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State of Minnesota

HOUSE OF REPRESENTATIVES

NINETY-FOURTH SESSION

H. F. No. 3730

02/25/2026 Authored by Jordan
The bill was read for the first time and referred to the Committee on Education Policy

1.1 A bill for an act
1.2 relating to education; modifying education policy for kindergarten through grade
1.3 12 education; modifying policy for charter schools; modifying policy for state
1.4 agencies; amending Minnesota Statutes 2024, sections 120A.05, subdivision 10a;
1.5 120B.021, subdivision 2; 120B.022, subdivision 1b; 120B.11, subdivision 1;
1.6 121A.038, subdivision 1, by adding a subdivision; 121A.49; 123B.77, by adding
1.7 subdivisions; 124D.119, by adding a subdivision; 124E.05, subdivisions 6, 8;
1.8 124E.07, subdivisions 1, 4, 8, by adding a subdivision; 124E.08; Minnesota Statutes
1.9 2025 Supplement, sections 120B.12, subdivisions 2, 2a; 120B.124, subdivision 5;
1.10 124D.09, subdivisions 5, 7, 12; 124D.111, subdivisions 2a, 6; 124D.1158,
1.11 subdivision 5; 124E.03, subdivision 2; 124E.07, subdivisions 2, 3; 124E.17,
1.12 subdivisions 1, 2; 124E.27; proposing coding for new law in Minnesota Statutes,
1.13 chapters 120A; 121A; repealing Minnesota Statutes 2025 Supplement, sections
1.14 120B.124, subdivision 6; 124E.16, subdivision 4.

1.15 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.16 ARTICLE 1
1.17 GENERAL EDUCATION

1.18 Section 1. Minnesota Statutes 2024, section 120A.05, subdivision 10a, is amended to read:

1.19 Subd. 10a. Kindergarten. "Kindergarten" means a ~~program~~ grade designed for pupils
1.20 five years of age on or before September 1 of the calendar year in which the school year
1.21 commences that provides a developmentally appropriate learning experience and prepares
1.22 pupils to enter first grade the following school year.

2.1 Sec. 2. [120A.391] EDUCATION OF CHILDREN EXPERIENCING
2.2 HOMELESSNESS.

2.3 Subdivision 1. **Definition.** (a) For purposes of this section, "child experiencing
2.4 homelessness" means a child who lacks a fixed, regular, and adequate nighttime residence,
2.5 including:

2.6 (1) a child sharing housing with other persons due to loss of housing, economic hardship,
2.7 or similar reason;

2.8 (2) a child living in a motel, hotel, or camping ground due to lack of alternative adequate
2.9 accommodations;

2.10 (3) a child living in an emergency or transitional shelter;

2.11 (4) a child abandoned in a hospital;

2.12 (5) a child living in a car, park, public space, abandoned building, substandard housing,
2.13 bus or train station, or similar setting; and

2.14 (6) a migratory child who qualifies as homeless under the circumstances described in
2.15 clauses (1) to (5).

2.16 (b) The term "child experiencing homelessness" includes children and youth experiencing
2.17 homelessness.

2.18 (c) Nothing in this section shall conflict with or supersede the requirements under section
2.19 256K.45 as it relates to educational services for homeless youth.

2.20 Subd. 2. **Identification and enrollment.** (a) Each school district and charter school
2.21 must establish procedures to identify a child experiencing homelessness as defined in
2.22 subdivision 1 and must designate a homeless liaison to ensure the implementation and
2.23 coordination of the services described in this section. Upon identification of a child
2.24 experiencing homelessness, a school district must immediately enroll the child in school,
2.25 even if the child cannot produce records otherwise required for enrollment, such as previous
2.26 academic records, immunization or medical records, proof of residency, or other
2.27 documentation.

2.28 (b) For purposes of this subdivision, "enrollment" means attending classes and
2.29 participating fully in school activities.

2.30 (c) For purposes of this subdivision, "immediately" means enrollment must occur within
2.31 one school day.

3.1 Subd. 3. **Educational services and supports.** School districts and charter schools must
3.2 provide a child experiencing homelessness with educational services and supports designed
3.3 to meet the unique needs of the child, including but not limited to:

3.4 (1) educational services comparable to those offered to other children;

3.5 (2) transportation to and from the school of origin when in the child's best interest as
3.6 provided under section 120A.20, subdivision 2;

3.7 (3) removal of barriers to school enrollment and attendance, which may include providing
3.8 access to school supplies, meals, and other services necessary to ensure educational access;
3.9 and

3.10 (4) coordination by the designated homeless liaison with housing services, social services,
3.11 mental health agencies, and other community service providers to ensure continuity of
3.12 services and supports.

3.13 Subd. 4. **School stability and best interest determination.** When it is in the child's
3.14 best interest, a child experiencing homelessness may remain in their school of origin for
3.15 the duration of homelessness or through the end of any academic year in which they obtain
3.16 permanent housing. A school district must presume that remaining in the school of origin
3.17 is in the child's best interest unless it is contrary to the wishes of the child's parent, guardian,
3.18 or unaccompanied homeless youth.

3.19 Subd. 5. **Records transfer and dispute resolution.** (a) School districts and charter
3.20 schools must immediately transfer educational and health records for a child experiencing
3.21 homelessness to ensure continuity of appropriate educational services.

3.22 (b) If a dispute arises over school selection or enrollment, the child must be immediately
3.23 enrolled in the school requested by the child's parent, guardian, or unaccompanied homeless
3.24 youth, pending resolution of the dispute. The school district must provide the child's parent,
3.25 guardian, or unaccompanied homeless youth with a written explanation of its decision, and
3.26 a notice of the right to appeal, including information about how to initiate an appeal.

3.27 Subd. 6. **Unaccompanied homeless youth.** For purposes of this section, "unaccompanied
3.28 homeless youth" means a child or youth experiencing homelessness not in the physical
3.29 custody of a parent or guardian.

3.30 Sec. 3. **[120A.392] EDUCATION OF MIGRATORY CHILDREN.**

3.31 Subdivision 1. **Definition.** For purposes of this section, "migratory child" means a child
3.32 who has moved due to economic necessity in the preceding 36 months across school district

4.1 lines either within the state of Minnesota or from another state to engage in temporary or
 4.2 seasonal agricultural or fishing work or to accompany or join a parent, guardian, or other
 4.3 family member who moved to engage in temporary or seasonal agricultural or fishing work.

4.4 Subd. 2. **Identification and enrollment.** Each school district or charter school shall
 4.5 establish procedures to identify migratory children as defined in subdivision 1. Upon
 4.6 identification of a migratory child, the school district must immediately enroll the child in
 4.7 school, even if the child cannot produce records normally required for enrollment, such as
 4.8 previous academic records, health records, proof of residency, or other documentation.

4.9 Subd. 3. **Educational services.** School districts and charter schools shall provide
 4.10 migratory children with educational services designed to meet their unique needs, including
 4.11 but not limited to: (1) supplemental academic instruction; (2) support services to address
 4.12 educational disruption; and (3) coordination with other educational programs and services.

4.13 Subd. 4. **Continuity of services.** School districts and charter schools shall ensure
 4.14 continuity of educational services by expediting the transfer of educational and health records
 4.15 for migratory children and implementing procedures to facilitate enrollment and appropriate
 4.16 course placement.

4.17 Sec. 4. Minnesota Statutes 2024, section 120B.021, subdivision 2, is amended to read:

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

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

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

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

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

4.29 (5) representatives of the Minnesota business community;

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

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

5.1 (b) Academic standards must:

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

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

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

5.5 Sec. 5. Minnesota Statutes 2024, section 120B.11, subdivision 1, is amended to read:

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

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

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

5.14 (c) "Comprehensive achievement and civic readiness" means striving to: ~~meet school~~
5.15 ~~readiness goals~~ create developmentally appropriate early learning experiences; close the
5.16 academic achievement gap among all racial and ethnic groups of students and between
5.17 students living in poverty and students not living in poverty; have all students attain career
5.18 and college readiness before graduating from high school; have all students graduate from
5.19 high school; and prepare students to be lifelong learners.

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

5.24 (e) "Ethnic studies" as defined in section 120B.25 has the same meaning for purposes
5.25 of this section. Ethnic studies curriculum may be integrated in existing curricular
5.26 opportunities or provided through additional curricular offerings.

