

1.1 moves to amend H.F. No. 5237 as follows:

1.2 Delete everything after the enacting clause and insert:

1.3 "ARTICLE 1

1.4 GENERAL EDUCATION

1.5 Section 1. Minnesota Statutes 2022, section 120A.41, is amended to read:

1.6 **120A.41 LENGTH OF SCHOOL YEAR; HOURS OF INSTRUCTION.**

1.7 (a) A school board's annual school calendar must include at least 425 hours of instruction
1.8 for a kindergarten student ~~without a disability~~, 935 hours of instruction for a student in
1.9 grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not
1.10 including summer school. The school calendar for all-day kindergarten must include at least
1.11 850 hours of instruction for the school year. The school calendar for a prekindergarten
1.12 student under section 124D.151, if offered by the district, must include at least 350 hours
1.13 of instruction for the school year. A school board's annual calendar must include at least
1.14 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule
1.15 has been approved by the commissioner under section 124D.126.

1.16 (b) A school board's annual school calendar may include plans for up to five days of
1.17 instruction provided through online instruction due to inclement weather. The inclement
1.18 weather plans must be developed according to section 120A.414.

1.19 Sec. 2. Minnesota Statutes 2023 Supplement, section 123B.92, subdivision 11, is amended
1.20 to read:

1.21 Subd. 11. **Area learning center transportation aid.** (a) A district or cooperative unit
1.22 that provides transportation of pupils to and from an area learning center program established

2.1 under section 123A.05 is eligible for state aid to reimburse the additional costs of
2.2 transportation during the preceding fiscal year.

2.3 (b) A district or cooperative unit may apply to the commissioner of education for state
2.4 aid to reimburse the costs of transporting pupils who are enrolled in an area learning center
2.5 program established under section 123A.05 during the preceding fiscal year. The
2.6 commissioner shall develop the form and manner of applications for state aid, the criteria
2.7 to determine when transportation is necessary, and the accounting procedure to determine
2.8 excess costs. In determining aid amounts, the commissioner shall consider other revenue
2.9 received by the district or cooperative unit for transportation for area learning center purposes.

2.10 (c) The total aid entitlement for this section is \$1,000,000 each year. The commissioner
2.11 must prorate aid if this amount is insufficient to reimburse ~~district~~ costs for a district or
2.12 cooperative unit.

2.13 **EFFECTIVE DATE.** This section is effective for aid for fiscal year 2025 and later.

2.14 Sec. 3. Minnesota Statutes 2023 Supplement, section 124D.65, subdivision 5, is amended
2.15 to read:

2.16 Subd. 5. **School district EL revenue.** (a) For fiscal year 2024 through fiscal year 2026,
2.17 a district's English learner programs revenue equals the sum of:

2.18 (1) the product of (i) \$1,228, and (ii) the greater of 20 or the adjusted average daily
2.19 membership of eligible English learners enrolled in the district during the current fiscal
2.20 year; and

2.21 (2) \$436 times the English learner pupil units under section 126C.05, subdivision 17.

2.22 (b) For fiscal year 2027 and later, a district's English learner programs revenue equals
2.23 the sum of:

2.24 (1) the product of (i) \$1,775, and (ii) the greater of 20 or the adjusted average daily
2.25 membership of eligible English learners enrolled in the district during the current fiscal
2.26 year;

2.27 (2) \$630 times the English learner pupil units under section 126C.05, subdivision 17;
2.28 and

2.29 (3) the district's English learner cross subsidy aid. A district's English learner cross
2.30 subsidy aid ~~under paragraph (e)~~ equals 25 percent of the district's English learner cross
2.31 subsidy under paragraph (c) for fiscal year 2027 and later.

3.1 (c) A district's English learner cross subsidy aid equals the greater of zero or the difference
3.2 between the district's expenditures for qualifying English learner services for the second
3.3 previous year and the district's English learner revenue under paragraph (b), clauses (1) and
3.4 (2) for the second previous year. "Qualifying English learner services" means the services
3.5 necessary to implement the Language Instruction Educational Program for students identified
3.6 as English learners under sections 124D.58 to 124D.65. Only expenditures that both address
3.7 the English language development standards in Minnesota Rules, parts 3501.1200 and
3.8 3501.1210, which may include home language instruction, and are supplemental to the cost
3.9 of core content instruction may be included as expenditures for qualifying English learner
3.10 services. Expenditures do not include costs related to construction, indirect costs, core
3.11 content instruction, or core administrative personnel.

3.12 (d) A pupil ceases to generate state English learner aid in the school year following the
3.13 school year in which the pupil attains the state cutoff score on a commissioner-provided
3.14 assessment that measures the pupil's emerging academic English.

3.15 Sec. 4. Minnesota Statutes 2023 Supplement, section 124D.995, subdivision 3, is amended
3.16 to read:

3.17 Subd. 3. **Money appropriated.** (a) Subject to the availability of funds, money in the
3.18 account is annually appropriated to the commissioner of education to reimburse school
3.19 districts; charter schools; intermediate school districts and cooperative units under section
3.20 123A.24, subdivision 2; the Perpich Center for Arts Education; and the Minnesota State
3.21 Academies for costs associated with providing unemployment benefits to school employees
3.22 under section 268.085, subdivision 7, paragraph (b).

3.23 (b) The Perpich Center for Arts Education and the Minnesota State Academies may only
3.24 apply to the commissioner for reimbursement of unemployment insurance amounts in excess
3.25 of the amounts specifically identified in their annual agency appropriations.

3.26 (c) If the amount in the account is insufficient, the commissioner must proportionately
3.27 reduce the aid payment to each recipient. Aid payments must be paid ~~100~~ 90 percent in the
3.28 current year and 10 percent in the following year.

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

3.30 Sec. 5. Minnesota Statutes 2022, section 126C.05, subdivision 15, is amended to read:

3.31 Subd. 15. **Learning year pupil units.** (a) When a pupil is enrolled in a learning year
3.32 program under section 124D.128, an area learning center or an alternative learning program

4.1 approved by the commissioner under sections 123A.05 and 123A.06, or a contract alternative
4.2 program under section 124D.68, subdivision 3, paragraph (d), or subdivision 4, for more
4.3 than 1,020 hours in a school year for a secondary student, more than 935 hours in a school
4.4 year for an elementary student, more than 850 hours in a school year for a kindergarten
4.5 student ~~without a disability~~ in an all-day kindergarten program, or more than 425 hours in
4.6 a school year for a half-day kindergarten student ~~without a disability~~, that pupil may be
4.7 counted as more than one pupil in average daily membership for purposes of section 126C.10,
4.8 subdivision 2a. The amount in excess of one pupil must be determined by the ratio of the
4.9 number of hours of instruction provided to that pupil in excess of: (i) the greater of 1,020
4.10 hours or the number of hours required for a full-time secondary pupil in the district to 1,020
4.11 for a secondary pupil; (ii) the greater of 935 hours or the number of hours required for a
4.12 full-time elementary pupil in the district to 935 for an elementary pupil in grades 1 through
4.13 6; and (iii) the greater of 850 hours or the number of hours required for a full-time
4.14 kindergarten student ~~without a disability~~ in the district to 850 for a kindergarten student
4.15 ~~without a disability~~. Hours that occur after the close of the instructional year in June shall
4.16 be attributable to the following fiscal year. A student in kindergarten or grades 1 through
4.17 12 must not be counted as more than 1.2 pupils in average daily membership under this
4.18 subdivision.

4.19 (b)(i) To receive general education revenue for a pupil in an area learning center or
4.20 alternative learning program that has an independent study component, a district must meet
4.21 the requirements in this paragraph. The district must develop, for the pupil, a continual
4.22 learning plan consistent with section 124D.128, subdivision 3. Each school district that has
4.23 an area learning center or alternative learning program must reserve revenue in an amount
4.24 equal to at least 90 and not more than 100 percent of the district average general education
4.25 revenue per pupil unit, minus an amount equal to the product of the formula allowance
4.26 according to section 126C.10, subdivision 2, times .0466, calculated without basic skills
4.27 revenue, local optional revenue, and transportation sparsity revenue, times the number of
4.28 pupil units generated by students attending an area learning center or alternative learning
4.29 program. The amount of reserved revenue available under this subdivision may only be
4.30 spent for program costs associated with the area learning center or alternative learning
4.31 program. Basic skills revenue generated according to section 126C.10, subdivision 4, by
4.32 pupils attending the eligible program must be allocated to the program.

4.33 (ii) General education revenue for a pupil in a state-approved alternative program without
4.34 an independent study component must be prorated for a pupil participating for less than a
4.35 full year, or its equivalent. The district must develop a continual learning plan for the pupil,

5.1 consistent with section 124D.128, subdivision 3. Each school district that has an area learning
5.2 center or alternative learning program must reserve revenue in an amount equal to at least
5.3 90 and not more than 100 percent of the district average general education revenue per pupil
5.4 unit, minus an amount equal to the product of the formula allowance according to section
5.5 126C.10, subdivision 2, times .0466, calculated without basic skills revenue, local optional
5.6 revenue, and transportation sparsity revenue, times the number of pupil units generated by
5.7 students attending an area learning center or alternative learning program. The amount of
5.8 reserved revenue available under this subdivision may only be spent for program costs
5.9 associated with the area learning center or alternative learning program. Basic skills revenue
5.10 generated according to section 126C.10, subdivision 4, by pupils attending the eligible
5.11 program must be allocated to the program.

5.12 (iii) General education revenue for a pupil in a state-approved alternative program that
5.13 has an independent study component must be paid for each hour of teacher contact time
5.14 and each hour of independent study time completed toward a credit or graduation standards
5.15 necessary for graduation. Average daily membership for a pupil shall equal the number of
5.16 hours of teacher contact time and independent study time divided by 1,020.

5.17 (iv) For a state-approved alternative program having an independent study component,
5.18 the commissioner shall require a description of the courses in the program, the kinds of
5.19 independent study involved, the expected learning outcomes of the courses, and the means
5.20 of measuring student performance against the expected outcomes.

5.21 Sec. 6. Minnesota Statutes 2023 Supplement, section 126C.10, subdivision 2e, is amended
5.22 to read:

5.23 Subd. 2e. **Local optional revenue.** (a) Local optional revenue for a school district equals
5.24 the sum of the district's first tier local optional revenue and second tier local optional revenue.
5.25 A district's first tier local optional revenue equals \$300 times the adjusted pupil units of the
5.26 district for that school year. A district's second tier local optional revenue equals \$424 times
5.27 the adjusted pupil units of the district for that school year.

5.28 (b) A district's local optional levy equals the sum of the first tier local optional levy and
5.29 the second tier local optional levy.

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

6.1 (d) For fiscal year 2023, a district's second tier local optional levy equals the district's
6.2 second tier local optional revenue times the lesser of one or the ratio of the district's
6.3 referendum market value per resident pupil unit to \$548,842. For fiscal year 2024, a district's
6.4 second tier local optional levy equals the district's second tier local optional revenue times
6.5 the lesser of one or the ratio of the district's referendum market value per resident pupil unit
6.6 to \$510,000. For fiscal year 2025, a district's second tier local optional levy equals the
6.7 district's second tier local optional revenue times the lesser of one or the ratio of the district's
6.8 referendum market value per resident pupil unit to ~~\$587,244~~ \$626,450. For fiscal year 2026,
6.9 a district's second tier local optional levy equals the district's second tier local optional
6.10 revenue times the lesser of one or the ratio of the district's referendum market value per
6.11 resident pupil unit to \$642,038. For fiscal year 2027 and later, a district's second tier local
6.12 optional levy equals the district's second tier local optional revenue times the lesser of one
6.13 or the ratio of the district's referendum market value per resident pupil unit to \$671,345.

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

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

6.19 Sec. 7. Minnesota Statutes 2023 Supplement, section 126C.10, subdivision 3, is amended
6.20 to read:

6.21 Subd. 3. **Compensatory education revenue.** (a) For fiscal year 2024, the compensatory
6.22 education revenue for each building in the district equals the formula allowance minus \$839
6.23 times the compensation revenue pupil units computed according to section 126C.05,
6.24 subdivision 3. ~~A district's compensatory revenue equals the sum of its compensatory revenue~~
6.25 ~~for each building in the district and the amounts designated under Laws 2015, First Special~~
6.26 ~~Session chapter 3, article 2, section 70, subdivision 8, for fiscal year 2017. Revenue shall~~
6.27 ~~be paid to the district and must be allocated according to section 126C.15, subdivision 2.~~

6.28 (b) For fiscal year 2025, compensatory revenue must be calculated under Laws 2023,
6.29 chapter 18, section 3.

6.30 (c) For fiscal year 2026 and later, the compensatory education revenue for each building
6.31 in the district equals its compensatory pupils multiplied by the building compensatory
6.32 allowance. ~~Revenue shall be paid to the district and must be allocated according to section~~
6.33 ~~126C.15, subdivision 2.~~

7.1 (d) When the district contracting with an alternative program under section 124D.69
7.2 changes prior to the start of a school year, the compensatory revenue generated by pupils
7.3 attending the program shall be paid to the district contracting with the alternative program
7.4 for the current school year, and shall not be paid to the district contracting with the alternative
7.5 program for the prior school year.

7.6 (e) When the fiscal agent district for an area learning center changes prior to the start of
7.7 a school year, the compensatory revenue shall be paid to the fiscal agent district for the
7.8 current school year, and shall not be paid to the fiscal agent district for the prior school year.

7.9 (f) Notwithstanding paragraph (c), for voluntary prekindergarten programs under section
7.10 124D.151, charter schools, and contracted alternative programs in the first year of operation,
7.11 compensatory education revenue must be computed using data for the current fiscal year.
7.12 If the voluntary prekindergarten program, charter school, or contracted alternative program
7.13 begins operation after October 1, compensatory education revenue must be computed based
7.14 on pupils enrolled on an alternate date determined by the commissioner, and the
7.15 compensatory education revenue must be prorated based on the ratio of the number of days
7.16 of student instruction to 170 days.

7.17 (g) Notwithstanding paragraph (c), for fiscal year 2026, if the calculation under paragraph
7.18 ~~(d)~~ (c) results in statewide revenue of less than \$838,947,000, additional revenue must be
7.19 proportionately provided to each building ~~in a manner prescribed~~ by the commissioner of
7.20 education until total statewide revenue equals \$838,947,000.

7.21 (h) Notwithstanding paragraph (c), for fiscal year 2027 and later, if the calculation under
7.22 paragraph (d) results in statewide revenue of less than \$857,152,000, additional revenue
7.23 must be proportionately provided to each building ~~in a manner prescribed~~ by the
7.24 commissioner of education until total statewide revenue equals \$857,152,000.

7.25 (i) A district's compensatory revenue equals the sum of its compensatory revenue
7.26 computed under paragraphs (a) to (h) and the amounts designated under Laws 2015, First
7.27 Special Session chapter 3, article 2, section 70, subdivision 8, for fiscal year 2017.

7.28 (j) Revenue under this subdivision must be paid to the district and must be allocated
7.29 according to section 126C.15, subdivision 2.

7.30 Sec. 8. Minnesota Statutes 2023 Supplement, section 126C.10, subdivision 3c, is amended
7.31 to read:

7.32 Subd. 3c. **Statewide compensatory allowance.** ~~(a)~~ For fiscal year 2026, the statewide
7.33 compensatory allowance is \$6,734. For fiscal year 2027 and later, the statewide compensatory

8.1 allowance equals the statewide compensatory allowance in effect for the prior fiscal year
8.2 times the ratio of the formula allowance under section 126C.10, subdivision 2, for the current
8.3 fiscal year to the formula allowance under section 126C.10, subdivision 2, for the prior
8.4 fiscal year, rounded to the nearest whole dollar.

8.5 ~~(b) For fiscal year 2026 and later, the statewide compensatory allowance equals the~~
8.6 ~~statewide compensatory allowance in effect for the prior fiscal year times the ratio of the~~
8.7 ~~formula allowance under section 126C.10, subdivision 2, for the current fiscal year to the~~
8.8 ~~formula allowance under section 126C.10, subdivision 2, for the prior fiscal year, rounded~~
8.9 ~~to the nearest whole dollar.~~

8.10 Sec. 9. Minnesota Statutes 2023 Supplement, section 126C.10, subdivision 13, is amended
8.11 to read:

8.12 Subd. 13. **Total operating capital revenue.** (a) Total operating capital revenue for a
8.13 district equals the sum of:

8.14 (1) \$79 times the adjusted pupil units for the school year;

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

8.17 (3) \$2 times the adjusted pupil units of the school district for the school year for the
8.18 purposes of supplying menstrual products under subdivision 14, clause (26), and opiate
8.19 antagonists under subdivision 14, clause (27).

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

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

8.25 (d) The revenue under paragraph (a), clause (3), is not subject to the operating capital
8.26 equalization levy formula in 126C.10, subdivision 13a.

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

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

8.29 Subd. 13a. **Operating capital levy.** To obtain operating capital revenue, a district may
8.30 levy an amount not more than the product of its operating capital revenue for the fiscal year
8.31 times the lesser of one or the ratio of its adjusted net tax capacity per adjusted pupil unit to

9.1 the operating capital equalizing factor. The operating capital equalizing factor equals \$23,902
9.2 for fiscal year 2020, \$23,885 for fiscal year 2021, and \$22,912 for fiscal year 2022 and later
9.3 2024, \$23,138 for fiscal year 2025, and \$22,912 for fiscal year 2026 and later.

9.4 Sec. 11. Minnesota Statutes 2023 Supplement, section 126C.10, subdivision 18a, is
9.5 amended to read:

9.6 Subd. 18a. **Pupil transportation adjustment.** (a) An independent, common, or special
9.7 school district's transportation sparsity revenue under subdivision 18 is increased by the
9.8 greater of zero or 35 percent of the difference between:

9.9 (1) the lesser of the district's total cost for regular and excess pupil transportation under
9.10 section 123B.92, subdivision 1, paragraph (b), including depreciation, for the previous fiscal
9.11 year or 105 percent of the district's total cost for the second previous fiscal year; and

9.12 (2) the sum of:

9.13 (i) 4.66 percent of the district's basic revenue for the previous fiscal year;

9.14 (ii) transportation sparsity revenue under subdivision 18 for the previous fiscal year;

9.15 (iii) the district's charter school transportation adjustment for the previous fiscal year;

9.16 ~~and~~

9.17 (iv) the district's reimbursement for transportation provided under section 123B.92,
9.18 subdivision 1, paragraph (b), clause (1), item (vi), for the previous fiscal year; and

9.19 (v) the district's area learning center transportation aid under section 123B.92, subdivision
9.20 11, for the previous fiscal year.

9.21 (b) A charter school's pupil transportation adjustment equals the school district per pupil
9.22 unit adjustment under paragraph (a).

9.23 **EFFECTIVE DATE.** This section is effective for revenue in fiscal year 2025 and later.

