

1.1 A bill for an act

1.2 relating to education; providing for supplemental funding for prekindergarten
1.3 through grade 12 education; modifying provisions for prekindergarten through
1.4 grade 12 education including general education, education excellence, teachers,
1.5 the Read Act, special education, and state agencies; making forecast adjustments;
1.6 requiring reports; appropriating money; amending Minnesota Statutes 2024, sections
1.7 120B.124, subdivision 3; 121A.201; 123B.47; 123B.86, subdivision 2; 123B.92,
1.8 subdivision 9; 124D.094, subdivision 2; 124D.68, subdivisions 1, 2, 5; 124D.98,
1.9 by adding subdivisions; 126C.15, subdivision 1; 127A.21, subdivisions 1, 1a, 4,
1.10 6, by adding subdivisions; 142D.08, subdivision 6; Minnesota Statutes 2025
1.11 Supplement, sections 13.82, subdivision 1; 120B.118, subdivision 2; 120B.119,
1.12 subdivisions 2a, 10, 15; 120B.12, subdivisions 2, 3; 120B.123, subdivisions 5a,
1.13 7; 120B.124, subdivisions 1, 4; 122A.181, subdivision 3; 122A.182, subdivision
1.14 3; 122A.183, subdivision 2; 124D.231; 124D.901, subdivision 3; 124D.98,
1.15 subdivisions 1, 5; 127A.21, subdivision 5; Laws 2023, chapter 55, article 2, section
1.16 64, subdivision 16, as amended; Laws 2024, chapter 115, article 1, section 22,
1.17 subdivision 2; article 3, section 8, subdivision 4, as amended; Laws 2025, First
1.18 Special Session chapter 10, article 1, section 28, subdivisions 2, 3, 5, 8, 10, 11,
1.19 12; article 2, section 24, subdivisions 2, 4, 5, 14, 15, 24, 30; article 3, section 15,
1.20 subdivisions 3, 6, 13; article 4, section 30, subdivision 5; article 5, section 19,
1.21 subdivision 2; article 6, section 6, subdivisions 2, 7; article 7, sections 7, subdivision
1.22 7; 8; 11, subdivisions 2, 4, 7, 8, 9; article 8, section 18, subdivisions 3, 5, 6; article
1.23 9, section 11, subdivisions 2, 3, 4, 6, 10; article 10, section 10, subdivisions 3, 4,
1.24 6; article 11, section 2, subdivisions 2, 4; proposing coding for new law in
1.25 Minnesota Statutes, chapters 13; 121A; 127A; repealing Minnesota Statutes 2024,
1.26 sections 120B.30, subdivision 15; 124D.68, subdivisions 3, 4, 10; 124D.98,
1.27 subdivisions 2, 3, 4; Laws 2017, First Special Session chapter 5, article 2, section
1.28 52.

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

2.2

ARTICLE 1

2.3

GENERAL EDUCATION

2.4 Section 1. [121A.202] STUDENT SUPPORT, INTERVENTION, AND RESOURCE
2.5 TEAMS.

2.6 Subdivision 1. Purpose. (a) A school district or charter school must establish a Student
2.7 Support, Intervention, and Resource Team (SSIRT) for every school under its jurisdiction
2.8 to provide mental health services in the areas of:

2.9 (1) education;

2.10 (2) prevention;

2.11 (3) early identification;

2.12 (4) evidence-based intervention;

2.13 (5) referral processes; and

2.14 (6) guided support services for students in kindergarten through grade 12 who exhibit
2.15 risk factors that interfere with their educational success.

2.16 (b) An SSIRT shall incorporate mental health promotion, prevention, treatment, and
2.17 continuing care practices within kindergarten through grade 12 school settings. Services
2.18 may include addressing normal developmental issues as well as issues related to substance
2.19 use, psychological distress, suicide, and mental health.

2.20 (c) An SSIRT is specifically designed to identify, assess, manage, and monitor potential
2.21 and actual threats to school safety.

2.22 (d) Nonpublic schools are encouraged to establish an SSIRT.

2.23 Subd. 2. Membership. (a) The SSIRT must include, at a minimum, individuals with
2.24 expertise in:

2.25 (1) counseling;

2.26 (2) licensed school nurse;

2.27 (3) licensed mental health professional;

2.28 (4) kindergarten through grade 12 instruction;

2.29 (5) school administration; and

3.1 (6) law enforcement.

3.2 (b) One SSIRT may serve more than one school as determined by the school district or
3.3 charter school.

3.4 Subd. 3. **Duties.** (a) An SSIRT must:

3.5 (1) provide guidance to students, faculty, and staff regarding the recognition of threatening
3.6 or aberrant behavior that may represent a threat to the community, school, or self;

3.7 (2) assess and document student risk levels using a student risk-level model. The model
3.8 must follow integrated behavioral threat assessment best practices, including but not limited
3.9 to comprehensive school threat assessment guidelines, national threat assessment center
3.10 guidelines, or other equally or more comprehensive threat assessment guidelines. A risk-level
3.11 model must provide clear criteria for placing students at each risk level;

3.12 (3) identify members of the school community to whom threatening behavior should be
3.13 reported;

3.14 (4) monitor, assess, and perform inquiries into concerning behavior;

3.15 (5) distinguish between credible and noncredible threats;

3.16 (6) develop a central reporting mechanism and educate students, parents, legal guardians,
3.17 and school personnel on how to report concerning behavior and what is appropriate to report;

3.18 (7) outline the relationship between school personnel and law enforcement and determine
3.19 the threshold for when a situation requires the intervention of law enforcement;

3.20 (8) develop a written plan to assist a student who is engaging in concerning behavior.
3.21 A written plan created under this subdivision must consider using supportive measures such
3.22 as school-based and community-based support structures that focus on building resiliency
3.23 and protecting the student while also addressing any safety concerns. A written plan created
3.24 under this subdivision for an eligible student with a disability under section 125A.02 must
3.25 be developed and proposed in compliance with the Individuals with Disabilities Education
3.26 Act, chapter 125A, and Minnesota Rules, chapter 3525; and

3.27 (9) apply evidence-based practices that are culturally responsive, trauma-informed, and
3.28 developmentally appropriate.

3.29 (b) Upon a preliminary determination that an individual poses a threat of violence or
3.30 physical harm to self or others, an SSIRT must immediately report its determination to the
3.31 superintendent, the charter school director, or the superintendent's or charter school director's
3.32 designee. The superintendent, charter school director, or designee must immediately attempt

4.1 to notify the individual's parent or guardian. The licensed mental health professional should
4.2 complete a risk assessment to determine the level of risk and next steps for response. Nothing
4.3 in this section precludes immediate action by school personnel to address an imminent
4.4 threat.

4.5 (c) A member of the SSIRT must not disclose any school disciplinary record information
4.6 or health information obtained under this subdivision and must not use any record beyond
4.7 the purpose for which the disclosure was made to the SSIRT.

4.8 (d) An SSIRT must annually report summary data on its activities to the superintendent
4.9 or charter school director.

4.10 Subd. 4. **Training requirements.** (a) Each school district and charter school must ensure
4.11 that all licensed school staff and other nonlicensed support staff, including paraprofessionals,
4.12 receive annual training on:

4.13 (1) recognizing signs of mental health crises in students;

4.14 (2) identifying students who may be exhibiting threatening or aberrant behavior;

4.15 (3) the appropriate procedures for making referrals to the SSIRT; and

4.16 (4) strategic ways to respond in a culturally responsive, trauma-informed, and
4.17 developmentally appropriate manner.

4.18 (b) Nonpublic schools are strongly encouraged to ensure that their staff receive the
4.19 annual training in paragraph (a).

4.20 (c) Schools are strongly encouraged to ensure all adults working or providing services
4.21 in school buildings receive the annual training in paragraph (a).

4.22 Subd. 5. **Department responsibilities.** (a) The Department of Education shall make
4.23 available to school districts, charter schools, and nonpublic schools a model to comply with
4.24 subdivision 3.

4.25 (b) The department must make trainings available to fulfill the requirements under
4.26 subdivision 4. The department must ensure that the trainings are culturally responsive and
4.27 trauma-informed. Educators and school personnel in school districts, charter schools, and
4.28 nonpublic schools who are subject to subdivision 4 are encouraged to utilize department
4.29 trainings.

4.30 (c) The department must provide guidance, oversight, and professional development
4.31 opportunities to ensure that threat assessment investigations conducted by SSIRTs do not

5.1 disproportionately investigate students with disabilities, students of color, or students from
5.2 low-income families.

5.3 **EFFECTIVE DATE.** This section is effective beginning in the 2026-2027 school year.

5.4 Sec. 2. Minnesota Statutes 2024, section 123B.47, is amended to read:

5.5 **123B.47 NOTICE TO DISTRICTS; PRORATION.**

5.6 (a) If scholarship funds become available through the federal tax credit under Public
5.7 Law 119-21, section 70411, all appropriated funds for nonpublic educational aid under
5.8 sections 123B.40 to 123B.48 shall be reallocated to the voluntary prekindergarten program
5.9 under section 142D.08.

5.10 (b) If the appropriation for nonpublic educational aid under sections 123B.40 to 123B.48
5.11 is not sufficient to meet the required payments in any fiscal year, the department must notify
5.12 the school districts at the earliest possible date of the need to prorate the appropriation
5.13 among the districts.

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

5.15 Sec. 3. Minnesota Statutes 2024, section 123B.86, subdivision 2, is amended to read:

5.16 Subd. 2. **Nonpublic school students.** (a) The board of any local district must provide
5.17 school bus transportation to the district boundary for school children residing in the district
5.18 at least the same distance from a nonpublic school actually attended in another district as
5.19 public school pupils are transported in the transporting district. Such transportation must
5.20 be provided whether or not there is another nonpublic school within the transporting district,
5.21 if the transportation is to schools maintaining grades or departments not maintained in the
5.22 district or if the attendance of such children at school can more safely, economically, or
5.23 conveniently be provided for by such means.

5.24 (b) The school board of any local district may provide school bus transportation to a
5.25 nonpublic school in another district for school children residing in the district and attending
5.26 that school, whether or not there is another nonpublic school within the transporting district,
5.27 if the transportation is to schools maintaining grades or departments not maintained in the
5.28 district or if the attendance of such children at school can more safely, economically, or
5.29 conveniently be provided for by such means. If the board transports children to a nonpublic
5.30 school located in another district, the nonpublic school must pay the cost of such
5.31 transportation provided outside the district boundaries.

6.1 (c) Notwithstanding subdivision 1 and paragraphs (a) and (b), if scholarship funds become
6.2 available through the federal tax credit under Public Law 119-21, section 70411, the board
6.3 of any local district shall not be obligated to provide school bus transportation for nonpublic
6.4 students residing within the district.

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

6.6 Sec. 4. Minnesota Statutes 2024, section 123B.92, subdivision 9, is amended to read:

6.7 Subd. 9. **Nonpublic pupil transportation aid.** (a) A district's nonpublic pupil
6.8 transportation aid for the 1996-1997 and later school years for transportation services for
6.9 nonpublic school pupils according to sections 123B.88, 123B.84 to 123B.86, and this section,
6.10 equals the sum of the amounts computed in paragraphs (b) and (c). This aid does not limit
6.11 the obligation to transport pupils under sections 123B.84 to 123B.87.

6.12 (b) For regular and excess transportation according to subdivision 1, paragraph (b),
6.13 clauses (1) and (2), an amount equal to the product of:

6.14 (1) the district's actual expenditure per pupil transported in the regular and excess
6.15 transportation categories during the second preceding school year; times

6.16 (2) the number of nonpublic school pupils residing in the district who receive regular
6.17 or excess transportation service or reimbursement for the current school year; times

6.18 (3) the ratio of the formula allowance pursuant to section 126C.10, subdivision 2, for
6.19 the current school year to the formula allowance pursuant to section 126C.10, subdivision
6.20 2, for the second preceding school year.

6.21 (c) For nonpublic nonregular transportation according to subdivision 1, paragraph (b),
6.22 clause (5), an amount equal to the product of:

6.23 (1) the district's actual expenditure for nonpublic nonregular transportation during the
6.24 second preceding school year; times

6.25 (2) the ratio of the formula allowance pursuant to section 126C.10, subdivision 2, for
6.26 the current school year to the formula allowance pursuant to section 126C.10, subdivision
6.27 2, for the second preceding school year.

6.28 (d) Notwithstanding the amount of the formula allowance for fiscal years 2015 and 2016
6.29 in section 126C.10, subdivision 2, the commissioner shall use the amount of the formula
6.30 allowance for the current year minus \$414 in determining the nonpublic pupil transportation
6.31 revenue in paragraphs (b) and (c) for fiscal years 2015 and 2016.

7.1 (e) Notwithstanding paragraphs (a) to (c), if scholarship funds become available through
 7.2 the federal tax credit under Public Law 119-21, section 70411, nonpublic transportation aid
 7.3 shall not be provided to districts, and all funds allocated for nonpublic transportation aid
 7.4 shall be reallocated to the voluntary prekindergarten program under section 142D.08.

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

7.6 Sec. 5. Minnesota Statutes 2024, section 126C.15, subdivision 1, is amended to read:

7.7 Subdivision 1. **Use of revenue.** (a) The ~~basic skills~~ compensatory revenue under section
 7.8 126C.10, ~~subdivision 4~~ subdivision 3, must be reserved and used to meet the educational
 7.9 needs of pupils who enroll under-prepared to learn and whose progress toward meeting
 7.10 state or local content or performance standards is below the level that is appropriate for
 7.11 learners of their age. ~~Basic skills~~ Compensatory revenue may also be used for programs
 7.12 designed to prepare children and their families for entry into school whether the student
 7.13 first enrolls in kindergarten or first grade.

7.14 (b) For fiscal years prior to fiscal year 2024, any of the following may be provided to
 7.15 meet these learners' needs:

7.16 (1) direct instructional services under the assurance of mastery program according to
 7.17 section 124D.66;

7.18 (2) remedial instruction in reading, language arts, mathematics, other content areas, or
 7.19 study skills to improve the achievement level of these learners;

7.20 (3) additional teachers and teacher aides to provide more individualized instruction to
 7.21 these learners through individual tutoring, lower instructor-to-learner ratios, or team teaching;

7.22 (4) a longer school day or week during the regular school year or through a summer
 7.23 program that may be offered directly by the site or under a performance-based contract with
 7.24 a community-based organization;

7.25 (5) comprehensive and ongoing staff development consistent with district and site plans
 7.26 according to section 122A.60 and to implement plans under section 120B.12, subdivision
 7.27 4a, for teachers, teacher aides, principals, and other personnel to improve their ability to
 7.28 identify the needs of these learners and provide appropriate remediation, intervention,
 7.29 accommodations, or modifications;

7.30 (6) instructional materials, digital learning, and technology appropriate for meeting the
 7.31 individual needs of these learners;

8.1 (7) programs to reduce truancy, encourage completion of high school, enhance
8.2 self-concept, provide health services, provide nutrition services, provide a safe and secure
8.3 learning environment, provide coordination for pupils receiving services from other
8.4 governmental agencies, provide psychological services to determine the level of social,
8.5 emotional, cognitive, and intellectual development, and provide counseling services, guidance
8.6 services, and social work services;

8.7 (8) bilingual programs, bicultural programs, and programs for English learners;

8.8 (9) all-day kindergarten;

8.9 (10) early education programs, parent-training programs, school readiness programs,
8.10 kindergarten programs for four-year-olds, voluntary home visits under section 142D.10,
8.11 subdivision 4, and other outreach efforts designed to prepare children for kindergarten;

8.12 (11) extended school day and extended school year programs; and

8.13 (12) substantial parent involvement in developing and implementing remedial education
8.14 or intervention plans for a learner, including learning contracts between the school, the
8.15 learner, and the parent that establish achievement goals and responsibilities of the learner
8.16 and the learner's parent or guardian.

8.17 (c) For fiscal year 2024 and later, a district's basic skills revenue must be used for:

8.18 (1) remedial instruction and necessary materials in reading, language arts, mathematics,
8.19 other content areas, or study skills to improve the achievement level of these learners;

8.20 (2) additional teachers and teacher aides to provide more individualized instruction to
8.21 these learners through individual tutoring, lower instructor-to-learner ratios, or team teaching;

8.22 (3) a longer school day or week during the regular school year or through a summer
8.23 program that may be offered directly by the site or under a performance-based contract with
8.24 a community-based organization;

8.25 (4) programs to reduce truancy; provide counseling services, guidance services, and
8.26 social work services; and provide coordination for pupils receiving services from other
8.27 governmental agencies;

8.28 (5) bilingual programs, bicultural programs, and programs for English learners;

8.29 (6) early education programs, parent-training programs, early childhood special education,
8.30 school readiness programs, kindergarten programs for four-year-olds, voluntary home visits
8.31 under section 142D.10, subdivision 4, and other outreach efforts designed to prepare children
8.32 for kindergarten;

9.1 (7) transition programs operated by school districts for special education students until
9.2 the age of 22;

9.3 (8) substantial parent involvement in developing and implementing remedial education
9.4 or intervention plans for a learner, including learning contracts between the school, the
9.5 learner, and the parent that establish achievement goals and responsibilities of the learner
9.6 and the learner's parent or guardian; and

9.7 (9) professional development for teachers on meeting the needs of English learners,
9.8 using assessment tools and data to monitor student progress, and reducing the use of
9.9 exclusionary discipline, and training for tutors and staff in extended day programs to enhance
9.10 staff's knowledge in content areas.

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

9.12 Sec. 6. **[127A.091] FEDERAL VOUCHER PROGRAM; NONPUBLIC AIDS.**

9.13 **Subdivision 1. Definition.** For purposes of this section, "federal educational voucher
9.14 program" means the federal tax credit under Public Law 119-21, section 70411.

9.15 **Subd. 2. Repeal of nonpublic aids.** If the state of Minnesota elects to participate in, or
9.16 is determined by the commissioner to be participating in a federal educational voucher
9.17 program, the following aids are repealed effective July 1 of the fiscal year in which
9.18 participation begins:

9.19 (1) nonpublic pupil aid under Minnesota Statutes, sections 123B.40 to 123B.48; and

9.20 (2) nonpublic transportation aid under Minnesota Statutes, section 123B.88.

9.21 **Subd. 3. Savings determination.** The commissioner of education must determine the
9.22 amount of general fund savings attributable to the repeal under subdivision 2 for each fiscal
9.23 year.

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

9.25 Sec. 7. Minnesota Statutes 2024, section 142D.08, subdivision 6, is amended to read:

9.26 **Subd. 6. Participation limits.** (a) Notwithstanding section 126C.05, subdivision 1,
9.27 paragraph (c), the pupil units for a voluntary prekindergarten program for an eligible school
9.28 district or charter school must not exceed 60 percent of the kindergarten pupil units for that
9.29 school district or charter school under section 126C.05, subdivision 1, paragraph (d).

