

1.1 moves to amend H.F. No. 3186 as follows:

1.2 Delete everything after the enacting clause and insert:

1.3 **"ARTICLE 1**

1.4 **A WORLD CLASS EDUCATION FOR EVERY STUDENT**

1.5 Section 1. Minnesota Statutes 2018, section 13.32, subdivision 3, is amended to read:

1.6 Subd. 3. **Private data; when disclosure is permitted.** Except as provided in subdivision
1.7 5, educational data is private data on individuals and shall not be disclosed except as follows:

1.8 (a) pursuant to section 13.05;

1.9 (b) pursuant to a valid court order;

1.10 (c) pursuant to a statute specifically authorizing access to the private data;

1.11 (d) to disclose information in health, including mental health, and safety emergencies
1.12 pursuant to the provisions of United States Code, title 20, section 1232g(b)(1)(I) and Code
1.13 of Federal Regulations, title 34, section 99.36;

1.14 (e) pursuant to the provisions of United States Code, title 20, sections 1232g(b)(1),
1.15 (b)(4)(A), (b)(4)(B), (b)(1)(B), (b)(3), (b)(6), (b)(7), and (i), and Code of Federal Regulations,
1.16 title 34, sections 99.31, 99.32, 99.33, 99.34, 99.35, and 99.39;

1.17 (f) to appropriate health authorities to the extent necessary to administer immunization
1.18 programs and for bona fide epidemiologic investigations which the commissioner of health
1.19 determines are necessary to prevent disease or disability to individuals in the public
1.20 educational agency or institution in which the investigation is being conducted;

1.21 (g) when disclosure is required for institutions that participate in a program under title
1.22 IV of the Higher Education Act, United States Code, title 20, section 1092;

2.1 (h) to the appropriate school district officials to the extent necessary under subdivision
2.2 6, annually to indicate the extent and content of remedial instruction, including the results
2.3 of assessment testing and academic performance at a postsecondary institution during the
2.4 previous academic year by a student who graduated from a Minnesota school district within
2.5 two years before receiving the remedial instruction;

2.6 (i) to appropriate authorities as provided in United States Code, title 20, section
2.7 1232g(b)(1)(E)(ii), if the data concern the juvenile justice system and the ability of the
2.8 system to effectively serve, prior to adjudication, the student whose records are released;
2.9 provided that the authorities to whom the data are released submit a written request for the
2.10 data that certifies that the data will not be disclosed to any other person except as authorized
2.11 by law without the written consent of the parent of the student and the request and a record
2.12 of the release are maintained in the student's file;

2.13 (j) to volunteers who are determined to have a legitimate educational interest in the data
2.14 and who are conducting activities and events sponsored by or endorsed by the educational
2.15 agency or institution for students or former students;

2.16 (k) to provide student recruiting information, from educational data held by colleges
2.17 and universities, as required by and subject to Code of Federal Regulations, title 32, section
2.18 216;

2.19 (l) to the juvenile justice system if information about the behavior of a student who poses
2.20 a risk of harm is reasonably necessary to protect the health or safety of the student or other
2.21 individuals;

2.22 (m) with respect to Social Security numbers of students in the adult basic education
2.23 system, to Minnesota State Colleges and Universities and the Department of Employment
2.24 and Economic Development for the purpose and in the manner described in section 124D.52,
2.25 subdivision 7;

2.26 (n) to the commissioner of education for purposes of an assessment or investigation of
2.27 a report of alleged maltreatment of a student as mandated by section 626.556. Upon request
2.28 by the commissioner of education, data that are relevant to a report of maltreatment and are
2.29 from charter school and school district investigations of alleged maltreatment of a student
2.30 must be disclosed to the commissioner, including, but not limited to, the following:

2.31 (1) information regarding the student alleged to have been maltreated;

2.32 (2) information regarding student and employee witnesses;

2.33 (3) information regarding the alleged perpetrator; and

3.1 (4) what corrective or protective action was taken, if any, by the school facility in response
3.2 to a report of maltreatment by an employee or agent of the school or school district;

3.3 (o) when the disclosure is of the final results of a disciplinary proceeding on a charge
3.4 of a crime of violence or nonforcible sex offense to the extent authorized under United
3.5 States Code, title 20, section 1232g(b)(6)(A) and (B) and Code of Federal Regulations, title
3.6 34, sections 99.31 (a)(13) and (14);

3.7 (p) when the disclosure is information provided to the institution under United States
3.8 Code, title 42, section 14071, concerning registered sex offenders to the extent authorized
3.9 under United States Code, title 20, section 1232g(b)(7); ~~or~~

3.10 (q) when the disclosure is to a parent of a student at an institution of postsecondary
3.11 education regarding the student's violation of any federal, state, or local law or of any rule
3.12 or policy of the institution, governing the use or possession of alcohol or of a controlled
3.13 substance, to the extent authorized under United States Code, title 20, section 1232g(i), and
3.14 Code of Federal Regulations, title 34, section 99.31 (a)(15), and provided the institution
3.15 has an information release form signed by the student authorizing disclosure to a parent.
3.16 The institution must notify parents and students about the purpose and availability of the
3.17 information release forms. At a minimum, the institution must distribute the information
3.18 release forms at parent and student orientation meetings; or

3.19 (r) to tribal nations about tribally enrolled or descendant students to allow the tribal
3.20 nation and school district or charter school to support the educational attainment of the
3.21 student.

3.22 Sec. 2. Minnesota Statutes 2018, section 120B.021, subdivision 2, is amended to read:

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

3.27 (1) the Tribal Nations Education Committee under section 124D.79, subdivision 4, and
3.28 representatives from Minnesota's tribal nations and communities, including both Anishinaabe
3.29 and Dakota;

3.30 ~~(1)~~ (2) parents of school-age children and members of the public throughout the state;

3.31 ~~(2)~~ (3) teachers throughout the state currently licensed and providing instruction in
3.32 language arts, mathematics, science, social studies, or the arts and licensed elementary and
3.33 secondary school principals throughout the state currently administering a school site;

4.1 ~~(3)~~ (4) currently serving members of local school boards and charter school boards
4.2 throughout the state;

4.3 ~~(4)~~ (5) faculty teaching core subjects at postsecondary institutions in Minnesota; and

4.4 ~~(5)~~ (6) representatives of the Minnesota business community.

4.5 (b) Academic standards must:

4.6 (1) be clear, concise, objective, measurable, and grade-level appropriate;

4.7 (2) not require a specific teaching methodology or curriculum; and

4.8 (3) be consistent with the Constitutions of the United States and the state of Minnesota.

4.9 Sec. 3. Minnesota Statutes 2018, section 120B.11, subdivision 2, is amended to read:

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

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

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

4.22 (3) a system to periodically review and evaluate the effectiveness of all instruction and
4.23 curriculum, taking into account strategies and best practices, student outcomes, school
4.24 principal evaluations under section 123B.147, subdivision 3, students' access to effective
4.25 teachers who are members of populations underrepresented among the licensed teachers in
4.26 the district or school and who reflect the diversity of enrolled students under section 120B.35,
4.27 subdivision 3, paragraph (b), clause (2), and teacher evaluations under section 122A.40,
4.28 subdivision 8, or 122A.41, subdivision 5;

4.29 (4) strategies for improving instruction, curriculum, and student achievement, including
4.30 (i) the English and, where practicable, the native language development and the academic
4.31 achievement of English learners; and (ii) for all learners, access to culturally relevant or
4.32 ethnic studies curriculum using culturally responsive methodologies;

5.1 (5) a process to examine the equitable distribution of teachers and strategies to ensure
 5.2 ~~low-income and minority~~ children from low-income families, families of color, and American
 5.3 Indian families are not taught at higher rates than other children by inexperienced, ineffective,
 5.4 or out-of-field teachers;

5.5 (6) education effectiveness practices that integrate high-quality instruction;; rigorous
 5.6 curriculum;; technology;; inclusive and respectful learning and work environments for all
 5.7 students, families, and staff; and a collaborative professional culture that ~~develops and~~
 5.8 ~~supports~~ retains qualified and racially, ethnically, and linguistically diverse staff effective
 5.9 at working with diverse students while developing and supporting teacher quality,
 5.10 performance, and effectiveness; and

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

5.12 **EFFECTIVE DATE.** This section is effective for all strategic plans reviewed and
 5.13 updated after the day of final enactment.

5.14 Sec. 4. Minnesota Statutes 2018, section 120B.11, subdivision 3, is amended to read:

5.15 Subd. 3. **District advisory committee.** Each school board ~~shall~~ must establish an advisory
 5.16 committee to ensure active community participation in all phases of planning and improving
 5.17 the instruction and curriculum affecting state and district academic standards, consistent
 5.18 with subdivision 2. A district advisory committee, to the extent possible, ~~shall~~ must reflect
 5.19 the diversity of the district and its school sites, include teachers, parents, support staff,
 5.20 students, and other community residents, and provide translation to the extent appropriate
 5.21 and practicable. The district advisory committee ~~shall~~ must pursue community support to
 5.22 accelerate the academic and native literacy and achievement of English learners with varied
 5.23 needs, from young children to adults, consistent with section 124D.59, subdivisions 2 and
 5.24 2a. The district may establish site teams as subcommittees of the district advisory committee
 5.25 under subdivision 4. The district advisory committee ~~shall~~ must recommend to the school
 5.26 board rigorous academic standards;; student achievement goals and measures consistent
 5.27 with subdivision 1a and sections 120B.022, subdivisions 1a and 1b, and 120B.35;; district
 5.28 assessments;; means to improve students' equitable access to effective and more diverse
 5.29 teachers;; strategies to ensure the curriculum and learning and work environments are
 5.30 inclusive and respectful toward all racial and ethnic groups; and program evaluations. School
 5.31 sites may expand upon district evaluations of instruction, curriculum, assessments, or
 5.32 programs. Whenever possible, parents and other community residents ~~shall~~ must comprise
 5.33 at least two-thirds of advisory committee members.