5.27 (f) "Antiracist" means actively working to identify and eliminate racism in all forms in
5.28 order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.

5.29 (g) "Culturally sustaining" means integrating content and practices that infuse the culture
5.30 and language of Black, Indigenous, and People of Color communities who have been and
5.31 continue to be harmed and erased through the education system.

6.1 (h) "Institutional racism" means structures, policies, and practices within and across
6.2 institutions that produce outcomes that disadvantage those who are Black, Indigenous, and
6.3 People of Color.

6.4 Sec. 6. [121A.032] BULLYING INTERVENTIONS AND SUPPORTS.

6.5 Subdivision 1. Purpose. It is the intent of the legislature to promote safe, supportive,
6.6 and inclusive school environments by ensuring that all students involved in bullying incidents,
6.7 including both the target and the actor, receive appropriate interventions and supports. This
6.8 section recognizes that punitive responses as the only response are insufficient to address
6.9 the root causes of bullying behaviors and that supportive measures are essential for
6.10 prevention, healing, and long-term school climate improvement.

6.11 Subd. 2. Definitions. For purposes of this section, the following terms have the meanings
6.12 given:

6.13 (1) "actor" means a student who engages in bullying behavior;

6.14 (2) "target" means a student who experiences bullying behavior; and

6.15 (3) "supportive interventions" include but are not limited to trauma-informed assessments,
6.16 culturally responsive mental health services, restorative practices, counseling, and
6.17 individualized educational or behavioral supports designed to address underlying causes of
6.18 behavior.

6.19 Subd. 3. Supportive interventions required. (a) A school district or charter school
6.20 must provide supportive interventions for both the target and the actor involved in a bullying
6.21 incident.

6.22 (b) Supportive interventions for the actor may include:

6.23 (1) an assessment of potential underlying causes of behavior, including trauma, unmet
6.24 mental health needs, or experiences of exclusion;

6.25 (2) access to appropriate mental health services and counseling;

6.26 (3) educational supports and skill-building interventions focused on empathy, conflict
6.27 resolution, and healthy relationships; and

6.28 (4) engagement of the student's parent or guardian, when appropriate, in the development
6.29 and implementation of the support plan.

6.30 (c) Supportive interventions for the target must include access to counseling, mental
6.31 health services, and other resources designed to restore safety and well-being.

7.1 (d) School districts and charter schools must ensure that supportive interventions are
 7.2 implemented equitably and do not disproportionately exclude or punish students based on
 7.3 race, ethnicity, national origin, gender identity, sexual orientation, disability status, or other
 7.4 protected characteristics.

7.5 Subd. 4. **Policy alignment.** (a) Each school district and charter school must review and,
 7.6 when necessary, revise its bullying prevention policy to align with bill language.

7.7 (b) Policies must remove references to "remedial responses" and replace the term with
 7.8 language reflecting comprehensive, supportive interventions.

7.9 (c) Policies must be adopted before the start of the 2027-2028 school year.

7.10 **EFFECTIVE DATE.** This section is effective August 1, 2026.

7.11 Sec. 7. Minnesota Statutes 2024, section 121A.038, subdivision 1, is amended to read:

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

7.14 (b) "Active shooter drill" means an emergency preparedness drill designed to teach
 7.15 students, teachers, school personnel, and staff how to respond in the event of an armed
 7.16 intruder on campus or an armed assailant in the immediate vicinity of the school. An active
 7.17 shooter drill is not an active shooter simulation, nor may an active shooter drill include any
 7.18 sensorial components, activities, or elements which mimic a real life shooting.

7.19 (c) "Active shooter simulation" means an emergency exercise including full-scale or
 7.20 functional exercises, designed to teach adult school personnel and staff how to respond in
 7.21 the event of an armed intruder on campus or an armed assailant in the immediate vicinity
 7.22 of the school which also incorporates sensorial components, activities, or elements mimicking
 7.23 a real life shooting. Activities or elements mimicking a real life shooting include, but are
 7.24 not limited to, simulation of tactical response by law enforcement. An active shooter
 7.25 simulation is not an active shooter drill.

7.26 (d) "Evidence-based" means a program or practice that demonstrates any of the following:

7.27 (1) a statistically significant effect on relevant outcomes based on any of the following:

7.28 (i) strong evidence from one or more well designed and well implemented experimental
 7.29 studies;

7.30 (ii) moderate evidence from one or more well designed and well implemented
 7.31 quasi-experimental studies; or

8.1 (iii) promising evidence from one or more well designed and well implemented
8.2 correlational studies with statistical controls for selection bias; or

8.3 (2) a rationale based on high-quality research findings or positive evaluations that the
8.4 program or practice is likely to improve relevant outcomes, including the ongoing efforts
8.5 to examine the effects of the program or practice.

8.6 (e) "Fire drill" means an emergency preparedness drill designed to teach students,
8.7 teachers, school personnel, and staff to quickly and expeditiously quit the premises in case
8.8 of fire or other emergency while school is in operation.

8.9 ~~(e)~~ (f) "Full-scale exercise" means an operations-based exercise that is typically the most
8.10 complex and resource-intensive of the exercise types and often involves multiple agencies,
8.11 jurisdictions, organizations, and real-time movement of resources.

8.12 ~~(f)~~ (g) "Functional exercise" means an operations-based exercise designed to assess and
8.13 evaluate capabilities and functions while in a realistic, real-time environment, however,
8.14 movement of resources is usually simulated.

8.15 (h) "Lockdown drill" means an emergency preparedness drill designed to teach students,
8.16 teachers, school personnel, and staff how to respond when there is a threat or hazard inside
8.17 of a school building requiring those individuals to lock classroom doors, turn off lights, and
8.18 stay out of sight.

8.19 (i) "Shelter-in-place drill" means an emergency preparedness drill designed to teach
8.20 students, teachers, school personnel, and staff how to respond when specific protective
8.21 actions are needed to keep those individuals inside of the school building based on a threat
8.22 or hazard such as severe weather or hazmat spill.

8.23 Sec. 8. Minnesota Statutes 2024, section 121A.038, is amended by adding a subdivision
8.24 to read:

8.25 Subd. 1a. **School safety drills.** (a) Districts and schools, in consultation with students,
8.26 and parents or legal guardians, to the extent practicable, shall adopt and implement statewide
8.27 guidance to support school districts, charter schools, and nonpublic schools, including but
8.28 not limited to:

8.29 (1) fire drills;

8.30 (2) shelter-in-place drills;

8.31 (3) lockdown drills; and

8.32 (4) active shooter drills.

9.1 (b) The commissioner shall make available resources for districts and charter schools
 9.2 to adopt guidance in accordance with this section. The guidance must:

9.3 (1) define and distinguish each type of drill, including the differences between lockdown
 9.4 and active shooter drills;

9.5 (2) establish best practices for the number and frequency of each drill type;

9.6 (3) include procedures for assigning roles and responsibilities to all school staff, including
 9.7 teachers, paraprofessionals, custodians, cafeteria workers, office staff, and other adults
 9.8 present in the building;

9.9 (4) provide trauma-informed strategies for explaining drills to students in developmentally
 9.10 appropriate ways, including preparation and debriefing; and

9.11 (5) permit districts to conduct certain drills without students present if doing so reduces
 9.12 trauma and supports adult preparedness and, on a cycle consistent with other district policies,
 9.13 permit the district or charter school to review and revise the plan, where appropriate.

9.14 Sec. 9. Minnesota Statutes 2024, section 121A.49, is amended to read:

9.15 **121A.49 APPEAL.**

9.16 A party to an exclusion or expulsion decision made under sections 121A.40 to 121A.56
 9.17 may appeal the decision to the commissioner of education within 21 calendar days of school
 9.18 board action. Upon being served with a notice of appeal, the district shall provide the
 9.19 commissioner and the parent or guardian with a complete copy of the hearing record,
 9.20 including a written transcript of the expulsion hearing, within five days of its receipt of the
 9.21 notice of appeal. All written submissions by the appellant must be submitted and served on
 9.22 the respondent within ten days of its actual receipt of the hearing record, including the
 9.23 written transcript. All written submissions by the respondent must be submitted and served
 9.24 on the appellant within ten days of its actual receipt of the written submissions of the
 9.25 appellant. The decision of the school board must be implemented during the appeal to the
 9.26 commissioner.