9.30 (b) In reviewing applications under subdivision 5 and allocating seats under subdivision
9.31 5a, the commissioner must limit the total number of participants in the voluntary

10.1 ~~prekindergarten and school readiness plus programs under section 142D.07, program~~ to not
 10.2 more than 7,160 participants for fiscal year 2024 and 12,360 participants for fiscal year
 10.3 2025 and later.

10.4 (c) Notwithstanding paragraph (b), contingent upon repeal of nonpublic aids under
 10.5 section 127A.091, for fiscal year 2028 and later, the total number of participants is increased
 10.6 by the lesser of 6,765 or the number of seats generated by the savings attributable in section
 10.7 127A.091, subdivision 3.

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

10.9 Sec. 8. Laws 2024, chapter 115, article 1, section 22, subdivision 2, is amended to read:

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

10.11 \$ 4,687,000 2025

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

10.14 (1) \$1,022,000 for Special School District No. 1, Minneapolis;

10.15 (2) \$253,000 for Independent School District No. 13, Columbia Heights;

10.16 (3) \$196,000 for Independent School District No. 38, Red Lake;

10.17 (4) \$281,000 for Independent School District No. 47, Sauk Rapids-Rice;

10.18 (5) \$398,000 for Independent School District No. 77, Mankato;

10.19 (6) \$374,000 for Independent School District No. 152, Moorhead;

10.20 (7) \$164,000 for Independent School District No. 166, Cook County;

10.21 (8) \$185,000 for Independent School District No. 177, Windom;

10.22 (9) \$378,000 for Independent School District No. 191, Burnsville;

10.23 (10) \$670,000 for Independent School District No. 535, Rochester;

10.24 (11) \$266,000 for Independent School District No. 659, Northfield; and

10.25 (12) \$170,000 for Independent School District No. 695, Chisholm.

10.26 (c) Up to \$330,000 is available for the department to administer the pilot program and
 10.27 to support attendance data analysis and use.

10.28 (d) Aid payments to school districts must be paid 100 percent in fiscal year 2025. Districts
 10.29 may use the aid in the 2024-2025, 2025-2026, and 2026-2027 school years. If a school

11.1 district withdraws from the student attendance pilot program prior to the completion of the
 11.2 pilot project, the commissioner must proportionately reduce the district's aid amount and
 11.3 reduce the school district's other aid amounts by that same amount.

11.4 (e) This is a onetime appropriation and is available until June 30, ~~2026~~ 2027.

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

11.6 Sec. 9. **APPROPRIATION.**

11.7 **Subdivision 1. Department of Education** The sum indicated in this section is
 11.8 appropriated from the general fund to the Department of Education in the fiscal year
 11.9 designated.

11.10 **Subd. 2. Student Support, Intervention, and Resources Team.** (a) For the Student
 11.11 Support, Intervention, and Resources Team:

11.12 \$ 186,000 2027

11.13 (b) The annual base for this appropriation is \$186,000 in fiscal year 2028 and later.

11.14 **ARTICLE 2**

11.15 **EDUCATION EXCELLENCE**

11.16 Section 1. Minnesota Statutes 2024, section 121A.201, is amended to read:

11.17 **121A.201 ~~MTSS~~ MnMTSS AND COLLABORATIVE MINNESOTA**
 11.18 **PARTNERSHIPS TO ADVANCE STUDENT SUCCESS (COMPASS).**

11.19 Beginning July 1, 2023, all Minnesota school districts and charter schools must be offered
 11.20 training and support in implementing ~~MTSS~~ MnMTSS through the Department of Education
 11.21 COMPASS team and the Department of Education's regional partners, the Minnesota Service
 11.22 Cooperatives. COMPASS is the state school improvement model providing a statewide
 11.23 system through which all districts and schools may receive support in the areas of literacy,
 11.24 math, social-emotional learning, educational technology and artificial intelligence (AI), and
 11.25 mental health within the ~~MTSS~~ MnMTSS framework. The ~~MTSS~~ MnMTSS framework is
 11.26 the state's systemic, continuous school improvement framework for ensuring positive social,
 11.27 emotional, behavioral, developmental, and academic outcomes for every student. ~~MTSS~~
 11.28 MnMTSS provides access to layered tiers of culturally and linguistically responsive,
 11.29 evidence-based practices. The ~~MTSS~~ MnMTSS framework relies on the understanding and
 11.30 belief that every student can learn and thrive, and it engages an anti-bias and socially just

12.1 approach to examining policies and practices and ensuring equitable distribution of resources
12.2 and opportunity. The ~~MTSS~~ MnMTSS systemic framework requires:

12.3 (1) a district-wide infrastructure consisting of effective leaders, collective efficacy among
12.4 staff, positive school climate, linked teams, and professional learning that supports continuous
12.5 improvement;

12.6 (2) authentic engagement with families and communities to develop reciprocal
12.7 relationships and build new opportunities for students together;

12.8 (3) multilayered tiers of culturally and linguistically responsive instruction and support
12.9 that allows every student the support they need to reach meaningful and rigorous learning
12.10 standards. Tiers of support include core (Tier 1), supplemental (Tier 2), and intensive (Tier
12.11 3) instruction levels;

12.12 (4) valid and reliable assessment tools and processes to assess student and system
12.13 performance and inform necessary changes; and

12.14 (5) a data-based decision-making approach in which problems are precisely defined and
12.15 analyzed, solutions address root causes, and implementation is monitored to ensure success.
12.16 The data-based problem-solving component of the ~~MTSS~~ MnMTSS framework consists of
12.17 three major subcomponents: accessible and integrated data, decision-making process, and
12.18 system performance.

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

12.20 Sec. 2. Minnesota Statutes 2025 Supplement, section 122A.183, subdivision 2, is amended
12.21 to read:

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

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

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

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

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

13.1 (5) three years of teaching experience under a Tier 2 license and evidence of summative
13.2 teacher evaluations that did not result in placing or otherwise keeping the teacher on an
13.3 improvement process pursuant to section 122A.40, subdivision 8, or 122A.41, subdivision
13.4 5.

13.5 (b) Starting July 1, ~~2027~~ 2028, a Tier 2 early childhood education teacher, elementary
13.6 education teacher, special education teacher who is responsible for teaching reading,
13.7 kindergarten through grade 12 English as a second language teacher, grade 4 through 12
13.8 classroom teacher responsible for foundational reading skills instruction, teacher who
13.9 provides instruction to students in a state-approved alternative program, or a teacher who
13.10 is responsible for selecting literacy curriculum materials for grades 6 through 12, who
13.11 demonstrates field-specific teaching experience to complete the coursework requirements
13.12 under this subdivision must demonstrate they have completed evidence-based structured
13.13 literacy training according to section 120B.123, subdivision 5a, before the Professional
13.14 Educator Licensing and Standards Board may issue an initial Tier 3 license.

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

13.16 Sec. 3. Minnesota Statutes 2024, section 124D.094, subdivision 2, is amended to read:

13.17 Subd. 2. **Digital instruction.** (a) An enrolling district may provide digital instruction,
13.18 including blended instruction and online instruction, to the district's own enrolled students.
13.19 Enrolling districts may establish agreements to provide digital instruction, including blended
13.20 instruction and online instruction, to students enrolled in the cooperating schools.

13.21 (b) When online instruction is provided, an online teacher as defined under subdivision
13.22 1, paragraph (h), shall perform all duties of teacher of record under Minnesota Rules, part
13.23 8710.0310. Unless the commissioner grants a waiver, a teacher providing online instruction
13.24 shall not instruct more than 40 students in any one online learning course or section.

13.25 (c) Students receiving online instruction full time shall be reported as enrolled in an
13.26 online instructional site under subdivision 1, paragraph (g).

13.27 (d) Curriculum used for digital instruction shall be aligned with Minnesota's current
13.28 academic standards and benchmarks.

13.29 (e) Digital instruction shall be accessible to students under sections 504 and 508 of the
13.30 federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.

13.31 (f) An enrolling district providing digital instruction and a supplemental online course
13.32 provider shall assist an enrolled student whose family qualifies for the education tax credit
13.33 under section 290.0674 to acquire computer hardware and educational software so they

14.1 may participate in digital instruction. Funds provided to a family to support digital instruction
 14.2 or supplemental online courses may only be used for qualifying expenses as determined by
 14.3 the provider. Nonconsumable materials purchased with public education funds remain the
 14.4 property of the provider. Records for any funds provided must be available for review by
 14.5 the public or the department.

14.6 (g) An enrolling district providing digital instruction shall establish and document
 14.7 procedures for determining attendance for membership and keep accurate records of daily
 14.8 attendance under section 120A.21.

14.9 (h) A joint powers cooperative or an intermediate district may provide online instruction
 14.10 to students from their member districts as authorized under the board policy. Notification
 14.11 of student enrollment shall be provided to the resident member district prior to enrollment.
 14.12 Each student shall be reported as enrolled in the joint powers cooperative or intermediate
 14.13 district providing instruction. When applicable, a tuition acknowledgment or contractual
 14.14 agreement for payment between the enrolling district and the eligible joint powers or
 14.15 intermediate district must be executed. A joint powers cooperative or an intermediate district
 14.16 may provide online instruction to students from nonmember districts so long as the online
 14.17 instruction is through supplemental online courses in accordance with subdivision 3.

14.18 Sec. 4. Minnesota Statutes 2025 Supplement, section 124D.231, is amended to read:

14.19 **124D.231 FULL-SERVICE COMMUNITY SCHOOLS.**

14.20 Subdivision 1. **Definitions.** For the purposes of this section, the following terms have
 14.21 the meanings given ~~them~~.

14.22 (a) "Community organization" means a community center, university, nonprofit
 14.23 organization, or other community-based organization focused on providing service to a
 14.24 specific geographic area. The partnering organization must have been in existence for three
 14.25 years or more and serve persons within the community surrounding the covered school site
 14.26 on education and other issues.

14.27 (b) "Community school consortium" means a partnership between at least one school
 14.28 and at least one community organization that propose to work together to plan and implement
 14.29 community school programming.

14.30 (c) "Community school programming" means services, activities, and opportunities
 14.31 described under subdivision 2c.

14.32 (d) "Community-wide full-service community school leadership team" means a
 14.33 district-level team that is responsible for guiding the vision, policy, resource alignment,

15.1 implementation, oversight, and goal setting for community school programs within the
 15.2 district. This team may include representatives from the district, including teachers, school
 15.3 leaders, students, and family members from the eligible schools; community members;
 15.4 system-level partners that include representatives from government agencies, relevant
 15.5 unions, and nonprofit and other community-based partners; and, if applicable, the full-service
 15.6 community school initiative director.

15.7 (e) "Full-service community school initiative director" means a director responsible for
 15.8 coordinating districtwide administrative and leadership assistance to community school
 15.9 sites and site coordinators, including serving as chairperson for the district's community-wide
 15.10 full-service community school leadership team; site coordinator support; data gathering and
 15.11 evaluation; administration of partnership and data agreements, contracts, and procurement;
 15.12 and grant administration.

15.13 (f) "High-quality child care or early childhood education programming" means
 15.14 educational programming for preschool-aged children that is grounded in research, consistent
 15.15 with best practices in the field, and provided by licensed teachers.

15.16 (g) "School site" means a school site at which an applicant has proposed or has provided
 15.17 community school programming.

15.18 (h) "Site coordinator" means a full-time staff member serving one eligible school who
 15.19 is responsible for the identification, implementation, and coordination of programming to
 15.20 integrate community and assets and to address the needs of the school community identified
 15.21 in the baseline analysis.

15.22 Subd. 2. **Full-service community school strategy grant program.** (a) The commissioner
 15.23 shall provide funding to districts, charter schools, and Tribal contract schools with eligible
 15.24 school sites to plan, implement, and improve full-service community schools. Eligible school
 15.25 sites must meet one of the following criteria:

15.26 (1) the school is identified as in need of comprehensive support under Minnesota's plan
 15.27 implementing the federal Every Student Succeeds Act;

15.28 (2) the school is in a district that has an achievement and integration plan approved by
 15.29 the commissioner of education under sections 124D.861 and 124D.862; or

15.30 (3) the school is a Tribal contract school under section 124D.83.

15.31 (b) School sites receiving funding under this section shall hire or contract with a partner
 15.32 agency to hire a full-time site coordinator. Districts, charter schools, or Tribal contract
 15.33 schools receiving funding under this section for three or more school sites shall provide or

16.1 contract with a partner agency to provide a full-service community school initiative director.

16.2 Districts and charter schools may receive up to:

16.3 (1) \$100,000 for each eligible school available for up to one year to fund planning
16.4 activities, including convening a full-service community school leadership team, facilitating
16.5 family and community ~~stakeholder~~ engagement, conducting a baseline assets and needs
16.6 analysis, and creating a full-service community school plan. At the end of this period, the
16.7 school must submit a full-service community school plan pursuant to subdivisions 2a and
16.8 2b; and

16.9 (2) \$200,000 annually for each eligible school for up to three years of implementation
16.10 of a full-service community school plan, pursuant to subdivision 2c.

16.11 (c) The commissioner shall consider additional school factors when dispensing funds
16.12 including: schools with significant populations of students eligible for free or reduced-price
16.13 meals; significant homeless and highly mobile rates; equity among urban, suburban, and
16.14 greater Minnesota schools; and demonstrated success implementing the full-service
16.15 community school programming strategy and approved site plan. In prioritizing and
16.16 dispensing funds, the commissioner must not prioritize existing full-service community
16.17 school sites based upon previous funding sources. The commissioner must fund programs
16.18 in the following priority order:

16.19 (1) existing full-service community school sites with execution of the full-service
16.20 community school ~~model~~ strategy, including an established consortium partner, at least one
16.21 full-time site coordinator, established student, family, and community engagement processes,
16.22 extended and enriched learning time and opportunities, completion of the school review
16.23 process under subdivision 3, and that are identified as low-performing under the federal
16.24 Every Student Succeeds Act, or are a Tribal contract school;

16.25 (2) schools identified as low-performing under the federal Every Student Succeeds Act,
16.26 or which are a Tribal contract school, with expressed commitment to installing the community
16.27 school strategy;

16.28 (3) existing full-service community school sites with demonstrated execution of the
16.29 full-service community school strategy, including an established consortium partner, at least
16.30 one full-time site coordinator, established family and community engagement processes,
16.31 extended and enriched learning time and opportunities, and completion of the school review
16.32 process under subdivision 3; and

16.33 (4) any other applicants.

17.1 (d) A school district or charter school initially determined eligible under paragraph (a),
 17.2 clause (1), remains eligible for continued funding under this section for seven years.

17.3 Subd. 2a. **Full-service community school leadership team.** (a) To be eligible for
 17.4 funding under this section, a school site must establish a full-service community school
 17.5 leadership team responsible for developing school-specific ~~programming~~ goals, assessing
 17.6 ~~program~~ assets and needs, and overseeing the process of exploring, installing, and
 17.7 implementing expanded programming, partnerships, resources, and services. The school
 17.8 leadership team must have at least 12 members, including but not limited to the following
 17.9 representatives:

17.10 (1) at least two members who are parents, guardians, family members, or students at the
 17.11 school site and are not employees of the school;

17.12 (2) at least two members who are teachers or school leaders at the school site;

17.13 (3) the school principal; and

17.14 (4) representatives from partner agencies or the community.

17.15 (b) The full-service community school leadership team must be responsible for overseeing
 17.16 the baseline analyses under subdivision 2b and the creation of a full-service community
 17.17 school plan under subdivision 2c. A full-service community school leadership team must
 17.18 meet at least quarterly and have ongoing responsibility for monitoring the development and
 17.19 implementation of the full-service community school operations and programming strategy
 17.20 and plan at the school site and must issue recommendations to schools on a regular basis
 17.21 and summarized in an annual report. These reports must be made available to the public at
 17.22 the school site and on school and district websites.

17.23 Subd. 2b. **Baseline data and assets and needs analysis.** To be eligible for funding
 17.24 under this section, school sites must complete a baseline data and assets and needs analysis
 17.25 prior to the creation of a full-service community school plan. The analysis must include:

17.26 (1) a baseline demographic data analysis of ~~needs~~ all students at the school site, ~~led by~~
 17.27 ~~the school leadership team,~~ including but not limited to the following elements:

17.28 ~~(i) identification of challenges facing the school;~~

17.29 ~~(ii) analysis of the student body, including:~~

17.30 ~~(A) (i) number and percentage of students with disabilities and needs of these students~~
 17.31 receiving special education supports;

18.1 ~~(B) (ii) number and percentage of students who are English and multilingual learners~~
 18.2 ~~and the needs of these students;~~

18.3 ~~(C) (iii) number of students who are homeless or highly mobile;~~

18.4 ~~(D) (iv) number and percentage of students receiving eligible for free or reduced-price~~
 18.5 ~~meals and the needs of these students; and~~

18.6 ~~(E) (v) number and percentage of students by race and ethnicity, including American~~
 18.7 ~~Indian;~~

18.8 ~~(iii) analysis of enrollment and retention rates for students with disabilities, English~~
 18.9 ~~learners, homeless and highly mobile students, and students receiving free or reduced-price~~
 18.10 ~~meals;~~

18.11 ~~(iv) analysis of suspension and expulsion data, including the justification for such~~
 18.12 ~~disciplinary actions and the degree to which particular populations, including but not limited~~
 18.13 ~~to American Indian students and students of color, students with disabilities, students who~~
 18.14 ~~are English learners, and students receiving free or reduced-price meals are represented~~
 18.15 ~~among students subject to such actions;~~

18.16 ~~(v) analysis of school achievement data disaggregated by major demographic categories,~~
 18.17 ~~including but not limited to race, ethnicity, English learner status, disability status, and free~~
 18.18 ~~or reduced-price meals status;~~

18.19 ~~(vi) analysis of current parent engagement strategies and their success; and~~

18.20 ~~(vii) (2) an assets and needs analysis of all students and their families to include:~~

18.21 ~~(i) how often the students identified in clause (1) are represented among students~~
 18.22 ~~experiencing each academic barrier;~~

18.23 ~~(ii) the strengths, resources, partnerships, programs, and services that are already in~~
 18.24 ~~place;~~

18.25 ~~(iii) the challenges, barriers, and resource gaps that need to be addressed to increase~~
 18.26 ~~educational access for students experiencing the following education access barriers:~~

18.27 ~~(A) homelessness and high mobility;~~

18.28 ~~(B) chronic absence;~~

18.29 ~~(C) suspension, expulsion, and discipline referrals;~~

18.30 ~~(D) academic delays and poor academic performance;~~

18.31 ~~(E) disconnected and distrusting families and communities; and~~

19.1 (F) other education access barriers; and

19.2 (iv) evaluation of the availability of and need for ~~and availability of~~ full-service
19.3 community school ~~activities~~ key practices, including, but not limited to:

19.4 ~~(A) integrated student system of supports that address out-of-school barriers to learning~~
19.5 ~~through partnerships with social and health service agencies and providers, composed~~
19.6 ~~primarily of school staff and community partners to co-develop systematically coordinated~~
19.7 ~~services, supports, and opportunities. Supports address in and out of school barriers to~~
19.8 ~~learning and family stability and may include medical, dental, vision care, and mental health~~
19.9 ~~services or counselors to assist with housing, transportation, nutrition, immigration, or~~
19.10 ~~criminal justice issues;~~

19.11 ~~(B) expanded and enriched~~ and out-of-school time learning time and opportunities;
19.12 ~~including before-school, after-school, weekend, and summer programs that provide additional~~
19.13 ~~academic instruction, individualized academic support, enrichment activities, and learning~~
19.14 ~~opportunities that emphasize real-world learning and community problem solving and may~~
19.15 ~~include art, music, drama, creative writing, hands-on experience with engineering or science,~~
19.16 ~~tutoring and homework help, or recreational programs that enhance and are consistent with~~
19.17 ~~the school's curriculum~~ to increase access to learning and engagement. These programs
19.18 include academic instruction, enrichment and extracurricular activities, and individualized
19.19 support;

19.20 ~~(C) active student, family, and community engagement that brings students' families~~
19.21 ~~and the community into the school as partners in education and makes the school a~~
19.22 ~~neighborhood hub, providing adults with educational opportunities that may include adult~~
19.23 ~~English as a second language classes, computer skills, art, or other programs that bring~~
19.24 ~~community members into the school for meetings or events; and efforts that bring students,~~
19.25 ~~families, and communities together to actively participate in the school community as~~
19.26 ~~partners in decision-making and shaping the school's environment, priorities, and~~
19.27 ~~partnerships. This engagement informs approaches to student success, and the school~~
19.28 ~~becomes a hub providing opportunities, including English language classes, computer and~~
19.29 ~~media literacy skills, art, cultural, and restorative practices, and other programs for the~~
19.30 ~~school community; and~~

19.31 ~~(D) collaborative leadership and practices that build~~ include families, students, teachers,
19.32 principals, and community partners in building a culture of professional learning, collective
19.33 trust, and shared responsibility and include, including a school-based site-based full-service
19.34 community school leadership team, a full-service community school site coordinator, a

20.1 full-service community school initiative director, a community-wide leadership team, ~~other~~
 20.2 ~~leadership or governance teams~~, teacher learning communities, ~~or~~ and other staff to manage
 20.3 the joint work of school and community ~~organizations~~ collaborations; and

20.4 ~~(2) a baseline~~ (v) analysis of community assets and the need for supportive infrastructure,
 20.5 partnerships, services, programming, and resources, including documentation of individuals
 20.6 ~~in the community, faith-based organizations, community and neighborhood associations,~~
 20.7 ~~colleges, hospitals, libraries, businesses, and social service agencies that may be able to~~
 20.8 ~~provide support and resources; and~~ but not limited to:

20.9 ~~(3) a baseline analysis of needs in the community surrounding the school, led by the~~
 20.10 ~~school leadership team, including:~~

20.11 ~~(i) the need for~~ (A) high-quality, full-day child care, including Head Start and
 20.12 school-based early childhood and family education programs;

20.13 ~~(ii) the need for physical~~ (B) hospitals and health care, including medical, dental, vision,
 20.14 and mental health care services for children and adults; and

20.15 ~~(iii) the need for~~ (C) job training and other adult basic education programming;

20.16 (D) recognized community champions and leaders;

20.17 (E) cultural and faith-based organizations;

20.18 (F) community and neighborhood associations;

20.19 (G) community colleges and universities;

20.20 (H) educator and school staff unions;

20.21 (I) public libraries, museums, and local historical societies;

20.22 (J) chambers of commerce and local businesses;

20.23 (K) children's mental health and family services collaboratives;

20.24 (L) social and human services organizations;

20.25 (M) local after school networks;

20.26 (N) education partnerships and collective impact coalitions;

20.27 (O) Tribal nation government entities; and

20.28 (P) local government entities.

20.29 Subd. 2c. **School plan.** (a) Each school site receiving funding under this section must
 20.30 develop a full-service community school plan, in response to subdivision 2b, that utilizes

- 21.1 and aligns district and community assets and ~~establishes~~ improves systems and services in
- 21.2 at least two of the following types of programming:
- 21.3 (1) early childhood:
- 21.4 (i) early childhood education; and
- 21.5 (ii) child care services;
- 21.6 (2) academic:
- 21.7 (i) academic support and enrichment activities, including expanded learning time;
- 21.8 (ii) summer or after-school enrichment and learning experiences;
- 21.9 (iii) job training, internship opportunities, and career counseling services;
- 21.10 (iv) programs ~~that provide assistance to~~ and practices designed for students who have
- 21.11 been disengaged from learning, chronically absent, truant, suspended, or expelled, such as
- 21.12 culturally responsive, student-centered, and inquiry-based learning; and
- 21.13 (v) specialized instructional support services;
- 21.14 (3) ~~parental involvement~~ family and community engagement:
- 21.15 (i) programs that promote ~~parental~~ familial involvement and family literacy;
- 21.16 (ii) ~~parent~~ leadership development activities that empower and strengthen families and
- 21.17 communities, provide volunteer opportunities, or promote inclusion in school-based
- 21.18 leadership teams; and
- 21.19 (iii) parenting education and leadership activities;
- 21.20 (4) mental and physical health:
- 21.21 (i) mentoring and other youth development programs, including peer mentoring and
- 21.22 conflict mediation;
- 21.23 (ii) juvenile crime prevention and rehabilitation programs;
- 21.24 (iii) home visitation services by teachers and other professionals;
- 21.25 (iv) developmentally appropriate physical education;
- 21.26 (v) nutrition services;
- 21.27 (vi) primary health and dental care; and
- 21.28 (vii) mental health counseling services;
- 21.29 (5) community involvement:

- 22.1 (i) service and service-learning opportunities;
- 22.2 (ii) adult education, including instruction in English as a second language; and
- 22.3 (iii) homeless prevention services;
- 22.4 (6) ~~positive discipline practices~~ culture of belonging, safety, and care; and
- 22.5 (i) non-exclusionary discipline practices; and
- 22.6 (ii) restorative practices; and
- 22.7 (7) other programming designed to meet school and community needs identified in ~~the~~
- 22.8 ~~baseline analysis~~ subdivision 2b and reflected in the full-service community school plan.
- 22.9 (b) The full-service community school leadership team at each school site must develop
- 22.10 a full-service community school plan detailing the steps the school leadership team will
- 22.11 take, including:
- 22.12 (1) timely establishment and consistent operation of the school leadership team;
- 22.13 (2) maintenance of attendance records in all programming components;
- 22.14 (3) maintenance of measurable data showing annual participation and the impact of
- 22.15 programming on the participating children and adults;
- 22.16 (4) documentation of meaningful and sustained collaboration between the school and
- 22.17 community stakeholders, including local governmental units, civic engagement organizations,
- 22.18 businesses, and social service providers;
- 22.19 (5) establishment and maintenance of partnerships with institutions, such as universities,
- 22.20 hospitals, museums, or not-for-profit community organizations to further the development
- 22.21 and implementation of community school programming;
- 22.22 (6) ensuring compliance with the district nondiscrimination policy; and
- 22.23 (7) plan for school leadership team development.
- 22.24 **Subd. 3. Full-service community school review.** (a) A full-service community school
- 22.25 site receiving funding under this section must submit to the commissioner, and make available
- 22.26 at the school site and online, a report describing efforts to ~~integrate~~ implement the community
- 22.27 school ~~programming strategy~~ strategy at each covered school site and the effect of the transition to
- 22.28 a full-service community school on ~~participating children and adults~~ all students and school
- 22.29 staff. This report shall include, but is not limited to, the following:
- 22.30 (1) an assessment of the effectiveness of the school site in development or implementing
- 22.31 the community school plan;

- 23.1 (2) problems encountered in the design and execution of the community school plan,
 23.2 including identification of any federal, state, or local statute or regulation impeding program
 23.3 implementation;
- 23.4 (3) the operation of the school leadership team and its contribution to successful execution
 23.5 of the community school plan;
- 23.6 (4) recommendations for improving delivery of community school programming to
 23.7 students and families;
- 23.8 (5) the number and percentage of students receiving community school programming
 23.9 who had not previously been served;
- 23.10 (6) the number and percentage of nonstudent community members receiving community
 23.11 school programming who had not previously been served;
- 23.12 (7) improvement in retention among students who receive community school
 23.13 programming;
- 23.14 (8) improvement in academic achievement among students who receive community
 23.15 school programming;
- 23.16 (9) changes in student's readiness to enter school, active involvement in learning and in
 23.17 their community, physical, social and emotional health, and student's relationship with the
 23.18 school and community environment;
- 23.19 (10) ~~an accounting~~ a general description of any anticipated local budget savings, if any,
 23.20 resulting from the implementation of the ~~program~~ strategy;
- 23.21 (11) improvements to the frequency or depth of families' involvement with their children's
 23.22 education;
- 23.23 (12) assessment of community stakeholder satisfaction;
- 23.24 (13) assessment of institutional partner satisfaction;
- 23.25 (14) the ability, or anticipated ability, of the school site and partners to continue to
 23.26 provide services in the absence of future funding under this section;
- 23.27 (15) increases in access to services for students and their families; and
- 23.28 (16) the degree of increased collaboration among participating agencies and private
 23.29 partners.
- 23.30 (b) Reports submitted under this section shall be evaluated by the commissioner with
 23.31 respect to the following criteria:

24.1 (1) the effectiveness of the school or the community school consortium in implementing
 24.2 the full-service community school plan, including the degree to which the school site
 24.3 navigated difficulties encountered in the design and operation of the full-service community
 24.4 school plan, including identification of any federal, state, or local statute or regulation
 24.5 impeding program implementation;

24.6 (2) the extent to which the project has produced lessons about ways to improve delivery
 24.7 of community school programming to students;

24.8 (3) the degree to which there has been an increase in the number or percentage of students
 24.9 and nonstudents receiving community school programming;

24.10 (4) the degree to which there has been an improvement in retention of students and
 24.11 improvement in academic achievement among students receiving community school
 24.12 programming;

24.13 (5) local budget savings, if any, resulting from the implementation of the program;

24.14 (6) the degree of community stakeholder and institutional partner engagement;

24.15 (7) the ability, or anticipated ability, of the school site and partners to continue to provide
 24.16 services in the absence of future funding under this section;

24.17 (8) increases in access to services for students and their families; and

24.18 (9) the degree of increased collaboration among participating agencies and private
 24.19 partners.

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

24.21 Sec. 5. Minnesota Statutes 2024, section 124D.68, subdivision 1, is amended to read:

24.22 Subdivision 1. **Purpose.** ~~The legislature finds that it is critical to provide options for~~
 24.23 ~~children to succeed in school. Therefore, the purpose of this section is to provide incentives~~
 24.24 ~~for and encourage all Minnesota students who have experienced or are experiencing difficulty~~
 24.25 ~~in the traditional education system to enroll in alternative programs. The legislature finds~~
 24.26 that it is critical to provide options for students to maximize self-motivation and follow their
 24.27 own interests, thereby improving academic outcomes. Therefore, the purpose of this section
 24.28 is to provide alternative learning programs under sections 123A.05 to 123A.09 to students
 24.29 who may not be thriving in the traditional education system to reach their full potential.
 24.30 Alternative programs can offer a different structure, learning philosophy, or academic
 24.31 emphasis to accommodate different student needs, interests, and learning styles necessary
 24.32 for students to develop the positive values of self-reliance, initiative, kindness, spontaneity,

25.1 resourcefulness, courage, creativity, responsibility, and desire to learn required to succeed
 25.2 in school.

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

25.4 Sec. 6. Minnesota Statutes 2024, section 124D.68, subdivision 2, is amended to read:

25.5 Subd. 2. **Eligible pupils.** ~~(a) A pupil under the age of 21 or who meets the requirements~~
 25.6 ~~of section 120A.20, subdivision 1, paragraph (c), and a pupil with a disability until the pupil~~
 25.7 ~~is 22 years of age, is eligible to participate in the graduation incentives program, if the pupil~~
 25.8 A school district may provide an alternative education program of choice for secondary
 25.9 pupils within the pupil age limitations under section 120A.20, subdivision 1, based on local
 25.10 eligibility policies and enrollment procedures adopted by the school board, as applicable,
 25.11 and approved in accordance with section 123A.09. An alternative education program
 25.12 eligibility criterion must give enrollment priority to students requiring additional education,
 25.13 health, and social services supports to achieve success, including the following:

25.14 (1) performs substantially below the performance level for pupils of the same age in a
 25.15 locally determined achievement test;

25.16 (2) is behind in satisfactorily completing coursework or obtaining credits for graduation;

25.17 ~~(3) is pregnant or is a parent;~~

25.18 ~~(4) has been assessed as having substance use disorder;~~

25.19 ~~(5) has been excluded or expelled according to sections 121A.40 to 121A.56;~~

25.20 ~~(6) has been referred by a school district for enrollment in an eligible program or a~~
 25.21 ~~program pursuant to section 124D.69;~~

25.22 ~~(7) is a victim of physical or sexual abuse;~~

25.23 ~~(8) has experienced mental health problems;~~

25.24 ~~(9) (3) has experienced homelessness sometime within six months before requesting a~~
 25.25 ~~transfer to an eligible program;~~

25.26 ~~(10) (4) speaks English as a second language or is an English learner; or~~

25.27 ~~(11) has withdrawn from school or has been chronically truant; or~~

25.28 ~~(12) (5) is being treated in a hospital in the seven-county metropolitan area for cancer~~
 25.29 ~~or other life threatening illness or is the sibling of an eligible pupil who is being currently~~
 25.30 ~~treated, and resides with the pupil's family at least 60 miles beyond the outside boundary~~
 25.31 ~~of the seven-county metropolitan area.~~

26.1 ~~(b) A pupil is eligible to participate in the graduation incentives program under section~~
 26.2 ~~124D.68 and in concurrent enrollment courses offered under section 124D.09, subdivision~~
 26.3 ~~10, and is funded in the same manner as other pupils under this section if the pupil otherwise~~
 26.4 ~~qualifies under paragraph (a), is at least 21 years of age and not yet 22 years of age, and:~~

26.5 ~~(1) is an English learner with a limited or interrupted formal education according to~~
 26.6 ~~section 124D.59, subdivision 2a; or~~

26.7 ~~(2) meets three of the following four requirements:~~

26.8 ~~(i) comes from a home where the language usually spoken is other than English, or~~
 26.9 ~~usually speaks a language other than English;~~

26.10 ~~(ii) enters school in the United States after grade 6;~~

26.11 ~~(iii) functions at least two years below expected grade level in reading and mathematics;~~

26.12 ~~and~~

26.13 ~~(iv) may be preliterate in the English learner's native language.~~

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

26.15 Sec. 7. Minnesota Statutes 2024, section 124D.68, subdivision 5, is amended to read:

26.16 Subd. 5. **Pupil enrollment.** (a) Any eligible pupil may apply to enroll in an eligible
 26.17 program. Approval of the resident district is not required for:

26.18 ~~(1) an eligible pupil to enroll in any eligible program in a nonresident district under~~
 26.19 ~~subdivision 3 or 4 or a state-approved alternative program established under section 123A.05;~~

26.20 ~~or~~.

26.21 ~~(2) an eligible pupil under subdivision 2, to enroll in an adult basic education program~~
 26.22 ~~approved under section 124D.52.~~

26.23 (b) Notwithstanding paragraph (a), a nonresident district must first approve the enrollment
 26.24 application of any eligible pupil who was expelled under section 121A.45 for a reason stated
 26.25 in section 124D.03, subdivision 1, paragraph (b).

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

26.27 Sec. 8. Minnesota Statutes 2025 Supplement, section 124D.98, subdivision 1, is amended
 26.28 to read:

26.29 Subdivision 1. **Literacy aid.** ~~A district's literacy aid equals the sum of the proficiency~~
 26.30 ~~aid under subdivision 2, and the growth aid under subdivision 3~~ For fiscal year 2027 and

27.1 later, a district's literacy aid equals the sum of the basic literacy aid under subdivision 6,
 27.2 English learner literacy aid under subdivision 7, and targeted literacy aid under subdivision
 27.3 8.

27.4 **EFFECTIVE DATE.** This section is effective for revenue in fiscal year 2027 and later.

27.5 Sec. 9. Minnesota Statutes 2024, section 124D.98, is amended by adding a subdivision to
 27.6 read:

27.7 Subd. 1a. **Definitions.** (a) For purposes of this section, the following terms have the
 27.8 meanings given.

27.9 (b) "English learner concentration factor" means the ratio of: (1) the district's adjusted
 27.10 average daily membership of English learners under section 124D.59, subdivision 2, for
 27.11 the previous fiscal year; to (2) the district's total adjusted average daily membership for the
 27.12 previous fiscal year.

27.13 (c) "Poverty concentration factor" means the ratio of: (1) the sum of the number of pupils
 27.14 enrolled in the district eligible to receive free meals, plus one-half of the pupils eligible to
 27.15 receive reduced-priced meals on October 1 of the previous fiscal year; to (2) the number of
 27.16 pupils enrolled in the district on October 1 of the previous fiscal year.

27.17 **EFFECTIVE DATE.** This section is effective for revenue in fiscal year 2027 and later.

27.18 Sec. 10. Minnesota Statutes 2025 Supplement, section 124D.98, subdivision 5, is amended
 27.19 to read:

27.20 Subd. 5. **Literacy aid uses.** A school district must use its literacy aid to support
 27.21 implementation of evidence-based reading instruction to meet the requirements and goals
 27.22 adopted in the district's local literacy plan under section 120B.12, subdivision 4a.

27.23 **EFFECTIVE DATE.** This section is effective for revenue in fiscal year 2027 and later.

27.24 Sec. 11. Minnesota Statutes 2024, section 124D.98, is amended by adding a subdivision
 27.25 to read:

27.26 Subd. 6. **Basic literacy aid.** (a) A district's basic literacy aid equals the product of: (1)
 27.27 the basic literacy aid allowance; and (2) the district's adjusted average daily membership
 27.28 for kindergarten through grade 4 for the previous fiscal year.

27.29 (b) The basic literacy aid allowance equals \$100 for fiscal year 2027 and later.

27.30 **EFFECTIVE DATE.** This section is effective for revenue in fiscal year 2027 and later.

