

1.1 Senator moves to amend H.F. No. 4300, in conference committee, as
1.2 follows:

1.3 Delete everything after the enacting clause and insert:

1.4 **"ARTICLE 1**
1.5 **LITERACY**

1.6 Section 1. Minnesota Statutes 2020, section 120B.11, is amended by adding a subdivision
1.7 to read:

1.8 Subd. 10. **Suspension.** Provisions under this section are suspended from the beginning
1.9 of the 2023-2024 school year through the end of the 2028-2029 school year. A school district
1.10 or school site must continue to fulfill federal reporting requirements under the provisions
1.11 of this section.

1.12 Sec. 2. [120B.111] READING PROFICIENCY GOAL.

1.13 Subdivision 1. **Adopting plans and budgets.** (a) For the 2023-2024 school year through
1.14 the 2028-2029 school year, a school board at a public meeting must adopt a comprehensive
1.15 plan to support and improve teaching and learning that is aligned with the goal of having
1.16 90 percent of third grade students achieve grade-level reading proficiency. The plan must
1.17 include:

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

1.21 (2) a process to assess and evaluate each student's progress toward meeting state reading
1.22 standards; and

1.23 (3) strategies for improving instruction, curriculum, and student achievement in reading.

1.24 (b) For the purposes of this section, the following terms have the meanings given:

1.25 (1) "instruction" means methods of providing learning experiences that enable a student
1.26 to meet state reading standards;

1.27 (2) "curriculum" means programs and written plans adopted by a district or school for
1.28 providing students with learning experiences that lead to expected knowledge and skills
1.29 and career and college readiness; and

1.30 (3) "reading proficiency goal" means to have 90 percent of third grade students achieve
1.31 grade-level reading proficiency and to close the academic achievement gap among all racial

2.1 and ethnic groups of students and between students living in poverty and students not living
2.2 in poverty.

2.3 Subd. 2. **Performance measures.** Student performance on the third grade reading
2.4 proficiency assessment as measured by a statewide reading assessment is the performance
2.5 measure to determine school district or school site progress toward the goal of 90 percent
2.6 of third grade students achieving grade-level reading proficiency.

2.7 Subd. 3. **Report.** (a) The school board must hold an annual public meeting to review
2.8 and revise, where appropriate, student achievement goals, local assessment outcomes, plans,
2.9 strategies, and practices. The school board must review district success in achieving the
2.10 previously adopted grade-level reading proficiency goals, related benchmarks, and
2.11 improvement plans for achieving grade-level reading proficiency goals. The school board
2.12 must transmit an electronic summary of its report to the commissioner of education in the
2.13 form and manner determined by the commissioner.

2.14 (b) By January 25 of each year that this section is effective, the commissioner must
2.15 report to the chairs and ranking minority members of the legislative committees with
2.16 jurisdiction over kindergarten through grade 12 education:

2.17 (1) a list of school districts that have not submitted the required report to the commissioner
2.18 under paragraph (a); and

2.19 (2) a list of school districts that have not met the performance goal of 90 percent of third
2.20 grade students achieving grade-level reading proficiency, as established in the plan under
2.21 subdivision 1.

2.22 Subd. 4. **Annual evaluation.** The commissioner must identify effective strategies,
2.23 practices, and resources available to schools and districts to achieve the goal of 90 percent
2.24 of third grade students achieving grade-level reading proficiency. The commissioner must
2.25 assist schools and districts throughout the state in implementing effective strategies, practices,
2.26 and use of resources.

2.27 Sec. 3. Minnesota Statutes 2020, section 120B.115, is amended to read:

2.28 **120B.115 REGIONAL CENTERS OF EXCELLENCE.**

2.29 Subdivision 1. **Establishment.** (a) Regional centers of excellence are established to
2.30 assist and support school boards, school districts, school sites, and charter schools in
2.31 implementing research-based interventions and practices to increase the students' achievement
2.32 within a region. The centers must develop partnerships with local and regional service
2.33 cooperatives, postsecondary institutions, integrated school districts, the department, children's