9.24 Sec. 12. Minnesota Statutes 2022, section 127A.51, is amended to read:

9.25 **127A.51 STATEWIDE AVERAGE REVENUE.**

9.26 (a) By December 1 of each year the commissioner must estimate the statewide average
9.27 adjusted general revenue per adjusted pupil unit and the disparity in adjusted general revenue
9.28 among pupils and districts by computing the ratio of the 95th percentile to the fifth percentile
9.29 of adjusted general revenue. The commissioner must provide that information to all districts.

10.1 (b) If the disparity in adjusted general revenue as measured by the ratio of the 95th
 10.2 percentile to the fifth percentile increases in any year, the commissioner shall recommend
 10.3 to the legislature options for change in the general education formula that will limit the
 10.4 disparity in adjusted general revenue to no more than the disparity for the previous school
 10.5 year. The commissioner must submit the recommended options to the education committees
 10.6 of the legislature by February 1.

10.7 (c) For purposes of this section and section 126C.10, adjusted general revenue means
 10.8 the sum of basic revenue under section 126C.10, subdivision 2; referendum revenue under
 10.9 section 126C.17; local optional revenue under section 126C.10, subdivision 2e; and equity
 10.10 revenue under section 126C.10, ~~subdivisions 24a and 24b~~ subdivision 24.

10.11 **EFFECTIVE DATE.** This section is effective July 1, 2024.

10.12 Sec. 13. Laws 2023, chapter 55, article 1, section 36, subdivision 2, as amended by Laws
 10.13 2024, chapter 81, section 1, is amended to read:

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

10.16	\$	8,103,909,000	.....	2024
10.17		8,299,317,000		
10.18	\$	<u>8,333,843,000</u>	.....	2025

10.19 (b) The 2024 appropriation includes \$707,254,000 for 2023 and \$7,396,655,000 for
 10.20 2024.

10.21 (c) The 2025 appropriation includes \$771,421,000 for 2024 and ~~\$7,527,896,000~~
 10.22 \$7,562,422,000 for 2025.

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

10.24 Sec. 14. Laws 2023, chapter 55, article 1, section 36, subdivision 8, is amended to read:

10.25 Subd. 8. **One-room schoolhouse.** (a) For a ~~grant~~ aid to Independent School District No.
 10.26 690, Warroad, to operate the Angle Inlet School:

10.27	\$	65,000	.....	2024
10.28	\$	65,000	.....	2025

10.29 (b) This aid is 100 percent payable in the current year.

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

11.1 **Sec. 15. BASIC SKILLS REVENUE ACCOUNT TRANSFERS.**

11.2 Notwithstanding Minnesota Statutes, section 126C.15, subdivision 4, by June 30, 2025,
11.3 school districts with a balance in their basic skills revenue account that is restricted for use
11.4 on extended time programs must transfer those funds to an account that is restricted for
11.5 basic skills revenue.

11.6 **Sec. 16. TASK FORCE ON ENGLISH LEARNER PROGRAMS.**

11.7 Subdivision 1. **Task force established.** A task force is established to analyze how public
11.8 schools use English learner revenue at the site level and administrative level, consider how
11.9 microcredentials or other certifications may be used to improve collaboration between
11.10 teachers working with English learners, and make recommendations on how English learner
11.11 revenue can be used more effectively to help students become proficient in English and
11.12 participate meaningfully and equally in education programs.

11.13 Subd. 2. **Members.** The commissioner of education, in consultation with the executive
11.14 director of the Professional Educator Licensing and Standards Board, must appoint the
11.15 following members to the task force by July 1, 2024:

11.16 (1) the commissioner of education or the commissioner's designee;

11.17 (2) the executive director of the Professional Educator Licensing and Standards Board
11.18 or the executive director's designee;

11.19 (3) the executive director of the Minnesota Education Equity Partnership or the executive
11.20 director's designee;

11.21 (4) one member who represents teacher preparation programs that enroll candidates
11.22 seeking a field license in English as a second language;

11.23 (5) one member who represents school boards;

11.24 (6) one member who represents the superintendent;

11.25 (7) one member who is a teacher of English learners;

11.26 (8) one member who is a teacher in a state-approved alternative program;

11.27 (9) one member who is a director of an English learner program in a school district;

11.28 (10) one member who is a director of a state-approved alternative program;

11.29 (11) one member who is a parent of a student identified as an English learner;

12.1 (12) one member who is a parent liaison to families of English learners in a school
12.2 district;

12.3 (13) one member who is a parent of a student enrolled in a state-approved alternative
12.4 program;

12.5 (14) one member from the Southeast Service Cooperative's Project Momentum; and

12.6 (15) one member from a community organization that works with families of English
12.7 learners.

12.8 Subd. 3. Duties. (a) The task force must:

12.9 (1) review best practices in English learner programming, including:

12.10 (i) an accountability framework that uses student performance on state assessments to
12.11 determine whether the program is improving academic outcomes for English learners;

12.12 (ii) staffing and managing an English learner program, including providing appropriate
12.13 professional development for teachers, administrators, and other staff;

12.14 (iii) evaluation of the efficacy of the English learner program; and

12.15 (iv) ensuring meaningful communication and engagement with limited English proficient
12.16 parents;

12.17 (2) review best practices in providing services to students who are eligible to participate
12.18 in the graduation incentives program under Minnesota Statutes, section 124D.68, including:

12.19 (i) an accountability framework that uses credit recovery rates and graduation rates to
12.20 determine whether the program is improving academic outcomes for participating students;

12.21 and

12.22 (ii) professional development for teachers and other staff;

12.23 (3) analyze how English learner revenue is used at the site level and administrative level
12.24 and whether expenditures align with the best practices identified under clause (1);

12.25 (4) identify obstacles to hiring and retaining necessary staff to support effective English
12.26 learner programs;

12.27 (5) analyze how microcredentials or other certifications can improve collaboration among
12.28 teachers working with English learners, and recommend a process for awarding the
12.29 microcredentials or other certifications; and

13.1 (6) to the extent time is available, review best practices for dual enrollment programs
13.2 for students eligible for the graduation incentives program, including the provision of college
13.3 and career and readiness counselors and:

13.4 (i) an accountability framework based on the acceleration of dual credit accumulation
13.5 before a student graduates from high school;

13.6 (ii) professional development for counselors; and

13.7 (iii) evaluation of the efficacy of the dual enrollment program.

13.8 (b) The task force must review data regarding student access to teachers with a field
13.9 license in English as a second language.

13.10 (c) The task force must report its findings and recommendations on the current use of
13.11 English learner revenue at the site level and administrative level, implementation of
13.12 microcredentials or other certifications, and how English learner funding can be used more
13.13 effectively to help students become proficient in English and participate meaningfully and
13.14 equally in an education program. The task force must submit the report to the legislative
13.15 committees with jurisdiction over kindergarten through grade 12 education by January 15,
13.16 2025.

13.17 Subd. 4. **Compensation.** Minnesota Statutes, section 15.059, subdivision 3, governs
13.18 compensation of the members of the task force.

13.19 Subd. 5. **Meetings and administrative support.** (a) The commissioner of education or
13.20 the commissioner's designee must convene the first meeting of the task force no later than
13.21 July 15, 2024. The task force must establish a schedule for meetings and meet as necessary
13.22 to accomplish the duties under subdivision 3. Meetings are subject to Minnesota Statutes,
13.23 chapter 13D. The task force may meet by telephone or interactive technology consistent
13.24 with Minnesota Statutes, section 13D.015.

13.25 (b) The Department of Education must provide administrative support to assist the task
13.26 force in its work, including providing information and technical support, and must assist in
13.27 the creation of the report under subdivision 3.

13.28 Subd. 6. **Expiration.** The task force expires January 15, 2025, or upon submission of
13.29 the report required under subdivision 3, whichever is later.

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

14.1 **Sec. 17. STUDENT ATTENDANCE PILOT PROGRAM.**

14.2 **Subdivision 1. Pilot program established.** A pilot program is established to support
14.3 districts developing and implementing innovative strategies to improve student attendance,
14.4 and help policymakers determine how to effectively support district efforts to improve
14.5 student attendance and engagement. The pilot program is effective for the 2024-2025,
14.6 2025-2026, and 2026-2027 school years.

14.7 **Subd. 2. Participating districts.** (a) The pilot program consists of the following school
14.8 districts:

14.9 (1) Special School District No. 1, Minneapolis;

14.10 (2) Independent School District No. 13, Columbia Heights;

14.11 (3) Independent School District No. 38, Red Lake;

14.12 (4) Independent School District No. 77, Mankato;

14.13 (5) Independent School District No. 152, Moorhead;

14.14 (6) Independent School District No. 177, Windom;

14.15 (7) Independent School District No. 191, Burnsville;

14.16 (8) Independent School District No. 659, Northfield; and

14.17 (9) Independent School District No. 695, Chisholm.

14.18 (b) Special School District No. 1, Minneapolis must serve as the lead district in the pilot
14.19 program. The duties of the lead district are:

14.20 (1) convening virtual quarterly meetings of the participating districts to share updates
14.21 on implementation to facilitate collaboration on promising practices;

14.22 (2) developing a template for each district to report its goals, strategies, policies, or
14.23 practices for counting and reporting attendance and absences, challenges, efforts to assess
14.24 effectiveness, data on student absenteeism, and lessons learned; and

14.25 (3) reporting progress and results of the pilot program in accordance with subdivision

14.26 4.

14.27 (c) Independent School District No. 38, Red Lake, must partner with Charter School
14.28 District No. 4298, Endazhi-Nitaawiging, to implement strategies to reduce student
14.29 absenteeism at both the district and charter school.

15.1 (d) By July 1, 2024, each district must designate a primary staff person responsible for
15.2 implementing the pilot program. The participating districts must hold their first meeting by
15.3 August 1, 2024.

15.4 Subd. 3. **Strategies.** Participating districts must use pilot program aid to develop and
15.5 implement sustainable strategies to reduce student absenteeism. Allowable uses of pilot
15.6 program aid include but are not limited to:

15.7 (1) addressing risk factors for high absenteeism through supports and interventions;

15.8 (2) strategies that focus on the individual needs of each student;

15.9 (3) personalized outreach to students who have stopped attending school, including
15.10 home visits and connecting with students in community centers or other public areas;

15.11 (4) regular meetings with students to provide tutoring or other supports or to connect
15.12 students with resources that provide tutoring or other supports;

15.13 (5) activities that increase students' sense of belonging in the school community;

15.14 (6) data analysis to assess the effectiveness of district strategies; and

15.15 (7) technology that assists districts' efforts to communicate with students and families.

15.16 Subd. 4. **Reporting.** (a) The lead school district must submit reports to the chairs and
15.17 minority leaders of the legislative committees with jurisdiction over kindergarten through
15.18 grade 12 education by December 31, 2024; July 1, 2025; July 1, 2026; and September 1,
15.19 2027. Each report must include each participating district's individual reports.

15.20 (b) The first report must identify the goals and strategies each district plans to implement
15.21 during the pilot program, and how each district counts and reports latenesses and absences.
15.22 The other reports must identify each district's goals, strategies, challenges in meeting goals
15.23 or implementing planned strategies, promising practices and practices that were not effective,
15.24 and attendance data for the school year preceding the pilot program and the three school
15.25 years of the pilot program. The attendance data must include attendance data for students
15.26 that were absent up to ten percent of classes or school days, between ten and 29 percent of
15.27 classes or school days, between 30 and 49 percent of classes or school days, and 50 percent
15.28 or more of classes or school days; and for students who are homeless or highly mobile. The
15.29 fourth report must also include recommendations for funding and statutory changes that
15.30 would facilitate district efforts to implement local solutions to improve attendance.

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

16.1 Sec. 18. STUDENT ATTENDANCE AND TRUANCY LEGISLATIVE STUDY
16.2 GROUP.

16.3 Subdivision 1. Establishment. A legislative study group is established to study issues
16.4 related to student attendance and truancy.

16.5 Subd. 2. Members. (a) The legislative study group on student attendance and truancy
16.6 consists of:

16.7 (1) four duly elected and currently serving members of the house of representatives, two
16.8 appointed by the speaker of the house and two appointed by the house minority leader; and

16.9 (2) four duly elected and currently serving senators, two appointed by the senate majority
16.10 leader and two appointed by the senate minority leader.

16.11 (b) The appointments must be made by June 15, 2024, and expire December 31, 2024.

16.12 (c) If a vacancy occurs, the leader of the caucus in the house of representatives or senate
16.13 to which the vacating study group member belonged must fill the vacancy.

16.14 Subd. 3. Duties. (a) The legislative study group must study and evaluate ways to increase
16.15 student attendance and reduce truancy. In preparing the recommendations, the group must
16.16 consider the following:

16.17 (1) current statutory requirements relating to student attendance and truancy;

16.18 (2) currently available attendance data and additional data that would help schools and
16.19 policy makers understand and reduce absenteeism;

16.20 (3) the effect of school programs and strategies to improve attendance;

16.21 (4) the role of school principals in addressing student absenteeism;

16.22 (5) the role of the Department of Education in addressing student absenteeism;

16.23 (6) the role of counties in addressing truancy; and

16.24 (7) how truant students are tracked across county lines.

16.25 (b) The study group must identify and include in its report any statutory changes needed
16.26 to implement the study group recommendations.

16.27 Subd. 4. Meetings and chair. (a) The speaker of the house must designate a member
16.28 to convene the first meeting of the study group, which must be held no later than July 15,
16.29 2024. Members of the study group must elect a chair from among the members present at
16.30 the first meeting. The study group must meet periodically.

17.1 (b) Meetings of the study group are subject to Minnesota Statutes, section 3.055. The
17.2 meetings may be conducted by interactive television.

17.3 Subd. 5. **Administrative support.** The Department of Education must cooperate with
17.4 the legislative study group and provide information requested in a timely fashion. The
17.5 Legislative Coordinating Commission must provide meeting space, technical and
17.6 administrative support, and staff support for the study group. The study group may hold
17.7 meetings in any publicly accessible location in the Capitol complex that is equipped with
17.8 technology that can facilitate remote testimony.

17.9 Subd. 6. **Consultation with stakeholders.** In making recommendations, the study group
17.10 must consult with interested and affected stakeholders.

17.11 Subd. 7. **Report.** The study group must submit a preliminary report with its
17.12 recommendations to the legislative committees and divisions with jurisdiction over
17.13 kindergarten through grade 12 education by November 1, 2024, and a final report by
17.14 December 31, 2024.

17.15 Subd. 8. **Expiration.** The study group expires December 31, 2024, or on the date upon
17.16 which the final report required under subdivision 7 is submitted to the legislature, whichever
17.17 is later.

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

17.19 Sec. 19. **APPROPRIATION.**

17.20 Subdivision 1. **Department of Education.** The sums indicated in this section are
17.21 appropriated from the general fund to the Department of Education in the fiscal years
17.22 designated.

17.23 Subd. 2. **Attendance pilot program.** (a) For attendance pilot program aid:

17.24 \$ 3,334,000 2025

17.25 (b) Of the amount in paragraph (a), the department must provide aid to the participating
17.26 districts in the following amounts:

17.27 (1) \$1,022,000 for Special School District No. 1, Minneapolis;

17.28 (2) \$253,000 for Independent School District No. 13, Columbia Heights;

17.29 (3) \$196,000 for Independent School District No. 38, Red Lake;

17.30 (4) \$398,000 for Independent School District No. 77, Mankato;

17.31 (5) \$374,000 for Independent School District No. 152, Moorhead;

18.1 (6) \$185,000 Independent School District No. 177, Windom;

18.2 (7) \$378,000 for Independent School District No. 191, Burnsville;

18.3 (8) \$266,000 for Independent School District No. 659, Northfield; and

18.4 (9) \$170,000 for Independent School District No. 695, Chisholm.

18.5 (c) Up to \$92,000 is available for the department to administer the pilot program.

18.6 (d) Aid payments must be paid 100 percent in fiscal year 2025. Districts may use the

18.7 aid in the 2024-2025, 2025-2026, and 2026-2027 school years.

18.8 (e) This is a onetime appropriation.

18.9 Subd. 3. **Minnesota Alliance With Youth.** (a) For a grant to the Minnesota Alliance

18.10 With Youth to improve student attendance and academic engagement provided through the

18.11 Promise Fellow program:

18.12 \$ 1,500,000 2025

18.13 (b) The Promise Fellow program must form partnerships with AmeriCorps members,

18.14 individual schools, school districts, charter schools, and community organizations to provide

18.15 attendance and academic engagement intervention services. Services may include family

18.16 and caregiver outreach and engagement, academic support, connection to out-of-school

18.17 activities and resources, and individual and small group mentoring designed to help students

18.18 return to and maintain consistent school attendance.

18.19 (c) The Minnesota Alliance with Youth must promote Promise Fellow program

18.20 opportunities throughout the state.

18.21 (d) This appropriation does not cancel but is available until June 30, 2027.

18.22 (e) This is a onetime appropriation.

18.23 Subd. 4. **Student attendance and truancy legislative study group.** (a) For transfer to

18.24 the Legislative Coordinating Commission for the student attendance and truancy legislative

18.25 study group:

18.26 \$ 64,000 2025

18.27 (b) This is a onetime appropriation.

18.28 Subd. 5. **English learner program task force.** (a) For the English learner program task

18.29 force:

18.30 \$ 117,000 2025

19.1 (b) This is a onetime appropriation.

19.2 **EFFECTIVE DATE.** This section is effective July 1, 2024.

19.3 **ARTICLE 2**

19.4 **EDUCATION EXCELLENCE**

19.5 Section 1. Minnesota Statutes 2023 Supplement, section 120B.018, subdivision 6, is
19.6 amended to read:

19.7 Subd. 6. **Required standard.** "Required standard" means ~~(1)~~ a statewide adopted
19.8 expectation for student learning in the content areas of language arts, mathematics, science,
19.9 social studies, physical education, health, and the arts, ~~and (2) a locally adopted expectation~~
19.10 ~~for student learning in health.~~ Locally developed academic standards in health apply until
19.11 the end of the 2026-2027 school year, or until statewide rules implementing statewide health
19.12 standards under section 120B.021, subdivision 3 are effective, whichever occurs later.

19.13 **EFFECTIVE DATE.** This section is effective July 1, 2024.

19.14 Sec. 2. Minnesota Statutes 2023 Supplement, section 120B.021, subdivision 1, is amended
19.15 to read:

19.16 Subdivision 1. **Required academic standards.** (a) The following subject areas are
19.17 required for statewide accountability:

19.18 (1) language arts;

19.19 (2) mathematics, encompassing algebra II, integrated mathematics III, or an equivalent
19.20 in high school, and to be prepared for the three credits of mathematics in grades 9 through
19.21 12, the grade 8 standards include completion of algebra;

19.22 (3) science, including earth and space science, life science, and the physical sciences,
19.23 including chemistry and physics;

19.24 (4) social studies, including history, geography, economics, and government and
19.25 citizenship that includes civics;

19.26 (5) physical education;

19.27 (6) ~~health, for which locally developed academic standards apply;~~ and

19.28 (7) the arts. Public elementary and middle schools must offer at least three and require
19.29 at least two of the following five arts areas: dance; media arts; music; theater; and visual

20.1 arts. Public high schools must offer at least three and require at least one of the following
20.2 five arts areas: media arts; dance; music; theater; and visual arts.

