on **TUESDAY, APRIL 15, 2025 at 2:00 PM Local Time** at the Minnesota History Center, Gallery C, 345 Kellogg Blvd. W, St. Paul, MN 55102.

All bids must be received by Mary Green Toussaint, Contract and Purchasing Manager, at [mary.green-toussaint@mnhs.org](mailto:mary.green-toussaint@mnhs.org) no later than **2:00 PM Local Time Tuesday, May 6, 2025**. There will be no public bid opening.

This project may begin Monday July 7, 2025. Work must be completed by Friday August 22, 2025. Time is of the essence.

## Minnesota Lottery

### Request for Proposals for Minnesota State Lottery Sponsorship Agreements

#### Description of Opportunity

The Minnesota State Lottery (“Lottery”) develops sponsorship agreements throughout the year with organizations, events, and sports teams to create excitement for lottery players, to interest new players and increase the visibility of lottery games. The Lottery encourages and continually seeks new sponsorship agreements to help achieve current Lottery marketing goals.

The Minnesota Lottery finds sponsorship opportunities in two ways. First, the Minnesota Lottery marketing staff locates and approaches potential sponsors to negotiate directly. Second, the Minnesota Lottery accepts incoming potential sponsors through this proposal process. Employing both strategies allows the Minnesota Lottery to find the best sponsorship opportunities, including opportunities that are not already known by staff. Both strategies are evaluated using the same criteria.

If you feel your organization, event, sports team, or other opportunity is a good fit for the Minnesota Lottery to sponsor, we encourage you to prepare and submit a proposal.

#### Proposal Content

A sponsorship proposal presented to the Lottery should meet the following three criteria:

1. Maximize Lottery Visibility - the event, sports team, or venue sponsorship proposal should draw a large number of attendees (typically 20,000 or more) whose demographics match the Lottery’s target audience. The Lottery is interested in effectively delivering its message of fun and entertainment to Minnesota adults, ages 25-64, with a household income of \$75,000+ and an educational background of some college or higher. The Lottery does not market to those under the age of 18, and events with large numbers of children present are generally not accepted. Attendance numbers, on-site signage availability, sales and engagement opportunities, and media exposure are critical components that will be evaluated in the proposal. List and define all assets, value, and benefits that the Lottery would receive as part of the sponsorship, such as PR inclusions, social media posts, prize support, promotional activities, and signage.
2. Enhance Lottery Image - the event, sports team, or venue should be a reputable, safe, and well-run event and

# State Contracts

organization that enhances the Lottery's brand. The Lottery's presence should fit well within the lineup of other sponsors and participants. The Lottery is interested in sponsorships that can promote Lottery products, either via on-site sales from a Lottery booth, from sales-generating promotions with Lottery retailers, or from joint programs with the sponsor's media or other sponsorship partners.

3. Provide Promotional Extensions - the event, sports team, or venue proposal should offer exciting, value-added ways to interact with attendees and have opportunities to motivate attendees, listeners, and viewers to participate in and purchase Lottery games. The proposal must include staffing support, or other considerations to help the Lottery implement any appropriate promotional extension ideas.

Proposals should address all pertinent elements of the sponsorship and how the Lottery criteria, as stated above and on the RFP Evaluation Form, are to be met. To view or print copies of the Request for Proposal go to <https://www.mnlottery.com/vendors/>

This Solicitation does not obligate the state to award a contract or pursue a proposed sponsorship opportunity, and the state reserves the right to cancel the solicitation if it is considered to be in its best interest.

## Questions

Questions concerning this Solicitation must specify "Sponsorship RFP" in the email subject line or address of a USPS envelope, and should be directed to:

Purchasing  
Minnesota State Lottery  
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Roseville, MN 55113  
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Other personnel are not authorized to answer questions regarding this Solicitation.

## Response Delivery

All responses must be in writing and delivered to the contact noted above. Proposals will be accepted on an ongoing basis.

## Minnesota Department of Transportation (MnDOT) Engineering Services Division Notices Regarding Professional/Technical (P/T) Contracting

**P/T Contracting Opportunities:** MnDOT is now placing additional public notices for P/T contract opportunities on the MnDOT's Consultant Services website. New public notices may be added to the website on a daily basis and be available for the time period as indicated within the public notice.

**Taxpayers' Transportation Accountability Act (TTAA) Notices:** MnDOT is posting notices as required by the TTAA on the MnDOT Consultant Services website.

**MnDOT's Prequalification Program:** MnDOT maintains a Pre-Qualification Program in order to streamline the process of contracting for highway related P/T services. Program information, application requirements, application forms and contact information can be found on MnDOT's Consultant Services website. Applications may be submitted at any time for this Program.

**MnDOT Consultant Services website:** [www.dot.state.mn.us/consult](http://www.dot.state.mn.us/consult)

If you have any questions regarding this notice, or are having problems viewing the information on the Consultant Services website, please call the Consultant Services Help Line at 651-366-4611, Monday – Friday, 9:00am – 4:00pm.

# Non-State Public Bids, Contracts & Grants

The State Register also serves as a central marketplace for contracts let out on bid by the public sector. The *State Register* meets state and federal guidelines for statewide circulation of public notices. Any tax-supported institution or government jurisdiction may advertise contracts and requests for proposals from the private sector. It is recommended that contracts and RFPs include the following: 1) name of contact person; 2) institution name, address, and telephone number; 3) brief description of commodity, project or tasks; 4) cost estimate; and 5) final submission date of completed contract proposal. Allow at least three weeks from publication date (four weeks from the date article is submitted for publication). Surveys show that subscribers are interested in hearing about contracts for estimates as low as \$1,000. Contact editor for further details.

Besides the following listing, readers are advised to check: <https://mn.gov/admin/osp> as well as the Office of Grants Management (OGM) at: <https://mn.gov/admin/citizen/grants/>.

## Metropolitan Airports Commission (MAC) Notice of Call for Bids for 2025 Airside Electrical Construction

Airport Location:	Minneapolis-St. Paul International Airport
Project Name:	2025 Airside Electrical Construction
MAC Contract No.:	106-1-383
Bids Close At:	2:00 PM on April 16, 2025
Bid Opening Conference Call:	3:00 PM on April 16, 2025
Teleconference Dial In #:	1-612-405-6798
Conference ID #:	897 927 742#

**Notice to Contractors:** Electronic Bid Submission for the project listed above will be received by the MAC, a public corporation, via *QuestCDN's website* until the official time and date as displayed in QuestCDN Online.

**Note:** You can sign up on our web site (<https://metroairports.org/doing-business/solicitations>) to receive email notifications of new business opportunities.

**Targeted Group Businesses (TGB):** The goal of the MAC for the utilization of Targeted Group Businesses on this project is 4%.

**Bid Security:** Each bid shall be accompanied by a "Bid Security" in the form of a certified check made payable to the MAC in the amount of not less than five percent (5%) of the total bid, or a surety bond in the same amount, running to the MAC, with the surety company thereon duly authorized to do business in the State of Minnesota.

**Availability of Construction Documents:** Plans and specifications are on file for inspection at the QuestCDN Online indicated below and at the Minnesota Builders Exchange; Rochester Builders Exchange; Dodge Data and Analytics; and NAMC-UM Plan Room. Bidders desiring drawings and specifications for personal use may secure a complete digital set at the *QuestCDN website*. Bidders may download the complete set of digital documents for \$22.00, or other fee as determined by QuestCDN, by entering eBidDoc™ #9569684 in the "Search Projects" page. Contact Quest Construction Data Network at (952) 233-1632 or [info@questcdn.com](mailto:info@questcdn.com) for assistance. Hard copy drawings and specifications will not be made available to Bidders. Bid documents for this project may be viewed for no cost at QuestCDN Online. For this project, bids will ONLY be received electronically. Contractors submitting an electronic bid will be charged an additional \$42.00, or other fee as determined by QuestCDN, at the time of bid submission via the online electronic bid service QuestCDN Online.

**MAC Internet Access of Additional Information:** A comprehensive Notice of Call for Bids for this project will be available on March 31, 2025, at MAC's web address of <https://metroairports.org/doing-business/solicitations> (construction bids).

# Non-State Public Bids, Contracts & Grants

## Metropolitan Airports Commission (MAC)

### Notice of Call for Bids for 2025 Concrete Joint Repair

Airport Location:	Minneapolis-St. Paul International Airport
Project Name:	2025 Concrete Joint Repair
MAC Contract No.:	106-3-720
Bids Close At:	2:00 PM on April 17, 2025
Bid Opening Conference Call:	3:00 PM on April 17, 2025
Teleconference Dial In #:	1-612-405-6798
Conference ID #:	897 927 742#

**Notice to Contractors:** Electronic Bid Submission for the project listed above will be received by the MAC, a public corporation, via *QuestCDN's website* until the official time and date as displayed in QuestCDN Online.

**Note:** You can sign up on our web site (<https://metroairports.org/doing-business/solicitations>) to receive email notifications of new business opportunities.

**Targeted Group Businesses (TGB):** The goal of the MAC for the utilization of Targeted Group Businesses on this project is 12%.

**Bid Security:** Each bid shall be accompanied by a “Bid Security” in the form of a certified check made payable to the MAC in the amount of not less than five percent (5%) of the total bid, or a surety bond in the same amount, running to the MAC, with the surety company thereon duly authorized to do business in the State of Minnesota

**Availability of Construction Documents:** Plans and specifications are on file for inspection at the office of Kimley-Horn and Associates, Inc.; at the QuestCDN Online indicated below and at the Minnesota Builders Exchange; Rochester Builders Exchange; Dodge Data and Analytics; and NAMC-UM Plan Room. Bidders desiring drawings and specifications for personal use may secure a complete digital set at the *QuestCDN website*. Bidders may download the complete set of digital documents for \$22.00, or other fee as determined by QuestCDN, by entering eBidDoc™ #9431473 in the “Search Projects” page. Contact Quest Construction Data Network at (952) 233-1632 or [info@questcdn.com](mailto:info@questcdn.com) for assistance. Hard copy drawings and specifications will not be made available to Bidders. Bid documents for this project may be viewed for no cost at QuestCDN Online. For this project, bids will **ONLY** be received electronically. Contractors submitting an electronic bid will be charged an additional \$42.00, or other fee as determined by QuestCDN, at the time of bid submission via the online electronic bid service QuestCDN Online.

**MAC Internet Access of Additional Information:** A comprehensive Notice of Call for Bids for this project will be available on March 31, 2025, at MAC’s web address of <https://metroairports.org/doing-business/solicitations> (construction bids).

## Metropolitan Airports Commission (MAC)

### Notice of Call for Bids for 2025 Landside Utility Rehabilitation

Airport Location:	Minneapolis-St. Paul International Airport
Project Name:	2025 Landside Utility Rehabilitation
MAC Contract No.:	106-3-722
Bids Close At:	2:00 PM on April 17, 2025
Bid Opening Conference Call:	3:00 PM on April 17, 2025
Teleconference Dial In #:	1-612-405-6798
Conference ID #:	897 927 742#

**Notice to Contractors:** Electronic Bid Submission for the project listed above will be received by the MAC, a public corporation, via *QuestCDN's website* until the official time and date as displayed in QuestCDN Online.

# Non-State Public Bids, Contracts & Grants —

**Note:** You can sign up on our web site (<https://metroairports.org/doing-business/solicitations>) to receive email notifications of new business opportunities.

**Targeted Group Businesses (TGB):** The goal of the MAC for the utilization of Targeted Group Businesses on this project is 1%.

**Bid Security:** Each bid shall be accompanied by a “Bid Security” in the form of a certified check made payable to the MAC in the amount of not less than five percent (5%) of the total bid, or a surety bond in the same amount, running to the MAC, with the surety company thereon duly authorized to do business in the State of Minnesota.

**Availability of Construction Documents:** Plans and specifications are at the QuestCDN Online indicated below and at the Minnesota Builders Exchange; Rochester Builders Exchange; Dodge Data and Analytics; and NAMC-UM Plan Room. Bidders desiring drawings and specifications for personal use may secure a complete digital set at the *QuestCDN website*. Bidders may download the complete set of digital documents for \$22.00, or other fee as determined by QuestCDN, by entering eBidDoc™ #9482136 in the “Search Projects” page. Contact Quest Construction Data Network at (952) 233-1632 or info@questcdn.com for assistance. Hard copy drawings and specifications will not be made available to Bidders. Bid documents for this project may be viewed for no cost at QuestCDN Online. For this project, bids will **ONLY** be received electronically. Contractors submitting an electronic bid will be charged an additional \$42.00, or other fee as determined by QuestCDN, at the time of bid submission via the online electronic bid service QuestCDN Online.

**MAC Internet Access of Additional Information:** A comprehensive Notice of Call for Bids for this project will be available on March 31, 2025, at MAC’s web address of <https://metroairports.org/doing-business/solicitations> (construction bids).

## Metropolitan Airports Commission (MAC) Notice of Call for Bids for 2025 Victaulic Piping Replacement

Airport Location:	Minneapolis-St. Paul International Airport
Project Name:	2025 Victaulic Piping Replacement
MAC Contract No.:	106-3-738
Bids Close At:	2:00 PM on April 15, 2025
Bid Opening Conference Call:	3:00 PM on April 15, 2025
Teleconference Dial In #:	1-612-405-6798
Conference ID #:	897 927 742#

**Notice to Contractors:** Electronic Bid Submission for the project listed above will be received by the MAC, a public corporation, via *QuestCDN’s website* until the official time and date as displayed in QuestCDN Online.

**Note:** You can sign up on our web site (<https://metroairports.org/doing-business/solicitations>) to receive email notifications of new business opportunities.

**Targeted Group Businesses (TGB):** The goal of the MAC for the utilization of Targeted Group Businesses on this project is 8%.

**Bid Security:** Each bid shall be accompanied by a “Bid Security” in the form of a certified check made payable to the MAC in the amount of not less than five percent (5%) of the total bid, or a surety bond in the same amount, running to the MAC, with the surety company thereon duly authorized to do business in the State of Minnesota.

**Project Labor Agreement:** This project is subject to the MAC’s Project Labor Agreement requirements. A copy or sample of the Project Labor Agreement and Contract Riders are included in the Appendix C.

# — Non-State Public Bids, Contracts & Grants

**Availability of Construction Documents:** Plans and specifications are on file for inspection at the QuestCDN Online indicated below and at the Minnesota Builders Exchange; Rochester Builders Exchange; Dodge Data and Analytics; and NAMC-UM Plan Room. Bidders desiring drawings and specifications for personal use may secure a complete digital set at the *QuestCDN website*. Bidders may download the complete set of digital documents for \$15.00, or other fee as determined by QuestCDN, by entering eBidDoc™ #9600428 in the “Search Projects” page. Contact Quest Construction Data Network at (952) 233-1632 or info@questcdn.com for assistance. Hard copy drawings and specifications will not be made available to Bidders. Bid documents for this project may be viewed for no cost at QuestCDN Online. For this project, bids will **ONLY** be received electronically. Contractors submitting an electronic bid will be charged an additional \$42.00, or other fee as determined by QuestCDN, at the time of bid submission via the online electronic bid service QuestCDN Online.

**MAC Internet Access of Additional Information:** A comprehensive Notice of Call for Bids for this project will be available on March 31, 2025, at MAC’s web address of <https://metroairports.org/doing-business/solicitations> (construction bids).

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## **STATEMENT OF NEED AND REASONABLENESS**

In the Matter of the Proposed Amendment to Rules Governing Academic Standards for Mathematics, Minnesota Rules 3501.0700-0745; Repeal of Minnesota Rules, parts 3501.0700; 3501.0705; 3501.0710; 3501.0715; 3501.0720; 3501.0725; 3501.0730; 3501.0735; 3501.0740; and 3501.0745; Revisor's ID Number 4784

Division of Academic Standards, Instruction and Assessment

May 2024

General information:

1. Availability: The State Register notice, this Statement of Need and Reasonableness (SONAR), and the proposed rule will be available during the public comment period on MDE's Academic Standards for Mathematics rulemaking webpage. [View older rule records at Minnesota Rule Status](https://www.revisor.mn.gov/rules/status/) (<https://www.revisor.mn.gov/rules/status/>).
2. Agency contact for information, documents, or alternative formats: Upon request, this Statement of Need and Reasonableness can be made available in an alternative format, such as large print, braille, or audio. To request, contact Catherine Rogers, Rulemaking Coordinator and Attorney, Minnesota Department of Education, 400 NE Stinson Blvd., Minneapolis, MN 55413, or email Catherine Rogers at [Catherine.Rogers@state.mn.us](mailto:Catherine.Rogers@state.mn.us) or use your preferred telecommunications relay service.
3. How to read a Minnesota Statute citation: Minn. Stat., section 999.09, subd. 9(f)(1)(ii)(A) is read as Minnesota Statutes, section 999.09, subdivision 9, paragraph (f), clause (1), item (ii), subitem (A).
4. How to read a Minnesota Rule citation: Minn. R. 9999.0909, subp. 9(B)(3)(b)(i) is read as Minnesota Rule, chapter 9999, part 0909, subpart 9, item B, subitem (3), unit (b), subunit (i).

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## Acronyms

AP	Advanced Placement (College Board)
APA	Administrative Procedures Act
ALJ	Administrative Law Judge
CCSS	Common Core State Standards
CCCRS	Career, College and Community Readiness Statement
CCSSO	Council of Chief State School Officers
CFR	Code of Federal Regulations
ESEA	Elementary and Secondary Education
ESSA	Every Student Succeeds Act
ISTE	International Society for Technology in Education
ITEM	Information and Technology Educators in Minnesota
LEA	Local educational agencies
MAT	MN Association of Townships
MDE	Minnesota Department of Education
Minn. R. pt	Minnesota Rules part
Minn. Stat.	Minnesota Statutes
MMB	Minnesota Management and Budget
MN	Minnesota
MORS	MN Office of the Revisor of Statutes
NAEP	National Assessment of Educational Progress
NCLB	No Child Left Behind Act
NCTM	National Council of Teachers of Mathematics
OAH	Office of Administrative Hearings
PELSB	Professional Educators Licensing State Board

PIACC	Program for the International Assessment of Adult competencies
PISA	Programme for International Student Assessment
SMP	Standards for Mathematical Practices
SONAR	Statement of Need and Reasonableness
TIMSS	Trends in International Math and Science Studies

# Introduction and Overview

## Introduction

*A society without mathematical affection is like a city without concerts, parks, or museums. To miss out on mathematics is to live without an opportunity to play with beautiful ideas and see the world in a new light.*

*Exploration and understanding are at the heart of what it means to do mathematics.*

—Francis Su<sup>1</sup>

Mathematics is the study of patterns and relationships. Mathematicians notice, describe, and generalize patterns. Minnesota K–12 math classrooms aim to develop students as flexible problem-solvers who are empowered to notice the patterns and relationships in their communities, careers, and lived experiences to communicate generalizable solutions.

In 2001, the National Research Council defined the learning of mathematics to include five interrelated strands that, together, constitute mathematical proficiency<sup>2</sup>:

1. Conceptual understanding
2. Procedural fluency
3. Strategic competence
4. Adaptive reasoning
5. Productive disposition

Conceptual understanding establishes the foundation and is necessary for developing procedural fluency.

Strategic competence and adaptive reasoning reflect the need for students to develop mathematical ways of thinking as a basis for solving math problems they may encounter in real life. These are the habits of mind and reasoning habits of mathematicians.

In 2010, the Council of Chief State School Officers (CCSSO)<sup>3</sup> synthesized these mathematical habits of mind into eight mathematical practices to be developed in students throughout K–12 mathematics.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

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<sup>1</sup> Francis Su, *Mathematics for Human Flourishing* (New Haven, CT: Yale University Press, 2020), 23.

<sup>2</sup> National Research Council, *Adding It Up: Helping Children Learn Mathematics* (Washington, DC: The National Academies Press, 2001), 5, <https://doi.org/10.17226/9822>.

<sup>3</sup> “Common Core State Standards: Mathematics Standards,” Council of Chief State School Officers n.d., 6–8, <https://learning.ccsso.org/wp-content/uploads/2022/11/ADA-Compliant-Math-Standards.pdf>.

In the 2010 Common Core State Standards (CCSS) in Mathematics, the authors defined ‘mathematical rigor’ as pursuing with equal intensity three things:

- Pursuit of conceptual understanding
- Procedural skill and fluency
- Rigorous application of mathematics in real-world contexts<sup>4</sup>

In 2019, the National Council of Teachers of Mathematics (NCTM) released four K–12 math recommendations in their Catalyzing Change Series. The first recommendation states, “Each and every student should develop deep mathematical understanding, understand and critique the world through mathematics, and experience wonder, joy, and beauty of mathematics, which all contribute to a positive mathematical identity.”<sup>5</sup>

Early childhood and elementary settings should build a strong foundation of deep mathematical understanding, emphasizing reasoning and sense-making, and ensure the highest-quality mathematics education for each and every child.<sup>6</sup>

Middle schools should offer a commonly shared pathway grounded in the use of mathematical practices and processes to develop deep mathematical understanding coherently, ensuring the highest-quality math education for every student.<sup>7</sup>

High schools should offer continuous four-year math pathways with all students studying math each year, including two to three years of math in a common shared pathway focusing on the essential concepts to ensure the highest-quality mathematics education for all students.<sup>8</sup>

In the High School Catalyzing Change recommendations, NCTM states, “Today, mathematics is at the heart of most innovations in the “information economy,” which is increasingly driven by data.”<sup>9</sup> Mathematics is the foundation for science, technology, engineering, and mathematics (STEM) careers. Math is increasingly used as the foundation for careers outside of STEM. Math literacy is needed to filter, understand, and act on the enormous amount of data and information encountered in everyday life. As a result, statistics and data are increasingly a significant part of the math K–12 students will need.

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<sup>4</sup> “Engaging the Three Components of Rigor: Math Foundational Unit 3 Facilitator Guide,” LINCS, 2016, [https://lincs.ed.gov/publications/pdf/CCR/Math\\_Unit\\_3\\_Materials/Math\\_Unit\\_3\\_Facilitator\\_Guide.pdf](https://lincs.ed.gov/publications/pdf/CCR/Math_Unit_3_Materials/Math_Unit_3_Facilitator_Guide.pdf).

<sup>5</sup> “*Catalyzing Change in Middle School Mathematics: Initiating Critical Conversations*” Catalyzing Change Series (NCTM, 2020), 7, <https://www.nctm.org/Store/Products/Catalyzing-Change-in-Early-Childhood-and-Elementary-Mathematics/>.

<sup>6</sup> “*Catalyzing Change in Early Childhood and Elementary Mathematics: Initiating Critical Conversations*” Catalyzing Change Series (NCTM, 2020), <https://www.nctm.org/Store/Products/Catalyzing-Change-in-Early-Childhood-and-Elementary-Mathematics/>.

<sup>7</sup> “*Catalyzing Change in High School Mathematics: Initiating Critical Conversations*” (NCTM, 2018), 2, <https://www.nctm.org/Supporting-Resources-Catalyzing-Change-in-High-School-Mathematics/>.

<sup>8</sup> National Council of Teachers of Mathematics, “*Catalyzing Change in High School Mathematics: Initiating Critical Conversations*”.

