

1.1

ARTICLE 35

1.2

EDUCATION EXCELLENCE

1.3 Section 1. Minnesota Statutes 2016, section 120A.22, subdivision 7, is amended to read:

1.4 Subd. 7. **Education records.** (a) A district, a charter school, or a nonpublic school that
1.5 receives services or aid under sections 123B.40 to 123B.48 from which a student is
1.6 transferring must transmit the student's educational records, within ten business days of a
1.7 request, to the district, the charter school, or the nonpublic school in which the student is
1.8 enrolling. Districts, charter schools, and nonpublic schools that receive services or aid under
1.9 sections 123B.40 to 123B.48 must make reasonable efforts to determine the district, the
1.10 charter school, or the nonpublic school in which a transferring student is next enrolling in
1.11 order to comply with this subdivision.

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

1.15 (c) A school district, a charter school, or a nonpublic school that receives services or aid
1.16 under sections 123B.40 to 123B.48 that transmits a student's educational records to another
1.17 school district or other educational entity, charter school, or nonpublic school to which the
1.18 student is transferring must include in the transmitted records information about any formal
1.19 suspension, expulsion, and exclusion disciplinary action or pupil withdrawal under sections
1.20 121A.40 to 121A.56. The transmitted records must include services a pupil needs. The
1.21 district, the charter school, or the nonpublic school that receives services or aid under sections
1.22 123B.40 to 123B.48 must provide notice to a student and the student's parent or guardian
1.23 that formal disciplinary records will be transferred as part of the student's educational record,
1.24 in accordance with data practices under chapter 13 and the Family Educational Rights and
1.25 Privacy Act of 1974, United States Code, title 20, section 1232(g).

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

1.32 (e) A principal or chief administrative officer who receives a probable cause notice under
1.33 section 260B.171, subdivision 5, or a disposition or court order, must include a copy of that

2.1 data in the student's educational records if they are transmitted to another school, unless the
 2.2 data are required to be destroyed under paragraph (d) or section 121A.75.

2.3 **EFFECTIVE DATE.** This section is effective for the 2018-2019 school year and later.

2.4 Sec. 2. Minnesota Statutes 2016, section 120A.22, subdivision 12, is amended to read:

2.5 Subd. 12. **Legitimate exemptions.** (a) A parent, guardian, or other person having control
 2.6 of a child may apply to a school district to have the child excused from attendance for the
 2.7 whole or any part of the time school is in session during any school year. Application may
 2.8 be made to any member of the board, a truant officer, a principal, or the superintendent.
 2.9 The school district may state in its school attendance policy that it may ask the student's
 2.10 parent or legal guardian to verify in writing the reason for the child's absence from school.
 2.11 A note from a physician or a licensed mental health professional stating that the child cannot
 2.12 attend school is a valid excuse. The board of the district in which the child resides may
 2.13 approve the application upon the following being demonstrated to the satisfaction of that
 2.14 board:

2.15 (1) that the child's physical or mental health is such as to prevent attendance at school
 2.16 or application to study for the period required, which includes:

2.17 (i) child illness, medical, dental, orthodontic, or counseling appointments;

2.18 (ii) family emergencies;

2.19 (iii) the death or serious illness or funeral of an immediate family member;

2.20 (iv) active duty in any military branch of the United States;

2.21 (v) the child has a condition that requires ongoing treatment for a mental health diagnosis;

2.22 or

2.23 (vi) other exemptions included in the district's school attendance policy;

2.24 (2) that the child is participating in any activity necessary for the child to join any branch
 2.25 of the United States armed forces and may be excused for up to three days for such purpose;

2.26 ~~(2)~~ (3) that the child has already completed state and district standards required for
 2.27 graduation from high school; or

2.28 ~~(3)~~ (4) that it is the wish of the parent, guardian, or other person having control of the
 2.29 child, that the child attend for a period or periods not exceeding in the aggregate three hours
 2.30 in any week, a school for religious instruction conducted and maintained by some church,
 2.31 or association of churches, or any Sunday school association incorporated under the laws

3.1 of this state, or any auxiliary thereof. This school for religious instruction must be conducted
 3.2 and maintained in a place other than a public school building, and it must not, in whole or
 3.3 in part, be conducted and maintained at public expense. However, a child may be absent
 3.4 from school on such days as the child attends upon instruction according to the ordinances
 3.5 of some church.

3.6 (b) Notwithstanding subdivision 6, paragraph (a), a parent may withdraw a child from
 3.7 an all-day, every day kindergarten program and put their child in a half-day program, if
 3.8 offered, or an alternate-day program without being truant. A school board must excuse a
 3.9 kindergarten child from a part of a school day at the request of the child's parent.

3.10 **EFFECTIVE DATE.** This section is effective for the 2018-2019 school year and later.

3.11 Sec. 3. Minnesota Statutes 2017 Supplement, section 120B.021, subdivision 1, is amended
 3.12 to read:

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

3.15 (1) language arts;

3.16 (2) mathematics;

3.17 (3) science;

3.18 (4) social studies, including history, geography, economics, and government and
 3.19 citizenship that includes civics consistent with section 120B.02, subdivision 3;

3.20 (5) physical education;

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

3.22 (7) the arts, for which statewide or locally developed academic standards apply, as
 3.23 determined by the school district. Public elementary and middle schools must offer at least
 3.24 three and require at least two of the following four arts areas: dance; music; theater; and
 3.25 visual arts. Public high schools must offer at least three and require at least one of the
 3.26 following five arts areas: media arts; dance; music; theater; and visual arts.

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

4.1 (c) The department must adopt the most recent SHAPE America (Society of Health and
 4.2 Physical Educators) kindergarten through grade 12 standards and benchmarks for physical
 4.3 education as the required physical education academic standards. The department may
 4.4 modify and adapt the national standards to accommodate state interest. The modification
 4.5 and adaptations must maintain the purpose and integrity of the national standards. The
 4.6 department must make available sample assessments, which school districts may use as an
 4.7 alternative to local assessments, to assess students' mastery of the physical education
 4.8 standards beginning in the 2018-2019 school year.

4.9 (d) A school district may include child sexual abuse and sexual exploitation prevention
 4.10 instruction in a health curriculum, consistent with paragraph (a), clause (6). Child sexual
 4.11 abuse and sexual exploitation prevention instruction may include age-appropriate instruction
 4.12 on recognizing sexual abuse and, assault, and sexual exploitation; boundary violations;₂ and
 4.13 ways offenders identify, groom₂ or desensitize victims, as well as strategies to promote
 4.14 disclosure, reduce self-blame, and mobilize bystanders. A school district may consult with
 4.15 other federal, state, or local agencies and community-based organizations to identify
 4.16 research-based tools, curricula, and programs to prevent child sexual abuse and sexual
 4.17 exploitation. A school district may provide instruction under this paragraph in a variety of
 4.18 ways, including at an annual assembly or classroom presentation. A school district may
 4.19 also provide parents information on the warning signs of child sexual abuse and sexual
 4.20 exploitation and available resources. Child sexual exploitation prevention instruction must
 4.21 be consistent with the definition of sexually exploited youth under section 260C.007,
 4.22 subdivision 31.

4.23 (e) A school district may include instruction in a health curriculum for students beginning
 4.24 in grade 5 on substance misuse prevention, including opioids, controlled substances as
 4.25 defined in section 152.01, subdivision 4, prescription and nonprescription medications, and
 4.26 illegal drugs. A school district is not required to use a specific methodology or curriculum.

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

4.30 Sec. 4. Minnesota Statutes 2016, section 120B.024, subdivision 1, is amended to read:

4.31 Subdivision 1. **Graduation requirements.** Students ~~beginning 9th grade in the~~
 4.32 ~~2011-2012 school year and later~~ must successfully complete the following high school level
 4.33 credits for graduation:

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

5.3 (2) three credits of mathematics, including an algebra II credit or its equivalent, sufficient
5.4 to satisfy all of the academic standards in mathematics;

5.5 (3) an algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade
5.6 standards in mathematics;

5.7 (4) three credits of science, including at least one credit of biology, one credit of chemistry
5.8 or physics, and one elective credit of science. The combination of credits under this clause
5.9 must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics
5.10 and (ii) all other academic standards in science;

5.11 (5) three and one-half credits of social studies, including credit for a specific course in
5.12 government and citizenship in either 11th or 12th grade for students beginning 9th grade
5.13 in the 2020-2021 school year and later, and a combination of other credits encompassing
5.14 at least United States history, geography, government and citizenship, world history, and
5.15 economics sufficient to satisfy all of the academic standards in social studies;

5.16 (6) one credit of the arts sufficient to satisfy all of the state or local academic standards
5.17 in the arts; and

5.18 (7) a minimum of seven elective credits.

5.19 Sec. 5. Minnesota Statutes 2016, section 120B.11, subdivision 1, is amended to read:

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

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

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

5.28 (c) "World's best workforce" means striving to: meet school readiness goals; have all
5.29 third grade students achieve grade-level literacy; close the academic achievement gap among
5.30 all racial and ethnic groups of students and between students living in poverty and students
5.31 not living in poverty; have all students attain career and college readiness before graduating
5.32 from high school; and have all students graduate from high school.

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

6.5 (e) "State plan" means the plan submitted by the commissioner in accordance with the
 6.6 Elementary and Secondary Education Act, as most recently authorized, and approved by
 6.7 the United States Department of Education, including state goals.

6.8 (f) "Ineffective teacher" means a teacher whose most recent summative teacher evaluation
 6.9 resulted in placing or otherwise keeping the teacher on an improvement process pursuant
 6.10 to section 122A.40, subdivision 8, or 122A.41, subdivision 5.

6.11 (g) "Inexperienced teacher" means a licensed teacher who has been employed as a teacher
 6.12 for three years or less.

6.13 (h) "Out-of-field teacher" means a licensed teacher who is providing instruction in an
 6.14 area in which the teacher is not licensed.

6.15 Sec. 6. Minnesota Statutes 2016, section 120B.11, subdivision 1a, is amended to read:

6.16 Subd. 1a. **Performance measures.** Measures to determine school district and school
 6.17 site progress in striving to create the world's best workforce must include at least:

6.18 (1) the size of the academic achievement gap; as measured on the Minnesota
 6.19 Comprehensive Assessments;

6.20 (2) rigorous course taking under section 120B.35, subdivision 3, paragraph (c), clause
 6.21 (2), and enrichment experiences by student subgroup group;

6.22 ~~(2)~~ (3) student performance on the Minnesota Comprehensive Assessments in reading
 6.23 and mathematics;

6.24 ~~(3)~~ (4) high school graduation rates; and

6.25 ~~(4)~~ (5) career and college readiness under section 120B.30, subdivision 1-, paragraph
 6.26 (p), as measured by student performance on the high school Minnesota Comprehensive
 6.27 Assessments in reading and mathematics, and successful completion of rigorous coursework
 6.28 that is part of a well-rounded education, including advanced placement, international
 6.29 baccalaureate, or concurrent enrollment coursework, or attainment of a certificate or
 6.30 industry-recognized credential; and

6.31 (6) performance measures consistent with the state plan not otherwise required by this
 6.32 subdivision.

7.1 Sec. 7. Minnesota Statutes 2016, section 120B.11, subdivision 2, is amended to read:

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

7.5 (1) clearly defined district and school site ~~goals and benchmarks for~~ toward meeting
7.6 statewide goals for instruction and student achievement for all student subgroups identified
7.7 in section 120B.35, subdivision 3, paragraph (b), clause (2);

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

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

7.21 (4) strategies for improving instruction, curriculum, and student achievement, including
7.22 the English and, where practicable, the native language development and the academic
7.23 achievement of English learners;

7.24 (5) a process to examine the equitable distribution of teachers and strategies to ensure
7.25 low-income and minority children are not taught at higher rates than other children by
7.26 inexperienced, ineffective, or out-of-field teachers;

7.27 (6) education effectiveness practices that integrate high-quality instruction, rigorous
7.28 curriculum, technology, and a collaborative professional culture that develops and supports
7.29 teacher quality, performance, and effectiveness; and

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

8.1 Sec. 8. Minnesota Statutes 2016, section 120B.11, subdivision 5, is amended to read:

8.2 Subd. 5. **Report.** ~~Consistent with requirements for school performance reports under~~
 8.3 ~~section 120B.36, subdivision 1, the school board shall publish a report in the local newspaper~~
 8.4 ~~with the largest circulation in the district, by mail, or by electronic means on the district~~
 8.5 ~~Web site.~~ (a) The school board ~~shall~~ must hold an annual public meeting to review, and
 8.6 revise where appropriate, student achievement goals, local assessment outcomes, plans,
 8.7 strategies, and practices for improving curriculum ~~and~~ instruction, and cultural competency,
 8.8 and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and
 8.9 to review district success in realizing the previously adopted student achievement goals and
 8.10 related benchmarks and the improvement plans leading to the world's best workforce. The
 8.11 school board must transmit an electronic summary of its report to the commissioner in the
 8.12 form and manner the commissioner determines.

8.13 (b) The commissioner must annually include in the school performance reports required
 8.14 under section 120B.36, subdivision 1, student performance at each school district and school
 8.15 site using the performance measures in subdivision 1a and other information required under
 8.16 this subdivision. The school board must post a copy of the school performance report for
 8.17 the district and each school site on the district's Web site, or provide a link to the district
 8.18 and school site performance reports on the Department of Education's Web site.

8.19 Sec. 9. Minnesota Statutes 2016, section 120B.11, subdivision 9, is amended to read:

8.20 Subd. 9. **Annual evaluation.** (a) The commissioner must identify effective strategies,
 8.21 practices, and use of resources by districts and school sites in striving for the world's best
 8.22 workforce. The commissioner must assist districts and sites throughout the state in
 8.23 implementing these effective strategies, practices, and use of resources.

8.24 (b) The commissioner must use the performance measures in the accountability system
 8.25 of the state plan, including academic achievement in math and reading, graduation rates,
 8.26 and a school quality indicator, to identify those districts in any consecutive three-year period
 8.27 and school sites not making sufficient progress in any consecutive three-year period toward
 8.28 improving teaching and learning for all students, including English learners with varied
 8.29 needs, consistent with section 124D.59, subdivisions 2 and 2a, and striving for the world's
 8.30 best workforce. meeting state goals. The commissioner must implement evaluation timelines
 8.31 and measures consistent with the state plan. The commissioner may identify districts or
 8.32 school sites that do not provide information required for evaluation as failing to make
 8.33 sufficient progress toward meeting state goals. The commissioner may evaluate, designate,

9.1 and report on school districts and charter schools separately, consistent with the evaluation
 9.2 process under the state plan.

9.3 (c) The commissioner must review the curricula of a sample of three to five identified
 9.4 school sites to ensure the curricula are aligned with statewide reading and math standards
 9.5 for grades 3, 5, and 8. The sample of school sites must be of varied size and geographic
 9.6 distribution.

9.7 (d) The commissioner, in collaboration with the identified district, may require the
 9.8 district to use up to two percent of its basic general education revenue per fiscal year during
 9.9 the proximate three school years to implement commissioner-specified evidence-based
 9.10 strategies and best practices, consistent with paragraph (a), to improve and accelerate its
 9.11 progress in realizing its goals under this section. In implementing this section, the
 9.12 commissioner must consider districts' budget constraints and legal obligations.

9.13 ~~(e)~~ (e) The commissioner shall must report by January 25 of each year to the committees
 9.14 of the legislature having jurisdiction over kindergarten through grade 12 education the list
 9.15 of school districts that have not submitted their report to the commissioner under subdivision
 9.16 5 and the list of school districts not achieving their performance goals established in their
 9.17 plan under subdivision 2 identified as not making sufficient progress toward meeting world's
 9.18 best workforce goals under paragraph (b).