6.1 **EFFECTIVE DATE.** This section is effective for all strategic plans reviewed and
6.2 updated after the day of final enactment.

6.3 Sec. 5. Minnesota Statutes 2018, section 124D.861, subdivision 2, is amended to read:

6.4 Subd. 2. **Plan implementation; components.** (a) The school board of each eligible
6.5 district must formally develop and implement a long-term plan under this section. The plan
6.6 must be incorporated into the district's comprehensive strategic plan under section 120B.11.
6.7 ~~Plan components may include: innovative and integrated prekindergarten through grade 12~~
6.8 ~~learning environments that offer students school enrollment choices; family engagement~~
6.9 ~~initiatives that involve families in their students' academic life and success; professional~~
6.10 ~~development opportunities for teachers and administrators focused on improving the academic~~
6.11 ~~achievement of all students, including teachers and administrators who are members of~~
6.12 ~~populations underrepresented among the licensed teachers or administrators in the district~~
6.13 ~~or school and who reflect the diversity of students under section 120B.35, subdivision 3,~~
6.14 ~~paragraph (b), clause (2), who are enrolled in the district or school; increased programmatic~~
6.15 ~~opportunities and effective and more diverse instructors focused on rigor and college and~~
6.16 ~~career readiness for underserved students, including students enrolled in alternative learning~~
6.17 ~~centers under section 123A.05, public alternative programs under section 126C.05,~~
6.18 ~~subdivision 15, and contract alternative programs under section 124D.69, among other~~
6.19 ~~underserved students; or recruitment and retention of teachers and administrators with~~
6.20 ~~diverse racial and ethnic backgrounds.~~

6.21 (b) The plan must contain goals for:

6.22 (1) reducing the disparities in academic achievement and in equitable access to effective
6.23 and more diverse teachers among all students and specific categories of students under
6.24 section 120B.35, subdivision 3, paragraph (b), excluding the student categories of gender,
6.25 disability, and English learners; and

6.26 (2) increasing racial and economic diversity and integration in schools and districts.

6.27 (c) The plan must include strategies to make schools' curriculum and learning and work
6.28 environments more inclusive and respectful of students' racial, ethnic, and linguistic diversity
6.29 and to address issues of structural inequities in schools that create opportunity and
6.30 achievement gaps for students, families, and staff who are of color or who are American
6.31 Indian. Examples of possible structural inequities include but are not limited to policies and
6.32 practices that unintentionally result in disparate referrals and suspension, inequitable access
6.33 to advanced coursework, overrepresentation in lower level coursework, inequitable

7.1 participation in cocurricular activities, inequitable parent involvement, and lack of access
7.2 to racially and ethnically diverse teachers.

7.3 (d) Plan components and strategies should be informed by local data and may include
7.4 but are not limited to the following efforts:

7.5 (1) innovative and integrated prekindergarten through grade 12 learning environments
7.6 that offer students school enrollment choices;

7.7 (2) family engagement initiatives that involve families in their students' academic life
7.8 and success, and improve relations between home and school;

7.9 (3) creating opportunities for students, families, staff, and community members who are
7.10 of color or American Indian to share their experiences in the school setting with school staff
7.11 and administration to inform development of specific proposals for making school
7.12 environments more inclusive and respectful toward all students, families, and staff;

7.13 (4) professional development opportunities for teachers and administrators focused on
7.14 improving the academic achievement of all students, including knowledge, skills, and
7.15 dispositions needed to be culturally responsive and successfully serve students who are
7.16 from diverse racial, ethnic, and linguistic backgrounds;

7.17 (5) recruitment and retention of teachers, administrators, cultural and family liaisons,
7.18 paraprofessionals, and other nonlicensed staff from racial, ethnic, and linguistic backgrounds
7.19 represented in the student population to strengthen relationships with all students, families,
7.20 and other members of the community;

7.21 (6) examining academic and discipline data, reexamining institutional policies and
7.22 practices that result in opportunity and achievement disparities between racial and ethnic
7.23 groups, and making necessary changes that increase access, meaningful participation,
7.24 representation, and positive outcomes for students of color, American Indian students, and
7.25 students who qualify for free or reduced-price lunch;

7.26 (7) increased programmatic opportunities and effective and more diverse instructors
7.27 focused on rigor and college and career readiness for underserved students, including but
7.28 not limited to students enrolled in alternative learning centers under section 123A.05, public
7.29 alternative programs under section 126C.05, subdivision 15, and contract alternative programs
7.30 under section 124D.69;

7.31 (8) developing or expanding ethnic studies course offerings to provide all students with
7.32 in-depth opportunities to learn about their own and others' cultures and historical experiences;
7.33 or

8.1 (9) examining and revising curricula in various subjects to be culturally relevant and
 8.2 inclusive of various racial and ethnic groups while meeting state academic standards.

8.3 ~~(b)~~ (e) Among other requirements, an eligible district must implement effective,
 8.4 research-based interventions that include formative assessment practices to reduce the
 8.5 disparities in student academic performance among the specific categories of students as
 8.6 measured by student progress and growth on state reading and math assessments and as
 8.7 aligned with section 120B.11.

8.8 ~~(e)~~ (f) Eligible districts must create efficiencies and eliminate duplicative programs and
 8.9 services under this section, which may include forming collaborations or a single,
 8.10 seven-county metropolitan areawide partnership of eligible districts for this purpose.

8.11 **EFFECTIVE DATE.** This section is effective for all plans reviewed and updated after
 8.12 the day of final enactment.

8.13 **ARTICLE 2**

8.14 **SAFE AND NURTURING SCHOOLS FOR EVERY STUDENT**

8.15 Section 1. Minnesota Statutes 2018, section 120A.22, subdivision 7, is amended to read:

8.16 Subd. 7. **Education records.** (a) A district, a charter school, or a nonpublic school that
 8.17 receives services or aid under sections 123B.40 to 123B.48 from which a student is
 8.18 transferring must transmit the student's educational records, within ten business days of a
 8.19 request, to the district, the charter school, or the nonpublic school in which the student is
 8.20 enrolling. Districts, charter schools, and nonpublic schools that receive services or aid under
 8.21 sections 123B.40 to 123B.48 must make reasonable efforts to determine the district, the
 8.22 charter school, or the nonpublic school in which a transferring student is next enrolling in
 8.23 order to comply with this subdivision.

8.24 (b) A closed charter school must transfer the student's educational records, within ten
 8.25 business days of the school's closure, to the student's school district of residence where the
 8.26 records must be retained unless the records are otherwise transferred under this subdivision.

8.27 (c) A school district, a charter school, or a nonpublic school that receives services or aid
 8.28 under sections 123B.40 to 123B.48 that transmits a student's educational records to another
 8.29 school district or other educational entity, charter school, or nonpublic school to which the
 8.30 student is transferring must include in the transmitted records information about any formal
 8.31 suspension, expulsion, and exclusion disciplinary action as well as pupil withdrawals under
 8.32 sections 121A.40 to 121A.56. Transmitted records must document any service a pupil
 8.33 requires to prevent the inappropriate behavior from recurring. The district, the charter school,

9.1 or the nonpublic school that receives services or aid under sections 123B.40 to 123B.48
9.2 must provide notice to a student and the student's parent or guardian that formal disciplinary
9.3 records will be transferred as part of the student's educational record, in accordance with
9.4 data practices under chapter 13 and the Family Educational Rights and Privacy Act of 1974,
9.5 United States Code, title 20, section 1232(g).

9.6 (d) Notwithstanding section 138.17, a principal or chief administrative officer must
9.7 remove from a student's educational record and destroy a probable cause notice received
9.8 under section 260B.171, subdivision 5, or paragraph (e), if one year has elapsed since the
9.9 date of the notice and the principal or chief administrative officer has not received a
9.10 disposition or court order related to the offense described in the notice. This paragraph does
9.11 not apply if the student no longer attends the school when this one-year period expires.

9.12 (e) A principal or chief administrative officer who receives a probable cause notice under
9.13 section 260B.171, subdivision 5, or a disposition or court order, must include a copy of that
9.14 data in the student's educational records if they are transmitted to another school, unless the
9.15 data are required to be destroyed under paragraph (d) or section 121A.75.

9.16 Sec. 2. Minnesota Statutes 2018, section 121A.41, is amended by adding a subdivision to
9.17 read:

9.18 Subd. 13. **Pupil withdrawal agreement.** "Pupil withdrawal agreement" means a verbal
9.19 or written agreement between a school or district administrator and a pupil's parent or
9.20 guardian to withdraw a student from the school district to avoid expulsion or exclusion
9.21 dismissal proceedings. The duration of the withdrawal agreement cannot be for more than
9.22 a 12-month period.

9.23 **EFFECTIVE DATE.** This section is effective for the 2020-2021 school year and later.