<sup>9</sup> National Council of Teachers of Mathematics, “*Catalyzing Change in High School Mathematics: Initiating Critical Conversations*”.

Mathematics provides a set of lenses that provide meaningful ways to understand many situations and ideas. The ability to use these mathematical lenses flexibly and accurately enables the people of Minnesota to apply mathematical understandings to influence their communities and the larger world in significant ways. Mathematics plays a role in the conception of our careers, evidence-based civic discourse and policymaking, and examining assumptions and principles underlying action. All students can contribute and achieve these abilities at the highest levels.

The Minnesota Department of Education cannot predict the jobs Minnesota's students will have when implementing the next set of math standards. However, the twenty-first-century workplace will put a premium on students who can combine a deep understanding of math with procedural fluency and mathematical practices and processes to solve problems they have never seen before or may not even exist today.<sup>10</sup>

Mathematics is essential to a comprehensive K–12 education for all students. Minnesota students learn math to understand and empower themselves and their worlds. The knowledge, skills, and habits of mind gained through math education in Minnesota schools support the goal of all K–12 Minnesota students graduating college, career, and community-ready.

The 2022 Minnesota Standards for Mathematics focus on ensuring every student can develop deep mathematical understanding as confident and capable learners. To develop deep mathematical understanding, positive mathematical identity, and mathematically solid agency, students need instruction that recognizes the broader purpose of mathematics. To this end, the Minnesota Standards for Mathematics strive for the following:

- Minnesota's students will develop a deep understanding of math to experience joy and confidence in themselves as mathematicians.
- Minnesota's students will develop as mathematicians through both mathematical practice and content.
- Minnesota's students will be flexible users of math as they use it to understand, question, and critique the world.
- Minnesota's students will have expanded professional and civic opportunities in various careers.

## **Statement of General Need**

### **Documentation of Need**

The need for improved math understanding is a national need, compared to other countries, and a state need, mainly related to equity in math outcomes for all groups of students. In the last decade, the United States has ranked below the median performance level of all countries participating in the math PISA assessments. A report prepared by Harvard's Program on Education Policy and Governance stated, "Many have concluded that the

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<sup>10</sup> "Catalyzing Change in High School Mathematics: Initiating Critical Conversations", found in National Council of Teachers of Mathematics, "Catalyzing Change in High School Mathematics Public Review Document," (NCTM, 2012) 101, [https://www.nctm.org/uploadedFiles/Standards\\_and\\_Positions/CatalyzingChangePublicReview.pdf](https://www.nctm.org/uploadedFiles/Standards_and_Positions/CatalyzingChangePublicReview.pdf).

productivity of the U.S. economy could be greatly enhanced if a higher percentage of U.S. students were proficient in mathematics.”<sup>11</sup>

Using a sampling of 15- and 16-year-olds in the 2011 class, Minnesota ranked as the second highest state in proficiency, as measured by the 2009 PISA assessment. Although Minnesota’s rank was high compared to other states, the state’s rate of student proficiency in mathematics was only 43%.<sup>12</sup> These results have remained consistent across PISA and NAEP testing for the last four decades, with Minnesota ranking high in math compared to other states.

Despite this ranking, Minnesota has well-documented disparities in outcomes for students in multiple groups. In 2019, the Federal Reserve Bank of Minneapolis wrote a report titled, ‘A Statewide Crisis: Minnesota’s Education Achievement Gaps.’ The report found that “Minnesota’s educational disparities are evident across race, ethnicity, and socioeconomic status. They are equally deep statewide and between school types. That is, disparities are not limited to Twin Cities metro area schools or traditional public schools; this is a challenge for all of Minnesota.”<sup>13</sup> On college-and career-ready (CCR) high school assessments (i.e., SAT or ACTs), Minnesota ranks third highest of all the states, with 46% of its students being college-ready in math. That is the good news. Minnesota’s challenge is that it also ranks second highest of all states in the White-Black and White-Hispanic gaps in math college readiness. This is strong evidence of a need for revised academic standards in math and robust implementation support so that all students experience top-quality instruction in math.<sup>14</sup>

In 2019, NCTM released a series of books titled *Catalyzing Change in Mathematics*, outlining four shifts necessary to improve math education in the U.S. at each grade band. In the high school version of the book, they shared results from the College Board (AP), NAEP, PISA, TIMSS, and the International Assessment of Adult Competencies. They showed that despite an increase in AP assessment participation rates and enrollment in upper-level math courses, the U.S. student achievement in math has not been impressive. NCTM stated, “The evidence suggests that the status quo concerning learning outcomes from high school mathematics is unacceptable. Everyone involved in the mathematics education of high school students must be committed to ensuring that each and every student has the opportunity to learn the mathematics necessary to be well prepared for whatever the future may hold for his or her educational, professional, and personal lives. When the potential of so many students is squandered, the loss is not only to individual students but also to society at large.”<sup>15</sup>

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<sup>11</sup> Paul E. Peterson, Ludger Woessmann, Eric A. Hanushek, and Carlos X. Lastra-Anadón, *Globally Challenged: Are U. S. Students Ready to Compete?* (Harvard: [hks.harvard.edu/pepg](http://hks.harvard.edu/pepg), 2011), 17,

[https://www.hks.harvard.edu/sites/default/files/Taubman/PEPG/research/PEPG11\\_03.pdf](https://www.hks.harvard.edu/sites/default/files/Taubman/PEPG/research/PEPG11_03.pdf).

<sup>12</sup> Peterson, *Globally Challenged: Are U. S. Students Ready to Compete?*, 8.

<sup>13</sup> Rob Grunewald and Anusha Nath, *A Statewide Crisis: Minnesota’s Education Achievement Gaps* (Minneapolis: Federal Reserve Bank of Minneapolis, 2019), 2, <https://www.minneapolisfed.org/-/media/assets/pages/education-achievement-gaps/achievement-gaps-mn-report.pdf>.

<sup>14</sup> Grunewald, *A Statewide Crisis: Minnesota’s Education Achievement Gaps*, 19-20.

<sup>15</sup> National Council of Teachers of Mathematics, “*Catalyzing Change in High School Mathematics: Initiating Critical Conversations*”, 2.

In [The Opportunity Myth](#),<sup>16</sup> TNTP reported on data from elementary through high school and found that differences in exposure to math content and high-quality math teaching lead to different mathematical learning experiences. Students who are marginalized (students of color, those from low-income families, emergent bilinguals, and students with disabilities) are less likely to spend an optimal amount of time engaged in mathematical reasoning and sense-making.

The Education Trust wrote in their report *Checking In*<sup>17</sup> that roughly three-fourths of math assignments given to middle school students have low cognitive demand, overemphasize procedural skills and fluency without understanding, and provide little opportunity for students to communicate their mathematical thinking. This tendency was worse in schools with higher poverty levels.

The U.S. assessment scores have remained flat for 50 years. Minnesota's students may rank higher in math than the rest of the nation, however, there is much room for growth internationally to prepare students to participate in a global economy. The PIAAC identifies that U.S. young adults lack the quantitative and problem-solving skills necessary for success in the workplace and postsecondary education and the numeracy and problem-solving skills necessary for "meaningful participation in our democratic institutions."<sup>18</sup>

The need for mathematics teaching and learning to change must be connected to developing flexible numeracy and problem-solving for technology-rich environments. U.S. students ranked last in numeracy and problem-solving in a study of twenty-two countries. For Minnesota students to fully participate in our society and make wise decisions in their personal lives, we must address increased numeracy and problem-solving skills for each and every student.<sup>19</sup>

## **Mathematics and Career, College and Community Readiness**

The Minnesota Department of Education developed principles on what college and career success means for Minnesota students to guide the 2022 committee work in mathematics:

Embracing a well-rounded view of education is needed to drive educational and workforce goals and policies. Taking many perspectives into consideration, along with stakeholder feedback, the Minnesota CCR Work Group developed a holistic vision of career and college readiness: A sufficiently prepared student has the knowledge, skills, mindset, and experiences in the academic, workplace, and personal/social domains to keep learning and, beyond secondary school, to navigate toward and adapt to an economically viable career successfully.<sup>20</sup>

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<sup>16</sup> "The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down – And How To Fix It," TNTP, 2018, <https://opportunitymyth.tntp.org/>.

<sup>17</sup> Sonja Brookins Santelises, "Checking In: Do Classroom Assignments Reflect Today's Higher Standards?" *The Education Trust*, 2015, <https://edtrust.org/resource/classroomassignments/>.

<sup>18</sup> Madeline J. Goodman, Anita M. Sands, and Richard J. Coley, "America's Skills Challenge: Millennials and the Future," *Educational Testing Service* (2015), 5. <https://pubs.nctm.org/view/book/9781680540154/back-1.xml>

<sup>19</sup> Goodman, "America's Skills Challenge: Millennials and the Future," 46.

<sup>20</sup> Minnesota Department of Education, "Career and College Readiness Resource Guide," [education.mn.gov, 2018, https://education.mn.gov/mde/dse/ccs/](https://education.mn.gov/mde/dse/ccs/).

Mathematics belongs to all of us. Math is part of our everyday lives and is rooted in all cultures. Equitable access to math for every student is accomplished by recognizing, respecting, and attending to our students' diversity to ensure that all students can learn and thrive.

The goal of mathematics is to prepare each and every student for effective participation in society, including their career(s), post-secondary education, and daily decision-making about everything from finances, personal health, civic discourse, and policymaking to their ability to comprehend and analyze data. All students should learn math “to expand professional opportunities, understand and critique the world and experience mathematics' joy, wonder and beauty.”<sup>21</sup>

The 2022 Minnesota Standards Committee added ‘community readiness’ to college and career readiness to recognize how vital math and data literacy is to civic discourse and participating in solving society’s challenges to live whole lives.

Math education must evolve with our society's constant culture and technological changes. The World Economic Forum's Future Jobs Report supports the importance of math education in career, college, and community readiness.<sup>22</sup> The report lists complex problem-solving, critical thinking, reasoning and analytical thinking, and active learning in its Top Ten Workplace Skills list. These skills are developed in the study of math throughout a student's K–12 experience.

Mathematically literate students have the experiences, mindset, knowledge, and skills to be career and college-ready and engage as productive community members. They are empowered to use math to successfully navigate pathways toward achieving their aspirations.

Minnesota students who graduate from high school ready for careers, college, and community engagement will:

- Be curious, pose questions, and seek patterns to make sense of their world.
- Communicate their mathematical thinking and contribute to high-level math discussions.
- Be persistent, flexible, collaborative, and creative problem-solvers.
- Make connections between math concepts and other disciplines, experiences outside the classroom, interests, career aspirations, and connections amongst mathematical ideas.
- Build conceptual understanding, thinking, and reasoning to develop procedural fluency and flexible problem-solving strategies.
- Collaborate with cultural perspectives and traditions like and unlike one's own, allowing students to make sense of mathematical concepts and value various mathematical identities connected to lived experiences.

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<sup>21</sup> National Council of Teachers of Mathematics, “*Catalyzing Change in Early Childhood and Elementary Mathematics: Initiating Critical Conversations*,” 23.

<sup>22</sup> “The Future of Jobs Report 2020,” World Economic Forum (Switzerland: October 2020), 27–38, [https://www3.weforum.org/docs/WEF\\_Future\\_of\\_Jobs\\_2020.pdf](https://www3.weforum.org/docs/WEF_Future_of_Jobs_2020.pdf).

- Solve problems connected to place, story, cultural practices, language, and perspectives relevant to historical and contemporary Dakota and Anishinaabe communities.<sup>23</sup>

In order to support Minnesota students to become career, college, and community-ready, the standards and benchmarks must:

- Pursue mathematical rigor with an equal intensity of conceptual understanding, application, and procedural skill and fluency.<sup>24</sup>
- Incorporate the eight Standards for Mathematical Practice (SMPs) to promote experiences that empower students to be “confident in themselves as doers, knowers, and sense makers of mathematics.”<sup>25</sup>
- Incorporate contexts as lenses for the teaching and learning of the standards and benchmarks.
- Equip students to analyze information in a data-rich environment using data science and computer science, including computational thinking throughout Minnesota’s K–12 math experience.
- Empower students to make informed financial decisions now and into the future. Students will learn math, combined with the Minnesota K–12 Social Studies Standards, which addresses the five critical components of financial literacy: earn, spend, save and invest, borrow, and protect.

## The History of Academic Standards in Minnesota

Minnesota’s history with standards-based initiatives spans more than two decades. Public schools implemented state academic standards for the first time in 1997 with the state-mandated Profile of Learning. The development of the Profile standards was spurred, in part, by the Elementary and Secondary Education Act 1994 re-authorization. The ESEA re-authorization required establishing statewide academic standards in core content areas.

Over the last 25 years, Minnesota has created or adopted academic standards in seven content areas.<sup>26</sup> In 2003, the Minnesota Legislature repealed and replaced the Profile of Learning with required state academic standards in math, language arts, science, and social studies. This new state law also required state or locally-developed academic standards in the arts and locally-developed elective standards in vocational and technical education and world languages.<sup>27</sup> The Legislature required academic standards to maintain Minnesota’s commitment to rigorous educational expectations for all students and comply with the 2001 re-authorization of the ESEA, now widely known as the *No Child Left Behind Act of 2001*.<sup>28</sup> In 2004, the Minnesota Legislature adopted legislation

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<sup>23</sup> Minn. Stat. 1208.021 (2023).

<sup>24</sup> Joanie Funderburk, Janelle Fann, Sandra Alberti, and Marni Greenstein, “Why Rigor Doesn’t Mean Harder,” (webinar, Student Achievement Partners, March 15, 2016), <https://achievethecore.org/page/2835/rigor-in-math-why-rigor-doesn-t-mean-harder-2016-march-webinar>.

<sup>25</sup> National Council of Teachers of Mathematics, “*Catalyzing Change in Early Childhood and Elementary Mathematics: Initiating Critical Conversations*,” 23.

<sup>26</sup> [Minn. Stat. 120B.021, subd. 1. \(2023\)](#).

<sup>27</sup> [Laws of Minnesota 2003, chapter 129, article 1, section 3](#); [Minn. Stat. 120B.021 \(2003\)](#); and [Minn. Stat. 120B.022 \(2023\)](#).

<sup>28</sup> [No Child Left Behind \(NCLB\) Act of 2001, Pub. L. 107-110, section 101, Stat 1425 \(2002\)](#).

requiring districts to develop local health and physical education standards.<sup>29</sup> Most recently, in 2016, the Legislature required state standards for physical education beginning in the 2018–19 school year.<sup>30</sup>

Minnesota state law also requires supporting benchmarks for academic standards in core content areas in grades K–12.<sup>31</sup> Academic standards describe the expectations in learning that all students must satisfy to meet state requirements for credit and graduation.<sup>32</sup> The benchmarks supplement the academic standards and provide details about “the academic knowledge and skills that schools must offer and students must achieve to complete” the standards satisfactorily.<sup>33</sup> Essentially, the benchmarks set forth grade-level specifics for the learning described by the standards.

In 2006, the Minnesota Legislature added that certain supplemental concepts and skills must be embedded in academic standards in all content areas. This law required that Minnesota’s academic standards be revised to include technology and information literacy standards and college readiness skills and knowledge.<sup>34</sup> The following year, in 2007, the Legislature added a requirement that standards must also include the contributions of Minnesota American Indian tribes and communities.<sup>35</sup> With these new elements, the Legislature required all existing academic standards to be reviewed and revised beginning in the 2008–09 school year. The Legislature further required that students satisfy the revised standards, which incorporated the new requirements beginning in the 2011–12 school year.

Since the implementation of the 2009 science standards, the Legislature has worked to provide systemic structure to the standards review and revision process. This allows for regular review and revision of the academic standards and the related benchmarks in all content areas. In addition, the Minnesota legislature has demonstrated a commitment to establishing, reviewing, and revising rigorous academic standards for Minnesota’s students by providing the commissioner of education with general rulemaking authority for reviewing and revising academic standards along with a specific timeline for doing so. This systemic structure ensures that local education agencies (LEAs) understand the duration of the academic standards rules and the process they may engage in to provide input and guidance.

## History of Mathematics Academic Standards and Math Education Requirements in Minnesota

The state of Minnesota has implemented statewide academic standards for Minnesota public schools since 1997, starting with the Profile of Learning standards. The establishment of statewide academic standards in core content areas was first required by the Elementary and Secondary Education Act re-authorization in 1994. In

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<sup>29</sup> [Laws of Minnesota 2004, chapter 294, article 2, section 2](#).

<sup>30</sup> [Laws of Minnesota 2016, chapter 189, article 25, section 4](#).

<sup>31</sup> [Minn. Stat. 120B.021, subd. 1\(6\) \(2023\)](#).

<sup>32</sup> [Minn. Stat. 120B.023, \(2023\)](#).

<sup>33</sup> [Minn. Stat. 120B.023, subd. 1 \(2023\)](#).

<sup>34</sup> [Minn. Stat. 120B.023, subd. 2 \(2006\)](#) and [Laws of Minnesota 2006, chapter 263, article 2, section 3](#).

<sup>35</sup> [Minn. Stat. 120B.021, subd. 1 \(2007\)](#) and [Laws of Minnesota 2007, chapter 146, article 2, section 3](#).

2003, the Minnesota Legislature repealed and replaced the Profile of Learning with grade-specific standards in mathematics to comply with the re-authorization of ESEA, now widely known as the *No Child Left Behind Act of 2001*. Pub. L. 107-110.

Legislation passed in 2006 requires that Minnesota's academic standards and high school graduation requirements in math be revised to reflect an increased level of rigor that prepares students with the knowledge and skills needed for success in college and the skilled workplace. The 2006 legislation responded to economic, demographic, and student performance trends that indicated an urgent need for higher math achievement for most, if not all, Minnesota's students. The 2007 Mathematics standards were written assuming Minnesota students needed some postsecondary education. Mastery of rigorous high school math content is a prerequisite for postsecondary success and access to high-wage and high-demand jobs.

Minnesota's high school graduation requirements reflected the need for more rigorous math standards. Students in the 2008 class, and after, must complete three high school credits in math, encompassing content specified in the 2003 math standards in algebra, geometry, statistics, and probability. In addition to those requirements, legislation passed in 2006 requires all students to take Algebra I or its equivalent as defined by standards by the end of grade 8. Furthermore, all high school students must complete Algebra II or its equivalent as a condition for graduation. These two requirements were first implemented for the graduating class of 2015.

In response to the new graduation requirements, the 2006 legislature called for the revision cycle for math standards to begin in the 2006–07 school year. See Minnesota Statutes 2013, section 120B.023, subdivision 2. The new standards took effect in the 2010–11 school year and reflected the following:

- Algebra I by the end of grade 8 and Algebra II in high school for graduation,
- Technology and information literacy standards, and
- College and work-readiness skills and knowledge.

The K–12 academic standards in math were last revised during the 2006–07 school year, with all schools implementing and all students satisfactorily completing the revised K–8 standards by the 2010–11 school year and high school standards by the 2013–14 school year.

In 2014, Minnesota statute defined a ten-year schedule for updating Minnesota's academic standards. The statute states, “The commissioner must implement a review of the academic standards and related benchmarks in mathematics beginning in the 2015–2016 school year and every ten years thereafter.”<sup>36</sup> The statute states, “The commissioner must implement a review of the academic standards and related benchmarks in mathematics beginning in the 2015–2016 school year and every ten years thereafter.”<sup>37</sup>

In 2015, the law was amended to change math from 2015–16 to 2020–21 due to the recent implementation of 2007 standards. The 2015 statute states, “The commissioner must implement a review of the academic standards and related benchmarks in mathematics beginning in the 2020–2021 school year and every ten years

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<sup>36</sup> [Laws of Minnesota 2014, chapter 272, article 3, section 3.](#)

<sup>37</sup> [Laws of Minnesota 2014, chapter 272, article 3, section 3.](#)

thereafter.”<sup>38</sup> In 2016, the statute shifted all standards reviews forward by a year. The math review was scheduled to begin in 2021–22.<sup>39</sup>

## The Role of Quality Standards and Benchmarks

The Minnesota K–12 Academic Standards are the statewide expectations for student learning in K–12 public schools. The standards and benchmarks identify the knowledge and skills all students must achieve in a content area by the end of a grade level or grade band.

Minnesota statutes define the terms “academic standard” and “benchmark.” Academic standard is defined as “a summary description of student learning in a required content area under section 120B.021 or elective content area under section 120B.022.”<sup>40</sup> Benchmark is defined as a “specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.”<sup>41</sup>

The academic standards are adopted through formal rulemaking. The benchmarks supplement the academic standards.<sup>42</sup> High school career and college-ready benchmarks may be grade-banded. Students must achieve all benchmarks for an academic standard to complete that state standard satisfactorily.<sup>43</sup> School districts determine how their students will meet the standards and benchmarks by developing courses and curricula and choosing teaching methods.

MDE has criteria for developing quality standards and benchmarks in all content areas. These were developed in 2003, and are updated every review cycle, by the department to guide the standards review committees. The criteria outline important qualities that must be included to ensure that the standards and benchmarks are clear, consistent, and useable. These criteria apply to both the standards and benchmarks as the commissioner must supplement required state academic standards with grade-level benchmarks.<sup>44</sup> The dual applicability of these criteria also enables the standards and benchmarks to support curriculum development and promote high-quality learning. The department’s criteria for standards and benchmarks were adapted from *Creating Aligned Standards and Assessment Systems* by Stanley Rabinowitz, Ed Roeber, Cheryl Schroeder, and Jan Sheinker.<sup>45</sup> The criteria for standard and benchmark statements in all academic content areas are:

- The standards should reflect a developmental progression, providing a clear sense of increased knowledge and sophistication of skills from one grade level to the next.
- Standards should help define and support good instruction.

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<sup>38</sup> [Minn. Stat. 120B.021, subd. 4b \(2023\)](#).

<sup>39</sup> [Laws of Minnesota 2016, chapter 189, article 25, section 4–6.](#)

<sup>40</sup> [Minn. Stat. 120B.018, subd. 2 \(2023\).](#)

<sup>41</sup> [Minn. Stat. 120B.018, subd. 3 \(2023\).](#)

<sup>42</sup> [Minn. Stat. 120B.023 \(2023\).](#)

<sup>43</sup> [Minn. Stat. 120B.023 \(2023\).](#)

<sup>44</sup> [Minn. Stat. 120B.023 \(2023\).](#)

<sup>45</sup> Rabinowitz, Stanley, Ph.D., Roeber, Ed, Ph.D., Schroeder, Cheryl, Ed.D., & Sheinker, Jan, Ed.D., with the CAS SCASS Study Group: Transitions in Assessment from IASA to NCLB, *Creating Aligned Standards and Assessment Systems*, available at: <https://studylib.net/doc/18079491/creating-aligned-standards-and-assessments> (last visited March 4, 2022).