20.3 (b) For purposes of applicable federal law, the academic standards for language arts,
20.4 mathematics, and science apply to all public school students, except the very few students
20.5 with extreme cognitive or physical impairments for whom an individualized education
20.6 program team has determined that the required academic standards are inappropriate. An
20.7 individualized education program team that makes this determination must establish
20.8 alternative standards.

20.9 (c) The department may modify SHAPE America (Society of Health and Physical
20.10 Educators) standards and adapt the national standards to accommodate state interest. The
20.11 modification and adaptations must maintain the purpose and integrity of the national
20.12 standards. The department must make available sample assessments, which school districts
20.13 may use as an alternative to local assessments, to assess students' mastery of the physical
20.14 education standards beginning in the 2018-2019 school year.

20.15 (d) A school district may include child sexual abuse prevention instruction in a health
20.16 curriculum, consistent with paragraph (a), clause (6). Child sexual abuse prevention
20.17 instruction may include age-appropriate instruction on recognizing sexual abuse and assault,
20.18 boundary violations, and ways offenders groom or desensitize victims, as well as strategies
20.19 to promote disclosure, reduce self-blame, and mobilize bystanders. A school district may
20.20 provide instruction under this paragraph in a variety of ways, including at an annual assembly
20.21 or classroom presentation. A school district may also provide parents information on the
20.22 warning signs of child sexual abuse and available resources.

20.23 (e) District efforts to develop, implement, or improve instruction or curriculum as a
20.24 result of the provisions of this section must be consistent with sections 120B.10, 120B.11,
20.25 and 120B.20.

20.26 (f) Locally developed academic standards in health apply until the end of the 2026-2027
20.27 school year, or until statewide rules implementing statewide health standards under
20.28 subdivision 3 are effective, whichever occurs later.

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

20.30 Sec. 3. Minnesota Statutes 2023 Supplement, section 120B.021, subdivision 2, is amended
20.31 to read:

20.32 Subd. 2. **Standards development.** (a) The commissioner must consider advice from at
20.33 least the following stakeholders in developing statewide rigorous core academic standards

21.1 in language arts, mathematics, science, social studies, including history, geography,
21.2 economics, government and citizenship, health, and the arts:

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

21.4 (2) teachers throughout the state currently licensed and providing instruction in language
21.5 arts, mathematics, science, social studies, health, or the arts and licensed elementary and
21.6 secondary school principals throughout the state currently administering a school site;

21.7 (3) currently serving members of local school boards and charter school boards throughout
21.8 the state;

21.9 (4) faculty teaching core subjects at postsecondary institutions in Minnesota;

21.10 (5) representatives of the Minnesota business community; ~~and~~

21.11 (6) representatives from the Tribal Nations Education Committee and Tribal Nations
21.12 and communities in Minnesota, including both Anishinaabe and Dakota; and

21.13 (7) current students, with input from the Minnesota Youth Council.

21.14 (b) Academic standards must:

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

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

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

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

21.19 Sec. 4. Minnesota Statutes 2023 Supplement, section 120B.021, subdivision 3, is amended
21.20 to read:

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

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

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

22.1 Sec. 5. Minnesota Statutes 2023 Supplement, section 120B.021, subdivision 4, is amended
22.2 to read:

22.3 Subd. 4. **Revisions and reviews required.** (a) The commissioner of education must
22.4 revise the state's academic standards and graduation requirements and implement a ten-year
22.5 cycle to review and, consistent with the review, revise state academic standards and related
22.6 benchmarks, consistent with this subdivision. During each ten-year review and revision
22.7 cycle, the commissioner also must examine the alignment of each required academic standard
22.8 and related benchmark with the knowledge and skills students need for career and college
22.9 readiness and advanced work in the particular subject area. The commissioner must include
22.10 the contributions of Minnesota American Indian Tribes and communities, including urban
22.11 Indigenous communities, as related to the academic standards during the review and revision
22.12 of the required academic standards. The commissioner must embed Indigenous education
22.13 for all students consistent with recommendations from Tribal Nations and urban Indigenous
22.14 communities in Minnesota regarding the contributions of American Indian Tribes and
22.15 communities in Minnesota into the state's academic standards during the review and revision
22.16 of the required academic standards. The recommendations to embed Indigenous education
22.17 for all students includes but is not limited to American Indian experiences in Minnesota,
22.18 including Tribal histories, Indigenous languages, sovereignty issues, cultures, treaty rights,
22.19 governments, socioeconomic experiences, contemporary issues, and current events.

22.20 (b) The commissioner must ensure that the statewide mathematics assessments
22.21 administered to students in grades 3 through 8 and 11 are aligned with the state academic
22.22 standards in mathematics, consistent with section 120B.302, subdivision 3, paragraph (a).
22.23 The commissioner must implement a review of the academic standards and related
22.24 benchmarks in mathematics beginning in the 2021-2022 school year and every ten years
22.25 thereafter.

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

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

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

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

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

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

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

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

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

23.21 **EFFECTIVE DATE.** This section is effective July 1, 2024.

23.22 Sec. 6. Minnesota Statutes 2023 Supplement, section 120B.024, subdivision 1, is amended
 23.23 to read:

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

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

23.28 (2) three credits of mathematics sufficient to satisfy all of the academic standards in
 23.29 mathematics;

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

24.1 grades 9 through 12, and one credit to satisfy all the chemistry or physics standards for
 24.2 grades 9 through 12;

24.3 (4) three and one-half credits of social studies, including credit for a course in government
 24.4 and citizenship in either grade 11 or 12 for students beginning grade 9 in the 2024-2025
 24.5 school year and later or an advanced placement, international baccalaureate, or other rigorous
 24.6 course on government and citizenship under section 120B.021, subdivision 1a, and a
 24.7 combination of other credits encompassing at least United States history, geography,
 24.8 government and citizenship, world history, and economics sufficient to satisfy all of the
 24.9 academic standards in social studies;

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

24.11 (6) credits sufficient to satisfy the state standards in physical education; ~~and~~

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

24.14 ~~(7)~~ (8) a minimum of seven elective credits.

24.15 (b) Students who begin grade 9 in the 2024-2025 school year and later must successfully
 24.16 complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal
 24.17 finance course that satisfies the graduation requirement must have a field license or
 24.18 out-of-field permission in agricultural education, business, family and consumer science,
 24.19 social studies, or math.

24.20 **EFFECTIVE DATE.** This section is effective July 1, 2024.

24.21 **Sec. 7. [120B.025] HEALTH EDUCATION STANDARDS.**

24.22 **Subdivision 1. Statewide standards.** The commissioner of education must begin the
 24.23 rulemaking process to adopt statewide academic standards in health in accordance with
 24.24 chapter 14 and section 120B.021. The commissioner must consult with the commissioner
 24.25 of health and the commissioner of human services in developing the proposed rules. The
 24.26 rules must include at least the expectations for student learning listed in subdivision 2, and
 24.27 may include the expectations in subdivision 3, in addition to other expectations for learning
 24.28 identified through the standards development process.

24.29 **Subd. 2. Required subject areas.** The commissioner must include the following
 24.30 expectations for learning in the statewide standards:

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

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

25.6 (3) cannabis use and substance use education that allows districts to provide instruction
25.7 to students in grades 6 through 12 in accordance with section 120B.215;

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

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

25.11 Subd. 3. **Other subject areas.** The commissioner may include the following expectations
25.12 for learning in the statewide standards:

25.13 (1) child sexual abuse prevention education in accordance with sections 120B.021,
25.14 subdivision 1, paragraph (d); and 120B.234;

25.15 (2) violence prevention education in accordance with section 120B.22;

25.16 (3) character development education in accordance with section 120B.232;

25.17 (4) safe and supportive schools education in accordance with section 121A.031,
25.18 subdivision 5; and

25.19 (5) other expectations for learning identified through the standards development process.

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

25.21 Sec. 8. Minnesota Statutes 2022, section 124D.093, subdivision 3, is amended to read:

25.22 Subd. 3. **Application process.** The commissioner must determine the form and manner
25.23 of application for a school to be designated a P-TECH school. The application for an
25.24 implementation grant must contain at least the following information:

25.25 (1) the written agreement between a public school, a higher education institution under
25.26 section 124D.09, subdivision 3, paragraph (a), and a business partner to jointly develop and
25.27 support a P-TECH school;

25.28 (2) a proposed school design consistent with subdivisions 1 and 2;

25.29 (3) a description of how the P-TECH school supports the needs of the economic
25.30 development region in which the P-TECH school is to be located;

- 26.1 (4) a description of the facilities to be used by the P-TECH school;
- 26.2 (5) a description of proposed budgets, curriculum, transportation plans, and other
26.3 operating procedures for the P-TECH school;
- 26.4 (6) the process by which students will be enrolled in the P-TECH school;
- 26.5 (7) the qualifications required for individuals employed in the P-TECH school; and
- 26.6 (8) any additional information that the commissioner requires.

26.7 Sec. 9. Minnesota Statutes 2022, section 124D.093, subdivision 4, is amended to read:

26.8 Subd. 4. **Approval process.** (a) The commissioner of education must appoint an advisory
26.9 committee to review the applications and to recommend approval for those applications
26.10 that meet the requirements of this section. The commissioner of education has final authority
26.11 over application approvals.

26.12 (b) To the extent practicable, the commissioner must ensure an equitable geographic
26.13 distribution of approved P-TECH schools.

26.14 ~~(c) The commissioner must first begin approving applications for a P-TECH school~~
26.15 ~~enrolling students in the 2020-2021 school year or later.~~

26.16 Sec. 10. Minnesota Statutes 2022, section 124D.093, subdivision 5, is amended to read:

26.17 Subd. 5. **P-TECH support grants.** (a) When an appropriation is available, each P-TECH
26.18 school is eligible for a grant to support start-up and ongoing program costs, which may
26.19 include, but are not limited to, recruitment, student support, program materials, and P-TECH
26.20 school liaisons. A P-TECH school may form a partnership with a school in another school
26.21 district.

26.22 (b) For fiscal year 2026 and later, the maximum P-TECH support grant must not exceed
26.23 \$500,000 per year. A support grant may be awarded for a period not to exceed two years.
26.24 Beginning in fiscal year 2028, all P-TECH support grants must be awarded on a competitive
26.25 grant basis.

26.26 (c) An approved P-TECH school is eligible to receive a grant to support start-up costs
26.27 the year before first enrolling P-TECH students. A start-up grant may be awarded to a new
26.28 applicant in an amount not to exceed \$50,000.

26.29 (d) A grant recipient operating a P-TECH program may provide mentoring and technical
26.30 assistance to a school eligible for a start-up grant. A mentoring and technical assistance
26.31 grant may not exceed \$50,000.

27.1 (e) For each year that an appropriation is made for the purposes of this section, the
 27.2 Department of Education may retain five percent of the appropriation for grant administration
 27.3 and program oversight.

27.4 Sec. 11. Minnesota Statutes 2022, section 124D.957, subdivision 1, is amended to read:

27.5 Subdivision 1. **Establishment and membership.** The Minnesota Youth Council
 27.6 Committee is established within and under the auspices of the Minnesota Alliance With
 27.7 Youth. The committee consists of four members from each congressional district in
 27.8 Minnesota and four members selected at-large. Members must be selected through an
 27.9 application and interview process conducted by the Minnesota Alliance With Youth. In
 27.10 making its appointments, the Minnesota Alliance With Youth should strive to ensure gender
 27.11 and ethnic diversity in the committee's membership. Members must be ~~between the ages of~~
 27.12 ~~13 and 19~~ in grades 8 through 12 and serve two-year terms, except that one-half of the initial
 27.13 members must serve a one-year term. Members may serve a maximum of two terms.

27.14 **EFFECTIVE DATE.** This section is effective for appointments made on or after July
 27.15 1, 2024.

27.16 Sec. 12. Laws 2023, chapter 55, article 2, section 64, subdivision 2, as amended by Laws
 27.17 2024, chapter 81, section 8, is amended to read:

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

27.20 \$ 82,818,000 2024

27.21 ~~84,739,000~~

27.22 \$ 85,043,000 2025

27.23 (b) The 2024 appropriation includes \$8,172,000 for 2023 and \$74,646,000 for 2024.

27.24 (c) The 2025 appropriation includes \$8,294,000 for 2024 and ~~\$76,445,000~~ \$76,749,000
 27.25 for 2025.

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

27.27 Sec. 13. Laws 2023, chapter 55, article 2, section 64, subdivision 14, is amended to read:

27.28 Subd. 14. **Ethnic studies school grants.** (a) For competitive grants to school districts
 27.29 and charter schools to develop, evaluate, and implement ethnic studies courses:

27.30 \$ 700,000 2024

27.31 \$ 700,000 2025

28.1 (b) The commissioner must consult with the Ethnic Studies Working Group to develop
28.2 criteria for the grants.

28.3 (c) Up to five percent of the appropriation is available for grant administration.

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

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

28.6 Sec. 14. Laws 2023, chapter 55, article 2, section 64, subdivision 16, is amended to read:

28.7 Subd. 16. **Full-service community schools.** (a) For grants to plan or expand the
28.8 full-service community schools program under Minnesota Statutes, section 124D.231:

28.9 \$ 7,500,000 2024

28.10 \$ 7,500,000 2025

28.11 (b) Of this amount, priority must be given to programs in the following order:

28.12 (1) current grant recipients issued under Minnesota Statutes, section 124D.231;

28.13 (2) schools identified as low-performing under the federal Every Student Succeeds Act;

28.14 and

28.15 (3) any other applicants.

28.16 (c) Up to two percent of the appropriation is available for grant administration.

28.17 (d) The base for fiscal year 2026 and later is \$5,000,000.

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

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

28.20 Sec. 15. Laws 2023, chapter 55, article 2, section 64, subdivision 31, is amended to read:

28.21 Subd. 31. **Nonexclusionary discipline.** (a) For grants to school districts and charter
28.22 schools to provide training for school staff on nonexclusionary disciplinary practices:

28.23 \$ 1,750,000 2024

28.24 \$ 1,750,000 2025

28.25 (b) Grants are to develop training and to work with schools to train staff on
28.26 nonexclusionary disciplinary practices that maintain the respect, trust, and attention of
28.27 students and help keep students in classrooms. These funds may also be used for grant
28.28 administration.

29.1 (c) Eligible grantees include school districts, charter schools, intermediate school districts,
29.2 and cooperative units as defined in section 123A.24, subdivision 2.

29.3 (d) Up to five percent of the appropriation is available for grant administration.

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

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

29.6 Sec. 16. Laws 2023, chapter 55, article 2, section 64, subdivision 33, is amended to read:

29.7 Subd. 33. **P-TECH schools.** (a) For P-TECH support grants under Minnesota Statutes,
29.8 section 124D.093, subdivision 5:

29.9 \$ 791,000 2024

29.10 \$ 791,000 2025

29.11 (b) The amounts in this subdivision are for grants, including fiscal year 2024 appropriation
29.12 must be awarded as a grant to a public-private partnership that includes Independent School
29.13 District No. 535, Rochester. The fiscal year 2025 appropriation must include a grant of at
29.14 least \$500,000 to a public-private partnership that includes Independent School District No.
29.15 535, Rochester. The department may award start-up grants and technical assistance grants
29.16 beginning in fiscal year 2025.

29.17 (c) Any balance in the first year does These appropriations do not cancel but is are
29.18 available in the second year until June 30, 2027. Notwithstanding any law to the contrary,
29.19 a grant recipient may spend its grant amount in the fiscal year the grant is awarded or in the
29.20 following three fiscal years.

29.21 (d) The department may retain up to five percent of the fiscal year 2024 appropriation
29.22 and five percent of the fiscal year 2025 appropriation for grant administration.

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

29.24 Sec. 17. **APPROPRIATIONS.**

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

29.28 Subd. 2. **Civic education grants.** (a) For grants to the YMCA Youth in Government
29.29 program and the YMCA Center for Youth Voice program to support civic education programs
29.30 for youth age 18 and under by providing teacher professional development, educational
29.31 resources, and program support:

31.1 the vendor's certification prerequisites and facilitator training requirements, completed the
 31.2 vendor's annual recertification requirements, remains in standing with the sponsoring agency
 31.3 and vendor, uses the vendor's training materials with fidelity, and participates in mentoring
 31.4 or coaching provided by CAREI and the Department of Education on facilitating literacy
 31.5 training. A literacy lead who meets the requirements under this subdivision may be a certified
 31.6 trained facilitator.

31.7 Sec. 3. Minnesota Statutes 2023 Supplement, section 120B.1118, subdivision 7, is amended
 31.8 to read:

31.9 Subd. 7. **Literacy specialist.** "Literacy specialist" means a person licensed by the
 31.10 Professional Educator Licensing and Standards Board as a teacher of reading, a special
 31.11 education teacher, or a kindergarten through grade 6 teacher, who has completed professional
 31.12 development approved by the Department of Education in structured literacy. ~~A literacy~~
 31.13 ~~specialist employed by the department under section 120B.123, subdivision 7, or by a district~~
 31.14 ~~as a literacy lead, is not required to complete the approved training before August 30, 2025.~~

31.15 Sec. 4. Minnesota Statutes 2023 Supplement, section 120B.1118, subdivision 10, is
 31.16 amended to read:

31.17 Subd. 10. **Oral language.** "Oral language," also called "spoken language," includes
 31.18 speaking and listening, and consists of five components: phonology, morphology, syntax,
 31.19 semantics, and pragmatics. Oral language also includes sign language, in which speaking
 31.20 and listening skills are defined as expressive and receptive skills, and consists of phonology,
 31.21 including sign language phonological awareness, morphology, syntax, semantics, and
 31.22 pragmatics.

31.23 Sec. 5. Minnesota Statutes 2023 Supplement, section 120B.12, subdivision 1, is amended
 31.24 to read:

31.25 Subdivision 1. **Literacy goal.** (a) The legislature seeks to have every child reading at
 31.26 or above grade level every year, beginning in kindergarten, and to support multilingual
 31.27 learners and students receiving special education services in achieving their individualized
 31.28 reading goals in order to meet grade level proficiency. By the 2026-2027 school year,
 31.29 districts must provide evidence-based reading instruction through a focus on student mastery
 31.30 of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as
 31.31 the development of oral language, vocabulary, and reading comprehension skills. Students
 31.32 must receive evidence-based instruction that is proven to effectively teach children to read,
 31.33 consistent with sections ~~120B.1117~~ 120B.118 to 120B.124.