28.1 Sec. 12. Minnesota Statutes 2024, section 124D.98, is amended by adding a subdivision
28.2 to read:

28.3 Subd. 7. **English learner literacy aid.** (a) A district's English learner literacy aid equals
28.4 the product of: (1) the English learner literacy aid allowance; (2) the district's English learner
28.5 concentration factor; and (3) the district's adjusted average daily membership for kindergarten
28.6 through grade 4 for the previous fiscal year.

28.7 (b) The English learner literacy aid allowance equals \$193.25 for fiscal year 2027 and
28.8 later.

28.9 **EFFECTIVE DATE.** This section is effective for revenue in fiscal year 2027 and later.

28.10 Sec. 13. Minnesota Statutes 2024, section 124D.98, is amended by adding a subdivision
28.11 to read:

28.12 Subd. 8. **Targeted literacy aid.** (a) A district's targeted literacy aid equals the product
28.13 of: (1) the statewide targeted literacy aid allowance; (2) the district's poverty concentration
28.14 factor; and (3) the district's adjusted average daily membership for kindergarten through
28.15 grade 4 for the previous fiscal year.

28.16 (b) The statewide targeted literacy aid allowance equals \$45 for fiscal year 2027 and
28.17 later.

28.18 **EFFECTIVE DATE.** This section is effective for revenue in fiscal year 2027 and later.

28.19 Sec. 14. Minnesota Statutes 2024, section 124D.98, is amended by adding a subdivision
28.20 to read:

28.21 Subd. 9. **Free and reduced-price meals.** The commissioner must determine the number
28.22 of children eligible to receive either a free or reduced-price meal on October 1 each year or
28.23 by means of direct certification or through the application for educational benefits. Children
28.24 enrolled in a district on October 1 and determined to be eligible to receive free or
28.25 reduced-price meals by December 15 of that school year must be counted as eligible on
28.26 October 1 for purposes of aid under this section. The commissioner may use federal
28.27 definitions for purposes of aid under this section and may adjust the definitions as appropriate.
28.28 The commissioner may adopt reporting guidelines to ensure accuracy of data, counts, and
28.29 eligibility. Districts must use any guidelines adopted by the commissioner.

28.30 **EFFECTIVE DATE.** This section is effective for revenue in fiscal year 2027 and later.

29.1 Sec. 15. Minnesota Statutes 2024, section 124D.98, is amended by adding a subdivision
29.2 to read:

29.3 Subd. 10. **Appropriation adjustment.** If the appropriation amount for literacy aid is
29.4 insufficient, the commissioner must prorate the amount paid to districts under section
29.5 124D.98. If the amount appropriated exceeds the amount allocated under section 124D.98,
29.6 the commissioner may prorate the available funds.

29.7 Sec. 16. Laws 2023, chapter 55, article 2, section 64, subdivision 16, as amended by Laws
29.8 2024, chapter 115, article 2, section 16, and Laws 2025, First Special Session chapter 10,
29.9 article 2, section 22, is amended to read:

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

29.12 \$ 7,500,000 2024
29.13 \$ 7,500,000 2025

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

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

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

29.18 (3) any other applicants.

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

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

29.21 (e) This appropriation is available until June 30, 2027.

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

29.23 Sec. 17. Laws 2025, First Special Session chapter 10, article 2, section 24, subdivision 4,
29.24 is amended to read:

29.25 Subd. 4. **College entrance examination reimbursement.** (a) To reimburse districts for
29.26 the costs of college entrance examination fees for students who are eligible for free or
29.27 reduced-price meals who take the ACT or SAT test under Minnesota Statutes, section
29.28 120B.30, subdivision 16:

29.29 \$ 1,011,000 2026
29.30 \$ 1,011,000 2027

30.1 (b) Up to \$800,000 of remaining funds after reimbursing districts may be used by the
30.2 commissioner of education for system updates and maintenance.

30.3 ~~(b)~~ (c) Any balance remaining in fiscal year ~~2026~~ 2027 is available in fiscal year ~~2027~~
30.4 2028.

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

30.6 Sec. 18. Laws 2025, First Special Session chapter 10, article 2, section 24, subdivision 5,
30.7 is amended to read:

30.8 Subd. 5. **COMPASS and ~~MTSS~~ MnMTSS educational technology.** (a) To support
30.9 the development and implementation of the ~~MTSS~~ MnMTSS framework and the
30.10 Collaborative Minnesota Partnerships to Advance Student Success (COMPASS) school
30.11 improvement model:

30.12 \$ 13,000,000 2026
30.13 \$ 13,000,000 2027

30.14 (b) Of this amount, \$5,000,000 each year is to support implementation of ~~MTSS~~
30.15 MnMTSS and COMPASS. Funds must be used to support increased capacity at the
30.16 Department of Education and the Minnesota service cooperatives for implementation
30.17 supports. Funds may be used to contract with the University of Minnesota Center for Applied
30.18 Research and Educational Improvement to support implementation and evaluation of the
30.19 ~~MTSS~~ MnMTSS framework.

30.20 (c) Of this amount, \$5,000,000 each year is reserved for grants to school districts, charter
30.21 schools, Tribal contract schools, and cooperative units as defined in Minnesota Statutes,
30.22 section 123A.24, subdivision 2, for implementation of ~~MTSS~~ MnMTSS, including: hiring
30.23 local ~~MTSS~~ MnMTSS coordinators; deferring costs for personnel to participate in cohort
30.24 activities and professional learning; and piloting the Department of Education One Plan,
30.25 the consolidation of multiple reporting structures to streamline various applications, reports,
30.26 and submissions by school districts and charter schools. Notwithstanding Minnesota Statutes,
30.27 section 16B.98, subdivision 14, up to five percent of this amount is available for program
30.28 and grant administration.

30.29 (d) Of this amount, \$3,000,000 each year must be used to develop a regional network
30.30 focusing on mathematics to provide dedicated mathematics trainers and coaches to train
30.31 regional support staff from the Minnesota service cooperatives and to support school leaders
30.32 and teachers to implement evidence-based instructional strategies in mathematics. Funds
30.33 may also be used to host an annual mathematics standards-based instructional institute.

31.1 (e) Support for school districts, charter schools, and cooperative units under this
31.2 subdivision may include but is not limited to:

31.3 (1) partnering with the Minnesota Service Cooperatives and identified local educational
31.4 technology leaders to support districts in implementing COMPASS to support schools in
31.5 the areas of literacy, math, social-emotional learning, educational technology and artificial
31.6 intelligence (AI), and mental health using the MTSS MnMTSS framework, with particular
31.7 emphasis on leveraging AI for personalized learning, predictive analytics for early
31.8 intervention, and data-driven decision making;

31.9 (2) providing support to districts and charter schools identified under Minnesota Statutes,
31.10 section 120B.11;

31.11 (3) providing support to districts and charter schools to streamline various applications,
31.12 reports, and submissions to the Department of Education through One Plan;

31.13 (4) providing training, guidance, and implementation resources for MTSSMnMTSS,
31.14 including a universal screening process approved by the Department of Education to identify
31.15 students who may be at risk of experiencing academic, behavioral, and social-emotional
31.16 development difficulties;

31.17 (5) providing guidance to convene school-based teams to analyze data provided by
31.18 screenings and resources for related identification, instruction, and intervention methods;

31.19 (6) dyslexia screening and interventions that are evidence-based;

31.20 (7) requiring school districts and charter schools to provide parents of students identified
31.21 in screenings with notice of screening findings and related support information;

31.22 (8) requiring districts and charter schools to provide at-risk students with interventions
31.23 and to monitor the effectiveness of these interventions and student progress; and

31.24 (9) developing and annually reporting findings regarding the implementation of MTSS
31.25 MnMTSS, including specific documentation of educational technology and AI applications,
31.26 local partner innovations in educational technology, partner feedback on AI integration
31.27 challenges and successes, and recommendations for technology-focused legislative action.

31.28 (f) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

31.29 Sec. 19. Laws 2025, First Special Session chapter 10, article 2, section 24, subdivision
31.30 30, is amended to read:

31.31 Subd. 30. **Student organizations.** (a) For ~~elementary or secondary~~ student organizations:

32.1 \$ 1,084,000 2026

32.2 \$ 1,084,000 2027

32.3 (b) \$68,000 each year is for student organizations serving health occupations (HOSA).

32.4 (c) \$100,000 each year is for student organizations serving trade and industry occupations
32.5 (Skills USA).

32.6 (d) \$122,000 each year is for student organizations serving business occupations (BPA).

32.7 (e) \$322,000 each year is for student organizations serving agriculture occupations
32.8 (FFA).

32.9 (f) \$185,000 each year is for student organizations serving family and consumer science
32.10 occupations (FCCLA). Notwithstanding Minnesota Rules, part 3505.1000, subparts 28 and
32.11 31, the student organizations serving FCCLA shall continue to serve students younger than
32.12 grade 9.

32.13 (g) \$202,000 each year is for student organizations serving marketing occupations
32.14 (DECA).

32.15 (h) \$85,000 each year is for the Minnesota Foundation for Student Organizations. Of
32.16 this amount, \$30,000 each year must be used for direct support of underserved and special
32.17 student populations.

32.18 (i) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

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

32.20 Sec. 20. **TASK FORCE TO EXAMINE MINNESOTA TESTING AND**
32.21 **ASSESSMENTS.**

32.22 **Subdivision 1. Task force established.** A task force is established to examine the state's
32.23 current assessment and accountability system while exploring and reviewing other state
32.24 systems to advise and assist the legislature and governor in considering potential reforms
32.25 to the Minnesota state assessment and accountability system.

32.26 **Subd. 2. Membership.** (a) The task force consists of the following members:

32.27 (1) two duly elected and currently serving members of the house of representatives, one
32.28 appointed by the speaker of the house and one appointed by the Democratic-Farmer-Labor
32.29 Party caucus leader;

32.30 (2) two duly elected and currently serving members of the senate, one appointed by the
32.31 senate majority leader and one appointed by the senate minority leader;

33.1 (3) the commissioner of education or the commissioner's designee;

33.2 (4) five members appointed by the commissioner of education who have demonstrated
 33.3 expertise and leadership in statewide testing administration, including representation from
 33.4 charter schools; urban, suburban, and rural school districts; and cooperative units;

33.5 (5) two representatives from the Minnesota Association of School Administrators,
 33.6 consisting of one member from the seven-county metropolitan area and one member from
 33.7 outside the seven-county metropolitan area;

33.8 (6) two representatives from Minnesota Administrators for Special Education;

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

33.12 (8) two members from the Minnesota Assessment Group;

33.13 (9) two representatives from institutions of higher education who specialize in student
 33.14 assessments; and

33.15 (10) two members of educational community-based organizations that demonstrate a
 33.16 record of providing educational programming, support services, or enrichment opportunities
 33.17 that benefit students and families. Preference shall be given to organizations that partner
 33.18 with schools, school districts, charter schools, or other educational entities to improve
 33.19 academic outcomes, promote equitable access to learning resources, and that primarily serve
 33.20 historically minority, Indigenous, and multilingual students.

33.21 (b) Each appointing authority must appoint task force members no later than September
 33.22 1, 2026.

33.23 Subd. 3. **Duties.** The task force must review current state and federal law, engage with
 33.24 state and national experts to review other states' laws and systems, seek community input,
 33.25 and develop a set of recommendations for potential reforms to the Minnesota state assessment
 33.26 and accountability system.

33.27 Subd. 4. **Meetings and administrative support.** (a) The commissioner or commissioner's
 33.28 designee must convene the first meeting of the task force no later than October 1, 2026.

33.29 (b) The Department of Education must provide administrative support to assist the task
 33.30 force in its work, including providing information, data, and technical support. The
 33.31 department must assist in the development of the task force report required under subdivision
 33.32 5.

34.1 (c) Members of the task force serve without compensation or payment of expenses.

34.2 Subd. 5. **Reporting.** (a) The task force must report its findings and recommendations
 34.3 to the chairs and ranking minority members of the legislative committees with jurisdiction
 34.4 over kindergarten through grade 12 education by February 1, 2028.

34.5 (b) The task force expires February 1, 2028, or upon submission of the report to the
 34.6 legislature required under paragraph (a), whichever is earlier.

34.7 (c) Meetings of the task force are subject to the requirements of Minnesota Statutes,
 34.8 chapter 13D.

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

34.10 Sec. 21. **APPROPRIATION.**

34.11 Subdivision 1. **Department of Education.** The sum indicated in this section is
 34.12 appropriated from the general fund to the Department of Education in the fiscal year
 34.13 designated.

34.14 Subd. 2. **Task force to examine Minnesota's testing and assessments.** (a) For a task
 34.15 force to examine Minnesota's testing and assessments:

34.16 § 70,000 2027

34.17 (b) The base for this appropriation is \$75,000 in fiscal year 2028, \$75,000 in fiscal year
 34.18 2029, and \$0 in fiscal year 2030.

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

34.20 Sec. 22. **REVISOR INSTRUCTION.**

34.21 The revisor of statutes must renumber Minnesota Statutes, section 124D.68, as Minnesota
 34.22 Statutes, section 123A.055, and make any necessary changes to statutory cross-references
 34.23 to reflect this change.

34.24 Sec. 23. **REPEALER.**

34.25 (a) Laws 2017, First Special Session chapter 5, article 2, section 52, is repealed.

34.26 (b) Minnesota Statutes 2024, section 120B.30, subdivision 15, is repealed.

34.27 (c) Minnesota Statutes 2024, section 124D.98, subdivisions 2, 3, and 4, are repealed.

34.28 (d) Minnesota Statutes 2024, section 124D.68, subdivisions 3, 4, and 10, are repealed.

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

35.1 **ARTICLE 3**
 35.2 **TEACHERS**

35.3 Section 1. Minnesota Statutes 2025 Supplement, section 124D.901, subdivision 3, is
 35.4 amended to read:

35.5 Subd. 3. **Student support personnel aid.** (a) The initial student support personnel aid
 35.6 for an independent or special school district equals the greater of the student support
 35.7 personnel allowance times the adjusted pupil units at the district for the current fiscal year
 35.8 or \$40,000. The initial student support personnel aid for a charter school equals the greater
 35.9 of the student support personnel allowance times the adjusted pupil units at the charter
 35.10 school for the current fiscal year or \$20,000. Aid under this paragraph must be reserved in
 35.11 a fund balance that, beginning in fiscal year 2025, may not exceed the greater of the aid
 35.12 entitlement in the prior fiscal year or the fund balance in the prior fiscal year.

35.13 (b) The cooperative student support personnel aid ~~for an independent or special school~~
 35.14 ~~district that is a member~~ of an intermediate school district or other cooperative unit that
 35.15 serves students equals ~~the greater of the cooperative student support allowance times the~~
 35.16 ~~adjusted pupil units at the district for the current fiscal year or \$40,000.~~ If a district is a
 35.17 ~~member of more than one cooperative unit that serves students, the revenue must be allocated~~
 35.18 ~~among the cooperative units. Aid under this paragraph must not exceed actual expenditures~~
 35.19 the sum of (1) \$100,000; plus (2) the number of member districts in excess of ten times
 35.20 \$10,000. After the amounts under clauses (1) and (2) are calculated, the remaining available
 35.21 funds are divided in half to determine (3) a prorated per cooperative site distribution and
 35.22 (4) a prorated adjusted pupil unit (APU) cooperative distribution in the form and manner
 35.23 prescribed by the commissioner of education. The total aid for distribution in this section
 35.24 is generated by the allowance in paragraph (d).

35.25 (c) The student support personnel allowance equals \$17.08 for fiscal year 2025, \$30.05
 35.26 for fiscal years 2026 and 2027, and \$34.32 for fiscal year 2028 and later.

35.27 (d) The cooperative student support total allowance, as calculated in paragraph (b) and
 35.28 to be distributed to eligible cooperatives directly, equals \$0.85 for fiscal year 2025 and
 35.29 \$1.60 for fiscal year 2026 and later of all eligible adjusted pupil unit students in districts
 35.30 who are members of a cooperative, or \$40,000 per member cooperative district, whichever
 35.31 is greater.

35.32 (e) For purposes of this section, "cooperative" includes intermediate school districts and
 35.33 cooperative units serving student.

35.34 **EFFECTIVE DATE.** This section is effective for revenue in fiscal year 2027 and later.

36.1 Sec. 2. Laws 2025, First Special Session chapter 10, article 3, section 15, subdivision 6,
36.2 is amended to read:

36.3 Subd. 6. **Educator tuition assistance program.** (a) For the educator tuition assistance
36.4 program under Minnesota Statutes, section 122A.635:

36.5 \$ 4,440,000 2026

36.6 \$ 4,440,000 2027

36.7 (b) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to \$100,000
36.8 of the appropriation in each year is available for grant administration.

36.9 (c) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

36.10 (d) These appropriations are available until June 30, 2031.

36.11 (e) Grant awards must be made by fiscal year 2027.

36.12 Sec. 3. **FUNDING TRANSFER FROM GROW YOUR OWN TO SPECIAL**
36.13 **EDUCATION PATHWAY GRANT.**

36.14 In fiscal year 2027, up to \$20,000,000 may be transferred from the Grow Your Own
36.15 new teacher program account under Minnesota Statutes, section 122A.73, in the special
36.16 revenue fund to the special education teacher pathway program account under Minnesota
36.17 Statutes, section 122A.77, in the special revenue fund.

36.18 **ARTICLE 4**

36.19 **THE READ ACT**

36.20 Section 1. Minnesota Statutes 2025 Supplement, section 120B.118, subdivision 2, is
36.21 amended to read:

36.22 Subd. 2. **Policy.** It is the intent of the legislature that public schools promote foundational
36.23 literacy and grade-level reading proficiency through the use of curricula, textbooks,
36.24 instructional materials, instructional practices, interventions, and teacher development and
36.25 training aligned with ~~the science of~~ science-based reading research.

36.26 Sec. 2. Minnesota Statutes 2025 Supplement, section 120B.119, subdivision 2a, is amended
36.27 to read:

36.28 Subd. 2a. **Certified trained facilitator.** "Certified trained facilitator" means a person
36.29 employed by a district or Minnesota service cooperative who has completed professional
36.30 development approved by the Department of Education in structured literacy, completed

37.1 the vendor's certification prerequisites and facilitator training requirements, completed the
 37.2 vendor's annual recertification requirements, remains in good standing with the sponsoring
 37.3 agency and vendor, uses the vendor's training materials with fidelity, and participates in
 37.4 mentoring or coaching provided by CAREI and the Department of Education on facilitating
 37.5 literacy training. A literacy lead who meets the requirements under this subdivision may be
 37.6 a certified trained facilitator.