9.24 Sec. 3. Minnesota Statutes 2018, section 121A.45, subdivision 1, is amended to read:

9.25 Subdivision 1. **Provision of alternative programs.** No school shall dismiss any pupil
9.26 without attempting to provide alternative educational services before dismissal proceedings
9.27 or pupil withdrawal proceedings, except where it appears that the pupil will create an
9.28 immediate and substantial danger to self or to surrounding persons or property.

9.29 **EFFECTIVE DATE.** This section is effective for the 2020-2021 school year and later.

10.1 Sec. 4. Minnesota Statutes 2018, section 121A.53, subdivision 1, is amended to read:

10.2 Subdivision 1. **Exclusions and expulsions; pupil withdrawals and physical**
 10.3 **assaults.** Consistent with subdivision 2, the school board must report through the department
 10.4 electronic reporting system each exclusion or expulsion ~~and~~₂ each physical assault of a
 10.5 district employee by a ~~student~~ pupil, and each pupil withdrawal agreement within 30 days
 10.6 of the effective date of the dismissal action, pupil withdrawal, or assault to the commissioner
 10.7 of education. This report must include a statement of alternative educational services, or
 10.8 other sanction, intervention, or resolution in response to the assault given the pupil and the
 10.9 reason for, the effective date, and the duration of the exclusion or expulsion or other sanction,
 10.10 intervention, or resolution. The report must also include the ~~student's~~ pupil's age, grade,
 10.11 gender, race, and special education status.

10.12 **EFFECTIVE DATE.** This section is effective for the 2020-2021 school year and later.

10.13 Sec. 5. Minnesota Statutes 2018, section 124D.111, is amended to read:

10.14 **124D.111 SCHOOL MEAL POLICY; LUNCH AID; FOOD SERVICE**
 10.15 **ACCOUNTING.**

10.16 Subdivision 1. **School ~~lunch aid computation~~ meal policy.** (a) Each Minnesota
 10.17 participant in the national school lunch program must adopt and post to its website, or the
 10.18 website of the organization where the meal is served, a school meal policy. The policy must:

10.19 (1) be in writing, accessible in multiple languages, and clearly communicate student
 10.20 meal charges when payment cannot be collected at the point of service;

10.21 (2) be reasonable and well-defined and maintain the dignity of students by prohibiting
 10.22 lunch shaming or otherwise ostracizing the student;

10.23 (3) address whether the participant uses a collections agency to collect unpaid school
 10.24 meal debt;

10.25 (4) require any communication to collect unpaid school meal debt be done by school
 10.26 staff trained on the school district's policy on collecting student meal debt;

10.27 (5) require that all communication relating to school meal debt be delivered only to a
 10.28 student's parent or guardian and not directly to the student;

10.29 (6) ensure that once a participant has placed a meal on a tray or otherwise served the
 10.30 meal to a student, the meal may not be subsequently withdrawn from the student by the
 10.31 cashier or other school official, because the student has outstanding meal debt;

11.1 (7) ensure that a student who has been determined eligible for free and reduced-price
11.2 lunch must always be served a reimbursable meal even if the student has outstanding debt;

11.3 (8) provide the vendor with its school meal policy if the school contracts with a third
11.4 party for its meal services; and

11.5 (9) require school nutrition staff be trained on the policy.

11.6 (b) Any contract between a school and a third-party provider of meal services entered
11.7 into or modified on or after July 1, 2020, must ensure that the third-party provider adheres
11.8 to the participant's school meal policy.

11.9 Subd. 1a. **School lunch aid amounts.** Each school year, the state must pay participants
11.10 in the national school lunch program the amount of 12.5 cents for each full paid and free
11.11 student lunch and 52.5 cents for each reduced-price lunch served to students.

11.12 Subd. 2. **Application.** A school district, charter school, nonpublic school, or other
11.13 participant in the national school lunch program shall apply to the department for this
11.14 payment on forms provided by the department.

11.15 Subd. 2a. **Federal child and adult care food program; criteria and notice.** The
11.16 commissioner must post on the department's website eligibility criteria and application
11.17 information for nonprofit organizations interested in applying to the commissioner for
11.18 approval as a multisite sponsoring organization under the federal child and adult care food
11.19 program. The posted criteria and information must inform interested nonprofit organizations
11.20 about:

11.21 (1) the criteria the commissioner uses to approve or disapprove an application, including
11.22 how an applicant demonstrates financial viability for the Minnesota program, among other
11.23 criteria;

11.24 (2) the commissioner's process and time line for notifying an applicant when its
11.25 application is approved or disapproved and, if the application is disapproved, the explanation
11.26 the commissioner provides to the applicant; and

11.27 (3) any appeal or other recourse available to a disapproved applicant.

11.28 Subd. 3. **School food service fund.** (a) The expenses described in this subdivision must
11.29 be recorded as provided in this subdivision.

11.30 (b) In each district, the expenses for a school food service program for pupils must be
11.31 attributed to a school food service fund. Under a food service program, the school food

12.1 service may prepare or serve milk, meals, or snacks in connection with school or community
12.2 service activities.

12.3 (c) Revenues and expenditures for food service activities must be recorded in the food
12.4 service fund. The costs of processing applications, accounting for meals, preparing and
12.5 serving food, providing kitchen custodial services, and other expenses involving the preparing
12.6 of meals or the kitchen section of the lunchroom may be charged to the food service fund
12.7 or to the general fund of the district. The costs of lunchroom supervision, lunchroom custodial
12.8 services, lunchroom utilities, and other administrative costs of the food service program
12.9 must be charged to the general fund.

12.10 That portion of superintendent and fiscal manager costs that can be documented as
12.11 attributable to the food service program may be charged to the food service fund provided
12.12 that the school district does not employ or contract with a food service director or other
12.13 individual who manages the food service program, or food service management company.
12.14 If the cost of the superintendent or fiscal manager is charged to the food service fund, the
12.15 charge must be at a wage rate not to exceed the statewide average for food service directors
12.16 as determined by the department.

12.17 (d) Capital expenditures for the purchase of food service equipment must be made from
12.18 the general fund and not the food service fund, unless the restricted balance in the food
12.19 service fund at the end of the last fiscal year is greater than the cost of the equipment to be
12.20 purchased.

12.21 (e) If the condition set out in paragraph (d) applies, the equipment may be purchased
12.22 from the food service fund.

12.23 (f) If a deficit in the food service fund exists at the end of a fiscal year, and the deficit
12.24 is not eliminated by revenues from food service operations in the next fiscal year, then the
12.25 deficit must be eliminated by a permanent fund transfer from the general fund at the end of
12.26 that second fiscal year. However, if a district contracts with a food service management
12.27 company during the period in which the deficit has accrued, the deficit must be eliminated
12.28 by a payment from the food service management company.

12.29 (g) Notwithstanding paragraph (f), a district may incur a deficit in the food service fund
12.30 for up to three years without making the permanent transfer if the district submits to the
12.31 commissioner by January 1 of the second fiscal year a plan for eliminating that deficit at
12.32 the end of the third fiscal year.

12.33 (h) If a surplus in the food service fund exists at the end of a fiscal year for three
12.34 successive years, a district may recode for that fiscal year the costs of lunchroom supervision,

13.1 lunchroom custodial services, lunchroom utilities, and other administrative costs of the food
13.2 service program charged to the general fund according to paragraph (c) and charge those
13.3 costs to the food service fund in a total amount not to exceed the amount of surplus in the
13.4 food service fund.

13.5 Subd. 4. **No fees.** A participant that receives school lunch aid under this section must
13.6 make lunch available without charge and must not deny a school lunch to all participating
13.7 students who qualify for free or reduced-price meals, whether or not that student has an
13.8 outstanding balance in the student's meal account attributable to a la carte purchases or for
13.9 any other reason.

13.10 Subd. 5. **Respectful treatment.** (a) The participant must also provide meals to students
13.11 in a respectful manner according to the policy adopted under subdivision 1. The participant
13.12 must ensure that any reminders for payment of outstanding student meal ~~balances~~ debt do
13.13 not intentionally demean or, stigmatize, or humiliate any child participating in the school
13.14 lunch program. The participant must not impose any other restriction prohibited under
13.15 section 123B.37 due to unpaid student meal debt. The participant must not limit a student's
13.16 participation in any school activities, graduation ceremonies, field trips, athletics, activity
13.17 clubs, or other extracurricular activities or access to materials, technology, or other items
13.18 provided to students due to an unpaid student meal debt.

13.19 (b) If the commissioner or the commissioner's designee determines a participant has
13.20 violated the requirement to provide meals to participating students in a respectful manner,
13.21 the commissioner or the commissioner's designee must send a letter of noncompliance to
13.22 the participant. The participant is required to respond and, if applicable, remedy the practice
13.23 within 60 days.

13.24 Subd. 6. **Definitions.** (a) For the purposes of this section, the terms defined in this
13.25 subdivision have the meanings given.

13.26 (b) "A la carte" means a food item ordered separately from the school meal.

13.27 (c) "School meal" means a meal provided to students during the school day.

13.28 **EFFECTIVE DATE.** This section is effective July 1, 2020.

13.29 Sec. 6. **[124D.792] GRADUATION CEREMONIES; TRIBAL REGALIA AND**
13.30 **OBJECTS OF CULTURAL SIGNIFICANCE.**

13.31 A school district or charter school must not prohibit an American Indian student from
13.32 wearing American Indian regalia, tribal regalia, or objects of cultural significance at
13.33 graduation ceremonies.

14.1 Sec. 7. Minnesota Statutes 2018, section 124E.03, subdivision 2, is amended to read:

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

14.4 (b) A school must comply with statewide accountability requirements governing standards
14.5 and assessments in chapter 120B.