3.1 mental health providers, or other local or regional entities interested in providing a cohesive
3.2 and consistent regional delivery system that serves all schools equitably. Centers must assist
3.3 school districts, school sites, and charter schools in developing similar partnerships. Center
3.4 support may include assisting school districts, school sites, and charter schools with common
3.5 principles of effective practice, including:

3.6 (1) defining measurable education goals under sections 120B.022, subdivisions 1a and
3.7 1b, and 120B.11, subdivision 2;

3.8 (2) implementing evidence-based practices, including applied and experiential learning,
3.9 contextualized learning, competency-based curricula and assessments, and other
3.10 nontraditional learning opportunities, among other practices;

3.11 (3) engaging in data-driven decision-making;

3.12 (4) providing multilayered levels of support;

3.13 (5) supporting culturally responsive teaching and learning aligning the development of
3.14 academic English proficiency, state and local academic standards, and career and college
3.15 readiness benchmarks;

3.16 (6) engaging parents, families, youth, and local community members in programs and
3.17 activities at the school district, school site, or charter school that foster collaboration and
3.18 shared accountability for the achievement of all students; and

3.19 (7) translating district forms and other information such as a multilingual glossary of
3.20 commonly used education terms and phrases.

3.21 Centers must work with school site leadership teams to build the expertise and experience
3.22 to implement programs that close the achievement gap, provide effective and differentiated
3.23 programs and instruction for different types of English learners, including English learners
3.24 with limited or interrupted formal schooling and long-term English learners under section
3.25 124D.59, subdivisions 2 and 2a, increase students' progress and growth toward career and
3.26 college readiness, and increase student graduation rates.

3.27 (b) The department must assist the regional centers of excellence to meet staff, facilities,
3.28 and technical needs, provide the centers with programmatic support, and work with the
3.29 centers to establish a coherent statewide system of regional support, including consulting,
3.30 training, and technical support, to help school boards, school districts, school sites, and
3.31 charter schools effectively and efficiently implement the world's best workforce goals under
3.32 section 120B.11 and other state and federal education initiatives, including secondary and
3.33 postsecondary career pathways and technical education.

4.1 Subd. 2. **Reading focus.** Regional centers of excellence must prioritize reading using
4.2 scientifically based research that includes fluency, phonemic awareness, phonics, reading
4.3 comprehension, vocabulary development, and Language Essentials for Teachers of Reading
4.4 and Spelling (LETRS) training.

4.5 Subd. 3. **Leadership.** Regional centers of excellence must be led by LETRS-certified
4.6 reading professionals, including at least: (1) two literacy specialists; and (2) a dyslexia
4.7 specialist under section 120B.122 who is employed by the Department of Education.

4.8 Subd. 4. **Regional literacy support directors.** Regional centers of excellence must
4.9 work with LETRS-certified regional literacy support directors to assist schools with
4.10 improving low reading scores. A director is an independent contractor and not an employee
4.11 of the Department of Education. A regional literacy support director must:

4.12 (1) effectively monitor student reading growth and achievement data;

4.13 (2) assist with districtwide and schoolwide professional development and planning to
4.14 establish scientifically based practices among school administrators and instructional
4.15 personnel; and

4.16 (3) evaluate implementation of scientifically based practices.

4.17 Sec. 4. Minnesota Statutes 2020, section 120B.122, is amended by adding a subdivision
4.18 to read:

4.19 Subd. 4. **Leadership.** A dyslexia specialist must help provide leadership for the regional
4.20 centers of excellence under section 120B.115.

4.21 Sec. 5. Minnesota Statutes 2020, section 122A.06, subdivision 4, is amended to read:

4.22 Subd. 4. **Comprehensive, scientifically based reading instruction.** (a) "Comprehensive,
4.23 scientifically based reading instruction" includes a program or collection of instructional
4.24 practices that is based on valid, replicable evidence showing that when these programs or
4.25 practices are used, students can be expected to achieve, at a minimum, satisfactory reading
4.26 progress. The program or collection of practices must include, at a minimum, effective;
4.27 balanced instruction in all five areas of reading: phonemic awareness, phonics, fluency,
4.28 vocabulary development, and reading comprehension.