32.1 (b) To meet this goal, each district must provide teachers and instructional support staff
 32.2 with responsibility for teaching reading with training on evidence-based reading instruction
 32.3 that is approved by the Department of Education by the deadlines provided in ~~this subdivision~~
 32.4 section 120B.123, subdivision 5. ~~The commissioner may grant a district an extension to the~~
 32.5 ~~deadlines in this paragraph. Beginning July 1, 2024, a district must provide access to the~~
 32.6 ~~training required under section 120B.123, subdivision 5, to:~~

32.7 ~~(1) intervention teachers working with students in kindergarten through grade 12;~~

32.8 ~~(2) all classroom teachers of students in kindergarten through grade 3 and children in~~
 32.9 ~~prekindergarten programs;~~

32.10 ~~(3) special education teachers;~~

32.11 ~~(4) curriculum directors;~~

32.12 ~~(5) instructional support staff who provide reading instruction; and~~

32.13 ~~(6) employees who select literacy instructional materials for a district.~~

32.14 ~~(e) All other teachers and instructional staff required to receive training under the Read~~
 32.15 ~~Act must complete the training no later than July 1, 2027.~~

32.16 ~~(d)~~ (c) Districts are strongly encouraged to adopt a MTSS framework. The framework
 32.17 should include a process for monitoring student progress, evaluating program fidelity, and
 32.18 analyzing student outcomes and needs in order to design and implement ongoing
 32.19 evidenced-based instruction and interventions.

32.20 Sec. 6. Minnesota Statutes 2023 Supplement, section 120B.12, subdivision 2, is amended
 32.21 to read:

32.22 Subd. 2. **Identification; report.** (a) ~~Twice per year~~, Each school district must screen
 32.23 every student enrolled in kindergarten, grade 1, grade 2, and grade 3 using a screening tool
 32.24 approved by the Department of Education three times each school year: (1) within the first
 32.25 six weeks of the school year; (2) by February 15 each year; and (3) within the last six weeks
 32.26 of the school year. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including
 32.27 multilingual learners and students receiving special education services, must be universally
 32.28 screened for mastery of foundational reading skills, including phonemic awareness, phonics,
 32.29 decoding, fluency, oral language, and for characteristics of dyslexia as measured by a
 32.30 screening tool approved by the Department of Education. The screening for characteristics
 32.31 of dyslexia may be integrated with universal screening for mastery of foundational skills
 32.32 and oral language. A district must submit data on student performance in kindergarten,

33.1 grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness,
33.2 phonics, decoding, fluency, and oral language to the Department of Education in the annual
33.3 local literacy plan submission due on June 15.

33.4 (b) Students in grades 4 and above, including multilingual learners and students receiving
33.5 special education services, who do not demonstrate mastery of foundational reading skills,
33.6 including phonemic awareness, phonics, decoding, fluency, and oral language, must be
33.7 screened using a screening tool approved by the Department of Education for characteristics
33.8 of dyslexia, and must continue to receive evidence-based instruction, interventions, and
33.9 progress monitoring until the students achieve grade-level proficiency. A parent, in
33.10 consultation with a teacher, may opt a student out of the literacy screener if the parent and
33.11 teacher decide that continuing to screen would not be beneficial to the student. In such
33.12 limited cases, the student must continue to receive progress monitoring and literacy
33.13 interventions.

33.14 (c) Reading screeners in English, and in the predominant languages of district students
33.15 where practicable, must identify and evaluate students' areas of academic need related to
33.16 literacy. The district also must monitor the progress and provide reading instruction
33.17 appropriate to the specific needs of multilingual learners. The district must use an approved,
33.18 developmentally appropriate, and culturally responsive screener and annually report summary
33.19 screener results to the commissioner by June 15 in the form and manner determined by the
33.20 commissioner.

33.21 (d) The district also must include in its literacy plan under subdivision 4a, a summary
33.22 of the district's efforts to screen, identify, and provide interventions to students who
33.23 demonstrate characteristics of dyslexia as measured by a screening tool approved by the
33.24 Department of Education. Districts are strongly encouraged to use ~~the~~ a MTSS framework.
33.25 With respect to students screened or identified under paragraph (a), the report must include:

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

33.27 (2) the number of students universally screened for that reporting year;

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

33.29 (4) an explanation of how students identified under this subdivision are provided with
33.30 alternate instruction and interventions under section 125A.56, subdivision 1.

34.1 Sec. 7. Minnesota Statutes 2023 Supplement, section 120B.12, subdivision 2a, is amended
34.2 to read:

34.3 Subd. 2a. **Parent notification and involvement.** A district must administer ~~a~~ an approved
34.4 reading screener to students in kindergarten through grade 3 within the first six weeks of
34.5 the school year, by February 15 each year, and again within the last six weeks of the school
34.6 year. Schools, at least biannually after administering each screener, must give the parent of
34.7 each student who is not reading at or above grade level timely information about:

34.8 (1) the student's reading proficiency as measured by a screener approved by the
34.9 Department of Education;

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

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

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

34.16 Sec. 8. Minnesota Statutes 2023 Supplement, section 120B.12, subdivision 3, is amended
34.17 to read:

34.18 Subd. 3. **Intervention.** (a) For each student identified under subdivision 2, the district
34.19 shall provide reading intervention to accelerate student growth and reach the goal of reading
34.20 at or above grade level by the end of the current grade and school year. A district is
34.21 encouraged to provide reading intervention through a MTSS framework. If a student does
34.22 not read at or above grade level by the end of the current school year, the district must
34.23 continue to provide reading intervention until the student reads at grade level. District
34.24 intervention methods shall encourage family engagement and, where possible, collaboration
34.25 with appropriate school and community programs that specialize in evidence-based
34.26 instructional practices and measure mastery of foundational reading skills, including
34.27 phonemic awareness, phonics, decoding, fluency, and oral language. By the 2025-2026
34.28 school year, intervention programs must be taught by an intervention teacher or special
34.29 education teacher who has successfully completed training in evidence-based reading
34.30 instruction approved by the Department of Education. Intervention may include but is not
34.31 limited to requiring student attendance in summer school, intensified reading instruction
34.32 that may require that the student be removed from the regular classroom for part of the

35.1 school day, extended-day programs, or programs that strengthen students' cultural
35.2 connections.

35.3 (b) A district or charter school is strongly encouraged to provide a personal learning
35.4 plan for a student who is unable to demonstrate grade-level proficiency, as measured by the
35.5 statewide reading assessment in grade 3 or a screener identified by the Department of
35.6 Education under section 120B.123. The district or charter school must determine the format
35.7 of the personal learning plan in collaboration with the student's educators and other
35.8 appropriate professionals. The school must develop the learning plan in consultation with
35.9 the student's parent or guardian. The personal learning plan must include targeted instruction
35.10 that is evidence-based and ongoing progress monitoring, and address knowledge gaps and
35.11 skill deficiencies through strategies such as specific exercises and practices during and
35.12 outside of the regular school day, group interventions, periodic assessments or screeners,
35.13 and reasonable timelines. The personal learning plan may include grade retention, if it is in
35.14 the student's best interest; a student may not be retained solely due to delays in literacy or
35.15 not demonstrating grade-level proficiency. A school must maintain and regularly update
35.16 and modify the personal learning plan until the student reads at grade level. This paragraph
35.17 does not apply to a student under an individualized education program.

35.18 (c) Starting in the 2025-2026 school year, a district must use only evidence-based literacy
35.19 interventions. Districts are strongly encouraged to use intervention materials approved by
35.20 the Department of Education under the Read Act.

35.21 Sec. 9. Minnesota Statutes 2023 Supplement, section 120B.12, subdivision 4, is amended
35.22 to read:

35.23 Subd. 4. **Staff development.** (a) A district must provide training on evidence-based
35.24 ~~reading~~ structured literacy instruction to teachers and instructional staff in accordance with
35.25 subdivision 1, ~~paragraph~~ paragraphs (b) and (c). The training must include teaching in the
35.26 areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading
35.27 comprehension, and culturally and linguistically responsive pedagogy.

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

35.30 (1) elementary teachers are able to implement explicit, systematic, evidence-based
35.31 instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary,
35.32 and comprehension with emphasis on mastery of foundational reading skills as defined in
35.33 section ~~120B.118~~ 120B.119 and other literacy-related areas including writing until the
35.34 student achieves grade-level reading and writing proficiency;

36.1 (2) elementary teachers ~~have sufficient~~ receive training to provide students with
36.2 evidence-based reading and oral language instruction that meets students' developmental,
36.3 linguistic, and literacy needs using the intervention methods or programs selected by the
36.4 district for the identified students;

36.5 (3) licensed teachers employed by the district have ~~regular~~ opportunities to improve
36.6 reading and writing instruction through professional development identified in the local
36.7 literacy plan;

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

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

36.15 (c) A district that offers early childhood programs, including voluntary prekindergarten
36.16 for eligible four-year-old children, early childhood special education, and school readiness
36.17 programs, must provide staff classroom teachers in early childhood programs sufficient
36.18 training approved by the Department of Education to provide children in early childhood
36.19 programs with explicit, systematic instruction in phonological and phonemic awareness;
36.20 oral language, including listening comprehension; vocabulary; and letter-sound
36.21 correspondence.

36.22 Sec. 10. Minnesota Statutes 2023 Supplement, section 120B.12, subdivision 4a, is amended
36.23 to read:

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

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

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

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

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

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

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

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

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

37.15 (i) students in kindergarten through grade 3;

37.16 (ii) students who demonstrate characteristics of dyslexia; and

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

37.18 (9) the number of teachers and other staff that have completed training approved by the
37.19 department;

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

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

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

37.27 (c) By March 1, 2024, the commissioner of education must develop a streamlined template
37.28 for local literacy plans that meets the requirements of this subdivision and requires all
37.29 reading instruction and teacher training in reading instruction to be evidence-based. The
37.30 template must require a district to report information using the student categories required
37.31 in the commissioner's report under paragraph (d). The template must focus district resources

38.1 on improving students' foundational reading skills while reducing paperwork requirements
38.2 for teachers.

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

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

38.9 (2) the number of teachers and other staff required to complete the training under section
38.10 120B.123, subdivision 5, that have not completed the training;

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

38.13 ~~(2)~~ (4) by school site and grade, the screeners ~~used at the beginning and end of the school~~
38.14 ~~year~~ and the reading curriculum used; and

38.15 ~~(3)~~ (5) by school site and grade, using the measurements of foundational literacy skills
38.16 and mastery identified by the department, both aggregated data and disaggregated data on
38.17 student performance on the approved screeners using the student categories under section
38.18 120B.35, subdivision 3, paragraph (a), clause (2).

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

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

38.23 Sec. 11. Minnesota Statutes 2023 Supplement, section 120B.123, subdivision 1, is amended
38.24 to read:

38.25 Subdivision 1. **Approved screeners.** (a) A district must administer an approved
38.26 evidence-based reading screener to students in kindergarten through grade 3 within the first
38.27 six weeks of the school year, by February 15 each year, and again within the last six weeks
38.28 of the school year. The screener must be one of the screening tools approved by the
38.29 Department of Education. A district must identify any screener it uses in the district's annual
38.30 literacy plan, and submit screening data with the annual literacy plan by June 15.

38.31 (b) Starting in the 2024-2025 school year, district staff, contractors, and volunteers may
38.32 use only screeners that have been approved by the Department of Education.

39.1 Sec. 12. Minnesota Statutes 2023 Supplement, section 120B.123, subdivision 2, is amended
39.2 to read:

39.3 Subd. 2. **Progress monitoring.** A district must implement progress monitoring, as
39.4 defined in section ~~120B.1118~~ 120B.119, for a student not reading at grade level.

39.5 Sec. 13. Minnesota Statutes 2023 Supplement, section 120B.123, subdivision 5, is amended
39.6 to read:

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

39.10 (1) reading intervention teachers, literacy specialists, and other teachers and staff
39.11 identified in section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1,
39.12 2027, to other teachers in the district, prioritizing teachers who work with students with
39.13 disabilities, English learners, and students who qualify for the graduation incentives program
39.14 under section 124D.68. working with students in kindergarten through grade 12;

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

39.17 (3) special education teachers;

39.18 (4) curriculum directors;

39.19 (5) instructional support staff, contractors, and volunteers who assist in providing Tier
39.20 2 interventions;

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

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

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

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

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

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

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

40.1 (e) For the 2024-2025 school year only, the hours of instruction requirement under
40.2 section 120A.41 for students in grades 1 through 5 is reduced to 929-1/2 hours for a district
40.3 that enters into an agreement with the exclusive representative of the teachers that requires
40.4 teachers to receive at least 5-1/2 hours of approved evidence-based training required under
40.5 this subdivision, on a day when other students in the district receive instruction. If a charter
40.6 school's teachers are not represented by an exclusive representative, the charter school may
40.7 reduce the number of instructional hours for students in grades 1 through 5 by 5-1/2 hours
40.8 after consulting with its teachers in order to provide teachers with at least 5-1/2 hours of
40.9 evidence-based training required under this subdivision on a day when other students receive
40.10 instruction.

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

40.12 Sec. 14. Minnesota Statutes 2023 Supplement, section 120B.123, subdivision 7, is amended
40.13 to read:

40.14 **Subd. 7. Department of Education.** (a) By July 1, 2023, the department must make
40.15 available to districts a list of approved evidence-based screeners in accordance with section
40.16 120B.12. A district must use an approved screener to assess students' mastery of foundational
40.17 reading skills in accordance with section 120B.12.

40.18 (b) The Department of Education must partner with CAREI as required under section
40.19 120B.124 to approve professional development programs, subject to final determination by
40.20 the department. After the implementation partnership under section 120B.124 ends, the
40.21 department must continue to regularly provide districts with information about professional
40.22 development opportunities available throughout the state on reading instruction that is
40.23 evidence-based.

40.24 (c) The department must identify training required for a literacy lead and literacy specialist
40.25 employed by a district or Minnesota service cooperatives.

40.26 (d) The department must employ a one or more literacy ~~specialist~~ specialists to provide
40.27 support to districts implementing the Read Act and coordinate duties assigned to the
40.28 department under the Read Act. The literacy specialist must work on state efforts to improve
40.29 literacy tracking and implementation.

40.30 (e) The department must develop a template for a local literacy plan in accordance with
40.31 section 120B.12, subdivision 4a.

40.32 (f) The department must partner with CAREI as required under section 120B.124 to
40.33 approve literacy intervention models, subject to final determination by the department. The

41.1 department must make a list of the approved intervention models available to districts, and
41.2 make available to districts a list of at least 15 approved evidence-based literacy intervention
41.3 models by November 1, 2025. The department may make the list of approved intervention
41.4 models available as each program is approved.

41.5 (g) The department must provide ongoing coaching, mentoring, and support to certified
41.6 trained facilitators.

41.7 (h) The department must collaborate with the publishers of curriculum and intervention
41.8 models approved by the department and CAREI on updating the curriculum and materials
41.9 to reflect the cultural diversity of students and students with disabilities.

41.10 (i) The Department of Education must partner with the regional literacy networks to
41.11 identify or develop training for paraprofessionals that regularly assist in providing Tier 2
41.12 literacy interventions to students in Minnesota school districts on the key components of
41.13 structured literacy instruction and interventions by June 10, 2025. The training must be at
41.14 least eight hours long.

41.15 Sec. 15. Minnesota Statutes 2023 Supplement, section 120B.123, is amended by adding
41.16 a subdivision to read:

41.17 Subd. 8. **Special revenue fund.** (a) An account is established in the special revenue
41.18 fund known as the "Read Act program account." All amounts appropriated under Laws
41.19 2023, chapter 55, article 3, that are unobligated and unencumbered as of June 30, 2028,
41.20 must be transferred to the Read Act program account. Remaining unspent funds from
41.21 previously obligated or encumbered appropriations under the Read Act cancel to the Read
41.22 Act program account.

41.23 (b) Funds appropriated to implement the Read Act must be transferred to the Read Act
41.24 program account in the special revenue fund.

41.25 (c) Money in the account is annually appropriated to the commissioner for curriculum,
41.26 training, and other programming necessary to implement the Read Act.

41.27 Sec. 16. Minnesota Statutes 2023 Supplement, section 120B.124, subdivision 1, is amended
41.28 to read:

41.29 Subdivision 1. **Resources.** (a) The Department of Education must partner with CAREI
41.30 for two years beginning July 1, 2023, until August 30, 2025, to support implementation of
41.31 the Read Act. The department and CAREI must jointly:

- 42.1 (1) identify at least five literacy curricula and supporting materials that are evidence-based
42.2 or focused on structured literacy by January 1, 2024, and post a list of the curricula on the
42.3 department website. The list must include curricula that use culturally and linguistically
42.4 responsive materials that reflect diverse populations and, to the extent practicable, curricula
42.5 that reflect the experiences of students from diverse backgrounds, including multilingual
42.6 learners, biliterate students, and students who are Black, Indigenous, and People of Color.
42.7 A district is not required to use an approved curriculum, unless the curriculum was purchased
42.8 with state funds that require a curriculum to be selected from a list of approved curricula;
- 42.9 (2) identify at least three professional development programs that focus on the five pillars
42.10 of literacy and the components of structured literacy by August 15, 2023, subject to final
42.11 approval by the department. The department must post a list of the programs on the
42.12 department website. The programs may include a program offered by CAREI. The
42.13 requirements of section 16C.08 do not apply to the selection of a provider under this section;
- 42.14 (3) identify evidence-based literacy intervention materials for students in kindergarten
42.15 through grade 12;
- 42.16 (4) develop an evidence-based literacy lead training program that trains literacy specialists
42.17 throughout Minnesota to support schools' efforts in screening, measuring growth, monitoring
42.18 progress, and implementing interventions in accordance with subdivision 1;
- 42.19 (5) identify measures of foundational literacy skills and mastery that a district must
42.20 report on a local literacy plan;
- 42.21 (6) provide guidance to districts about best practices in literacy instruction, and practices
42.22 that are not evidence-based;
- 42.23 (7) develop MTSS model plans that districts may adopt to support efforts to screen,
42.24 identify, intervene, and monitor the progress of students not reading at grade level; and
- 42.25 (8) ensure that teacher professional development options and MTSS framework trainings
42.26 are geographically equitable by supporting trainings through the regional service
42.27 cooperatives;
- 42.28 (9) identify or develop training for volunteers in accordance with subdivision 4;
- 42.29 (10) develop a coaching and mentorship program for certified trained facilitators; and
- 42.30 (11) identify at least 15 evidence-based literacy intervention models by November 1,
42.31 2025, and post a list of the interventions on the department website. A district is not required
42.32 to use an approved intervention model, unless the intervention model was purchased with
42.33 state funds that require an intervention model to be selected from a list of approved models.

43.1 (b) The department and CAREI may partner to identify literacy curriculum and supporting
43.2 materials, and revise the list of curriculum and supporting materials that are evidence-based
43.3 or focused on structured literacy, starting in 2033.