14.6 (c) A charter school must comply with the Minnesota Public School Fee Law, sections
14.7 123B.34 to 123B.39.

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

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

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

14.13 (g) A charter school must comply with continuing truant notification under section
14.14 260A.03.

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

14.20 (i) A charter school must adopt a policy, plan, budget, and process, consistent with
14.21 section 120B.11, to review curriculum, instruction, and student achievement and strive for
14.22 the world's best workforce.

14.23 (j) A charter school is subject to and must comply with the Pupil Fair Dismissal Act,
14.24 sections 121A.40 to 121A.56.

14.25 (k) A charter school is subject to and must comply with the uniform municipal contracting
14.26 law under section 471.345 in the same manner as a school district.

ARTICLE 3

QUALIFIED TEACHERS FOR EVERY STUDENT

Section 1. [120B.117] INCREASING PERCENTAGE OF TEACHERS OF COLOR AND AMERICAN INDIAN TEACHERS IN MINNESOTA.

Subdivision 1. Purpose. This section sets short-term and long-term state goals for increasing the percentage of teachers of color and American Indian teachers in Minnesota and for ensuring all students have equitable access to effective and racially and ethnically diverse teachers who reflect the diversity of students. The goals and report required under this section are also important for meeting state goals for the world's best workforce under section 120B.11, achievement and integration under section 124D.861, and higher education attainment under section 135A.012, all of which have been established to close persistent opportunity and achievement gaps that limit students' success in school and life and impede the state's economic growth.

Subd. 2. Equitable access to racially and ethnically diverse teachers. The percentage of teachers who are of color or American Indian in Minnesota should increase at least two percentage points per year to have a teaching workforce that more closely reflects the state's increasingly diverse student population and to ensure all students have equitable access to effective and diverse teachers by 2040.

Subd. 3. Rights not created. The attainment goal in this section is not to the exclusion of any other goals and does not confer a right or create a claim for any person.

Subd. 4. Reporting. Beginning in 2020 and every even-numbered year thereafter, the Professional Educator Licensing and Standards Board must collaborate with the Department of Education and the Office of Higher Education to publish a summary report of each of the programs they administer and any other programs receiving state appropriations that have or include an explicit purpose of increasing the racial and ethnic diversity of the state's teacher workforce to more closely reflect the diversity of students. The report must include programs under sections 122A.2451, 122A.63, 122A.635, 122A.70, 124D.09, 124D.861, 136A.1275, and 136A.1791, along with any other programs or initiatives that receive state appropriations to address the shortage of teachers of color and American Indian teachers. The board must, in coordination with the Office of Higher Education and Department of Education, provide policy and funding recommendations related to state-funded programs to increase the recruitment, preparation, licensing, hiring, and retention of racially and ethnically diverse teachers and the state's progress toward meeting or exceeding the goals of this section. The report must also include recommendations for state policy and funding

16.1 needed to achieve the goals of this section, as well as plans for sharing the report and
16.2 activities of grant recipients, and opportunities among grant recipients of various programs
16.3 to share effective practices with each other. The 2020 report must include a recommendation
16.4 of whether a state advisory council should be established to address the shortage of racially
16.5 and ethnically diverse teachers and what the composition and charge of such an advisory
16.6 council would be if established. The board must consult with the state Indian Affairs Council
16.7 and other ethnic councils along with other community and stakeholder groups, including
16.8 students of color and American Indian students, in developing the report. By November 1
16.9 of each even-numbered year, the board must submit the report to the chairs and ranking
16.10 minority members of the legislative committees with jurisdiction over education and higher
16.11 education policy and finance. The report must be available to the public on the board's
16.12 website.

16.13 Sec. 2. Minnesota Statutes 2018, section 122A.40, subdivision 8, is amended to read:

16.14 Subd. 8. **Development, evaluation, and peer coaching for continuing contract**
16.15 **teachers.** (a) To improve student learning and success, a school board and an exclusive
16.16 representative of the teachers in the district, consistent with paragraph (b), may develop a
16.17 teacher evaluation and peer review process for probationary and continuing contract teachers
16.18 through joint agreement. If a school board and the exclusive representative of the teachers
16.19 do not agree to an annual teacher evaluation and peer review process, then the school board
16.20 and the exclusive representative of the teachers must implement the state teacher evaluation
16.21 plan under paragraph (c). The process must include having trained observers serve as peer
16.22 coaches or having teachers participate in professional learning communities, consistent with
16.23 paragraph (b).

16.24 (b) To develop, improve, and support qualified teachers and effective teaching practices,
16.25 improve student learning and success, and provide all enrolled students in a district or school
16.26 with improved and equitable access to more effective and diverse teachers, the annual
16.27 evaluation process for teachers:

16.28 (1) must, for probationary teachers, provide for all evaluations required under subdivision
16.29 5;

16.30 (2) must establish a three-year professional review cycle for each teacher that includes
16.31 an individual growth and development plan, a peer review process, and at least one
16.32 summative evaluation performed by a qualified and trained evaluator such as a school
16.33 administrator. For the years when a tenured teacher is not evaluated by a qualified and
16.34 trained evaluator, the teacher must be evaluated by a peer review;

17.1 (3) ~~must be based on professional teaching standards established in rule;~~ create, adopt,
17.2 or revise a rubric of performance standards for teacher practice that must include culturally
17.3 responsive methodologies and at least three levels of performance to determine common
17.4 descriptions of effectiveness;

17.5 (4) must coordinate staff development activities under sections 122A.60 and 122A.61
17.6 with this evaluation process and teachers' evaluation outcomes;

17.7 (5) may provide time during the school day and school year for peer coaching and teacher
17.8 collaboration;

17.9 (6) may include job-embedded learning opportunities such as professional learning
17.10 communities;

17.11 (7) may include mentoring and induction programs for teachers, including teachers who
17.12 are members of populations underrepresented among the licensed teachers in the district or
17.13 school and who reflect the diversity of students under section 120B.35, subdivision 3,
17.14 paragraph (b), clause (2), who are enrolled in the district or school;

17.15 (8) must include an option for teachers to develop and present a portfolio demonstrating
17.16 evidence of reflection and professional growth, consistent with section 122A.187, subdivision
17.17 3, and include teachers' own performance assessment based on student work samples and
17.18 examples of teachers' work, which may include video among other activities for the
17.19 summative evaluation;

17.20 (9) must use data from valid and reliable assessments aligned to state and local academic
17.21 standards and must use state and local measures of student growth and literacy that may
17.22 include value-added models or student learning goals to determine 35 percent of teacher
17.23 evaluation results;

17.24 (10) must use longitudinal data on student engagement and connection, and other student
17.25 outcome measures explicitly aligned with the elements of curriculum for which teachers
17.26 are responsible, including academic literacy, oral academic language, and achievement of
17.27 content areas of English learners;

17.28 (11) must require qualified and trained evaluators such as school administrators to
17.29 perform summative evaluations and ensure school districts and charter schools provide for
17.30 effective evaluator training specific to teacher development and evaluation;

17.31 (12) must give teachers not meeting professional teaching standards under clauses (3)
17.32 through (11) support to improve through a teacher improvement process that includes
17.33 established goals and timelines; and

18.1 (13) must discipline a teacher for not making adequate progress in the teacher
18.2 improvement process under clause (12) that may include a last chance warning, termination,
18.3 discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline
18.4 a school administrator determines is appropriate.

18.5 Data on individual teachers generated under this subdivision are personnel data under
18.6 section 13.43. The observation and interview notes of peer coaches may only be disclosed
18.7 to other school officials with the consent of the teacher being coached.

18.8 (c) The department, in consultation with parents who may represent parent organizations
18.9 and teacher and administrator representatives appointed by their respective organizations,
18.10 representing the Professional Educator Licensing and Standards Board, the Minnesota
18.11 Association of School Administrators, the Minnesota School Boards Association, the
18.12 Minnesota Elementary and Secondary Principals Associations, Education Minnesota, and
18.13 representatives of the Minnesota Assessment Group, the Minnesota Business Partnership,
18.14 the Minnesota Chamber of Commerce, and Minnesota postsecondary institutions with
18.15 research expertise in teacher evaluation, must create and publish a teacher evaluation process
18.16 that complies with the requirements in paragraph (b) and applies to all teachers under this
18.17 section and section 122A.41 for whom no agreement exists under paragraph (a) for an annual
18.18 teacher evaluation and peer review process. The teacher evaluation process created under
18.19 this subdivision does not create additional due process rights for probationary teachers under
18.20 subdivision 5.

18.21 (d) Consistent with the measures of teacher effectiveness under this subdivision:

18.22 (1) for students in kindergarten through grade 4, a school administrator must not place
18.23 or approve the placement of a student in the classroom of a teacher who is in the improvement
18.24 process referenced in paragraph (b), clause (12), or has not had a summative evaluation if,
18.25 in the prior year, that student was in the classroom of a teacher who received discipline
18.26 pursuant to paragraph (b), clause (13), unless no other teacher at the school teaches that
18.27 grade; and

18.28 (2) for students in grades 5 through 12, a school administrator must not place or approve
18.29 the placement of a student in the classroom of a teacher who is in the improvement process
18.30 referenced in paragraph (b), clause (12), or has not had a summative evaluation if, in the
18.31 prior year, that student was in the classroom of a teacher who received discipline pursuant
18.32 to paragraph (b), clause (13), unless no other teacher at the school teaches that subject area
18.33 and grade.