4.29 Comprehensive, scientifically based reading instruction also includes and integrates
4.30 instructional strategies for continuously assessing, evaluating, and communicating the
4.31 student's reading progress and needs in order to design and implement ongoing interventions
4.32 so that students of all ages and proficiency levels can read and comprehend text, write, and

5.1 apply higher level thinking skills. For English learners developing literacy skills, districts
5.2 are encouraged to use strategies that teach reading and writing in the students' native language
5.3 and English at the same time.

5.4 (b) "Fluency" is the ability of students to read text with speed, accuracy, and proper
5.5 expression.

5.6 (c) "Phonemic awareness" is the ability of students to notice, think about, and manipulate
5.7 individual sounds in spoken syllables and words.

5.8 (d) "Phonics" is the understanding that there are systematic and predictable relationships
5.9 between written letters and spoken words. Phonics instruction is a way of teaching reading
5.10 that stresses learning how letters correspond to sounds and how to apply this knowledge in
5.11 reading and spelling.

5.12 (e) "Reading comprehension" is an active process that requires intentional thinking
5.13 during which meaning is constructed through interactions between text and reader.
5.14 Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and
5.15 implementing specific cognitive strategies to help beginning readers derive meaning through
5.16 intentional, problem-solving thinking processes.

5.17 (f) "Vocabulary development" is the process of teaching vocabulary both directly and
5.18 indirectly, with repetition and multiple exposures to vocabulary items. Learning in rich
5.19 contexts, incidental learning, and use of computer technology enhance the acquiring of
5.20 vocabulary.

5.21 (g) Nothing in this subdivision limits the authority of a school district to select a school's
5.22 reading program or curriculum.

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

5.24 Sec. 6. Minnesota Statutes 2020, section 122A.092, subdivision 5, is amended to read:

5.25 Subd. 5. **Reading strategies.** (a) A teacher preparation provider approved by the
5.26 Professional Educator Licensing and Standards Board to prepare persons for classroom
5.27 teacher licensure must include in its teacher preparation programs research-based best
5.28 practices in reading, consistent with section 122A.06, subdivision 4, that enable the licensure
5.29 candidate to teach reading in the candidate's content areas. Teacher candidates must be
5.30 instructed in using students' native languages as a resource in creating effective differentiated
5.31 instructional strategies for English learners developing literacy skills. A teacher preparation
5.32 provider also must prepare early childhood and elementary teacher candidates for Tier 3
5.33 and Tier 4 teaching licenses under sections 122A.183 and 122A.184, respectively, for the

6.1 portion of the examination under section 122A.185, subdivision 1, paragraph (c), covering
6.2 assessment of reading instruction.

6.3 (b) Board-approved teacher preparation programs for teachers of elementary education
6.4 must require instruction in applying comprehensive, scientifically based or evidence-based,
6.5 and structured reading instruction programs that:

6.6 (1) teach students to read using foundational knowledge, practices, and strategies
6.7 consistent with section 122A.06, subdivision 4, so that all students achieve continuous
6.8 progress in reading; ~~and~~

6.9 (2) teach specialized instruction in reading strategies, interventions, and remediations
6.10 that enable students of all ages and proficiency levels to become proficient readers; and

6.11 (3) beginning February 1, 2026, require teacher candidates to receive instruction using
6.12 the Language Essentials for Teachers of Reading and Spelling program.

6.13 (c) Board-approved teacher preparation programs for teachers of elementary education,
6.14 early childhood education, special education, and reading intervention must include
6.15 instruction on dyslexia, as defined in section 125A.01, subdivision 2. Teacher preparation
6.16 programs may consult with the Department of Education, including the dyslexia specialist
6.17 under section 120B.122, to develop instruction under this paragraph. Instruction on dyslexia
6.18 must be modeled on practice standards of the International Dyslexia Association, and must
6.19 address:

6.20 (1) the nature and symptoms of dyslexia;

6.21 (2) resources available for students who show characteristics of dyslexia;

6.22 (3) evidence-based instructional strategies for students who show characteristics of
6.23 dyslexia, including the structured literacy approach; and

6.24 (4) outcomes of intervention and lack of intervention for students who show
6.25 characteristics of dyslexia.