9.19 Sec. 10. Minnesota Statutes 2016, section 120B.12, as amended by Laws 2017, First
 9.20 Special Session chapter 5, article 2, sections 5, 6, and 7, is amended to read:

9.21 **120B.12 READING PROFICIENTLY NO LATER THAN THE END OF GRADE**
 9.22 **3.**

9.23 Subdivision 1. **Literacy goal.** The legislature seeks to have every child reading at or
 9.24 above grade level no later than the end of grade 3, including English learners, and that
 9.25 teachers provide comprehensive, scientifically based reading instruction consistent with
 9.26 section 122A.06, subdivision 4.

9.27 Subd. 2. **Identification; report.** (a) Each school district shall must identify before the
 9.28 end of kindergarten, grade 1, and grade 2 students who are not reading at grade level before
 9.29 the end of the current school year and shall must identify students in grade 3 or higher who
 9.30 demonstrate a reading difficulty to a classroom teacher. A school district must screen for
 9.31 dyslexia:

9.32 (1) all students in kindergarten, grade 1, and grade 2 who are not reading at grade level;
 9.33 and

10.1 (2) any student in grade 3 or higher who demonstrates a reading difficulty.

10.2 (b) Reading assessments in English, and in the predominant languages of district students
 10.3 where practicable, must identify and evaluate students' areas of academic need related to
 10.4 literacy. The district also must monitor the progress and provide reading instruction
 10.5 appropriate to the specific needs of English learners. The district must use a locally adopted,
 10.6 developmentally appropriate, and culturally responsive assessment and annually report
 10.7 summary assessment results to the commissioner by July 1.

10.8 (c) The district ~~also~~ must annually report to the commissioner by July 1 a summary of
 10.9 the district's efforts to screen and identify students with:

10.10 (1) dyslexia, using screening tools such as those recommended by the department's
 10.11 dyslexia and literacy specialist; or

10.12 (2) convergence insufficiency disorder.

10.13 ~~(b)~~ (d) A student identified under this subdivision must be provided with alternate
 10.14 instruction under section 125A.56, subdivision 1.

10.15 Subd. 2a. **Parent notification and involvement.** Schools, at least annually, must give
 10.16 the parent of each student who is not reading at or above grade level timely information
 10.17 about:

10.18 (1) the student's reading proficiency as measured by a locally adopted assessment;

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

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

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

10.25 Subd. 3. **Intervention.** (a) For each student identified under subdivision 2, the district
 10.26 ~~shall~~ must provide reading intervention to accelerate student growth and reach the goal of
 10.27 reading at or above grade level by the end of the current grade and school year. If a student
 10.28 does not read at or above grade level by the end of grade 3, the district must continue to
 10.29 provide reading intervention until the student reads at grade level. District intervention
 10.30 methods shall encourage family engagement and, where possible, collaboration with
 10.31 appropriate school and community programs. Intervention methods may include, but are
 10.32 not limited to, requiring attendance in summer school, intensified reading instruction that

11.1 may require that the student be removed from the regular classroom for part of the school
11.2 day, extended-day programs, or programs that strengthen students' cultural connections.

11.3 (b) A school district or charter school is strongly encouraged to provide a personal
11.4 learning plan for a student who is unable to demonstrate grade-level proficiency, as measured
11.5 by the statewide reading assessment in grade 3. The district or charter school must determine
11.6 the format of the personal learning plan in collaboration with the student's educators and
11.7 other appropriate professionals. The school must develop the learning plan in consultation
11.8 with the student's parent or guardian. The personal learning plan must address knowledge
11.9 gaps and skill deficiencies through strategies such as specific exercises and practices during
11.10 and outside of the regular school day, periodic assessments, and reasonable timelines. The
11.11 personal learning plan may include grade retention, if it is in the student's best interest. A
11.12 school must maintain and regularly update and modify the personal learning plan until the
11.13 student reads at grade level. This paragraph does not apply to a student under an
11.14 individualized education program.

11.15 Subd. 4. **Staff development.** (a) Each district ~~shall~~ must use the data under subdivision
11.16 2 to identify the staff development needs so that:

11.17 (1) elementary teachers are able to implement comprehensive, scientifically based reading
11.18 and oral language instruction in the five reading areas of phonemic awareness, phonics,
11.19 fluency, vocabulary, and comprehension as defined in section 122A.06, subdivision 4, and
11.20 other literacy-related areas including writing until the student achieves grade-level reading
11.21 proficiency;

11.22 (2) elementary teachers have sufficient training to provide comprehensive, scientifically
11.23 based reading and oral language instruction that meets students' developmental, linguistic,
11.24 and literacy needs using the intervention methods or programs selected by the district for
11.25 the identified students;

11.26 (3) licensed teachers employed by the district have regular opportunities to improve
11.27 reading and writing instruction, including screenings, intervention strategies, and
11.28 accommodations for students showing characteristics associated with dyslexia;

11.29 (4) licensed teachers recognize students' diverse needs in cross-cultural settings and are
11.30 able to serve the oral language and linguistic needs of students who are English learners by
11.31 maximizing strengths in their native languages in order to cultivate students' English language
11.32 development, including oral academic language development, and build academic literacy;
11.33 and

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

12.3 (b) A school district may use its literacy incentive aid under section 124D.98 for the
12.4 staff development purposes of this subdivision.

12.5 Subd. 4a. **Local literacy plan.** (a) Consistent with this section, a school district must
12.6 adopt a local literacy plan to have every child reading at or above grade level no later than
12.7 the end of grade 3, including English learners. The plan must be consistent with section
12.8 122A.06, subdivision 4, and include the following:

12.9 (1) a process to assess students' level of reading proficiency and data to support the
12.10 effectiveness of an assessment used to screen and identify a student's level of reading
12.11 proficiency;

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

12.13 (3) a description of how schools in the district will determine the proper reading
12.14 intervention strategy for a student and the process for intensifying or modifying the reading
12.15 strategy in order to obtain measurable reading progress;

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

12.19 (5) identification of staff development needs, including a program to meet those needs.

12.20 (b) The district must post its literacy plan on the official school district Web site.

12.21 Subd. 5. **Commissioner.** The commissioner ~~shall~~ must recommend to districts multiple
12.22 assessment tools to assist districts and teachers with identifying students under subdivision
12.23 2. The commissioner ~~shall~~ must also make available examples of nationally recognized and
12.24 research-based instructional methods or programs to districts to provide comprehensive,
12.25 scientifically based reading instruction and intervention under this section.

12.26 **EFFECTIVE DATE.** Subdivision 2 is effective July 1, 2019. Subdivisions 3 to 5 are
12.27 effective for revenue for fiscal year 2019 and later.

12.28 Sec. 11. Minnesota Statutes 2017 Supplement, section 120B.122, subdivision 1, is amended
12.29 to read:

12.30 Subdivision 1. **Purpose Duties.** (a) The department must employ a dyslexia specialist
12.31 to provide technical assistance for dyslexia and related disorders and to serve as the primary

13.1 source of information and support for schools in addressing the needs of students with
13.2 dyslexia and related disorders.

13.3 (b) The dyslexia specialist shall also must act to increase professional awareness and
13.4 instructional competencies to meet the educational needs of students with dyslexia or
13.5 identified with risk characteristics associated with dyslexia and shall must develop
13.6 implementation guidance and make recommendations to the commissioner consistent with
13.7 section 122A.06, subdivision 4, to be used to assist general education teachers and special
13.8 education teachers to recognize educational needs and to improve literacy outcomes for
13.9 students with dyslexia or identified with risk characteristics associated with dyslexia,
13.10 including recommendations related to increasing the availability of online and asynchronous
13.11 professional development programs and materials.

13.12 (c) The dyslexia specialist must provide guidance to school districts and charter schools
13.13 on how to:

13.14 (1) access tools to screen and identify students showing characteristics associated with
13.15 dyslexia in accordance with section 120B.12, subdivision 2, paragraph (a);

13.16 (2) implement screening for characteristics associated with dyslexia in accordance with
13.17 section 120B.12, subdivision 2, paragraph (a), and in coordination with other early childhood
13.18 screenings; and

13.19 (3) participate in professional development opportunities on intervention strategies and
13.20 accommodations for students with dyslexia or characteristics associated with dyslexia.

13.21 (d) The dyslexia specialist must provide guidance to the Professional Educator Licensing
13.22 and Standards Board on developing licensing renewal requirements under section 122A.187,
13.23 subdivision 5, on understanding dyslexia, recognizing dyslexia characteristics in students,
13.24 and using evidence-based dyslexia best practices.

13.25 Sec. 12. Minnesota Statutes 2017 Supplement, section 120B.125, is amended to read:

13.26 **120B.125 PLANNING FOR STUDENTS' SUCCESSFUL TRANSITION TO**
13.27 **POSTSECONDARY EDUCATION AND EMPLOYMENT; PERSONAL LEARNING**
13.28 **PLANS.**

13.29 (a) Consistent with sections 120B.13, 120B.131, 120B.132, 120B.14, 120B.15, 120B.30,
13.30 subdivision 1, paragraph (c), 125A.08, and other related sections, school districts, beginning
13.31 in the 2013-2014 school year, must assist all students by no later than grade 9 to explore
13.32 their educational, college, and career interests, aptitudes, and aspirations and develop a plan

- 14.1 for a smooth and successful transition to postsecondary education or employment. All
14.2 students' plans must:
- 14.3 (1) provide a comprehensive plan to prepare for and complete a career and college ready
14.4 curriculum by meeting state and local academic standards and developing career and
14.5 employment-related skills such as team work, collaboration, creativity, communication,
14.6 critical thinking, and good work habits;
- 14.7 (2) emphasize academic rigor and high expectations and inform the student, and the
14.8 student's parent or guardian if the student is a minor, of the student's achievement level
14.9 score on the Minnesota Comprehensive Assessments that are administered during high
14.10 school;
- 14.11 (3) help students identify interests, aptitudes, aspirations, and personal learning styles
14.12 that may affect their career and college ready goals and postsecondary education and
14.13 employment choices;
- 14.14 (4) set appropriate career and college ready goals with timelines that identify effective
14.15 means for achieving those goals;
- 14.16 (5) help students access education and career options, including armed forces career
14.17 options;
- 14.18 (6) integrate strong academic content into career-focused courses and applied and
14.19 experiential learning opportunities and integrate relevant career-focused courses and applied
14.20 and experiential learning opportunities into strong academic content;
- 14.21 (7) help identify and access appropriate counseling and other supports and assistance
14.22 that enable students to complete required coursework, prepare for postsecondary education
14.23 and careers, and obtain information about postsecondary education costs and eligibility for
14.24 financial aid and scholarship;
- 14.25 (8) help identify collaborative partnerships among prekindergarten through grade 12
14.26 schools, postsecondary institutions, economic development agencies, and local and regional
14.27 employers that support students' transition to postsecondary education and employment and
14.28 provide students with applied and experiential learning opportunities; and
- 14.29 (9) be reviewed and revised at least annually by the student, the student's parent or
14.30 guardian, and the school or district to ensure that the student's course-taking schedule keeps
14.31 the student making adequate progress to meet state and local academic standards and high
14.32 school graduation requirements and with a reasonable chance to succeed with employment
14.33 or postsecondary education without the need to first complete remedial course work.

15.1 (b) A school district may develop grade-level curricula or provide instruction that
 15.2 introduces students to various careers, but must not require any curriculum, instruction, or
 15.3 employment-related activity that obligates an elementary or secondary student to involuntarily
 15.4 select or pursue a career, career interest, employment goals, or related job training.

15.5 (c) Educators must possess the knowledge and skills to effectively teach all English
 15.6 learners in their classrooms. School districts must provide appropriate curriculum, targeted
 15.7 materials, professional development opportunities for educators, and sufficient resources
 15.8 to enable English learners to become career and college ready.

15.9 (d) When assisting students in developing a plan for a smooth and successful transition
 15.10 to postsecondary education and employment, districts must recognize the unique possibilities
 15.11 of each student and ensure that the contents of each student's plan reflect the student's unique
 15.12 talents, skills, and abilities as the student grows, develops, and learns.

15.13 (e) If a student with a disability has an individualized education program (IEP) or
 15.14 standardized written plan that meets the plan components of this section, the IEP satisfies
 15.15 the requirement and no additional transition plan is needed.

15.16 (f) Students who do not meet or exceed Minnesota academic standards, as measured by
 15.17 the Minnesota Comprehensive Assessments that are administered during high school, shall
 15.18 be informed that admission to a public school is free and available to any resident under 21
 15.19 years of age or who meets the requirements of section 120A.20, subdivision 1, paragraph

15.20 (c). A student's plan under this section shall continue while the student is enrolled.

15.21 (g) A school district must provide military recruiters the same access to secondary school
 15.22 students as the district provides to institutions of higher education or to prospective employers
 15.23 of students.

15.24 (h) School districts are encouraged to sponsor an armed forces career opportunity day
 15.25 each school year prior to the third Thursday of November. A school district that sponsors
 15.26 an armed forces career opportunity day must extend invitations to recruiters from each
 15.27 branch of the United States armed forces and allow the recruiters to make presentations to
 15.28 all interested secondary school students.

15.29 Sec. 13. [120B.215] SUBSTANCE MISUSE PREVENTION.

15.30 (a) This section may be cited as "Jake's Law."

15.31 (b) School districts and charter schools are encouraged to provide substance misuse
 15.32 prevention instruction for students in grades 5 through 12 integrated into existing programs,
 15.33 curriculum, or the general school environment of a district or charter school. The

16.1 commissioner of education, in consultation with the director of the Alcohol and Other Drug
 16.2 Abuse Section under section 254A.03 and substance misuse prevention and treatment
 16.3 organizations, must, upon request, provide districts and charter schools with:

16.4 (1) information regarding substance misuse prevention services; and

16.5 (2) assistance in using Minnesota student survey results to inform prevention programs.

16.6 **EFFECTIVE DATE.** This section is effective July 1, 2018.

16.7 Sec. 14. Minnesota Statutes 2016, section 120B.299, subdivision 10, is amended to read:

16.8 Subd. 10. **Proficiency.** "Proficiency" for purposes of reporting growth on school
 16.9 performance report cards under section 120B.36, subdivision 1, means those students who,
 16.10 in the previous school year, scored at or above "meets standards" on the statewide
 16.11 assessments under section 120B.30. ~~Each year, school performance report cards must~~
 16.12 ~~separately display: (1) the numbers and percentages of students who achieved low growth,~~
 16.13 ~~medium growth, and high growth and achieved proficiency in the previous school year; and~~
 16.14 ~~(2) the numbers and percentages of students who achieved low growth, medium growth,~~
 16.15 ~~and high growth and did not achieve proficiency in the previous school year.~~

16.16 Sec. 15. Minnesota Statutes 2017 Supplement, section 120B.30, subdivision 1, is amended
 16.17 to read:

16.18 Subdivision 1. **Statewide testing.** (a) The commissioner, with advice from experts with
 16.19 appropriate technical qualifications and experience and stakeholders, consistent with
 16.20 subdivision 1a, ~~shall~~ must include in the comprehensive assessment system, for each grade
 16.21 level to be tested, state-constructed tests developed as computer-adaptive reading and
 16.22 mathematics assessments for students that are aligned with the state's required academic
 16.23 standards under section 120B.021, include multiple choice questions, and are administered
 16.24 annually to all students in grades 3 through 8. State-developed high school tests aligned
 16.25 with the state's required academic standards under section 120B.021 and administered to
 16.26 all high school students in a subject other than writing must include multiple choice questions.
 16.27 The commissioner ~~shall~~ must establish ~~one or more months during which schools shall~~
 16.28 ~~administer the tests to students~~ a testing period as late as possible each school year during
 16.29 which schools must administer the Minnesota Comprehensive Assessments to students. The
 16.30 commissioner must publish the testing schedule at least two years before the beginning of
 16.31 the testing period.