18.34 All data created and used under this paragraph retains its classification under chapter 13.

19.1 **EFFECTIVE DATE.** This section is effective July 1, 2022.

19.2 Sec. 3. Minnesota Statutes 2018, section 122A.41, subdivision 5, is amended to read:

19.3 Subd. 5. **Development, evaluation, and peer coaching for continuing contract**
19.4 **teachers.** (a) To improve student learning and success, a school board and an exclusive
19.5 representative of the teachers in the district, consistent with paragraph (b), may develop an
19.6 annual teacher evaluation and peer review process for probationary and nonprobationary
19.7 teachers through joint agreement. If a school board and the exclusive representative of the
19.8 teachers in the district do not agree to an annual teacher evaluation and peer review process,
19.9 then the school board and the exclusive representative of the teachers must implement the
19.10 state teacher evaluation plan developed under paragraph (c). The process must include
19.11 having trained observers serve as peer coaches or having teachers participate in professional
19.12 learning communities, consistent with paragraph (b).

19.13 (b) To develop, improve, and support qualified teachers and effective teaching practices
19.14 and improve student learning and success, and provide all enrolled students in a district or
19.15 school with improved and equitable access to more effective and diverse teachers, the annual
19.16 evaluation process for teachers:

19.17 (1) must, for probationary teachers, provide for all evaluations required under subdivision
19.18 2;

19.19 (2) must establish a three-year professional review cycle for each teacher that includes
19.20 an individual growth and development plan, a peer review process, and at least one
19.21 summative evaluation performed by a qualified and trained evaluator such as a school
19.22 administrator;

19.23 (3) ~~must be based on professional teaching standards established in rule~~ create, adopt,
19.24 or revise a rubric of performance standards for teacher practice that must include culturally
19.25 responsive methodologies and at least three levels of performance to determine common
19.26 descriptions of effectiveness;

19.27 (4) must coordinate staff development activities under sections 122A.60 and 122A.61
19.28 with this evaluation process and teachers' evaluation outcomes;

19.29 (5) may provide time during the school day and school year for peer coaching and teacher
19.30 collaboration;

19.31 (6) may include job-embedded learning opportunities such as professional learning
19.32 communities;

20.1 (7) may include mentoring and induction programs for teachers, including teachers who
20.2 are members of populations underrepresented among the licensed teachers in the district or
20.3 school and who reflect the diversity of students under section 120B.35, subdivision 3,
20.4 paragraph (b), clause (2), who are enrolled in the district or school;

20.5 (8) must include an option for teachers to develop and present a portfolio demonstrating
20.6 evidence of reflection and professional growth, consistent with section 122A.187, subdivision
20.7 3, and include teachers' own performance assessment based on student work samples and
20.8 examples of teachers' work, which may include video among other activities for the
20.9 summative evaluation;

20.10 (9) must use data from valid and reliable assessments aligned to state and local academic
20.11 standards and must use state and local measures of student growth and literacy that may
20.12 include value-added models or student learning goals to determine 35 percent of teacher
20.13 evaluation results;

20.14 (10) must use longitudinal data on student engagement and connection and other student
20.15 outcome measures explicitly aligned with the elements of curriculum for which teachers
20.16 are responsible, including academic literacy, oral academic language, and achievement of
20.17 English learners;

20.18 (11) must require qualified and trained evaluators such as school administrators to
20.19 perform summative evaluations and ensure school districts and charter schools provide for
20.20 effective evaluator training specific to teacher development and evaluation;

20.21 (12) must give teachers not meeting professional teaching standards under clauses (3)
20.22 through (11) support to improve through a teacher improvement process that includes
20.23 established goals and timelines; and

20.24 (13) must discipline a teacher for not making adequate progress in the teacher
20.25 improvement process under clause (12) that may include a last chance warning, termination,
20.26 discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline
20.27 a school administrator determines is appropriate.

20.28 Data on individual teachers generated under this subdivision are personnel data under
20.29 section 13.43. The observation and interview notes of peer coaches may only be disclosed
20.30 to other school officials with the consent of the teacher being coached.

20.31 (c) The department, in consultation with parents who may represent parent organizations
20.32 and teacher and administrator representatives appointed by their respective organizations,
20.33 representing the Professional Educator Licensing and Standards Board, the Minnesota

21.1 Association of School Administrators, the Minnesota School Boards Association, the
21.2 Minnesota Elementary and Secondary Principals Associations, Education Minnesota, and
21.3 representatives of the Minnesota Assessment Group, the Minnesota Business Partnership,
21.4 the Minnesota Chamber of Commerce, and Minnesota postsecondary institutions with
21.5 research expertise in teacher evaluation, must create and publish a teacher evaluation process
21.6 that complies with the requirements in paragraph (b) and applies to all teachers under this
21.7 section and section 122A.40 for whom no agreement exists under paragraph (a) for an annual
21.8 teacher evaluation and peer review process. The teacher evaluation process created under
21.9 this subdivision does not create additional due process rights for probationary teachers under
21.10 subdivision 2.

21.11 (d) Consistent with the measures of teacher effectiveness under this subdivision:

21.12 (1) for students in kindergarten through grade 4, a school administrator must not place
21.13 or approve the placement of a student in the classroom of a teacher who is in the improvement
21.14 process referenced in paragraph (b), clause (12), or has not had a summative evaluation if,
21.15 in the prior year, that student was in the classroom of a teacher who received discipline
21.16 pursuant to paragraph (b), clause (13), unless no other teacher at the school teaches that
21.17 grade; and

21.18 (2) for students in grades 5 through 12, a school administrator must not place or approve
21.19 the placement of a student in the classroom of a teacher who is in the improvement process
21.20 referenced in paragraph (b), clause (12), or has not had a summative evaluation if, in the
21.21 prior year, that student was in the classroom of a teacher who received discipline pursuant
21.22 to paragraph (b), clause (13), unless no other teacher at the school teaches that subject area
21.23 and grade.

21.24 All data created and used under this paragraph retains its classification under chapter 13.

21.25 **EFFECTIVE DATE.** This section is effective July 1, 2022.

21.26 Sec. 4. Minnesota Statutes 2018, section 123B.09, subdivision 2, is amended to read:

21.27 Subd. 2. **School board member training.** A member shall receive training in school
21.28 finance and management developed in consultation with the Minnesota School Boards
21.29 Association and consistent with section 127A.19. The School Boards Association must
21.30 make available to each newly elected school board member training in school finance and
21.31 management consistent with section 127A.19 within 180 days of that member taking office.
21.32 The program shall be developed in consultation with the department and appropriate
21.33 representatives of higher education. For purposes of this subdivision only, the definition of

22.1 school board member includes a board member of a tribal contract school under section
22.2 124D.83.

22.3 Sec. 5. Minnesota Statutes 2018, section 123B.147, subdivision 3, is amended to read:

22.4 Subd. 3. **Duties; evaluation.** (a) The principal shall provide administrative, supervisory,
22.5 and instructional leadership services, under the supervision of the superintendent of schools
22.6 of the district and according to the policies, rules, and regulations of the school board, for
22.7 the planning, management, operation, and evaluation of the education program of the building
22.8 or buildings to which the principal is assigned.

22.9 (b) To enhance a principal's culturally responsive leadership skills and support and
22.10 improve teaching practices, school performance, and student achievement for diverse student
22.11 populations, including at-risk students, children with disabilities, English learners, and gifted
22.12 students, among others, a district must develop and implement a performance-based system
22.13 for annually evaluating school principals assigned to supervise a school building within the
22.14 district. The evaluation must be designed to improve teaching and learning by supporting
22.15 the principal in shaping the school's professional environment and developing teacher
22.16 quality, performance, and effectiveness. The annual evaluation must:

22.17 (1) support and improve a principal's instructional leadership, organizational management,
22.18 and professional development, and strengthen the principal's capacity in the areas of
22.19 instruction, supervision, evaluation, and teacher development;

22.20 (2) support and improve a principal's culturally responsive leadership practices that
22.21 create inclusive and respectful teaching and learning environments for all students, families,
22.22 and employees;

22.23 ~~(2)~~ (3) include formative and summative evaluations based on multiple measures of
22.24 student progress toward career and college readiness;

22.25 ~~(3)~~ (4) be consistent with a principal's job description, a district's long-term plans and
22.26 goals, and the principal's own professional multiyear growth plans and goals, all of which
22.27 must support the principal's leadership behaviors and practices, rigorous curriculum, school
22.28 performance, and high-quality instruction;

22.29 ~~(4)~~ (5) include on-the-job observations and previous evaluations;

22.30 ~~(5)~~ (6) allow surveys to help identify a principal's effectiveness, leadership skills and
22.31 processes, and strengths and weaknesses in exercising leadership in pursuit of school success;

23.1 ~~(6)~~ (7) use longitudinal data on student academic growth as 35 percent of the evaluation
23.2 and incorporate district achievement goals and targets;

23.3 ~~(7)~~ (8) be linked to professional development that emphasizes improved teaching and
23.4 learning, curriculum and instruction, student learning, culturally responsive leadership
23.5 practices, and a collaborative professional culture; and

23.6 ~~(8)~~ (9) for principals not meeting standards of professional practice or other criteria
23.7 under this subdivision, implement a plan to improve the principal's performance and specify
23.8 the procedure and consequence if the principal's performance is not improved.

23.9 The provisions of this paragraph are intended to provide districts with sufficient flexibility
23.10 to accommodate district needs and goals related to developing, supporting, and evaluating
23.11 principals.