37.7 Sec. 3. Minnesota Statutes 2025 Supplement, section 120B.119, subdivision 10, is amended
 37.8 to read:

37.9 Subd. 10. **Oral language.** "Oral language," also called " expressive language" ~~or~~ and
 37.10 "receptive language," includes speaking and listening, and consists of five components:
 37.11 phonology, morphology, syntax, semantics, and pragmatics. Oral language also includes
 37.12 sign language, in which speaking and listening skills are defined as expressive and receptive
 37.13 skills, and consists of phonology, including sign language phonological awareness,
 37.14 morphology, syntax, semantics, and pragmatics.

37.15 Sec. 4. Minnesota Statutes 2025 Supplement, section 120B.119, subdivision 15, is amended
 37.16 to read:

37.17 Subd. 15. **Structured literacy.** "Structured literacy" means an approach to reading
 37.18 instruction in which teachers carefully structure important literacy skills, concepts, and the
 37.19 sequence of instruction to facilitate children's literacy learning and progress. Structured
 37.20 literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic
 37.21 instruction in phonemic awareness, phonics, fluency, vocabulary and oral language
 37.22 development, and reading comprehension. This approach is consistent with the principles
 37.23 identified in the science of reading research base and is designed to ensure all students
 37.24 develop strong foundational literacy skills.

37.25 Sec. 5. Minnesota Statutes 2025 Supplement, section 120B.12, subdivision 2, is amended
 37.26 to read:

37.27 Subd. 2. **Identification; report.** (a) Each school district must screen every student
 37.28 enrolled in kindergarten, grade 1, grade 2, and grade 3 using a screening tool approved by
 37.29 the Department of Education three times each school year: (1) within the first six weeks of
 37.30 the school year; (2) by February 15 each year; and (3) within the last six weeks of the school
 37.31 year. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual
 37.32 learners, students receiving special education services, and students enrolled in dual language
 37.33 immersion programs, must be universally screened for mastery of foundational reading

38.1 skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for
38.2 characteristics of dyslexia as measured by a screening tool approved by the Department of
38.3 Education. The screening for characteristics of dyslexia may be integrated with universal
38.4 screening for mastery of foundational skills and expressive ~~or~~ and receptive language
38.5 mastery. ~~The screening tool used must be a valid and reliable universal screener that is~~
38.6 ~~highly correlated with foundational reading skills. For students reading at grade level,~~
38.7 ~~beginning in the winter of grade 2, the oral reading fluency screener may be used to assess~~
38.8 ~~reading difficulties, including characteristics of dyslexia, without requiring a separate~~
38.9 ~~screening of each subcomponent of foundational reading skills.~~ A district must submit data
38.10 on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational
38.11 reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language
38.12 to the Department of Education in the annual local literacy plan submission due on June
38.13 15.

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

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

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

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

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

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

38.27 (c) Students in grades 4 and above, including multilingual learners and students receiving
38.28 special education services, who are not reading at grade level must be screened for reading
38.29 difficulties, including characteristics of dyslexia, using a screening tool approved by the
38.30 Department of Education, and must continue to receive evidence-based instruction,
38.31 interventions, and progress monitoring until the students achieve grade-level proficiency.
38.32 A parent, in consultation with a teacher, may opt a student out of the literacy screener if the
38.33 parent and teacher decide that continuing to screen would not be beneficial to the student.

39.1 In such limited cases, the student must continue to receive progress monitoring and literacy
39.2 interventions.

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

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

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

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

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

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

39.21 Sec. 6. Minnesota Statutes 2025 Supplement, section 120B.12, subdivision 3, is amended
39.22 to read:

39.23 Subd. 3. **Intervention.** (a) For each student identified under subdivision 2, the district
39.24 shall provide aligned and targeted reading intervention to accelerate student growth and
39.25 reach the goal of reading at or above grade level by the end of the current grade and school
39.26 year. A district is encouraged to provide reading intervention through a MTSS framework.
39.27 If a student does not read at or above grade level by the end of the current school year, the
39.28 district must continue to provide aligned and targeted reading intervention as defined by
39.29 the MTSS framework until the student reads at grade level. District intervention methods
39.30 shall encourage family engagement and, where possible, collaboration with appropriate
39.31 school and community programs that specialize in evidence-based instructional practices
39.32 and measure mastery of foundational reading skills, including phonemic awareness, phonics,
39.33 decoding, fluency, and oral language. Intervention may include but is not limited to requiring

40.1 student attendance in summer school, intensified reading instruction that may require that
40.2 the student be removed from the regular classroom for part of the school day, extended-day
40.3 programs, or programs that strengthen students' cultural connections.

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

40.19 (c) Starting in the 2026-2027 school year, a district must use only evidence-based literacy
40.20 interventions. Districts are strongly encouraged to use intervention materials approved by
40.21 the Department of Education under the Read Act.

40.22 (d) Starting in the 2026-2027 school year, to provide foundational reading intervention,
40.23 a trained teacher who has completed an approved professional development training must
40.24 oversee and monitor the instruction provided by any paraprofessional or other unlicensed
40.25 person, including a volunteer. A paraprofessional or other unlicensed person, including a
40.26 volunteer, must complete evidence-based training developed under the Read Act and offered
40.27 at no cost through the Regional Literacy ~~networks~~ Network under section 120B.124,
40.28 subdivision 4, or a training that the department has determined meets or exceeds the
40.29 requirements of section 120B.124, subdivision 4.

40.30 Sec. 7. Minnesota Statutes 2025 Supplement, section 120B.123, subdivision 5a, is amended
40.31 to read:

40.32 Subd. 5a. **Teacher licensure; renewal.** (a) Starting July 1, 2027, a Tier 1 early childhood
40.33 education teacher, elementary education teacher, special education teacher who is responsible
40.34 for teaching reading, kindergarten through grade 12 English as a second language teacher,

41.1 grade 4 through 12 classroom teacher responsible for foundational reading skills instruction,
41.2 teacher who provides instruction to students in a state-approved alternative program, or a
41.3 teacher who is responsible for selecting literacy curriculum materials for ~~grades 6~~
41.4 kindergarten through grade 12, and is licensed under section 122A.181 for their first licensure
41.5 renewal must demonstrate that they are registered for, are currently taking, or have completed
41.6 evidence-based structured literacy training consistent with training approved by the
41.7 Department of Education. A Tier 1 teacher may demonstrate evidence of progress in meeting
41.8 the subject matter reading standards for reading in administrative rule through evidence-based
41.9 structured literacy coursework or through employer verification. The training required must
41.10 be in progress before a second renewal of the Tier 1 license. A hiring district, cooperative,
41.11 or charter school is responsible for any fees and enrollment costs associated with completing
41.12 these professional development requirements. An individual educator must not be financially
41.13 responsible for the initial enrollment costs associated with the training needed to meet these
41.14 requirements.

41.15 (b) Starting July 1, 2027, a Tier 2 early childhood education teacher, elementary
41.16 education teacher, special education teacher who is responsible for teaching reading,
41.17 kindergarten through grade 12 English as a second language teacher, grade 4 through 12
41.18 classroom teacher responsible for foundational reading skills instruction, teacher who
41.19 provides instruction to students in a state-approved alternative program, or a teacher who
41.20 is responsible for selecting literacy curriculum materials for ~~grades 6~~ kindergarten through
41.21 grade 12, and is licensed under section 122A.182, for their first licensure renewal must
41.22 demonstrate that they are registered for, currently taking, or have completed evidence-based
41.23 structured literacy training consistent with training approved by the Department of Education.
41.24 A Tier 2 teacher may demonstrate evidence of progress in meeting the subject matter reading
41.25 standards for reading in administrative rule through evidence-based structured literacy
41.26 coursework or through employer verification. The training required must be in progress
41.27 before the first renewal of the Tier 2 license is granted. A hiring district, cooperative, or
41.28 charter school is responsible for any fees and enrollment costs associated with completing
41.29 these professional development requirements. An individual educator must not be financially
41.30 responsible for the initial enrollment costs associated with the training needed to meet these
41.31 requirements.

41.32 (c) Starting July 1, 2027, a Tier 2 early childhood education teacher, elementary education
41.33 teacher, special education teacher who is responsible for teaching reading, kindergarten
41.34 through grade 12 English as a second language teacher, grade 4 through 12 classroom teacher
41.35 responsible for foundational reading skills instruction, teacher who provides instruction to

42.1 students in a state-approved alternative program, or a teacher who is responsible for selecting
 42.2 literacy curriculum materials for ~~grades 6~~ kindergarten through grade 12, who demonstrates
 42.3 field-specific teaching experience to complete the coursework requirements under section
 42.4 122A.183, subdivision 2, clause (5), must demonstrate they have completed evidence-based
 42.5 structured literacy training required under subdivision 5 before the Professional Educator
 42.6 Licensing and Standards Board issues the Tier 3 license. The board must not deny a Tier 3
 42.7 license to an educator who has made progress toward completion, but has not completed,
 42.8 the required training. A hiring district, cooperative, or charter school is responsible for any
 42.9 fees and enrollment costs associated with completing these professional development
 42.10 requirements. An individual educator must not be financially responsible for the initial
 42.11 enrollment costs associated with the training needed to meet these requirements.

42.12 (d) Starting July 1, 2027, a teacher with a kindergarten through grade 12 reading
 42.13 endorsement or kindergarten through grade 12 English as a second language license from
 42.14 the Professional Educator Licensing and Standards Board must demonstrate to the school's
 42.15 relicensure committee they have completed evidence-based structured literacy training
 42.16 equivalent to the training required in subdivision 5. A hiring district, cooperative, or charter
 42.17 school is responsible for any fees and enrollment costs associated with completing these
 42.18 professional development requirements. An individual educator must not be financially
 42.19 responsible for the initial enrollment costs associated with the training needed to meet these
 42.20 requirements.

42.21 (e) An educator that fails to complete the required professional development within a
 42.22 vendor's subscription window due to medical, personal, or family leave or for reasons tied
 42.23 to a learning disability, must not be held financially responsible for the costs of extending
 42.24 the training. An educator that fails to complete the required professional development within
 42.25 a vendor's subscription window for reasons of insubordination or willful refusal to comply
 42.26 with state and district directives regarding the professional development are subject to the
 42.27 disciplinary procedures outlined in their collective bargaining agreement or set by their
 42.28 hiring charter school or cooperative.

42.29 Sec. 8. Minnesota Statutes 2025 Supplement, section 120B.123, subdivision 7, is amended
 42.30 to read:

42.31 Subd. 7. **Department of Education.** (a) By July 1, 2023, the department must make
 42.32 available to districts a list of approved evidence-based screeners in accordance with section
 42.33 120B.12. A district must use an approved screener to assess students' mastery of foundational
 42.34 reading skills in accordance with section 120B.12.

43.1 (b) The Department of Education must partner with CAREI as required under section
43.2 120B.124 to approve professional development programs, subject to final determination by
43.3 the department. After the implementation partnership under section 120B.124 ends, the
43.4 department must continue to regularly provide districts with information about professional
43.5 development opportunities available throughout the state on reading instruction that is
43.6 evidence-based.

43.7 (c) The department ~~and CAREI~~ must identify training required for a literacy lead and
43.8 literacy specialist employed by a district or Minnesota service ~~cooperatives~~ cooperative.

43.9 (d) The department must employ one or more literacy specialists to provide support to
43.10 districts implementing the Read Act and coordinate duties assigned to the department under
43.11 the Read Act. The literacy specialist must work on state efforts to improve literacy tracking
43.12 and implementation.

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

43.15 (f) The department must partner with CAREI as required under section 120B.124 to
43.16 approve literacy intervention models, subject to final determination by the department. The
43.17 department must make a list of the approved evidence-based intervention models available
43.18 to districts as they are approved by the department and CAREI, starting November 1, 2025.
43.19 Upon approval of the evidence-based intervention models, the department must ensure the
43.20 models are reviewed by a contracted third party for culturally responsive guidance and
43.21 materials, and make those findings available to districts once the review process is complete.
43.22 The department must notify districts of the two-step review process for all materials approved
43.23 under the Read Act for effectiveness as evidence-based structured literacy, and for cultural
43.24 responsiveness. The department may identify additional literacy intervention models after
43.25 the partnership with CAREI has ended.

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

43.28 Sec. 9. Minnesota Statutes 2025 Supplement, section 120B.124, subdivision 1, is amended
43.29 to read:

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

44.1 (1) identify at least five literacy curricula and supporting materials that are evidence-based
44.2 ~~or~~ and focused on structured literacy by January 1, 2024, and post a list of the curricula on
44.3 the department website. The list must include curricula that use culturally and linguistically
44.4 responsive materials that reflect diverse populations and curricula that reflect the experiences
44.5 of students from diverse backgrounds, including multilingual learners, biliterate students,
44.6 and students who are Black, Indigenous, and People of Color. A district that purchases an
44.7 approved curriculum before the cultural responsiveness review is completed is encouraged
44.8 to work with the curriculum's publisher to obtain updated materials that are culturally and
44.9 linguistically responsive and reflect diverse populations. A district is not required to use an
44.10 approved curriculum;

44.11 (2) identify at least three professional development programs that focus on the five pillars
44.12 of literacy and the components of structured literacy by August 15, 2023, subject to final
44.13 approval by the department. The department must post a list of the programs on the
44.14 department website. The programs may include a program offered by CAREI. The
44.15 requirements of section 16C.08 do not apply to the selection of a provider under this section;

44.16 (3) identify evidence-based literacy intervention materials for students in kindergarten
44.17 through grade 12;

44.18 (4) develop an evidence-based literacy lead training and coaching program that trains
44.19 and supports literacy specialists throughout Minnesota to support schools' efforts in screening,
44.20 measuring growth, monitoring progress, and implementing interventions in accordance with
44.21 subdivision 1. Literacy lead training must include instruction on how to train
44.22 paraprofessionals and volunteers that provide Tier 2 interventions on evidence-based literacy
44.23 intervention;

44.24 (5) identify measures of foundational literacy skills and mastery that a district must
44.25 report on a local literacy plan;

44.26 (6) provide guidance to districts about best practices in literacy instruction, and practices
44.27 that are not evidence-based;

44.28 (7) develop MTSS model plans that districts may adopt to support efforts to screen,
44.29 identify, intervene, and monitor the progress of students not reading at grade level;

44.30 (8) ensure that teacher professional development options and MTSS framework trainings
44.31 are geographically equitable by supporting trainings through the regional service
44.32 cooperatives;

45.1 (9) develop a coaching and mentorship program for certified trained facilitators based
45.2 on the previously approved trainings; and

45.3 (10) identify evidence-based literacy intervention models by November 1, 2025, and
45.4 post a list of the interventions on the department website. A district is not required to use
45.5 an approved intervention model.

45.6 (b) The department must contract with a third party to develop culturally and linguistically
45.7 responsive supplemental materials and guidance for the approved literacy curricula to meet
45.8 the culturally and linguistically responsive standards under paragraph (a), clause (1).

45.9 (c) The department must post on its website the rubric used to evaluate curriculum under
45.10 this subdivision and how each curriculum reviewed was evaluated under the rubric.

45.11 Sec. 10. Minnesota Statutes 2024, section 120B.124, subdivision 3, is amended to read:

45.12 Subd. 3. **Support.** The department and CAREI must support district efforts to implement
45.13 the Read Act by:

45.14 (1) issuing guidance for teachers on implementing curriculum that is evidence-based;
45.15 ~~or~~ and focused on structured literacy;

45.16 (2) providing teachers accessible options for evidence-based professional development
45.17 focused on structured literacy;

45.18 (3) providing districts with guidance on adopting MTSS; and

45.19 (4) providing districts with literacy implementation guidance and support.

45.20 Sec. 11. Minnesota Statutes 2025 Supplement, section 120B.124, subdivision 4, is amended
45.21 to read:

45.22 Subd. 4. **Volunteer and paraprofessional training.** (a) The department must develop
45.23 and provide training on evidence-based literacy interventions for the following unlicensed
45.24 persons that regularly provide interventions to students in Minnesota districts:

45.25 (1) paraprofessionals and other unlicensed school staff; and

45.26 (2) volunteers, contractors, and other persons not employed by Minnesota districts.

45.27 (b) The Regional Literacy ~~networks~~ Network must provide training on evidence-based
45.28 literacy interventions consistent with paragraph (a).

45.29 (c) The department and the Regional Literacy ~~networks~~ Network must collaborate to
45.30 ensure that training provided by the Regional Literacy ~~networks~~ Network is consistent across

46.1 providers. The trainings must not exceed eight hours. The trainings must be based on
46.2 approved training developed for teachers, and must include a train the trainer component
46.3 to enable literacy leads to provide the training to paraprofessionals and volunteers. The
46.4 department and the Regional Literacy ~~networks~~ Network must provide the trainings at no
46.5 cost to paraprofessionals and other unlicensed school staff who regularly provide
46.6 interventions to students in Minnesota districts.

46.7 Sec. 12. Minnesota Statutes 2025 Supplement, section 122A.181, subdivision 3, is amended
46.8 to read:

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

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

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

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

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

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

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

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

47.1 (d) Starting July 1, 2027, a Tier 1 licensed early childhood education teacher, elementary
47.2 education teacher, special education teacher who is responsible for teaching reading,
47.3 kindergarten through grade 12 English as a second language teacher, grade 4 through 12
47.4 classroom teacher responsible for foundational reading skills instruction, teacher who
47.5 provides instruction to students in a state-approved alternative program, or a teacher who
47.6 is responsible for selecting literacy curriculum materials for ~~grades 6~~ kindergarten through
47.7 grade 12, must demonstrate progress toward meeting the evidence-based literacy training
47.8 requirements of section 120B.123, subdivision 5a, for their second licensure renewal.

47.9 Sec. 13. Minnesota Statutes 2025 Supplement, section 122A.182, subdivision 3, is amended
47.10 to read:

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

47.14 (b) Before a Tier 2 license is renewed for the first time, a teacher holding a Tier 2 license
47.15 must participate in cultural competency training consistent with section 120B.30, subdivision
47.16 8, and mental illness training under section 122A.187, subdivision 6.

47.17 (c) Starting July 1, 2027, a Tier 2 licensed early childhood education teacher, elementary
47.18 education teacher, special education teacher who is responsible for teaching reading,
47.19 kindergarten through grade 12 English as a second language teacher, grade 4 through 12
47.20 classroom teacher responsible for foundational reading skills instruction, teacher who
47.21 provides instruction to students in a state-approved alternative program, or a teacher who
47.22 is responsible for selecting literacy curriculum materials for ~~grades 6~~ kindergarten through
47.23 grade 12, must demonstrate that they have made progress toward completing the
47.24 evidence-based literacy training requirements of section 120B.123, subdivision 5a, for the
47.25 first renewal of their initial license.