17.1 ~~(1) Students enrolled in grade 8 through the 2009-2010 school year are eligible to be~~
 17.2 ~~assessed under (i) the graduation-required assessment for diploma in reading, mathematics,~~
 17.3 ~~or writing under Minnesota Statutes 2012, section 120B.30, subdivision 1, paragraphs (e),~~
 17.4 ~~clauses (1) and (2), and (d), (ii) the WorkKeys job skills assessment, (iii) the Compass~~
 17.5 ~~college placement test, (iv) the ACT assessment for college admission, (v) a nationally~~
 17.6 ~~recognized armed services vocational aptitude test.~~

17.7 ~~(2) Students enrolled in grade 8 in the 2010-2011 or 2011-2012 school year are eligible~~
 17.8 ~~to be assessed under (i) the graduation-required assessment for diploma in reading,~~
 17.9 ~~mathematics, or writing under Minnesota Statutes 2012, section 120B.30, subdivision 1,~~
 17.10 ~~paragraph (e), clauses (1) and (2), (ii) the WorkKeys job skills assessment, (iii) the Compass~~
 17.11 ~~college placement test, (iv) the ACT assessment for college admission, (v) a nationally~~
 17.12 ~~recognized armed services vocational aptitude test.~~

17.13 ~~(3) For students under clause (1) or (2), a school district may substitute a score from an~~
 17.14 ~~alternative, equivalent assessment to satisfy the requirements of this paragraph.~~

17.15 (b) The state assessment system must be aligned to the most recent revision of academic
 17.16 standards as described in section 120B.023 in the following manner:

17.17 (1) mathematics;

17.18 (i) grades 3 through 8 beginning in the 2010-2011 school year; and

17.19 (ii) high school level beginning in the 2013-2014 school year;

17.20 (2) science; grades 5 and 8 and at the high school level beginning in the 2011-2012
 17.21 school year; and

17.22 (3) language arts and reading; grades 3 through 8 and high school level beginning in the
 17.23 2012-2013 school year.

17.24 (c) For students enrolled in grade 8 in the 2012-2013 school year and later, students'
 17.25 state graduation requirements, based on a longitudinal, systematic approach to student
 17.26 education and career planning, assessment, instructional support, and evaluation, include
 17.27 the following:

17.28 (1) achievement and career and college readiness in mathematics, reading, and writing,
 17.29 consistent with paragraph (k) and to the extent available, to monitor students' continuous
 17.30 development of and growth in requisite knowledge and skills; analyze students' progress
 17.31 and performance levels, identifying students' academic strengths and diagnosing areas where
 17.32 students require curriculum or instructional adjustments, targeted interventions, or
 17.33 remediation; and, based on analysis of students' progress and performance data, determine

18.1 students' learning and instructional needs and the instructional tools and best practices that
18.2 support academic rigor for the student; and

18.3 (2) consistent with this paragraph and section 120B.125, age-appropriate exploration
18.4 and planning activities and career assessments to encourage students to identify personally
18.5 relevant career interests and aptitudes and help students and their families develop a regularly
18.6 reexamined transition plan for postsecondary education or employment without need for
18.7 postsecondary remediation.

18.8 Based on appropriate state guidelines, students with an individualized education program
18.9 may satisfy state graduation requirements by achieving an individual score on the
18.10 state-identified alternative assessments.

18.11 (d) Expectations of schools, districts, and the state for career or college readiness under
18.12 this subdivision must be comparable in rigor, clarity of purpose, and rates of student
18.13 completion.

18.14 A student under paragraph (c), clause (1), must receive targeted, relevant, academically
18.15 rigorous, and resourced instruction, which may include a targeted instruction and intervention
18.16 plan focused on improving the student's knowledge and skills in core subjects so that the
18.17 student has a reasonable chance to succeed in a career or college without need for
18.18 postsecondary remediation. Consistent with sections 120B.13, 124D.09, 124D.091, 124D.49,
18.19 and related sections, an enrolling school or district must actively encourage a student in
18.20 grade 11 or 12 who is identified as academically ready for a career or college to participate
18.21 in courses and programs awarding college credit to high school students. Students are not
18.22 required to achieve a specified score or level of proficiency on an assessment under this
18.23 subdivision to graduate from high school.

18.24 (e) Though not a high school graduation requirement, students are encouraged to
18.25 participate in a nationally recognized college entrance exam. To the extent state funding
18.26 for college entrance exam fees is available, a district must pay the cost, one time, for an
18.27 interested student in grade 11 or 12 who is eligible for a free or reduced-price meal, to take
18.28 a nationally recognized college entrance exam before graduating. A student must be able
18.29 to take the exam under this paragraph at the student's high school during the school day and
18.30 at any one of the multiple exam administrations available to students in the district. A district
18.31 may administer the ACT or SAT or both the ACT and SAT to comply with this paragraph.
18.32 If the district administers only one of these two tests and a free or reduced-price meal eligible
18.33 student opts not to take that test and chooses instead to take the other of the two tests, the
18.34 student may take the other test at a different time or location and remains eligible for the

19.1 examination fee reimbursement. Notwithstanding sections 123B.34 to 123B.39, a school
19.2 district may require a student that is not eligible for a free or reduced-price meal to pay the
19.3 cost of taking a nationally recognized college entrance exam. The district must waive the
19.4 cost for a student unable to pay.

19.5 (f) The commissioner and the chancellor of the Minnesota State Colleges and Universities
19.6 must collaborate in aligning instruction and assessments for adult basic education students
19.7 and English learners to provide the students with diagnostic information about any targeted
19.8 interventions, accommodations, modifications, and supports they need so that assessments
19.9 and other performance measures are accessible to them and they may seek postsecondary
19.10 education or employment without need for postsecondary remediation. When administering
19.11 formative or summative assessments used to measure the academic progress, including the
19.12 oral academic development, of English learners and inform their instruction, schools must
19.13 ensure that the assessments are accessible to the students and students have the modifications
19.14 and supports they need to sufficiently understand the assessments.

19.15 (g) Districts and schools, on an annual basis, must use career exploration elements to
19.16 help students, beginning no later than grade 9, and their families explore and plan for
19.17 postsecondary education or careers based on the students' interests, aptitudes, and aspirations.
19.18 Districts and schools must use timely regional labor market information and partnerships,
19.19 among other resources, to help students and their families successfully develop, pursue,
19.20 review, and revise an individualized plan for postsecondary education or a career. This
19.21 process must help increase students' engagement in and connection to school, improve
19.22 students' knowledge and skills, and deepen students' understanding of career pathways as
19.23 a sequence of academic and career courses that lead to an industry-recognized credential,
19.24 an associate's degree, or a bachelor's degree and are available to all students, whatever their
19.25 interests and career goals.

19.26 (h) A student who demonstrates attainment of required state academic standards, which
19.27 include career and college readiness benchmarks, on high school assessments under
19.28 subdivision 1a is academically ready for a career or college and is encouraged to participate
19.29 in courses awarding college credit to high school students. Such courses and programs may
19.30 include sequential courses of study within broad career areas and technical skill assessments
19.31 that extend beyond course grades.

19.32 (i) As appropriate, students through grade 12 must continue to participate in targeted
19.33 instruction, intervention, or remediation and be encouraged to participate in courses awarding
19.34 college credit to high school students.

20.1 (j) In developing, supporting, and improving students' academic readiness for a career
20.2 or college, schools, districts, and the state must have a continuum of empirically derived,
20.3 clearly defined benchmarks focused on students' attainment of knowledge and skills so that
20.4 students, their parents, and teachers know how well students must perform to have a
20.5 reasonable chance to succeed in a career or college without need for postsecondary
20.6 remediation. The commissioner, in consultation with local school officials and educators,
20.7 and Minnesota's public postsecondary institutions must ensure that the foundational
20.8 knowledge and skills for students' successful performance in postsecondary employment
20.9 or education and an articulated series of possible targeted interventions are clearly identified
20.10 and satisfy Minnesota's postsecondary admissions requirements.

20.11 (k) For students in grade 8 in the 2012-2013 school year and later, a school, district, or
20.12 charter school must record on the high school transcript a student's progress toward career
20.13 and college readiness, and for other students as soon as practicable.

20.14 (l) The school board granting students their diplomas may formally decide to include a
20.15 notation of high achievement on the high school diplomas of those graduating seniors who,
20.16 according to established school board criteria, demonstrate exemplary academic achievement
20.17 during high school.

20.18 (m) The 3rd through 8th grade computer-adaptive assessment results and high school
20.19 test results shall be available to districts for diagnostic purposes affecting student learning
20.20 and district instruction and curriculum, and for establishing educational accountability. The
20.21 commissioner must establish empirically derived benchmarks on adaptive assessments in
20.22 grades ~~3~~ 6 through 8. The commissioner, in consultation with the chancellor of the Minnesota
20.23 State Colleges and Universities, must establish empirically derived benchmarks on the high
20.24 school tests that reveal a trajectory toward career and college readiness consistent with
20.25 section 136F.302, subdivision 1a. The commissioner must disseminate to the public the
20.26 computer-adaptive assessments and high school test results upon receiving those results.

20.27 (n) The grades 3 through 8 computer-adaptive assessments and high school tests must
20.28 be aligned with state academic standards. The commissioner ~~shall~~ must determine the testing
20.29 process and the order of administration. The statewide results ~~shall~~ must be aggregated at
20.30 the site and district level, consistent with subdivision 1a.

20.31 (o) The commissioner ~~shall~~ must include the following components in the statewide
20.32 public reporting system:

21.1 (1) uniform statewide computer-adaptive assessments of all students in grades 3 through
 21.2 8 and testing at the high school levels that provides appropriate, technically sound
 21.3 accommodations or alternate assessments;

21.4 (2) educational indicators that can be aggregated and compared across school districts
 21.5 and across time on a statewide basis, including average daily attendance, high school
 21.6 graduation rates, and high school drop-out rates by age and grade level;

21.7 (3) state results on the American College Test; and

21.8 (4) state results from participation in the National Assessment of Educational Progress
 21.9 so that the state can benchmark its performance against the nation and other states, and,
 21.10 where possible, against other countries, and contribute to the national effort to monitor
 21.11 achievement.

21.12 (p) For purposes of statewide accountability, "career and college ready" means a high
 21.13 school graduate has the knowledge, skills, and competencies to successfully pursue a career
 21.14 pathway, including postsecondary credit leading to a degree, diploma, certificate, or
 21.15 industry-recognized credential and employment. Students who are career and college ready
 21.16 are able to successfully complete credit-bearing coursework at a two- or four-year college
 21.17 or university or other credit-bearing postsecondary program without need for remediation.

21.18 (q) For purposes of statewide accountability, "cultural competence," "cultural
 21.19 competency," or "culturally competent" means the ability of families and educators to
 21.20 interact effectively with people of different cultures, native languages, and socioeconomic
 21.21 backgrounds.

21.22 **EFFECTIVE DATE.** This section is effective for testing calendars in the 2020-2021
 21.23 school year and later.

21.24 Sec. 16. Minnesota Statutes 2016, section 120B.30, subdivision 1a, is amended to read:

21.25 Subd. 1a. **Statewide and local assessments; results.** (a) For purposes of this section,
 21.26 the following definitions have the meanings given them.

21.27 (1) "Computer-adaptive assessments" means fully adaptive assessments.

21.28 (2) "Fully adaptive assessments" include test items that are on-grade level and items that
 21.29 may be above or below a student's grade level.

21.30 (3) "On-grade level" test items contain subject area content that is aligned to state
 21.31 academic standards for the grade level of the student taking the assessment.

22.1 (4) "Above-grade level" test items contain subject area content that is above the grade
22.2 level of the student taking the assessment and is considered aligned with state academic
22.3 standards to the extent it is aligned with content represented in state academic standards
22.4 above the grade level of the student taking the assessment. Notwithstanding the student's
22.5 grade level, administering above-grade level test items to a student does not violate the
22.6 requirement that state assessments must be aligned with state standards.

22.7 (5) "Below-grade level" test items contain subject area content that is below the grade
22.8 level of the student taking the test and is considered aligned with state academic standards
22.9 to the extent it is aligned with content represented in state academic standards below the
22.10 student's current grade level. Notwithstanding the student's grade level, administering
22.11 below-grade level test items to a student does not violate the requirement that state
22.12 assessments must be aligned with state standards.

22.13 (b) The commissioner must use fully adaptive mathematics and reading assessments for
22.14 grades 3 through 8.

22.15 (c) For purposes of conforming with existing federal educational accountability
22.16 requirements, the commissioner must develop and implement computer-adaptive reading
22.17 and mathematics assessments for grades 3 through 8, state-developed high school reading
22.18 and mathematics tests aligned with state academic standards, a high school writing test
22.19 aligned with state standards when it becomes available, and science assessments under
22.20 clause (2) that districts and sites must use to monitor student growth toward achieving those
22.21 standards. The commissioner must not develop statewide assessments for academic standards
22.22 in social studies, health and physical education, and the arts. The commissioner must require:

22.23 (1) annual computer-adaptive reading and mathematics assessments in grades 3 through
22.24 8, and high school reading, writing, and mathematics tests; and

22.25 (2) annual science assessments in one grade in the grades 3 through 5 span, the grades
22.26 6 through 8 span, and a life sciences assessment in the grades 9 through 12 span, and the
22.27 commissioner must not require students to achieve a passing score on high school science
22.28 assessments as a condition of receiving a high school diploma.

22.29 (d) The commissioner must ensure that for annual computer-adaptive assessments:

22.30 (1) individual student performance data and achievement reports are available to school
22.31 districts and teachers within three school days of when students take an assessment except
22.32 in a year when an assessment reflects new performance standards;

23.1 (2) growth information is available for each student from the student's first assessment
 23.2 to each proximate assessment using a constant measurement scale;

23.3 (3) parents, teachers, and school administrators are able to use elementary and middle
 23.4 school student performance data to project students' secondary and postsecondary
 23.5 achievement; and

23.6 (4) useful diagnostic information about areas of students' academic strengths and
 23.7 weaknesses is available to teachers and school administrators for improving student
 23.8 instruction and indicating the specific skills and concepts that should be introduced and
 23.9 developed for students at given performance levels, organized by strands within subject
 23.10 areas, and aligned to state academic standards.

23.11 (e) The commissioner must ensure that all state tests administered to elementary and
 23.12 secondary students measure students' academic knowledge and skills and not students'
 23.13 values, attitudes, and beliefs.

23.14 (f) Reporting of state assessment results must:

23.15 (1) provide timely, useful, and understandable information on the performance of
 23.16 individual students, schools, school districts, and the state;

23.17 (2) include a growth indicator of student achievement; and

23.18 (3) determine whether students have met the state's academic standards.

23.19 (g) Consistent with applicable federal law, the commissioner must include appropriate,
 23.20 technically sound accommodations or alternative assessments for the very few students with
 23.21 disabilities for whom statewide assessments are inappropriate and for English learners.

23.22 (h) A school, school district, and charter school must administer statewide assessments
 23.23 under this section, as the assessments become available, to evaluate student progress toward
 23.24 career and college readiness in the context of the state's academic standards. A school,
 23.25 school district, or charter school may use a student's performance on a statewide assessment
 23.26 as one of multiple criteria to determine grade promotion or retention. A school, school
 23.27 district, or charter school may use a high school student's performance on a statewide
 23.28 assessment as a percentage of the student's final grade in a course, or place a student's
 23.29 assessment score on the student's transcript.