- All standards and benchmarks should be able to be assessed at the classroom or district level (e.g., paper and pencil tests, projects, teacher observations, and other classroom-based assessments). Standards and benchmarks should have verbs that indicate assessable action. If an anchor standard approach is utilized, only the benchmarks, rather than the standards and benchmarks, should be assessable at the classroom or district level.
- Standards and benchmarks should be an appropriate “grain size.” Standards should be specific enough to provide direction for assessment and to guide curriculum but broad enough to capture the “big ideas” (i.e., the significant concepts and essential skills) and to allow for various curriculum approaches. Each benchmark should be limited to one concept or skill, which should be substantive enough to require more than one class period to teach it.
- The knowledge and skills of the content should be reflected in a manageable number of standards and benchmarks.
- There should be consistency in the “grain size” of standards and benchmarks.
- There should be consistent use of terminology within a content area.

## The Change to Anchor Standards

The structure of the standards and benchmarks aims to ensure that learning takes place around central concepts throughout the educational experience. The 2022 K–12 math anchor standard structure is a shift from the 2007 K–12 math grade-level standards. Beginning with the review and revision of the academic standards in Physical Education and the Arts in 2018, Science in 2019, English Language Arts in 2020, and Social Studies in 2021, all content areas have changed the organization from grade-level standards to an “anchor standards” approach, in which the standards apply from kindergarten through grade 12. The math standards review committee transitioned to anchor standards in order to be consistent with other content areas. The summaries of committee meetings will describe discussions around this transition.

## Overview and Organization of the Current 2007 Academic Standards for Mathematics

### Overview

The 2007 K–12 Mathematics standards were written to address the 2006 Minnesota legislation calling for increased rigor in math. The legislature wanted to ensure students would be prepared for post-secondary options. This legislation required the completion of Algebra I in grade 8 and Algebra II by the end of grade 11.<sup>46</sup>

The current 2007 grade 8 standards define the content of algebra for all Minnesota students. The standards reflected a change in 2007 requiring all grade 8 students to complete the linear portion of algebra. High schools

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<sup>46</sup> Minnesota Statutes 2004 Article 2, section 3, subdivision 2 <https://www.revisor.mn.gov/laws/2006/0/263/#laws.2.4.0>.

adjusted their curriculum to a three-year sequence of courses that did not include the linear portion of algebra and ended in Algebra II in grade 11.

The 2007 kindergarten through grade 7 standards were revised to ensure that coherent background knowledge is provided to support the change to grade 8 Algebra I requirements. An example of the intentional coherence of the 2007 curriculum is found in connected concepts across a grade, proportionality in grade 7, and coherence throughout the grades, as shown in the learning progressions defined in 2010.

Ultimately, the 2007 math standards summarize the standards development sequence focused on identifying the knowledge and skills needed to master Algebra I by the end of grade 8. The 2007 standards next identify the prerequisite knowledge and skills for success in Algebra I and other math content areas in the grade levels leading up to grade 8. Finally, the standards identify the knowledge and skills necessary for Algebra II in high school and other content required for college and work readiness, thus building a coherent set of standards to improve K–12 math education in Minnesota.

In 2010, the CCSSO released the Common Core State Standards (CCSS) in math for all states to consider. The release of these standards coincided with the full implementation of the 2007 standards in Minnesota. The Minnesota math community considered whether to join with over ninety percent of states in adopting CCSS in math. The discussion and comparison of 2007 and CCSS math standards centered on the statutory requirement of Algebra I by the end of grade 8. A decision was made not to adopt the CCSS math standards.<sup>47</sup>

## Organization of 2007 Mathematics Standards

The 2007 Mathematics standards and supporting benchmarks are grade-specific at the K–8 level. They contain learning expectations for each grade level from kindergarten through grade 8. The grades 9–11 Mathematics standards and supporting benchmarks are grouped into a grade band 9–11. The grade band allows individual school districts to teach the standards in different grade levels and courses within the grade band, so long as all standards are mastered by the end of grade 11. The 2007 K–12 Mathematics standards were to be implemented by the 2010–11 school year.

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<sup>47</sup> Tom Weber, "Why Did Minnesota Skip the Math Common Core Standards?" MPR News, July 13, 2019, <https://www.mprnews.org/story/2012/06/12/daily-circuit-minnesota-adopting-common-core>.

# The Review and Revision Process for the Minnesota 2022 Academic Standards for Mathematics

## Overview

This section of the SONAR will describe the preliminary work conducted by MDE and the review and revision process engaged in by the Minnesota K–12 Mathematics Standards Committee. This review and revision process included the following:

- Development of assumptions
- Surveying educators on the current math standards
- Application and selection process of the committee
- Gap analysis
- Review of educational research
- Drafting of Career, College and Community Readiness Statement (CCCRS)
- Drafting of standards and benchmarks
- Gathering public feedback
- Solicitation of Expert Reviewer Feedback
- Review and approval by the Commissioner of Education

## Development of the Assumptions to Guide the Standards Review

Consistent with the statutory requirement to review and revise standards under Minnesota Statutes 2023, section 120B.021, subdivision 4, MDE began preliminary work in the spring of 2021 to prepare for the formal Mathematics standards review. The reviews generally have a 10-year cycle, but the mathematics standards review was delayed by legislation.<sup>48</sup> As part of the preliminary review and revision work, MDE leadership wrote a set of Assumptions for Guiding the Mathematics Standards Committee’s Work to support the formal standard review process. As mentioned earlier in the SONAR, the department developed criteria for quality standards in 2003 and has used that document with minor adaptions to guide assumptions for standards review committees. The Commissioner of Education approved these assumptions.

### Requirements and Assumptions.

These assumptions were a combination of statutory requirements, committee membership expectations, the review process, and content-specific parameters within which the committee would work.

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<sup>48</sup> Minnesota Statutes line 15.15

[https://www.revisor.mn.gov/bills/text.php?number=HF2&version=1&session=ls92&session\\_year=2021&session\\_number=1](https://www.revisor.mn.gov/bills/text.php?number=HF2&version=1&session=ls92&session_year=2021&session_number=1)

## Statutory requirements

- The knowledge and skills described in the following documents must be integrated into the state's mathematics standards: Technology and information literacy standards must be embedded into the standards areas.<sup>49</sup> This will include standards from sources such as the Information and Technology Educators of Minnesota (ITEM) and the International Society for Technology in Education (ISTE).
- Computer science concepts and skills must be integrated into the standards as appropriate. This will include standards from sources such as the Computer Science Teachers Association Framework and Standards.
- The standards and benchmarks should be aligned with the knowledge and skills needed for career and college readiness and advanced work.<sup>50</sup>
- The standards "must include the contributions of Minnesota American Indian tribes and communities as related to the academic standards."<sup>51</sup>
- The standards will include both standards and grade-level benchmarks identifying the learning to be mastered by all students by the end of each grade level in grades K–8 and by the end of grade band 9–11.<sup>52</sup>
  - Academic standards: a summary of student learning in a required content area under Minnesota Statutes 2023, section 120B.021.<sup>53</sup>
  - Grade-level benchmarks: specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.<sup>54</sup> Grades K–8 must be grade specific, and grades 9–11 may be grade banded.
- The standards and benchmarks must "be clear, concise, objective, measurable, and grade-level appropriate" and "not require a specific teaching methodology or curriculum."<sup>55</sup>
- The revised standards will identify a smooth progression of increasingly sophisticated knowledge and skills from kindergarten through high school.
- All standards and benchmarks should be assessable by a large-scale assessment (i.e., state test) or other means of assessment (e.g., paper and pencil tests, projects, teacher observations, and other classroom-based assessments). Standards and benchmarks should have verbs that indicate assessable action, such as "compare," "explain," and "analyze," rather than verbs such as "understand" or "appreciate."
- Standards and benchmarks should be an appropriate "grain size:" Standards should be specific enough to provide direction for assessment and to guide curriculum but broad enough to capture the "big ideas" (i.e., the significant concepts and essential skills) and to allow for a variety of curriculum approaches

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<sup>49</sup> [Minn. Stat. 120B.021, subd. 4\(a\) \(2023\)](#).

<sup>50</sup> [Minn. Stat. 120B.021, subd. 4\(a\) \(2023\)](#).

<sup>51</sup> [Minn. Stat. 120B.021, subd. 4\(a\) \(2023\)](#).

<sup>52</sup> [Minn. Stat. 120B.023, subd. 1\(a\) \(2023\)](#).

<sup>53</sup> [Minn. Stat. 120B.021 \(2023\)](#).

<sup>54</sup> [Minn. Stat. 120B.018, subd. 3 \(2019\)](#).

<sup>55</sup> [Minn. Stat. 120B.021, subd. 2 \(2023\)](#).

(e.g., a sequential or integrated approach in mathematics). Each benchmark should be limited to one concept or skill, which should be substantive enough to require more than one class period to teach it.

## Mathematics standards expectations

- Mathematics standards should be revised assuming all students will complete Algebra I or its equivalent by the end of grade 8 and Algebra II or its equivalent in addition to other graduation requirements.<sup>56</sup>
- K–12 standards will include number and operation, algebra, geometry and measurement, and data and probability and should consider current research in math education. At the high school level, students must earn three math credits, including an Algebra II credit.<sup>57</sup> Therefore, the content specified in the revised standards will not exceed what can be reasonably taught in three years of math courses.
- Credit: the determination by the local school district that a student has completed an academic year of study or mastered the applicable subject matter.<sup>58</sup>
- The revised standards will be organized into up to three strands but may utilize sub-strands as additional organizing features.
- The benchmarks will not include examples, but the committee may provide language for examples that can be utilized to support implementation later.
- The committee must take into account:
  - Designing standards that provide students with multiple ways of demonstrating competence.
  - Designing standards that represent diverse points of view, experiences, and approaches to problem-solving.
  - Designing standards using language that promotes culturally sustaining learning and that reflects students' cultural backgrounds.

## Committee membership and expectations

The standards review committee will represent stakeholders in the following areas:<sup>59</sup>

- Teachers, administrators, higher education, business/industry, and citizens
- Content specialists with expertise across all developmental levels (PreK, K–2, 3–5, 6–8, 9–12)
- Content specialists with expertise across all areas of Mathematics
- Diverse educational settings: traditional public schools, charter schools, alternative learning centers; urban, suburban, and rural communities
- Diverse backgrounds and experiences: racial and linguistic diversity

## Review process

- The committee will review public input from town hall meetings, focus groups, or electronic surveys.

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<sup>56</sup> [Minn. Stat. 120B.024, subd. 1 \(2023\)](#).

<sup>57</sup> [Minn. Stat. 120B.024, subd. 1 \(2023\)](#).

<sup>58</sup> [Minn. Stat. 120B.018, subd. 4 \(2023\)](#).

<sup>59</sup> [Minn. Stat. 120B.021, subd. 2\(a\) \(2023\)](#).

- The committee will study exemplary standards from other states and countries and national and international assessment frameworks and data.

## Public Survey on Current Math Standards

An online survey was generated by MDE staff and posted to the MDE website from April 6–August 18, 2021, to gather feedback on the 2007 Minnesota K–12 Mathematics Standards. This 39-question survey gathered feedback in the following areas: general feedback, standards implementation, and standards and benchmarks. This online survey resulted in eight responses from various stakeholders across the state, which were considered by MDE staff when creating the committee's initial work.

## Application Process and Selection of Committee Members

MDE called for Mathematics Standards committee members to establish a highly qualified, diverse committee that understands best practices and research in math and the broad range of student needs across Minnesota. Candidates read and committed to the *Assumptions for Guiding the Standards Committee's Work (Assumptions) and the Standards Review Timeline*. Committee applications were accepted from September 16 through October 15, 2021, and resulted in approximately 136 interested applicants. After an extensive review process, which included agency staff reviewing each application to ensure a broad range of representation and expertise, the commissioner reviewed the proposed candidates and approved thirty-four highly qualified members to serve on the committee. The Tribal Nations Education Committee (TNEC) appointed three additional members to the committee. In December 2021, three co-chairs were selected and approved by the commissioner.

## The Minnesota K–12 Mathematics Standards Review Committee

The review and revision process were driven by the work of a dedicated and knowledgeable Mathematics Standards Review Committee (the committee). The committee, which dedicated twelve months to this process, consisted of PreK–12 math teachers, curriculum leaders, instructional coaches, postsecondary math instructors, faculty, business and community representatives, and parents. In addition to knowledge of math content and pedagogy spanning the PreK–12 grade levels, members brought to the committee expertise that included supporting and teaching students with special needs, English language learners, economically disadvantaged students, early childhood learners, alternative education students, gifted and talented students, American Indian students, and both urban and rural students. Higher education faculty members brought experience in teacher preparation programs and Career and Technical Education courses in business and technology. Committee members represented community and professional organizations, businesses, and the Tribal Nations Education Committee (TNEC). They came from various geographical locations around the state and a wide range of school districts and community sizes.

# Review and Revision Process

## Overview

The Assumptions and Timeline for the review of the Minnesota K–12 Mathematics Standards included the following: the review of public feedback, the study of exemplary standards from other states and countries as well as national assessment frameworks, the alignment of other K–12 content areas and the Early Childhood Indicators of Progress Standards (ECIPS), and the embedding of skills and knowledge from Information and Technology Educators of Minnesota (ITEM), International Society for Technology in Education (ISTE), and computer science concepts and skills integration. The committee engaged in this yearlong review and revision process from November 2021 through October 2022. This section of the SONAR describes the process used to review and revise the current 2007 Mathematics standards and related benchmarks. This section also explains the role and work of the committee, the research literature, the guidelines of career, college and community readiness, the review of other state and international math standards, and the analysis of public and expert reviewer feedback.

## Work of the Committee

The committee process from November 2021 to October 2022 was completed virtually via ZOOM due to COVID-19. The full committee met for the first time in November 2021 to begin the review. Several committee members volunteered to serve on technical writing teams, and sub-sets of the committee were charged with writing initial drafts of the revised standards and supporting benchmarks, as well as the College, Career and Community Readiness statement. The committee met eight times to review feedback and provide direction to the Technical Writing Teams.

These writing teams met between meetings of the full committee and revised the draft standards according to the direction provided by the committee. The committee produced three versions of the standards, with Version 3 being presented to the commissioner in October 2022 by the three committee co-chairs.

## Gap Analysis

The Committee began its official review of the 2007 Academic Standards for Mathematics by conducting a gap analysis. The gap analysis is a process that compares the current math standards with other documents in order to determine content, knowledge, skills, and philosophies that the current standards lack (i.e., gaps). This analysis aimed for the committee to understand the philosophical underpinnings and organizational frameworks of the 2007 Minnesota Academic Standards for Mathematics. The gap analysis helped determine areas of strength and improvement for Minnesota's 2007 Mathematics standards by reviewing committee member experiences with the 2007 standards, as well as a general understanding of the limited public feedback on the 2007 standards. The gap analysis also included a review of national assessment frameworks, national standards documents, reports of national significance, and standards from other states and countries for math.

The committee carefully reviewed three primary national research sources as part of the gap analysis: 1) the *Mathematics Framework for the 2019 National Assessment of Educational Progress (NAEP)*<sup>60</sup>, 2) the 2021 PISA Mathematics Framework<sup>61</sup>, and 3) NCTM’s Catalyzing Change in Mathematics Series from 2019.<sup>62</sup> These three critical resources are briefly described below.

The NAEP is the national indicator of what American students know and can do. The NAEP Mathematics Framework regularly collects achievement information on representative samples of students in grades 4, 8, and 12. The information NAEP provides about student achievement helps the public, educators, and policymakers understand strengths and weaknesses in student performance and make informed decisions about education. This framework was used as a “road map,” illustrating a progression of learning at each cognitive level, to help inform the committee about the specific math skills and knowledge students need to achieve the content standards.<sup>63</sup>

The PISA Mathematics Framework outlines the mathematics assessed internationally in three significant areas.<sup>64</sup>

1. A Definition of Mathematical Literacy
2. The mathematical content knowledge framework leading to 21<sup>st</sup> Century Skills
3. Mathematical assessment blueprints

These components and longitudinal data extending into postsecondary education allow PISA to compare mathematical achievement across international countries.

In 2018, NCTM released ‘Catalyzing Change in High School Mathematics’ detailing four recommendations for math instruction to prepare students for the 21<sup>st</sup> Century. In 2019, NCTM released four K–5 and Middle School math recommendations in separate texts.

These three frameworks informed the Math Career, College, and Community Readiness Statement, which was used as a “north star” in directing and aligning the work of the standards review and revision process to ensure that Minnesota students who master the math content standards and benchmarks will be prepared for success in the multiple pathways available to them after high school.

## Review of National Mathematics Standards

The committee also carefully compared Minnesota’s 2007 Mathematics standards with recently developed math standards from other states, including Oregon, California, Kentucky, Texas, Oklahoma, and Wisconsin, as

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<sup>60</sup> National Assessment Governing Board, “Mathematics Framework for the 2019 National Assessment Of Educational Progress,” NAGB.gov, 2019, <https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/mathematics/2019-math-framework.pdf>

<sup>61</sup> OECD, Pisa 2021 Mathematics Framework (draft), November 2018, <https://www.oecd.org/pisa/pisaproducts/pisa-2021-mathematics-framework-draft.pdf>.

<sup>62</sup> National Council of Teachers of Mathematics. Catalyzing Change Series

<sup>63</sup> National Assessment Governing Board, “Mathematics Framework for the 2019 National Assessment of Educational Progress”.

<sup>64</sup> OECD, Pisa 2021 Mathematics Framework (draft).

well as the national Common Core State Standards (CCSS) for Mathematics from 2010. These state and national math standards were carefully reviewed independently and as a committee.

The standards from Oregon were selected for their incorporation of the CCSS with a focus on unique pathways for high school math.<sup>65</sup>

California was selected as it had written not only a set of K–12 math standards in the last three years but also had recently written a robust set of Frameworks to support these standards. Committee members focused on the framework's data chapter (chapter five).<sup>66</sup>

Kentucky's standards architecture was unique, including mathematical practices, SEL resources, and grade-level standards.<sup>67</sup>

Oklahoma was selected as it was a state that had recently moved away from CCSS, providing an alternative view to some of the other states' standards. In addition, Oklahoma's standards included data science and required computer science.<sup>68</sup>

The Texas math standards were selected because financial literacy standards were explicitly added to each grade level.<sup>69</sup>

Finally, the Wisconsin math standards were selected for review because of Wisconsin's geographical closeness to Minnesota and the adoption of the most recent state math standards.<sup>70</sup>

## Initial Committee Decisions about the Organization of the Standards and Supporting Benchmarks

- In the first meetings of the full committee, there was significant discussion to make sense of and understand the implications of the new architecture of the math standards, specifically around the removal of examples at the benchmark level and the change to anchor standards. As mentioned, the move to anchor standards was undertaken to align with the standards in other content areas, which had adopted anchor standards to connect the learning from year to year for students in their K–12 schooling experience. The decision not to include examples with benchmarks was made more recently by the

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<sup>65</sup> "Mathematics Standards," Oregon Department of Education: Mathematics Standards: Mathematics: State of Oregon, <https://www.oregon.gov/ode/educator-resources/standards/mathematics/Pages/MathStandards.aspx>.

<sup>66</sup> "Mathematics Framework," California Department of Education, 2023, <https://www.cde.ca.gov/ci/ma/cf/>.

<sup>67</sup> "Integrating Social, Emotional and Academic Development (SEAD) within the KAS for Mathematics," Kentucky Department of Education, February 1, 2024, <https://kystandards.org/standards-resources/mathematics-resources/integrating-sead-mathematics/>.

<sup>68</sup> Oklahoma Academic Standards Mathematics," Oklahoma State Department of Education, 2016, [Microsoft Word - Oklahoma Academic Standards for Mathematics - FINAL v3.docx](https://www.okeach.org/standards/mathematics/).

<sup>69</sup> "Texas Administrative Code," Texas Register Office of Secretary of State, 2012, [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac\\_view=4&ti=19&pt=2&ch=111](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=2&ch=111)

<sup>70</sup> "Wisconsin Standards for Mathematics," Wisconsin Department of Public Instruction, November 21, 2023, [Wisconsin Standards for Mathematics](https://dpi.wi.gov/standards/mathematics)

Department of Education and applied to the math standards review. MDE's current policy is to provide examples as a part of implementation support materials rather than in the official standards document. Although the work of writing grade level benchmarks for each anchor standard happened in later meetings, early on, committee members often wondered about the ramifications of removing examples from the benchmark level, something found in the 2007 academic standards in mathematics. The concern was that educators may misinterpret what is meant to be taught at each grade level without examples.

- The 2007 standards were written as grade-level, changing from grade to grade. To match the structure of other Minnesota content area standards, the 2022 Mathematics standards were required to shift to K–12 anchor standards. The standards the committee would select and write must be applicable from kindergarten to high school and be feasible to connect certain math concepts across grade levels. For example, the committee asked:
  - How might we introduce probability in kindergarten?
  - What will an anchor standard on 'number' look like in high school?

Because of these initial conversations about anchor standards, the committee moved away from standards related to math concepts and preferred standards connected to mathematical processes. Throughout the three versions of the standards, the committee came back to thinking about the math standards through the lens of math concepts.

Several themes of potential shifts emerged from committee discussions from the gap analysis and review of national standards. The themes identified early in the gap analysis informed committee decisions throughout the three versions revising the standards. The following were highlighted as areas in need of strengthening in the standards:

- Over and over again, committee members wondered how to reduce the amount of material covered each year in math. There was concern that the current standards were burdensome for teachers and students. The committee often repeated a common phrase about American Mathematics, 'a mile wide and an inch deep,' which is also cited in the work of the 2007 standards committee. Committee members expressed wanting fewer math standards and benchmarks in 2022 versions of the math standards. There were many conversations about what was or was not essential for all students to know.
- Since 2010, over 90% of states have adopted a version of the Common Core State Standards (CCSS). As some states moved away from Common Core, one part of CCSS that remained present in state math standards was the inclusion of the eight Standards of Mathematical Practice (SMPs). The committee's enthusiasm for these eight practices included in the 2022 Minnesota math standards was unanimous.
- Early on, a gap identified in the Minnesota standards was the lack of specific financial literacy math standards and benchmarks. Many committee members felt that for Minnesota students to be career, college, and community-ready, this must be a part of the 2022 standards.
- In looking at new recommendations for the future of mathematics, committee members hoped to include a more significant focus on data literacy in the new math standards.
- Mathematical Modeling was highlighted as a priority in the new standards. Modeling was another addition to most state standards after the 2010 CCSS release.

- Committee members wanted less focus on procedural fluency and more on problem-solving and real-world applications.
- Committee members wondered how to include in math standards things that were not specific to mathematical concepts but, in their opinion, essential to mathematics learning. For example:
  - Supporting students in seeing the joy and beauty in mathematics.
  - Supporting students' ability to critically analyze and problem-solve in math.
  - Increase focus on teamwork and active learning.
  - Connect mathematical concepts to students' lived experiences.
  - Increasing students' confidence and perseverance in math.

The early conversations of the committee informed the writing of the Career, College, and Community Readiness statement and Version 1 of the 2022 Mathematics Anchor Standards.