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

47.28 Sec. 14. Minnesota Statutes 2025 Supplement, section 122A.183, subdivision 2, is amended
47.29 to read:

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

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

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

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

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

48.8 (5) three years of teaching experience under a Tier 2 license and evidence of summative
 48.9 teacher evaluations that did not result in placing or otherwise keeping the teacher on an
 48.10 improvement process pursuant to section 122A.40, subdivision 8, or 122A.41, subdivision
 48.11 5.

48.12 (b) Starting July 1, 2027, a Tier 2 early childhood education teacher, elementary education
 48.13 teacher, special education teacher who is responsible for teaching reading, kindergarten
 48.14 through grade 12 English as a second language teacher, grade 4 through 12 classroom teacher
 48.15 responsible for foundational reading skills instruction, teacher who provides instruction to
 48.16 students in a state-approved alternative program, or a teacher who is responsible for selecting
 48.17 literacy curriculum materials for ~~grades 6~~ kindergarten through grade 12, who demonstrates
 48.18 field-specific teaching experience to complete the coursework requirements under this
 48.19 subdivision must demonstrate they have completed evidence-based structured literacy
 48.20 training according to section 120B.123, subdivision 5a, before the Professional Educator
 48.21 Licensing and Standards Board may issue an initial Tier 3 license.

48.22 Sec. 15. Laws 2024, chapter 115, article 3, section 8, subdivision 4, as amended by Laws
 48.23 2025, First Special Session chapter 10, article 4, section 28, is amended to read:

48.24 Subd. 4. **Regional Literacy Network paraprofessional and volunteer training.** (a)
 48.25 For the Regional Literacy ~~networks~~ Network to develop and administer training for
 48.26 paraprofessionals and volunteers that regularly provide literacy interventions to students in
 48.27 accordance with Minnesota Statutes, section 120B.124, subdivision 4:

48.28 § 375,000 2025

48.29 (b) This is a onetime appropriation and is available until June 30, 2027.

49.1 Sec. 16. Laws 2025, First Special Session chapter 10, article 4, section 30, subdivision 5,
49.2 is amended to read:

49.3 Subd. 5. **Read Act professional development.** (a) For evidence-based training on
49.4 structured literacy for teachers working in school districts, charter schools, and service
49.5 cooperatives:

49.6 \$ 8,000,000 2026

49.7 \$ 7,750,000 2027

49.8 (b) Of the amounts in paragraph (a), \$6,750,000 in fiscal year 2026 and \$6,500,000 in
49.9 fiscal year 2027 are for the Department of Education and the Regional Literacy ~~networks~~
49.10 Network and \$1,250,000 each year is for statewide training. The department must use the
49.11 funding to develop a data collection system to: (1) collect and analyze the submission of
49.12 the local literacy plans and student-level universal screening data; (2) establish the Regional
49.13 Literacy ~~networks~~ Network as a partnership between the department and the Minnesota
49.14 service cooperatives; and (3) administer statewide training based in structured literacy to
49.15 be offered free to school districts and charter schools and facilitated by the Regional Literacy
49.16 ~~networks~~ Network and the department. The Regional Literacy ~~networks~~ Network must focus
49.17 on implementing comprehensive literacy reform efforts based on structured literacy. ~~Each~~
49.18 The Regional Literacy Network must maintain a literacy lead position and maintain a team
49.19 of trained literacy coaches in each region to facilitate evidence-based structured literacy
49.20 training opportunities and ongoing supports to school districts and charter schools in each
49.21 region. Funds may be used to provide training in structured literacy to grade 4 and 5
49.22 classroom teachers and literacy professors from Minnesota institutions of higher education.

49.23 (c) By January 15, 2027, and annually thereafter, the commissioner must report to the
49.24 legislative committees with jurisdiction over kindergarten through grade 12 education the
49.25 number of teachers from each district who received approved structured literacy training
49.26 using funds under this subdivision, and the amounts awarded to districts, charter schools,
49.27 or service cooperatives.

49.28 (d) The Regional Literacy ~~networks~~ Network and staff from the Department of Education
49.29 must provide ongoing support to school districts, charter schools, and service cooperatives
49.30 implementing evidence-based literacy instruction.

49.31 (e) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

50.1 **ARTICLE 5**

50.2 **SCHOOL FACILITIES**

50.3 Section 1. Laws 2025, First Special Session chapter 10, article 8, section 18, subdivision
50.4 5, is amended to read:

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

50.8 \$ 1,000,000 2026

50.9 \$ 1,000,000 2027

50.10 (b) A school district or a cooperative unit under Minnesota Statutes, section 123A.24,
50.11 subdivision 2, may apply for a grant of not more than \$75,000 per site under this subdivision
50.12 in the form and manner specified by the commissioner.

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

50.15 (d) Notwithstanding Minnesota Statutes, section 16B.98, subdivision 14, up to \$75,000
50.16 of the appropriation in each year is available for grant administration.

50.17 (e) By February 1 of each even-numbered year, the commissioner must ~~annually~~ report
50.18 to the legislative committees with jurisdiction over kindergarten through grade 12 education
50.19 on the number of grants that were awarded each year and the number of grant applications
50.20 that were unfunded each year.

50.21 (f) Any balance remaining in fiscal year 2026 is available in fiscal year 2027.

50.22 (g) These appropriations are available until June 30, 2031.

50.23 **ARTICLE 6**

50.24 **SPECIAL EDUCATION**

50.25 Section 1. Laws 2025, First Special Session chapter 10, article 7, section 7, subdivision
50.26 7, is amended to read:

50.27 Subd. 7. **Duties.** (a) By October 1, 2026, the commission must develop and present to
50.28 the legislature and the governor an action plan for transforming special education services
50.29 while maintaining a free appropriate public education for students with disabilities. The
50.30 action plan must not include increases to other state education programs or appropriations.
50.31 The action plan must include but is not limited to the following:

51.1 (1) strategies to increase administrative efficiencies and improve program collaboration
 51.2 to promote shared services, including multitiered system of supports (MTSS) to reduce
 51.3 overreliance on special education; provide supports and early intervention programs to
 51.4 reduce the need for more intensive special education services; use assistive technology; and
 51.5 expand access to teletherapy and remote evaluations to address provider shortages;

51.6 (2) approaches to reducing special education expenditures, including identifying strategies
 51.7 for addressing the significant cost drivers of state spending on special education, including
 51.8 special education transportation, tuition billing, specialized placements, legal and
 51.9 administrative costs, and personnel costs;

51.10 (3) opportunities for reducing paperwork, using data to drive individualized education
 51.11 programs, increasing access to qualified personnel, and eliminating gaps in early
 51.12 identification and early intervention;

51.13 (4) opportunities to reform special education funding formulas to incentivize efficient,
 51.14 inclusive practices, increase flexibility in how special education funds are used, align
 51.15 third-party billing practices to maximize reimbursements, and streamline reporting burdens
 51.16 that add value; and

51.17 (5) statewide strategies for slowing cost growth in special education services while
 51.18 maintaining a free appropriate public education.

51.19 (b) For each element of the action plan, the commission must analyze the effect on
 51.20 students eligible for special education; special education teachers, paraprofessionals, and
 51.21 other unlicensed special education staff; and other special education constituencies as the
 51.22 commission deems appropriate.

51.23 (c) The commission may contract with a private entity or consultant as necessary to
 51.24 complete its duties under this section and is exempt from state procurement process
 51.25 requirements under Minnesota Statutes, chapter 16C.

51.26 Sec. 2. Laws 2025, First Special Session chapter 10, article 7, section 8, is amended to
 51.27 read:

51.28 **Sec. 8. DIRECTION TO COMMISSIONER OF MANAGEMENT AND BUDGET;**
 51.29 **CONTINGENT REDUCTION IN SPECIAL EDUCATION AID APPROPRIATIONS.**

51.30 (a) When preparing the forecast for state revenues and expenditures under Minnesota
 51.31 Statutes, section 16A.103, the commissioner of management and budget must assume a
 51.32 ~~\$250,000,000~~ \$300,000,000 reduction in the appropriations for special education aid for

52.1 the biennium beginning July 1, 2027, and for each subsequent biennium, until the end of
 52.2 the legislative session that enacts a budget for the Department of Education for the biennium
 52.3 beginning July 1, 2027.

52.4 (b) Upon enactment of a budget for the Department of Education for the biennium
 52.5 beginning July 1, 2027, the legislature must identify enacted provisions that were
 52.6 recommended by or based on the recommendation of the Blue Ribbon Commission on
 52.7 Special Education.

52.8 (c) To the extent the net savings attributable to the provisions in paragraph (b) are less
 52.9 than ~~\$250,000,000~~ \$300,000,000 for the biennium beginning July 1, 2027, and for each
 52.10 subsequent biennium, the commissioner of education must reduce the special education
 52.11 cross subsidy aid factor under Minnesota Statutes, section 125A.76, subdivision 2e, paragraph
 52.12 (b), as necessary to reduce biennial appropriations for special education aid by an amount
 52.13 equal to the difference between the savings identified in paragraph (b) and the ~~\$250,000,000~~
 52.14 \$300,000,000 of biennial savings assumed in paragraph (a). The commissioner of education
 52.15 must notify the chairs and ranking minority members of the legislative committees with
 52.16 jurisdiction over kindergarten through grade 12 education of any reduction in the cross
 52.17 subsidy aid factor under this paragraph.

52.18 ARTICLE 7

52.19 STATE AGENCIES

52.20 Section 1. [13.3211] DEPARTMENT OF EDUCATION OFFICE OF THE
 52.21 INSPECTOR GENERAL; INVESTIGATIVE DATA.

52.22 (a) Data on persons that are collected, maintained, used, or disseminated by the
 52.23 Department of Education in an investigation conducted under section 127A.21 are
 52.24 confidential data on individuals pursuant to section 13.02, subdivision 3, or protected
 52.25 nonpublic data on an individual pursuant to section 13.02, subdivision 13, and shall not be
 52.26 disclosed except:

52.27 (1) pursuant to section 13.05;

52.28 (2) pursuant to statute or valid court order;

52.29 (3) to a party named in a civil or criminal proceeding for preparation of a defense;

52.30 (4) to an investigator acting on behalf of a county, state, or federal government, including
 52.31 a law enforcement officer or attorney in the investigation or prosecution of a criminal, civil,

53.1 or administrative proceeding, unless the inspector general determines that disclosure may
 53.2 compromise an investigation; or

53.3 (5) to provide notices required or permitted by statute.

53.4 (b) The data referred to in this section shall be classified as public data upon submission
 53.5 to a court in a civil or criminal proceeding, or when the investigation is no longer being
 53.6 pursued actively, except that the data shall be disclosed as required to comply with section
 53.7 6.67 or 609.456, unless chapter 13 provides otherwise.

53.8 (c) Notwithstanding paragraph (a), the existence of an investigation conducted by the
 53.9 Office of the Inspector General or withholding of payment by the commissioner may be
 53.10 disclosed if the commissioner, after consulting with the inspector general, determines that
 53.11 it will not compromise the investigation.

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

53.13 Sec. 2. Minnesota Statutes 2025 Supplement, section 13.82, subdivision 1, is amended to
 53.14 read:

53.15 Subdivision 1. **Application.** This section shall apply to agencies which carry on a law
 53.16 enforcement function, including but not limited to municipal police departments, county
 53.17 sheriff departments, fire departments, the Bureau of Criminal Apprehension, the Minnesota
 53.18 State Patrol, the Board of Peace Officer Standards and Training, the Office of the Inspector
 53.19 General within the Department of Education, and county human service agency client and
 53.20 provider fraud investigation, prevention, and control units operated or supervised by the
 53.21 Department of Human Services.

53.22 Sec. 3. Minnesota Statutes 2024, section 127A.21, subdivision 1, is amended to read:

53.23 Subdivision 1. **Establishment of Office of the Inspector General; powers; duties.** The
 53.24 commissioner must establish within the department an Office of the Inspector General. The
 53.25 inspector general shall report directly to the commissioner. The Office of the Inspector
 53.26 General is charged with protecting the integrity of the department and the state by detecting
 53.27 and preventing fraud, theft, waste, and abuse in department programs. The Office of the
 53.28 Inspector General must conduct independent and objective investigations to promote the
 53.29 integrity of the department's programs and operations. When fraud, theft, or other misuse
 53.30 of public funds is detected, the Office of the Inspector General must report it to the
 53.31 appropriate law enforcement entity and collaborate and cooperate with law enforcement to
 53.32 assist in the investigation and any subsequent civil and criminal prosecution.

54.1 Sec. 4. Minnesota Statutes 2024, section 127A.21, subdivision 1a, is amended to read:

54.2 Subd. 1a. **Definitions.** (a) For purposes of this section, the following terms have the
54.3 meanings given.

54.4 (b) "Abuse" means actions that may, directly or indirectly, result in unnecessary costs
54.5 to department programs. Abuse may involve paying for items or services when there is no
54.6 legal entitlement to that payment, or behavior that is deficient or improper when compared
54.7 with behavior that a prudent person would consider a reasonable and necessary business
54.8 practice given the facts and circumstances.

54.9 (c) "Department program" means a program funded by the Department of Education
54.10 that involves the transfer or disbursement of public funds or other resources to a program
54.11 participant. "Department program" includes state and federal aids or grants received by a
54.12 school district or charter school or other program participant.

54.13 (d) "Excluded" means removed by any means from a program administered by a
54.14 Minnesota state agency or federal agency.

54.15 ~~(d)~~ (e) "Fraud" means an intentional or deliberate act to deprive another of property or
54.16 money or to acquire property or money by deception or other unfair means. Fraud includes
54.17 intentionally submitting false information to the department for the purpose of either
54.18 obtaining a greater compensation or benefit than that to which the person program participant
54.19 is legally entitled or hiding the misuse of funds. Fraud also includes failure to correct errors
54.20 in the maintenance of records in a timely manner after a request by the department. Fraud
54.21 also includes acts that constitute a crime against any program, or attempts or conspiracies
54.22 to commit those crimes, including but not limited to the following:

54.23 (1) theft in violation of section 609.52;

54.24 (2) perjury in violation of section 609.48; and

54.25 (3) aggravated forgery and forgery in violation of sections 609.625 and 609.63.

54.26 ~~(e)~~ (f) "Investigation" means an audit, investigation, proceeding, or inquiry by the Office
54.27 of the Inspector General related to a program participant in a department program.

54.28 ~~(f)~~ (g) "Program participant" means any entity or person, including associated entities
54.29 or persons, that receives, disburses, or has custody of funds or other resources transferred
54.30 or disbursed under a department program. Associated persons or entities include but are not
54.31 limited to vendors or other entities or persons that contract with recipients of department
54.32 program funds.

55.1 (h) "Theft" means the act defined in section 609.52, subdivision 2.

55.2 ~~(g)~~ (i) "Waste" means practices that, directly or indirectly, result in unnecessary costs
55.3 to department programs, such as misusing resources. Waste includes an attempt or act using
55.4 or expending resources carelessly, extravagantly, or to no purpose.

55.5 ~~(h)~~ (j) For purposes of this section, neither "fraud," "theft," "waste," nor "abuse" includes
55.6 decisions on instruction, curriculum, personnel, or other discretionary policy decisions made
55.7 by a school district, charter school, cooperative unit as defined by section 123A.24,
55.8 subdivision 2, or any library, library system, or library district defined in section 134.001.

55.9 Sec. 5. Minnesota Statutes 2024, section 127A.21, subdivision 4, is amended to read:

55.10 Subd. 4. **Access to records.** (a) For purposes of an investigation, and regardless of the
55.11 data's classification under chapter 13, the Office of the Inspector General shall have access
55.12 to all relevant books, accounts, documents, data, and property related to department programs
55.13 that are maintained by a program participant, charter school, or government entity as defined
55.14 by section 13.02.

55.15 (b) Notwithstanding paragraph (a), the Office of the Inspector General must issue a
55.16 subpoena under subdivision 3 in order to access routing and account numbers to which
55.17 Department of Education funds have been disbursed.

55.18 (c) Records requested by the Office of the Inspector General under this subdivision shall
55.19 be provided in a format, place, and time frame reasonably requested by the Office of the
55.20 Inspector General.

55.21 (d) The department may enter into specific agreements with other state agencies related
55.22 to records requests by the Office of the Inspector General.

55.23 (e) In an investigation, program participants must give the Office of the Inspector General
55.24 immediate access without prior notice to any locations of potential record storage and the
55.25 records themselves, whether physical or electronic, during regular business hours, and to
55.26 any records related to a department program. Denying the Office of the Inspector General
55.27 access to requested records is cause for immediate suspension of payment.

55.28 (f) The Office of the Inspector General, at its own expense, may photocopy or otherwise
55.29 duplicate any record related to a department program. Photocopying or electronic duplication
55.30 shall be done on the program participant's premises when immediate access is requested,
55.31 unless removal is specifically permitted by the program participant. If requested, a program
55.32 participant must help the Office of the Inspector General duplicate any department program

56.1 record or other records related to a department program's operation, including hard copies
 56.2 or electronically stored data, on the day when access is requested.

56.3 Sec. 6. Minnesota Statutes 2025 Supplement, section 127A.21, subdivision 5, is amended
 56.4 to read:

56.5 Subd. 5. **Sanctions; appeal.** (a) This subdivision does not authorize any sanction that
 56.6 reduces, pauses, or otherwise interrupts state or federal aid to a school district, charter school,
 56.7 cooperative unit as defined by section 123A.24, subdivision 2, or any library, library system,
 56.8 or library district defined in section 134.001.

56.9 (b) The inspector general may recommend that the commissioner impose appropriate
 56.10 ~~temporary sanctions, including withholding of payments under the department program,~~ on
 56.11 a program participant ~~pending an investigation by the Office of the Inspector General~~ if:

56.12 ~~(1) during the course of an investigation, the Office of the Inspector General finds credible~~
 56.13 ~~indicia of fraud, waste, or abuse by the program participant;~~

56.14 ~~(2) (1) there has been a criminal, civil, or administrative adjudication of fraud, waste,~~
 56.15 ~~or abuse~~ theft, or misuse against the program participant in Minnesota or in another state
 56.16 or jurisdiction; or

56.17 ~~(3) the program participant was receiving funds under any contract or registered in any~~
 56.18 ~~program administered by another Minnesota state agency, a government agency in another~~
 56.19 ~~state, or a federal agency, and was excluded from that contract or program for reasons~~
 56.20 ~~credibly indicating fraud, waste, or abuse by the program participant; or~~

56.21 ~~(4) (2) the program participant has a pattern of noncompliance with an investigation.~~

56.22 (c) If an investigation finds, by a preponderance of the evidence, fraud, ~~waste, or abuse~~
 56.23 theft, or misuse by a program participant, the inspector general may, after reviewing all
 56.24 facts and evidence and when acting judiciously on a case-by-case basis, recommend that
 56.25 the commissioner impose appropriate sanctions on the program participant.