23.30 **EFFECTIVE DATE.** This section is effective for the 2018-2019 school year and later.

24.1 Sec. 17. Minnesota Statutes 2016, section 120B.30, subdivision 3, is amended to read:

24.2 Subd. 3. **Reporting.** (a) The commissioner ~~shall~~ must report test results publicly and to
 24.3 stakeholders, including the performance achievement levels developed from students'
 24.4 unweighted test scores in each tested subject and a listing of demographic factors that
 24.5 strongly correlate with student performance, including student homelessness, as data are
 24.6 available, among other factors. The test results must not include personally identifiable
 24.7 information as defined in Code of Federal Regulations, title 34, section 99.3. The
 24.8 commissioner ~~shall~~ must also report data that compares performance results among school
 24.9 sites, school districts, Minnesota and other states, and Minnesota and other nations.

24.10 (b) The commissioner ~~shall~~ must disseminate to schools and school districts a more
 24.11 comprehensive report containing testing information that meets local needs for evaluating
 24.12 instruction and curriculum. The commissioner ~~shall~~ must disseminate to charter school
 24.13 authorizers a more comprehensive report containing testing information that contains
 24.14 anonymized data where cell count data are sufficient to protect student identity and that
 24.15 meets the authorizer's needs in fulfilling its obligations under chapter 124E.

24.16 (c) A school district must disseminate the individual student performance data and
 24.17 achievement report required under section 120B.30, subdivision 1a, paragraph (d), clause
 24.18 (1), to the parent and teacher of each student no more than 30 days after the district has
 24.19 administered the test to a student. The district must notify the parent and teacher that the
 24.20 data and report are preliminary and subject to validation.

24.21 (d) A school district must disseminate a testing report to the teacher and to the parent
 24.22 of each student before the beginning of the following school year. The testing report must:

24.23 (1) identify the student's achievement level in each content area; and

24.24 (2) track the student's performance history.

24.25 **EFFECTIVE DATE.** Paragraphs (a), (b), and (c) are effective for the 2018-2019 school
 24.26 year and later. Paragraph (d) is effective for the 2019-2020 school year and later.

24.27 Sec. 18. Minnesota Statutes 2017 Supplement, section 120B.35, subdivision 3, is amended
 24.28 to read:

24.29 Subd. 3. **State growth target; other state measures.** (a)(1) The state's educational
 24.30 assessment system measuring individual students' educational growth is based on indicators
 24.31 of achievement growth that show an individual student's prior achievement. Indicators of
 24.32 achievement and prior achievement must be based on highly reliable statewide ~~or districtwide~~
 24.33 assessments.

25.1 (2) For purposes of paragraphs (b), (c), and (d), the commissioner must analyze and
 25.2 report separate categories of information using the student categories identified under the
 25.3 federal Elementary and Secondary Education Act, as most recently reauthorized, and, in
 25.4 addition to "other" for each race and ethnicity, and the Karen community, seven of the most
 25.5 populous Asian ~~and Pacific Islander~~ groups, three of the most populous Native groups,
 25.6 seven of the most populous Hispanic/Latino groups, and five of the most populous Black
 25.7 and African Heritage groups as determined by the total Minnesota population based on the
 25.8 most recent American Community Survey; English learners under section 124D.59; home
 25.9 language; free or reduced-price lunch; and all students enrolled in a Minnesota public school
 25.10 who are currently or were previously in foster care, except that such disaggregation and
 25.11 cross tabulation is not required if the number of students in a category is insufficient to yield
 25.12 statistically reliable information or the results would reveal personally identifiable information
 25.13 about an individual student.

25.14 (b) ~~The commissioner, in consultation with a stakeholder group that includes assessment~~
 25.15 ~~and evaluation directors, district staff, experts in culturally responsive teaching, and~~
 25.16 ~~researchers, must implement a model that uses a value-added growth indicator and includes~~
 25.17 ~~criteria for identifying schools and school districts that demonstrate medium and high growth~~
 25.18 ~~under section 120B.299, subdivisions 8 and 9, and may recommend other value-added~~
 25.19 ~~measures under section 120B.299, subdivision 3. The model may be used to advance~~
 25.20 ~~educators' professional development and replicate programs that succeed in meeting students'~~
 25.21 ~~diverse learning needs. Data on individual teachers generated under the model are personnel~~
 25.22 ~~data under section 13.43. The model must allow users to:~~

25.23 (1) report student the academic growth consistent with this paragraph rates, as defined
 25.24 in the state plan under section 120B.11, subdivision 1; and

25.25 (2) for all student categories, report and compare aggregated and disaggregated state
 25.26 student growth and, under section 120B.11, subdivision 2, clause (2), student learning and
 25.27 outcome data using the student categories identified under the federal Elementary and
 25.28 Secondary Education Act, as most recently reauthorized, and other student categories under
 25.29 paragraph (a), clause (2).

25.30 The commissioner must report measures of student growth and, under section 120B.11,
 25.31 subdivision 2, clause (2), student learning and outcome data, consistent with this paragraph,
 25.32 including the English language development, academic progress, and oral academic
 25.33 development of English learners and their native language development if the native language
 25.34 is used as a language of instruction, and include data on all pupils enrolled in a Minnesota

26.1 public school course or program who are currently or were previously counted as an English
26.2 learner under section 124D.59.

26.3 (c) When reporting student performance under section 120B.36, subdivision 1, the
26.4 commissioner annually, beginning July 1, 2011, must report two core measures indicating
26.5 the extent to which current high school graduates are being prepared for postsecondary
26.6 academic and career opportunities:

26.7 (1) a preparation measure indicating the number and percentage of high school graduates
26.8 in the most recent school year who completed course work important to preparing them for
26.9 postsecondary academic and career opportunities, consistent with the core academic subjects
26.10 required for admission to Minnesota's public colleges and universities as determined by the
26.11 Office of Higher Education under chapter 136A; and

26.12 (2) a rigorous coursework measure indicating the number and percentage of high school
26.13 graduates in the most recent school year who successfully completed one or more
26.14 college-level advanced placement, international baccalaureate, postsecondary enrollment
26.15 options including concurrent enrollment, other rigorous courses of study under section
26.16 120B.021, subdivision 1a, or industry certification courses or programs.

26.17 When reporting the core measures under clauses (1) and (2), the commissioner must also
26.18 analyze and report separate categories of information using the student categories identified
26.19 under the federal Elementary and Secondary Education Act, as most recently reauthorized,
26.20 and other student categories under paragraph (a), clause (2).

26.21 (d) When reporting student performance under section 120B.36, subdivision 1, the
26.22 commissioner annually, beginning July 1, 2014, must report summary data on school safety
26.23 and students' engagement and connection at school, consistent with the student categories
26.24 identified under paragraph (a), clause (2). The summary data under this paragraph are
26.25 separate from and must not be used for any purpose related to measuring or evaluating the
26.26 performance of classroom teachers. The commissioner, in consultation with qualified experts
26.27 on student engagement and connection and classroom teachers, must identify highly reliable
26.28 variables that generate summary data under this paragraph. The summary data may be used
26.29 at school, district, and state levels only. Any data on individuals received, collected, or
26.30 created that are used to generate the summary data under this paragraph are nonpublic data
26.31 under section 13.02, subdivision 9.

26.32 (e) For purposes of statewide educational accountability, the commissioner must identify
26.33 and report measures that demonstrate the success of learning year program providers under
26.34 sections 123A.05 and 124D.68, among other such providers, in improving students'

27.1 graduation outcomes. The commissioner, beginning July 1, 2015, must annually report
27.2 summary data on:

27.3 (1) the four- and six-year graduation rates of students under this paragraph;

27.4 (2) the percent of students under this paragraph whose progress and performance levels
27.5 are meeting career and college readiness benchmarks under section 120B.30, subdivision
27.6 1; and

27.7 (3) the success that learning year program providers experience in:

27.8 (i) identifying at-risk and off-track student populations by grade;

27.9 (ii) providing successful prevention and intervention strategies for at-risk students;

27.10 (iii) providing successful recuperative and recovery or reenrollment strategies for off-track
27.11 students; and

27.12 (iv) improving the graduation outcomes of at-risk and off-track students.

27.13 The commissioner may include in the annual report summary data on other education
27.14 providers serving a majority of students eligible to participate in a learning year program.

27.15 (f) The commissioner, in consultation with recognized experts with knowledge and
27.16 experience in assessing the language proficiency and academic performance of all English
27.17 learners enrolled in a Minnesota public school course or program who are currently or were
27.18 previously counted as an English learner under section 124D.59, must identify and report
27.19 appropriate and effective measures to improve current categories of language difficulty and
27.20 assessments, and monitor and report data on students' English proficiency levels, program
27.21 placement, and academic language development, including oral academic language.

27.22 (g) When reporting ~~four- and six-year~~ graduation rates, including four-year graduation
27.23 rates, the commissioner or school district must disaggregate the data by student categories
27.24 according to paragraph (a), clause (2).

27.25 (h) A school district must inform parents and guardians that volunteering information
27.26 on student categories not required by the most recent reauthorization of the Elementary and
27.27 Secondary Education Act is optional and will not violate the privacy of students or their
27.28 families, parents, or guardians. The notice must state the purpose for collecting the student
27.29 data.

28.1 Sec. 19. **[120B.355] ACADEMIC ACHIEVEMENT RATING SYSTEM.**

28.2 Subdivision 1. **Rating system.** (a) The commissioner of education must develop an
 28.3 academic achievement rating system consistent with this section to provide parents and
 28.4 students with a brief overview of student performance and growth in districts, school sites,
 28.5 and charter schools across the state.

28.6 (b) Each district, school site, and charter school must be assigned a summative rating
 28.7 based on a score on a scale of zero to 100.

28.8 (c) The summative rating must be based on the accountability indicators used in the state
 28.9 plan to identify schools for support and improvement. "State plan" as used in this section
 28.10 means the plan submitted by the commissioner in accordance with the Elementary and
 28.11 Secondary Education Act, as most recently authorized, and approved by the United States
 28.12 Department of Education, including state goals.

28.13 (d) The summative rating and score of each district, school site, and charter school must
 28.14 be reported on the Department of Education's Web site as part of the commissioner's school
 28.15 performance reports pursuant to section 120B.36 by September 1, 2020, and annually
 28.16 thereafter.

28.17 (e) The commissioner must examine how revisions to statewide assessments under
 28.18 section 120B.30 impact school and district ratings under this section. The commissioner
 28.19 may adjust district, school site, and charter school ratings accordingly to maintain consistency
 28.20 in reporting.

28.21 Subd. 2. **Report.** The commissioner must report on progress toward developing the
 28.22 rating system required under subdivision 1 to the chairs and ranking minority members of
 28.23 the legislative committees with jurisdiction over kindergarten through grade 12 education
 28.24 in accordance with section 3.195 no later than February 1, 2020.

28.25 Sec. 20. Minnesota Statutes 2017 Supplement, section 120B.36, subdivision 1, is amended
 28.26 to read:

28.27 Subdivision 1. **School performance reports and public reporting.** (a) The commissioner
 28.28 ~~shall~~ must report:

28.29 (1) student academic performance data under section 120B.35, subdivisions 2 and 3;

28.30 (2) district, school site, and charter school ratings under section 120B.355;

29.1 ~~(3) the percentages of students showing low, medium, and high academic growth rates~~
 29.2 ~~under section 120B.35, subdivision 3, paragraph (b)~~ the state plan as defined under section
 29.3 120B.355;

29.4 (4) school safety and student engagement and connection under section 120B.35,
 29.5 subdivision 3, paragraph (d);

29.6 (5) rigorous coursework under section 120B.35, subdivision 3, paragraph (c);

29.7 (6) the percentage of students under section 120B.35, subdivision 3, paragraph (b), clause
 29.8 (2), whose progress and performance levels are meeting career and college readiness
 29.9 benchmarks under sections 120B.30, subdivision 1, and 120B.35, subdivision 3, paragraph
 29.10 (e);

29.11 (7) longitudinal data on the progress of eligible districts in reducing disparities in students'
 29.12 academic achievement and realizing racial and economic integration under section 124D.861;

29.13 (8) the acquisition of English, and where practicable, native language academic literacy,
 29.14 including oral academic language, and the academic progress of all English learners enrolled
 29.15 in a Minnesota public school course or program who are currently or were previously counted
 29.16 as English learners under section 124D.59;

29.17 (9) the percentage of students who graduated in the previous school year that correctly
 29.18 answered at least 30 of 50 civics test questions in accordance with section 120B.02,
 29.19 subdivision 3;

29.20 (10) two separate student-to-teacher ratios that clearly indicate the definition of teacher
 29.21 consistent with sections 122A.06 and 122A.15 for purposes of determining these ratios;

29.22 (11) staff characteristics excluding salaries;

29.23 (12) student enrollment demographics;

29.24 (13) foster care status, including all students enrolled in a Minnesota public school course
 29.25 or program who are currently or were previously in foster care, student homelessness, and
 29.26 district mobility; and

29.27 (14) extracurricular activities.

29.28 (b) The school performance report for a ~~school site and a school district,~~ school site, or
 29.29 charter school must include:

29.30 (1) school performance reporting information and ~~calculate proficiency,~~ including a
 29.31 prominent display of both the district's, school site's, or charter school's summative rating
 29.32 and score assigned by the commissioner under section 120B.355;

30.1 (2) academic achievement rates as required by the most recently reauthorized Elementary
 30.2 and Secondary Education Act. state plan as defined under section 120B.355; and

30.3 (3) progress toward statewide goals under the state plan as defined under section
 30.4 120B.355.

30.5 (c) The commissioner ~~shall~~ must develop, annually update, and post on the department
 30.6 Web site school performance reports consistent with paragraph (a) and section 120B.11.

30.7 (d) The commissioner must make available performance reports by the beginning of
 30.8 each school year.

30.9 (e) A school or district may appeal its results in a form and manner determined by the
 30.10 commissioner and consistent with federal law. The commissioner's decision to uphold or
 30.11 deny an appeal is final.

30.12 (f) School performance data are nonpublic data under section 13.02, subdivision 9, until
 30.13 the commissioner publicly releases the data. The commissioner ~~shall~~ must annually post
 30.14 school performance reports to the department's public Web site no later than September 1,
 30.15 except that in years when the reports reflect new performance standards, the commissioner
 30.16 ~~shall~~ must post the school performance reports no later than October 1.

30.17 Sec. 21. Minnesota Statutes 2016, section 120B.36, subdivision 2, is amended to read:

30.18 Subd. 2. **Student progress and other data.** (a) All data the department receives, collects,
 30.19 or creates under section 120B.11, governing the world's best workforce, or uses to determine
 30.20 ~~federal~~ and set goals for expectations under the most recently reauthorized Elementary and
 30.21 Secondary Education Act, ~~set state growth targets,~~ and to determine student academic
 30.22 growth, learning, and outcomes under section 120B.35 are nonpublic data under section
 30.23 13.02, subdivision 9, until the commissioner publicly releases the data.

30.24 (b) Districts must provide parents sufficiently detailed summary data to permit parents
 30.25 to appeal under the most recently reauthorized federal Elementary and Secondary Education
 30.26 Act. The commissioner ~~shall~~ must annually post ~~federal expectations~~ state goals and state
 30.27 student growth, learning, and outcome data to the department's public Web site no later than
 30.28 September 1, except that in years when data or ~~federal expectations~~ state goals reflect new
 30.29 performance standards, the commissioner ~~shall~~ must post data on ~~federal expectations~~ state
 30.30 goals and state student growth data no later than October 1.