## Career, College, and Community Readiness Statement

Minnesota Statutes require academic standards and supporting benchmarks in each content area to be aligned with the knowledge and skills students need for career and college readiness and advanced subject area work.<sup>71</sup> As a result, developing a Career and College Readiness (CCR) statement is a crucial step in revising each content area's standards review process. This statement becomes the guideline, or "north star," for the committee's review and revision of the math academic standards. The Career and College Readiness Statement for Mathematics articulates the knowledge and understanding necessary for every student to be prepared for post-secondary success and personal fulfillment.

As the committee began brainstorming ideas for the career and college readiness statement, there was much discussion about 'civic' readiness in addition to career and college readiness. Committee members connected the importance of increasing a focus on data literacy to better prepare Minnesota K–12 students for civil discourse. Based on feedback throughout the process, the term 'civic' was changed to 'community' in the final version of the committee's work. Version 3 includes a 'Career, College, and Community Readiness' statement.

To begin the creation of a Career, College, and Community Readiness Statement for math, the full committee reviewed several documents provided by MDE. These documents included the following:

- *Career and College Readiness Resource*, MDE, 2018<sup>72</sup>
- *NCTM's Principles to Action*<sup>73</sup>
- *Chapter 2 of NCTM's Catalyzing Change in Mathematics Series*<sup>74</sup>

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<sup>71</sup> [Minn. Stat. 120B.021, subd. 4 \(2023\)](#).

<sup>72</sup> Minnesota Department of Education, "Career and College Readiness Resource Guide," [education.mn.gov/mde/dse/ccs/](http://education.mn.gov/mde/dse/ccs/).

<sup>73</sup> National Council of Teachers of Mathematics, "*Principles to actions: Ensuring Mathematical Success for All*," (Reston, Virg.: National Council of Teachers of Mathematics, 2014), 1–12.

<sup>74</sup> National Council of Teachers of Mathematics, *Catalyzing Change Series*, (NCTM, 2020).

- 2013 Minnesota Career Fields Clusters and Pathways<sup>75</sup>
- STEM<sup>4</sup> The Power of Collaboration for Change<sup>76</sup>

The committee provided input and feedback to the technical writing team after the document review. This team then developed the Career, College, and Community Readiness Statement. The committee relied on the Career, College, and Community Readiness Statement while reviewing and revising standards and benchmarks. The complete statement is included below.

## Career, College, and Community Readiness Statement

Mathematics belongs to all of us. Math is part of our everyday lives and is rooted in all cultures. Equitable access to math for every student is accomplished by recognizing, respecting, and attending to the diversity of our students to ensure that all students can learn and thrive.

The goal of math education is to prepare each and every student for effective participation in society, including their career(s), post-secondary education, and daily decision-making about everything from finances, personal health, civic discourse, and policy-making to their ability to comprehend and analyze data. All students should learn math “in order to expand professional opportunities, understand and critique the world, and experience the joy, wonder, and beauty of mathematics.” (National Council of Teachers of Mathematics, 2018)<sup>77</sup>

Math education must evolve with our society's constant cultural and technological changes. The World Economic Forum's Future of Jobs Report supports math education's importance in career, college, and community readiness.<sup>78</sup> The report lists complex problem-solving, critical thinking, reasoning, analytical thinking, and active learning in its Top Ten Workplace Skills list. These are all skills developed in the study of math throughout a student's K-12 experience.

Mathematically literate students have the experiences, mindset, knowledge, and skills to be career, college and community-ready and engage as productive community members. They are empowered to use math as a resource to successfully navigate pathways toward achieving their aspirations.<sup>79</sup>

Minnesota career, college, and community-ready students will:

- Be curious, pose questions, and seek patterns to make sense of their world.
- Communicate their mathematical thinking and contribute to high-level math discussions.
- Be persistent, flexible, collaborative, and creative problem solvers.

<sup>75</sup> Minnesota Department of Education, "Minnesota Career Fields, Clusters, and Pathways," [education.mn.gov](https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=053311&RevisionSelectionMethod=latestReleased&rendition=primary), 2010.

<sup>76</sup> Advance CTE, Association of State Supervisors of Mathematics, Council of State Science Supervisors, and International Technology and Engineering Educators Association, “*Stem<sup>4</sup>: The Power of Collaboration for Change | Advance CTE*,” COSSS.org, 2018, <https://careertech.org/resource/stem4-power-collaboration-change>.

<sup>77</sup> National Council of Teachers of Mathematics, “*Catalyzing Change in High School Mathematics: Initiating Critical Conversations*,” 2018.

<sup>78</sup> "The Future of Jobs Report 2020," *World Economic Forum*, 2020.

<sup>79</sup> Minnesota Department of Education, "Career and College Readiness Resource Guide," 2018.

- Make connections between math concepts and other disciplines, experiences outside the classroom, interests and career aspirations, and mathematical ideas.
- Build conceptual understanding, thinking, and reasoning to develop procedural fluency and flexible problem-solving strategies.
- Collaborate with cultural perspectives and traditions like and unlike one's own, allowing students to make sense of mathematical concepts and value various mathematical identities connected to lived experiences.
- Solve problems connected to place, story, cultural practices, language, and perspectives relevant to historical and contemporary Dakota and Anishinaabe communities.<sup>80</sup>

In order to support students to become career, college, and community-ready, these standards and benchmarks:

- Pursue mathematical rigor with an equal intensity of conceptual understanding, application, and procedural skill and fluency.<sup>81</sup>
- Incorporate the eight Standards for Mathematical Practice (SMPs) to promote experiences that empower students to be “confident in themselves as doers, knowers, and sense makers of mathematics.”<sup>82</sup>
- Incorporate five contexts in Dimension 2 to use as a lens for teaching and learning the standards and benchmarks.
- Equip students to analyze information in a data-rich environment by including data science and computer science, including computational thinking, throughout the K–12 math experience.
- Empower students to make informed financial decisions now and into the future. Students will learn math, combined with the Minnesota K–12 Social Studies Standards, which addresses the five critical financial literacy components: earn, spend, save and invest, borrow, and protect.

## Writing the First Version of the Proposed Academic Standards for Mathematics

Drafting the first version of the proposed academic standards proved challenging for the committee, primarily due to the shift to the anchor standard model. Using the feedback from the full committee at the first two meetings, writing teams brought 27 draft mathematics anchor standards to the third full committee meeting in January 2022 seeking feedback. The writing team’s initial draft list included anchor standards connected to current math concepts (for example, number sense and proportionality), new math concepts not explicit in the 2007 standards (for example, financial literacy), and process standards (for example, eight standards connected to the CCSS math practices).

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<sup>80</sup> Minn. Stat. 120B.021 (2023).

<sup>81</sup> Funderburk et al., “Why Rigor Doesn’t Mean Harder- Achieve the Core”.

<sup>82</sup> NCTM, “*Catalyzing Change in Early Childhood and Elementary Mathematics: Initiating Critical Conversations*”.

Committee members commented on the pros and cons of the 27 standards. They recommended changes for the first version of the proposed 2022 Minnesota Mathematics Standards that would be released for public review. The writing teams used committee feedback and reduced their initial list of 27 to 20 math standards.

The full committee and writing teams also discussed how statutory language, including present and past Minnesota Tribal Nations contributions to the math standards, might work. In Version 1 of the standards, language related to this statute was included in five of the twenty math anchor standards. The committee members connected to the Tribal Nations Education Committee asked that the Minnesota Tribal Nations explicitly name Minnesota's two tribal nations, the Dakota and Anishinaabe. The committee agreed to this.

## **Public Feedback on the First Version of the Proposed Academic Standards for Mathematics**

The public was invited to submit online feedback following the release of the first version of the revised standards. The public was invited to provide feedback online via MDE's website, and notification of the feedback opportunity was sent to MDE listservs, math educators, and collaborating partners. The first public feedback period was from February 1 through February 28, 2022, and 265 detailed responses were received through the online survey.

The online survey had one question related to the Career, College, and Community Readiness statement: "*To what extent do you agree that the College & Career Readiness Statement represents what K-12 students will need leaving high school?*" Of the 265 responses, 62.6% Strongly Agreed or Agreed to this statement. The data for this question revealed that respondents identified as educators agreed much more strongly and non-educator respondents disagreed at higher levels. The survey did not include a free-response question for respondents to explain further. However, there was evidence within the twenty questions connected to the standards of what concerns the public may have had with the readiness statement.

The remaining questions asked respondents to comment on each of the twenty proposed anchor standards. Themes that emerged from public feedback of the first version of the Minnesota Mathematics standards included:

- Numerous contradictory comments connected to the five standards included the statutory language about the historical and contemporary contributions of Minnesota Tribal Nations.
- Several comments believed that "although it is important to understand our native communities, this does not belong in math." and "just teach math, leave culture out."
- Many respondents did not want 'Dakota and Anishinaabe communities' singled out. Many comments suggested replacing this language with 'representations found in historical and contemporary communities', so all students were included.
- Educators requested training, resources, and guidance regarding incorporating contributions and connections to Dakota and Anishinaabe communities into their math lessons.
- Positive comments appreciated that other cultures were being represented, saying, "We are better when we can appreciate difference."

- Several comments included concern about the number of standards and wanted them reduced. The request was for more depth in fewer standards. Some comments gave suggestions for condensing the number of standards.
- Respondents favored the mathematical practices represented in eight of the twenty standards but wondered if these would be better incorporated at the benchmark level.
- Respondents also suggested folding the computer science standard into the data science standards similar to the 2019 science standards.
- Several comments suggested to combine content standards that included number sense, fluency, geometry, and spatial reasoning. There were multiple comments related to the financial literacy standard; almost all significantly favored this standard. There was evidence in the comments of concern about what financial literacy would look like in the classroom. Some comments suggested balancing checkbooks to be a focus of the high school classroom, while others wanted students to learn about the student loan process. Some respondents wondered if elementary students would care about saving money. Ultimately, the comments supported financial literacy as necessary for K–12 math students to be career, college, and community ready.
- Comments asked for clarity in the standards. Some educators stated they were unsure what standards would look like in the classroom at different levels, while others were hopeful clarity would appear when the benchmarks were released.
- Many comments valued strong foundational math skills and did not want students to rely on a calculator for basic skills (add, subtract, multiply, divide).
- Several comments asked for the standards to expand wider than only preparing students for a 4-year college pathway.

## Writing the Second Version of the Proposed Academic Standards for Mathematics

The committee writing teams used the feedback from Version 1 of the math standards to reduce the number of math standards from twenty to eleven revised standards. The writing teams proposed that the standards connected to the eight mathematical practices be removed as anchor standards and used as a dimension overlaying the benchmark level similar to the organization in the 2019 Minnesota Science Standards, three dimensions. In addition, the writing teams eliminated the computer science anchor standard, deciding to weave this into the benchmark level of the standards. A member of each of the writing teams gathered in late March to write proposed K–12 benchmarks for the data science anchor standard.

At the full committee meeting in April 2022, the committee gave feedback on the eleven revised anchor standards and the proposed structure for the eight mathematical practices and computer science standards. The committee also began looking at defining each standard at the benchmark level. The committee wondered about combining the fluency and number sense standards. There was also much discussion about financial literacy as a separate standard and how that might work within the strand structure since financial literacy is part of all content areas within math.

In April and May, the writing teams used the full committee's feedback and wrote 543 K–12 benchmarks for the eleven anchor standards. The eight mathematical practice dimensions were linked to each benchmark. In addition, the statutory language for the contributions of Minnesota's Tribal Nations and the inclusion of

computer science in content standards was written into a second benchmark dimension titled ‘contribution and context.’ A new writing team was formed to connect computer science standards to the benchmarks within four standards in consultation with MDE’s STEM specialist.

The writing teams finalized Version 2, which included the following:

- A revised Career, College, and Community Readiness Statement
- Eleven anchor standards
- 543 K–12 benchmarks
- Two benchmark dimensions representing Mathematical Practices (MP) and Contributions and Contexts (CC)

The full committee met in June to give final feedback on the writing team’s work and began looking at how to arrange the standards into strand groups. The committee also reviewed the many benchmarks in Version 2 and gave feedback for reducing or combining benchmarks. This work would inform the writing of Version 3 of the standards.

## **Feedback on Version Two of the Proposed Academic Standards for Mathematics**

The public was invited to submit online feedback following the release of Version 2 of the revised standards and benchmarks. This feedback was given online via MDE’s website, the Superintendent’s mailing, email lists of math educators and curriculum directors, and collaborating partner emails and newsletters. The second public feedback period was held May 16 through June 13, 2022, with 149 responses received via the online survey. The full committee reviewed public and expert feedback during the June 2022 committee meeting.

The survey for Version 2 included four questions on the Career, College, and Community Readiness Statement, asking if the statement clearly states what is expected for K–12 math students to be college-ready in each of the three areas and a question for general feedback. Two-thirds of respondents agreed that the statement clearly stated students’ expectations. Comments from those who responded liked including the math practices and a shift from a skill focus for students. Several respondents were concerned with the term ‘civic,’ preferring ‘global citizenship’ or ‘community’ instead. There continued to be negative feedback to naming Minnesota’s Tribal Nations specifically and preferred to acknowledge ‘all cultures’ in its place. After reviewing the feedback, the committee wondered how to include the required statutory language.

Survey questions five through thirteen asked about the Mathematical Practices, the Computer Science dimension, and the Contributions of Minnesota’s Tribal Nations in the dimensions of the benchmarks versus the standard level. Themes emerging from these questions included:

- The educator’s support of the inclusion of math practices was firm. Educators supported incorporating the practices at the benchmark level with their students.
- Comments connected to the computer science questions mainly asked for clarification. For example: “Are there MN computer science standards?”, “Who can teach this ‘course’?” “Is the use of technology in math class computer science?” There was no concern about their inclusion, but many questions about

what this would look like in a math classroom. In addition, several educators specifically asked if there would be training to support these benchmarks.

- The inclusion of the contributions of Minnesota's Tribal Nations in the contexts of the benchmark dimension had strong reactions, ranging from agreeing to strongly disagreeing. Those who agreed were mostly current educators who preferred the contributions to be a dimension notation or included in benchmark wording and not in the standard-level wording. Educators asked many times for support and resources for these noted benchmarks. Those who disagreed said, "These feel forced and not natural contributions. Without resources, these are impossible."

The remaining questions in the survey asked for responses to specific standards and benchmarks with space for additional comments. In addition, the survey asked about the set of benchmarks leading to completing Algebra I in grade 8 and Algebra II by grade 11. These questions were specific to the statutory language of completing the math graduation requirements in K–12 math.

Themes emerging from the second version of the Minnesota Mathematics standards and benchmarks included:

- Most respondents found that the benchmarks aligned moderately or well with the anchor standards.
- Many benchmarks were identified as needing rewording with suggestions for doing so.
- There are many comments about having too many benchmarks and too much math at each grade. Many respondents included suggestions for benchmarks and standards that could be combined.
- There were very few comments about benchmarks to eliminate.
- There was vital positive feedback for financial literacy benchmarks.
- There were comments on the overlap of content and benchmarks in the measurement, geometry, proportional reasoning, and spatial reasoning anchor standards. Some wondered if these standards were necessary and if some might be combined with others.
- The Number Sense and Fluency anchor standards were identified as overlapping within the benchmarks. A recommendation was given to combine these two anchor standards.
- Respondents wondered why there was not an 'algebra' standard. In addition, there was confusion about the definition of 'Algebra I' and 'Algebra II' in the survey questions. Some respondents wondered if this was connected to textbooks or something else.
- Several comments wondered why Minnesota does not just adopt the Common Core Math Standards so that the grade levels of our standards match available resources and texts.

The committee also reviewed significant specific feedback on most benchmarks sent to MDE separate from the survey from three Minnesota math leader groups. The committee and writing teams found the specific recommendations from these groups very helpful in revising Version 2.

## **Expert Reviewer Feedback**

Expert input was also sought and considered throughout the process. The department requested feedback on Version 2 from two math content experts. The expert reviewers included:

- Gina Garza-Kling, from Western Michigan University. Gina was selected for her expertise in K–5 math, specifically around fluency.

- Lawrence Gray, a co-chair of the 2007 Minnesota Mathematics Committee and a retired University of Minnesota Mathematics Professor. Larry resides in California and consults with numerous other states on mathematics standards.

Highlighted comments from the expert reviewers include:

From Gina Kling

- “Anchor Standard #1: For Number Sense, you might want to include something regarding **mental images** of quantities. For example, it could be revised to read: “Determine quantities, relationships between quantities and number systems and their representations, **including mental images**, in various...” (bolding indicates potential addition). This reflects current research on the importance of visual mathematics.”<sup>83</sup>
- Gina gave 5–14 specific comments on individual benchmarks at each grade level connected to coherence and specificity from kindergarten to 5th grade. Gina highlighted potential missing components, often connected to the CCSS and unclear wording.

From Lawrence Gray

- “The use of Anchor Standards. I admit that I was initially quite concerned about the entire concept. But once I saw that this could help make vertical alignment of the standards throughout K–12 more transparent, I decided it can be a good thing.”
- “I believe the lack of examples is disastrous. There is nothing in the statute that requires you to make this mistake. So many good and helpful examples were provided in the 2007 standards. You had a great opportunity to build on those and improve them! What a waste!”
- In addition to these comments, Larry included numerous specific comments about individual benchmarks and alignment, with detailed notes on what had been added and deleted from the 2007 math standards he was part of writing.

Larry requested and was granted a virtual meeting with the three co-chairs to review the details of his review. MDE math standards leadership also attended this meeting.

## Feedback from Targeted Community Groups and Educational Associations

In June 2022, several community groups and educational associations were invited to give feedback on Version 2 of the Minnesota Mathematics Standards. There were minimal attendees at a few of the scheduled virtual

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<sup>83</sup> Jo Boaler, Lang Chen, Cathy Williams, and Montserrat Cordero, “Seeing as Understanding: The Importance of Visual Mathematics for Our Brain and Learning,” Journal of Applied & Computational Mathematics, January 7, 2016, <https://www.hilarispublisher.com/open-access/seeing-as-understanding-the-importance-of-visual-mathematics-for-our-brain-and-learning-2168-9679-1000325.pdf>).

meetings. The feedback from those who attended was shared with committee members and used in writing the third version of the math standards. Here are a few pieces of feedback from those meetings.

- The Minnesota Council of Teachers of Mathematics (MCTM) leadership expressed that members liked the eight mathematical practices but would need professional development to support teachers in understanding how these flow through all of the benchmarks. In addition, MCTM members liked the connections to Minnesota's Tribal Nations, saying resources would be needed to support this in the math standards. The leaders also recommended the need for horizontal and vertical alignment.
- The Minnesota Council of Latino Affairs commented on gathering feedback from community groups. They asked how Version 2 was shared with Latino families. Was Version 2 and the survey translated into Spanish and other languages? They suggested holding meetings to gather feedback in person.
- The Minnesota Tribal Nations Education Committee (TNEC) asked for a more assertive stance from MDE to support the statute language within the content standards and advocate for native students. TNEC requested that the two tribal nations in Minnesota, specifically the Dakota and Anishinaabe, be explicitly named in the math standards. This matched the request of indigenous committee members.
- The Minnesota Autism Association advocated for the standards to support the needs of all students. They wondered how phrases within the Career, College, and Community Readiness Statement like 'Active Learning' and the eight mathematical practices would work with students with Autism. The group recommended changing terms like 'sketch' to 'created' in the standards, citing the difficulties some students with Autism have in sketching. This group also asked how the feedback group sessions were communicated to the community, recommending virtual meetings like this in-person version.

## Writing the Third Version of the Proposed Academic Standards for Mathematics

During June and July 2022, writing teams used public, expert, and committee feedback to rewrite and consolidate the eleven anchor standards and 543 benchmarks to write a third and final committee version of the math standards. At the July full committee meeting, the writing teams presented a draft of Version 3 to provide horizontal feedback across grades and K–12 vertical alignment across each anchor standard. Using this final feedback from the committee, the writing teams completed a final version of the standards presented to the full committee at their last meeting in August of 2022.

At the July committee meeting, the writing teams and co-chairs asked the committee members to look at possible strand arrangements for the eleven Version 2 anchor standards. Based on the feedback from the committee and writing teams, a decision was made to reduce the number of anchor standards from eleven to seven and group the remaining seven anchor standards into three strands. The following considerations were given:

- The names of the three strands to group the anchor standards were determined to be 'Data Analysis,' 'Spatial Reasoning,' and 'Patterns and Relationships.' The committee decided to place Data Analysis as the first strand to indicate its importance as a shift in increased content. The 'Spatial Reasoning' strand covered content similar to the 2007 'Geometry' strand, and the 'Patterns and Relationships' strand combined 2007 standard content from the Number and Algebra strands.

- The committee eliminated the financial literacy standard from Versions 1 and 2 and placed the financial literacy benchmarks throughout the remaining anchor standards. The benchmarks within the Version 2 anchor standards covered topics in Data Analysis, Spatial Reasoning, and Patterns and Relationships, making placing them into just one strand impossible. A decision was made to split the benchmarks into three stands.
- In addition to including financial literacy benchmarks in other anchor standards, the committee recommended increasing the number of contexts in Dimension 2 to include financial literacy.
- The committee eliminated the Proportional Reasoning and Spatial Reasoning anchor standards and combined the benchmarks from these standards with benchmarks from the ‘measurement and geometry’ standards.
- Due to the overlap in content, the Number Sense and Fluency anchor standards and benchmarks were combined into one anchor standard.

The committee was committed to the standards representing the definition of mathematical rigor for all K–12 math students given in the Career, College, and Community Readiness Statement that said, ‘Pursue mathematical rigor with an equal intensity of conceptual understanding, application, and procedural skill and fluency.’ The writing teams used this lens to refine the benchmarks to represent math: conceptual understanding, procedural skill, and fluency. The ‘application’ part of this definition of rigor is found in the real-world contexts used in learning mathematical content. The 2007 Minnesota Standards of Mathematics used the term ‘real-world’ 195 times. The committee shifted the use of this term away from the benchmark language and placed it as one of the two dimensions overlying the benchmarks, titling Dimension 2 as ‘Benchmark Contexts’ and identifying five contexts to be used in the learning of math. The contexts included the Minnesota Tribal Nations and Computer Science, which were part of the committee’s assumptions document in writing the 2022 math standards. In addition, financial literacy, modeling, and real-world contexts were included in Dimension 2. The committee reduced the number of benchmarks from Version 2 to Version 3 from 543 to 373. The writing teams consolidated many of Version 2’s benchmarks together as the overlap of concepts was highlighted in the vertical and horizontal reviews of the standards. The full committee met a final time in August 2022 to review the final committee version. The committee gave unanimous support to the version viewed at their last meeting.

## **Presentation of Version 3 to the Commissioner and the beginning of the Formal Rulemaking Process**

The three co-chairs of the Minnesota Math Standards Committee summarized the committee’s work and shifts within the final committee version. The co-chairs presented Version 3 to the commissioner on October 10, 2022, and answered her questions. The following is a summary of the co-chair’s presentation:

- The guiding question for the committee throughout the process was, “What math experiences do we want for all Minnesota K–12 students?” The phrase ‘each and every student’ emerged from this question as a lens in the committee’s ongoing work.
- The committee intentionally focused on the importance of data literacy skills for all students by placing it first in the order of the standards.