43.4 Sec. 17. Minnesota Statutes 2023 Supplement, section 120B.124, subdivision 2, is amended
43.5 to read:

43.6 Subd. 2. **Reconsideration.** (a) The department and CAREI must provide districts an
43.7 opportunity to request that the department and CAREI add to the list of curricula or
43.8 professional development programs a specific curriculum or professional development
43.9 program. The department must publish the request for reconsideration procedure on the
43.10 department website. A request for reconsideration must demonstrate that the curriculum or
43.11 professional development program meets the requirements of the Read Act, is
43.12 evidence-based, and has structured literacy components; ~~or that the screener accurately~~
43.13 ~~measures literacy growth, monitors progress, and accurately assesses effective reading,~~
43.14 ~~including phonemic awareness, phonics, fluency, vocabulary, and comprehension.~~ The
43.15 department and CAREI must review the request for reconsideration and approve or deny
43.16 the request within 60 days.

43.17 (b) The department and CAREI must conduct a final curriculum review of previously
43.18 submitted curriculum by March 3, 2025, to review curriculum that is available to districts
43.19 at no cost.

43.20 (c) The department and CAREI must provide districts an opportunity to request that the
43.21 department and CAREI add to the list of approved literacy intervention models. The
43.22 department must publish the request for reconsideration procedure on the department website.
43.23 A request for reconsideration must demonstrate that the intervention model meets the
43.24 requirements of the Read Act, is evidence-based, and has structured literacy components.
43.25 The department and CAREI must review the request for reconsideration and approve or
43.26 deny the request within 90 days.

43.27 Sec. 18. Minnesota Statutes 2023 Supplement, section 120B.124, is amended by adding
43.28 a subdivision to read:

43.29 Subd. 4. **Training for volunteers.** The Department of Education must partner with
43.30 CAREI to identify or develop training on the key components of structured literacy
43.31 instruction and interventions for volunteers and other persons not employed by a district
43.32 that provide Tier 2 literacy interventions to students in Minnesota school districts on a
43.33 regular basis by June 10, 2025, subject to final approval by the department.

44.1 Sec. 19. Minnesota Statutes 2023 Supplement, section 124D.42, subdivision 8, is amended
44.2 to read:

44.3 Subd. 8. **Minnesota reading corps program.** (a) A Minnesota reading corps program
44.4 is established to provide ServeMinnesota AmeriCorps members with a data-based
44.5 problem-solving model of literacy instruction to use in helping to train local Head Start
44.6 program providers, other prekindergarten program providers, and staff in schools with
44.7 students in kindergarten through grade 3 to evaluate and teach early literacy skills, including
44.8 evidence-based literacy instruction under sections 120B.1117 to 120B.124, to children age
44.9 3 to grade 3 and interventions for children in kindergarten to grade ~~4~~ 3.

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

44.12 (c) Literacy programs under this subdivision must use evidence-based reading instruction
44.13 and interventions focused on structured literacy, and must provide training to ServeMinnesota
44.14 AmeriCorps members that meets or exceeds the requirements of section 120B.124,
44.15 subdivision 4, for volunteers.

44.16 ~~(e)~~ (d) The commission must submit a biennial report to the committees of the legislature
44.17 with jurisdiction over kindergarten through grade 12 education that records and evaluates
44.18 program data to determine the efficacy of the programs under this subdivision.

44.19 Sec. 20. Minnesota Statutes 2023 Supplement, section 124D.98, subdivision 5, is amended
44.20 to read:

44.21 Subd. 5. **Literacy incentive aid uses.** A school district must use its literacy incentive
44.22 aid to support implementation of evidence-based reading instruction. The following are
44.23 eligible uses of literacy incentive aid:

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

44.28 (2) evidence-based training using a training program approved by the Department of
44.29 Education under the Read Act;

44.30 (3) employing or contracting with a literacy lead, as defined in section ~~120B.1118~~
44.31 120B.119;

44.32 (4) employing an intervention specialist;

45.1 ~~(4)~~ (5) approved screeners, materials, training, and ongoing coaching to ensure reading
 45.2 interventions under section 125A.56, subdivision 1, are evidence-based; ~~and~~

45.3 ~~(5)~~ (6) costs of substitute teachers to allow teachers to complete required training during
 45.4 the teachers' contract day; and

45.5 (7) stipends for teachers completing training required under section 120B.12.

45.6 Sec. 21. Laws 2023, chapter 55, article 3, section 11, subdivision 3, is amended to read:

45.7 Subd. 3. **Read Act curriculum and intervention materials reimbursement.** (a) ~~To~~
 45.8 ~~reimburse~~ For state aid for school districts, charter schools, and cooperative units for
 45.9 evidence-based literacy supports for children in prekindergarten through grade 12 based on
 45.10 structured literacy:

45.11 § 35,000,000 2024

45.12 ~~(b) The commissioner must use this appropriation to reimburse school districts, charter~~
 45.13 ~~schools, and cooperatives for approved evidence-based structured literacy curriculum and~~
 45.14 ~~supporting materials, and intervention materials purchased after July 1, 2021. An applicant~~
 45.15 ~~must apply for the reimbursement in the form and manner determined by the commissioner.~~

45.16 ~~(c) The commissioner must report to the legislative committees with jurisdiction over~~
 45.17 ~~kindergarten through grade 12 education the districts, charter schools, and cooperative units~~
 45.18 ~~that receive literacy grants and the amounts of each grant, by January 15, 2025, according~~
 45.19 ~~to Minnesota Statutes, section 3.195.~~

45.20 (b) The aid amount for each school district, charter school, and cooperative unit providing
 45.21 direct instructional services equals the greater of \$2,000 or \$39.91 times the number of
 45.22 students served by the school district, charter school, or cooperative as determined by the
 45.23 fall 2023 enrollment count of students.

45.24 (c) A school district, charter school, or cooperative unit must place any aid received
 45.25 under this subdivision in a reserved account in the general fund. Aid in the reserved account
 45.26 must be used to implement requirements under the Read Act or for literacy incentive aid
 45.27 uses under section 124D.98, subdivision 5.

45.28 (d) A school district, charter school, or cooperative unit must purchase curriculum and
 45.29 instructional materials that reflect diverse populations.

45.30 (e) Of this amount, up to \$250,000 is available for ~~grant~~ administration.

45.31 (f) This appropriation does not cancel but is available until June 30, 2025. This is a
 45.32 onetime appropriation and is available until June 30, 2028.

46.1 (g) This aid is 100 percent payable in fiscal year 2025.

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

46.3 Sec. 22. Laws 2023, chapter 55, article 3, section 11, subdivision 4, is amended to read:

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

46.6 \$ 34,950,000 2024

46.7 \$ 0

46.8 \$ 4,000,000 2025

46.9 (b) Of the amount for fiscal year 2024 in paragraph (a), \$18,000,000 is for the Department
46.10 of Education and the regional literacy networks and \$16,700,000 is for statewide training.

46.11 The department must use the funding to develop a data collection system to collect and
46.12 analyze the submission of the local literacy plans and student-level universal screening data,
46.13 to establish the regional literacy networks as a partnership between the department and the
46.14 Minnesota service cooperatives, and to administer statewide training based in structured
46.15 literacy to be offered free to school districts and charter schools and facilitated by the regional
46.16 literacy networks and the department. The regional literacy networks must focus on
46.17 implementing comprehensive literacy reform efforts based on structured literacy. Each
46.18 regional literacy network must add a literacy lead position and establish a team of trained
46.19 literacy coaches to facilitate evidence-based structured literacy training opportunities and
46.20 ongoing supports to school districts and charter schools in each of their regions. The amount
46.21 in fiscal year 2025 is for statewide training. Funds appropriated under this subdivision may
46.22 also be used to provide training in structured literacy to fourth and fifth grade classroom
46.23 teachers and literacy professors from Minnesota institutions of higher education.

46.24 (c) Of the amount in paragraph (a), \$250,000 is for administration.

46.25 (d) If funds remain unspent on July 1, 2026, the commissioner must expand eligibility
46.26 for approved training to include principals and other district, charter school, or cooperative
46.27 administrators.

46.28 (e) The commissioner must report to the legislative committees with jurisdiction over
46.29 kindergarten through grade 12 education the number of teachers from each district who
46.30 received approved structured literacy training using funds under this subdivision, and the
46.31 amounts awarded to districts, charter schools, or cooperatives.

47.1 (f) The regional literacy networks and staff at the Department of Education must provide
47.2 ongoing support to school districts, charter schools, and cooperatives implementing
47.3 evidence-based literacy instruction.

47.4 (g) This appropriation is available until June 30, 2028. Any unspent funds do not cancel
47.5 but are transferred to the Read Act program account in the special revenue fund. The base
47.6 for fiscal year 2026 and later is \$7,750,000, of which \$6,500,000 is for the regional literacy
47.7 networks and \$1,250,000 is for statewide training.

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

47.9 Sec. 23. **PELSB READING AUDIT REPORT.**

47.10 (a) The Professional Educator Licensing and Standards Board must conduct an audit
47.11 that evaluates whether and how approved teacher training programs for candidates for the
47.12 following licensure areas meet subject matter standards for reading:

47.13 (1) early childhood education in accordance with Minnesota Rules, part 8710.3000;

47.14 (2) elementary education in accordance with Minnesota Rules, part 8710.3200; and

47.15 (3) special education in accordance with Minnesota Rules, part 8710.5000.

47.16 (b) The board must submit an initial report with its findings to the legislative committees
47.17 with jurisdiction over kindergarten through grade 12 and higher education by January 15,
47.18 2025, and a final report by August 1, 2026. Each report must:

47.19 (1) identify the reading standards for each licensure area, identify how they are aligned
47.20 to the requirements of the Read Act, including requirements on evidence-based instruction,
47.21 phonemic awareness, phonics, vocabulary development, reading fluency, and reading
47.22 comprehension, and to the requirements of section 122A.092, subdivision 5;

47.23 (2) describe how the board conducted the audit;

47.24 (3) identify the results of the audit; and

47.25 (4) summarize the program effectiveness reports for continuing approval related to
47.26 reading standards reviewed by the board, including the board determinations under Minnesota
47.27 Rule, part 8705.2200.

48.1 Sec. 24. **READ ACT DEAF, DEAFBLIND, AND HARD OF HEARING WORKING**
48.2 **GROUP.**

48.3 **Subdivision 1. Working group purpose.** The Department of Education must establish
48.4 a working group to make recommendations on literacy training, screeners, and curriculum
48.5 for students who cannot fully access sound-based approaches such as phonics.

48.6 **Subd. 2. Members.** The Department of Education must appoint representatives from
48.7 the Center for Applied Research and Educational Improvement at the University of
48.8 Minnesota; the Minnesota Commission of the Deaf, Deafblind and Hard of Hearing; the
48.9 Minnesota State Academies; Metro Deaf School; intermediate school districts; regional
48.10 low-incidence facilitators; a Deaf and Hard of Hearing teacher licensure preparation program
48.11 in Minnesota approved by the Professional Educator Licensing and Standards Board; and
48.12 teachers of students who are deaf, deafblind, or hard of hearing.

48.13 **Subd. 3. Report.** The working group must review curriculum, screeners, and training
48.14 approved under the Read Act and make recommendations for adapting curriculum, screeners,
48.15 and training available to districts, charter schools, teachers, and administrators to meet the
48.16 needs of students and educators who cannot fully access sound-based approaches. The report
48.17 must address how approved curriculum, screeners, and training may be modified and identify
48.18 resources for alternatives to sound-based approaches. The working group must post its
48.19 report on the Department of Education website, and submit it to the legislative committees
48.20 with jurisdiction over kindergarten through grade 12 education no later than January 15,
48.21 2025.

48.22 **Subd. 4. Administrative provisions.** (a) The commissioner, or the commissioner's
48.23 designee, must convene the initial meeting of the working group. At the first meeting, the
48.24 department must provide members of the working group information on structured literacy
48.25 and the curriculum, screeners, and training approved under the Read Act.

48.26 (b) Members of the working group are eligible for per diem compensation as provided
48.27 under Minnesota Statutes, section 15.059, subdivision 3. The working group expires January
48.28 16, 2025, or upon submission of the report to the legislature under subdivision 3, whichever
48.29 is earlier.

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

49.1 Sec. 25. **APPROPRIATION; SUPPLEMENTAL READ ACT FUNDING.**

49.2 Subdivision 1. Department of Education. The sums indicated in this section are
49.3 appropriated from the general fund to the Department of Education in the fiscal years
49.4 designated.

49.5 Subd. 2. Read Act implementation. (a) For transfer to the Read Act program account
49.6 in the special revenue fund under section 120B.123:

49.7 \$ 33,225,000 2025

49.8 (b) Of this amount, \$31,375,000 is for school districts, charter schools, and cooperatives,
49.9 to be allocated based on the number of teachers required to complete training, as reported
49.10 in local literacy plans. Districts, charter schools, and cooperatives may use the funding in
49.11 the following order of priority:

49.12 (1) to compensate staff who complete an evidence-based professional development
49.13 program approved under Minnesota Statutes, section 120B.124, outside of the regular work
49.14 time or staff development time at their regular hourly wage;

49.15 (2) to pay for substitute teachers or other staff needed while teachers or other staff
49.16 complete an evidence-based professional development program approved under section
49.17 Minnesota Statutes, 120B.124; and

49.18 (3) for stipends for teachers who have a license to teach in Minnesota and complete an
49.19 evidence-based professional development program approved under Minnesota Statutes,
49.20 section 120B.124, between July 1, 2021, and July 1, 2027.

49.21 (c) Of this amount, \$1,000,000 is for CAREI to collaborate with publishers of approved
49.22 curriculum and intervention materials to improve the materials' cultural responsiveness, and
49.23 ensure that the publisher provides districts, charter schools and cooperatives with the updated
49.24 materials.

49.25 (d) Of this amount \$500,000 is for the department to develop training for
49.26 paraprofessionals that regularly provide Tier 2 literacy interventions to students in Minnesota
49.27 school districts, charter schools, or cooperative units.

49.28 (e) Of this amount, \$250,000 is for the department to partner with CAREI to develop
49.29 training for volunteers, and other persons not employed by districts that regularly provide
49.30 Tier 2 literacy interventions to students in Minnesota school districts, charter schools, or
49.31 cooperative units.

50.1 (f) Of this amount, \$100,000 is for the Read Act Deaf, Deafblind, and Hard of hearing
 50.2 working group.

50.3 (g) This is a onetime appropriation.

50.4 Sec. 26. **REVISOR INSTRUCTION.**

50.5 The revisor of statutes shall renumber each section of Minnesota Statutes listed in column
 50.6 A with the number listed in column B. The revisor shall also make necessary cross-reference
 50.7 changes consistent with the renumbering. The revisor shall also make any technical and
 50.8 other changes necessitated by the renumbering and cross-reference changes in this act.

50.9	<u>Column A</u>	<u>Column B</u>
50.10	<u>120B.1117</u>	<u>120B.118</u>
50.11	<u>120B.1118</u>	<u>120B.119</u>

50.12 **ARTICLE 4**

50.13 **AMERICAN INDIAN EDUCATION**

50.14 Section 1. Minnesota Statutes 2023 Supplement, section 124D.81, subdivision 2b, is
 50.15 amended to read:

50.16 Subd. 2b. **Carry forward of funds.** Notwithstanding section 16A.28, if a school district
 50.17 or Tribal contract school does not expend the full amount of the American Indian education
 50.18 aid in accordance with the plan in the designated fiscal year, the school district or Tribal
 50.19 contract school may carry forward and expend up to half of the remaining funds in the ~~first~~
 50.20 ~~six months of the~~ following fiscal year, and is not subject to an aid reduction if:

50.21 (1) the district is otherwise following the plan submitted and approved under subdivision
 50.22 2;

50.23 (2) the American Indian Parent Advisory Committee for the school is aware of and has
 50.24 approved the carry forward and has concurred with the district's educational offerings
 50.25 extended to American Indian students under section 124D.78;

50.26 (3) the funds carried over are used in accordance with section 124D.74, subdivision 1;
 50.27 and

50.28 (4) by April 1, the district reports to the Department of Education American Indian
 50.29 education director the reason the aid was not expended in the designated fiscal year, and
 50.30 describes how the district intends to expend the funds in the following fiscal year. The
 50.31 district must report this information in the form and manner determined by the commissioner.

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

51.2 **ARTICLE 5**

51.3 **TEACHERS**

51.4 Sec. 1. Minnesota Statutes 2023 Supplement, section 121A.642, is amended to read:

51.5 **121A.642 PARAPROFESSIONAL TRAINING.**

51.6 Subdivision 1. **Training required.** (a) For purposes of this section, a "school" means a
 51.7 school district or, charter school, intermediate school district, other cooperative unit, Perpich
 51.8 Center for Arts Education, or the Minnesota State Academies.

51.9 (b) A school must provide a minimum of eight hours of paid orientation or professional
 51.10 development annually to all paraprofessionals, Title I aides, and other instructional support
 51.11 staff.

51.12 (c) Six of the eight hours must be completed before the first instructional day of the
 51.13 school year or within 30 days of hire.

51.14 (d) The orientation or professional development must be relevant to the employee's
 51.15 occupation and may include collaboration time with classroom teachers and planning for
 51.16 the school year.

51.17 (e) For paraprofessionals who provide direct support to students, at least 50 percent of
 51.18 the professional development or orientation must be dedicated to meeting the requirements
 51.19 of this section. Professional development for paraprofessionals may also address the
 51.20 requirements of section 120B.363, subdivision 3.

51.21 (f) A school administrator must provide an annual certification of compliance with this
 51.22 requirement to the commissioner.

51.23 (g) For the 2024-2025 school year only, a school may reduce the hours of training
 51.24 required in paragraphs (b) to (e) to a minimum of six hours and must pay for paraprofessional
 51.25 test materials and testing fees for any paraprofessional employed by the school district
 51.26 during the 2023-2024 school year who has not yet successfully completed the
 51.27 paraprofessional assessment or met the requirements of the paraprofessional competency
 51.28 grid.

51.29 Subd. 2. **Reimbursement for paraprofessional training.** (a) Beginning in fiscal year
 51.30 2025, the commissioner of education must reimburse ~~school districts, charter schools,~~
 51.31 ~~intermediate school districts and other cooperative units, the Perpich Center for Arts~~

52.1 ~~Education, and the Minnesota State Academies~~ schools in the form and manner specified
52.2 by the commissioner for paraprofessional training costs.

52.3 (b) The paraprofessional reimbursement equals the prior year compensation expenses
52.4 associated with providing up to eight hours of paid orientation and professional development
52.5 for each paraprofessional trained under subdivision 1. For purposes of this paragraph,
52.6 "compensation expenses" means the sum of the following amounts attributable to the school's
52.7 paraprofessionals:

52.8 (1) regular hourly wages;

52.9 (2) Federal Insurance Contributions Act (FICA) taxes under United States Code, title
52.10 26, chapter 21; and

52.11 (3) the employer share of retirement contributions required under chapter 352, 353, 354,
52.12 or 354A.