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

9.31 (1) in violation of constitutional provisions;

9.32 (2) in excess of the statutory authority or jurisdiction of the school district;

- 10.1 (3) made upon unlawful procedure, except as provided in section 121A.48;
- 10.2 (4) affected by other error of law;
- 10.3 (5) unsupported by substantial evidence in view of the entire record submitted; or
- 10.4 (6) arbitrary or capricious.

10.5 The commissioner or the commissioner's representative shall make a final decision based
 10.6 upon the record. The commissioner shall issue a decision within 30 calendar days of receiving
 10.7 the entire record and the parties' written submission on appeal. The commissioner's decision
 10.8 shall be final and binding upon the parties after the time for appeal expires under section
 10.9 121A.50.

10.10 Sec. 10. Minnesota Statutes 2025 Supplement, section 124D.111, subdivision 2a, is
 10.11 amended to read:

10.12 **Subd. 2a. Federal child and adult care food program and federal summer food**
 10.13 **service program; criteria and notice; board of directors; salaries.** (a) The commissioner
 10.14 must post on the department's website eligibility criteria and application information for
 10.15 nonprofit organizations interested in applying to the commissioner for approval as a multisite
 10.16 sponsoring organization under the federal child and adult care food program and federal
 10.17 summer food service program. The posted criteria and information must inform interested
 10.18 nonprofit organizations about:

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

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

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

10.26 (b) The commissioner must evaluate financial eligibility as part of the application process.
 10.27 An organization applying to be a prospective nonprofit multisite sponsoring organization
 10.28 for the federal child and adult care food program or the federal summer food service program
 10.29 must provide documentation of financial viability as an organization. Documentation must
 10.30 include:

10.31 (1) evidence that the organization has operated for at least one year and has filed at least
 10.32 one tax return;

11.1 (2) the most recent tax return submitted by the organization and corresponding forms
11.2 and financial statements;

11.3 (3) a profit and loss statement and balance sheet or similar financial information; and

11.4 (4) evidence that at least ten percent of the organization's operating revenue comes from
11.5 sources other than the United States Department of Agriculture child nutrition program and
11.6 that the organization has additional funds or a performance bond available to cover at least
11.7 one month of reimbursement claims.

11.8 (c) When a nonprofit organization applies for sponsorship as a multisite sponsoring
11.9 organization under the federal child and adult care food program or federal summer food
11.10 service program, applications are evaluated on the following criteria in addition to federal
11.11 requirements:

11.12 (1) any sponsor that applies to receive reimbursement over the federal single audit
11.13 threshold, as defined in Code of Federal Regulations, title 2, section 200, must ensure a
11.14 minimum of one full-time equivalent financial director, or similar role, for the organization.
11.15 This position must be solely dedicated to the responsibilities of a financial director, or similar
11.16 role, and be separate from any other position within the organization;

11.17 (2) volunteers must not be allowed to make organization-level decisions, monitor sites,
11.18 or provide financial oversight. Board members, whether paid or unpaid, are not considered
11.19 volunteers; and

11.20 (3) unless granted special approval by the commissioner, sponsoring organizations are
11.21 limited to an annual maximum increase of 25 percent per program for the number of
11.22 sponsored sites and total reimbursement.

11.23 (d) A nonprofit multisite sponsoring organization must be governed by a board of
11.24 directors consistent with the following requirements:

11.25 (1) board bylaws must outline the procedures for changing the governance structure,
11.26 following the requirements of chapter 317A; and

11.27 ~~(2) board of director meetings must comply with chapter 13D governing open meetings;~~
11.28 ~~and~~

11.29 ~~(3)~~ (2) a nonprofit multisite sponsoring organization must publish and maintain:

11.30 (i) the meeting minutes of the board of directors and of members and committees having
11.31 board-delegated authority, within 30 days following the earlier of the date of board approval

12.1 or the next regularly scheduled meeting, and for at least 365 days from the date of publication;
 12.2 and

12.3 (ii) directory information for the board of directors and for the members of committees
 12.4 having board-delegated authority.

12.5 (e) The commissioner must post annually on the department's website the approved
 12.6 salary range for the positions of executive director, financial director, monitoring staff,
 12.7 administrative staff, and officer-level positions for multisite sponsoring organizations under
 12.8 the federal child and adult care food program and federal summer food service program.
 12.9 Salaries charged to the nonprofit food service fund must fall within these ranges.

12.10 Sec. 11. Minnesota Statutes 2025 Supplement, section 124D.111, subdivision 6, is amended
 12.11 to read:

12.12 Subd. 6. **Second lunch.** A school that receives school lunch aid under this section must
 12.13 allow a student to purchase a second lunch entree, if available, at the nonprogram price if
 12.14 the student has already selected a reimbursable lunch.

12.15 Sec. 12. Minnesota Statutes 2025 Supplement, section 124D.1158, subdivision 5, is
 12.16 amended to read:

12.17 Subd. 5. **Second breakfast.** A school that receives school breakfast aid under this section
 12.18 or under section 124D.111, subdivision 1d, must allow a student to purchase a second
 12.19 breakfast entree, if available, at the nonprogram price if the student has already selected a
 12.20 reimbursable breakfast.

12.21 Sec. 13. Minnesota Statutes 2024, section 124D.119, is amended by adding a subdivision
 12.22 to read:

12.23 Subd. 6. **Summer Food Service Program applications.** Consistent with Code of Federal
 12.24 Regulations, title 7, part 225, nonprofit organizations applying as new sponsors of the
 12.25 Summer Food Service Program must submit an application to the commissioner by May 1.

12.26 ARTICLE 2

12.27 EDUCATION EXCELLENCE

12.28 Section 1. Minnesota Statutes 2024, section 120B.022, subdivision 1b, is amended to read:

12.29 Subd. 1b. **State bilingual and multilingual seals.** (a) Consistent with efforts to strive
 12.30 for comprehensive achievement and civic readiness under sections 120B.11 and 124E.03,

13.1 subdivision 2, paragraph (i), and close the academic achievement and opportunity gap under
13.2 sections 124D.861 and 124D.862, voluntary state bilingual and multilingual seals are
13.3 established to recognize graduating high school students in any school district, charter
13.4 school, or nonpublic school who demonstrate particular levels of proficiency in one or more
13.5 languages other than English. The levels of proficiency established under this subdivision
13.6 are based on the ACTFL's proficiency guidelines. A student is eligible for a seal in a language
13.7 other than English if the student demonstrates proficiency derived from assessment in the
13.8 domains of listening, reading, speaking, and writing on an assessment aligned with ACTFL
13.9 proficiency guidelines or on an equivalent valid and reliable assessment at a level required
13.10 under paragraph (c). Indigenous American Indian languages and American Sign Language
13.11 are languages other than English for purposes of this subdivision and world languages for
13.12 purposes of subdivision 1a.

13.13 (b) In addition to paragraph (a), to be eligible to receive a seal students must satisfactorily
13.14 complete all required English language arts credits.

13.15 (c) Consistent with this subdivision, a high school student who demonstrates an overall
13.16 intermediate high ACTFL level of proficiency derived from assessment in the domains of
13.17 listening, reading, speaking, and writing in one language in addition to English is eligible
13.18 to receive the state bilingual gold seal. A high school student who demonstrates an overall
13.19 intermediate high ACTFL level of proficiency derived from assessment in the domains of
13.20 listening, reading, speaking, and writing in more than one language in addition to English
13.21 is eligible to receive the state multilingual gold seal. A high school student who demonstrates
13.22 an overall advanced-low or above ACTFL level of proficiency derived from assessment in
13.23 the domains of listening, reading, speaking, and writing in one language in addition to
13.24 English is eligible to receive the state bilingual platinum seal. A high school student who
13.25 demonstrates an overall advanced-low or above ACTFL level of proficiency derived from
13.26 assessment in the domains of listening, reading, speaking, and writing in more than one
13.27 language in addition to English is eligible to receive the state multilingual platinum seal.