- Woven throughout the standards are the eight mathematical practices found in Dimension 1 that describe the varieties of expertise that math educators should seek to develop in students. These practices define how the students will engage in rigor, modeling, and problem-solving in math from kindergarten through high school. The eight mathematical practices are critical for students' development of number sense and advanced mathematical understanding.
- Dimension 2 represents the five mathematical contexts that will invite students' lived experiences and communities to be the application of the math students are learning. To support this shift, educators will need resources to include these contexts in their classroom practices.
- Specific to the Minnesota Tribal Nations context, the committee has said they are eager to partner with the Minnesota Tribal Nations to build authentic experiences for all students in the context of past and present contributions of the tribal nations. The committee is confident that teachers and the school are capable, with resources and professional development, and excited to bring authentic context to students.
- The co-chairs highlighted the financial literacy context by saying, "We see this as a way to provide equitable access for all students to develop the financial literacy skills they will need to participate in the communities they will thrive in." They cited much positive feedback for this shift in math standards.

The final committee Version 3 math standards were posted on the MDE Mathematics webpage on December 27, 2022, along with information about rulemaking and how to publicly comment.

A Request for Comments was published in the [Minnesota State Register](#) on December 27, 2022. A total of five comments were received. Of the five comments, only two dealt with math. One comment addressed concerns about the benchmarks. The benchmarks are not subject to the rulemaking process. The other comment referenced an attachment which was not included. The comments were discussed with the committee co-chairs. After thoughtful consideration, no changes were made to the rules.

The final rules were reviewed to be sure they were in compliance with legislative changes since the release of Version 3. The Commissioner approved the proposed 2022 Academic Standards for Mathematics and the supporting benchmarks in March 2024 as part of the formal rulemaking process.

## Organization and Structure of the Proposed Rules

The organization and structure of the standards communicate how math education is conceptualized for Minnesota students. The proposed math standards include seven consistent anchor standards from kindergarten through grade 12. The anchor standards are organized into three strands, and each anchor standard fits into a strand:

### Strands

1. Data Analysis – *"Data are not merely numbers but numbers in context."*<sup>84</sup> Students will develop questions about situations impacting their everyday lives, make a plan to produce data and provide

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<sup>84</sup> Cobb and Moore, "Mathematics, Statistics, and Teaching".

answers by organizing, describing, and summarizing the data. In addition, students will develop and evaluate inferences and make predictions. They will learn how to organize randomness to understand essential relationships and use the concept of variability to make sense of the world.

2. Spatial Reasoning – Students will actively make sense of relationships between and within geometric figures, generalize statements about the figures, and develop arguments about what they found.
3. Patterns and Relationships – Mathematics is the science of pattern and order. Students will organize and describe their world using representations of numbers and operations. They will learn actions that transform numbers and ways of thinking that undo those actions. They will analyze and describe relationships among variables by focusing on how things change and how they stay the same.

Each standard has one to nineteen supporting benchmarks that are grade-level specific. The benchmarks are utilized for curriculum development and assessment. The benchmarks are placed at the grade level, where mastery is expected, with the recognition that a progression of learning experiences in earlier grades builds the foundation for mastery later on.

Within the proposed math standards and overlaying the benchmarks are two dimensions that represent practices used by mathematicians and authentic contexts for mathematical thinking. The standards of mathematical practice and benchmark contexts are corresponding crosscutting dimensions referenced at the end of each benchmark.

## Overview of Changes from the 2007 Mathematics Standards to the proposed 2022 Mathematics Standards

Shift	Description of Shift
Change to Anchor Standards	<p>The 2022 K–12 Mathematics anchor standard structure shifts from the 2007 K–12 Mathematics grade-level standards. The last several sets of content area standards (beginning with Physical Education and Arts in 2018) have changed the organization from grade-level standards to an “anchor standards” approach, in which the standards statements apply across the K–12 range of grades. In order to be consistent with other content areas within Minnesota, the proposed 2022 K–12 academic standards in math are also shifting from a grade-level specific standards approach to an anchor standards approach and thus are organized as K–12 anchor standards.</p> <p>This shift was a paradigm shift for the committee and generated numerous conversations. Challenges arose in how content previously not taught in early grades or high school would appear in the other. Ultimately, the anchor standards organization allowed for rich conversations about mathematical progressions. Concepts and procedures are built from one year to the next in progressions and built into each anchor standard.</p>
The Inclusion of Mathematical Practices, Dimension 1	<p>The Standards for Mathematical Practice describe varieties of expertise that math educators at all levels should seek to develop in their students. The practices describe mathematically proficient students' behaviors and habits of mind. Mathematical understanding is the intersection of these practices and mathematics content. The standards of mathematical practice must be embedded in daily math instruction.</p>
The Inclusion of Mathematical Contexts, Dimension 2	<p>Including five contexts (Minnesota Tribal Nations, Financial Literacy, Computer Science, Modeling, and Real-World) allows teachers to teach math content through the lived experiences of the students in their classroom and the communities in which they thrive. The dimensions allow students' local, state, and national lived experiences to be the context for applying the math they are learning.</p>

Shift	Description of Shift
Defining Mathematical Rigor	<p>The 2007 Minnesota Mathematics Standards were written to be rigorous, but educators' definition of rigorous in the 2007 standards was often equated with difficulty. The 2022 standards defined mathematical rigor in the 'Career, College, and Community Readiness' Statement. Rigor refers to a deep, authentic command of mathematical concepts. It does not make math artificially harder or introduce topics at earlier grades. To help students meet the standards, educators must pursue, with equal intensity, three aspects of rigor in the significant work of each grade: conceptual understanding, flexible and efficient procedural skills, and application.<sup>85</sup></p>
Adding 'community' to the Readiness Statement	<p>The goal of math education is to prepare each and every student for effective participation in society, including their career(s), post-secondary education, and daily decision-making about everything from finances, personal health, civic discourse, and policy-making to their ability to comprehend and analyze data. The 2022 Committee wrote standards and benchmarks centering on students' future, adding 'community readiness' to their opening statement to work towards preparing them to be engaged members of the world in which they will thrive.</p>
The Modeling Cycle and Problem-Solving	<p>All students are flexible users of mathematics who see how math can be used to understand their world and the world around them. The 2022 Minnesota Mathematics Standards call for empowering students to be thinkers and doers of math. Engaging students in mathematizing and modeling is a way to bring this shift to life in students' mathematical journeys. The standards call for an intentional pairing of the Standards for Mathematical Practice and the Standards for Mathematical Content that allow students to be mathematically curious and gain a lifelong appreciation of math and how mathematics is used to understand, critique, and create solutions for the world.<sup>86</sup> Mathematical Modeling is also highlighted in Dimension 2 as one of the five contexts for learning math. In each grade, 3–7 benchmarks received the modeling symbol, which represented opportunities for students to connect and apply the grade-level math at a deeper level.</p>

<sup>85</sup> "What Is Rigor in Mathematics Really?" utdanacenter.org, 2019, <https://www.utdanacenter.org/sites/default/files/2019-02/what-is-rigor-in-mathematics.pdf>.

<sup>86</sup> National Council of Teachers of Mathematics, "Catalyzing Change in Early Childhood and Elementary Mathematics: Initiating Critical Conversations," 15.

Shift	Description of Shift																
Focus on Data Literacy	Before this, Minnesota math standards traditionally placed Data and Statistics last among the four strands. As a result, Data and Statistics are not taught in many sites because schools run out of time to teach all standards during a year. As a result, the committee intentionally placed 'Data Sciences' first in the order of the anchor standards. The Data Science standard and benchmarks were written using the Guidelines for Assessment and Instruction in Statistics Education (GAISE) 2020 Report. <sup>87</sup>																
Increased Focus on Justification and Reasoning	<p>The focus on justification and reasoning can be found in the verbs of the seven anchor standards. These verbs are found in levels 2, 3, and 4 of <a href="#">Webb's Depth of Knowledge Tool</a>.<sup>88</sup> These verbs include:</p> <table border="0" data-bbox="393 692 1486 836"> <tr> <td>Analyze</td> <td>Reason</td> <td>Apply</td> <td>Represent</td> </tr> <tr> <td>Connect</td> <td>Solve</td> <td>Explain</td> <td>Predict</td> </tr> <tr> <td>Generate</td> <td>Compare</td> <td>Consider</td> <td>Justify</td> </tr> <tr> <td>Describe</td> <td>Interpret</td> <td>Formulate</td> <td>Investigate</td> </tr> </table>	Analyze	Reason	Apply	Represent	Connect	Solve	Explain	Predict	Generate	Compare	Consider	Justify	Describe	Interpret	Formulate	Investigate
Analyze	Reason	Apply	Represent														
Connect	Solve	Explain	Predict														
Generate	Compare	Consider	Justify														
Describe	Interpret	Formulate	Investigate														

## Statutory Authority

MDE has statutory authority to adopt rules for math academic standards under [Minnesota Statutes 2023, section 120B.02, subdivision 1](#) and [Minnesota Statutes 2023, section 120B.021, subdivision 1\(a\)\(1\)](#). Under these statutes, MDE has the necessary statutory authority to adopt the proposed 2022 rules.

## Regulatory Analysis

[Minnesota Statutes 2023, section 14.131](#), identifies eight factors for a regulatory analysis that must be included in the SONAR of the proposed rules. Paragraphs 1 through 8 below quote these factors and give the agency's response.

**1. Description of the classes of persons who probably will be affected by the proposed rule, including classes that will bear the costs of the proposed rule and classes that will benefit from the proposed rule.**

The following classes of persons are affected by the proposed rules: Minnesota parents and students; Minnesota school districts, including charter schools; math educators and teachers implementing the math academic standards in their discipline; and math curriculum specialists and directors. The department does not believe that there will be significant costs to these classes of persons associated with the proposed rules, as discussed in this SONAR; however, minimal costs related to implementation are likely to be borne by the department and by local education agencies, including Minnesota school districts and charter schools. Individuals, such as

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<sup>87</sup> "Guidelines for Assessment and Instruction in Statistics Education (GAISE) Reports," American Statistical Association, 2022, [https://www.amstat.org/docs/default-source/amstat-documents/gaiseiiprek-12\\_full.pdf](https://www.amstat.org/docs/default-source/amstat-documents/gaiseiiprek-12_full.pdf)

<sup>88</sup> [Webb's Depth of Knowledge Tool](#)

educators, teachers, parents, and students, will not incur any costs from the proposed 2022 rules. Minimal costs borne by the LEA are described further in question 5 of this regulatory analysis. The classes that will benefit from the proposed rules include Minnesota students who will achieve greater levels of mathematical literacy and competency, preparing them for career, college, and community opportunities in Minnesota's economy, as well as success in all industries with a mastery of math and related technical skills.

**2. The probable costs to the agency and to any other agency of the implementation and enforcement of the proposed rule and any anticipated effect on state revenues.**

The proposed rules will create planned costs for the department during the implementation of the 2022 proposed rules. The department is already staffed to provide training and support regarding the math content area and to develop and implement federally mandated math assessments described in question 5 of this regulatory analysis. Staff assignments and resources will be reallocated accordingly within the agency as necessary to support districts with technical assistance and implementation of the new standards. There will be no anticipated effect on revenue. The proposed rules will create, at most, already anticipated costs for the department.

**3. A determination of whether there are less costly methods or less intrusive methods for achieving the purpose of the proposed rule.**

Given that establishing state academic standards in the area of mathematics is a legislative requirement, there is no less costly or less intrusive method for achieving the purpose of the proposed rules. Because the proposed math standards are a revision of the 2007 Mathematics Standards and based on the same foundational research used by most other states, the department will likely be able to improve future cost savings for districts as access to classroom resources, curriculum materials, assessments, and professional development tools that have been developed across the country are adapted for Minnesota-specific use.

**4. A description of any alternative methods for achieving the purpose of the proposed rule that were seriously considered by the Agency and the reasons why they were rejected in favor of the proposed rule.**

Because adopting rules containing state academic standards in math is a legislative requirement, there is no alternative method for satisfying this requirement or achieving the purpose of the proposed rules.

**5. The probable costs of complying with the proposed rule, including the portion of the total costs that will be borne by identifiable categories of affected parties, such as separate classes of governmental units, businesses, or individuals.**

LEAs may face initial increased costs to implement the new rules. However, LEAs typically anticipate and undertake a regular curriculum adoption cycle, so many of these costs would be borne regardless of the adoption into rule of the proposed 2022 Mathematics Standards. The department has generally allowed for a five-year implementation timeline, and the costs for adjusting the curriculum will be spread out over the five years, beginning with the inception of the formal rulemaking process in 2023 and ending with the implementation of the proposed 2022 rules in the 2027–28 school year.

MDE will have costs associated with developing a new version of statewide assessments (MCA) to assess the new standards. These costs are already budgeted in the contract with the vendor.

- Test Specifications MCA Mathematics ~\$25,000
- Test Specifications MCA Alternate Mathematics ~\$25,000
- Alignment Studies MCA Mathematics ~\$250,000
- Alignment Studies MCA Alternate Mathematics ~\$250,000
- Standard Setting MCA Mathematics ~\$325,000
- Standard Setting MCA Alternate Mathematics ~\$325,000

6. **The probable costs or consequences of not adopting the proposed rule, including those costs or consequences borne by identifiable categories of affected parties, such as separate classes of government units, businesses, or individuals.**

The primary costs and consequences of not adopting the proposed rules are the potential impact on students, families, and the business community. The existing 2007 Mathematics Standards lack the depth and clarity of the proposed 2022 standards that reflect changes nationally in math. The inclusion of data standards across K–12 math in the 2022 standards is to address increased career opportunities in data analysis in the future.

7. **An assessment of any differences between the proposed rule and existing federal regulations and a specific analysis of the need for and reasonableness of each difference.**

No significant difference exists between the proposed 2022 rules and existing federal regulations governing state academic standards. The Minnesota Legislature's decision to require statewide academic standards in math is permissible and consistent with current and applicable federal laws. The *Every Student Succeeds Act* (ESSA),<sup>89</sup> which reauthorized the Elementary and Secondary Education Act (ESEA) of 1964, requires that all students in the United States be taught to high academic standards that prepare them for success in career and college. As a part of the state plan that Minnesota submitted for the ESSA, the state provided an assurance that the state has adopted or has a process for adopting academic standards required under the federal law for mathematics, reading or language arts, and science as well as standards for other subjects determined by the state, including physical education, social studies, and the arts.<sup>90</sup> Minnesota has academic standards in these content areas, including math, which satisfies state and federal requirements.

The reauthorized ESSA builds upon the previous version of the ESEA, known as the *No Child Left Behind Act* (NCLB). The previous definition of core academic subjects in NCLB included reading and language arts. The amended ESSA law expanded "core academic subjects" to "well-rounded education," meaning "courses, activities and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education and any other subject, as determined by the State or local educational agency, to provide all students access to an enriched curriculum and educational experience."<sup>91</sup> Thus, the proposed rules comply with federal and state laws requiring state academic standards in specific content areas, including math.

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<sup>89</sup> See [Every Student Succeeds Act \(ESSA\) of 2015, Pub. L. No. 114-95, section 114 Stat. 1177 \(2015-2016\)](#).

<sup>90</sup> See [The Minnesota Department of Education Minnesota State Plan webpage](#).

<sup>91</sup> See [Every Child Succeeds Act \(ESSA\) of 2015, Pub. L. No. 114-95, section 114 Stat. 1177, Title VIII, section 8002, paragraph 52 \(2015-2016\)](#).

**8. An assessment of the cumulative effect of the rule with other federal and state regulations related to the specific purpose of the rule.**

The department proposes these rule amendments to improve and provide clarity and consistency for teachers and students in math education. The proposed amendments update the existing rules governing the K–12 academic standards in math that have been in effect for over ten years based on the last decade of academic research and best practices in this content area and high-quality academic standards. The proposed rule amendments are intended to align with state laws that govern academic standards and the federal legislation, ESSA, which requires states to submit a state plan that assures that the state has adopted challenging academic standards aligned with academic achievement. The proposed standards do not establish overlapping or additional requirements; instead, they comply with existing requirements related to academic standards that are permitted (and required) by federal and state law. The cumulative effect of the proposed standards, in combination with state statutes and the new federal regulation under ESSA, is a higher quality education in math for all Minnesota students, with better outcomes related to career, college, and community readiness, as well as success and meaningful citizenship. The department believes the proposed rules governing math standards and the supporting benchmarks will benefit all Minnesota families, students, educators, and school communities in understanding and implementing the updated K–12 academic standards in math.

## **Performance-Based Rules**

In developing the rules, the agency considered and implemented the legislative policy supporting performance-based regulatory systems outlined in [Minnesota Statutes 2021, section 14.002](#). This statute requires state agencies, whenever feasible, to develop rules and regulatory programs that emphasize superior achievement in meeting the agency's regulatory objectives and maximum flexibility for the regulated party and the agency in meeting those goals.

Throughout the development of the proposed rules and this SONAR, the department made every attempt to develop rules that will be understandable to and workable for education practitioners and families, ensuring efficient and effective delivery of services while achieving the best possible education results for students. The department believes the proposed rules clarify and improve the math standards, helping Minnesota educators provide a higher quality math education and promoting positive student education outcomes. The proposed rules and supporting benchmarks help Minnesota teachers, curriculum developers, and other district staff craft high-quality math education and help ensure Minnesota students receive a robust math education that will lead to career and college readiness and success and an overall increase in literacy. The department believes the proposed rules are performance-based to the extent possible because the proposed rules extend duties and burdens no further than is necessary to meet the state's academic standard requirements in the content area of mathematics. Flexibility remains as districts can create and modify their high-quality, rigorous curriculum that aligns with state standards in this content area.

## **Additional Notice Plan**

In addition to mailing the proposed rules and the appropriate notice to all persons registered to be on the department's email rulemaking mailing lists under Minnesota Statutes 2023, section 14.14, subdivision 1a, MDE

intends to send an electronic notice with a hyperlink to electronic copies of the Dual Notice, SONAR, and the proposed rule amendments to the following list of interested and impacted parties:

## **General Education-Related Organizations/Entities**

- African American Leadership Forum (AALF)
- Association of Metropolitan School Districts (AMSD)
- Board of Indian Education (BIE) Schools
- Board of School Administrators (BOSA)
- Bridges Workplace Connection
- Charter School Partners
- Career and Technical Education (CTE) professional groups
- Early Childhood/Community Education groups
- Education Minnesota
- Equal Employment Opportunity Commission (EEOC)
- Generation Next
- Integration Districts, including East Metro Integration and N.W. Suburban Integration District
- Information and Technology Educators of Minnesota
- Intermediate School Districts
- Learning Disabilities Association (LDA)
- Mentoring Partnership of Minnesota (MPM)
- Metropolitan Library Service Agency (MELSA)
- EdAllies
- Minneapolis Urban League
- Minnesota Administrators for Special Education (MASE)
- Minnesota Association for Supervision and Curriculum Development (MASCD)
- Minnesota Association of Alternative Programs
- Minnesota Association for the Education of Young Children (MnAEYC)
- Minnesota Association of Charter Schools (MACS)
- Minnesota Association of Colleges for Teacher Education (MACTE)
- Minnesota Association of School Administrators (MASA)
- Minnesota Association of Secondary School Principals (MASSP)
- Minnesota Association of Special Educators (MASE)
- Minnesota Business Partnerships (MBP)
- Minnesota Career College Association (MCCA)
- Minnesota Chamber of Commerce
- Minnesota Citizens League
- Minnesota Council on Foundations
- Minnesota Department of Employment and Economic Development (DEED)
- Minnesota Developmental Adaptive Physical Education (MNDAPE)
- Minnesota Elementary School Principal's Association (MESPA)
- Minnesota Independent School Forum (MISF)
- Minnesota Kindergarten Association
- Minnesota Office of Higher Education (OHE)
- Minnesota Parent Teacher Student Association (MNPTA)
- Minnesota Private College Council (MPCC)

- Minnesota Professional Educator Licensing and Standards Board (PELSB)
- Minnesota Rural Education Association (MREA)
- Minnesota School Boards Association (MSBA)
- Minnesota School Counselors Association
- Minnesota State Colleges and Universities (Minnesota State)
- Minnesota State High School League (MSHSL)
- National Association for the Advancement of Colored People (NAACP) – St. Cloud, St. Paul, and Minneapolis branches
- PACER Center
- Parents United
- Schools for Equity in Education (SEE)
- Service Cooperatives/Regional Service Cooperatives
- Tribal Nations Education Committee (TNEC)
- University of Minnesota/University of Minnesota College of Education and Human Development
- Other relevant education organizations or parent and student advocacy groups
- Mathematics standards review committee members
- Posting on MDE’s Mathematics academic standards webpage and Mathematics academic standards rulemaking webpage

## **Mathematics Related Education Organizations and Entities**

- Minnesota Council of Teachers of Mathematics (MCTM)
- Minnesota STEM Network (SciMathMN)
- Metro Area Curriculum Leaders (MACL)
- Computer Science for All – Minnesota
- Minnesota Science Teachers Association (MnSTA)
- Minnesota Kindergarten Association
- Minnesota Math Corps
- Minnesota Service COOPs
- MN STEM Ecosystem

## **MDE Listservs**

- MDE Superintendents listserv
- MDE Minnesota Special Education Directors listserv
- MDE Charter School Directors and Non-Public listserv
- MDE Achievement and Integration listserv
- MDE General Rulemaking listserv
- MDE Mathematics Specific Rulemaking listserv
- MDE Curriculum Directors listserv

Under Minnesota Statutes 2023, section 14.14, subdivision 1a, MDE believes its regular means of notice, including publication in the State Register, will adequately provide notice of this rulemaking to persons interested in or regulated by these rules.

## Consult with MMB on Local Government Impact

As required by Minnesota Statutes 2023, section 14.131, the department consulted with Minnesota Management and Budget (MMB). The department sent MMB copies of the documents sent to the governor's office for review and approval on the same day the documents were sent to the governor's office. This was done before the department published the Dual Notice of Intent to Adopt. The documents sent to MMB included the governor's office Proposed Rule and SONAR Form, the proposed rules, and the SONAR. The department will submit a copy of the cover correspondence and the response from MMB to OAH at the hearing or with the documents it submits for Administrative Law Judge (ALJ) review.

## Impact on Local Government Ordinances and Rules

As required by Minnesota Statutes 2023, section 14.128, subdivision 1, the agency has considered whether these proposed rules will require a local government to adopt or amend any ordinance or other regulation in order to comply with these rules. The agency has determined that they do not because the proposed rules do not affect any local governments included in the scope of Minnesota Statutes 2023, section 14.128.

## Costs of Complying for Small Business or City

As required by Minnesota Statutes 2023, section 14.127, subdivision 1, the department has considered whether the cost of complying with the proposed rules in the first year after the rules take effect will exceed \$25,000 for any small business or small city. The department has determined that the cost of complying with the proposed rules in the first year after the rules take effect will not exceed \$25,000 for any small business or small city. This determination was made because the proposed rules do not affect small businesses or cities.