52.13 (c) The commissioner may establish procedures to ensure that any costs reimbursed
52.14 under this section are excluded from other school revenue calculations.

52.15 (d) For the school reimbursements paid in fiscal year 2026 for costs incurred during the
52.16 2024-2025 school year only, the commissioner must not reduce the aid to any school that
52.17 paid for paraprofessional test materials or testing fees under subdivision 1, paragraph (g).

52.18 Subd. 3. **Consultation.** In any school where the paraprofessionals are represented by a
52.19 bargaining unit, the school must consult with the exclusive representative for employees
52.20 receiving training when creating or planning training required under this section.

52.21 **EFFECTIVE DATE.** Subdivisions 1 and 2 of this section are effective July 1, 2024.

52.22 Subdivision 3 of this section is effective the day following final enactment.

52.23 Sec. 2. Minnesota Statutes 2023 Supplement, section 122A.415, subdivision 4, is amended
52.24 to read:

52.25 Subd. 4. **Basic alternative teacher compensation aid.** (a) The basic alternative teacher
52.26 compensation aid for a school with a plan approved under section 122A.414, subdivision
52.27 2b, equals 65 percent of the alternative teacher compensation revenue under subdivision 1.
52.28 The basic alternative teacher compensation aid for a charter school with a plan approved
52.29 under section 122A.414, subdivisions 2a and 2b, equals \$260 times the number of pupils
52.30 enrolled in the school on October 1 of the previous year, or on October 1 of the current year
52.31 for a charter school in the first year of operation, times the ratio of the sum of the alternative
52.32 teacher compensation aid and alternative teacher compensation levy for all participating

53.1 school districts to the maximum alternative teacher compensation revenue for those districts
53.2 under subdivision 1.

53.3 (b) Notwithstanding paragraph (a) and subdivision 1, the state total basic alternative
53.4 teacher compensation aid entitlement must not exceed \$88,118,000 for fiscal year 2023;
53.5 \$88,461,000 for fiscal year 2024; ~~\$88,461,000~~ \$88,961,000 for fiscal year 2025; and
53.6 \$89,486,000 for fiscal year 2026 and later. The commissioner must limit the amount of
53.7 alternative teacher compensation aid approved under this section so as not to exceed these
53.8 limits by not approving new participants or by prorating the aid among participating districts,
53.9 intermediate school districts, school sites, and charter schools. The commissioner may also
53.10 reallocate a portion of the allowable aid for the biennium from the second year to the first
53.11 year to meet the needs of approved participants.

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

53.15 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2025 and later.

53.16 Sec. 3. Minnesota Statutes 2022, section 122A.415, is amended by adding a subdivision
53.17 to read:

53.18 **Subd. 7. Revenue reserved.** Revenue received under this section must be reserved and
53.19 used only for the programs authorized under section 122A.414.

53.20 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2025 and later.

53.21 Sec. 4. Minnesota Statutes 2023 Supplement, section 122A.73, subdivision 2, is amended
53.22 to read:

53.23 **Subd. 2. Grow Your Own district programs.** (a) A school district, charter school,
53.24 Tribal contract school, or cooperative unit under section 123A.24, subdivision 2, may apply
53.25 for a grant for a teacher preparation program that meets the requirements of paragraph (c)
53.26 to establish a Grow Your Own pathway for adults to obtain their first professional teaching
53.27 license. The grant recipient must use at least 80 percent of grant funds to provide tuition
53.28 scholarships or stipends to enable school district employees or community members affiliated
53.29 with a school district, who are of color or American Indian and who seek a teaching license,
53.30 to participate in the teacher preparation program. Grant funds may also be used to pay for
53.31 teacher licensure exams and licensure fees.

54.1 (b) A district using grant funds under this subdivision to provide financial support to
54.2 teacher candidates may require a commitment as determined by the district to teach in the
54.3 district for a reasonable amount of time that does not exceed five years.

54.4 (c) A grantee must partner with:

54.5 (1) a Professional Educator Licensing and Standards Board-approved teacher preparation
54.6 program;

54.7 (2) a Council for the Accreditation of Educator Preparation-accredited teacher preparation
54.8 program from a private, not for profit, institution of higher education; or

54.9 (3) an institution that has an articulated transfer pathway with a board-approved teacher
54.10 preparation program.

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

54.12 Sec. 5. Minnesota Statutes 2023 Supplement, section 122A.73, subdivision 3, is amended
54.13 to read:

54.14 Subd. 3. **Grants for programs serving secondary school students.** (a) A school district
54.15 or charter school may apply for grants under this section to offer other innovative programs
54.16 that encourage secondary school students, especially students of color and American Indian
54.17 students, to pursue teaching. To be eligible for a grant under this subdivision, an applicant
54.18 must ensure that the aggregate percentage of secondary school students of color and American
54.19 Indian students participating in the program is equal to or greater than the aggregate
54.20 percentage of students of color and American Indian students in the school district, charter
54.21 school, Tribal contract school, or cooperative unit.

54.22 (b) A grant recipient must use grant funds awarded under this subdivision for:

54.23 (1) supporting future teacher clubs or service-learning opportunities that provide middle
54.24 and high school students with experiential learning that supports the success of younger
54.25 students or peers and increases students' interest in pursuing a teaching career;

54.26 (2) developing and offering postsecondary enrollment options for "Introduction to
54.27 Teaching" or "Introduction to Education" courses consistent with section 124D.09,
54.28 subdivision 10, that meet degree requirements for teacher licensure;

54.29 (3) providing direct support, including wrap-around services, for students who are of
54.30 color or American Indian to enroll and be successful in postsecondary enrollment options
54.31 courses under section 124D.09 that would meet degree requirements for teacher licensure;
54.32 or

55.1 (4) offering scholarships to graduating high school students who are of color or American
55.2 Indian to enroll in board-approved undergraduate teacher preparation programs at a college
55.3 or university in Minnesota or in an institution that has an articulated transfer pathway with
55.4 a board-approved teacher preparation program.

55.5 (c) The maximum grant award under this subdivision is \$500,000. The commissioner
55.6 may consider the number of participants a grant recipient intends to support when determining
55.7 a grant amount.

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

55.9 Sec. 6. Minnesota Statutes 2022, section 122A.73, subdivision 4, is amended to read:

55.10 Subd. 4. **Grant procedure.** (a) A district must apply for a grant under this section in
55.11 the form and manner specified by the commissioner. The commissioner must give priority
55.12 to districts with the highest total number or percentage of students who are of color or
55.13 American Indian. To the extent that there are sufficient applications, the commissioner must,
55.14 to the extent practicable, award an equal number of grants between districts in greater
55.15 Minnesota and those in the Twin Cities metropolitan area.

55.16 (b) For the 2022-2023 school year and later, grant applications for new and existing
55.17 programs must be received by the commissioner no later than January 15 of the year prior
55.18 to the school year in which the grant will be used. The commissioner must review all
55.19 applications and notify grant recipients by March 15 or as soon as practicable of the
55.20 anticipated amount awarded. If the commissioner determines that sufficient funding is
55.21 unavailable for the grants, the commissioner must notify grant applicants by June 30 or as
55.22 soon as practicable that there are insufficient funds.

55.23 ~~(c) For the 2021-2022 school year, the commissioner must set a timetable for awarding~~
55.24 ~~grants as soon as practicable.~~

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

55.26 Sec. 7. Minnesota Statutes 2023 Supplement, section 122A.77, subdivision 1, is amended
55.27 to read:

55.28 Subdivision 1. **Grant program established.** The commissioner of education must
55.29 administer a grant program to develop a pipeline of trained, licensed Tier 3 or Tier 4 special
55.30 education teachers. A school district, charter school, Tribal contract school, or cooperative
55.31 unit under section 123A.24, subdivision 2, may apply for a grant under this section. An
55.32 applicant must partner with:

56.1 (1) a Professional Educator Licensing and Standards Board-approved teacher preparation
56.2 program;

56.3 (2) a Council for the Accreditation of Educator Preparation-accredited teacher preparation
56.4 program from a private, not-for-profit, institution of higher education; or

56.5 (3) an institution that has an articulated transfer pathway with a board-approved teacher
56.6 preparation program.

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

56.8 Sec. 8. Minnesota Statutes 2023 Supplement, section 122A.77, subdivision 2, is amended
56.9 to read:

56.10 Subd. 2. **Grant uses.** (a) A grant recipient must use grant funds to support participants
56.11 who are employed by the grant recipient ~~as either a paraprofessional or other unlicensed~~
56.12 ~~staff, or a teacher with a Tier 1 or Tier 2 license,~~ and demonstrate a willingness to be a
56.13 special education teacher after completing the program.

56.14 (b) A grant recipient may use grant funds for:

56.15 (1) tuition assistance or stipends for participants;

56.16 (2) supports for participants, including mentoring, licensure test preparation, and
56.17 technology support; or

56.18 (3) participant recruitment.

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

56.20 Sec. 9. **[123B.155] PAID LEAVE FOR SCHOOL CLOSURES.**

56.21 A school district or charter school that alters its calendar due to a weather event, public
56.22 health emergency, or any other circumstance must continue to pay the full wages for
56.23 scheduled work hours and benefits of all school employees for full or partial day closures,
56.24 if the district or charter school counts that day as an instructional day for any students in
56.25 the district or charter school. School employees may be allowed to work from home to the
56.26 extent practicable. Paid leave for an e-learning day is provided under section 120A.414,
56.27 subdivision 6.

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

57.1 Sec. 10. Minnesota Statutes 2023 Supplement, section 124D.901, subdivision 3, is amended
57.2 to read:

57.3 Subd. 3. **Student support personnel aid.** (a) The initial student support personnel aid
57.4 for a school district equals the greater of the student support personnel allowance times the
57.5 adjusted pupil units at the district for the current fiscal year or \$40,000. The initial student
57.6 support personnel aid for a charter school equals the greater of the student support personnel
57.7 allowance times the adjusted pupil units at the charter school for the current fiscal year or
57.8 \$20,000. There is no penalty for fiscal year 2024. For fiscal year 2025 and later, aid under
57.9 this paragraph must be reserved in a fund balance which may not exceed the prior year's
57.10 aid allocation.

57.11 (b) The cooperative student support personnel aid for a school district that is a member
57.12 of an intermediate school district or other cooperative unit that serves students equals the
57.13 greater of the cooperative student support allowance times the adjusted pupil units at the
57.14 district for the current fiscal year or \$40,000. If a district is a member of more than one
57.15 cooperative unit that serves students, the revenue must be allocated among the cooperative
57.16 units. A cooperative is not subject to an aid penalty for fiscal year 2024. For fiscal year
57.17 2025 and later, a cooperative must place its student personnel aid into a reserve account,
57.18 the balance of which may not exceed the previous year's aid.

57.19 (c) The student support personnel allowance equals \$11.94 for fiscal year 2024, \$17.08
57.20 for fiscal year 2025, and \$48.73 for fiscal year 2026 and later.

57.21 (d) The cooperative student support allowance equals \$0.60 for fiscal year 2024, \$0.85
57.22 for fiscal year 2025, and \$2.44 for fiscal year 2026 and later.

57.23 ~~(e) Notwithstanding paragraphs (a) and (b), the student support personnel aid must not~~
57.24 ~~exceed the district's, charter school's, or cooperative unit's actual expenditures.~~

57.25 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2025 and later.

57.26 Sec. 11. Laws 2023, chapter 55, article 5, section 64, subdivision 3, as amended by Laws
57.27 2024, chapter 81, section 14, is amended to read:

57.28 Subd. 3. **Alternative teacher compensation aid.** (a) For alternative teacher compensation
57.29 aid under Minnesota Statutes, section 122A.415, subdivision 4:

57.30	\$	\$88,706,000	.....	2024
57.31		\$88,562,000		
57.32	\$	<u>\$89,012,000</u>	.....	2025

58.1 (b) The 2024 appropriation includes \$8,824,000 for fiscal year 2023 and \$79,882,000
58.2 for fiscal year 2024.

58.3 (c) The 2025 appropriation includes \$8,875,000 for fiscal year 2024 and ~~\$79,687,000~~
58.4 \$80,137,000 for fiscal year 2025.

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

58.6 Sec. 12. Laws 2023, chapter 55, article 5, section 64, subdivision 5, is amended to read:

58.7 Subd. 5. **Closing educational opportunity grants.** (a) To support schools in their
58.8 efforts to close opportunity gaps under Minnesota Statutes, section 120B.113:

58.9 \$ 3,000,000 2024

58.10 \$ 3,000,000 2025

58.11 (b) The department may retain up to five percent of this appropriation to administer the
58.12 grant program.

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

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

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

58.16 Sec. 13. Laws 2023, chapter 55, article 5, section 64, subdivision 10, is amended to read:

58.17 Subd. 10. **Grow Your Own pathways to teacher licensure grants.** (a) For grants to
58.18 develop, continue, or expand Grow Your Own new teacher programs under Minnesota
58.19 Statutes, section 122A.73, to develop a teaching workforce that more closely reflects the
58.20 state's increasingly diverse student population and ensure all students have equitable access
58.21 to effective and diverse teachers:

58.22 \$ 25,000,000 2024

58.23 \$ 25,000,000 2025

58.24 (b) This appropriation is subject to the requirements under Minnesota Statutes, section
58.25 122A.73, subdivision 5. The commissioner may allow a grant recipient to modify its program
58.26 to align with statutory changes to Minnesota Statutes, section 122A.73, made after the grant
58.27 was awarded.

58.28 (c) The base for fiscal year 2026 and later is \$31,954,000.

59.1 Sec. 14. Laws 2023, chapter 55, article 5, section 64, subdivision 12, is amended to read:

59.2 Subd. 12. **Special education teacher pipeline.** (a) For grants to develop special education
59.3 teacher pipelines across Minnesota under Minnesota Statutes, section ~~122A.731~~ 122A.77:

59.4 \$ 20,000,000 2024

59.5 \$ 10,000,000 2025

59.6 (b) This appropriation is subject to the requirements under Minnesota Statutes, section
59.7 ~~122A.731~~ 122A.77, subdivision 5.

59.8 (c) The commissioner may allow a grant recipient to modify its program to align with
59.9 statutory changes to Minnesota Statutes, section 122A.77, made after the grant was awarded.

59.10 ~~(e)~~ (d) The base for fiscal year 2026 is \$0 and the base for fiscal year 2027 is \$10,000,000.

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

59.12 Sec. 15. Laws 2023, chapter 55, article 5, section 64, subdivision 13, is amended to read:

59.13 Subd. 13. **Statewide teacher mentoring program.** (a) For a statewide teacher induction
59.14 and mentoring program:

59.15 \$ 9,940,000 2024

59.16 \$ 0 2025

59.17 (b) Funds may be used for:

59.18 (1) competitive grants to Minnesota regional partners, including institutions of higher
59.19 education, regional service cooperatives, other district or charter collaboratives, and
59.20 professional organizations, to provide mentoring supports for new teachers, on-the-ground
59.21 training, technical assistance, and networks or communities of practice for local new teachers,
59.22 districts, and charter schools to implement Minnesota's induction model;

59.23 (2) competitive grants to school districts to fund ~~Teacher of Record~~ mentorships to Tier
59.24 1 and Tier 2 special education teachers, including training and supervision; and

59.25 (3) contracts with national content experts and research collaboratives to assist in
59.26 developing Minnesota's induction model, to provide ongoing training to mentors and
59.27 principals, and to evaluate the program over time.

59.28 (c) Up to five percent of the appropriation is available for grant administration.

59.29 (d) This is a onetime appropriation and is available until June 30, 2027.

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

60.1 Sec. 16. Laws 2023, chapter 55, article 5, section 64, subdivision 15, is amended to read:

60.2 Subd. 15. **Student support personnel workforce pipeline.** (a) For a grant program to
60.3 develop a student support personnel workforce pipeline focused on increasing school
60.4 psychologists, school nurses, school counselors, and school social workers of color and
60.5 Indigenous providers, professional respecialization, recruitment, and retention:

60.6 \$ 5,000,000 2024

60.7 \$ 5,000,000 2025

60.8 (b) Of the amount in paragraph (a), \$150,000 is for providing support to school nurses
60.9 across the state.

60.10 (c) To the extent practicable, the pipeline grants must be used to support equal numbers
60.11 of students pursuing careers as school psychologists, school nurses, school counselors, and
60.12 school social workers.

60.13 (d) For grants awarded under this subdivision to school psychologists, the following
60.14 terms have the meanings given:

60.15 (1) "eligible designated trainee" means an individual enrolled in a NASP-approved or
60.16 APA-accredited school psychology program granting educational specialist certificates or
60.17 doctoral degrees in school psychology;

60.18 (2) "practica" means an educational experience administered and evaluated by the
60.19 graduate training program, with university and site supervision by appropriately credentialed
60.20 school psychologists, to develop trainees' competencies to provide school psychological
60.21 services based on the graduate program's goals and competencies relative to accreditation
60.22 and licensure requirements; and

60.23 (3) "eligible employment" means a paid position within a school or local education
60.24 agency directly related to the training program providing direct or indirect school psychology
60.25 services. Direct services include assessment, intervention, prevention, or consultation services
60.26 to students or their family members and educational staff. Indirect services include
60.27 supervision, research and evaluation, administration, program development, technical
60.28 assistance, or professional learning to support direct services.

60.29 (e) Grants awarded to school psychologists must be used for:

60.30 (1) the provision of paid, supervised, and educationally meaningful practica in a public
60.31 school setting for an eligible designated trainee enrolled in a qualifying program within the
60.32 grantee's institution;

61.1 (2) to support student recruitment and retention to enroll and hire an eligible designated
61.2 trainee for paid practica in public school settings; and

61.3 (3) oversight of trainee practica and professional development by the qualifying institution
61.4 to ensure the qualifications and conduct by an eligible designated trainee meet requirements
61.5 set forth by the state and accrediting agencies.

61.6 (f) Upon successful completion of the graduate training program, grants awarded to
61.7 school psychologists must maintain eligible employment within Minnesota for a minimum
61.8 period of one-year full-time equivalent for each academic year of paid traineeship under
61.9 the grant program.

61.10 (g) Up to \$150,000 of the appropriation is available for grant administration.

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

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

61.13 Sec. 17. Laws 2023, chapter 55, article 5, section 64, subdivision 16, is amended to read:

61.14 Subd. 16. **Teacher residency program.** (a) For the teacher residency program that meets
61.15 the requirements of Minnesota Rules, part 8705.2100, subpart 2, item D, subitem (5), unit
61.16 (g):

61.17 \$ 3,000,000 2024

61.18 \$ 3,000,000 2025

61.19 (b) Up to three percent of the appropriation is available for grant administration.

61.20 (c) Any balance in the first year does not cancel but is available in the ~~following fiscal~~
61.21 second year.