13.28 (d) School districts and charter schools may give students periodic opportunities to
13.29 demonstrate their level of proficiency in listening, speaking, reading, and writing in a
13.30 language in addition to English. Where valid and reliable assessments aligned with ACTFL
13.31 proficiency guidelines are unavailable for all four modalities, the department must establish
13.32 alternate options to assess a student's level of non-English language proficiency under this
13.33 section. Alternate assessment options may include but are not limited to:

14.1 (1) a school district or charter school may rely on evaluators trained in assessing under
14.2 ACTFL proficiency guidelines ~~to assess a student's level of non-English language proficiency~~
14.3 ~~under this section;~~

14.4 (2) portfolio assessment that demonstrates proficiency across multiple modalities; or

14.5 (3) modified assessment requirements for languages where cultural or structural factors
14.6 make traditional four-modality assessment inappropriate, as determined by the commissioner
14.7 in consultation with language communities.

14.8 The department must publish the alternate options and detailed guidelines for implementation
14.9 that ensure consistency and maintain alignment with ACTFL proficiency standards. School
14.10 districts and charter schools must maintain appropriate records to identify high school
14.11 students eligible to receive the state bilingual or multilingual gold and platinum seals upon
14.12 graduation. The school district or charter school must notate the appropriate seal to the
14.13 transcript of each high school student who meets the requirements of this subdivision and
14.14 may affix the seal to the student's diploma. A school district or charter school must not
14.15 charge the high school student a fee for this seal.

14.16 (e) A school district or charter school may award elective course credits in world
14.17 languages to a student who demonstrates the requisite proficiency in a language other than
14.18 English under this section.

14.19 (f) A school district or charter school may award community service credit to a student
14.20 who demonstrates an overall intermediate high or above ACTFL level of proficiency derived
14.21 from assessment in the domains of listening, reading, speaking, and writing in a language
14.22 other than English and who participates in community service activities that are integrated
14.23 into the curriculum, involve the participation of teachers, and support biliteracy in the school
14.24 or local community.

14.25 (g) The commissioner must list on the web page the assessments that are aligned to
14.26 ACTFL proficiency guidelines, and establish guidelines on interpreting the scores or ratings
14.27 from approved assessments.

14.28 (h) By August 1, 2015, the colleges and universities of the Minnesota State Colleges
14.29 and Universities system must establish criteria to translate the seals into college credits
14.30 based on the world language course equivalencies identified by the Minnesota State Colleges
14.31 and Universities faculty and staff and, upon request from an enrolled student, the Minnesota
14.32 State Colleges and Universities may award foreign language credits to a student who received
14.33 a Minnesota World Language Proficiency Certificate or Minnesota Bilingual or Multilingual
14.34 Seals under subdivision 1a. A student who demonstrated the requisite level of language

15.1 proficiency in grade 10, 11, or 12 to receive a seal or certificate and is enrolled in a Minnesota
15.2 State Colleges and Universities institution must request college credits for the student's seal
15.3 or proficiency certificate within three academic years after graduating from high school.
15.4 The University of Minnesota is encouraged to award students foreign language academic
15.5 credits consistent with this paragraph.

15.6 Sec. 2. Minnesota Statutes 2025 Supplement, section 120B.12, subdivision 2, is amended
15.7 to read:

15.8 Subd. 2. **Identification; report.** (a) Each school district must screen every student
15.9 enrolled in kindergarten, grade 1, grade 2, and grade 3 using a screening tool approved by
15.10 the Department of Education three times each school year: (1) within the first six weeks of
15.11 the school year; (2) by February 15 each year; and (3) within the last six weeks of the school
15.12 year. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual
15.13 learners, students receiving special education services, and students enrolled in dual language
15.14 immersion programs, must be universally screened for mastery of foundational reading
15.15 skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for
15.16 characteristics of dyslexia as measured by a screening tool approved by the Department of
15.17 Education. The screening for characteristics of dyslexia may be integrated with universal
15.18 screening for mastery of foundational skills and expressive ~~or~~ and receptive language
15.19 mastery. The screening tool used must be a valid and reliable universal screener that is
15.20 highly correlated with foundational reading skills. For students reading at grade level,
15.21 beginning in the winter of grade 2, the oral reading fluency screener may be used to assess
15.22 reading difficulties, including characteristics of dyslexia, without requiring a separate
15.23 screening of each subcomponent of foundational reading skills. A district must submit data
15.24 on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational
15.25 reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language
15.26 to the Department of Education in the annual local literacy plan submission due on June
15.27 15. A parent, in consultation with a teacher, may opt a student out of the literacy screener
15.28 if the parent and teacher decide that continuing to screen would not be beneficial to the
15.29 student. In these limited cases, the student must continue to receive progress monitoring
15.30 and literacy interventions.

15.31 (b) For students enrolled in dual language immersion programs:

15.32 (1) if students are screened in the partner language, they must be screened at the same
15.33 interval as the screenings in English under paragraph (a);

16.1 (2) if the program provides instruction in foundational reading skills in English, the
16.2 students receiving that instruction must be screened in English;

16.3 (3) if the program provides instruction in foundational reading skills in the partner
16.4 language, the students receiving that instruction must be screened in the partner language;

16.5 (4) if no screener is available in the partner language, the districts must identify how
16.6 students' reading proficiency is assessed and how the districts determine and provide targeted
16.7 reading instruction in the partner language and supports to students identified as needing
16.8 additional support in developing mastery of foundational reading skills; and

16.9 (5) the partner language screening tool must be approved by the district for kindergarten
16.10 through grade 3 students.

16.11 (c) Students in grades 4 and above, including multilingual learners and students receiving
16.12 special education services, who are not reading at grade level must be screened for reading
16.13 difficulties, including characteristics of dyslexia, using a screening tool approved by the
16.14 Department of Education, and must continue to receive evidence-based instruction,
16.15 interventions, and progress monitoring until the students achieve grade-level proficiency.
16.16 A parent, in consultation with a teacher, may opt a student out of the literacy screener if the
16.17 parent and teacher decide that continuing to screen would not be beneficial to the student.
16.18 In such limited cases, the student must continue to receive progress monitoring and literacy
16.19 interventions.

16.20 (d) Reading screeners in English, and in the predominant languages of district students
16.21 where practicable, must identify and evaluate students' areas of academic need related to
16.22 literacy. The district also must monitor the progress and provide reading instruction
16.23 appropriate to the specific needs of multilingual learners. The district must use an approved,
16.24 developmentally appropriate, and culturally responsive screener and annually report summary
16.25 screener results to the commissioner by June 15 in the form and manner determined by the
16.26 commissioner.

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

16.32 (1) a summary of the district's efforts to screen for characteristics of reading difficulties,
16.33 including dyslexia;

- 17.1 (2) the number of students universally screened for that reporting year;
- 17.2 (3) the number of students demonstrating characteristics of dyslexia for that year; and
- 17.3 (4) an explanation of how students identified under this subdivision are provided with
- 17.4 alternate instruction and interventions under section 125A.56, subdivision 1.

17.5 Sec. 3. Minnesota Statutes 2025 Supplement, section 120B.12, subdivision 2a, is amended

17.6 to read:

17.7 Subd. 2a. **Parent notification and involvement.** (a) A district must administer an

17.8 approved reading screener to students in kindergarten through grade 3 within the first six

17.9 weeks of the school year, by February 15 each year, and again within the last six weeks of

17.10 the school year. Schools, after administering each screener, must follow the language access

17.11 plan under section 123B.32 and give the parent of each student who is not reading at or

17.12 above grade level information from the screener about:

- 17.13 (1) the student's reading proficiency as measured by a screener approved by the
- 17.14 Department of Education;
- 17.15 (2) reading-related services currently being provided to the student and the student's
- 17.16 progress; and
- 17.17 (3) strategies for parents to use at home in helping their student succeed in becoming
- 17.18 grade-level proficient in reading in English and in their native language.

17.19 (b) A district must administer an approved reading screener to students in grades 4

17.20 through 12 who are not reading at grade level at least once per year until the student reaches

17.21 grade-level proficiency.

17.22 ~~(b)~~ (c) For students enrolled in dual language immersion programs, the district must

17.23 measure the student's reading proficiency in English or in the program's partner language,

17.24 if available, according to subdivision 2. Following the district's language access plan under

17.25 section 123B.32, the district must notify families with timely information about students'

17.26 reading proficiency, including how the student's reading proficiency is assessed, any

17.27 reading-related services or supports provided to the student and the student's progress, and

17.28 strategies for families to use at home in helping students succeed in becoming grade-level

17.29 proficient in reading in English or the partner language. The dual language immersion

17.30 program may provide information about national research on reading proficiency for students

17.31 in dual language immersion programs in the parent notification.