31.1 Sec. 22. [121A.12] NATIONAL MOTTO.

31.2 (a) To the extent funds or in-kind contributions are available under paragraph (b), a
 31.3 school board or charter school may prominently display in a conspicuous place in each
 31.4 school an easily readable durable poster, framed copy, or mounted plaque of the national
 31.5 motto of the United States, "In God We Trust."

31.6 (b) A school board or charter school may accept nonpublic funds or in-kind contributions
 31.7 to implement this section.

31.8 Sec. 23. Minnesota Statutes 2016, section 121A.22, subdivision 1, is amended to read:

31.9 Subdivision 1. **Applicability.** (a) This section applies only:

31.10 (1) when the parent of a pupil requests school personnel to administer drugs or medicine
 31.11 to the pupil; or

31.12 (2) when administration is allowed by the individualized education program of a child
 31.13 with a disability.

31.14 The request of a parent may be oral or in writing. An oral request must be reduced to
 31.15 writing within two school days, provided that the district may rely on an oral request until
 31.16 a written request is received.

31.17 (b) If the administration of a drug or medication described in paragraph (a) requires the
 31.18 school to store the drugs or medication, the parent or legal guardian must inform the school
 31.19 if the drug or medication is a controlled substance. For drugs or medications that are not
 31.20 controlled substances, the request must include a provision designating the school district
 31.21 as an authorized entity to transport the drug or medication for the purpose of destruction if
 31.22 any unused drug or medication is left in the possession of school personnel. For drugs or
 31.23 medications that are controlled substances, the request must specify that the parent or legal
 31.24 guardian is required to retrieve the drug when requested by the school.

31.25 Sec. 24. Minnesota Statutes 2016, section 121A.22, is amended by adding a subdivision
 31.26 to read:

31.27 Subd. 4a. Unclaimed drugs or medications. (a) Each school district must adopt a
 31.28 procedure for the collection and transport of any unclaimed or abandoned prescription drugs
 31.29 or over-the-counter medications left in the possession of school personnel in accordance
 31.30 with this subdivision. The procedure must ensure that before the transportation of any
 31.31 prescription drug under this subdivision, the school district must make a reasonable attempt
 31.32 to return the unused prescription drug to the student's parent or legal guardian. The procedure

32.1 must provide that transportation of unclaimed or unused prescription drugs or
 32.2 over-the-counter medications occur at least annually, or more frequently as determined by
 32.3 the school district.

32.4 (b) If the unclaimed or abandoned prescription drug is not a controlled substance as
 32.5 defined under section 152.01, subdivision 4, or is an over-the-counter medication, the school
 32.6 district may designate an individual to transport these drugs or medications to a designated
 32.7 drop-off box or collection bin or may request a law enforcement agency to transport the
 32.8 drugs or medications to a drop-off box or collection bin on behalf of the school district.

32.9 (c) If the unclaimed or abandoned prescription drug is a controlled substance as defined
 32.10 in section 152.01, subdivision 4, a school district or school personnel is prohibited from
 32.11 transporting the prescription drug to a drop-off box or collection site for prescription drugs
 32.12 identified under this paragraph. The school district must request a law enforcement agency
 32.13 to transport the prescription drug or medication to a collection bin that complies with Drug
 32.14 Enforcement Agency regulations, or if a bin is not available, under the agency's procedure
 32.15 for transporting drugs.

32.16 Sec. 25. Minnesota Statutes 2016, section 121A.39, is amended to read:

32.17 **121A.39 SCHOOL COUNSELORS.**

32.18 (a) A school district is strongly encouraged to have an adequate student-to-counselor
 32.19 ratio for its students beginning in the 2015-2016 school year and later.

32.20 (b) A school counselor ~~shall~~ must assist a student in meeting the requirements for high
 32.21 school graduation, college and career exploration, and selection, college affordability
 32.22 planning, and successful transitions into postsecondary education or training. As part of
 32.23 college and career exploration, a counselor is encouraged to present and explain the career
 32.24 opportunities and benefits offered by the United States armed forces and share information
 32.25 provided to the counselor by armed forces recruiters. In discussing military service with a
 32.26 student or a student's parent or guardian, a school counselor is encouraged to provide the
 32.27 student, parent, or guardian information concerning the military enlistment test. A counselor
 32.28 may consult with the Department of Labor and Industry to identify resources for students
 32.29 interested in exploring career opportunities in high-wage, high-demand occupations in the
 32.30 skilled trades and manufacturing.

32.31 (c) A school counselor must not interfere with a student's enlistment, or intention to
 32.32 enlist, in the armed forces.

33.1 Sec. 26. Minnesota Statutes 2016, section 121A.41, is amended by adding a subdivision
33.2 to read:

33.3 Subd. 12. **Nonexclusionary disciplinary policies and practices; alternatives to pupil**
33.4 **dismissal.** "Nonexclusionary disciplinary policies and practices" means policies and practices
33.5 that are alternatives to removing a pupil from class or dismissing a pupil from school.
33.6 Nothing in this subdivision diminishes a teacher's authority to remove a student from class
33.7 consistent with sections 121A.61, subdivision 2, and 122A.42.

33.8 **EFFECTIVE DATE.** This section is effective for the 2018-2019 school year and later.

33.9 Sec. 27. Minnesota Statutes 2016, section 121A.45, is amended to read:

33.10 **121A.45 GROUNDS FOR DISMISSAL.**

33.11 Subdivision 1. **Provision of alternative programs.** ~~No school shall dismiss any pupil~~
33.12 ~~without attempting to provide alternative educational services~~ Schools must consider, where
33.13 appropriate, using nonexclusionary disciplinary policies and practices before dismissal
33.14 proceedings, except where it appears that the pupil will create an immediate and substantial
33.15 danger to self or to surrounding persons or property.

33.16 Subd. 2. **Grounds for dismissal.** A pupil may be dismissed ~~on any of the following~~
33.17 grounds for:

33.18 ~~(a) (1) willful violation of any reasonable school board regulation. Such regulation must~~
33.19 ~~be that is specific and sufficiently clear and definite to provide notice to pupils that they~~
33.20 ~~must conform their conduct to its requirements;~~

33.21 ~~(b) (2) willful conduct that significantly disrupts the rights of others to an education, or~~
33.22 ~~the ability of school personnel to perform their duties, or school sponsored extracurricular~~
33.23 ~~activities; or~~

33.24 ~~(c) (3) willful conduct that endangers the pupil or other pupils, or surrounding persons,~~
33.25 ~~including school district employees, or property of the school.~~

33.26 ~~Subd. 3. **Parent notification and meeting.** If a pupil's total days of removal from school~~
33.27 ~~exceeds ten cumulative days in a school year, the school district shall make reasonable~~
33.28 ~~attempts to convene a meeting with the pupil and the pupil's parent or guardian before~~
33.29 ~~subsequently removing the pupil from school and, with the permission of the parent or~~
33.30 ~~guardian, arrange for a mental health screening for the pupil. The district is not required to~~
33.31 ~~pay for the mental health screening. The purpose of this meeting is to attempt to determine~~
33.32 ~~the pupil's need for assessment or other services or whether the parent or guardian should~~

34.1 ~~have the pupil assessed or diagnosed to determine whether the pupil needs treatment for a~~
 34.2 ~~mental health disorder.~~

34.3 **EFFECTIVE DATE.** This section is effective for the 2018-2019 school year and later.

34.4 Sec. 28. Minnesota Statutes 2016, section 121A.46, subdivision 2, is amended to read:

34.5 Subd. 2. **Administrator notifies pupil of grounds for suspension.** At the informal
 34.6 administrative conference, a school administrator shall notify the pupil of the grounds for
 34.7 the suspension, ~~provide an explanation of~~ and explain the evidence the authorities have,
 34.8 ~~and the pupil may present the pupil's version of the facts.~~ The pupil may present the pupil's
 34.9 version of the facts and ask questions but is not required to do so.

34.10 **EFFECTIVE DATE.** This section is effective for the 2018-2019 school year and later.

34.11 Sec. 29. Minnesota Statutes 2016, section 121A.46, subdivision 3, is amended to read:

34.12 Subd. 3. **Written notice of grounds for suspension.** A written notice ~~containing~~ of
 34.13 grounds for suspension must be personally served upon the pupil at or before the time the
 34.14 suspension is to take effect and served upon the pupil's parent or guardian electronically or
 34.15 by mail within 48 hours of the conference. A written notice required under this section must
 34.16 contain:

34.17 (1) the grounds for suspension;

34.18 (2) a brief statement of the facts;

34.19 (3) a description of the testimony;

34.20 (4) documents indicating the nonexclusionary disciplinary policies and practices initially
 34.21 used with the pupil, if applicable;

34.22 (5) the length of the suspension;

34.23 (6) a readmission plan; that includes the pupil's date of return to school;

34.24 (7) a request for a meeting with the pupil's parent or guardian consistent with subdivision
 34.25 3a; and

34.26 (8) a copy of sections 121A.40 to 121A.56, ~~shall be personally served upon the pupil at~~
 34.27 ~~or before the time the suspension is to take effect, and upon the pupil's parent or guardian~~
 34.28 ~~by mail within 48 hours of the conference.~~

34.29 The district ~~shall~~ must make reasonable efforts to notify the parents of the suspension by
 34.30 telephone or electronically as soon as possible following the suspension. In the event a pupil

35.1 is suspended without an informal administrative conference on the grounds that the pupil
 35.2 will create an immediate and substantial danger to surrounding persons or property, the
 35.3 written notice ~~shall~~ must be served upon the pupil and the pupil's parent or guardian within
 35.4 48 hours of the suspension. Service by mail is complete upon mailing.

35.5 **EFFECTIVE DATE.** This section is effective for the 2018-2019 school year and later.

35.6 Sec. 30. Minnesota Statutes 2016, section 121A.46, is amended by adding a subdivision
 35.7 to read:

35.8 Subd. 3a. **Parent notification and meeting; suspension; mental health screening.** (a)
 35.9 After suspending a pupil from school, a school official must make reasonable attempts to
 35.10 convene a meeting with the pupil and the pupil's parent or guardian within 30 calendar days
 35.11 of the dismissal. The purpose of the meeting is to engage the pupil's parent or guardian in
 35.12 developing a plan to help the pupil succeed in school by addressing the behavior that led
 35.13 to the dismissal.

35.14 (b) If a pupil's total days of removal from school exceeds ten cumulative days in a school
 35.15 year, the school district must make reasonable attempts to convene a meeting with the pupil
 35.16 and the pupil's parent or guardian before subsequently removing the pupil from school and,
 35.17 with the permission of the parent or guardian, arrange for a mental health screening for the
 35.18 pupil. The district is not required to pay for the mental health screening. The purpose of
 35.19 this meeting is to attempt to determine the pupil's need for assessment or other services or
 35.20 whether the parent or guardian should have the pupil assessed or diagnosed to determine
 35.21 whether the pupil needs treatment for a mental health disorder.

35.22 **EFFECTIVE DATE.** This section is effective for the 2018-2019 school year and later.

35.23 Sec. 31. Minnesota Statutes 2016, section 121A.46, is amended by adding a subdivision
 35.24 to read:

35.25 Subd. 5. **Minimum education services.** School officials must give a suspended pupil
 35.26 a reasonable opportunity to complete all school work assigned during the pupil's suspension
 35.27 and to receive full credit for satisfactorily completing the assignments. The school principal
 35.28 or other person having administrative control of the school building or program is encouraged
 35.29 to designate a district or school employee as a liaison to work with the pupil's teachers to
 35.30 allow the suspended pupil to (1) receive timely course materials and other information, and
 35.31 (2) complete daily and weekly assignments and receive teachers' feedback.

35.32 **EFFECTIVE DATE.** This section is effective for the 2018-2019 school year and later.

36.1 Sec. 32. Minnesota Statutes 2016, section 121A.47, subdivision 2, is amended to read:

36.2 Subd. 2. **Written notice.** Written notice of intent to take action ~~shall~~ must:

36.3 ~~(a)~~ (1) be served upon the pupil and the pupil's parent or guardian personally or by mail;

36.4 ~~(b)~~ (2) contain a complete statement of the facts, a list of the witnesses and a description
36.5 of their testimony;

36.6 ~~(c)~~ (3) explain the grounds for expelling the pupil instead of imposing nonexclusionary
36.7 disciplinary policies and practices under section 121A.41, subdivision 12;

36.8 (4) state the date, time, and place of the hearing;

36.9 ~~(d)~~ (5) be accompanied by a copy of sections 121A.40 to 121A.56;

36.10 ~~(e)~~ (6) describe alternative educational services accorded the pupil in an attempt to avoid
36.11 the exclusion or expulsion proceedings; and

36.12 ~~(f)~~ (7) inform the pupil and parent or guardian of the right to:

36.13 ~~(1)~~ (i) have a representative of the pupil's own choosing, including legal counsel, at the
36.14 hearing. The district ~~shall~~ must advise the pupil's parent or guardian that free or low-cost
36.15 legal assistance may be available and that a legal assistance resource list is available from
36.16 the Department of Education and is posted on the department's Web site;

36.17 ~~(2)~~ (ii) examine the pupil's records before the hearing;

36.18 ~~(3)~~ (iii) present evidence; and

36.19 ~~(4)~~ (iv) confront and cross-examine witnesses.

36.20 **EFFECTIVE DATE.** This section is effective for the 2018-2019 school year and later.

36.21 Sec. 33. Minnesota Statutes 2016, section 121A.47, subdivision 14, is amended to read:

36.22 Subd. 14. **Admission or readmission plan.** (a) A school administrator ~~shall~~ must prepare
36.23 and enforce an admission or readmission plan for any pupil who is excluded or expelled
36.24 from school. The plan ~~may~~ must include measures to improve the pupil's behavior, ~~including~~
36.25 which may include completing a character education program, consistent with section
36.26 120B.232, subdivision 1, ~~and~~ social and emotional learning, counseling, social work services,
36.27 mental health services, referrals for special education or 504 evaluation, and evidence-based
36.28 academic interventions. The plan must require parental involvement in the admission or
36.29 readmission process, and may indicate the consequences to the pupil of not improving the
36.30 pupil's behavior.

37.1 (b) The definition of suspension under section 121A.41, subdivision 10, does not apply
 37.2 to a student's dismissal from school for one school day or less, except as provided under
 37.3 federal law for a student with a disability. Each suspension action may include a readmission
 37.4 plan. A readmission plan must provide, where appropriate, alternative education services,
 37.5 which must not be used to extend the student's current suspension period. Consistent with
 37.6 section 125A.091, subdivision 5, a readmission plan must not obligate a parent or guardian
 37.7 to provide psychotropic drugs to their student as a condition of readmission. School officials
 37.8 must not use the refusal of a parent or guardian to consent to the administration of
 37.9 psychotropic drugs to their student or to consent to a psychiatric evaluation, screening or
 37.10 examination of the student as a ground, by itself, to prohibit the student from attending class
 37.11 or participating in a school-related activity, or as a basis of a charge of child abuse, child
 37.12 neglect or medical or educational neglect.

37.13 **EFFECTIVE DATE.** This section is effective for the 2018-2019 school year and later.

37.14 Sec. 34. Minnesota Statutes 2016, section 121A.53, subdivision 1, is amended to read:

37.15 Subdivision 1. **Exclusions and expulsions; physical assaults.** Consistent with
 37.16 subdivision 2, the school board must ~~report through~~ use the department electronic reporting
 37.17 system to report to the commissioner each exclusion or expulsion and each physical assault
 37.18 of a district employee by a ~~student~~ pupil within 30 days of the effective date of the dismissal
 37.19 action or assault ~~to the commissioner of education.~~ This report must ~~include a statement of~~
 37.20 ~~alternative educational services, or other sanction, intervention, or resolution in response~~
 37.21 ~~to the assault given the pupil and the reason for,~~ identify:

37.22 (1) the pupil's behavior leading to the discipline;

37.23 (2) the nonexclusionary disciplinary policies and practices used, if applicable;

37.24 (3) any attempts to provide the pupil with alternative education services before excluding
 37.25 or expelling the pupil;

37.26 (4) the effective date, and of the disciplinary action; and

37.27 (5) the duration of the exclusion or expulsion or other sanction, intervention, or resolution.