23.12 **EFFECTIVE DATE.** This section is effective July 1, 2022.

23.13 **ARTICLE 4**

23.14 **UPDATING DEFINITIONS AND TIMELINES**

23.15 Section 1. Minnesota Statutes 2018, section 120A.20, is amended by adding a subdivision
23.16 to read:

23.17 **Subd. 4. Verification of age for admission to public school.** (a) Public schools may
23.18 request documentation that verifies a pupil falls within the school's minimum and maximum
23.19 age requirements for admission to publicly funded prekindergarten, preschool, kindergarten,
23.20 or grades 1 to 12. Documentation may include a passport, a hospital birth record or
23.21 physician's certificate, a baptismal or religious certificate, an adoption record, health records,
23.22 immunization records, immigration records, previously verified school records, early
23.23 childhood screening records, Minnesota Immunization Information Connection records, or
23.24 an affidavit from a parent.

23.25 (b) The school district or charter school must not deny a child from public school
23.26 enrollment solely because the child's parent or guardian is unable to provide a birth certificate
23.27 record.

23.28 Sec. 2. Minnesota Statutes 2018, section 120A.22, subdivision 10, is amended to read:

23.29 **Subd. 10. Requirements for instructors.** A person who is providing instruction to a
23.30 child must meet at least one of the following requirements:

23.31 (1) hold a valid Minnesota teaching license in the field and for the grade level taught;

24.1 (2) be directly supervised by a person holding a valid Minnesota teaching license;

24.2 ~~(3) successfully complete a teacher competency examination;~~

24.3 ~~(4)~~ (3) provide instruction in a school that is accredited by an accrediting agency,

24.4 recognized according to section 123B.445, or recognized by the commissioner;

24.5 ~~(5)~~ (4) hold a baccalaureate degree; or

24.6 ~~(6)~~ (5) be the parent of a child who is assessed according to the procedures in subdivision

24.7 11.

24.8 Any person providing instruction in a public school must meet the requirements of clause

24.9 (1).

24.10 Sec. 3. Minnesota Statutes 2018, section 124D.165, subdivision 4, is amended to read:

24.11 Subd. 4. **Early childhood program eligibility.** (a) In order to be eligible to accept an
24.12 early learning scholarship, a program must:

24.13 (1) participate in the quality rating and improvement system under section 124D.142;

24.14 and

24.15 (2) beginning July 1, 2020, have a three- or four-star rating in the quality rating and
24.16 improvement system.

24.17 (b) Any program accepting scholarships must use the revenue to supplement and not
24.18 supplant federal funding.

24.19 ~~(c) Notwithstanding paragraph (a), all Minnesota early learning foundation scholarship
24.20 program pilot sites are eligible to accept an early learning scholarship under this section.~~

24.21 Sec. 4. Minnesota Statutes 2018, section 124D.74, subdivision 1, is amended to read:

24.22 Subdivision 1. **Program described.** American Indian education programs are programs
24.23 in public elementary and secondary schools, nonsectarian nonpublic, community, tribal,
24.24 charter, or alternative schools enrolling American Indian children designed to:

24.25 (1) support postsecondary preparation for American Indian pupils;

24.26 (2) support the academic achievement of American Indian ~~students~~ pupils;

24.27 (3) make the curriculum relevant to the needs, interests, and cultural heritage of American
24.28 Indian pupils;

24.29 (4) provide positive reinforcement of the self-image of American Indian pupils;

25.1 (5) develop intercultural awareness among pupils, parents, and staff; and

25.2 (6) supplement, not supplant, state and federal educational and cocurricular programs.

25.3 Program services designed to increase completion and graduation rates of American Indian
25.4 ~~students~~ pupils must emphasize academic achievement, retention, and attendance;
25.5 development of support services for staff, including in-service training and technical
25.6 assistance in methods of teaching American Indian pupils; research projects, including
25.7 innovative teaching approaches and evaluation of methods of relating to American Indian
25.8 pupils; provision of career counseling to American Indian pupils; modification of curriculum,
25.9 instructional methods, and administrative procedures to meet the needs of American Indian
25.10 pupils; and ~~supplemental~~ instruction in American Indian language, literature, history, and
25.11 culture. Districts offering programs may make contracts for the provision of program services
25.12 by establishing cooperative liaisons with tribal programs and American Indian social service
25.13 agencies. These programs may also be provided as components of early childhood and
25.14 family education programs.

25.15 Sec. 5. Minnesota Statutes 2018, section 124D.78, subdivision 1, is amended to read:

25.16 Subdivision 1. **Parent committee.** (a) School boards and American Indian schools must
25.17 provide for the maximum involvement of parents of children enrolled in education programs,
25.18 programs for elementary and secondary grades, special education programs, and support
25.19 services. Accordingly, the board of a school district in which there are ten or more American
25.20 Indian students enrolled and each American Indian school must establish an American
25.21 Indian education parent advisory committee.

25.22 (b) For purposes of this section, American Indian students are defined as persons having
25.23 origins in any of the original peoples of North America who maintain cultural identification
25.24 through tribal affiliation or community recognition.

25.25 (c) If a committee whose membership consists of a majority of parents of American
25.26 Indian children has been or is established according to federal, tribal, or other state law, that
25.27 committee may serve as the committee required by this section and is subject to, at least,
25.28 the requirements of this subdivision and subdivision 2.

25.29 (d) The American Indian education parent advisory committee must develop its
25.30 recommendations in consultation with the curriculum advisory committee required by
25.31 section 120B.11, subdivision 3. This committee must afford parents the necessary information
25.32 and the opportunity effectively to express their views concerning all aspects of American
25.33 Indian education and the educational needs of the American Indian children enrolled in the

26.1 school or program. The school board or American Indian school must ensure that programs
26.2 are planned, operated, and evaluated with the involvement of and in consultation with parents
26.3 of American Indian students served by the programs as evidenced by American Indian
26.4 education parent advisory committee meeting minutes.

26.5 Sec. 6. Minnesota Statutes 2018, section 124D.78, subdivision 3, is amended to read:

26.6 Subd. 3. **Membership.** The American Indian education parent advisory committee must
26.7 be composed of parents of children eligible to be enrolled in American Indian education
26.8 programs; secondary students eligible to be served; American Indian language and culture
26.9 education teachers and paraprofessionals; American Indian teachers; counselors; adult
26.10 American Indian people enrolled in educational programs; and representatives from
26.11 community groups. A majority of each committee must be parents of American Indian
26.12 children enrolled or eligible to be enrolled in the programs. ~~The number of parents of~~
26.13 ~~American Indian and non-American Indian children shall reflect approximately the proportion~~
26.14 ~~of children of those groups enrolled in the programs.~~

26.15 Sec. 7. Minnesota Statutes 2018, section 124D.79, subdivision 2, is amended to read:

26.16 Subd. 2. **Technical assistance.** The commissioner ~~shall~~ must provide technical assistance,
26.17 which must include an annual report of American Indian student data using the state count,
26.18 to districts, schools and postsecondary institutions for preservice and in-service training for
26.19 teachers, American Indian education teachers and paraprofessionals specifically designed
26.20 to implement culturally responsive teaching methods, culturally based curriculum
26.21 development, testing and testing mechanisms, and the development of materials for American
26.22 Indian education programs.

26.23 Sec. 8. Minnesota Statutes 2018, section 124D.81, subdivision 1, is amended to read:

26.24 Subdivision 1. **Procedures.** A school district, charter school, or American
26.25 Indian-controlled tribal contract or grant school enrolling at least 20 American Indian
26.26 students identified by the state count on October 1 of the previous school year and operating
26.27 an American Indian education program according to section 124D.74 is eligible for Indian
26.28 education aid if it meets the requirements of this section. Programs may provide for contracts
26.29 for the provision of program components by nonsectarian nonpublic, community, tribal,
26.30 charter, or alternative schools. The commissioner shall prescribe the form and manner of
26.31 application for aids, and no aid shall be made for a program not complying with the
26.32 requirements of sections 124D.71 to 124D.82.

27.1 Sec. 9. Minnesota Statutes 2018, section 124D.862, subdivision 7, is amended to read:

27.2 Subd. 7. **Revenue reserved.** Integration revenue received under this section must be
27.3 reserved and used only for the programs authorized in section 124D.861, subdivision 2.

27.4 Sec. 10. Minnesota Statutes 2018, section 124E.03, is amended by adding a subdivision
27.5 to read:

27.6 Subd. 8. **English learners.** A charter school is subject to and must comply with the
27.7 Education for English Learners Act under sections 124D.58 to 124D.64 as though it were
27.8 a district.

27.9 Sec. 11. Minnesota Statutes 2018, section 124E.03, is amended by adding a subdivision
27.10 to read:

27.11 Subd. 9. **Corporal punishment.** A charter school is subject to and must comply with
27.12 section 121A.58 as though it were a district.