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

61.23 Sec. 18. Laws 2023, chapter 55, article 5, section 65, subdivision 3, is amended to read:

61.24 Subd. 3. **Collaborative urban and greater Minnesota educators of color grants.** (a)
61.25 For collaborative urban and greater Minnesota educators of color competitive grants under
61.26 Minnesota Statutes, section 122A.635:

61.27 \$ 5,440,000 2024

61.28 \$ 5,440,000 2025

61.29 (b) The board may retain up to \$100,000 of the appropriation amount to monitor and
61.30 administer the grant program.

62.1 (c) Any balance in the first year does not cancel but is available in the ~~following fiscal~~
62.2 second year.

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

62.4 Sec. 19. Laws 2023, chapter 55, article 5, section 65, subdivision 6, is amended to read:

62.5 Subd. 6. **Mentoring, induction, and retention incentive program grants for teachers**
62.6 **of color.** (a) To develop and expand mentoring, induction, and retention programs designed
62.7 for teachers of color or American Indian teachers under Minnesota Statutes, section 122A.70:

62.8 \$ 3,500,000 2024

62.9 \$ 3,500,000 2025

62.10 (b) Any balance in the first year does not cancel but is available in the ~~following fiscal~~
62.11 second year.

62.12 (c) The base for grants under Minnesota Statutes, section 122A.70, for fiscal year 2026
62.13 and later is \$4,500,000, of which at least \$3,500,000 each fiscal year is for grants to develop
62.14 and expand mentoring, induction, and retention programs designed for teachers of color or
62.15 American Indian teachers.

62.16 (d) The board may retain up to three percent of the appropriation amount to monitor and
62.17 administer the grant program.

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

62.19 Sec. 20. Laws 2023, chapter 55, article 5, section 65, subdivision 7, is amended to read:

62.20 Subd. 7. **Pathway preparation grants.** (a) For grants to support teachers holding a Tier
62.21 1 or Tier 2 license and seeking a Tier 3 or Tier 4 license:

62.22 \$ 400,000 2024

62.23 \$ 400,000 2025

62.24 (b) The following are eligible for grants under this subdivision:

62.25 (1) school districts;

62.26 (2) charter schools;

62.27 (3) service cooperatives; and

62.28 (4) partnerships between one or more teacher preparation providers, school districts, or
62.29 charter schools.

63.1 (c) Grant funds must be used to support teachers holding a Tier 1 or Tier 2 license and
63.2 seeking a Tier 3 or Tier 4 license through completion of a teacher preparation program or
63.3 the licensure via portfolio process. A grant recipient must provide teachers holding a Tier
63.4 1 or Tier 2 license with professional development, mentorship, and coursework aligned to
63.5 state standards for teacher licensure.

63.6 (d) The Professional Educator Licensing and Standards Board may collaborate with the
63.7 Department of Education and the Office of Higher Education to administer the grant program.

63.8 (e) The board may retain up to three percent of the appropriation amount to monitor and
63.9 administer the grant.

63.10 **Sec. 21. STUDENT TEACHING STIPEND PILOT PROGRAM.**

63.11 **Subdivision 1. Pilot program established.** A pilot program is established to support
63.12 student teachers placed in Minnesota school districts or charter schools to complete clinical
63.13 experiences necessary to obtain Minnesota teaching licenses, and help policymakers
63.14 determine how to reduce the financial burden of completing valuable clinical experiences
63.15 and strengthen the pipeline of qualified teachers. The pilot program is effective for the
63.16 2024-2025 school year.

63.17 **Subd. 2. Participating teacher preparation program providers.** (a) The pilot program
63.18 consists of the following teacher preparation program providers:

63.19 (1) St. Cloud State University;

63.20 (2) Bemidji State University;

63.21 (3) Minnesota State University, Mankato;

63.22 (4) Winona State University;

63.23 (5) Fond du Lac Tribal and Community College;

63.24 (6) the University of Minnesota-Duluth; and

63.25 (7) the University of Minnesota-Crookston.

63.26 (b) A participating teacher preparation program provider must:

63.27 (1) determine the stipend amount based on the available funding and number of eligible
63.28 student teachers;

63.29 (2) award each student teacher placed in a student teaching assignment a stipend of the
63.30 same amount regardless of financial need or intended licensure area; and

64.1 (3) notify student teachers of their stipend amounts no later than 30 days before the
64.2 student teacher is placed in a student teaching assignment.

64.3 Subd. 3. **Student teacher eligibility.** (a) A student teacher is eligible for a stipend through
64.4 the pilot program if the student teacher:

64.5 (1) is enrolled in a Professional Educator Licensing and Standards Board-approved
64.6 teacher preparation program that requires at least 12 weeks of student teaching in order to
64.7 be recommended for a Tier 3 teaching license;

64.8 (2) is placed in a Minnesota school district or charter school to complete required student
64.9 teaching; and

64.10 (3) is meeting satisfactory academic progress as defined under Minnesota Statutes,
64.11 section 136A.101, subdivision 10.

64.12 (b) A student teacher may receive a stipend under this section, and under Minnesota
64.13 Statutes, section 136A.1274 or 136A.1275.

64.14 Subd. 4. **Stipends not considered income for certain purposes.** (a) Notwithstanding
64.15 any law to the contrary, payments under this section must not be considered income, assets,
64.16 or personal property for purposes of determining eligibility or recertifying eligibility for:

64.17 (1) child care assistance programs under Minnesota Statutes, chapter 119B, and early
64.18 learning scholarships under Minnesota Statutes, section 124D.165;

64.19 (2) general assistance, Minnesota supplemental aid, and food support under Minnesota
64.20 Statutes, chapter 256D;

64.21 (3) housing support under Minnesota Statutes, chapter 256I;

64.22 (4) the Minnesota family investment program and diversionary work program under
64.23 Minnesota Statutes, chapter 256J; and

64.24 (5) economic assistance programs under Minnesota Statutes, chapter 256P.

64.25 (b) The commissioner of human services must not consider a teacher stipend under this
64.26 section as income or assets when determining medical assistance eligibility under Minnesota
64.27 Statutes, chapter 256B.

64.28 Subd. 5. **Professional Educator Licensing and Standards Board.** (a) The Professional
64.29 Educator Licensing and Standards Board must develop and administer a survey to students
64.30 who receive stipends through the pilot program, and interview a representative sample of
64.31 student teachers who receive stipends. The surveys and interviews must seek information
64.32 related to the impact of the stipend on the student teacher, whether the student teacher

65.1 received any other stipends or compensation for student teaching, and other information
65.2 relevant to development of a statewide paid student teaching program.

65.3 (b) The board must submit reports to the chairs and minority leaders of the legislative
65.4 committees with jurisdiction over kindergarten through grade 12 education and higher
65.5 education by February 1, 2025, and July 1, 2025, in accordance with Minnesota Statutes,
65.6 section 3.195. Each report must identify the number of student teachers receiving stipends
65.7 by teacher preparation program provider and the districts or charter schools where the student
65.8 teachers were placed, and the amount each student teacher received under this section. The
65.9 second report must also summarize the results of the surveys and interviews, and make
65.10 recommendations for implementing a statewide paid student teacher program.

65.11 **EFFECTIVE DATE.** This section is effective July 1, 2024, except for subdivision 4,
65.12 paragraph (b), which is effective July 1, 2024, or upon federal approval, whichever is later.

65.13 **Sec. 22. PARAPROFESSIONAL QUALIFICATIONS EXAMINED.**

65.14 (a) The Department of Education and the Professional Educator Licensing and Standards
65.15 Board must collaboratively examine Minnesota's process for determining standards for
65.16 paraprofessionals in consultation with at least the following:

- 65.17 (1) one representative each from at least two organizations representing paraprofessionals;
65.18 (2) one person representing the Minnesota Association of School Administrators; and
65.19 (3) one person representing the Minnesota Administrators for Special Education.

65.20 (b) By June 15, 2024, the agencies must announce their work plan to revise the
65.21 paraprofessional qualifications under Minnesota Statutes, section 120B.363 and the
65.22 qualifications used to determine eligibility for state special education aid calculations.

65.23 (c) The competency grid must be aligned with the minimum standards required under
65.24 federal law. The grid matrix may be consolidated and the categories for each matrix cell
65.25 may be simplified.

65.26 (d) After examining the pass rates for paraprofessionals grouped by linguistic and ethnic
65.27 and racial strata, the state's cut scores for the paraprofessional assessments necessary for
65.28 paraprofessional qualifications in Minnesota must be adjusted to ensure equitable pass rates
65.29 for paraprofessionals from all racial, ethnic, and linguistic backgrounds.

65.30 (e) By September 1, 2024, the Professional Educator Licensing and Standards Board
65.31 must post the revised competency grid to its website and the Department of Education must
65.32 post the new paraprofessional assessment cut scores to its website and notify school districts,

66.1 charter schools, and cooperative units of the revised competency grid and paraprofessional
 66.2 assessment cut scores.

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

66.4 Sec. 23. **APPROPRIATION; DEPARTMENT OF EDUCATION PROGRAMS.**

66.5 Subdivision 1. **Department of Education.** The sum indicated in this section is
 66.6 appropriated from the general fund to the Department of Education in the fiscal year
 66.7 designated.

66.8 Subd. 2. **Special education apprenticeship programs.** (a) For grants to intermediate
 66.9 school districts for special education registered apprenticeship programs:

66.10 § 1,030,000 2025

66.11 (b) The department must award grants of \$250,000 each to Intermediate School Districts
 66.12 Nos. 287, 288, 916, and 917. The grant funds must be used for special education registered
 66.13 apprenticeship programs. Grant funds may be used for:

66.14 (1) program oversight and administrative costs of the intermediate school district and
 66.15 its partner higher education institution;

66.16 (2) stipends and tuition, fees, and other direct program costs incurred by apprentices;

66.17 (3) stipends for teachers serving as mentors; and

66.18 (4) the cost of substitute teachers.

66.19 (c) Up to \$30,000 of the appropriation is available for grant administration.

66.20 (d) This appropriation does not cancel but is available until June 30, 2027.

66.21 (e) This is a onetime appropriation.

66.22 Sec. 24. **APPROPRIATION; PROFESSIONAL EDUCATOR LICENSING AND**
 66.23 **STANDARDS BOARD.**

66.24 Subdivision 1. **Professional Educator Licensing and Standards Board.** The sums
 66.25 indicated in this section are appropriated from the general fund to the Professional Educator
 66.26 Licensing and Standards Board in the fiscal years designated.

66.27 Subd. 2. **Paid student teaching pilot program.** (a) For the paid student teaching pilot
 66.28 program:

66.29 § 7,000,000 2025

67.1 (b) Of the amount in paragraph (a), \$4,751,000 is for transfer to the Board of Trustees
 67.2 of the Minnesota State Colleges and Universities. The Board of Trustees must allocate the
 67.3 funding among the following teacher preparation program providers in the amounts indicated:

67.4 (1) \$609,000 for St. Cloud State University;

67.5 (2) \$822,000 for Bemidji State University;

67.6 (3) \$1,789,000 for Minnesota State University, Mankato;

67.7 (4) \$1,523,000 for Winona State University; and

67.8 (5) \$8,000 for Fond du Lac Tribal and Community College.

67.9 (c) Of the amount in paragraph (a), \$2,109,000 is for transfer to the Board of Regents
 67.10 of the University of Minnesota to allocate to the following teacher preparation program
 67.11 providers in the amounts indicated:

67.12 (1) \$1,622,000 for the University of Minnesota-Duluth; and

67.13 (2) \$487,000 for the University of Minnesota-Crookston.

67.14 (d) The Professional Educator Licensing and Standards Board may retain up to two
 67.15 percent of the appropriation to administer the pilot program, including administering surveys
 67.16 and completing required reports.

67.17 (e) Any balance in fiscal year 2025 does not cancel but is available in fiscal year 2026.

67.18 (f) This is a onetime appropriation.

67.19 **EFFECTIVE DATE.** This section is effective July 1, 2024.

67.20 **ARTICLE 6**

67.21 **CHARTER SCHOOLS**

67.22 Section 1. Minnesota Statutes 2023 Supplement, section 124E.13, subdivision 1, is amended
 67.23 to read:

67.24 Subdivision 1. **Leased space.** A charter school may lease space from: an independent
 67.25 or special school board; other public organization; private, nonprofit, nonsectarian
 67.26 organization; private property owner; or a sectarian organization if the leased space is
 67.27 constructed as a school facility. In all cases, the eligible lessor must also be the building
 67.28 owner. The commissioner must review and approve or disapprove ~~leases~~ lease aid
 67.29 applications in a timely manner to determine eligibility for lease aid under section 124E.22.

68.1 Sec. 2. Minnesota Statutes 2022, section 124E.22, is amended to read:

68.2 **124E.22 BUILDING LEASE AID.**

68.3 (a) When a charter school finds it economically advantageous to rent or lease a building
68.4 or land for any instructional purpose and it determines that the total operating capital revenue
68.5 under section 126C.10, subdivision 13, is insufficient for this purpose, it may apply to the
68.6 commissioner for building lease aid in the form and manner prescribed by the commissioner.
68.7 The commissioner must review and either approve or deny a lease aid application using at
68.8 least the following criteria:

68.9 (1) the reasonableness of the price based on current market values;

68.10 (2) the extent to which the lease conforms to applicable state laws and rules; and

68.11 (3) the appropriateness of the proposed lease in the context of the space needs and
68.12 financial circumstances of the charter school. The commissioner must approve aid only for
68.13 a facility lease that has (i) a sum certain annual cost and (ii) a closure clause to relieve the
68.14 charter school of its lease obligations at the time the charter contract is terminated or not
68.15 renewed. The closure clause under item (ii) must not be constructed or construed to relieve
68.16 the charter school of its lease obligations in effect before the charter contract is terminated
68.17 or not renewed.

68.18 (b) A charter school must not use the building lease aid it receives for custodial,
68.19 maintenance service, utility, or other operating costs.

68.20 (c) The amount of annual building lease aid for a charter school shall not exceed the
68.21 lesser of (1) 90 percent of the approved cost or (2) the product of the charter school building
68.22 lease aid pupil units served for the current school year times \$1,314.

68.23 (d) A charter school's building lease aid pupil units equals the sum of the charter school
68.24 pupil units under section 126C.05 and the pupil units for the portion of the day that the
68.25 charter school's enrolled students are participating in the Postsecondary Enrollment Options
68.26 Act under section 124D.09 and not otherwise included in the pupil count under section
68.27 126C.05.

68.28 Sec. 3. Laws 2023, chapter 55, article 2, section 64, subdivision 6, as amended by Laws
68.29 2024, chapter 81, section 9, is amended to read:

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

70.1 Sec. 2. Minnesota Statutes 2023 Supplement, section 256B.0625, subdivision 26, is
70.2 amended to read:

70.3 Subd. 26. **Special education services.** (a) Medical assistance covers evaluations necessary
70.4 in making a determination for eligibility for individualized education program and
70.5 individualized family service plan services and for medical services identified in a recipient's
70.6 individualized education program and individualized family service plan and covered under
70.7 the medical assistance state plan. Covered services include occupational therapy, physical
70.8 therapy, speech-language therapy, clinical psychological services, nursing services, school
70.9 psychological services, school social work services, personal care assistants serving as
70.10 management aides, assistive technology devices, transportation services, health assessments,
70.11 and other services covered under the medical assistance state plan. Mental health services
70.12 eligible for medical assistance reimbursement must be provided or coordinated through a
70.13 children's mental health collaborative where a collaborative exists if the child is included
70.14 in the collaborative operational target population. The provision or coordination of services
70.15 does not require that the individualized education program be developed by the collaborative.

70.16 The services may be provided by a Minnesota school district that is enrolled as a medical
70.17 assistance provider or its subcontractor, and only if the services meet all the requirements
70.18 otherwise applicable if the service had been provided by a provider other than a school
70.19 district, in the following areas: medical necessity; physician's, advanced practice registered
70.20 nurse's, or physician assistant's orders; documentation; personnel qualifications; and prior
70.21 authorization requirements. The nonfederal share of costs for services provided under this
70.22 subdivision is the responsibility of the local school district as provided in section 125A.74.
70.23 Services listed in a child's individualized education program are eligible for medical
70.24 assistance reimbursement only if those services meet criteria for federal financial participation
70.25 under the Medicaid program.

70.26 (b) Approval of health-related services for inclusion in the individualized education
70.27 program does not require prior authorization for purposes of reimbursement under this
70.28 chapter. The commissioner may require physician, advanced practice registered nurse, or
70.29 physician assistant review and approval of the plan not more than once annually or upon
70.30 any modification of the individualized education program that reflects a change in
70.31 health-related services.

70.32 (c) Services of a speech-language pathologist provided under this section are covered
70.33 notwithstanding Minnesota Rules, part 9505.0390, subpart 1, item L, if the person:

70.34 (1) holds a masters degree in speech-language pathology;

71.1 (2) is licensed by the Professional Educator Licensing and Standards Board as an
71.2 educational speech-language pathologist; and

71.3 (3) either has a certificate of clinical competence from the American Speech and Hearing
71.4 Association, has completed the equivalent educational requirements and work experience
71.5 necessary for the certificate or has completed the academic program and is acquiring
71.6 supervised work experience to qualify for the certificate.

71.7 (d) Medical assistance coverage for medically necessary services provided under other
71.8 subdivisions in this section may not be denied solely on the basis that the same or similar
71.9 services are covered under this subdivision.

71.10 (e) The commissioner shall develop and implement package rates, bundled rates, or per
71.11 diem rates for special education services under which separately covered services are grouped
71.12 together and billed as a unit in order to reduce administrative complexity.

71.13 (f) The commissioner shall develop a cost-based payment structure for payment of these
71.14 services. Only costs reported through the designated Minnesota Department of Education
71.15 data systems in distinct service categories qualify for inclusion in the cost-based payment
71.16 structure. The commissioner shall reimburse claims submitted based on an interim rate, and
71.17 shall settle at a final rate once the department has determined it. The commissioner shall
71.18 notify the school district of the final rate. The school district has 60 days to appeal the final
71.19 rate. To appeal the final rate, the school district shall file a written appeal request to the
71.20 commissioner within 60 days of the date the final rate determination was mailed. The appeal
71.21 request shall specify (1) the disputed items and (2) the name and address of the person to
71.22 contact regarding the appeal.

71.23 (g) Effective July 1, 2000, medical assistance services provided under an individualized
71.24 education program or an individual family service plan by local school districts shall not
71.25 count against medical assistance authorization thresholds for that child.

71.26 (h) Nursing services as defined in section 148.171, subdivision 15, and provided as an
71.27 individualized education program health-related service, are eligible for medical assistance
71.28 payment if they are otherwise a covered service under the medical assistance program.
71.29 Medical assistance covers the administration of prescription medications by a licensed nurse
71.30 who is employed by or under contract with a school district when the administration of
71.31 medications is identified in the child's individualized education program. The simple
71.32 administration of medications alone is not covered under medical assistance when
71.33 administered by a provider other than a school district or when it is not identified in the
71.34 child's individualized education program.