## List of Witnesses

If these rules go to a public hearing, the department anticipates having the following witnesses testify in support of the need for and reasonableness of the rules:

1. Jennifer Dugan, Director of Academic Standards, Instruction, and Assessment of the Minnesota Department of Education. Ms. Dugan will testify about the history of academic standards in Minnesota, the history of math standards in Minnesota, the role of academic standards in Minnesota's education community, the math standards review committee formation process, the rule review and revision process, and how the national standards impact MDE's process.
2. Sara Van Der Werf, Minnesota Mathematics Specialist, Minnesota Department of Education Division of Academic Standards, Instruction, and Assessment. Ms. Van Der Werf will testify about the history of academic standards in Minnesota, the history of math standards in Minnesota, the role of academic standards in Minnesota's education community, the math standards review committee formation process, the rule review and revision process, and how the national standards impact MDE's process.
3. Catherine Rogers, Attorney, and Rulemaking Coordinator will introduce exhibits into the record.
4. Maren Hulden, MDE General Counsel.

In support of the need for and reasonableness of the proposed rules, the department anticipates that it will enter the following exhibits into the hearing record:

1. 2022 Academic Standards for Mathematics SONAR
2. Revisor-Approved Proposed Rule Language.
3. All other documents required by Minnesota Statutes Chapter 14 and Minnesota Rules Chapter 1400.

## Rule by Rule Analysis

This section builds on the previous sections in the SONAR and explicitly addresses the proposed rule language of the 2022 Minnesota Mathematics Standards. The section describes why the standards are necessary and reasonable. The proposed Mathematics Standards are:

### **Proposed Permanent Rules Relating to Academic Standards for Mathematics**

#### **3501.0750 ACADEMIC STANDARDS FOR KINDERGARTEN THROUGH GRADE 11.**

**Subpart 1. Purpose and application.** The purpose of these standards is to establish statewide standards for Mathematics that govern instruction of students in kindergarten through grade 12. School districts shall assess a student's performance using criteria in subparts 2 to 4.

##### **Subpart 2. Data Analysis.**

A. Data Sciences: Identify, formulate, and investigate statistical questions by collecting data, considering cultural perspectives, analyzing and interpreting data, and communicating the results.

B. Chance and Uncertainty: Apply and explain the concepts of probability to interpret data, generate questions, predict, and make informed decisions to solve problems and communicate ideas.

##### **Subpart 3. Spatial Reasoning.**

A. Measurement: Investigate measurement using a variety of tools, units, systems, processes, and techniques in various cultures. Explain and reason with attributes, estimations, and formulas to communicate measurement(s) and relationships effectively. Justify decisions and consider the reasonableness of the measurement.

B. Geometry: Analyze characteristics of geometric shapes to make mathematical arguments and justifications about geometric relationships. Use visualization and geometric modeling to compare, solve problems, and communicate ideas.

##### **Subpart 4. Patterns and Relationships.**

A. Number Relationships: Describe/Interpret and use quantities, relationships between, and representations of quantities and number systems. Describe and relate operations. Use strategies and procedures accurately, efficiently, and flexibly. Assess the reasonableness of the results.

B. Equivalence and Relational Thinking: Use concepts and properties of equivalence and relational thinking to represent and compare numerical expressions, proportional relationships, algebraic expressions, and equations.

C. Patterns and Relationships: Represent and connect mathematical patterns and relationships using verbal descriptions, generalizations, tables, and graphs. Use representations to generate questions, make predictions, and solve mathematical problems.

**REPEALER.** Minnesota Rules parts 3501.0700; 3501.0705; 3501.0710; 3501.0715; 3501.0720; 3501.0725; 3501.0730; 3501.0735; 3501.0740; and 3501.0745, are repealed.

**EFFECTIVE DATE.** These standards are effective at the beginning of the 2027–28 school year.

These rules are necessary and reasonable because they utilize current research and understanding of mathematics. These proposed rules also respond to public feedback and input from Minnesotans, and they meet the statutory requirements and establish a timeline for the implementation of the standards. Each subpart of the proposed rules and its need and reasonableness will be discussed in more detail below in the Analysis of Rule by Subparts Section.

## Overview of Improvements from the 2007 Mathematics Standards

As mentioned in previous sections of the SONAR, the proposed 2022 Mathematics Standards shift from the 2007 standards in several ways that improve the standards, such as defining ‘mathematical rigor’ to bring an equal intensity in math to procedures and skills, conceptual understanding, and applications. The structure of the 2022 Mathematics Standards, including five contexts to use with the standards, allows for the application of mathematical content. In addition, eight mathematical practices are connected to each standard to give students the skills to be career, college, and community ready. The 2022 Mathematics Standards also strengthen the K–12 math progressions using anchor standards in the updated structure. Lastly, greater emphasis on data analysis standards addresses the shifts in future students’ projected math needs.

## Analysis of Rule by Subparts

This section describes the necessity and reasonableness of the proposed rules in detail. The section illustrates the importance of the rules in setting learning goals for Minnesota students in math. It also shows how the rules incorporate research and provide continuity from the 2007 Mathematics Standards, with shifts in some areas. This section further shows how the standards review and revision process incorporated stakeholder and expert feedback.

The proposed rules are the academic standards in math. By statute, an “Academic Standard” is a “summary description of student learning in a required content area under Minnesota Statutes 2023, section 120B.021 or

elective content area under Minnesota Statutes 2023, section 120B.022.<sup>92</sup> A “Benchmark” is defined by statute as a “specific knowledge or skill that a student must master to complete part of an academic standard by the end of a grade level or grade band.”<sup>93</sup> So, while the standards describe what students must learn in school by grade 12, the supporting benchmarks describe the specific student learning outcomes for each grade level or grade band. The standards review and revision process includes reviewing and revising the supporting benchmarks, which are how the standards (the rules) are carried out at specific grade levels. Reviewing and revising the supporting benchmarks is necessary so that schools can offer students the opportunity to achieve all the supporting benchmarks to complete each state standard in a particular content area satisfactorily.

The proposed rules are organized as seven anchor standards for student learning in grades K–12. These standards are described as anchor standards because they consistently anchor student learning in grades K–12 in these critical areas. The anchor standards are organized into the following strands (subparts):

Subpart 2: Data Analysis

Subpart 3: Spatial Reasoning

Subpart 4: Patterns and Relationships

The organization of the proposed rules into three strands (subparts 2–4) across grades K–12 represents a shift from the 2007 Mathematics Standards. The 2007 Mathematics Standards had four strands: Number and Operation (grades K–8), Algebra (grades K–12), Geometry and Measurement (grades K–12), and Data Analysis (grades 3–12). Two of the four 2007 strands, Algebra and Geometry and Measurement, spanned all grades from K–12. In the proposed rules, the standards review committee considered research and public and expert feedback state rules to consolidate two 2007 strands, Number & Operation and Algebra, into one strand in 2022. This chart provides an overview of organizational changes from the 2007 to 2022 Mathematics Standards.

Aspect of Organization	2007 Mathematics Standards	2022 Mathematics Standards
Strands (subparts) – an organizational grouping of standards	1. Number and Operation (grades K–8) 2. Geometry and Measurement 3. Algebra 4. Data Analysis and Probability (grades 6–12)	1. Data Analysis 2. Spatial Reasoning 3. Patterns and Relationships
Standards (rule) – a summary description of student learning	Standards are organized by grade level. Eighty-four total grade level	Standards organized by K–12 Anchor Standards.

<sup>92</sup> [Minn. Stat. 120B.018, subd. 2 \(2023\)](#).

<sup>93</sup> [Minn. Stat. 120B.018, subd. 3 \(2023\)](#).

Aspect of Organization	2007 Mathematics Standards	2022 Mathematics Standards
	<p>standards range from five to eleven per grade.</p> <p>Number of Standards by grade:</p> <ul style="list-style-type: none"> <li>• Kindergarten: 5</li> <li>• Grade 1: 6</li> <li>• Grade 2: 7</li> <li>• Grade 3: 9</li> <li>• Grade 4: 8</li> <li>• Grade 5: 9</li> <li>• Grade 6: 10</li> <li>• Grade 7: 11</li> <li>• Grade 8: 8</li> <li>• Grades 9–11: 11</li> </ul> <p>Number of Standards by Strand:</p> <ul style="list-style-type: none"> <li>• Number and Operation: 20</li> <li>• Geometry &amp; Measurement: 26</li> <li>• Algebra: 27</li> <li>• Data Analysis and Probability: 11</li> </ul>	<ul style="list-style-type: none"> <li>• Two Standards in Data Analysis</li> <li>• Two Standards in Spatial Reasoning</li> <li>• Three Standards in Patterns &amp; Relationships</li> </ul> <p>Total = 7 Anchor Standards</p>
<p>Benchmarks – specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band. Supports academic standards rules.</p>	<p>Learning objectives that further define the standards.</p> <p>Grade specific for K–8 and grade banded for 9–11.</p>	<p>Two dimensions that overlay the benchmarks were included. *</p> <p>Learning objectives that further define the standards and weave together the Mathematical Practices within the benchmark contexts.</p> <p>Grade specific for K–8 and grade banded for grades 9–11.</p>

As mentioned in the chart above, two dimensions have been added to the 2022 Mathematics Standards. These dimensions seek to connect the benchmarks to mathematical processes and varied contexts. The addition of the dimensions aligned well with the 2019 Science Standards, shifts in other state math standards since 2010, and the inclusion of Common Core State Standards Mathematical Practices.

## Analysis of Rules in Subpart 2: Data Analysis

1. **Data Sciences: Identify, formulate, and investigate statistical questions by collecting data, considering cultural perspectives, analyzing, and interpreting data, and communicating the results.**

This proposed standard is needed and reasonable because it demonstrates the research and current understanding in the field that students need to have a strong base of foundational data literacy skills in order to navigate a world driven by data. The 2020 Guidelines for Assessment and Instruction in Statistics Education II (GAISE II) states, “The digital revolution has made data readily accessible to statistical methods and technological tools so that students can gain insights and make recommendations to manage pressing world issues.”<sup>94</sup> Analyzing and interpreting data requires critical thinking, creativity, and a nuanced understanding of the data’s context. These are the mathematical skills Minnesota students need to be career, college, and community ready.

This standard highlights ‘considering cultural perspectives’ and is consistent with the 2023 ethnic studies legislation, “the commissioner must embed ethnic studies as related to the academic standards.”<sup>95</sup>

2. **Chance and Uncertainty: Apply and explain the concepts of probability to interpret data, generate questions, predict and make informed decisions to solve problems, and communicate ideas.**

This proposed 2022 standard is an expansion of the 2007 standard. The 2007 standard started in grade 6, and now, in 2022, it is proposed to begin in kindergarten. A greater focus on data literacy in the standards necessitates the development of probabilistic thinking, “To adequately function in society, citizens need to overcome their deterministic thinking and accept the existence of fundamental chance in nature.”<sup>96</sup> Many countries have recognized this need to learn the probability of citizenship by adding this content to their curriculum. The proposed 2022 Minnesota standard on chance and uncertainty assures students will meet the demands set by other countries, develop critical thinking about the meaning of chance, and value the importance of applying the concept of uncertainty in real life.<sup>97</sup>

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<sup>94</sup> National Council of Teachers of Mathematics, “Pre-K–12 Guidelines for Assessment and Instruction in Statistics Education II (GAISE II),” American Statistical Association, 2020, [https://www.amstat.org/asa/files/pdfs/GAISE/GAISEIIPreK-12\\_Full.pdf](https://www.amstat.org/asa/files/pdfs/GAISE/GAISEIIPreK-12_Full.pdf).

<sup>95</sup> [Minn. Stat. 120B.021, subd. 4\(j\) \(2023\)](#).

<sup>96</sup> Carmen Batanero, Egan J. Chernoff, Joachim Engel, Hollylynne S. Lee, and Ernesto Sánchez, *Research on teaching and learning probability. of ICME-13 Topical Surveys*. Cham: Springer International Publishing, 2016, DOI 10.1007/978-3-319-31625-3.

<sup>97</sup> Park City Mathematics Institute, “The Importance of Teaching Probability.” [projects.ias.edu, 2017, \[https://projects.ias.edu/pcmi/hstp/sum2017/int/briefs/ImportanceofTeachingProbability.pdf\]\(http://projects.ias.edu/pcmi/hstp/sum2017/int/briefs/ImportanceofTeachingProbability.pdf\)](http://projects.ias.edu/pcmi/hstp/sum2017/int/briefs/ImportanceofTeachingProbability.pdf)

## Analysis of Rules in Subpart 3: Spatial Reasoning

Spatial Reasoning supports a student's ability to picture and manipulate objects mentally, predicting success in science, technology, engineering, and math (STEM) fields.<sup>98</sup> Spatial Reasoning is represented by two rules: Measurement and Geometry.

- 1. Measurement: Investigate measurement using a variety of tools, units, systems, processes and techniques in various cultures. Explain and reason with attributes, estimations and formulas to communicate measurement(s) and relationships effectively. Justify decisions and consider the reasonableness of the measurement.**

This proposed 2022 measurement standard consolidates twelve 2007 math standards from the geometry measurement progression.<sup>99</sup> *Geometry* means 'earth measure,' making measurement a topic that connects geometry to spatial reasoning. Measurement is the process that students use every day as they explore questions related to their school or home environment.<sup>100</sup> The measurement standard represents the big mathematical idea that some attributes of objects are measurable and can be quantified using unit amounts. This standard is needed and reasonable because it prepares students to engage in geometric thinking and, ultimately, spatial reasoning. In addition, geometric measurement connects the two most critical domains of early math: geometry and numbers.<sup>101</sup>

This standard, because it highlights using a "variety of tools, units, systems, processes and techniques in various cultures," is consistent with the 2023 ethnic studies legislation, which states that "the commissioner must embed ethnic studies as related to the academic standards."<sup>102</sup>

- 2. Geometry: Analyze characteristics of geometric shapes to make mathematical arguments and justifications about geometric relationships. Use visualization and geometric modeling to compare, solve problems, and communicate ideas.**

Geometry can be described as the study of spatial relationships involving properties of shape, space, and position. Geometric thinking is concerned with how people reason using the properties of geometric figures and spatial relationships. Geometry lays the foundation of spatial exploration, giving students a connection to the world they live in. Geometry is derived from Ancient Greek words: 'Geo' means 'Earth,' and 'metron' means 'measurement.' Geometry is the study of measuring everything on earth and in students' lived experiences.

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<sup>98</sup> Jonathan Wai, David Lubinski, and Camilia Benbow, (2009), "Spatial Ability for STEM Domains: Aligning Over 50 Years of Cumulative Psychological Knowledge Solidifies Its Importance," *Journal of Educational Psychology*, 101, no. 4 (November 2009), 817–835, <https://psycnet.apa.org/record/2009-19591-005>.

<sup>99</sup> "Mathematics Standards Progression across Grades," Minnesota Department of Education, accessed March 11, 2024, <https://testing123.education.mn.gov/cs/groups/communications/documents/document/zxn0/mdiaw/~edisp/test000436.pdf>

<sup>100</sup> National Council of Teachers of Mathematics, *Principles and Standards*, 2000, p. 171, <https://www.nctm.org/standards/>.

<sup>101</sup> "Progressions Documents for the Common Core State Standards for Mathematics," Achieve The Core, accessed March 13, 2024, <https://achievethecore.org/page/254/progressions-documents-for-the-common-core-state-standards-for-mathematics>.

<sup>102</sup> [Minn. Stat. 120B.021 Subd. 4\(j\) \(2023\)](#).

This proposed 2022 standard is an expansion of a 2007 measurement standard progression.<sup>103</sup> The expanded standard is needed and reasonable because geometric thinking connects math with the physical world and plays an essential role in modeling phenomena whose origins are not necessarily physical (e.g., networks or graphs).<sup>104</sup> Modeling phenomena is also a core concept in the 2019 Minnesota Science Standards, making this standard one that connects the content areas of STEM.

## Analysis of Rules in Subpart 4: Patterns and Relationships

The rules in this subpart represent many of the math concepts from the 2007 standards, including number sense (which encompasses arithmetic and visualization of quantities) and algebraic thinking. Minnesota State Statutes 2023, section 120B.021, subdivision 1 (a)(2), requires that algebra be incorporated into grades 8 and 9–11 standards. The rules in this subpart address those statutory requirements.

Math is the study of patterns and relationships. Mathematicians notice, describe, and generalize patterns. The three rules in this subpart allow students to engage in being mathematicians and are core to developing mathematical fluency.

1. **Number Relationships: Describe/Interpret and use quantities, relationships between, and representations of quantities and number systems. Describe and relate operations. Use strategies and procedures accurately, efficiently, and flexibly. Assess the reasonableness of the results.**

This proposed 2022 standard consolidates several 2007 standards focusing on students' understanding of numbers into a K–12 progression (whole numbers, fractions, integers, real numbers, and complex numbers). The standard connects knowledge of numbers to operations estimation and applies this to real-world situations. In addition, students demonstrate an understanding of numerical relationships, properties of numbers and operations, generalize from numerical patterns, and verify results.<sup>105</sup>

This rule is needed and reasonable as it is one of the core foundations of mathematics, as numbers form the foundation and, often, the prerequisite skills and concepts of many other math standards. Number relationships refer to the ability to represent a quantity in multiple, flexible ways.

2. **Equivalence and Relational Thinking: Use concepts and properties of equivalence and relational thinking to represent and compare numerical expressions, proportional relationships, algebraic expressions, and equations.**

This proposed 2022 standard makes the development of mathematical reasoning in the 2007 math standards and benchmarks explicit by naming a critical component needed to move from counting strategies in the early grades to functional reasoning in grade 8 and high school.<sup>106</sup> The change in the language of the standard

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<sup>103</sup> "Progressions Documents for the Common Core State Standards for Mathematics," Achieve The Core.

<sup>104</sup> "Progressions Documents for the Common Core State Standards for Mathematics," Achieve The Core.

<sup>105</sup> National Assessment of Educational Progress, "The Nation's Report Card," NAEP, accessed March 13, 2024, <https://nces.ed.gov/nationsreportcard/mathematics/contentstrands.asp>.

<sup>106</sup> Harris, Pam, "The Development of Mathematical Reasoning," Web log. *Math Is Figureoutable* (blog), <https://www.mathisfigureoutable.com/blog/development>.

emphasizes a deep understanding of equality that research suggests is not developed adequately in students in K–12.<sup>107</sup> Carpenter, Franke, and Levi contend that a “limited conception of what the equal sign means is one of the major stumbling blocks in learning algebra.”<sup>108</sup> This is necessary to build a cohesive understanding of equivalency, allowing students to manipulate equations and describe relationships.

**3. Patterns and Relationships: Represent and connect mathematical patterns and relationships using verbal descriptions, generalizations, tables, and graphs. Use representations to generate questions, make predictions, and solve mathematical problems.**

This proposed 2022 standard consolidates the 2007 K–12 Minnesota Math Algebra Standards, representing the “relationships and functions” within the standards.<sup>109</sup> Five representations connect the relationships and functions.<sup>110</sup> This standard represents the work students will engage in to connect representations, a hallmark of a strong mathematician.

In the National Council of Teachers of Mathematics book, “Principles to Action,” one of the eight principles is to “Use and Connect Mathematical Representations.” NCTM states, “Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures as tools for problem-solving.”<sup>111</sup> Students’ ability to notice patterns and describe relationships throughout K–12 math ensures students’ mastery of algebra in the higher grades.

**REPEALER.** Minnesota Rules, parts 3501.0700; 3501.0705; 3501.0710; 3501.0715; 3501.0720; 3501.0725; 3501.0730; 3501.0735; 3501.0740; and 3501.0745, are repealed.

**EFFECTIVE DATE:** These standards are effective at the beginning of the 2027–28 school year.

This section is needed and reasonable because it clarifies the timeline during which the new standards must be implemented. Minnesota school districts generally utilize a five-year implementation cycle to ensure curriculum directors and content specialists have time to adjust and adapt teaching curricula and resources. This timeline also provides sufficient time for the department to communicate with the field and create supportive technical assistance guidance.

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<sup>107</sup> Eric J. Knuth, Martha W. Alibali, Shanta Hattikudur, Nicole M. McNeil, and Ana C. Stephens, “The Importance of Equal Sign Understanding in the Middle Grades,” *National Council of Teachers of Mathematics* 13, no. 9 (May 2008), <https://doi.org/https://alibalilab.wiscweb.wisc.edu/wp-content/uploads/sites/371/2018/02/KnuthAlibaliHattikudurMcNeilStephens2008.pdf>.

<sup>108</sup> Thomas Carpenter, Megan Franke, and Linda Levi, *Thinking Mathematically: Integrating Arithmetic and Algebra in the Elementary School*, (Portsmouth, NH: Heinemann).

<sup>109</sup> “Mathematics Standards Progression across Grades,” Minnesota Department of Education, accessed March 11, 2024, <https://testing123.education.mn.gov/cs/groups/communications/documents/document/zxn0/mdaw/~edisp/test000436.pdf>.

<sup>110</sup> R. Lesh, Thomas R. Post, and M. Behr, “Representations and Translations among Representations in Mathematics Learning and Problem Solving,” *University of Minnesota, College of Education and Human Development* (1987): 33-40.

<sup>111</sup> National Council of Teachers of Mathematics. “*Principles to actions: Ensuring Mathematical Success for All*,” (Reston, Virg.: National Council of Teachers of Mathematics, 2014).

## Conclusion

The 2022 review process brought together a talented group of Minnesotans to review and recommend revisions to Minnesota's 2007 Academic Standards for Mathematics. This Committee followed an organized, detailed, and thorough review and revision process for the proposed standards and supporting benchmarks. Throughout the process, the Committee carefully considered the feedback of math education experts, education and math organizations, additional stakeholders, and the general public. The Committee utilized the latest research and other math education resources, including national and state standards. The Committee also carefully reviewed state statutory requirements and incorporated these into the proposed standards. With this information and input, committee members engaged in thoughtful and comprehensive discussion, review, and revision, which led to proposed rule language and supporting benchmarks that promote and support equitable, high-quality math education in Minnesota for all students.

Overall, the Committee and the department believe that the review and revision of the Minnesota math academic standards and supporting benchmarks feature many improvements over the existing math standards, as discussed above. The Committee and department anticipate that the proposed K–12 academic standards in math will be a welcome resource to teachers and students in the study of mathematics in Minnesota. The department agrees with the Committee's recommendations and recommends replacing the 2007 rules regarding academic standards in math with the new proposed standards and supporting benchmarks.

Based on the foregoing, the proposed amendments are both needed and reasonable.

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Willie Jett, Commissioner  
Minnesota Department of Education

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Date

STATE OF MINNESOTA  
OFFICE OF ADMINISTRATIVE HEARINGS

In the Matter of Possible Amendment to  
Rules Governing K-12 Academic  
Standards in Mathematics, Minnesota  
Rules Part 3501.0750 and Repeal of  
Minnesota Rules Parts 3501.0700,  
3501.0705, 3501.0710, 3501.0715,  
3501.0720, 3501.0725, 3501.0730,  
3501.0735, 3501.0740, and 3501.0745.