27.13 Sec. 12. Minnesota Statutes 2018, section 124E.05, subdivision 4, is amended to read:

27.14 Subd. 4. **Application content.** (a) To be approved as an authorizer, an applicant must
27.15 include in its application to the commissioner at least the following:

27.16 (1) how the organization carries out its mission by chartering schools;

27.17 (2) a description of the capacity of the organization to serve as an authorizer, including
27.18 the positions allocated to authorizing duties, the qualifications for those positions, the
27.19 full-time equivalencies of those positions, and the financial resources available to fund the
27.20 positions;

27.21 (3) the application and review process the authorizer uses to decide whether to grant
27.22 charters;

27.23 (4) the type of contract it arranges with the schools it charters to meet the provisions of
27.24 section 124E.10;

27.25 (5) the process for overseeing the school, consistent with clause (4), to ensure that the
27.26 schools chartered comply with applicable law and rules and the contract;

27.27 (6) the criteria and process the authorizer uses to approve applications adding grades or
27.28 sites under section 124E.06, subdivision 5;

27.29 (7) the process for renewing or terminating the school's charter based on evidence
27.30 showing the academic, organizational, and financial competency of the school, including

28.1 its success in increasing student achievement and meeting the goals of the charter school
28.2 agreement; and

28.3 (8) an assurance specifying that the organization is committed to serving as an authorizer
28.4 ~~for the full five-year term~~ until the commissioner terminates the organization's ability to
28.5 authorize charter schools under subdivision 6, or until the organization formally withdraws
28.6 as an approved authorizer under subdivision 7.

28.7 (b) Notwithstanding paragraph (a), an authorizer that is a school district may satisfy the
28.8 requirements of paragraph (a), clauses (1) and (2), and any requirement governing a conflict
28.9 of interest between an authorizer and its charter schools or ongoing evaluation or continuing
28.10 education of an administrator or other professional support staff by submitting to the
28.11 commissioner a written promise to comply with the requirements.

28.12 Sec. 13. Minnesota Statutes 2018, section 124E.05, subdivision 7, is amended to read:

28.13 Subd. 7. **Withdrawal.** If the governing board of an approved authorizer votes to withdraw
28.14 as an approved authorizer for a reason unrelated to any cause under ~~section 124E.10,~~
28.15 ~~subdivision 4~~ subdivision 6, the authorizer must notify all its chartered schools and the
28.16 commissioner in writing by March 1 of its intent to withdraw as an authorizer on June 30
28.17 in the next calendar year, ~~regardless of when the authorizer's five-year term of approval~~
28.18 ~~ends.~~ Upon notification of the schools and commissioner, the authorizer must provide a
28.19 letter to the school for distribution to families of students enrolled in the school that explains
28.20 the decision to withdraw as an authorizer. The commissioner may approve the transfer of
28.21 a charter school to a new authorizer under section 124E.10, subdivision 5.

28.22 Sec. 14. Minnesota Statutes 2018, section 124E.11, is amended to read:

28.23 **124E.11 ADMISSION REQUIREMENTS AND ENROLLMENT.**

28.24 (a) A charter school, including its preschool or prekindergarten program established
28.25 under section 124E.06, subdivision 3, paragraph (b), may limit admission to:

28.26 (1) pupils within an age group or grade level;

28.27 (2) pupils who are eligible to participate in the graduation incentives program under
28.28 section 124D.68; or

28.29 (3) residents of a specific geographic area in which the school is located when the
28.30 majority of students served by the school are members of underserved populations.

29.1 (b) A charter school, including its preschool or prekindergarten program established
29.2 under section 124E.06, subdivision 3, paragraph (b), shall enroll an eligible pupil who
29.3 submits a timely application, unless the number of applications exceeds the capacity of a
29.4 program, class, grade level, or building. In this case, pupils must be accepted by lot. The
29.5 charter school must develop and publish, including on its website, a lottery policy and
29.6 process that it must use when accepting pupils by lot.

29.7 (c) A charter school shall give enrollment preference to a sibling of an enrolled pupil
29.8 and to a foster child of that pupil's parents and may give preference for enrolling children
29.9 of the school's staff before accepting other pupils by lot. A charter school that is located in
29.10 Duluth township in St. Louis County and admits students in kindergarten through grade 6
29.11 must give enrollment preference to students residing within a five-mile radius of the school
29.12 and to the siblings of enrolled children. A charter school may give enrollment preference
29.13 to children currently enrolled in the school's free preschool or prekindergarten program
29.14 under section 124E.06, subdivision 3, paragraph (b), who are eligible to enroll in kindergarten
29.15 in the next school year.

29.16 (d) Admission to a charter school is free to any person who resides within the state of
29.17 Minnesota. A person shall not be admitted to a charter school (1) as a kindergarten pupil,
29.18 unless the pupil is at least five years of age on September 1 of the calendar year in which
29.19 the school year for which the pupil seeks admission commences; or (2) as a first grade
29.20 student, unless the pupil is at least six years of age on September 1 of the calendar year in
29.21 which the school year for which the pupil seeks admission commences or has completed
29.22 kindergarten; except that a charter school may establish and publish on its website a policy
29.23 for admission of selected pupils at an earlier age, consistent with the enrollment process in
29.24 paragraphs (b) and (c).

29.25 (e) Except as permitted in paragraph (d), a charter school, including its preschool or
29.26 prekindergarten program established under section 124E.06, subdivision 3, paragraph (b),
29.27 may not limit admission to pupils on the basis of intellectual ability, measures of achievement
29.28 or aptitude, or athletic ability and may not establish any criteria or requirements for admission
29.29 that are inconsistent with this section.

29.30 (f) The charter school shall not distribute any services or goods of value to students,
29.31 parents, or guardians as an inducement, term, or condition of enrolling a student in a charter
29.32 school.

30.1 (g) Once a student is enrolled in the school, the student is considered enrolled in the
30.2 school until the student formally withdraws or is expelled under the Pupil Fair Dismissal
30.3 Act in sections 121A.40 to 121A.56.

30.4 (h) A charter school with at least 90 percent of enrolled students who are eligible for
30.5 special education services and have a primary disability of deaf or hard-of-hearing may
30.6 enroll prekindergarten pupils with a disability under section 126C.05, subdivision 1,
30.7 paragraph (a), and must comply with the federal Individuals with Disabilities Education
30.8 Act under Code of Federal Regulations, title 34, section 300.324, subsection (2), clause
30.9 (iv).

30.10 Sec. 15. Minnesota Statutes 2018, section 124E.13, subdivision 3, is amended to read:

30.11 Subd. 3. **Affiliated nonprofit building corporation.** (a) An affiliated nonprofit building
30.12 corporation may purchase, expand, or renovate an existing facility to serve as a school or
30.13 may construct a new school facility. ~~A~~ One local education agency charter school may
30.14 organize an affiliated nonprofit building corporation if the charter school:

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

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

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

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

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

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

30.24 (1) be incorporated under section 317A;

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

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

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

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

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

31.7 (d) The board of directors of the charter school must ensure the affiliated nonprofit
31.8 building corporation complies with all applicable legal requirements. The charter school's
31.9 authorizer must oversee the efforts of the board of directors of the charter school to ensure
31.10 legal compliance of the affiliated building corporation. A school's board of directors that
31.11 fails to ensure the affiliated nonprofit building corporation's compliance violates its
31.12 responsibilities and an authorizer must consider that failure when evaluating the charter
31.13 school.

31.14 Sec. 16. Minnesota Statutes 2018, section 125A.091, is amended by adding a subdivision
31.15 to read:

31.16 Subd. 29. **Rulemaking.** The commissioner of education must adopt rules or amend
31.17 Minnesota Rules, part 3525.3700, subparts 1 and 1a, to carry out the provisions of
31.18 subdivisions 3a and 7.

31.19 Sec. 17. Minnesota Statutes 2018, section 125A.30, is amended to read:

31.20 **125A.30 INTERAGENCY EARLY INTERVENTION COMMITTEES.**

31.21 (a) A group of school districts or special education cooperatives, in cooperation with
31.22 the county and tribal health and human service agencies located in the county or counties
31.23 in which the districts or cooperatives are located, must establish an Interagency Early
31.24 Intervention Committee for children with disabilities under age five and their families under
31.25 this section, and for children with disabilities ages three to 22 consistent with the requirements
31.26 under sections 125A.023 and 125A.027. Committees must include representatives of local
31.27 health, education, and county and tribal human service agencies, early childhood family
31.28 education programs, Head Start, parents of young children with disabilities under age 12,
31.29 child care resource and referral agencies, school readiness programs, current service
31.30 providers, and agencies that serve families experiencing homelessness, and may also include
31.31 representatives from other private or public agencies and school nurses. The committee
31.32 must elect a chair from among its members and must meet at least quarterly.

32.1 (b) The committee must develop and implement interagency policies and procedures
32.2 concerning the following ongoing duties:

32.3 (1) develop public awareness systems designed to inform potential recipient families,
32.4 especially parents with premature infants, or infants with other physical risk factors associated
32.5 with learning or development complications, of available programs and services;

32.6 (2) to reduce families' need for future services, and especially parents with premature
32.7 infants, or infants with other physical risk factors associated with learning or development
32.8 complications, implement interagency child find systems designed to actively seek out,
32.9 identify, and refer infants and young children with, or at risk of, disabilities, including a
32.10 child under the age of three who: (i) is the subject of a substantiated case of abuse or neglect
32.11 or (ii) is identified as directly affected by illegal substance abuse, or withdrawal symptoms
32.12 resulting from prenatal drug exposure;

32.13 (3) implement a process for assuring that services involve cooperating agencies at all
32.14 steps leading to individualized programs;

32.15 (4) identify the current services and funding being provided within the community for
32.16 children with disabilities under age five and their families; and

32.17 (5) develop a plan for the allocation and expenditure of federal early intervention funds
32.18 under United States Code, title 20, section 1471 et seq. (Part C, Public Law 108-446) and
32.19 United States Code, title 20, section 631, et seq. (Chapter I, Public Law 89-313).