18.1 ~~(e)~~ (d) A district may not use this section to deny a student's right to a special education
18.2 evaluation.

18.3 Sec. 4. Minnesota Statutes 2025 Supplement, section 120B.124, subdivision 5, is amended
18.4 to read:

18.5 Subd. 5. **Ongoing review of literacy materials.** By June 1, 2026, the department must
18.6 establish an ongoing review process for curriculum and intervention materials in order to
18.7 identify those that are evidence-based, focused on structured literacy, culturally and
18.8 linguistically responsive, and reflective of diverse populations. The department may partner
18.9 with one or more institutions of higher education or a third party to conduct independent
18.10 and objective reviews of curriculum and intervention materials. The department must
18.11 determine whether it will partner with an institution of higher education to conduct ongoing
18.12 reviews of literacy materials by June 1, 2026. A publisher may submit curriculum or
18.13 intervention materials for review. The publisher is responsible for paying the cost of the
18.14 review directly to the institution of higher education. The review must use the Read Act
18.15 rubric used to approve curriculum and post. The department may modify the rubric to reflect
18.16 the needs of grade levels and special populations, including the Minnesota English Language
18.17 Arts standards and culturally and linguistically responsive criteria. The rubric must be posted
18.18 on the department website. The department and institution of higher education may approve
18.19 the curriculum or intervention materials if they determine, in partnership with the reviewing
18.20 institution or a third party, that the curriculum or intervention materials are evidence-based,
18.21 focused on structured literacy, culturally and linguistically responsive, and reflect diverse
18.22 populations. The department must add the approved curriculum or intervention materials
18.23 to the list of curricula and materials approved under the Read Act. Following each review
18.24 cycle, the department must post the findings of the curriculum review and intervention
18.25 materials on the department website.

18.26 Sec. 5. Minnesota Statutes 2025 Supplement, section 124D.09, subdivision 5, is amended
18.27 to read:

18.28 Subd. 5. **Authorization; notification.** (a) Notwithstanding any other law to the contrary,
18.29 an 11th or 12th grade pupil enrolled in a school district, a charter school, or an American
18.30 Indian-controlled Tribal contract or grant school eligible for aid under section 124D.83,
18.31 except a foreign exchange pupil enrolled in a district under a cultural exchange program,
18.32 may apply to an eligible institution, as defined in subdivision 3, to enroll in nonsectarian
18.33 courses offered by that postsecondary institution. The provisions in this section, including
18.34 approved admissions standards submitted by an eligible institution, are the only bases upon

19.1 which a pupil described in this subdivision may not be permitted to participate in a course
 19.2 offered by an eligible institution.

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

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

19.14 ~~(1) the pupil about payment in the customary manner used by the eligible institution;~~
 19.15 ~~and~~

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

19.18 Sec. 6. Minnesota Statutes 2025 Supplement, section 124D.09, subdivision 7, is amended
 19.19 to read:

19.20 Subd. 7. **Dissemination of information; notification of intent to enroll.** By the earlier
 19.21 of (1) three weeks prior to the date by which a student must register for school district,
 19.22 charter school, or Tribal contract school courses for the following school year, or (2) March
 19.23 1 of each year, a school district, charter school, or Tribal contract school must provide
 19.24 up-to-date information on the school district's, charter school's, or Tribal contract school's
 19.25 website and in materials that are distributed to parents and students about the program,
 19.26 including information about enrollment requirements and the ability to earn postsecondary
 19.27 credit to all pupils in grades 8, 9, 10, and 11. To assist the school district, charter school, or
 19.28 Tribal contract school in planning, by May 30 of each year, a pupil must inform the school
 19.29 district, charter school, or Tribal contract school ~~by October 30 or May 30 of each year of~~
 19.30 ~~the pupil's intent to enroll in postsecondary courses during the following academic term. A~~
 19.31 ~~pupil is bound by notifying or not notifying the school district, charter school, or Tribal~~
 19.32 ~~contract school by October 30 or May 30~~ of the pupil's intent to enroll in courses during
 19.33 the subsequent school year. If a pupil does not provide notice by May 30, and does not
 19.34 participate in a postsecondary course during the fall term, the pupil must provide notice by

20.1 October 30 to participate in a postsecondary course during the spring term of the same
20.2 academic year. An enrollment notification is required once per each academic year.

20.3 Sec. 7. Minnesota Statutes 2025 Supplement, section 124D.09, subdivision 12, is amended
20.4 to read:

20.5 Subd. 12. **Credits; grade point average weighting policy.** (a) A pupil must not audit
20.6 a course under this section.

20.7 (b) A school district, charter school, or Tribal contract school must grant academic credit
20.8 to a pupil enrolled in a course for secondary credit if the pupil successfully completes the
20.9 course. Seven quarter or four semester college credits equal at least one full year of high
20.10 school credit. Fewer college credits may be prorated. A school district, charter school, or
20.11 Tribal contract school must also grant academic credit to a pupil enrolled in a course for
20.12 postsecondary credit if secondary credit is requested by a pupil. If no comparable course is
20.13 offered by the school district, charter school, or Tribal contract school, the school district,
20.14 charter school, or Tribal contract school must, as soon as possible, notify the commissioner,
20.15 who must determine the number of credits that must be granted to a pupil who successfully
20.16 completes a course. If a comparable course is offered by the school district, charter school,
20.17 or Tribal contract school, the school board must grant a comparable number of credits to
20.18 the pupil. If there is a dispute between the school district, charter school, or Tribal contract
20.19 school and the pupil regarding the number of credits granted for a particular course, the
20.20 pupil may appeal the board's decision to the commissioner. The commissioner's decision
20.21 regarding the number of credits is final.

20.22 (c) A school board must adopt a policy regarding weighted grade point averages for any
20.23 high school or dual enrollment course. A school board must adopt an identical policy
20.24 regarding weighted grade point averages for credits earned via postsecondary coursework
20.25 as it gives to credits earned via concurrent enrollment coursework. The policy must state
20.26 whether the school district, charter school, or Tribal contract school offers weighted grades.
20.27 A school board must annually publish on its website a list of courses for which a student
20.28 may earn a weighted grade.

20.29 (d) The secondary credits granted to a pupil must be counted toward the graduation
20.30 requirements and subject area requirements of the school district, charter school, or Tribal
20.31 contract school demonstrating that a student meets or exceeds a specific academic standard
20.32 required for graduation under section 120B.02. Evidence of successful completion of each
20.33 course and secondary credits granted must be included in the pupil's secondary school
20.34 record. A pupil must provide the school with a copy of the pupil's grades in each course

21.1 taken for secondary credit under this section, including interim or nonfinal grades earned
 21.2 during the academic term. Upon the request of a pupil, the pupil's secondary school record
 21.3 must also include evidence of successful completion of academic credits and credits granted
 21.4 for a course taken for postsecondary credit. In either case, the record must indicate that the
 21.5 credits were earned at a postsecondary institution.

21.6 (e) An enrolling district may request the pupil provide the postsecondary course syllabus
 21.7 and other materials necessary to review whether the academic standards in the postsecondary
 21.8 course meet or exceed the academic standards in the course it would replace at the enrolling
 21.9 district.

21.10 (f) Within 15 days after receiving the requested course syllabus and other materials, the
 21.11 enrolling district must notify the pupil whether the enrolling district agrees that academic
 21.12 standards in the postsecondary course meet or exceed the academic standards in the course
 21.13 it would replace at the enrolling district. If the enrolling district does not agree that the
 21.14 academic standards in the online course meet or exceed the academic standards in the course
 21.15 it would replace at the enrolling district, then the enrolling district must provide the pupil
 21.16 a written explanation of the district's review process and decision.

21.17 (g) If there is a dispute between the district, charter school, or Tribal contract school and
 21.18 the pupil regarding the number of credits granted or completion of standards in a particular
 21.19 course, the pupil may appeal the board's decision to the commissioner. The commissioner's
 21.20 decision regarding the completion of standards and number of credits is final.

21.21 ~~(e)~~ (h) If a pupil enrolls in a postsecondary institution after leaving secondary school,
 21.22 the postsecondary institution must award postsecondary credit for any course successfully
 21.23 completed for secondary credit at that institution. Other postsecondary institutions may
 21.24 award, after a pupil leaves secondary school, postsecondary credit for any courses
 21.25 successfully completed under this section. An institution may not charge a pupil for the
 21.26 award of credit.