56.26 (d) Unless prohibited by law, the commissioner has the authority to implement
 56.27 recommendations by the inspector general, including imposing appropriate sanctions,
 56.28 temporarily or otherwise, on a program participant. Sanctions may include ending program
 56.29 participation, stopping disbursement of funds or resources, monetary recovery, and
 56.30 termination of department contracts with the participant for any current or future department
 56.31 program or contract. A sanction may be imposed for up to the longest period permitted by
 56.32 state or federal law. Sanctions authorized under this subdivision are in addition to other
 56.33 remedies and penalties available under law.

57.1 (e) If the commissioner imposes sanctions on a program participant under this subdivision,
 57.2 the commissioner must notify the participant in writing within seven business days of
 57.3 imposing the sanction, unless requested in writing by a law enforcement agency to
 57.4 temporarily delay issuing the notice to prevent disruption of an ongoing law enforcement
 57.5 agency investigation. A notice of sanction must state:

57.6 (1) the sanction being imposed;

57.7 (2) the general allegations that form the basis for the sanction;

57.8 (3) the duration of the sanction;

57.9 (4) the department programs to which the sanction applies; and

57.10 (5) how the program participant may appeal the sanction pursuant to paragraph (f).

57.11 (f) A program participant sanctioned under this subdivision may, within 30 days after
 57.12 the date the notice of sanction was mailed to the participant, appeal the determination by
 57.13 requesting in writing that the commissioner initiate a contested case proceeding under
 57.14 chapter 14. The scope of any contested case hearing is limited to the sanction imposed under
 57.15 this subdivision. An appeal request must specify with particularity each disputed item, the
 57.16 reason for the dispute, and must include the name and contact information of the person or
 57.17 entity that may be contacted regarding the appeal.

57.18 (g) The commissioner ~~shall~~ may lift sanctions imposed under this subdivision if the
 57.19 Office of the Inspector General ~~determines~~ notifies the commissioner that is has determined
 57.20 there is insufficient evidence of fraud, ~~waste, or abuse~~ theft, or misuse by the program
 57.21 participant. The commissioner must notify the participant in writing within seven business
 57.22 days of lifting the sanction.

57.23 Sec. 7. Minnesota Statutes 2024, section 127A.21, subdivision 6, is amended to read:

57.24 Subd. 6. **Data practices.** (a) It is not a violation of rights conferred by chapter 13 or any
 57.25 other statute related to the confidentiality of government data for a government entity as
 57.26 defined in section 13.02 to provide data or information under this section.

57.27 (b) The inspector general is subject to the Government Data Practices Act, chapter 13,
 57.28 and shall protect from unlawful disclosure data classified as not public. Data collected,
 57.29 created, received, or maintained by the inspector general relating to an ~~audit~~, investigation,
 57.30 proceeding, or inquiry are subject to ~~section~~ sections 13.3211, 13.39, and 13.82.

58.1 Sec. 8. Minnesota Statutes 2024, section 127A.21, is amended by adding a subdivision to
58.2 read:

58.3 Subd. 8. **Immunity and confidentiality.** (a) A person who makes a good faith report
58.4 is immune from any civil liability that might otherwise arise from reporting or participating
58.5 in the investigation. Nothing in this subdivision affects an individual's or entity's
58.6 responsibility for any monetary recovery under existing law or contractual obligation when
58.7 receiving public funds.

58.8 (b) For purposes of this subdivision, "person" means a natural person.

58.9 (c) After an investigation is complete, the reporter's name and any identifying information
58.10 must be kept confidential. The subject of the report may compel disclosure of the reporter's
58.11 name only with the consent of the reporter or upon a written finding by a district court that
58.12 the report was false and there is evidence that the report was made in bad faith. This
58.13 subdivision does not alter disclosure responsibilities or obligations under the Rules of
58.14 Criminal Procedure, except that when the identity of the reporter is relevant to a criminal
58.15 prosecution the district court shall conduct an in-camera review before determining whether
58.16 to order disclosure of the reporter's identity.

58.17 Sec. 9. Minnesota Statutes 2024, section 127A.21, is amended by adding a subdivision to
58.18 read:

58.19 Subd. 9. **Limits on receiving public funds; prohibition.** (a) This subdivision does not
58.20 authorize any action that reduces, pauses, or otherwise interrupts state or federal aid to a
58.21 school district, charter school, cooperative unit as defined in section 123A.24, subdivision
58.22 2, or any library, library system, or library district defined in section 134.001.

58.23 (b) For purposes of this subdivision, "program participant" includes individuals or persons
58.24 who have an ownership interest in, control of, or the ability to control a program participant
58.25 in a department program.

58.26 (c) If a program participant is excluded from a department program, the inspector general
58.27 shall notify the commissioner, who shall:

58.28 (1) prohibit the excluded program participant from enrolling in, receiving grant money
58.29 from, or registering in any other program administered by the commissioner; and

58.30 (2) disenroll or disqualify the excluded program participant from any other program
58.31 administered by the commissioner.

59.1 (d) If a program participant enrolled, licensed, or receiving funds under any contract or
 59.2 program administered by a Minnesota state agency or federal agency is excluded from that
 59.3 program, the inspector general shall notify the commissioner, who may:

59.4 (1) prohibit the excluded program participant from enrolling in, becoming licensed,
 59.5 receiving grant money from, or registering in any other program administered by the
 59.6 commissioner; and

59.7 (2) disenroll or disqualify the excluded program participant from any other program
 59.8 administered by the commissioner.

59.9 (e) The duration of a prohibition, disenrollment, revocation, suspension, or
 59.10 disqualification under paragraph (c) must last for the longest applicable sanction or
 59.11 disqualifying period in effect for the program participant permitted by state or federal law.
 59.12 The duration of a prohibition, disenrollment, revocation, suspension, or disqualification
 59.13 under paragraph (d) may last up until the longest applicable sanction or disqualifying period
 59.14 in effect for the program participant as permitted by state or federal law.

59.15 Sec. 10. Minnesota Statutes 2024, section 127A.21, is amended by adding a subdivision
 59.16 to read:

59.17 Subd. 10. **Notice.** Within five days of taking an action against a program participant
 59.18 under subdivision 9, paragraph (c) or (d), the commissioner must send notice of the action
 59.19 to the program participant. The notice must state:

59.20 (1) the basis for the action;

59.21 (2) the effective date of the action;

59.22 (3) the right to appeal the action; and

59.23 (4) the requirements and procedures for reinstatement.

59.24 Sec. 11. Minnesota Statutes 2024, section 127A.21, is amended by adding a subdivision
 59.25 to read:

59.26 Subd. 11. **Appeal.** (a) Upon receipt of a notice under subdivision 10, a program
 59.27 participant may request a contested case hearing, as defined in section 14.02, subdivision
 59.28 3, by filing with the commissioner a written request of appeal. The appeal request must be
 59.29 received by the commissioner no later than 30 days after the date the notification was mailed
 59.30 to the program participant.

60.1 (b) The appeal request must specify: (1) each disputed item and the reason for the dispute;
60.2 (2) the authority in statute or rule upon which the program participant relies for each disputed
60.3 item; (3) the name and address of the person or entity with whom contacts may be made
60.4 regarding the appeal; and (4) other information required by the commissioner.

60.5 (c) Unless timely and proper appeal is received by the commissioner, the action of the
60.6 commissioner shall be considered final and binding on the effective date of the action as
60.7 stated in the notice under subdivision 10, clause (2).

60.8 Sec. 12. Minnesota Statutes 2024, section 127A.21, is amended by adding a subdivision
60.9 to read:

60.10 Subd. 12. **Withholding of payments.** (a) This subdivision does not authorize withholding
60.11 of payments that reduces, pauses, or otherwise interrupts state or federal aid to a school
60.12 district, charter school, cooperative unit as defined in section 123A.24, subdivision 2, or
60.13 any library, library system, or library district defined in section 134.001.

60.14 (b) Except as otherwise provided by state or federal law, the inspector general shall
60.15 notify and recommend to the commissioner to withhold payments to a program participant
60.16 in any program administered by the commissioner, to the extent permitted under federal
60.17 law, if the commissioner determines there is a credible allegation of fraud or theft for which
60.18 an investigation is pending for a program administered by the department, a Minnesota state
60.19 agency, or a federal agency.

60.20 (c) Allegations are considered credible when they have indicia of reliability and the
60.21 inspector general has reviewed the evidence and acts on a case-by-case basis. A credible
60.22 allegation of fraud is an allegation that has been verified by the commissioner from any
60.23 source, including but not limited to:

60.24 (1) fraud hotline complaints;

60.25 (2) claims data mining; and

60.26 (3) patterns identified through provider audits, civil false claims cases, and investigations.

60.27 (d) The commissioner must send notice of the withholding of payments within five days
60.28 of taking such action. The notice must: (1) state that payments are being withheld according
60.29 to this paragraph; (2) set forth the general allegations as to the reasons for the withholding
60.30 action, but need not disclose any specific information concerning an ongoing investigation;
60.31 (3) state that the withholding is for a temporary period and cite the circumstances under
60.32 which withholding will be terminated; and (4) inform the program participant of the right
60.33 to submit written evidence for consideration by the commissioner.

61.1 (e) The withholding of payments shall not continue after the commissioner determines
61.2 there is insufficient evidence of fraud by the program participant or after legal proceedings
61.3 relating to the alleged fraud are completed, unless the commissioner has sent notice under
61.4 subdivision 5 of the intention to take an additional action related to the program participant's
61.5 participation in a program administered by the commissioner.

61.6 (f) The withholding of payments is a temporary action and shall not be subject to appeal
61.7 under this subdivision or chapter 14.

61.8 Sec. 13. Minnesota Statutes 2024, section 127A.21, is amended by adding a subdivision
61.9 to read:

61.10 Subd. 13. **Program participant records retention.** (a) The department must ensure
61.11 properly maintained records of external program participants and individuals that receive
61.12 money from the department.

61.13 (b) All program participants who received program money before August 1, 2026, must
61.14 retain records as part of the department program participant record retention laws, program
61.15 rules, or contracts.

61.16 (c) Starting August 1, 2026, all current department program participants must comply
61.17 with the record retention requirements in paragraph (d). Program participants must comply
61.18 at a minimum with this subdivision, in addition to other laws, program rules, or contracts
61.19 that may require additional records to be retained or require that records are retained for a
61.20 longer period of time.

61.21 (d) The following records must be maintained, controlled, and made immediately
61.22 accessible to the department, including the Office of the Inspector General. The records
61.23 must be organized and labeled to correspond to categories that make them easy to identify
61.24 so that they can be made available immediately upon request at the program participant's
61.25 place of business:

61.26 (1) payroll ledgers, canceled checks, bank deposit slips, budgets, reconciliation records,
61.27 tax records, and other accounting records;

61.28 (2) communication related to financial management or the failure to meet generally
61.29 accepted standards of fiscal management;

61.30 (3) daily attendance records, if required, or when the department program payment is
61.31 based on attendance;

61.32 (4) remittance payment records from the department program and any adjusted records;

62.1 (5) employee records identifying those persons currently employed by the program
62.2 participant or who have been employed or paid by at any time within the previous six years.
62.3 The records must include each employee's name, hourly and annual salary, qualifications,
62.4 position description, job title, and dates of employment. In addition, employee records must
62.5 be available and include the employee's time sheets, current or last known address of the
62.6 employee, documentation of background studies required pursuant to chapter 245C, and
62.7 documentation related to credentials and licenses;

62.8 (6) records of independent contractors, entities, or individuals paid using department
62.9 program money, including identifying information, contracts, payments, or other related
62.10 records; and

62.11 (7) records that are required to be maintained by law or contract by a program participant
62.12 when receiving department program money.

62.13 (e) A program participant must retain all records under paragraph (d) for at least six
62.14 years from the date department program money was dispersed to the program participant,
62.15 unless other laws, program rules, or contracts require records to be retained for a longer
62.16 period of time. In the event of an appealed case, the program participant must retain all
62.17 records for the duration of the appeal or six years, whichever is longer.

62.18 (f) A program participant who withdraws or is excluded from a department program
62.19 must retain records listed under paragraph (d) for at least six years and make them available
62.20 to the department on demand and notify the department of who is responsible for maintaining
62.21 the records, including full name, date of birth, and contact information.

62.22 (g) If the ownership of a program participant changes, the transferor, unless otherwise
62.23 provided by law or by written agreement with the transferee, is responsible for maintaining,
62.24 preserving, and upon request from the department, making available the records related to
62.25 the program participant that were generated before the date of the transfer. Any written
62.26 agreement affecting this provision must be held in the possession of the transferor and
62.27 transferee for six years after the agreement is fully executed. The executed agreement must
62.28 be shared with the department program within 30 days of execution of the transfer agreement.
62.29 The written agreement must be provided to the department including the Office of the
62.30 Inspector General immediately upon request.

62.31 (h) A program participant's use of electronic record keeping or electronic signatures is
62.32 governed by the Uniform Electronic Transactions Act under chapter 325L.

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

63.1 Sec. 14. Laws 2025, First Special Session chapter 10, article 2, section 24, subdivision
63.2 24, is amended to read:

63.3 Subd. 24. **Paraprofessional training.** (a) For compensation associated with paid
63.4 orientation and professional development for paraprofessionals under Minnesota Statutes,
63.5 section 121A.642:

63.6 \$ 4,721,000 2026

63.7 \$ 5,000,000 2027

63.8 (b) The 2026 appropriation includes \$221,000 for 2025 and \$4,500,000 for 2026.

63.9 (c) The 2027 appropriation includes \$500,000 for 2026 and \$4,500,000 for 2027.

63.10 (d) \$186,000 from the fiscal year 2026 and fiscal year 2027 appropriations may be
63.11 transferred to the operating appropriation for the Department of Education to provide
63.12 resources, technical assistance, and training for paraprofessionals, districts, and charter
63.13 schools and to monitor implementation of requirements.

63.14 ARTICLE 8

63.15 FORECAST ADJUSTMENTS

63.16 Section 1. Laws 2025, First Special Session chapter 10, article 1, section 28, subdivision
63.17 2, is amended to read:

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

63.20 ~~8,509,608,000~~
63.21 \$ 8,550,641,000 2026

63.22 ~~8,765,730,000~~
63.23 \$ 8,774,520,000 2027

63.24 (b) The 2026 appropriation includes \$783,251,000 for 2025 and ~~\$7,726,357,000~~
63.25 \$7,767,390,000 for 2026.

63.26 (c) The 2027 appropriation includes ~~\$807,134,000~~ \$802,177,000 for 2026 and
63.27 ~~\$7,958,596,000~~ \$7,972,343,000 for 2027.

63.28 Sec. 2. Laws 2025, First Special Session chapter 10, article 1, section 28, subdivision 3,
63.29 is amended to read:

63.30 Subd. 3. **Abatement aid.** (a) For abatement aid under Minnesota Statutes, section
63.31 127A.49:

64.1 ~~1,929,000~~
 64.2 \$ 1,262,000 2026
 64.3 ~~2,340,000~~
 64.4 \$ 1,231,000 2027

64.5 (b) The 2026 appropriation includes \$140,000 for 2025 and ~~\$1,789,000~~ \$1,122,000 for
 64.6 2026.

64.7 (c) The 2027 appropriation includes ~~\$198,000~~ \$124,000 for 2026 and ~~\$2,142,000~~
 64.8 \$1,107,000 for 2027.

64.9 Sec. 3. Laws 2025, First Special Session chapter 10, article 1, section 28, subdivision 5,
 64.10 is amended to read:

64.11 Subd. 5. **Career and technical aid.** (a) For career and technical aid under Minnesota
 64.12 Statutes, section 124D.4531, subdivision 1b:

64.13 ~~451,000~~
 64.14 \$ 505,000 2026
 64.15 ~~350,000~~
 64.16 \$ 432,000 2027

64.17 (b) The 2026 appropriation includes \$85,000 for 2025 and ~~\$366,000~~ \$420,000 for 2026.

64.18 (c) The 2027 appropriation includes ~~\$40,000~~ \$46,000 for 2026 and ~~\$310,000~~ \$386,000
 64.19 for 2027.

64.20 Sec. 4. Laws 2025, First Special Session chapter 10, article 1, section 28, subdivision 8,
 64.21 is amended to read:

64.22 Subd. 8. **Consolidation transition aid.** (a) For consolidation transition aid under
 64.23 Minnesota Statutes, section 123A.485:

64.24 ~~572,000~~
 64.25 \$ -0- 2026
 64.26 ~~350,000~~
 64.27 \$ 693,000 2027

64.28 (b) The 2026 appropriation includes \$0 for 2025 and ~~\$572,000~~ \$0 for 2026.

64.29 (c) The 2027 appropriation includes ~~\$64,000~~ \$0 for 2026 and ~~\$286,000~~ \$693,000 for
 64.30 2027.

65.1 Sec. 5. Laws 2025, First Special Session chapter 10, article 1, section 28, subdivision 10,
65.2 is amended to read:

65.3 Subd. 10. **Enrollment options transportation.** For transportation of pupils attending
65.4 postsecondary institutions under Minnesota Statutes, section 124D.09, or for transportation
65.5 of pupils attending nonresident districts under Minnesota Statutes, section 124D.03:

65.6		25,000		
65.7	\$	<u>23,000</u>	.....	2026
65.8		27,000		
65.9	\$	<u>24,000</u>	.....	2027

65.10 Sec. 6. Laws 2025, First Special Session chapter 10, article 1, section 28, subdivision 11,
65.11 is amended to read:

65.12 Subd. 11. **Nonpublic pupil education aid.** (a) For nonpublic pupil education aid under
65.13 Minnesota Statutes, sections 123B.40 to 123B.43 and 123B.87:

65.14		25,349,000		
65.15	\$	<u>24,188,000</u>	.....	2026
65.16		27,160,000		
65.17	\$	<u>24,879,000</u>	.....	2027

65.18 (b) The 2026 appropriation includes \$2,355,000 for 2025 and ~~\$22,994,000~~ \$21,833,000
65.19 for 2026.

65.20 (c) The 2027 appropriation includes ~~\$2,554,000~~ \$2,425,000 for 2026 and ~~\$24,606,000~~
65.21 \$22,454,000 for 2027.

65.22 Sec. 7. Laws 2025, First Special Session chapter 10, article 1, section 28, subdivision 12,
65.23 is amended to read:

65.24 Subd. 12. **Nonpublic pupil transportation aid.** (a) For nonpublic pupil transportation
65.25 aid under Minnesota Statutes, section 123B.92, subdivision 9:

65.26		28,123,000		
65.27	\$	<u>28,985,000</u>	.....	2026
65.28		29,359,000		
65.29	\$	<u>32,270,000</u>	.....	2027

65.30 (b) The 2026 appropriation includes \$2,609,000 for 2025 and ~~\$25,514,000~~ \$26,376,000
65.31 for 2026.