37.28 The report must also include the ~~student's~~ pupil's age, grade, gender, race, and special
 37.29 education status.

37.30 **EFFECTIVE DATE.** This section is effective for the 2018-2019 school year and later.

38.1 Sec. 35. Minnesota Statutes 2016, section 121A.55, is amended to read:

38.2 **121A.55 POLICIES TO BE ESTABLISHED.**

38.3 (a) The commissioner of education shall promulgate guidelines to assist each school
 38.4 board. Each school board ~~shall~~ must establish uniform criteria for dismissal and adopt written
 38.5 policies and rules to effectuate the purposes of sections 121A.40 to 121A.56. The policies
 38.6 ~~shall~~ must include nonexclusionary disciplinary policies and practices consistent with section
 38.7 121A.41, subdivision 12, and emphasize preventing dismissals through early detection of
 38.8 problems and shall. The policies must be designed to address students' pupils' inappropriate
 38.9 behavior from recurring.

38.10 (b) The policies shall recognize the continuing responsibility of the school for the
 38.11 education of the pupil during the dismissal period. The school is responsible for ensuring
 38.12 that the alternative educational services, if to be provided to the pupil wishes to take
 38.13 advantage of them, must be are adequate to allow the pupil to make progress towards meeting
 38.14 the graduation standards adopted under section 120B.02 ~~and~~, help prepare the pupil for
 38.15 readmission, and are consistent with section 121A.46, subdivision 6.

38.16 (c) For expulsion and exclusion dismissals:

38.17 (1) the school district's continuing responsibility includes reviewing the pupil's school
 38.18 work and grades on a quarterly basis to ensure the pupil is on track for readmission with
 38.19 the pupil's peers until the student enrolls in a new district. School districts must communicate
 38.20 on a regular basis with the pupil's parent or guardian to ensure the pupil is completing the
 38.21 work assigned through the alternative educational services;

38.22 (2) a pupil remains eligible for school-linked mental health services under section
 38.23 245.4889 in the manner determined by the district until the pupil is enrolled in a new district;
 38.24 and

38.25 (3) the district must provide to the pupil's parent or guardian a list of mental health and
 38.26 counseling services available to the pupil after expulsion, including community mental
 38.27 health programs.

38.28 ~~(b)~~ (d) An area learning center under section 123A.05 may not prohibit an expelled or
 38.29 excluded pupil from enrolling solely because a district expelled or excluded the pupil. The
 38.30 board of the area learning center may use the provisions of the Pupil Fair Dismissal Act to
 38.31 exclude a pupil or to require an admission plan.

39.1 ~~(e)~~ (e) Each school district ~~shall~~ must develop a policy and report it to the commissioner
 39.2 on the appropriate use of peace and school resource officers and crisis teams to remove
 39.3 ~~students~~ pupils who have an individualized education program from school grounds.

39.4 **EFFECTIVE DATE.** This section is effective for the 2018-2019 school year and later.

39.5 Sec. 36. Minnesota Statutes 2016, section 121A.61, is amended to read:

39.6 **121A.61 DISCIPLINE AND REMOVAL OF ~~STUDENTS~~ PUPILS FROM CLASS.**

39.7 Subdivision 1. **Required policy.** Each school board must adopt a written districtwide
 39.8 school discipline policy which includes written rules of conduct for ~~students~~ pupils, ~~minimum~~
 39.9 potential consequences for violations of the rules, parental notification requirements, and
 39.10 grounds and procedures for removal of a ~~student~~ pupil from class. The board must develop
 39.11 the policy ~~must be developed~~ in consultation with administrators, teachers, employees,
 39.12 pupils, parents, community members, law enforcement agencies, county attorney offices,
 39.13 social service agencies, and such other individuals or organizations as the board determines
 39.14 appropriate. A school site council may adopt additional provisions to the policy subject to
 39.15 the approval of the school board.

39.16 Subd. 2. **Grounds for removal from class.** The policy must establish the various grounds
 39.17 for which a ~~student~~ pupil may be removed from a class in the district for a period of time
 39.18 under the procedures specified in the policy. The policy must include a procedure for
 39.19 notifying and meeting with a ~~student's~~ pupil's parent or guardian to discuss the problem that
 39.20 is causing the ~~student~~ pupil to be removed from class after the ~~student~~ pupil has been removed
 39.21 from class more than ~~ten~~ five times in one school year. The grounds in the policy must
 39.22 include at least the following provisions as well as other grounds determined appropriate
 39.23 by the board:

39.24 ~~(a)~~ (1) willful conduct that significantly disrupts the rights of others to an education,
 39.25 including conduct that interferes with a teacher's ability to teach or communicate effectively
 39.26 with ~~students~~ pupils in a class or with the ability of other ~~students~~ pupils to learn;

39.27 ~~(b)~~ (2) willful conduct that endangers surrounding persons, including school district
 39.28 employees, the ~~student~~ pupil, or other ~~students~~ pupils, or the property of the school; and

39.29 ~~(e)~~ (3) willful violation of any rule of conduct specified in the discipline policy adopted
 39.30 by the board.

39.31 Subd. 3. **Policy components.** The policy must include at least the following components:

- 40.1 (a) rules governing ~~student~~ pupil conduct and procedures for informing ~~students~~ pupils
40.2 of the rules;
- 40.3 (b) the grounds for removal of a ~~student~~ pupil from a class;
- 40.4 (c) the authority of the classroom teacher to remove ~~students~~ pupils from the classroom
40.5 pursuant to procedures and rules established in the district's policy;
- 40.6 (d) the procedures for removal of a ~~student~~ pupil from a class by a teacher, school
40.7 administrator, or other school district employee;
- 40.8 (e) the period of time for which a ~~student~~ pupil may be removed from a class, which
40.9 may not exceed five class periods for a violation of a rule of conduct;
- 40.10 (f) provisions relating to the responsibility for and custody of a ~~student~~ pupil removed
40.11 from a class;
- 40.12 (g) the procedures for return of a ~~student~~ pupil to the specified class from which the
40.13 ~~student~~ pupil has been removed;
- 40.14 (h) the procedures for notifying a ~~student~~ pupil and the ~~student's~~ pupil's parents or
40.15 guardian of violations of the rules of conduct and of resulting disciplinary actions;
- 40.16 (i) any procedures determined appropriate for encouraging early involvement of parents
40.17 or guardians in attempts to improve a ~~student's~~ pupil's behavior;
- 40.18 (j) any procedures determined appropriate for encouraging early detection of behavioral
40.19 problems;
- 40.20 (k) any procedures determined appropriate for referring a ~~student~~ pupil in need of special
40.21 education services to those services;
- 40.22 (l) the procedures for consideration of whether there is a need for a further assessment
40.23 or of whether there is a need for a review of the adequacy of a current individualized
40.24 education program of a ~~student~~ pupil with a disability who is removed from class;
- 40.25 (m) procedures for detecting and addressing chemical abuse problems of a ~~student~~ pupil
40.26 while on the school premises;
- 40.27 (n) the ~~minimum~~ potential consequences for violations of the code of conduct;
- 40.28 (o) procedures for immediate and appropriate interventions tied to violations ~~of the code~~;
- 40.29 (p) a provision that states that a teacher, school employee, school bus driver, or other
40.30 agent of a district may use reasonable force in compliance with section 121A.582 and other
40.31 laws;

41.1 (q) an agreement regarding procedures to coordinate crisis services to the extent funds
 41.2 are available with the county board responsible for implementing sections 245.487 to
 41.3 245.4889 for ~~students~~ pupils with a serious emotional disturbance or other ~~students~~ pupils
 41.4 who have an individualized education program whose behavior may be addressed by crisis
 41.5 intervention; and

41.6 (r) a provision that states a ~~student~~ pupil must be removed from class immediately if the
 41.7 ~~student~~ pupil engages in assault or violent behavior. For purposes of this paragraph, "assault"
 41.8 has the meaning given it in section 609.02, subdivision 10. The removal shall be for a period
 41.9 of time deemed appropriate by the principal, in consultation with the teacher.

41.10 **EFFECTIVE DATE.** This section is effective for the 2018-2019 school year and later.

41.11 Sec. 37. Minnesota Statutes 2016, section 121A.67, is amended by adding a subdivision
 41.12 to read:

41.13 **Subd. 3. Parent notification.** A school administrator must make and document efforts
 41.14 to immediately contact the parent or guardian of a pupil removed from a school building
 41.15 or school grounds by a peace or school resource officer unless such notice is specifically
 41.16 prohibited by law. If a pupil is secluded, a school administrator must make reasonable efforts
 41.17 to notify the pupil's parent or guardian of the seclusion by the end of the same school day.

41.18 **EFFECTIVE DATE.** This section is effective for the 2018-2019 school year and later.

41.19 Sec. 38. Minnesota Statutes 2017 Supplement, section 122A.09, is amended by adding a
 41.20 subdivision to read:

41.21 **Subd. 4b. Essential data.** The Professional Educator Licensing and Standards Board
 41.22 must maintain a list of essential data elements which must be recorded and stored about
 41.23 each licensed and nonlicensed staff member. Each school district must provide the essential
 41.24 data to the board in the form and manner prescribed by the board.

41.25 Sec. 39. **[123B.022] PROHIBITING SCHOOL EMPLOYEES FROM USING PUBLIC**
 41.26 **RESOURCES FOR ADVOCACY.**

41.27 A school board must adopt and implement a districtwide policy that prohibits district
 41.28 employees from using district funds or other publicly funded district resources, including
 41.29 time, materials, equipment, facilities, social media, and communication technologies, among
 41.30 other resources, to advocate for electing or defeating a candidate, or passing or defeating a
 41.31 ballot question. The policy must apply when the employee performs the duties assigned to
 41.32 the employee under the employee's employment contract with the district, and includes the

42.1 periods when the employee represents the district in an official capacity, among other duties.
 42.2 The policy must not apply when an employee disseminates factual information consistent
 42.3 with the employee's contractual duties.

42.4 **EFFECTIVE DATE.** This section is effective July 1, 2018.

42.5 Sec. 40. Minnesota Statutes 2016, section 123B.14, subdivision 7, is amended to read:

42.6 Subd. 7. **Clerk records.** The clerk ~~shall~~ must keep a record of all meetings of the district
 42.7 and the board in books provided by the district for that purpose. The clerk ~~shall~~ must, within
 42.8 three days after an election, notify all persons elected of their election. By September 15 of
 42.9 each year the clerk ~~shall~~ must file with the board a report of the revenues, expenditures and
 42.10 balances in each fund for the preceding fiscal year. The report together with vouchers and
 42.11 supporting documents ~~shall~~ must subsequently be examined by a public accountant or the
 42.12 state auditor, either of whom ~~shall~~ must be paid by the district, as provided in section
 42.13 123B.77, subdivision 3. The board ~~shall~~ must by resolution approve the report or require a
 42.14 further or amended report. ~~By September 15 of each year, the clerk shall make and transmit~~
 42.15 ~~to the commissioner certified reports, showing:~~

42.16 ~~(1) the revenues and expenditures in detail, and such other financial information required~~
 42.17 ~~by law, rule, or as may be called for by the commissioner;~~

42.18 ~~(2) the length of school term and the enrollment and attendance by grades; and~~

42.19 ~~(3) such other items of information as may be called for by the commissioner.~~

42.20 The clerk ~~shall~~ must enter in the clerk's record book copies of all reports and of the
 42.21 teachers' term reports, as they appear in the registers, and of the proceedings of any meeting
 42.22 as furnished by the clerk pro tem, and keep an itemized account of all the expenses of the
 42.23 district. The clerk ~~shall~~ must furnish to the auditor of the proper county, by September 30
 42.24 of each year, an attested copy of the clerk's record, showing the amount of proposed property
 42.25 tax voted by the district or the board for school purposes; draw and sign all orders upon the
 42.26 treasurer for the payment of money for bills allowed by the board for salaries of officers
 42.27 and for teachers' wages and all claims, to be countersigned by the chair. Such orders must
 42.28 state the consideration, payee, and the fund and the clerk shall take a receipt therefor.
 42.29 Teachers' wages shall have preference in the order in which they become due, and no money
 42.30 applicable for teachers' wages shall be used for any other purpose, nor shall teachers' wages
 42.31 be paid from any fund except that raised or apportioned for that purpose.

43.1 Sec. 41. Minnesota Statutes 2016, section 124D.78, subdivision 2, is amended to read:

43.2 Subd. 2. **Resolution of concurrence.** Prior to March 1, the school board or American
43.3 Indian school must submit to the department a copy of a resolution adopted by the American
43.4 Indian education parent advisory committee. The copy must be signed by the chair of the
43.5 committee and must state whether the committee concurs with the educational programs
43.6 for American Indian students offered by the school board or American Indian school. If the
43.7 committee does not concur with the educational programs, the reasons for nonconcurrence
43.8 and recommendations ~~shall~~ must be submitted directly to the school board with the resolution.
43.9 By resolution, the board must respond in writing within 60 days, in cases of nonconcurrence,
43.10 to each recommendation made by the committee and state its reasons for not implementing
43.11 the recommendations.

43.12 Sec. 42. Minnesota Statutes 2016, section 124D.98, is amended to read:

43.13 **124D.98 LITERACY INCENTIVE AID.**

43.14 Subdivision 1. **Literacy incentive aid.** A district's literacy incentive aid equals the sum
43.15 of the proficiency aid under subdivision 2, and the growth aid under subdivision 3.

43.16 Subd. 2. **Proficiency aid.** The proficiency aid for each school in a district that has
43.17 submitted to the commissioner its local literacy plan under section 120B.12, subdivision
43.18 4a, is equal to the product of the school's proficiency allowance times the number of third
43.19 grade pupils at the school on October 1 of the previous fiscal year. A school's proficiency
43.20 allowance is equal to the percentage of students in each building that meet or exceed
43.21 proficiency on the third grade reading Minnesota Comprehensive Assessment, averaged
43.22 across the previous three test administrations, times \$530.

43.23 Subd. 3. **Growth aid.** The growth aid for each school in a district that has submitted to
43.24 the commissioner its local literacy plan under section 120B.12, subdivision 4a, is equal to
43.25 the product of the school's growth allowance times the number of fourth grade pupils enrolled
43.26 at the school on October 1 of the previous fiscal year. A school's growth allowance is equal
43.27 to the percentage of students at that school making medium or high growth, under ~~section~~
43.28 ~~120B.299~~ subdivision 4, on the fourth grade reading Minnesota Comprehensive Assessment,
43.29 averaged across the previous three test administrations, times \$530.

43.30 Subd. 4. **Medium and high growth.** (a) The definitions in this subdivision apply to this
43.31 section.

44.1 (b) "Medium growth" is an assessment score within one-half standard deviation above
 44.2 or below the average year-two assessment scores for students with similar year-one
 44.3 assessment scores.

44.4 (c) "High growth" is an assessment score one-half standard deviation or more above the
 44.5 average year-two assessment scores for students with similar year-one assessment scores.

44.6 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2019 and later.