21.27 ~~(f)~~ (i) The Board of Trustees of the Minnesota State Colleges and Universities and the
 21.28 Board of Regents of the University of Minnesota must, and private nonprofit and proprietary
 21.29 postsecondary institutions should, award postsecondary credit for any successfully completed
 21.30 courses in a program certified by the National Alliance of Concurrent Enrollment Partnerships
 21.31 offered according to an agreement under subdivision 10. Consistent with section 135A.101,
 21.32 subdivision 3, all MnSCU institutions must give full credit to a secondary pupil who
 21.33 completes for postsecondary credit a postsecondary course or program that is part or all of
 21.34 a goal area or a transfer curriculum at a MnSCU institution when the pupil enrolls in a

22.1 MnSCU institution after leaving secondary school. Once one MnSCU institution certifies
 22.2 as completed a secondary student's postsecondary course or program that is part or all of a
 22.3 goal area or a transfer curriculum, every MnSCU institution must consider the student's
 22.4 course or program for that goal area or the transfer curriculum as completed.

22.5 Sec. 8. **REPEALER.**

22.6 Minnesota Statutes 2025 Supplement, section 120B.124, subdivision 6, is repealed.

22.7

ARTICLE 3

22.8

CHARTER SCHOOLS

22.9 Section 1. Minnesota Statutes 2025 Supplement, section 124E.03, subdivision 2, is amended
 22.10 to read:

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

22.13 (b) A charter school must comply with chapter 120B.

22.14 (c) A charter school must comply with the Minnesota Public School Fee Law, sections
 22.15 123B.34 to 123B.39.

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

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

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

22.21 (g) A charter school must comply with continuing truant notification under section
 22.22 260A.03.

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

22.28 (i) A charter school must adopt a plan, budget, and process, consistent with section
 22.29 120B.11, to review curriculum, instruction, and student achievement and strive for
 22.30 comprehensive achievement and civic readiness.

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

23.3 (k) A charter school must comply with the limits on screen time under section 124D.166.

23.4 Sec. 2. Minnesota Statutes 2024, section 124E.05, subdivision 6, is amended to read:

23.5 Subd. 6. **Corrective action.** (a) If, consistent with this chapter, the commissioner finds
23.6 that an authorizer has not met the requirements of this chapter, the commissioner may subject
23.7 the authorizer to a corrective action plan, which may last no longer than ~~130~~ 145 business
23.8 days. The commissioner may prohibit an authorizer on a corrective action plan from accepting
23.9 a transfer application from a charter school and an application to establish a charter school.

23.10 (b) The commissioner must notify the authorizer in writing that the authorizer has been
23.11 placed on a corrective action plan. The notice must include ~~any~~ the commissioner's findings
23.12 ~~that may subject the authorizer to corrective action at the conclusion of the corrective plan~~
23.13 ~~and consistent with paragraph (a).~~ The authorizer then has 15 business days to request an
23.14 informal hearing ~~before the commissioner takes corrective action.~~ The commissioner must
23.15 hold an informal hearing within 15 business days of the request. The commissioner must
23.16 make a determination on placing the authorizer on a corrective action plan within 15 business
23.17 days of the informal hearing. ~~If the issues identified as the basis for the corrective action~~
23.18 ~~are not resolved at the informal hearing~~ authorizer is placed on a corrective action plan, the
23.19 authorizer must make the requested improvements and notify the commissioner of the
23.20 improvements within 45 business days. Within 20 business days, the commissioner must
23.21 review the changes and notify the authorizer of any remaining issues to be resolved. An
23.22 authorizer must address the remaining issues as directed by the commissioner within 20
23.23 business days. Within 15 business days, the commissioner must review the changes and
23.24 notify the authorizer whether all issues in the corrective action plan have been resolved.

23.25 (c) If the commissioner terminates the authorizer's ability to charter a school, the
23.26 commissioner must assist the affected charter school in acquiring a new authorizer. ~~A charter~~
23.27 ~~school board of directors may submit to the commissioner a request to transfer to a new~~
23.28 ~~authorizer without the approval or consent of the current authorizer if that authorizer has~~
23.29 ~~been under a corrective action plan for more than 130 business days.~~ The new authorizer
23.30 and school must submit a change in authorizer request to the commissioner under section
23.31 124E.10, subdivision 5, without the required mutual agreement of the terminated authorizer.

23.32 (d) The commissioner may at any time take corrective action against an authorizer,
23.33 including terminating an authorizer's ability to charter a school, terminating a contract with
23.34 a charter school, and other appropriate sanctions for:

24.1 (1) failing to demonstrate the criteria under subdivision 3 under which the commissioner
24.2 approved the authorizer;

24.3 (2) violating a term of the ~~chartering~~ charter contract between the authorizer and the
24.4 charter school board of directors;

24.5 (3) unsatisfactory performance as an approved authorizer;

24.6 (4) any good cause shown that gives the commissioner a legally sufficient reason to take
24.7 corrective action against an authorizer; or

24.8 (5) failing to meet the terms of a corrective action plan by the specified deadline.

24.9 Sec. 3. Minnesota Statutes 2024, section 124E.05, subdivision 8, is amended to read:

24.10 Subd. 8. **Reports.** By September 30 of each year, an authorizer shall publish on its
24.11 website and submit to the commissioner a: (i) an annual financial statement of income and
24.12 expenditures identifying the authorizer's sources of income related to authorizing activities
24.13 and the authorizer's expenses, including staff, consultants, facility, professional development,
24.14 transportation, membership dues, technology, office supplies, bank fees, administrative
24.15 overhead, and professional fees for accounting, legal, and financial services; and (ii) a
24.16 balance sheet related to authorizing activities summarizing assets and liabilities related to
24.17 chartering activities during the previous school year ending June 30. The authorizer must
24.18 transmit a copy of the statement to all schools it charters.

24.19 Sec. 4. Minnesota Statutes 2024, section 124E.07, subdivision 1, is amended to read:

24.20 Subdivision 1. **Initial board of directors.** (a) Before entering into a contract or other
24.21 agreement for professional or other services, goods, or facilities, the operators authorized
24.22 to organize and operate a school must establish a board of directors composed of at least
24.23 five members. The initial board members must not be related parties. The initial board
24.24 continues to serve until a timely election for members of the ongoing charter school board
24.25 of directors is held according to the school's articles and bylaws under subdivision 4. The
24.26 initial board of directors and school developers must comply with the training requirements
24.27 in subdivision 7 upon the incorporation of the school.

24.28 (b) The initial board must include:

24.29 (1) at least one licensed teacher;

24.30 (2) at least one prospective parent or legal guardian of a student who is not an employee
24.31 of the charter school; and

25.1 (3) at least one interested community member.

25.2 (c) An individual serving on the initial board must reside in Minnesota.

25.3 Sec. 5. Minnesota Statutes 2025 Supplement, section 124E.07, subdivision 2, is amended
25.4 to read:

25.5 Subd. 2. **Ongoing board of directors.** (a) The initial board must begin the transition to
25.6 the ongoing board structure by the end of the first year of operation and complete the
25.7 transition by the end of the second year of operation. The terms of board members shall
25.8 begin on July 1. Terms shall be no less than two years. The bylaws shall set the number of
25.9 terms an individual may serve on the board and as an officer of the board.

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

25.13 Sec. 6. Minnesota Statutes 2025 Supplement, section 124E.07, subdivision 3, is amended
25.14 to read:

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

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

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

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

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

26.1 ~~(e) The board structure must be defined in the bylaws. The board structure may (1) be~~
26.2 ~~a majority of teachers under paragraph (b), (2) be a majority of parents, (3) be a majority~~
26.3 ~~of community members, or (4) have no clear majority.~~

26.4 ~~(d)~~ (c) The chief administrator may only serve as an ex-officio nonvoting board member.
26.5 No charter school employees shall serve on the board other than teachers under paragraph
26.6 (b).