65.32 (c) The 2027 appropriation includes ~~\$2,834,000~~ \$2,930,000 for 2026 and ~~\$26,525,000~~
65.33 \$29,340,000 for 2027.

66.1 Sec. 8. Laws 2025, First Special Session chapter 10, article 2, section 24, subdivision 2,
66.2 is amended to read:

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

66.5		85,619,000		
66.6	\$	<u>85,232,000</u>	.....	2026
66.7		85,222,000		
66.8	\$	<u>87,576,000</u>	.....	2027

66.9 (b) The 2026 appropriation includes \$8,446,000 for 2025 and ~~\$77,173,000~~ \$76,786,000
66.10 for 2026.

66.11 (c) The 2027 appropriation includes ~~\$8,575,000~~ \$8,690,000 for 2026 and ~~\$76,647,000~~
66.12 \$78,886,000 for 2027.

66.13 Sec. 9. Laws 2025, First Special Session chapter 10, article 2, section 24, subdivision 14,
66.14 is amended to read:

66.15 Subd. 14. **Interdistrict desegregation or integration transportation grants.** For
66.16 interdistrict desegregation or integration transportation grants under Minnesota Statutes,
66.17 section 124D.87:

66.18		16,396,000		
66.19	\$	<u>15,918,000</u>	.....	2026
66.20		18,157,000		
66.21	\$	<u>17,628,000</u>	.....	2027

66.22 Sec. 10. Laws 2025, First Special Session chapter 10, article 2, section 24, subdivision
66.23 15, is amended to read:

66.24 Subd. 15. **Literacy aid.** (a) For literacy aid under Minnesota Statutes, section 124D.98:

66.25		40,686,000		
66.26	\$	<u>40,106,000</u>	.....	2026
66.27		40,897,000		
66.28	\$	<u>40,799,000</u>	.....	2027

66.29 (b) The 2026 appropriation includes \$4,057,000 for 2025 and ~~\$36,629,000~~ \$36,049,000
66.30 for 2026.

66.31 (c) The 2027 appropriation includes ~~\$4,069,000~~ \$4,005,000 for 2026 and ~~\$36,828,000~~
66.32 \$36,794,000 for 2027.

67.1 Sec. 11. Laws 2025, First Special Session chapter 10, article 2, section 24, subdivision
67.2 24, is amended to read:

67.3 Subd. 24. **Paraprofessional training.** (a) For compensation associated with paid
67.4 orientation and professional development for paraprofessionals under Minnesota Statutes,
67.5 section 121A.642:

67.6		4,721,000		
67.7	\$	<u>4,141,000</u>	.....	2026
67.8		5,000,000		
67.9	\$	<u>4,935,000</u>	.....	2027

67.10 (b) The 2026 appropriation includes \$221,000 for 2025 and ~~\$4,500,000~~ \$3,920,000 for
67.11 2026.

67.12 (c) The 2027 appropriation includes ~~\$500,000~~ \$435,000 for 2026 and \$4,500,000 for
67.13 2027.

67.14 Sec. 12. Laws 2025, First Special Session chapter 10, article 3, section 15, subdivision 3,
67.15 is amended to read:

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

67.18		88,717,000		
67.19	\$	<u>88,756,000</u>	.....	2026
67.20		87,942,000		
67.21	\$	<u>88,744,000</u>	.....	2027

67.22 (b) The 2026 appropriation includes \$8,814,000 for fiscal year 2025 and ~~\$79,903,000~~
67.23 \$79,942,000 for fiscal year 2026.

67.24 (c) The 2027 appropriation includes ~~\$8,878,000~~ \$8,882,000 for fiscal year 2026 and
67.25 ~~\$79,064,000~~ \$79,862,000 for fiscal year 2027.

67.26 Sec. 13. Laws 2025, First Special Session chapter 10, article 3, section 15, subdivision
67.27 13, is amended to read:

67.28 Subd. 13. **Student support personnel aid.** (a) For student support personnel aid under
67.29 Minnesota Statutes, section 124D.901:

67.30		44,950,000		
67.31	\$	<u>44,869,000</u>	.....	2026
67.32		45,772,000		
67.33	\$	<u>45,806,000</u>	.....	2027

68.1 (b) The 2026 appropriation includes \$3,655,000 for fiscal year 2025 and ~~\$41,295,000~~
 68.2 \$41,214,000 for fiscal year 2026.

68.3 (c) The 2027 appropriation includes ~~\$4,588,000~~ \$4,579,000 for fiscal year 2026 and
 68.4 ~~\$41,184,000~~ \$41,227,000 for fiscal year 2027.

68.5 Sec. 14. Laws 2025, First Special Session chapter 10, article 5, section 19, subdivision 2,
 68.6 is amended to read:

68.7 Subd. 2. **Charter school building lease aid.** (a) For building lease aid under Minnesota
 68.8 Statutes, section 124E.22:

68.9		96,453,000		
68.10	\$	<u>97,089,000</u>	.....	2026
68.11		99,135,000		
68.12	\$	<u>99,721,000</u>	.....	2027

68.13 (b) The 2026 appropriation includes \$9,391,000 for 2025 and ~~\$87,062,000~~ \$87,698,000
 68.14 for 2026.

68.15 (c) The 2027 appropriation includes ~~\$9,673,000~~ \$9,744,000 for 2026 and ~~\$89,462,000~~
 68.16 \$89,977,000 for 2027.

68.17 Sec. 15. Laws 2025, First Special Session chapter 10, article 6, section 6, subdivision 2,
 68.18 is amended to read:

68.19 Subd. 2. **American Indian education aid.** (a) For American Indian education aid under
 68.20 Minnesota Statutes, section 124D.81, subdivision 2a:

68.21		20,646,000		
68.22	\$	<u>20,739,000</u>	.....	2026
68.23		21,548,000		
68.24	\$	<u>21,593,000</u>	.....	2027

68.25 (b) The 2026 appropriation includes \$1,973,000 for 2025 and ~~\$18,673,000~~ \$18,766,000
 68.26 for 2026.

68.27 (c) The 2027 appropriation includes ~~\$2,074,000~~ \$2,085,000 for 2026 and ~~\$19,474,000~~
 68.28 \$19,508,000 for 2027.

68.29 Sec. 16. Laws 2025, First Special Session chapter 10, article 6, section 6, subdivision 7,
 68.30 is amended to read:

68.31 Subd. 7. **Tribal contract school aid.** (a) For Tribal contract school aid under Minnesota
 68.32 Statutes, section 124D.83:

69.1 ~~2,313,000~~
 69.2 \$ 1,415,000 2026
 69.3 ~~2,554,000~~
 69.4 \$ 1,895,000 2027

69.5 (b) The 2026 appropriation includes \$221,000 for 2025 and ~~\$2,092,000~~ \$1,194,000 for
 69.6 2026.

69.7 (c) The 2027 appropriation includes ~~\$232,000~~ \$132,000 for 2026 and ~~\$2,322,000~~
 69.8 \$1,763,000 for 2027.

69.9 Sec. 17. Laws 2025, First Special Session chapter 10, article 7, section 11, subdivision 2,
 69.10 is amended to read:

69.11 Subd. 2. **Aid for children with disabilities.** (a) For aid under Minnesota Statutes, section
 69.12 125A.75, subdivision 3, for children with disabilities placed in residential facilities within
 69.13 district boundaries for whom no district of residence can be determined:

69.14 ~~2,240,000~~
 69.15 \$ 1,944,000 2026
 69.16 ~~2,570,000~~
 69.17 \$ 2,310,000 2027

69.18 (b) If the appropriation for either year is insufficient, the appropriation for the other year
 69.19 is available.

69.20 Sec. 18. Laws 2025, First Special Session chapter 10, article 7, section 11, subdivision 4,
 69.21 is amended to read:

69.22 Subd. 4. **Court-placed special education revenue.** For reimbursing serving school
 69.23 districts for unreimbursed eligible expenditures attributable to children placed in the serving
 69.24 school district by court action under Minnesota Statutes, section 125A.79, subdivision 4:

69.25 ~~41,000~~
 69.26 \$ -0- 2026
 69.27 \$ 42,000 2027

69.28 Sec. 19. Laws 2025, First Special Session chapter 10, article 7, section 11, subdivision 7,
 69.29 is amended to read:

69.30 Subd. 7. **Special education; regular.** (a) For special education aid under Minnesota
 69.31 Statutes, section 125A.76:

70.1 ~~2,775,484,000~~
 70.2 \$ 2,845,456,000 2026
 70.3 ~~3,017,316,000~~
 70.4 \$ 3,169,149,000 2027

70.5 (b) The 2026 appropriation includes \$322,670,000 for 2025 and ~~\$2,452,814,000~~
 70.6 \$2,522,786,000 for 2026.

70.7 (c) The 2027 appropriation includes ~~\$345,285,000~~ \$355,135,000 for 2026 and
 70.8 ~~\$2,672,031,000~~ \$2,814,014,000 for 2027.

70.9 Sec. 20. Laws 2025, First Special Session chapter 10, article 7, section 11, subdivision 8,
 70.10 is amended to read:

70.11 Subd. 8. **Special education separate sites and programs.** (a) For aid for special
 70.12 education separate sites and programs under Minnesota Statutes, section 125A.81, subdivision
 70.13 4:

70.14 ~~4,470,000~~
 70.15 \$ 4,542,000 2026
 70.16 ~~4,695,000~~
 70.17 \$ 4,778,000 2027

70.18 (b) The 2026 appropriation includes \$427,000 for 2025 and ~~\$4,043,000~~ \$4,115,000 for
 70.19 2026.

70.20 (c) The 2027 appropriation includes ~~\$449,000~~ \$457,000 for 2026 and ~~\$4,246,000~~
 70.21 \$4,321,000 for 2027.

70.22 Sec. 21. Laws 2025, First Special Session chapter 10, article 7, section 11, subdivision 9,
 70.23 is amended to read:

70.24 Subd. 9. **Travel for home-based services.** (a) For aid for teacher travel for home-based
 70.25 services under Minnesota Statutes, section 125A.75, subdivision 1:

70.26 ~~488,000~~
 70.27 \$ 439,000 2026
 70.28 ~~538,000~~
 70.29 \$ 477,000 2027

70.30 (b) The 2026 appropriation includes \$44,000 for 2025 and ~~\$444,000~~ \$395,000 for 2026.

70.31 (c) The 2027 appropriation includes ~~\$49,000~~ \$43,000 for 2026 and ~~\$489,000~~ \$434,000
 70.32 for 2027.

71.1 Sec. 22. Laws 2025, First Special Session chapter 10, article 8, section 18, subdivision 3,
71.2 is amended to read:

71.3 Subd. 3. **Debt service equalization aid.** (a) For debt service equalization aid under
71.4 Minnesota Statutes, section 123B.53, subdivision 6:

71.5	\$	16,218,000	.....	2026
71.6		14,327,000		
71.7	\$	<u>16,034,000</u>	.....	2027

71.8 (b) The 2026 appropriation includes \$1,986,000 for 2025 and \$14,232,000 for 2026.

71.9 (c) The 2027 appropriation includes \$1,581,000 for 2026 and ~~\$12,746,000~~ \$14,453,000
71.10 for 2027.

71.11 Sec. 23. Laws 2025, First Special Session chapter 10, article 8, section 18, subdivision 6,
71.12 is amended to read:

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

71.15		97,104,000		
71.16	\$	<u>97,124,000</u>	.....	2026
71.17		97,910,000		
71.18	\$	<u>97,373,000</u>	.....	2027

71.19 (b) The 2026 appropriation includes \$10,719,000 for 2025 and ~~\$86,385,000~~ \$86,405,000
71.20 for 2026.

71.21 (c) The 2027 appropriation includes ~~\$9,597,000~~ \$9,600,000 for 2026 and ~~\$88,313,000~~
71.22 \$87,773,000 for 2027.

71.23 Sec. 24. Laws 2025, First Special Session chapter 10, article 9, section 11, subdivision 2,
71.24 is amended to read:

71.25 Subd. 2. **Kindergarten milk.** For kindergarten milk aid under Minnesota Statutes,
71.26 section 124D.118:

71.27		387,000		
71.28	\$	<u>335,000</u>	.....	2026
71.29		387,000		
71.30	\$	<u>335,000</u>	.....	2027

72.1 Sec. 25. Laws 2025, First Special Session chapter 10, article 9, section 11, subdivision 3,
72.2 is amended to read:

72.3 Subd. 3. **School breakfast.** For school breakfast aid under Minnesota Statutes, section
72.4 124D.1158:

72.5		57,642,000		
72.6	\$	<u>55,535,000</u>	.....	2026
72.7		60,413,000		
72.8	\$	<u>58,520,000</u>	.....	2027

72.9 Sec. 26. Laws 2025, First Special Session chapter 10, article 9, section 11, subdivision 4,
72.10 is amended to read:

72.11 Subd. 4. **School lunch.** For school lunch aid under Minnesota Statutes, section 124D.111,
72.12 including the amounts for the free school meals program:

72.13		264,162,000		
72.14	\$	<u>254,884,000</u>	.....	2026
72.15		276,392,000		
72.16	\$	<u>268,160,000</u>	.....	2027

72.17 Sec. 27. Laws 2025, First Special Session chapter 10, article 9, section 11, subdivision 6,
72.18 is amended to read:

72.19 Subd. 6. **Basic system support.** (a) For basic system support aid under Minnesota
72.20 Statutes, section 134.355:

72.21		17,995,000		
72.22	\$	<u>17,954,000</u>	.....	2026
72.23		18,372,000		
72.24	\$	<u>18,438,000</u>	.....	2027

72.25 (b) The 2026 appropriation includes \$1,752,000 for 2025 and ~~\$16,243,000~~ \$16,202,000
72.26 for 2026.

72.27 (c) The 2027 appropriation includes ~~\$1,804,000~~ \$1,800,000 for 2026 and ~~\$16,568,000~~
72.28 \$16,638,000 for 2027.

72.29 Sec. 28. Laws 2025, First Special Session chapter 10, article 9, section 11, subdivision
72.30 10, is amended to read:

72.31 Subd. 10. **School library aid.** (a) For school library aid under Minnesota Statutes, section
72.32 124D.992:

73.1 ~~14,394,000~~
 73.2 \$ 14,413,000 2026
 73.3 ~~13,321,000~~
 73.4 \$ 13,307,000 2027

73.5 (b) The 2026 appropriation includes \$2,376,000 for 2025 and ~~\$12,018,000~~ \$12,037,000
 73.6 for 2026.

73.7 (c) The 2027 appropriation includes ~~\$1,336,000~~ \$1,337,000 for 2026 and ~~\$11,985,000~~
 73.8 \$11,970,000 for 2027.

73.9 Sec. 29. Laws 2025, First Special Session chapter 10, article 10, section 10, subdivision
 73.10 3, is amended to read:

73.11 Subd. 3. **Developmental screening aid.** (a) For transfer to the Department of Education
 73.12 for developmental screening aid under Minnesota Statutes, sections 142D.091 and 142D.093:

73.13 ~~4,127,000~~
 73.14 \$ 4,103,000 2026
 73.15 ~~4,083,000~~
 73.16 \$ 4,056,000 2027

73.17 (b) The 2026 appropriation includes \$414,000 for 2025 and ~~\$3,713,000~~ \$3,689,000 for
 73.18 2026.

73.19 (c) The 2027 appropriation includes ~~\$412,000~~ \$410,000 for 2026 and ~~\$3,671,000~~
 73.20 \$3,646,000 for 2027.

73.21 Sec. 30. Laws 2025, First Special Session chapter 10, article 10, section 10, subdivision
 73.22 4, is amended to read:

73.23 Subd. 4. **Early childhood family education aid.** (a) For transfer to the Department of
 73.24 Education for early childhood family education aid under Minnesota Statutes, section
 73.25 142D.11:

73.26 ~~39,365,000~~
 73.27 \$ 39,139,000 2026
 73.28 ~~41,300,000~~
 73.29 \$ 39,710,000 2027

73.30 (b) The 2026 appropriation includes \$3,792,000 for 2025 and ~~\$35,573,000~~ \$35,347,000
 73.31 for 2026.

73.32 (c) The 2027 appropriation includes ~~\$3,952,000~~ \$3,926,000 for 2026 and ~~\$37,348,000~~
 73.33 \$35,784,000 for 2027.

74.1 Sec. 31. Laws 2025, First Special Session chapter 10, article 10, section 10, subdivision
74.2 6, is amended to read:

74.3 Subd. 6. **Home visiting aid.** (a) For transfer to the Department of Education for home
74.4 visiting aid under Minnesota Statutes, section 142D.11:

74.5 ~~245,000~~
74.6 \$ 234,000 2026

74.7 ~~222,000~~
74.8 \$ 224,000 2027

74.9 (b) The 2026 appropriation includes \$28,000 for 2025 and ~~\$217,000~~ \$206,000 for 2026.

74.10 (c) The 2027 appropriation includes ~~\$24,000~~ \$23,000 for 2026 and ~~\$198,000~~ \$201,000
74.11 for 2027.

74.12 Sec. 32. Laws 2025, First Special Session chapter 10, article 11, section 2, subdivision 2,
74.13 is amended to read:

74.14 Subd. 2. **Adult basic education aid.** (a) For adult basic education aid under Minnesota
74.15 Statutes, section 124D.531:

74.16 ~~55,281,000~~
74.17 \$ 55,380,000 2026

74.18 ~~56,919,000~~
74.19 \$ 56,794,000 2027

74.20 (b) The 2026 appropriation includes \$5,401,000 for 2025 and ~~\$49,880,000~~ \$49,979,000
74.21 for 2026.

74.22 (c) The 2027 appropriation includes ~~\$5,542,000~~ \$5,553,000 for 2026 and ~~\$51,377,000~~
74.23 \$51,241,000 for 2027.

74.24 Sec. 33. Laws 2025, First Special Session chapter 10, article 11, section 2, subdivision 4,
74.25 is amended to read:

74.26 Subd. 4. **Community education aid.** (a) For community education aid under Minnesota
74.27 Statutes, section 124D.20:

74.28 ~~10,080,000~~
74.29 \$ 9,926,000 2026

74.30 ~~11,815,000~~
74.31 \$ 11,673,000 2027

74.32 (b) The 2026 appropriation includes \$871,000 for 2025 and ~~\$9,209,000~~ \$9,055,000 for
74.33 2026.

75.1 (c) The 2027 appropriation includes ~~\$1,023,000~~ \$1,006,000 for 2026 and ~~\$10,792,000~~
75.2 \$10,667,000 for 2027.

75.3 Sec. 34. **EFFECTIVE DATE.**

75.4 Sections 1 to 33 are effective the day following final enactment.