6.26 (d) Nothing in this section limits the authority of a school district to select a school's
6.27 reading program or curriculum.

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

6.29 Sec. 7. Minnesota Statutes 2020, section 124E.03, subdivision 2, is amended to read:

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

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

7.3 (c) A charter school must comply with the Minnesota Public School Fee Law, sections
7.4 123B.34 to 123B.39.

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

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

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

7.10 (g) A charter school must comply with continuing truant notification under section
7.11 260A.03.

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

7.17 (i) A charter school must adopt a policy, plan, budget, and process, consistent with
7.18 section 120B.11, to review curriculum, instruction, and student achievement and strive for
7.19 the world's best workforce. For the 2023-2024 school year through the end of the 2028-2029
7.20 school year, a charter school must adopt a policy, plan, budget, and process consistent with
7.21 section 120B.111 to review curriculum, instruction, and student achievement that is aligned
7.22 with the goal of having 90 percent of third grade students achieve grade-level reading
7.23 proficiency.

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

7.26 Sec. 8. Laws 2021, First Special Session chapter 13, article 11, section 4, is amended to
7.27 read:

7.28 Sec. 4. **APPROPRIATIONS; DEPARTMENT OF EDUCATION.**

7.29 Subdivision 1. **Department of Education.** Unless otherwise indicated, the sums indicated
7.30 in this section are appropriated from the general fund to the Department of Education for

8.1 the fiscal years designated. Any balance in the first year does not cancel but is available in
8.2 the second year.

8.3 Subd. 2. **Department.** (a) For the Department of Education:

8.4 \$ 30,837,000 2022

8.5 ~~26,287,000~~

8.6 \$ 26,987,000 2023

8.7 Of these amounts:

8.8 (1) \$319,000 each year is for the Board of School Administrators;

8.9 (2) ~~\$1,000,000 each in fiscal year is 2022~~ and \$1,700,000 in fiscal year 2023 are for
8.10 regional centers of excellence under Minnesota Statutes, section 120B.115. Of the amount
8.11 in fiscal year 2023, \$700,000 is for providing grants to each regional center of excellence
8.12 to contract with one full-time equivalent regional literacy support director;

8.13 (3) \$250,000 each year is for the School Finance Division to enhance financial data
8.14 analysis;

8.15 (4) \$720,000 each year is for implementing Minnesota's Learning for English Academic
8.16 Proficiency and Success Act under Laws 2014, chapter 272, article 1, as amended;

8.17 (5) \$123,000 each year is for a dyslexia specialist;

8.18 (6) \$480,000 each year is for the Department of Education's mainframe update;

8.19 (7) \$4,500,000 in fiscal year 2022 only is for legal fees and costs associated with
8.20 litigation; and

8.21 (8) \$340,000 in fiscal years 2022 and 2023 only are for voluntary prekindergarten
8.22 programs.

8.23 (b) None of the amounts appropriated under this subdivision may be used for Minnesota's
8.24 Washington, D.C., office.

8.25 (c) The expenditures of federal grants and aids as shown in the biennial budget document
8.26 and its supplements are approved and appropriated and must be spent as indicated.

8.27 (d) This appropriation includes funds for information technology project services and
8.28 support subject to the provisions of Minnesota Statutes, section 16E.21. Any ongoing
8.29 information technology costs will be incorporated into the service level agreement and will
8.30 be paid to the Office of MN.IT Services by the Department of Education under the rates
8.31 and mechanisms specified in that agreement.

9.1 (e) To account for the base adjustments provided in Laws 2018, chapter 211, article 21,
9.2 section 1, paragraph (a), and section 3, paragraph (a), the base for fiscal year 2024 and later
9.3 is ~~\$25,965,000~~ \$26,665,000.

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

9.5 Sec. 9. **APPROPRIATION; LANGUAGE ESSENTIALS FOR TEACHERS OF**
9.6 **READING AND SPELLING.**

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

9.10 Subd. 2. **Language Essentials for Teachers of Reading and Spelling.** (a) To provide
9.11 the Language Essentials for Teachers of Reading and Spelling (LETRS) program to licensed
9.12 teachers, with priority given to those who teach in kindergarten through grade five:

9.13 § 52,500,000 2023

9.14 (b) The commissioner may partner with the regional centers of excellence to administer
9.15 the program.