44.7 Sec. 43. Minnesota Statutes 2016, section 125B.07, subdivision 6, is amended to read:

44.8 Subd. 6. **Essential data.** The department ~~shall~~ must maintain a list of essential data
 44.9 elements which must be recorded and stored about each pupil, ~~licensed and nonlicensed~~
 44.10 ~~staff member~~, and educational program. Each school district must provide the essential data
 44.11 to the department in the form and format prescribed by the department.

44.12 Sec. 44. Minnesota Statutes 2017 Supplement, section 609A.03, subdivision 7a, is amended
 44.13 to read:

44.14 Subd. 7a. **Limitations of order effective January 1, 2015, and later.** (a) Upon issuance
 44.15 of an expungement order related to a charge supported by probable cause, the DNA samples
 44.16 and DNA records held by the Bureau of Criminal Apprehension and collected under authority
 44.17 other than section 299C.105 shall not be sealed, returned to the subject of the record, or
 44.18 destroyed.

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

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

44.24 (2) when a criminal justice agency seeks access to a record that was sealed under section
 44.25 609A.02, subdivision 3, paragraph (a), clause (1), after an acquittal or a court order dismissing
 44.26 for lack of probable cause, for purposes of a criminal investigation, prosecution, or
 44.27 sentencing, the requesting agency must obtain an ex parte court order after stating a
 44.28 good-faith basis to believe that opening the record may lead to relevant information;

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

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

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

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

45.12 (c) An agency or jurisdiction subject to an expungement order shall maintain the record
45.13 in a manner that provides access to the record by a criminal justice agency under paragraph
45.14 (b), clause (1) or (2), but notifies the recipient that the record has been sealed. The Bureau
45.15 of Criminal Apprehension shall notify the commissioner of human services, and the
45.16 Professional Educator Licensing and Standards Board, ~~or the licensing division of the~~
45.17 ~~Department of Education~~ of the existence of a sealed record and of the right to obtain access
45.18 under paragraph (b), clause (4) or (5). Upon request, the agency or jurisdiction subject to
45.19 the expungement order shall provide access to the record to the commissioner of human
45.20 services, or the Professional Educator Licensing and Standards Board, ~~or the licensing~~
45.21 ~~division of the Department of Education~~ under paragraph (b), clause (4) or (5).

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

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

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

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

46.1 Sec. 45. Minnesota Statutes 2017 Supplement, section 626.556, subdivision 2, is amended
46.2 to read:

46.3 Subd. 2. **Definitions.** As used in this section, the following terms have the meanings
46.4 given them unless the specific content indicates otherwise:

46.5 (a) "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence
46.6 or event which:

46.7 (1) is not likely to occur and could not have been prevented by exercise of due care; and

46.8 (2) if occurring while a child is receiving services from a facility, happens when the
46.9 facility and the employee or person providing services in the facility are in compliance with
46.10 the laws and rules relevant to the occurrence or event.

46.11 (b) "Commissioner" means the commissioner of human services.

46.12 (c) "Facility" means:

46.13 (1) a licensed or unlicensed day care facility, certified license-exempt child care center,
46.14 residential facility, agency, hospital, sanitarium, or other facility or institution required to
46.15 be licensed under sections 144.50 to 144.58, 241.021, or 245A.01 to 245A.16, or chapter
46.16 144H, 245D, or 245H;

46.17 (2) a school as defined in section 120A.05, subdivisions 9, 11, and 13; and chapter 124E;
46.18 or

46.19 (3) a nonlicensed personal care provider organization as defined in section 256B.0625,
46.20 subdivision 19a.

46.21 (d) "Family assessment" means a comprehensive assessment of child safety, risk of
46.22 subsequent child maltreatment, and family strengths and needs that is applied to a child
46.23 maltreatment report that does not allege sexual abuse or substantial child endangerment.
46.24 Family assessment does not include a determination as to whether child maltreatment
46.25 occurred but does determine the need for services to address the safety of family members
46.26 and the risk of subsequent maltreatment.

46.27 (e) "Investigation" means fact gathering related to the current safety of a child and the
46.28 risk of subsequent maltreatment that determines whether child maltreatment occurred and
46.29 whether child protective services are needed. An investigation must be used when reports
46.30 involve sexual abuse or substantial child endangerment, and for reports of maltreatment in
46.31 facilities required to be licensed or certified under chapter 245A, 245D, or 245H; under
46.32 sections 144.50 to 144.58 and 241.021; in a school as defined in section 120A.05,

47.1 subdivisions 9, 11, and 13, and chapter 124E; or in a nonlicensed personal care provider
47.2 association as defined in section 256B.0625, subdivision 19a.

47.3 (f) "Mental injury" means an injury to the psychological capacity or emotional stability
47.4 of a child as evidenced by an observable or substantial impairment in the child's ability to
47.5 function within a normal range of performance and behavior with due regard to the child's
47.6 culture.

47.7 (g) "Neglect" means the commission or omission of any of the acts specified under
47.8 clauses (1) to (9), other than by accidental means:

47.9 (1) failure by a person responsible for a child's care to supply a child with necessary
47.10 food, clothing, shelter, health, medical, or other care required for the child's physical or
47.11 mental health when reasonably able to do so;

47.12 (2) failure to protect a child from conditions or actions that seriously endanger the child's
47.13 physical or mental health when reasonably able to do so, including a growth delay, which
47.14 may be referred to as a failure to thrive, that has been diagnosed by a physician and is due
47.15 to parental neglect;

47.16 (3) failure to provide for necessary supervision or child care arrangements appropriate
47.17 for a child after considering factors as the child's age, mental ability, physical condition,
47.18 length of absence, or environment, when the child is unable to care for the child's own basic
47.19 needs or safety, or the basic needs or safety of another child in their care;

47.20 (4) failure to ensure that the child is educated as defined in sections 120A.22 and
47.21 260C.163, subdivision 11, which does not include a parent's refusal to provide the parent's
47.22 child with sympathomimetic medications, consistent with section 125A.091, subdivision
47.23 5;

47.24 (5) nothing in this section shall be construed to mean that a child is neglected solely
47.25 because the child's parent, guardian, or other person responsible for the child's care in good
47.26 faith selects and depends upon spiritual means or prayer for treatment or care of disease or
47.27 remedial care of the child in lieu of medical care; except that a parent, guardian, or caretaker,
47.28 or a person mandated to report pursuant to subdivision 3, has a duty to report if a lack of
47.29 medical care may cause serious danger to the child's health. This section does not impose
47.30 upon persons, not otherwise legally responsible for providing a child with necessary food,
47.31 clothing, shelter, education, or medical care, a duty to provide that care;

47.32 (6) prenatal exposure to a controlled substance, as defined in section 253B.02, subdivision
47.33 2, used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in

48.1 the child at birth, results of a toxicology test performed on the mother at delivery or the
48.2 child at birth, medical effects or developmental delays during the child's first year of life
48.3 that medically indicate prenatal exposure to a controlled substance, or the presence of a
48.4 fetal alcohol spectrum disorder;

48.5 (7) "medical neglect" as defined in section 260C.007, subdivision 6, clause (5);

48.6 (8) chronic and severe use of alcohol or a controlled substance by a parent or person
48.7 responsible for the care of the child that adversely affects the child's basic needs and safety;
48.8 or

48.9 (9) emotional harm from a pattern of behavior which contributes to impaired emotional
48.10 functioning of the child which may be demonstrated by a substantial and observable effect
48.11 in the child's behavior, emotional response, or cognition that is not within the normal range
48.12 for the child's age and stage of development, with due regard to the child's culture.

48.13 (h) "Nonmaltreatment mistake" means:

48.14 (1) at the time of the incident, the individual was performing duties identified in the
48.15 center's child care program plan required under Minnesota Rules, part 9503.0045;

48.16 (2) the individual has not been determined responsible for a similar incident that resulted
48.17 in a finding of maltreatment for at least seven years;

48.18 (3) the individual has not been determined to have committed a similar nonmaltreatment
48.19 mistake under this paragraph for at least four years;

48.20 (4) any injury to a child resulting from the incident, if treated, is treated only with
48.21 remedies that are available over the counter, whether ordered by a medical professional or
48.22 not; and

48.23 (5) except for the period when the incident occurred, the facility and the individual
48.24 providing services were both in compliance with all licensing requirements relevant to the
48.25 incident.

48.26 This definition only applies to child care centers licensed under Minnesota Rules, chapter
48.27 9503. If clauses (1) to (5) apply, rather than making a determination of substantiated
48.28 maltreatment by the individual, the commissioner of human services shall determine that a
48.29 nonmaltreatment mistake was made by the individual.

48.30 (i) "Operator" means an operator or agency as defined in section 245A.02.

48.31 (j) "Person responsible for the child's care" means (1) an individual functioning within
48.32 the family unit and having responsibilities for the care of the child such as a parent, guardian,

49.1 or other person having similar care responsibilities, or (2) an individual functioning outside
49.2 the family unit and having responsibilities for the care of the child such as a teacher, school
49.3 administrator, other school employees or agents, or other lawful custodian of a child having
49.4 either full-time or short-term care responsibilities including, but not limited to, day care,
49.5 babysitting whether paid or unpaid, counseling, teaching, and coaching.

49.6 (k) "Physical abuse" means any physical injury, mental injury, or threatened injury,
49.7 inflicted by a person responsible for the child's care on a child other than by accidental
49.8 means, or any physical or mental injury that cannot reasonably be explained by the child's
49.9 history of injuries, or any aversive or deprivation procedures, or regulated interventions,
49.10 that have not been authorized under section 125A.0942 or 245.825.

49.11 Abuse does not include reasonable and moderate physical discipline of a child
49.12 administered by a parent or legal guardian which does not result in an injury. Abuse does
49.13 not include the use of reasonable force by a teacher, principal, or school employee as allowed
49.14 by section 121A.582. Actions which are not reasonable and moderate include, but are not
49.15 limited to, any of the following:

49.16 (1) throwing, kicking, burning, biting, or cutting a child;

49.17 (2) striking a child with a closed fist;

49.18 (3) shaking a child under age three;

49.19 (4) striking or other actions which result in any nonaccidental injury to a child under 18
49.20 months of age;

49.21 (5) unreasonable interference with a child's breathing;

49.22 (6) threatening a child with a weapon, as defined in section 609.02, subdivision 6;

49.23 (7) striking a child under age one on the face or head;

49.24 (8) striking a child who is at least age one but under age four on the face or head, which
49.25 results in an injury;

49.26 (9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled
49.27 substances which were not prescribed for the child by a practitioner, in order to control or
49.28 punish the child; or other substances that substantially affect the child's behavior, motor
49.29 coordination, or judgment or that results in sickness or internal injury, or subjects the child
49.30 to medical procedures that would be unnecessary if the child were not exposed to the
49.31 substances;

50.1 (10) unreasonable physical confinement or restraint not permitted under section 609.379,
50.2 including but not limited to tying, caging, or chaining; or

50.3 (11) in a school facility or school zone, an act by a person responsible for the child's
50.4 care that is a violation under section 121A.58.

50.5 (l) "Practice of social services," for the purposes of subdivision 3, includes but is not
50.6 limited to employee assistance counseling and the provision of guardian ad litem and
50.7 parenting time expeditor services.

50.8 (m) "Report" means any communication received by the local welfare agency, police
50.9 department, county sheriff, or agency responsible for child protection pursuant to this section
50.10 that describes neglect or physical or sexual abuse of a child and contains sufficient content
50.11 to identify the child and any person believed to be responsible for the neglect or abuse, if
50.12 known.

50.13 (n) "Sexual abuse" means the subjection of a child by a person responsible for the child's
50.14 care, by a person who has a significant relationship to the child, as defined in section 609.341,
50.15 or by a person in a position of authority, as defined in section 609.341, subdivision 10, to
50.16 any act which constitutes a violation of section 609.342 (criminal sexual conduct in the first
50.17 degree), 609.343 (criminal sexual conduct in the second degree), 609.344 (criminal sexual
50.18 conduct in the third degree), 609.345 (criminal sexual conduct in the fourth degree), ~~or~~
50.19 609.3451 (criminal sexual conduct in the fifth degree), or 609.352 (solicitation of children
50.20 to engage in sexual conduct; communication of sexually explicit materials to children).

50.21 Sexual abuse also includes any act which involves a minor which constitutes a violation of
50.22 prostitution offenses under sections 609.321 to 609.324 or 617.246. Effective May 29, 2017,
50.23 sexual abuse includes all reports of known or suspected child sex trafficking involving a
50.24 child who is identified as a victim of sex trafficking. Sexual abuse includes child sex
50.25 trafficking as defined in section 609.321, subdivisions 7a and 7b. Sexual abuse includes
50.26 threatened sexual abuse which includes the status of a parent or household member who
50.27 has committed a violation which requires registration as an offender under section 243.166,
50.28 subdivision 1b, paragraph (a) or (b), or required registration under section 243.166,
50.29 subdivision 1b, paragraph (a) or (b).

50.30 (o) "Substantial child endangerment" means a person responsible for a child's care, by
50.31 act or omission, commits or attempts to commit an act against a child under their care that
50.32 constitutes any of the following:

50.33 (1) egregious harm as defined in section 260C.007, subdivision 14;

50.34 (2) abandonment under section 260C.301, subdivision 2;

51.1 (3) neglect as defined in paragraph (g), clause (2), that substantially endangers the child's
51.2 physical or mental health, including a growth delay, which may be referred to as failure to
51.3 thrive, that has been diagnosed by a physician and is due to parental neglect;

51.4 (4) murder in the first, second, or third degree under section 609.185, 609.19, or 609.195;

51.5 (5) manslaughter in the first or second degree under section 609.20 or 609.205;

51.6 (6) assault in the first, second, or third degree under section 609.221, 609.222, or 609.223;

51.7 (7) solicitation, inducement, and promotion of prostitution under section 609.322;

51.8 (8) criminal sexual conduct under sections 609.342 to 609.3451;

51.9 (9) solicitation of children to engage in sexual conduct under section 609.352;

51.10 (10) malicious punishment or neglect or endangerment of a child under section 609.377
51.11 or 609.378;

51.12 (11) use of a minor in sexual performance under section 617.246; or

51.13 (12) parental behavior, status, or condition which mandates that the county attorney file
51.14 a termination of parental rights petition under section 260C.503, subdivision 2.

51.15 (p) "Threatened injury" means a statement, overt act, condition, or status that represents
51.16 a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes,
51.17 but is not limited to, exposing a child to a person responsible for the child's care, as defined
51.18 in paragraph (j), clause (1), who has:

51.19 (1) subjected a child to, or failed to protect a child from, an overt act or condition that
51.20 constitutes egregious harm, as defined in section 260C.007, subdivision 14, or a similar law
51.21 of another jurisdiction;

51.22 (2) been found to be palpably unfit under section 260C.301, subdivision 1, paragraph
51.23 (b), clause (4), or a similar law of another jurisdiction;

51.24 (3) committed an act that has resulted in an involuntary termination of parental rights
51.25 under section 260C.301, or a similar law of another jurisdiction; or

51.26 (4) committed an act that has resulted in the involuntary transfer of permanent legal and
51.27 physical custody of a child to a relative under Minnesota Statutes 2010, section 260C.201,
51.28 subdivision 11, paragraph (d), clause (1), section 260C.515, subdivision 4, or a similar law
51.29 of another jurisdiction.

52.1 A child is the subject of a report of threatened injury when the responsible social services
 52.2 agency receives birth match data under paragraph (q) from the Department of Human
 52.3 Services.