32.20 (c) The local committee shall also participate in needs assessments and program planning
32.21 activities conducted by local social service, health and education agencies for young children
32.22 with disabilities and their families.

32.23 Sec. 18. Minnesota Statutes 2018, section 134.31, subdivision 4a, is amended to read:

32.24 Subd. 4a. **Services to people with visual and physical disabilities.** The Minnesota
32.25 Department of Education shall provide specialized services to people with visual and physical
32.26 disabilities through the Minnesota Braille and Talking Book Library under a cooperative
32.27 plan with the National Library ~~Services~~ Service for the Blind and ~~Physically Handicapped~~
32.28 Print Disabled of the Library of Congress.

32.29 Sec. 19. Minnesota Statutes 2018, section 609A.03, subdivision 7a, is amended to read:

32.30 Subd. 7a. **Limitations of order effective January 1, 2015, and later.** (a) Upon issuance
32.31 of an expungement order related to a charge supported by probable cause, the DNA samples
32.32 and DNA records held by the Bureau of Criminal Apprehension and collected under authority

33.1 other than section 299C.105 shall not be sealed, returned to the subject of the record, or
33.2 destroyed.

33.3 (b) Notwithstanding the issuance of an expungement order:

33.4 (1) except as provided in clause (2), an expunged record may be opened, used, or
33.5 exchanged between criminal justice agencies without a court order for the purposes of
33.6 initiating, furthering, or completing a criminal investigation or prosecution or for sentencing
33.7 purposes or providing probation or other correctional services;

33.8 (2) when a criminal justice agency seeks access to a record that was sealed under section
33.9 609A.02, subdivision 3, paragraph (a), clause (1), after an acquittal or a court order dismissing
33.10 for lack of probable cause, for purposes of a criminal investigation, prosecution, or
33.11 sentencing, the requesting agency must obtain an ex parte court order after stating a
33.12 good-faith basis to believe that opening the record may lead to relevant information;

33.13 (3) an expunged record of a conviction may be opened for purposes of evaluating a
33.14 prospective employee in a criminal justice agency without a court order;

33.15 (4) an expunged record of a conviction may be opened for purposes of a background
33.16 study under section 245C.08 unless the commissioner had been properly served with notice
33.17 of the petition for expungement and the court order for expungement is directed specifically
33.18 to the commissioner of human services;

33.19 (5) an expunged record of a conviction may be opened for purposes of a background
33.20 check required under section 122A.18, subdivision 8, unless the court order for expungement
33.21 is directed specifically to the Professional Educator Licensing and Standards Board ~~or the~~
33.22 ~~licensing division of the Department of Education;~~ and

33.23 (6) the court may order an expunged record opened upon request by the victim of the
33.24 underlying offense if the court determines that the record is substantially related to a matter
33.25 for which the victim is before the court.

33.26 (c) An agency or jurisdiction subject to an expungement order shall maintain the record
33.27 in a manner that provides access to the record by a criminal justice agency under paragraph
33.28 (b), clause (1) or (2), but notifies the recipient that the record has been sealed. The Bureau
33.29 of Criminal Apprehension shall notify the commissioner of human services, or the
33.30 Professional Educator Licensing and Standards Board, ~~or the licensing division of the~~
33.31 ~~Department of Education~~ of the existence of a sealed record and of the right to obtain access
33.32 under paragraph (b), clause (4) or (5). Upon request, the agency or jurisdiction subject to
33.33 the expungement order shall provide access to the record to the commissioner of human

34.1 services, or the Professional Educator Licensing and Standards Board, or the licensing
 34.2 division of the Department of Education under paragraph (b), clause (4) or (5).

34.3 (d) An expunged record that is opened or exchanged under this subdivision remains
 34.4 subject to the expungement order in the hands of the person receiving the record.

34.5 (e) A criminal justice agency that receives an expunged record under paragraph (b),
 34.6 clause (1) or (2), must maintain and store the record in a manner that restricts the use of the
 34.7 record to the investigation, prosecution, or sentencing for which it was obtained.

34.8 (f) For purposes of this section, a "criminal justice agency" means a court or government
 34.9 agency that performs the administration of criminal justice under statutory authority.

34.10 (g) This subdivision applies to expungement orders subject to its limitations and effective
 34.11 on or after January 1, 2015.

34.12 ARTICLE 5

34.13 TECHNICAL RECODIFICATION

34.14 Section 1. REVISOR INSTRUCTION.

34.15 The revisor of statutes shall renumber each section of Minnesota Statutes listed in column
 34.16 A with the number listed in column B. The revisor shall also make necessary cross-reference
 34.17 changes consistent with the renumbering.

34.18 Column A

34.18 Column B

34.19 General Requirements Statewide

34.20	<u>120B.30, subdivision 1a, paragraph (h)</u>	<u>120B.30, subdivision 1</u>
34.21	<u>120B.30, subdivision 1, paragraph (q)</u>	<u>120B.30, subdivision 2</u>
34.22	<u>120B.30, subdivision 1a, paragraph (g)</u>	<u>120B.30, subdivision 3</u>
34.23	<u>120B.30, subdivision 1b</u>	<u>120B.30, subdivision 4</u>
34.24	<u>120B.30, subdivision 1, paragraph (n)</u>	<u>120B.30, subdivision 5, paragraph (a)</u>
34.25	<u>120B.30, subdivision 1, paragraph (a)</u>	<u>120B.30, subdivision 5, paragraph (b)</u>
34.26	<u>120B.30, subdivision 1a, paragraph (e)</u>	<u>120B.30, subdivision 6, paragraph (a)</u>
34.27	<u>120B.30, subdivision 2, paragraph (a)</u>	<u>120B.30, subdivision 6, paragraph (b)</u>
34.28	<u>120B.30, subdivision 2, paragraph (b),</u>	<u>120B.30, subdivision 6, paragraph (c)</u>
34.29	<u>clauses (1) and (2)</u>	
34.30	<u>120B.30, subdivision 2</u>	<u>120B.30, subdivision 6, paragraph (d)</u>
34.31	<u>120B.30, subdivision 4</u>	<u>120B.30, subdivision 7</u>
34.32	<u>120B.30, subdivision 5</u>	<u>120B.30, subdivision 8</u>
34.33	<u>120B.30, subdivision 6</u>	<u>120B.30, subdivision 9</u>
34.34	<u>120B.30, subdivision 1, paragraph (e)</u>	<u>120B.30, subdivision 10</u>

- 35.1 General Requirements Test Design
- 35.2 120B.30, subdivision 1a, paragraph (a), 120B.301, subdivision 1
35.3 clauses (1) to (5)
- 35.4 120B.30, subdivision 1, paragraph (a) 120B.301, subdivision 2
- 35.5 120B.30, subdivision 1, paragraph (b) 120B.301, subdivision 3, paragraph (a)
- 35.6 120B.30, subdivision 1, paragraph (n) 120B.301, subdivision 3, paragraph (b)
- 35.7 120B.30, subdivision 1a, paragraph (b) 120B.301, subdivision 3, paragraph (c)
- 35.8 120B.30, subdivision 1a, paragraph (c), 120B.301, subdivision 3, paragraph (d)
35.9 clauses (1) and (2)
- 35.10 Assessment Graduation Requirements
- 35.11 120B.30, subdivision 1, paragraph (c), 120B.304, subdivision 1
35.12 clauses (1) and (2)
- 35.13 120B.30, subdivision 1, paragraph (d) 120B.304, subdivision 2
- 35.14 120B.30, subdivision 1, paragraph (i) 120B.304, subdivision 3
- 35.15 Assessment Reporting Requirements
- 35.16 120B.30, subdivision 1a, paragraph (f), 120B.305, subdivision 1
35.17 clauses (1) to (3)
- 35.18 120B.30, subdivision 1a, paragraph (d), 120B.305, subdivision 2, paragraph (a)
35.19 clauses (1) to (4)
- 35.20 120B.30, subdivision 1, paragraph (m) 120B.305, subdivision 2, paragraph (b)
- 35.21 120B.30, subdivision 1, paragraph (n) 120B.305, subdivision 2, paragraph (c)
- 35.22 120B.30, subdivision 1, paragraph (o), 120B.305, subdivision 3, paragraph (a)
35.23 clauses (1) to (4)
- 35.24 120B.30, subdivision 3 120B.305, subdivision 3, paragraph (b)
- 35.25 District Assessment Requirements
- 35.26 120B.301, paragraphs (a) to (c) 120B.306, subdivision 1
- 35.27 120B.304, paragraphs (a) and (b) 120B.306, subdivision 2
- 35.28 College and Career Readiness
- 35.29 120B.30, subdivision 1, paragraph (p) 120B.307, subdivision 1
- 35.30 120B.30, subdivision 1, paragraph (d) 120B.307, subdivision 2
- 35.31 120B.30, subdivision 1, paragraph (f) 120B.307, subdivision 3
- 35.32 120B.30, subdivision 1, paragraph (g) 120B.307, subdivision 4, paragraph (a)
- 35.33 120B.30, subdivision 1, paragraph (h) 120B.307, subdivision 4, paragraph (b)
- 35.34 120B.30, subdivision 1, paragraph (j) 120B.307, subdivision 4, paragraph (c)
- 35.35 120B.30, subdivision 1, paragraph (k) 120B.307, subdivision 4, paragraph (d)
- 35.36 120B.30, subdivision 1, paragraph (l) 120B.307, subdivision 4, paragraph (e)"
- 35.37 Amend the title accordingly