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

26.15 ~~(f) A violation of paragraph (e) renders a contract voidable at the option of the~~
26.16 ~~commissioner or the charter school board of directors. A member of a charter school board~~
26.17 ~~of directors who violates paragraph (e) is individually liable to the charter school for any~~
26.18 ~~damage caused by the violation.~~

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

26.23 ~~(h) An individual is prohibited from serving on more than one charter school board at~~
26.24 ~~the same time in either an elected or ex-officio capacity, except that an individual serving~~
26.25 ~~as an administrator serving more than one school under section 124E.12, subdivision 2,~~
26.26 ~~paragraph (f), may serve on each board as an ex-officio member. A board member who~~
26.27 ~~violates this paragraph is ineligible to continue to serve as a charter school board member~~
26.28 ~~and is ineligible to be elected or appointed to a charter school board for 24 months.~~

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

27.1 Sec. 7. Minnesota Statutes 2024, section 124E.07, is amended by adding a subdivision to
27.2 read:

27.3 Subd. 3a. **Conflict of interest.** (a) A contractor providing facilities, goods, or services
27.4 to a charter school must not serve on the board of directors. In addition, an individual is
27.5 prohibited from serving as a member of the charter school board of directors if:

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

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

27.11 An individual may serve as a member of the board of directors if no conflict of interest
27.12 exists under this paragraph, consistent with this section.

27.13 (b) A violation of paragraph (a) renders a contract voidable at the option of the
27.14 commissioner or the charter school board of directors. A member of a charter school board
27.15 of directors who violates paragraph (a) is individually liable to the charter school for any
27.16 damage caused by the violation.

27.17 (c) Any employee, agent, contractor, or board member of the authorizer who participates
27.18 in initially reviewing, approving, overseeing, evaluating, renewing, or not renewing the
27.19 charter school is ineligible to serve on the board of directors of a school chartered by that
27.20 authorizer.

27.21 (d) An individual is prohibited from serving on more than one charter school board at
27.22 the same time in either an elected or ex-officio capacity, except that an individual serving
27.23 as an administrator serving more than one school under section 124E.12, subdivision 2,
27.24 paragraph (f), may serve on each board as an ex-officio member. A board member who
27.25 violates this paragraph is ineligible to continue to serve as a charter school board member
27.26 and is ineligible to be elected or appointed to a charter school board for 24 months.

27.27 Sec. 8. Minnesota Statutes 2024, section 124E.07, subdivision 4, is amended to read:

27.28 Subd. 4. **Board structure.** (a) The board structure must be defined in the bylaws. The
27.29 board structure may:

27.30 (1) be a majority of teachers under paragraph (b);

27.31 (2) be a majority of parents;

27.32 (3) be a majority of community members; or

28.1 (4) have no clear majority.

28.2 (b) Board bylaws shall outline the process and procedures for changing the board's
 28.3 governance structure, consistent with chapter 317A. A board may change its governance
 28.4 structure only:

28.5 (1) by a majority vote of the board of directors;

28.6 (2) by a majority vote of the licensed teachers employed by the school as teachers who
 28.7 provide instruction to students, including licensed teachers providing instruction under a
 28.8 contract between the school and a cooperative; and

28.9 (3) with the authorizer's approval.

28.10 Any change in board governance structure must conform with the board composition
 28.11 established under this section.

28.12 Sec. 9. Minnesota Statutes 2024, section 124E.07, subdivision 8, is amended to read:

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

28.15 (b) A charter school shall publish and maintain on the school's official website: (1) the
 28.16 meeting minutes of the board of directors and of members and committees having
 28.17 board-delegated authority, within 30 days following the earlier of the date of board approval
 28.18 or the next regularly scheduled meeting, and for at least 365 days from the date of publication;
 28.19 (2) directory information for the board of directors and for the members of committees
 28.20 having board-delegated authority; and (3) identifying and contact information for the school's
 28.21 authorizer.

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

28.24 (d) Meeting minutes must include at least the following: (1) the subject matter of a
 28.25 motion; (2) the persons making and seconding a motion; (3) the roll call for a motion; (4)
 28.26 the character of resolutions offered, including a brief description of their subject matter; (5)
 28.27 whether a motion to approve a resolution was defeated or adopted; (6) the identity of any
 28.28 party to whom a contract was awarded; (7) any abstentions from voting, including the
 28.29 member's name and reason for abstention; (8) reasons the governing body awarded a
 28.30 particular contract to a bidder other than the lowest bidder; (9) approval of hourly rates for
 28.31 services provided, mileage rates, meal reimbursement amounts, and per diem amounts; (10)
 28.32 a list of all bills allowed or approved for payment, including per diem payments, noting the

29.1 recipient, purpose, and amount; (11) a list of all transfers of funds; (12) appointments of
 29.2 representatives to committees; and (13) reports of the officers.

29.3 Sec. 10. Minnesota Statutes 2024, section 124E.08, is amended to read:

29.4 **124E.08 CHARTER SCHOOL AND SCHOOL DISTRICT COLLABORATION.**

29.5 Subdivision 1. Collaboration between a charter school and school district. (a) A
 29.6 charter school board may voluntarily enter into a two-year, renewable collaboration
 29.7 agreement with a school district in which the charter school is geographically located to
 29.8 enhance the achievement of the students in the district and the students in the charter school.

29.9 (b) A school district does not need to be either an approved authorizer or the authorizer
 29.10 of the charter school to enter into a collaboration agreement under this section.

29.11 (c) A charter school authorizer is prohibited from requiring a collaboration agreement
 29.12 as a condition of entering into or renewing a charter contract as defined in section 124E.10,
 29.13 subdivision 1.

29.14 (d) Nothing in this section or in the collaboration agreement may impact in any way the
 29.15 authority or autonomy of the charter school.

29.16 (e) Nothing in this section or in the collaboration agreement shall cause the state to pay
 29.17 twice for the same student, service, or facility or otherwise impact state funding or payment
 29.18 to the school district or the charter school.

29.19 Subd. 2. Collaboration agreement provisions. ~~(b)~~ (a) The collaboration agreement
 29.20 may include, but is not limited to, collaboration regarding facilities, transportation, training,
 29.21 student achievement, assessments, mutual performance standards, and other areas of mutual
 29.22 agreement.

29.23 ~~(e)~~ (b) For purposes of student assessment and reporting to the state under section
 29.24 120B.36, the school district may include the academic performance of the students of a
 29.25 collaborative charter school site under subdivision 1, paragraph (a).

29.26 Subd. 3. Accountability measures. Districts, ~~authorizers,~~ or charter schools entering
 29.27 into a ~~collaborative~~ collaboration agreement are equally and collectively subject to the same
 29.28 state and federal accountability measures for student achievement, school performance
 29.29 outcomes, and school improvement strategies. The ~~collaborative~~ collaboration agreement
 29.30 and all accountability measures must be posted on the district, charter school, and authorizer
 29.31 websites.

30.1 ~~(d) Nothing in this section or in the collaboration agreement may impact in any way the~~
 30.2 ~~authority or autonomy of the charter school.~~

30.3 ~~(e) Nothing in this section or in the collaboration agreement shall cause the state to pay~~
 30.4 ~~twice for the same student, service, or facility or otherwise impact state funding or payment~~
 30.5 ~~to the school district or the charter school.~~

30.6 Sec. 11. Minnesota Statutes 2025 Supplement, section 124E.17, subdivision 1, is amended
 30.7 to read:

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

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

30.20 (c) For each charter school it authorizes, within 15 business days of execution, an
 30.21 authorizer must publish on its website for at least five years from the date of issuance all
 30.22 charter contracts and amendments executed under section 124E.10; school performance
 30.23 reviews including the performance evaluations required by section 124E.10, subdivision 1,
 30.24 paragraph (a), clause (6), if different; notices of intent to terminate or not renew the charter
 30.25 contract and related final determinations; and unresolved notices of intervention, deficiency,
 30.26 concern, corrective action, or probationary status.

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

31.1 consistent with the school's language access plan under section 124E.03, subdivision 9,
 31.2 paragraph (b).