72.1 ~~(i) School social work~~ Services provided by a school social worker as described in
 72.2 paragraph (l) must be provided by a mental health professional as defined in section 245I.04,
 72.3 subdivision 2; a clinical trainee as defined in section 245I.04, subdivision 6, under the
 72.4 supervision of a mental health professional; or a mental health practitioner as defined in
 72.5 section 245I.04, subdivision 4, under the supervision of a mental health professional, are
 72.6 to be eligible for medical assistance payment. A mental health practitioner performing
 72.7 school social work services under this section must provide services within the mental health
 72.8 practitioner's licensure scope of practice, if applicable, and within the mental health
 72.9 practitioner scope of practice under section 245I.04, subdivision 5 reimbursement. Services
 72.10 described in paragraph (l) must be provided within the provider's scope of practice as defined
 72.11 in section 245I.04, subdivisions 3, 5, and 7.

72.12 (j) Notwithstanding section 245I.10, subdivision 2, a special education evaluation; and
 72.13 assessment for and within an individual family service plan or individualized education
 72.14 program, or individual family service plan may be used to determine medical necessity and
 72.15 eligibility for school social work services under paragraph (i) instead of a diagnostic
 72.16 assessment for services described under paragraph (l). The special education evaluation and
 72.17 assessments for and within the individualized education program, or individual family
 72.18 service plan, that meet the requirements in section 245I.10, subdivision 4 and subdivision
 72.19 5 or 6 and that is completed by a licensed mental health professional or clinical trainee
 72.20 supervised by a licensed mental health professional can be used for determining medical
 72.21 necessity. In addition, for services that do not require a diagnosis using an assessment as
 72.22 defined in section 245I.10, subdivision 4 and subdivision 5 or 6, the special education
 72.23 evaluation and assessments for and within the individualized education program, or individual
 72.24 family service plan, that provide an International Classification of Diseases diagnostic code
 72.25 and are completed by a licensed mental health professional or clinical trainee supervised
 72.26 by a licensed mental health professional can be used for determining medical necessity.

72.27 (k) A school social worker or school providing ~~mental health~~ services under paragraph
 72.28 ~~(i)~~ (l) is not required to be certified to provide children's therapeutic services and supports
 72.29 under section 256B.0943.

72.30 (l) Covered ~~mental health~~ services provided by a school social worker under this
 72.31 paragraph (i) include ~~but are not limited to:~~

72.32 ~~(1) administering and reporting standardized measures;~~

72.33 ~~(2) care coordination;~~

72.34 ~~(3) children's mental health crisis assistance, planning, and response services;~~

- 73.1 (1) the explanation of finding as described in section 256B.0671, subdivision 4;
- 73.2 (2) psychotherapy for crisis as described in section 256B.0625;
- 73.3 ~~(4)~~ (3) children's mental health clinical care consultation, as described in section
- 73.4 256B.0671, subdivision 7;
- 73.5 ~~(5)~~ (4) dialectical behavioral therapy for adolescents, as described in section 256B.0671,
- 73.6 subdivision 6;
- 73.7 ~~(6) direction of mental health behavioral aides;~~
- 73.8 ~~(7)~~ (5) family psychoeducation, as described in section 256B.0671, subdivision 5, which
- 73.9 includes skill development, peer group sessions, and individual sessions. Notwithstanding
- 73.10 section 256B.0671, subdivision 5, family psychoeducation services under this section may
- 73.11 be delivered by a mental health practitioner; and
- 73.12 ~~(8)~~ (6) individual, family, and group psychotherapy, as described in section 256B.0671,
- 73.13 subdivision 5, which includes skills development, individual treatment plan and diagnostic
- 73.14 or statutorily equivalent components.
- 73.15 ~~(9) mental health behavioral aide services;~~
- 73.16 ~~(10) skills training; and~~
- 73.17 ~~(11) treatment plan development and review.~~
- 73.18 **EFFECTIVE DATE.** This section is effective July 1, 2024, or upon federal approval,
- 73.19 whichever is later.
- 73.20 Sec. 3. Minnesota Statutes 2023 Supplement, section 256B.0671, is amended by adding
- 73.21 a subdivision to read:
- 73.22 **Subd. 11a. Psychotherapy for crisis.** (a) Medical assistance covers psychotherapy for
- 73.23 crisis when a recipient is in need of an immediate response due to an increase of mental
- 73.24 illness symptoms that put them at risk of one of the following:
- 73.25 (1) experiencing a life threatening mental health crisis;
- 73.26 (2) needing a higher level of care;
- 73.27 (3) worsening symptoms without mental health intervention;
- 73.28 (4) harm to self, others, or property damage; or
- 73.29 (5) or significant disruption of functioning in at least one life area.

74.1 (b) "Psychotherapy for crisis" means a treatment of client to reduce their mental health
 74.2 crisis through immediate assessment and psychotherapeutic interventions. It must include:

74.3 (1) emergency assessment of the crisis situation;

74.4 (2) mental status exam;

74.5 (3) psychotherapeutic interventions to reduce the crisis; and

74.6 (4) development of a post-crisis plan that addresses the recipients coping skills and
 74.7 community resources.

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

74.9 Sec. 4. Laws 2023, chapter 55, article 7, section 18, subdivision 4, as amended by Laws
 74.10 2024, chapter 81, section 18, is amended to read:

74.11 Subd. 4. **Special education; regular.** (a) For special education aid under Minnesota
 74.12 Statutes, section 125A.75:

74.13 \$ 2,288,826,000 2024

74.14 ~~2,485,140,000~~

74.15 \$ 2,486,181,000 2025

74.16 (b) The 2024 appropriation includes \$229,860,000 for 2023 and \$2,058,966,000 for
 74.17 2024.

74.18 (c) The 2025 appropriation includes \$289,842,000 for 2024 and ~~\$2,195,298,000~~
 74.19 \$2,196,339,000 for 2025.

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

74.21 Sec. 5. **SPECIAL EDUCATION FUNDING RECOMMENDATIONS.**

74.22 (a) The commissioner of education must contract with an external consultant to:

74.23 (1) review special education delivery and costs in Minnesota; and

74.24 (2) develop recommendations to increase paperwork efficiency while reducing costs.

74.25 (b) In developing the recommendations, the consultant must consult with school districts,
 74.26 charter schools, intermediate school districts, special education cooperatives, education
 74.27 districts, and service cooperatives; special education teachers, administrators, and unlicensed
 74.28 staff providing support to students with disabilities; families of students with disabilities;
 74.29 advocacy organizations that provide support to students with disabilities; and other
 74.30 stakeholders.

75.1 (c) The consultant must submit a report to the commissioner with the recommendations.

75.2 The report must:

75.3 (1) review how school districts, charter schools, intermediate school districts, special
75.4 education cooperatives, education districts, and service cooperatives deliver special education
75.5 services, including complying with paperwork requirements, and the costs and benefits;

75.6 (2) compare relevant state and federal special education laws and regulations;

75.7 (3) analyze trends in special education enrollment;

75.8 (4) identify funding disparities that decrease inclusion;

75.9 (5) identify strategies or programs and universal interventions that are evidence-based
75.10 and would be effective in reducing the need for special education services; and

75.11 (6) analyze funding for nonresident children in accordance with Minnesota Statutes,
75.12 sections 125A.11 and 127A.47.

75.13 (d) The commissioner must submit the consultant's report to the legislative committees
75.14 with jurisdiction over education policy and finance by January 5, 2025, and in accordance
75.15 with Minnesota Statutes, section 3.195.

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

75.17 Sec. 6. **APPROPRIATION.**

75.18 Subdivision 1. **Department of Education.** The sums indicated in this section are
75.19 appropriated from the general fund to the Department of Education in the fiscal years
75.20 designated.

75.21 Subd. 2. **Special Education Funding Report.** (a) To contract with an external consultant
75.22 for a report on increasing special education paperwork efficiency while reducing costs:

75.23 \$ \$440,000 2025

75.24 (b) This is a onetime appropriation.

75.25

ARTICLE 8

75.26

SCHOOL FACILITIES

75.27 Section 1. Laws 2023, chapter 55, article 8, section 19, subdivision 5, is amended to read:

75.28 Subd. 5. **Grants for gender-neutral single-user restrooms.** (a) For grants to school
75.29 districts for remodeling, constructing, or repurposing space for gender-neutral single-user
75.30 restrooms:

76.1 \$ 1,000,000 2024

76.2 \$ 1,000,000 2025

76.3 (b) A school district or a cooperative unit under Minnesota Statutes, section 123A.24,
76.4 subdivision 2, may apply for a grant of not more than \$75,000 per site under this subdivision
76.5 in the form and manner specified by the commissioner. The commissioner must award at
76.6 least one grant under this subdivision to Independent School District No. 709, Duluth, for
76.7 a demonstration grant for a project awaiting construction.

76.8 (c) The commissioner must ensure that grants are awarded to schools to reflect the
76.9 geographic diversity of the state.

76.10 (d) Up to \$75,000 each year is available for grant administration and monitoring.

76.11 (e) By February 1 of each year, the commissioner must annually report to the committees
76.12 of the legislature with jurisdiction over education on the number of grants that were awarded
76.13 each year and the number of grant applications that were unfunded during that year.

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

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

76.16 Sec. 2. Laws 2023, chapter 55, article 8, section 19, subdivision 6, as amended by Laws
76.17 2024, chapter 81, section 22, is amended to read:

76.18 Subd. 6. **Long-term facilities maintenance equalized aid.** (a) For long-term facilities
76.19 maintenance equalized aid under Minnesota Statutes, section 123B.595, subdivision 9:

76.20 \$ 107,905,000 2024

76.21 ~~107,630,000~~

76.22 \$ 107,865,000 2025

76.23 (b) The 2024 appropriation includes \$10,821,000 for 2023 and \$97,084,000 for 2024.

76.24 (c) The 2025 appropriation includes \$10,787,000 for 2024 and ~~\$96,843,000~~ \$97,078,000
76.25 for 2025.

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

77.1 **ARTICLE 9**77.2 **SCHOOL NUTRITION AND LIBRARIES**

77.3 Section 1. Minnesota Statutes 2023 Supplement, section 124D.111, subdivision 3, is
77.4 amended to read:

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

77.7 (b) In each district, the expenses for a school food service program for pupils must be
77.8 attributed to a school food service fund. Under a food service program, the school food
77.9 service may prepare or serve milk, meals, or snacks in connection with school or community
77.10 service activities.

77.11 (c) Revenues and expenditures for food service activities must be recorded in the food
77.12 service fund. The costs of processing applications, accounting for meals, preparing and
77.13 serving food, providing kitchen custodial services, and other expenses involving the preparing
77.14 of meals or the kitchen section of the lunchroom may be charged to the food service fund
77.15 or to the general fund of the district. The costs of lunchroom supervision, lunchroom custodial
77.16 services, lunchroom utilities, lunchroom furniture, and other administrative costs of the
77.17 food service program must be charged to the general fund.

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

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

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

77.31 (f) If a deficit in the food service fund exists at the end of a fiscal year, and the deficit
77.32 is not eliminated by revenues from food service operations in the next fiscal year, then the
77.33 deficit must be eliminated by a permanent fund transfer from the general fund at the end of

78.1 that second fiscal year. However, if a district contracts with a food service management
 78.2 company during the period in which the deficit has accrued, the deficit must be eliminated
 78.3 by a payment from the food service management company.

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

78.8 (h) If a surplus in the food service fund exists at the end of a fiscal year for three
 78.9 successive years, a district may recode for that fiscal year the costs of lunchroom supervision,
 78.10 lunchroom custodial services, lunchroom utilities, lunchroom furniture, and other
 78.11 administrative costs of the food service program charged to the general fund according to
 78.12 paragraph (c) and charge those costs to the food service fund in a total amount not to exceed
 78.13 the amount of surplus in the food service fund.

78.14 (i) For purposes of this subdivision, "lunchroom furniture" means tables and chairs
 78.15 regularly used by pupils in a lunchroom from which they may consume milk, meals, or
 78.16 snacks in connection with school or community service activities.

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

78.18 Sec. 2. Minnesota Statutes 2022, section 127A.45, subdivision 12, is amended to read:

78.19 Subd. 12. **Payment percentage for certain aids.** One hundred percent of the aid for
 78.20 the current fiscal year must be paid for the following aids: reimbursement for enrollment
 78.21 options transportation, according to sections 124D.03, subdivision 8, and 124D.09,
 78.22 subdivision 22, and chapter 124E; ~~school lunch aid, according to section 124D.111₂, and~~
 78.23 support services aid, for persons who are deaf, deafblind, and hard-of-hearing according to
 78.24 section 124D.57.

78.25 **EFFECTIVE DATE.** This section is effective July 1, 2024.

78.26 Sec. 3. Minnesota Statutes 2022, section 127A.45, subdivision 13, is amended to read:

78.27 Subd. 13. **Aid payment percentage.** Except as provided in subdivisions 11, 12, 12a,
 78.28 ~~and 14,~~ and 14a, each fiscal year, all education aids and credits in this chapter and chapters
 78.29 120A, 120B, 121A, 122A, 123A, 123B, 124D, 124E, 125A, 125B, 126C, 134, and section
 78.30 273.1392, shall be paid at the current year aid payment percentage of the estimated
 78.31 entitlement during the fiscal year of the entitlement. For the purposes of this subdivision,
 78.32 a district's estimated entitlement for special education aid under section 125A.76 for fiscal

79.1 year 2014 and later equals 97.4 percent of the district's entitlement for the current fiscal
 79.2 year. The final adjustment payment, according to subdivision 9, must be the amount of the
 79.3 actual entitlement, after adjustment for actual data, minus the payments made during the
 79.4 fiscal year of the entitlement.

79.5 **EFFECTIVE DATE.** This section is effective July 1, 2024.

79.6 Sec. 4. Minnesota Statutes 2022, section 127A.45, subdivision 14a, is amended to read:

79.7 Subd. 14a. **State nutrition programs.** Notwithstanding ~~subdivision~~ subdivisions 3 and
 79.8 13, the state shall pay 100 percent of the aid for the current year according to sections
 79.9 124D.111, 124D.1158, and 124D.118 based on submitted monthly vouchers showing meals
 79.10 and milk served.

79.11 **EFFECTIVE DATE.** This section is effective July 1, 2024.

79.12 Sec. 5. Laws 2023, chapter 18, section 4, subdivision 2, as amended by Laws 2023, chapter
 79.13 55, article 9, section 16, and Laws 2024, chapter 81, section 23, is amended to read:

79.14 Subd. 2. **School lunch.** For school lunch aid under Minnesota Statutes, section 124D.111,
 79.15 including the amounts for the free school meals program:

79.16	\$	218,801,000	.....	2024
79.17		238,987,000		
79.18	\$	<u>239,686,000</u>	.....	2025

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

79.20 Sec. 6. Laws 2023, chapter 18, section 4, subdivision 3, as amended by Laws 2023, chapter
 79.21 55, article 9, section 17, and Laws 2024, chapter 81, section 24, is amended to read:

79.22 Subd. 3. **School breakfast.** For school breakfast aid under Minnesota Statutes, section
 79.23 124D.1158:

79.24	\$	44,178,000	.....	2024
79.25		48,334,000		
79.26	\$	<u>48,747,000</u>	.....	2025

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

80.1 **ARTICLE 10**

80.2 **EARLY CHILDHOOD EDUCATION**

80.3 Section 1. Minnesota Statutes 2023 Supplement, section 124D.151, subdivision 6, is
80.4 amended to read:

80.5 Subd. 6. **Participation limits.** (a) Notwithstanding section 126C.05, subdivision 1,
80.6 paragraph (c), the pupil units for a voluntary prekindergarten program for an eligible school
80.7 district or charter school must not exceed 60 percent of the kindergarten pupil units for that
80.8 school district or charter school under section 126C.05, subdivision 1, paragraph (d).

80.9 (b) In reviewing applications under subdivision 5, the commissioner must limit the total
80.10 number of participants in the voluntary prekindergarten and school readiness plus programs
80.11 under Laws 2017, First Special Session chapter 5, article 8, section 9, to not more than 7,160
80.12 participants for fiscal ~~years 2023, year 2024, and 2025~~, and 12,360 participants for fiscal
80.13 year ~~2026~~ 2025 and later.

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

80.15 Sec. 2. Laws 2023, chapter 54, section 20, subdivision 6, is amended to read:

80.16 Subd. 6. **Head Start program.** (a) For Head Start programs under Minnesota Statutes,
80.17 section 119A.52:

80.18 \$ 35,100,000 2024

80.19 \$ 35,100,000 2025

80.20 (b) Up to two percent of the appropriation in fiscal year 2025 is available for
80.21 administration.

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

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

80.24 Sec. 3. Laws 2023, chapter 54, section 20, subdivision 24, is amended to read:

80.25 Subd. 24. **Early childhood curriculum grants.** (a) For competitive grants to Minnesota
80.26 postsecondary institutions to improve the curricula of the recipient institution's early
80.27 childhood education programs by incorporating or conforming to the Minnesota knowledge
80.28 and competency frameworks for early childhood professionals:

80.29 \$ 250,000 2024

80.30 \$ 250,000 2025

81.1 (b) By December 1, 2024, and again by December 1, 2025, the commissioner must
 81.2 submit a report to the chairs and ranking minority members of the legislative committees
 81.3 with jurisdiction over early childhood through grade 12 education and higher education
 81.4 finance and policy reporting on grants awarded under this subdivision. The report must
 81.5 include the following information for the previous fiscal year:

81.6 (1) the number of grant applications received;

81.7 (2) the criteria applied by the commissioner for evaluating applications;

81.8 (3) the number of grants awarded, grant recipients, and amounts awarded;

81.9 (4) early childhood education curricular reforms proposed by each recipient institution;

81.10 (5) grant outcomes for each recipient institution; and

81.11 (6) other information identified by the commissioner as outcome indicators.

81.12 (c) The commissioner may use no more than three percent of the appropriation under
 81.13 this subdivision to administer the grant program.

81.14 (d) This is a onetime appropriation.

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

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

81.17 Sec. 4. **REPEALER.**

81.18 Laws 2023, chapter 55, article 10, section 4, is repealed.

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

81.20 **ARTICLE 11**

81.21 **STATE AGENCIES**

81.22 Section 1. **APPROPRIATION; PROFESSIONAL EDUCATOR LICENSING AND**
 81.23 **STANDARDS BOARD.**

81.24 Subdivision 1. **Professional Educator Licensing and Standards Board.** The sum
 81.25 indicated in this section is appropriated from the general fund to the Professional Educator
 81.26 Licensing and Standards Board in the fiscal year designated.

81.27 Subd. 2. **Information technology costs.** (a) For information technology costs of the
 81.28 Professional Educator Licensing and Standards Board:

81.29 § 2,767,000 2025

82.1 (b) This is a onetime appropriation and is available until June 30, 2027."

82.2 Amend the title accordingly