**AMENDED ORDER ON REVIEW**  
**OF RULES UNDER**  
**MINN. STAT. § 14.389**  
**AND MINN. R. 1400.2410**

On September 26, 2024, the Minnesota Department of Education (Department) filed documents with the Office of Administrative Hearings seeking review and approval of the above-entitled rules under Minn. Stat. § 14.389 (2024) and Minn. R. 1400.2410 (2023).

Based upon a review of the written submissions by the Department and the contents of the rulemaking record, and for the reasons set out in the Memorandum which follows below,

**IT IS HEREBY DETERMINED THAT:**

1. The Minnesota Legislature mandates certain specific academic standards for grade 8 and grades 9 through 12. The proposed rule does not include the legislature's specific standards for grade 8 or grades 9 through 12. The proposed rule must be disapproved for not complying with its enabling statute or other applicable law under Minn. R. 1400.21, Item D (2023).

2. Rules adopted using the expedited rule process in Minn. Stat. § 14.389 become effective upon publication of the final rule and notice of adoption in the State Register. The proposed rule provides that the effective date of the proposed rule will be at the beginning of the 2027-2028 school year. This effective date conflicts with the requirement in Minn. Stat. § 14.389, subd. 3. The proposed rule must be disapproved under Minn. R. 1400.21, Item D.

**IT IS HEREBY ORDERED THAT:**

1. The proposed rules were adopted in compliance with the procedural requirements of Minnesota Statutes, chapter 14 (2024), and Minnesota Rules, chapter 1400 (2023).

2. According to Minn. Stat. §§ 120B.021, subds. 1(a)(2) and 3 (2024), the Department has the statutory authority to adopt these proposed rules using the expedited rulemaking process.

3. The proposed rule is **DISAPPROVED** as not complying with Minn. Stat. §§ 120B.021, subd. 1(a)(2) and 14.389.

Dated: October 11, 2024



SUZANNE TODNEM  
Administrative Law Judge

## NOTICE

Minn. R. 1400.2410, subp. 6, provides that if the rule is disapproved, the agency must resubmit the rule to the judge for review after changing it. The judge must review and approve or disapprove the resubmitted rule within five working days after receiving it. Minn. R. 1400.2410, subp. 8, provides that an agency may ask the Chief Administrative Law Judge to review a rule that has been disapproved by a Judge. The request must be made within five working days of receiving the Judge's decision. The Chief Administrative Law Judge must then review the agency's filing, and approve or disapprove the rule within 14 days of receiving it.

## MEMORANDUM

### Background

The Department requests approval of proposed expedited permanent rules governing Mathematics standards. The Department is authorized to adopt these rules using the expedited rulemaking process set forth in Minn. Stat. §§ 14.389 and required by the legislature under Minn. Stat. § 120B.021, subd. 3. The Department published a Notice of Intent to Adopt Expedited Rules Without a Public Hearing in the State Register on August 5, 2024, and submitted the proposed rules to the Office of Administrative Hearings for review as to their legality on September 27, 2024.

The Department identifies Minn. Stat. § 120B.021, subds. 1 and 3, as the source for its statutory authority to adopt these proposed rules.

Minn. Stat. § 120B.021, subd. 1(a)(2) requires statewide accountability in "the mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in

high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include completion of algebra.”<sup>1</sup>

Minn. Stat. § 120B.021, subd. 3 (2024) provides:

### **120B.021 REQUIRED ACADEMIC STANDARDS.**

**Subdivision 3. Rulemaking.** 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.

Minn. Stat. § 14.389, subd. 3 further provides, in part, that rules adopted using the expedited rulemaking procedure are “effective upon publication in the State Register.”<sup>2</sup> Publication in the *State Register* means final publication of the notice of adoption and rule after approval by an administrative law judge.

### **Standards of Review**

In expedited rulemaking under Minn. Stat. § 14.389, the legal review of proposed rules is subject to the standards in Minn. R. 1400.2100, items A and C through H.<sup>3</sup> A rule must be disapproved if the proposed rule:<sup>4</sup>

- A. was not adopted in compliance with procedural requirements of this chapter, Minnesota Statutes, chapter 14, or other law or rule, unless the judge decides that the error must be disregarded under Minnesota Statutes, section 14.15, subdivision 5, or 14.26, subdivision 3, paragraph (d);  
...
- C. is substantially different than the proposed rule, and the agency did not follow the procedures of part 1400.2110;
- D. exceeds, conflicts with, does not comply with, or grants the agency discretion beyond what is allowed by, its enabling statute or other applicable law;
- E. is unconstitutional or illegal;
- F. improperly delegates the agency's powers to another agency, person, or group;

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<sup>1</sup> Minn. Stat. § 120B.021, subd. 1(a)(2) (2023).

<sup>2</sup> Minn. Stat. §14.389, subd. 3.

<sup>3</sup> Minn. R. 1400.2410, subp. 3.

<sup>4</sup> Minn. R. 1400.2100 (2023).

- G. is not a "rule" as defined in Minnesota Statutes, section 14.02, subdivision 4, or by its own terms cannot have the force and effect of law; or
- H. is subject to Minnesota Statutes, section 14.25, subdivision 2, and the notice that hearing requests have been withdrawn and written responses to it show that the withdrawal is not consistent with Minnesota Statutes, section 14.001, clauses (2), (4), and (5).

## **Mathematics Academic Standards Requirements**

The Commissioner of Education (Commissioner) is required by law to establish academic standards in the area of mathematics.<sup>5</sup> An academic standard is a "summary description of student learning in a required content area under section 120B.021 or elective content area under section 120B.022."<sup>6</sup> Unlike the other subject areas listed in Minn. Stat. § 120B.021, subd. 1(a), the legislature included some grade-specific academic standards for mathematics.<sup>7</sup>

Pursuant to Minn. Stat. § 120B.021, subd. 1(a)(2), the legislature directs the Commissioner to include completion of algebra for grade 8 in the mathematics standards.<sup>8</sup> Similarly, the legislature directs the Commissioner that academic standards for grades 9 through 12 must encompass algebra II, integrated mathematics III, or an equivalent in high school.<sup>9</sup> In the Statement of Need and Reasonableness (SONAR),<sup>10</sup> the Department explained a shift from the grade level standards to anchor standards for academic standards in other subject areas listed in Minn. Stat. § 120B.021, subd. 1(a), but does not address the specific legislative requirements for mathematics set forth. While that shift may have been successful for other academic standards listed in Minn. Stat. § 120B.021, subd. 1(a), mathematics is unique because the legislature specifies certain grade level standards in Minn. Stat. § 120B.021, subd. 1(a)(2).<sup>11</sup>

The proposed rule includes general algebraic and integrated mathematics concepts for students in kindergarten through grade 12 in the anchor standards as required by the legislature, but it does not comply with the legislature's specific directive to include specific standards for grade 8 nor the specific standards for grades 9 through 12. The proposed rule does not include completion of algebra for grade 8 as required by the legislature in Minn. Stat. § 120B.021, subd. 1(a)(2). The proposed rule also does not provide academic standards for grades 9 through 12 that encompass

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<sup>5</sup> Minn. Stat. § 120B.021, subd. 1(a)(2).

<sup>6</sup> Minn. Stat. § 120B.018, subd. 2.

<sup>7</sup> Minn. Stat. § 120B.021, subd. 1.

<sup>8</sup> Minn. Stat. § 120B.021, subd. 1(a)(2).

<sup>9</sup> Minn. Stat. § 120B.021, subd. 1(a)(2).

<sup>10</sup> Although expedited rulemaking in Minn. Stat. § 14.389 does not require the agency to prepare a SONAR, the Commissioner prepared a SONAR for this rulemaking. The Administrative Law Judge relied on the SONAR document for explanation but did not review it for legality.

<sup>11</sup> Minn. Stat. § 120B.021, subd. 1(a).

algebra II, integrated mathematics III, or an equivalent, in high school as required by the legislature in Minn. Stat. § 120B.021, subd. 1(a)(2).

Under Minn. R. 1400.21, Item D, a rule must be disapproved if it does not comply with its enabling statute or other applicable law. Accordingly, the Department's lack of specific standards for grade 8 and grades 9 through 12 as described in Minn. Stat. § 120B.021, subd. 1(a)(2), renders the proposed rule defective. The defect could be cured by including the standards specified by the legislature.

## **Effective Date Authority**

The effective date provision in the proposed rule is also defective. According to Minn. Stat. § 14.389, subd. 3, rules adopted under the expedited rulemaking process become effective upon publication of the notice of adoption of the final rule in the State Register.<sup>12</sup> In conflict with Minn. Stat. § 14.389, subd. 3, the proposed rule states that the proposed rules will become effective "at the beginning of the 2027-2028 school year." The Department does not cite to any statutory authority to delay the effective date to 2027 and Minn. Stat. § 14.389 does not contemplate a delayed effective date.

The effective date for rules adopted under the expedited rulemaking process is different than the effective date for rules adopted under the standard rulemaking procedures (i.e., rules adopted under Minn. Stat. §§ 14.18 and 14.27). Minn. Stat. §§14.001-14.381 specifically addresses the effective date of rules adopted through the standard rulemaking procedures.

For example, rules adopted with or without a hearing under Minn. Stat. §§ 14.18 and 14.27 become effective "five working days after the notice of adoption is published in the State Register *unless a later date is required by section 14.126*<sup>13</sup> or other law or *specified in the rule*."<sup>14</sup> Similarly, Minn. Stat. § 14.38, subd. 1, provides that rules "have the force and effect of law five working days after its notice of adoption is published in the State Register *unless a different date is required by statute or a later date is specified in the rule*."<sup>15</sup>

In contrast, the expedited rulemaking procedures set forth in Minn. Stat. § 14.389 expressly provides differently. Minn. Stat. § 14.389, subd. 3 states that rules adopted using the expedited rulemaking procedure are "effective upon publication in the State Register." Section 14.389 does not allow for another effective date specified in the rules. Furthermore, pursuant to Minn. Stat. § 14.19, an agency is required to publish its notice of adoption within 180 days after issuance of the administrative law judge's report or that

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<sup>12</sup> Minn. Stat. § 14.389, subd. 3.

<sup>13</sup> Minn. Stat. § 14.126 allows for the standing committee of the house of representative and the standing committee of the senate with jurisdiction over the subject matter of a proposed rule to intervene before an agency has published a notice of adoption.

<sup>14</sup> Minn. Stat. § 14.18, subd. 1 (emphasis added); see also Minn. Stat. § 14.27, which references section 14.18 for the effective date.

<sup>15</sup> Minn. Stat. § 14.38, subd. 1 (emphasis added).

of the chief administrative law judge once a rule is approved or the rule is automatically withdrawn.<sup>16</sup>

Here, the proposed rule provides that the effective date of the proposed rule will be at the beginning of the 2027-2028 school year. This effective date conflicts with the requirement in Minn. Stat. § 14.389, subd. 3. Consequently, the proposed rule must be **DISAPPROVED**.

The Department can remedy this defect by simply removing the effective date language from the proposed rule. However, as long as this language remains in the proposed rule, the rule must be disapproved under Minn. R. 1400.2100, Item D.

### **Harmless Error**

In the Notice of Intent to Adopt Rules published in the State Register on August 5, 2024, it erroneously states, “[t]his rule hearing procedure is governed by Minnesota Rules, parts 1400.2000 to 1400.2240, and Minnesota Statutes, sections 14.131 to 14.20.”<sup>17</sup> Minn. R. 1400.2000 - .2240 and Minn. Stat. §§ 14.131 to 14.20 apply only to rules adopted after a hearing. Here, the Department is proceeding under the expedited rulemaking process set forth in Minn. Stat. § 14.389, not §§ 14.131 to 14.20. Therefore, the Department cited to the wrong provisions of the Minnesota Administrative Procedure Act (MAPA) and associated rules.

A citation to the wrong rulemaking rules would not deprive interested parties of the opportunity to meaningfully participate in the expedited rulemaking process. The Notice gave the public notice that they had until September 4, 2024, to comment and detailed how comments could be submitted. Accordingly, the Administrative Law Judge finds that the Department’s citing error in the Notice is harmless.

### **Conclusion**

The proposed rule does not comply with the legislature’s specific requirement to include specified academic standards for grade 8 and grades 9 through 12 in mathematics. In addition, the proposed effective date does not comply with the statutory effective date established in Minn. Stat. § 14.389, subd. 3.

It is possible to cure the defects with changes that would not result in a substantially different rule as defined in Minn. Stat. § 14.05, subd. 2(b) and (c).<sup>18</sup> ~~Minn. R. 3501.0750, subps. 1-4, The proposed rules are~~ **DISAPPROVED**.

**S. T.**

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<sup>16</sup> Minn. Stat. § 14.19; see Minn. Stat. § 14.389, subd. 1, which states Minn. Stat. § 14.19 applies to rules adopted using the expedited process.

<sup>17</sup> Notice of Intent to Adopt (Aug. 5, 2024).

<sup>18</sup> See Minn. Stat. § 14.389, subd. 3.

STATE OF MINNESOTA  
OFFICE OF ADMINISTRATIVE HEARINGS

In the Matter of Possible Amendment to  
Rules Governing K-12 Academic  
Standards in Mathematics, Minnesota  
Rules Part 3501.0750 and Repeal of  
Minnesota Rules Parts 3501.0700,  
3501.0705, 3501.0710, 3501.0715,  
3501.0720, 3501.0725, 3501.0730,  
3501.0735, 3501.0740, and 3501.0745.

**SECOND ORDER ON REVIEW  
OF RULES UNDER  
MINN. STAT. § 14.389  
AND MINN. R. 1400.2410**

On December 19, 2024, the Minnesota Department of Education (Department) filed additional documents with the Office of Administrative Hearings seeking review and approval of the above-entitled rules under Minn. Stat. § 14.389 (2024) and Minn. R. 1400.2410 (2023).

The December filing was the second such submission in this matter; this one following an earlier disapproval of the proposed rules on October 11, 2024.

Based upon a review of the new submissions by the Department and the contents of the rulemaking record, and for the reasons set out in the Memorandum which follows below,

1. The Department has the statutory authority to adopt academic standards for mathematics, using the expedited rulemaking process, pursuant to Minn. Stat. §§ 120B.021, subds. 1(a)(2) and 3 (2024).

2. The Minnesota Legislature mandates certain specific academic standards for grades 8 through 12.

3. Like the Department's first submission, the re-submitted proposed rules do not include a summary of the student learning that is needed to:

- (a) "encompass[] algebra II, integrated mathematics III, or an equivalent in high school;"
- (b) "be prepared for the three credits of mathematics in grades 9 through 12;" and

(c) complete algebra in grade 8;

as required by Minn. Stat. §§ 120B.018, subd. 2, and 120B.021, subds. 1(a)(2) and 3(a), (b) (2024).

4. The proposed rule must be disapproved for not complying with its “enabling statute or other applicable law.” See Minn. R. 1400.2100, Item D, and 1400.2410, subp. 3 (2023).

**IT IS HEREBY ORDERED THAT:**

1. The proposed rule is **DISAPPROVED** as not complying with Minn. Stat. §§ 120B.021, subd. 1(a)(2) and 14.389.

Dated: December 27, 2024



**SUZANNE TODNEM**  
Administrative Law Judge

**NOTICE**

Minn. R.1400.2410, subp. 6, provides that if the rule is disapproved, the agency must resubmit the rule to the judge for review after changing it. The judge must review and approve or disapprove the resubmitted rule within five working days after receiving it. Minn. R. 1400.2410, subp. 8, provides that an agency may ask the Chief Administrative Law Judge to review a rule that has been disapproved by a Judge. The request must be made within five working days of receiving the Judge’s decision. The Chief Administrative Law Judge must then review the agency’s filing, and approve or disapprove the rule within 14 days of receiving it.

**MEMORANDUM**

**Regulatory Background**

The legislature directed that the Department use rulemaking to establish academic standards for mathematics coursework in grades 8 through 12 and to provide methods for “implementing” those standards in school districts across Minnesota. Minn. Stat. § 120B.021, subd. 3(a) provides:

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.

An academic standard is “a summary description of student learning in a required content area under [Minn. Stat.] section 120B.021 or elective content area under [Minn. Stat.] section 120B.022.”<sup>1</sup>

Additionally, as noted above, the Department is required to adopt the mandatory rules using the expedited rulemaking procedures in Minn. Stat. § 14.389.<sup>2</sup>

In order to achieve “statewide accountability” for coursework in mathematics, Minn. Stat. § 120B.021, subd. 1(a)(2) requires that mathematics standards include a summary of the student learning that is needed to:

- (a) “encompass[] algebra II, integrated mathematics III, or an equivalent in high school;”
- (b) “be prepared for the three credits of mathematics in grades 9 through 12;” and
- (c) complete algebra in grade 8.<sup>3</sup>

The Department published a Notice of Intent to Adopt Expedited Rules Without a Public Hearing in the State Register on August 5, 2024. It submitted the proposed rules to the Office of Administrative Hearings for review as to their legality on September 27, 2024. The Department submitted a Request to Reconsider Disapproval of a Rule (Request for Reconsideration) to the Chief Administrative Law Judge on October 18, 2024. The Department later rescinded the Request for Reconsideration and instead modified the rule and filed a resubmission package to the Administrative Law Judge on December 19, 2024. The Department requests approval of proposed expedited permanent rules governing mathematics standards.

## **Standards of Review**

In expedited rulemaking, the legal review of proposed rules is subject to the standards in Minn. R. 1400.2100, items A and C through H.<sup>4</sup> A rule must be disapproved if the proposed rule:<sup>5</sup>

- A. was not adopted in compliance with procedural requirements of this chapter, Minnesota Statutes, chapter 14, or other law or rule, unless the judge decides that the error must be disregarded under Minnesota Statutes, section 14.15, subdivision 5, or 14.26, subdivision 3, paragraph (d);

...

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<sup>1</sup> Minn. Stat. § 120B.018, subd. 2.

<sup>2</sup> Minn. Stat. § 120B.021, subd. 3(a).

<sup>3</sup> Minn. Stat. §§ 120B.018, subd. 2, and 120B.021, subds. 1(a)(2) and 3(a), (b) (2024).

<sup>4</sup> Minn. R. 1400.2410, subp. 3.

<sup>5</sup> Minn. R. 1400.2100 (2023).

- C. is substantially different than the proposed rule, and the agency did not follow the procedures of part 1400.2110;
- D. exceeds, conflicts with, does not comply with, or grants the agency discretion beyond what is allowed by, its enabling statute or other applicable law;
- E. is unconstitutional or illegal;
- F. improperly delegates the agency's powers to another agency, person, or group;
- G. is not a "rule" as defined in Minnesota Statutes, section 14.02, subdivision 4, or by its own terms cannot have the force and effect of law; or
- H. is subject to Minnesota Statutes, section 14.25, subdivision 2, and the notice that hearing requests have been withdrawn and written responses to it show that the withdrawal is not consistent with Minnesota Statutes, section 14.001, clauses (2), (4), and (5).

## Analysis

For its part, the Department acknowledges – albeit obliquely – that its proposed academic standards do not include the elements required by Minn. Stat. § 120B.021, subd. 1(2). In its Request for Reconsideration materials, the Department notes:

***While the proposed rule does not explicitly use the terms listed in Minnesota Statutes, section 120B.021, subdivision 1(a)(2) related to mathematics, the standards in the proposed rule incorporate the concepts and processes listed in the statute and satisfy the requirement that the mathematics standards encompass the requirements set forth in the statute. This is particularly so in light of the guidance document which includes the standards and related grade [sic] specific benchmarks. Because academic standards are defined as a summary description of student learning in a required content area, placement of grade specific requirements is inappropriate in the academic standards. Grade specific requirements are more appropriately placed within the benchmarks, which are defined to include specific knowledge or skills that a student must master to complete part of an academic standard by the end of the grade level or grade band.***

***The definitions of academic standards and benchmarks appear to conflict with the requirements in statute that mathematics standards encompass grade specific requirements. However, the Department's approach to drafting mathematics standards that encompass***

the courses and concepts required for specific grade levels ***without including the grade specific benchmarks in rule***, remedies that apparent conflict and gives effect all parts of the law. By including benchmarks to supplement the mathematics standards in the guidance document, the Department has both complied with statutory requirements and provided teachers and students with the content needed ... for education in mathematics in grades K through 12.<sup>6</sup>

The Department asserts that because it would be “inappropriate” to place descriptive summaries of what is required to – for example – “be prepared for the three credits of mathematics in grades 9 through 12” into an academic standard, the agency will reveal that detail later in a forthcoming “academic benchmark.”<sup>7</sup> Consistent with its Request for Reconsideration, the modified rule resubmission reflects that Department position.

Importantly, “academic benchmarks” are not subject to the notice, comment or review requirements of Chapter 14.<sup>8</sup> As part of the same bill that mandated formal rulemaking for promulgating academic standards, the legislature exempted the subsidiary benchmarks from those public processes.<sup>9</sup> Furthermore, once established, the benchmarks can be revised only with specific legislative authorization and after the required ten-year review.<sup>10</sup>

The agency’s proposed move of the statutorily-required accountability features away from the standards,<sup>11</sup> and into the subsidiary benchmarks, frustrates the legislature’s purpose for transparency, clarity and durability of the standards.

The Department is not entitled to revise or ignore accountability measures enacted by the legislature because the agency regards those measures as “inappropriate” or because it believes it has better policy approaches.<sup>12</sup> The duty of executive branch departments is to “take care that the laws be faithfully executed” as those laws were enacted.<sup>13</sup>

Promulgating summary descriptions of what student learning is needed to: “encompass[ ] algebra II, integrated mathematics III, or an equivalent in high school;” “prepare[ ] for the three credits of mathematics in grades 9 through 12;” and complete

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<sup>6</sup> Request for Reconsideration, OAH 23-9005-39272 at 5 (October 18, 2024) (emphasis added and citations omitted).

<sup>7</sup> See *id*; Proposed Minn. R. 3501.0750, subp. 5 (AR 4784, December 16, 2024) (“Grade-specific benchmarks shall be contained in guidance published by the commissioner for 2022 Minnesota K-12 Academic Standards in Mathematics, which shall be publicly available on the department’s website”).

<sup>8</sup> Minn. Stat. § 120B.023, subd. 1(d) (2024).

<sup>9</sup> See 2003 Minn. Laws ch. 129, art 1, §§ 3, 5.

<sup>10</sup> Minn. Stat. § 120B.023.

<sup>11</sup> Request for Reconsideration, at 5.

<sup>12</sup> See *id*.

<sup>13</sup> See Minn. Const. Art. V, § 3.

algebra during grade 8;<sup>14</sup> is neither unlawful nor impossible to achieve.<sup>15</sup> Thus, the missing descriptions should have been part of the new standards for mathematics.

Under Minn. R. 1400.2100, Item D, a proposed rule must be disapproved if it does not comply with its enabling statute.

## Conclusion

The proposed rules are **DISAPPROVED**.

The defects could be cured by placing the descriptions identified by the legislature into the text of the standards. Moreover, promulgating the needed summaries would not result in a substantially different rule as defined by Minn. Stat. § 14.05, subd. 2(b) and (c) (2024).<sup>16</sup>

**S. T.**

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<sup>14</sup> Minn. Stat. §§ 120B.018, subd. 2, and 120B.021, subds. 1(a)(2) and 3(a), (b) (2024).