31.3 Sec. 12. Minnesota Statutes 2025 Supplement, section 124E.17, subdivision 2, is amended
 31.4 to read:

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

31.10 ~~(b) An authorizer must publish on its website an annual financial statement identifying~~
 31.11 ~~its sources of income related to authorizing activities and its authorizing expenses including~~
 31.12 ~~staff, consultants, facility, professional development, transportation, membership dues,~~
 31.13 ~~technology, office supplies, bank fees, administrative overhead, and professional fees for~~
 31.14 ~~accounting, legal, and financial services, consistent with section 124E.05, subdivision 8,~~
 31.15 ~~and a balance sheet related to authorizing activities summarizing assets and liabilities.~~

31.16 Sec. 13. Minnesota Statutes 2025 Supplement, section 124E.27, is amended to read:

31.17 **124E.27 CMO AND EMO PUBLIC ACCOUNTING AND REPORTING.**

31.18 (a) A charter school that enters into a management agreement with a CMO or EMO
 31.19 must:

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

31.25 (2) annually publish on the charter school website a statement of assurance that no
 31.26 member of the school board, staff, or any agent of the school has been promised or received
 31.27 any form of compensation or gifts from the CMO or EMO and that no board member,
 31.28 employee, or agent of the CMO or EMO or any of the organization affiliates or providers
 31.29 serve on the charter school board; and

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

- 32.1 (b) A management agreement with a CMO or EMO must contain the following:
- 32.2 (1) the term of the contract, not to exceed five years;
- 32.3 (2) the total dollar value of the contract including the annual projected costs of services;
- 32.4 (3) a description and terms of the services to be provided during the term of the contract;
- 32.5 (4) notice that a charter school closure during the term of the contract by action of the
- 32.6 authorizer or the school's board results in the balance of the current contract becoming null
- 32.7 and void;
- 32.8 (5) an annual statement of assurance to the charter school board that the CMO or EMO
- 32.9 provided no compensation or gifts to any charter school board member, staff member, or
- 32.10 agent of the charter school;
- 32.11 (6) an annual statement of assurance that no board member, employee, contractor, or
- 32.12 agent of the CMO or EMO or any affiliated organization is a board member of the charter
- 32.13 school or any other charter school;
- 32.14 (7) the policies and protocols that meet federal and state laws regarding student and
- 32.15 personnel data collection, usage, access, retention, disclosure and destruction, and
- 32.16 indemnification and warranty provisions in case of data breaches by the CMO or EMO;
- 32.17 ~~and~~
- 32.18 (8) an annual assurance that all assets purchased on behalf of the charter school using
- 32.19 public funds remain assets of the school;
- 32.20 (9) an annual assurance that the charter school remains independent from the management
- 32.21 organization;
- 32.22 (10) an annual assurance that the charter school selects and retains its own legal counsel
- 32.23 and auditing firm;
- 32.24 (11) an outline of comprehensive policies and protocols, including detailed provisions
- 32.25 on compensation and payment terms, clearly defined remedies for breach of contract, and
- 32.26 an explicit delineation of responsibilities and rights in the event of organizational closure;
- 32.27 (12) a statement that provides the school board with the clear ability to terminate the
- 32.28 agreement;
- 32.29 (13) a statement asserting that all assets purchased with school money or awards from
- 32.30 school funds remain with the school;

33.1 (14) a provision that prohibits sweeps contracts where the CMO calculates fees for
 33.2 services based upon the school's total revenue; and

33.3 (15) a statement that fees charged for services by the management organization are
 33.4 reasonable, proportionate, and appropriate for the value delivered.

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

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

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

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

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

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

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

33.21 Sec. 14. **REPEALER.**

33.22 Minnesota Statutes 2025 Supplement, section 124E.16, subdivision 4, is repealed.

33.23 **ARTICLE 4**
 33.24 **STATE AGENCIES**

33.25 Section 1. Minnesota Statutes 2024, section 123B.77, is amended by adding a subdivision
 33.26 to read:

33.27 Subd. 7. **Purchases.** All purchases using state money must be made consistent with the
 33.28 procurement policy adopted under subdivision 8.

34.1 Sec. 2. Minnesota Statutes 2024, section 123B.77, is amended by adding a subdivision to
34.2 read:

34.3 Subd. 8. Required procurement policy components; conflict of interest. (a) A local
34.4 educational agency (LEA) procurement policy must include a conflict of interest policy.

34.5 (b) A conflict of interest policy must at a minimum require that a member of the school
34.6 board, or an employee, officer, or agent of the LEA, must not participate in selecting,
34.7 awarding, or administering a contract if a conflict of interest exists. A conflict of interest
34.8 exists when the following individuals or entities have a financial or other interest in the
34.9 entity with which the LEA is contracting:

34.10 (1) a board member, employee, officer, or agent;

34.11 (2) an immediate family member of the board member, employee, officer, or agent;

34.12 (3) the partner of the board member, employee, officer, or agent; or

34.13 (4) an organization that employs or is about to employ any individual in clauses (1) to
34.14 (3).

34.15 A violation of this prohibition renders the contract void.

34.16 (c) The conflict of interest provisions under this subdivision do not apply to compensation
34.17 paid to a teacher employed as a teacher by the LEA or a teacher who provides instructional
34.18 services to the LEA through a cooperative formed under chapter 308A when the teacher
34.19 also serves on the school board.

34.20 (d) A school board member, employee, or officer is a local official for purposes of section
34.21 471.895 with regard to receipt of gifts as defined under section 10A.071, subdivision 1,
34.22 paragraph (b). A board member, employee, or officer must not receive compensation from
34.23 a group health insurance provider.

34.24 (e) All LEAs must disclose in writing to the commissioner of education any potential
34.25 conflict of interest.

34.26 (f) A procurement policy must include thresholds for purchases by employees without
34.27 board approval.

34.28 (g) A procurement policy must include thresholds for purchases that require competitive
34.29 procurement processes as defined in this section, except that a competitive procurement
34.30 process must occur for any procurement estimated to exceed \$25,000, with the exception
34.31 of contracts described in sections 123B.52 and 471.345, subdivisions 2 to 4a.

35.1 (h) A procurement policy must include a prohibition on breaking up a procurement into
35.2 smaller components to avoid the thresholds under paragraphs (f) and (g). Notwithstanding
35.3 paragraph (g), for a procurement estimated to exceed \$25,000 but that is less than \$175,000,
35.4 the purchase may be made either by a competitive procurement process, or by direct
35.5 negotiation by obtaining two or more bids or proposals for the purchase or sale when possible
35.6 and without advertising for bids or proposals or otherwise complying with the requirements
35.7 of a competitive procurement process.

35.8 (i) A procurement policy must include a requirement that contracts entered into under
35.9 this section must not exceed two years with an option on the part of the district to renew
35.10 for an additional two years.

35.11 Sec. 3. Minnesota Statutes 2024, section 123B.77, is amended by adding a subdivision to
35.12 read:

35.13 Subd. 9. **Competitive procurement.** (a) As used in this section, "competitive
35.14 procurement" means a process for procurement by sealed bids or by proposals.

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

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

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

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

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

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

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

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

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

36.3 (iii) the procurement lends itself to a firm fixed price contract and the selection of the
36.4 successful bidder may be made principally on the price.

36.5 (c) "Procurement by proposals" means a process in which either a fixed price or
36.6 cost-reimbursement contract is awarded. Proposals are generally used when conditions are
36.7 not appropriate for the use of sealed bids. Contracts awarded under procurement by proposals
36.8 must be awarded in accordance with the following requirements:

36.9 (1) requests for proposals must be publicized and identify all evaluation factors and their
36.10 relative importance. Proposals must be solicited from an adequate number of qualified
36.11 offerors. Any response to publicized requests for proposals must be considered to the
36.12 maximum extent practicable;

36.13 (2) the LEA must have a written method for conducting technical evaluations of the
36.14 proposals received and for making selections; and

36.15 (3) contracts must be awarded to the responsible offeror whose proposal is most
36.16 advantageous to the LEA, with price and other factors considered.

APPENDIX
Article locations for 26-05912

ARTICLE 1	GENERAL EDUCATION.....	Page.Ln 1.16
ARTICLE 2	EDUCATION EXCELLENCE.....	Page.Ln 12.26
ARTICLE 3	CHARTER SCHOOLS.....	Page.Ln 22.7
ARTICLE 4	STATE AGENCIES.....	Page.Ln 33.23

120B.124 READ ACT IMPLEMENTATION PARTNERSHIP.

Subd. 6. **Comprehensive review of literacy materials.** Starting in 2033, the department and an institution of higher education may partner to conduct a comprehensive review of curriculum and intervention materials to identify literacy curriculum and supporting materials, and intervention materials that are evidence-based, focused on structured literacy, culturally and linguistically responsive, and reflect diverse populations. The department must post on its website the rubrics used to evaluate curriculum and intervention materials. The department must revise the list of approved curriculum and supporting materials, and intervention materials based on the findings of the review.

124E.16 REPORTS.

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

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