52.4 (q) Upon receiving data under section 144.225, subdivision 2b, contained in a birth
 52.5 record or recognition of parentage identifying a child who is subject to threatened injury
 52.6 under paragraph (p), the Department of Human Services shall send the data to the responsible
 52.7 social services agency. The data is known as "birth match" data. Unless the responsible
 52.8 social services agency has already begun an investigation or assessment of the report due
 52.9 to the birth of the child or execution of the recognition of parentage and the parent's previous
 52.10 history with child protection, the agency shall accept the birth match data as a report under
 52.11 this section. The agency may use either a family assessment or investigation to determine
 52.12 whether the child is safe. All of the provisions of this section apply. If the child is determined
 52.13 to be safe, the agency shall consult with the county attorney to determine the appropriateness
 52.14 of filing a petition alleging the child is in need of protection or services under section
 52.15 260C.007, subdivision 6, clause (16), in order to deliver needed services. If the child is
 52.16 determined not to be safe, the agency and the county attorney shall take appropriate action
 52.17 as required under section 260C.503, subdivision 2.

52.18 (r) Persons who conduct assessments or investigations under this section shall take into
 52.19 account accepted child-rearing practices of the culture in which a child participates and
 52.20 accepted teacher discipline practices, which are not injurious to the child's health, welfare,
 52.21 and safety.

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

52.23 Sec. 46. Laws 2016, chapter 189, article 25, section 61, is amended to read:

52.24 Sec. 61. **CERTIFICATION INCENTIVE REVENUE.**

52.25 Subdivision 1. **Qualifying certificates.** As soon as practicable, the commissioner of
 52.26 education, in consultation with the Governor's Workforce Development Council established
 52.27 under Minnesota Statutes, section 116L.665, and the P-20 education partnership operating
 52.28 under Minnesota Statutes, section 127A.70, must establish the list of qualifying career and
 52.29 technical certificates and post the names of those certificates on the Department of
 52.30 Education's Web site. The certificates must be in fields where occupational opportunities
 52.31 exist.

52.32 Subd. 2. **School district participation.** (a) A school board may adopt a policy authorizing
 52.33 its students in grades 9 through 12, including its students enrolled in postsecondary enrollment

53.1 options courses under Minnesota Statutes, section 124D.09, the opportunity to complete a
 53.2 qualifying certificate. The certificate may be completed as part of a regularly scheduled
 53.3 course.

53.4 (b) A school district may register a student for any assessment necessary to complete a
 53.5 qualifying certificate and pay any associated registration fees for its students.

53.6 Subd. 3. **Incentive funding.** (a) A school district's career and technical certification aid
 53.7 equals \$500 times the district's number of students enrolled during the current fiscal year
 53.8 who have obtained one or more qualifying certificates during the current fiscal year.

53.9 (b) The statewide total certificate revenue must not exceed ~~\$1,000,000~~ \$400,000 for the
 53.10 2016-2017, 2017-2018, and 2018-2019 school years. The commissioner must proportionately
 53.11 reduce the initial aid provided under this subdivision so that the statewide aid cap is not
 53.12 exceeded.

53.13 Subd. 4. **Reports to the legislature.** (a) The commissioner of education must report to
 53.14 the committees of the legislature with jurisdiction over kindergarten through grade 12
 53.15 education and higher education by February 1, 2017, on the number and types of certificates
 53.16 authorized for the 2016-2017 school year. The commissioner must also recommend whether
 53.17 the pilot program should be continued.

53.18 (b) By February 1, of 2018, 2019, and 2020, the commissioner of education must report
 53.19 to the committees of the legislature with jurisdiction over kindergarten through grade 12
 53.20 education and higher education about the number and types of certificates earned by
 53.21 Minnesota's students during the 2016-2017 prior school year.

53.22 Sec. 47. Laws 2016, chapter 189, article 25, section 62, subdivision 15, is amended to
 53.23 read:

53.24 Subd. 15. **Certificate incentive funding.** (a) For the certificate incentive program:

53.25 ~~1,000,000~~
 53.26 \$ 400,000 2017

53.27 (b) \$600,000 of the \$1,000,000 appropriation in Laws 2016, chapter 189, article 25,
 53.28 section 62, subdivision 15, is canceled to the general fund. This is a onetime appropriation.
 53.29 This appropriation is available until June 30, 2019.

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

54.1 Sec. 48. Laws 2017, First Special Session chapter 5, article 2, section 57, subdivision 12,
54.2 is amended to read:

54.3 Subd. 12. **Museums and education centers.** For grants to museums and education
54.4 centers:

54.5 \$ 460,000 2018

54.6 ~~460,000~~

54.7 \$ 491,000 2019

54.8 (a) \$319,000 each year is for the Minnesota Children's Museum. Of the amount in this
54.9 paragraph, \$50,000 in each year is for the Minnesota Children's Museum, Rochester.

54.10 (b) \$50,000 each year is for the Duluth Children's Museum.

54.11 (c) \$41,000 each year is for the Minnesota Academy of Science.

54.12 (d) \$50,000 each year is for the Headwaters Science Center.

54.13 (e) \$31,000 in fiscal year 2019 only is for the Judy Garland Museum for the Children's
54.14 Discovery Museum of Grand Rapids.

54.15 Any balance in the first year does not cancel but is available in the second year.

54.16 The base in fiscal year 2020 is \$460,000.

54.17 Sec. 49. Laws 2017, First Special Session chapter 5, article 2, section 57, subdivision 14,
54.18 is amended to read:

54.19 Subd. 14. **Singing-based pilot program to improve student reading.** (a) For a grant
54.20 to pilot a research-supported, computer-based educational program that uses singing to
54.21 improve the reading ability of students in grades 2 through 5:

54.22 \$ 500,000 2018

54.23 \$ 0 2019

54.24 (b) The commissioner of education shall award a grant to the Rock 'n' Read Project to
54.25 implement a research-supported, computer-based educational program that uses singing to
54.26 improve the reading ability of students in grades 2 through 5. The grantee shall be responsible
54.27 for selecting participating school sites; providing any required hardware and software,
54.28 including software licenses, for the duration of the grant period; providing technical support,
54.29 training, and staff to install required project hardware and software; providing on-site
54.30 professional development and instructional monitoring and support for school staff and
54.31 students; administering preintervention and postintervention reading assessments; evaluating
54.32 the impact of the intervention; and other project management services as required. To the

55.1 extent practicable, the grantee must select participating schools in urban, suburban, and
 55.2 greater Minnesota, and give priority to schools in which a high proportion of students do
 55.3 not read proficiently at grade level and are eligible for free or reduced-price lunch.

55.4 (c) By February 15, 2019, the grantee must submit a report detailing expenditures and
 55.5 outcomes of the grant to the commissioner of education and the chairs and ranking minority
 55.6 members of the legislative committees with primary jurisdiction over kindergarten through
 55.7 grade 12 education policy and finance.

55.8 (d) This is a onetime appropriation.

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

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

55.11 Sec. 50. Laws 2017, First Special Session chapter 5, article 2, section 57, subdivision 23,
 55.12 is amended to read:

55.13 Subd. 23. ~~Paraprofessional pathway~~ **Grow Your Own pathways to teacher licensure.**

55.14 (a) For grants to school districts for Grow Your Own new teacher programs:

55.15 \$ 1,500,000 2018

55.16 \$ 1,500,000 2019

55.17 (b) The grants in paragraph (a) are for school districts ~~with more than~~ and charter schools
 55.18 where at least 30 percent of the school district's or charter school's students served are
 55.19 students of color or American Indian students ~~minority students~~ for a ~~Board of~~
 55.20 ~~Teaching-approved~~ Professional Educator Licensing and Standards Board-approved
 55.21 nonconventional teacher residency pilot program. The program must provide tuition
 55.22 scholarships or stipends to enable school district and charter school employees or community
 55.23 members affiliated with a school district or charter school who seek an education license
 55.24 to participate in a nonconventional teacher preparation program. School districts and charter
 55.25 schools that receive funds under this subdivision are strongly encouraged to recruit candidates
 55.26 of color and American Indian candidates to participate in the Grow Your Own new teacher
 55.27 programs. Districts or schools providing financial support may require a commitment as
 55.28 determined by the district to teach in the district or school for a reasonable amount of time
 55.29 that does not exceed five years.

55.30 (c) School districts and charter schools may also apply for grants to develop innovative
 55.31 expanded Grow Your Own programs that encourage secondary school students to pursue
 55.32 teaching, including developing and offering dual-credit postsecondary course options in

56.1 schools for "Introduction to Teaching" or "Introduction to Education" courses consistent
56.2 with Minnesota Statutes, section 124D.09, subdivision 10.

56.3 (d) Programs must annually report to the commissioner by the date determined by the
56.4 commissioner on their activities under this section, including the number of participants,
56.5 the percentage of participants who are of color or who are American Indian, and an
56.6 assessment of program effectiveness, including participant feedback, areas for improvement,
56.7 the percentage of participants continuing to pursue teacher licensure, and the number of
56.8 participants hired in the school or district as teachers after completing preparation programs.

56.9 (e) The department may retain up to three percent of the appropriation amount to monitor
56.10 and administer the grant program.

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

56.12 Sec. 51. **APPROPRIATIONS.**

56.13 Subdivision 1. Department of Education. The sums indicated in this section are
56.14 appropriated from the general fund to the Department of Education for the fiscal years
56.15 designated.

56.16 Subd. 2. Online access to music education. (a) For a grant to the MacPhail Center for
56.17 Music to broaden access to music education in rural Minnesota:

56.18 § 125,000 2019

56.19 (b) The MacPhail Center must use the grant under paragraph (a) to broaden access to
56.20 music education in rural Minnesota. The program must supplement and enhance an existing
56.21 program and may provide individual instruction, sectional ensembles, and other group
56.22 activities, workshops, and early childhood music activities. The MacPhail Center must
56.23 design its program in consultation with music educators who teach in rural Minnesota. The
56.24 grants may be used by the MacPhail Center for employee costs and for any related travel
56.25 costs.

56.26 (c) Upon request from a school's music educator, the MacPhail Center may enter into
56.27 an agreement with the school to provide a program according to paragraph (b). In an early
56.28 childhood setting, the MacPhail Center may provide a program upon a request initiated by
56.29 an early childhood educator.

56.30 (d) By January 15, 2020, the MacPhail Center shall prepare and submit a report to the
56.31 legislature describing the online programs offered, program outcomes, the students served,

57.1 an estimate of the unmet need for music education, and a detailed list of expenditures for
 57.2 the previous fiscal year.

57.3 (e) This is a onetime appropriation.

57.4 Subd. 3. **Mounds View early college aid.** (a) For Independent School District No. 621,
 57.5 Mounds View:

57.6 \$ 200,000 2019

57.7 (b) The amount awarded under this subdivision must be used to provide scholarships
 57.8 for teachers who teach secondary school courses for postsecondary credit through the
 57.9 district's early college program to enroll in up to 18 graduate credits in an applicable subject
 57.10 area. The district and the State Partnership are encouraged to collaborate to avoid duplication
 57.11 of service and, to the extent practicable, provide district teachers access to the State
 57.12 Partnership's continuing education program established in accordance with Laws 2017, First
 57.13 Special Session chapter 5, article 2, section 48.

57.14 (c) This is a onetime appropriation.

57.15 (d) Notwithstanding Minnesota Statutes, section 16A.28, the fiscal year 2019
 57.16 appropriation is available until June 30, 2022. Any remaining balance is canceled to the
 57.17 general fund.

57.18 Subd. 4. **Vocational enrichment revenue.** (a) For vocational enrichment grants to school
 57.19 districts, including Independent School District No. 2752, Fairmont, for career and technical
 57.20 education in extended week and summer school programs:

57.21 \$ 150,000 2019

57.22 (b) A school district must apply for a grant in the form and manner specified by the
 57.23 commissioner. The maximum amount of a vocational enrichment grant equals the product
 57.24 of:

57.25 (1) \$5,117;

57.26 (2) 1.2;

57.27 (3) the number of students participating in the program; and

57.28 (4) the ratio of the actual hours of service provided to each student to 1,020.

57.29 (c) If applications for funding exceed the amount appropriated for the program, the
 57.30 commissioner must prioritize grants to programs in the following pathways: welding;
 57.31 construction trades; automotive technology; household electrical skills; heating, ventilation,
 57.32 and air conditioning; plumbing; culinary arts; and agriculture.

58.1 (d) This is a onetime appropriation.

58.2 (e) Notwithstanding Minnesota Statutes, section 16A.28, the fiscal year 2019
 58.3 appropriation is available until June 30, 2021.

58.4 Sec. 52. **REVISOR'S INSTRUCTION.**

58.5 (a) The revisor of statutes shall renumber the provisions of Minnesota Statutes listed in
 58.6 column A to the references listed in column B.

58.7	<u>Column A</u>	<u>Column B</u>
58.8	<u>136D.01</u>	<u>123C.01</u>
58.9	<u>136D.21</u>	<u>123C.21</u>
58.10	<u>136D.22</u>	<u>123C.22</u>
58.11	<u>136D.23</u>	<u>123C.23</u>
58.12	<u>136D.24</u>	<u>123C.24</u>
58.13	<u>136D.25</u>	<u>123C.25</u>
58.14	<u>136D.26</u>	<u>123C.26</u>
58.15	<u>136D.281</u>	<u>123C.27</u>
58.16	<u>136D.29</u>	<u>123C.28</u>
58.17	<u>136D.31</u>	<u>123C.29</u>
58.18	<u>136D.41</u>	<u>123C.41</u>
58.19	<u>136D.42</u>	<u>123C.42</u>
58.20	<u>136D.43</u>	<u>123C.43</u>
58.21	<u>136D.44</u>	<u>123C.44</u>
58.22	<u>136D.45</u>	<u>123C.45</u>
58.23	<u>136D.46</u>	<u>123C.46</u>
58.24	<u>136D.47</u>	<u>123C.47</u>
58.25	<u>136D.48</u>	<u>123C.48</u>
58.26	<u>136D.49</u>	<u>123C.49</u>
58.27	<u>136D.71</u>	<u>123C.71</u>
58.28	<u>136D.72</u>	<u>123C.72</u>
58.29	<u>136D.73</u>	<u>123C.73</u>
58.30	<u>136D.74</u>	<u>123C.74</u>
58.31	<u>136D.741</u>	<u>123C.75</u>
58.32	<u>136D.76</u>	<u>123C.76</u>
58.33	<u>136D.81</u>	<u>123C.81</u>
58.34	<u>136D.82</u>	<u>123C.82</u>
58.35	<u>136D.83</u>	<u>123C.83</u>
58.36	<u>136D.84</u>	<u>123C.84</u>

59.1	<u>136D.85</u>	<u>123C.85</u>
59.2	<u>136D.86</u>	<u>123C.86</u>
59.3	<u>136D.88</u>	<u>123C.87</u>
59.4	<u>136D.90</u>	<u>123C.88</u>
59.5	<u>136D.92</u>	<u>123C.89</u>
59.6	<u>136D.93</u>	<u>123C.90</u>
59.7	<u>136D.94</u>	<u>123C.91</u>

59.8 (b) The revisor of statutes shall make necessary cross-reference changes in Minnesota
 59.9 Statutes and Minnesota Rules consistent with renumbering of Minnesota Statutes, chapter
 59.10 136D in this act, and if Minnesota Statutes, chapter 136D, is further amended in the 2018
 59.11 legislative session, shall codify the amendments in a manner consistent with this act. The
 59.12 revisor may make necessary changes to sentence structure to preserve the meaning of the
 59.13 text.

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

59.15 Sec. 53. **REPEALER.**

59.16 (a) Minnesota Statutes 2016, section 120B.299, subdivisions 7, 8, 9, and 11, are repealed.

59.17 (b) Laws 2016, chapter 189, article 25, section 62, subdivision 16, is repealed.

59.18 **EFFECTIVE DATE.** Paragraph (a) is effective July 1, 2018. Paragraph (b) is effective
 59.19 the day following final enactment.