<sup>15</sup> See generally *Martin ex rel. Hoff v. City of Rochester*, 642 N.W.2d 1, 16 (Minn. 2002) (“Under conflict preemption, federal law preempts state law when compliance with both is impossible or when the state statute is an obstacle to the purposes of the federal scheme”).

<sup>16</sup> See Minn. Stat. § 14.389, subd. 3.

STATE OF MINNESOTA  
OFFICE OF ADMINISTRATIVE HEARINGS

In the Matter of Possible Amendment to  
Rules Governing K-12 Academic  
Standards in Mathematics, Minnesota  
Rules Part 3501.0750 and Repeal of  
Minnesota Rules Parts 3501.0700,  
3501.0705, 3501.0710, 3501.0715,  
3501.0720, 3501.0725, 3501.0730,  
3501.0735, 3501.0740, and 3501.0745.

**ORDER ON REVIEW OF DUAL NOTICE  
AND ADDITIONAL NOTICE PLAN**

This matter came before Administrative Law Judge Suzanne Todnem upon the application of the Minnesota Department of Education (Department) for a legal review under Minn. R. 1400.2060 and 1400.2080 (2023).

On July 3, 2024,<sup>1</sup> the Department filed documents with the Office of Administrative Hearings seeking review and approval of its Dual Notice of Intent to Adopt Rules (Dual Notice) and Additional Notice Plan.

Based upon a review of the Department's written submissions, and for the reasons set forth in the Memorandum below,

**IT IS HEREBY ORDERED THAT:**

1. The Additional Notice Plan is **APPROVED**.
2. The Dual Notice is **DISAPPROVED**.

Dated: July 11, 2024



SUZANNE TODNEM  
Administrative Law Judge

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<sup>1</sup> The Department submitted its request for approval of the Dual Notice and Additional Notice Plan on July 3, 2024, but contains a cover letter dated June 20, 2024.

## MEMORANDUM

The Department requested legal review and approval of its proposed Dual Notice and Additional Notice Plan. Pursuant to Minn. R. 2080, subp. 5, the Department also included a copy of the proposed rules, with a certificate of approval as to form by the Revisor of Statutes, and a draft of the Statement of Need and Reasonableness (SONAR).

### Statutory Authority

Perhaps the most important review an administrative law judge considers in reviewing an agency's proposed rule is whether the agency has statutory authority. At a minimum, it is a threshold issue because without statutory authority, a rulemaking cannot proceed regardless of how necessary or reasonable it is.

In the draft SONAR, the Department states that its statutory authority for rulemaking is found in Minn. Stat. §§ 120B.02, subd. 1, and 120B.021, subd. 1(a)(1)<sup>2</sup>. In contrast, the proposed Dual Notice cites to Minn. Stat. § 120B.021, subds. 1(a)(2), 3, and 4(b), for its statutory authority.

Having reviewed all the statutory cites identified by the Department, the Administrative Law Judge concludes that the Department does have rulemaking authority to adopt academic standards for mathematics. However, the procedure by which the Department has initiated this rulemaking proceeding conflicts with that legal authority.

As it currently reads, Minn. Stat. § 120B.021, subd. 3, directs that the Department “*must* adopt statewide rules under [Minn. Stat.] section 14.389 for implementing statewide rigorous core academic standards in language arts, mathematics, science, social studies, physical education, and the arts.”<sup>3</sup> Minn. Stat. § 14.389 sets forth an expedited rulemaking process. Minn. Stat. § 14.389, subd. 1, expressly states: “When a law refers to this section, the process in this section is *the only process* an agency must follow for its rules to have the force and effect of law.”<sup>4</sup>

Based upon its submissions, it is apparent that the Department is attempting to proceed with this rulemaking under the standard rulemaking process set forth in Minn. Stat. §§ 14.131-20 (with a hearing) or 14.22-28 (without a hearing), as opposed to the expedited process set forth in Minn. Stat. § 14.389. However, because Minn. Stat. § 120B.021, subd. 3, directs the Department to adopt rules under the expedited rulemaking process of Minn. Stat. § 14.389, the Department is required to follow that directive and use only that expedited process – not the standard rulemaking procedures.

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<sup>2</sup> The Administrative Law Judge assumes the Department intended Minn. Stat. § 120B.021, subd. 1(a)(2), which lists mathematics subjects whereas item 1 lists language arts. The Department specified the 2023 Minnesota Statutes. Because statutes are officially published in even number years and the timing of this change, the Department specified 2023 without citing the publication year; the Administrative Law Judge does the same.

<sup>3</sup> Minn. Stat. § 120B.021, subd. 3 (emphasis added).

<sup>4</sup> Minn. Stat. § 14.389, subd. 1 (emphasis added).

In 2023, the Minnesota Legislature changed the Department's rulemaking authority under Minn. Stat. § 120B.021, subd. 3.<sup>5</sup> Previously, subdivision 3 read:

**Subd. 3. Rulemaking.** 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. *After the rules authorized under this subdivision are initially adopted, the commissioner may not amend or repeal these rules nor adopt new rules on the same topic without specific legislative authorization.*<sup>6</sup>

The legislature substantially changed the law in 2023 by deleting the last sentence of the paragraph. As a result, Minn. Stat. § 120B.021, subd. 3, currently reads:

**Subd. 3. Rulemaking.** 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.

By deleting the last sentence of subdivision 3, the legislature authorized the Department to make all academic standard rule changes going forward using the expedited rulemaking process. It also removed the requirement that the Department obtain legislative authorization before proceeding with such rule changes. This was a significant change. It allows the Department to proceed with rulemaking without an opportunity for a public hearing or requests for hearing, a process that was previously required.

It is unclear why the Department has submitted a Dual Notice for review and approval. A Dual Notice is only required if an agency is proceeding under the standard rulemaking process. Here, Minn. Stat. § 120B.021, subd. 3 *requires* that the Department proceed under the expedited rulemaking process. Under the expedited process, an agency only needs to publish a notice of the proposed rule in the *State Register* and serve the notice on its agency rulemaking list.<sup>7</sup> The Notice must give the public 30 days to comment on the rule before the agency submits the rule for legal review to an administrative law judge at the Office of Administrative Hearings. Under the expedited process, there is no opportunity for the public to request a rule hearing<sup>8</sup> or the option for the agency to hold a rule hearing.

Because the Dual Notice submitted by the Department does not comply with the legislature's requirement in Minn. Stat. § 120B.021, subd. 3 (that the Department proceed under the expedited rulemaking process), the Dual Notice must be **DISAPPROVED**. The

<sup>5</sup> 2023 Minn. Laws, ch. 55, art. 2, § 5.

<sup>6</sup> Minn. Stat. § 120B.021, subd. 3 (2020) (emphasis added).

<sup>7</sup> Minn. Stat. § 14.389, subd. 2 (2022).

<sup>8</sup> If the law authorizing or requiring rules be adopted under Minn. Stat. § 14.389 specifically refers to Minn. Stat. § 14.389, subd. 5, then an agency may be required to hold a public hearing if certain requirements and conditions are met. Minn. Stat. § 14.389, subd. 5, is not referenced in Minn. Stat. § 120B.021, subd. 3, and does not apply here.

Department may either: (1) proceed with the expedited rulemaking process under Minn. Stat. § 14.389; (2) submit a Notice of Intent to Adopt Expedited Rule Without a Public Hearing<sup>9</sup> for review and approval by the Administrative Law Judge (a step that is not necessary or legally required); or (3) resubmit the Dual Notice with an explanation of why the Department is not required to proceed under the expedited rulemaking process.

## **Additional Notice Plan**

The expedited rule process allows for additional notice.<sup>10</sup> Minn. Stat. § 120B.021, subd. 2, requires the commissioner to consider advice from stakeholders in developing statewide rigorous core academic standards.<sup>11</sup> At a minimum, the commissioner must consider advice from:

- (1) parents of school-age children and members of the public throughout the state;
- (2) teachers throughout the state currently licensed and providing instruction in language arts, mathematics, science, social studies, or the arts and licensed elementary and secondary school principals throughout the state currently administering a school site;
- (3) currently serving members of local school boards and charter school boards throughout the state;
- (4) faculty teaching core subjects at postsecondary institutions in Minnesota;
- (5) representatives of the Minnesota business community; and
- (6) representatives from the Tribal Nations Education Committee and Tribal Nations and communities in Minnesota, including both Anishinaabe and Dakota.<sup>12</sup>

To that end, the Department's Additional Notice Plan is **APPROVED**.

**S. T.**

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<sup>9</sup> See Minn. R. 1400.2570 (2023) for form.

<sup>10</sup> See Minn. R. 1400.2410, subp. 2(D) (2023).

<sup>11</sup> Minn. Stat. § 120B.021, subd. 2.

<sup>12</sup> *Id.*

STATE OF MINNESOTA  
OFFICE OF ADMINISTRATIVE HEARINGS

In the Matter of Possible Amendment to Rules Governing K-12 Academic Standards in Mathematics, Minnesota Rules Part 3501.0750 and Repeal of Minnesota Rules Parts 3501.0700, 3501.0705, 3501.0710, 3501.0715, 3501.0720, 3501.0725, 3501.0730, 3501.0735, 3501.0740, and 3501.0745.

**THIRD ORDER ON REVIEW  
OF RULES UNDER  
MINN. STAT. § 14.389  
AND MINN. R. 1400.2410**

On February 18, 2025, the Minnesota Department of Education (Department) filed additional documents with the Office of Administrative Hearings seeking review and approval of the above-entitled rules under Minn. Stat. § 14.389 (2024) and Minn. R. 1400.2410 (2023).

The February 18, 2025, filing was the third such submission in this matter; this one following two prior disapprovals of the proposed rules on October 11, 2024, and December 27, 2024.

Based upon a review of the new submissions by the Department and the contents of the rulemaking record,

**IT IS HEREBY DETERMINED THAT:**

1. The Department has the statutory authority to adopt academic standards for mathematics, using the expedited rulemaking process, pursuant to Minn. Stat. § 120B.021, subds. 1(a)(2) and 3 (2024).

2. The proposed rules were adopted in compliance with the procedural requirements of Minn. Stat. § 14.389, and Minn. R. 1400.2410.

3. The modifications made by the Department to comply with Minn. Stat. § 120B.021, subd. 1(a)(2), do not make the rules substantially different, as defined in Minn. Stat. § 14.05, subd. 2(b) and (c) (2024), from the rules as originally proposed.

**IT IS HEREBY ORDERED THAT:**

The proposed rules are **APPROVED**.

Dated: February 25, 2025

  
Suzanne Todnem  
Suzanne Todnem  
Administrative Law Judge

1.1 **Department of Education**1.2 **Adopted Expedited Permanent Rules Relating to Academic Standards in Mathematics**1.3 **3501.0750 ACADEMIC STANDARDS IN MATHEMATICS.**

1.4        **Subpart 1. Purpose and application.** The purpose of these standards is to establish  
1.5        statewide standards for mathematics that govern instruction of students in kindergarten  
1.6        through grade 12. School districts shall assess a student's performance using criteria in  
1.7        subparts 2 to 4.

1.8        **Subp. 2. Data analysis.**

1.9        A. The student will identify, formulate, and investigate statistical questions by  
1.10        collecting data considering cultural perspectives, analyzing and interpreting data, and  
1.11        communicating the results.

1.12        B. The student will apply and explain the concepts of probability to interpret data,  
1.13        generate questions, predict and make informed decisions to solve problems, and communicate  
1.14        ideas.

1.15        **Subp. 3. Spatial reasoning.**

1.16        A. The student will investigate measurement using a variety of tools, units, systems,  
1.17        processes, and techniques in various cultures. The student will explain and reason with  
1.18        attributes, estimations, and formulas to communicate measurements and relationships  
1.19        effectively. The student will justify decisions and consider the reasonableness of the  
1.20        measurement.

1.21        B. The student will analyze characteristics of geometric shapes to make  
1.22        mathematical arguments and justifications about geometric relationships. The student will  
1.23        use visualization and geometric modeling to compare, solve problems, and communicate  
1.24        ideas.

2.1      **Subp. 4. Patterns and relationships.**

2.2      A. The student will ~~describe/interpret~~ describe, interpret, and use quantities, relationships between ~~and representations of~~ quantities, representations of quantities, and number systems. The student will describe and relate operations and the relationship between operations. The student will use strategies and procedures accurately, efficiently, and flexibly. The student will assess the reasonableness of the results.

2.7      B. The student will use concepts and properties of equivalence and relational thinking to represent and compare numerical expressions, proportional relationships, algebraic expressions, and equations.

2.10      C. The student will represent and connect mathematical patterns and relationships using verbal descriptions, generalizations, tables, and graphs; and use representations to generate questions, make predictions, and solve mathematical problems.

2.13      **Subp. 5. High school preparedness.** By the end of grade 8, a student will meet the following criteria, which prepares the student for three credits of mathematics in grades 9 through 12, including Algebra II, Integrated Mathematics III, or an equivalent.

2.16      A. **Data analysis:** The student will analyze bivariate data by creating and using linear and geometric models.

2.18      B. **Spatial reasoning:** The student will apply the Pythagorean Theorem to find side lengths and calculate distances using algebraic reasoning, use similar triangles to explore lines and slope on a coordinate plane, and analyze types of solutions to systems of linear equations.

2.22      C. **Patterns and relationships:** The student will classify real numbers, use properties of exponents, solve financial contexts involving exponents, solve algebraic equations and inequalities, and analyze linear systems and nonlinear functions.

3.1        **Subp. 6. Implementation.** These standards must be implemented by school districts  
3.2        by the beginning of the 2027-2028 school year.

3.3        **REPEALER.** Minnesota Rules, parts 3501.0700; 3501.0705; 3501.0710; 3501.0715;  
3.4        3501.0720; 3501.0725; 3501.0730; 3501.0735; 3501.0740; and 3501.0745, are repealed.

3.5        **EFFECTIVE DATE.** These standards are effective at the beginning of the 2027-2028  
3.6        school year.

1.1 **Department of Education**1.2 **Adopted Expedited Permanent Rules Relating to Academic Standards in Mathematics**1.3 **3501.0750 ACADEMIC STANDARDS IN MATHEMATICS.**

1.4        **Subpart 1. Purpose and application.** The purpose of these standards is to establish  
1.5        statewide standards for mathematics that govern instruction of students in kindergarten  
1.6        through grade 12. School districts shall assess a student's performance using criteria in  
1.7        subparts 2 to 4.

1.8        **Subp. 2. Data analysis.**

1.9        A. The student will identify, formulate, and investigate statistical questions by  
1.10        collecting data considering cultural perspectives, analyzing and interpreting data, and  
1.11        communicating the results.

1.12        B. The student will apply and explain the concepts of probability to interpret data,  
1.13        generate questions, predict and make informed decisions to solve problems, and communicate  
1.14        ideas.

1.15        **Subp. 3. Spatial reasoning.**

1.16        A. The student will investigate measurement using a variety of tools, units, systems,  
1.17        processes, and techniques in various cultures. The student will explain and reason with  
1.18        attributes, estimations, and formulas to communicate measurements and relationships  
1.19        effectively. The student will justify decisions and consider the reasonableness of the  
1.20        measurement.

1.21        B. The student will analyze characteristics of geometric shapes to make  
1.22        mathematical arguments and justifications about geometric relationships. The student will  
1.23        use visualization and geometric modeling to compare, solve problems, and communicate  
1.24        ideas.

2.1      **Subp. 4. Patterns and relationships.**

2.2      A. The student will ~~describe/interpret~~ describe, interpret, and use quantities, relationships between ~~and representations of~~ quantities, representations of quantities, and number systems. The student will describe and relate operations and the relationship between operations. The student will use strategies and procedures accurately, efficiently, and flexibly. The student will assess the reasonableness of the results.

2.7      B. The student will use concepts and properties of equivalence and relational thinking to represent and compare numerical expressions, proportional relationships, algebraic expressions, and equations.

2.10      C. The student will represent and connect mathematical patterns and relationships using verbal descriptions, generalizations, tables, and graphs; and use representations to generate questions, make predictions, and solve mathematical problems.

2.13      **Subp. 5. High school preparedness.** By the end of grade 8, a student will meet the following criteria, which prepares the student for three credits of mathematics in grades 9 through 12, including Algebra II, Integrated Mathematics III, or an equivalent.

2.16      A. **Data analysis:** The student will analyze bivariate data by creating and using linear and geometric models.

2.18      B. **Spatial reasoning:** The student will apply the Pythagorean Theorem to find side lengths and calculate distances using algebraic reasoning, use similar triangles to explore lines and slope on a coordinate plane, and analyze types of solutions to systems of linear equations.

2.22      C. **Patterns and relationships:** The student will classify real numbers, use properties of exponents, solve financial contexts involving exponents, solve algebraic equations and inequalities, and analyze linear systems and nonlinear functions.

3.1        **Subp. 6. Implementation.** These standards must be implemented by school districts  
3.2        by the beginning of the 2027-2028 school year.

3.3        **REPEALER.** Minnesota Rules, parts 3501.0700; 3501.0705; 3501.0710; 3501.0715;  
3.4        3501.0720; 3501.0725; 3501.0730; 3501.0735; 3501.0740; and 3501.0745, are repealed.

3.5        **EFFECTIVE DATE.** These standards are effective at the beginning of the 2027-2028  
3.6        school year.

# Office of the Revisor of Statutes

## Administrative Rules



**TITLE:** Adopted Expedited Permanent Rules Relating to Academic Standards in Mathematics

**AGENCY:** Department of Education

**REVISOR ID:** R-4784

**MINNESOTA RULES:** Chapter 3501

The attached rules are approved for  
filing with the Secretary of State

Cassandra Rooney

Cassandra Rooney  
Senior Assistant Revisor

**Minnesota Department of Education**

**ORDER ADOPTING RULES**

**Adoption of Rules Governing Academic Standards in Mathematics, Minnesota Rules part 3501.0750, Repeal of Minnesota Rules, parts 3501.0700, 3501.0705, 3501.0710, 3501.0715, 3501.0720, 3501.0725, 3501.0730, 3501.0735, 3501.0740, and 3501.0745, OAH Docket No. 23-900539272 and Revisor's ID Number 4784**

**BACKGROUND INFORMATION**

1. The Minnesota Department of Education has complied with all notice and procedural requirements in Minnesota Statutes, chapter 14, Minnesota Rules, chapter 1400, and other applicable laws.

2. The agency received no written comments or submissions on the rules. There were no requests for notice of submission to the Office of Administrative Hearings.

3. The proposed rules were published in the State Register on August 5, 2024. In response to the orders issued by the Honorable Administrative Law Judge Suzanne Todnem, revisions were made. Those changes included clarifying how the existing rules addressed the legislative mandate and adding an implementation date rather than an effective date. Notices to the public provided fair and sufficient notice about the potential scope of the proposed rules. The changes that were made do not exceed that scope nor do they result in substantially different rules.

4. The rules are needed and reasonable. A Statement of Need and Reasonableness (SONAR) was previously submitted.

**ORDER**

The rules in the form published with this order, are adopted under my authority as provided in Minnesota Statutes, section 120B.021, subd. 3 and subd.4(b).

Digitally signed and dated:



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Willie L. Jett, II  
Commissioner of the Department of Education

# Office of the Revisor of Statutes

## Administrative Rules



**TITLE:** Adopted Expedited Permanent Rules Relating to Academic Standards in Mathematics

**AGENCY:** Department of Education

**REVISOR ID:** R-4784

**MINNESOTA RULES:** Chapter 3501

The attached rules are approved for  
filing with the Secretary of State

A handwritten signature in black ink, appearing to read "Cassandra Rooney".

Cassandra Rooney  
Senior Assistant Revisor

Document Number: 20251136  
Filed March 11, 2025  
Office of the Minnesota  
Secretary of State, Steve Simon

**1.1 Department of Education****1.2 Adopted Expedited Permanent Rules Relating to Academic Standards in Mathematics****1.3 3501.0750 ACADEMIC STANDARDS IN MATHEMATICS.**

1.4       **Subpart 1. Purpose and application.** The purpose of these standards is to establish  
1.5 statewide standards for mathematics that govern instruction of students in kindergarten  
1.6 through grade 12. School districts shall assess a student's performance using criteria in  
1.7 subparts 2 to 4.

**1.8 Subp. 2. Data analysis.**

1.9       A. The student will identify, formulate, and investigate statistical questions by  
1.10 collecting data considering cultural perspectives, analyzing and interpreting data, and  
1.11 communicating the results.

1.12       B. The student will apply and explain the concepts of probability to interpret data,  
1.13 generate questions, predict and make informed decisions to solve problems, and communicate  
1.14 ideas.

**1.15 Subp. 3. Spatial reasoning.**

1.16       A. The student will investigate measurement using a variety of tools, units, systems,  
1.17 processes, and techniques in various cultures. The student will explain and reason with  
1.18 attributes, estimations, and formulas to communicate measurements and relationships  
1.19 effectively. The student will justify decisions and consider the reasonableness of the  
1.20 measurement.

1.21       B. The student will analyze characteristics of geometric shapes to make  
1.22 mathematical arguments and justifications about geometric relationships. The student will  
1.23 use visualization and geometric modeling to compare, solve problems, and communicate  
1.24 ideas.

2.1      **Subp. 4. Patterns and relationships.**

2.2      A. The student will ~~describe/interpret~~ describe, interpret, and use quantities, relationships between ~~and representations of~~ quantities, representations of quantities, and number systems. The student will describe and relate operations and the relationship between operations. The student will use strategies and procedures accurately, efficiently, and flexibly. The student will assess the reasonableness of the results.

2.7      B. The student will use concepts and properties of equivalence and relational thinking to represent and compare numerical expressions, proportional relationships, algebraic expressions, and equations.

2.10      C. The student will represent and connect mathematical patterns and relationships using verbal descriptions, generalizations, tables, and graphs; and use representations to generate questions, make predictions, and solve mathematical problems.

2.13      **Subp. 5. High school preparedness.** By the end of grade 8, a student will meet the following criteria, which prepares the student for three credits of mathematics in grades 9 through 12, including Algebra II, Integrated Mathematics III, or an equivalent.

2.16      A. **Data analysis:** The student will analyze bivariate data by creating and using linear and geometric models.

2.18      B. **Spatial reasoning:** The student will apply the Pythagorean Theorem to find side lengths and calculate distances using algebraic reasoning, use similar triangles to explore lines and slope on a coordinate plane, and analyze types of solutions to systems of linear equations.

2.22      C. **Patterns and relationships:** The student will classify real numbers, use properties of exponents, solve financial contexts involving exponents, solve algebraic equations and inequalities, and analyze linear systems and nonlinear functions.

3.1        **Subp. 6. Implementation.** These standards must be implemented by school districts  
3.2        by the beginning of the 2027-2028 school year.

3.3        **REPEALER.** Minnesota Rules, parts 3501.0700; 3501.0705; 3501.0710; 3501.0715;  
3.4        3501.0720; 3501.0725; 3501.0730; 3501.0735; 3501.0740; and 3501.0745, are repealed.

3.5        **EFFECTIVE DATE.** These standards are effective at the beginning of the 2027-2028  
3.6        school year.