9.16 (c) This appropriation is available until June 30, 2025. For teachers who have enrolled
9.17 but not yet completed LETRS training as of June 30, 2025, funds may be encumbered and
9.18 expended until June 30, 2027, for those teachers to complete LETRS training.

9.19 (d) The base for fiscal year 2024 and later is \$0.

9.20 **ARTICLE 2**
9.21 **GENERAL EDUCATION**

9.22 Section 1. Minnesota Statutes 2020, section 123B.04, subdivision 1, is amended to read:

9.23 Subdivision 1. **Definition.** "Education site" means a separate facility. ~~A~~ or program
9.24 within a facility or within a district is an education site if the school board recognizes it as
9.25 a site.

9.26 Sec. 2. Minnesota Statutes 2020, section 123B.195, is amended to read:

9.27 **123B.195 BOARD MEMBERS' RIGHT TO EMPLOYMENT.**

9.28 Notwithstanding section 471.88, subdivision 5, a school board member may be newly
9.29 employed or may continue to be employed by a school district as an employee only if there
9.30 is a reasonable expectation at the beginning of the fiscal year or at the time the contract is

10.1 entered into or extended that the amount to be earned by that officer under that contract or
10.2 employment relationship will not exceed ~~\$8,000~~ \$20,000 in that fiscal year. Notwithstanding
10.3 section 122A.40 or 122A.41 or other law, if the officer does not receive majority approval
10.4 to be initially employed or to continue in employment at a meeting at which all board
10.5 members are present, that employment is immediately terminated and that officer has no
10.6 further rights to employment while serving as a school board member in the district.

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

10.8 Sec. 3. Minnesota Statutes 2020, section 123B.86, subdivision 3, is amended to read:

10.9 Subd. 3. **Board control.** (a) When transportation is provided, the scheduling of routes,
10.10 manner and method of transportation, control and discipline of school children and any
10.11 other matter relating thereto shall be within the sole discretion, control and management of
10.12 the board.

10.13 (b) A school board and a nonpublic school may mutually agree to a written plan for the
10.14 board to provide nonpublic pupil transportation to nonpublic school students.

10.15 (1) A school board that provides pupil transportation through its employees may transport
10.16 nonpublic school students according to the plan and retain the nonpublic pupil transportation
10.17 aid attributable to that plan. A nonpublic school may make a payment to the school district
10.18 to cover additional transportation services agreed to in the written plan for nonpublic pupil
10.19 transportation services not required under sections 123B.84 to 123B.87.

10.20 (2) A school board that contracts for pupil transportation services may enter into a
10.21 contractual arrangement with a school bus contractor according to the written plan adopted
10.22 by the school board and the nonpublic school to transport nonpublic school students and
10.23 retain the nonpublic pupil transportation aid attributable to that plan for purposes of paying
10.24 the school bus contractor. A nonpublic school may make a payment to the school district
10.25 to cover additional transportation services agreed to in the written plan for nonpublic pupil
10.26 transportation services included in the contract that are not required under sections 123B.84
10.27 to 123B.87.

10.28 (c) The school district must report the number of nonpublic school students transported
10.29 and the nonpublic pupil transportation expenditures incurred under paragraph (b) in the
10.30 form and manner specified by the commissioner.

11.1 Sec. 4. Minnesota Statutes 2020, section 124D.4531, subdivision 1a, is amended to read:

11.2 Subd. 1a. **Career and technical levy.** ~~(a) For fiscal year 2014 only, a district may levy~~
11.3 ~~an amount not more than the product of its career and technical revenue times the lesser of~~
11.4 ~~one or the ratio of its adjusted net tax capacity per adjusted pupil unit in the fiscal year in~~
11.5 ~~which the levy is certified to the career and technical revenue equalizing factor. The career~~
11.6 ~~and technical revenue equalizing factor for fiscal year 2014 equals \$7,612.~~

11.7 ~~(b) For fiscal year 2015 and later, A district may levy an amount not more than the~~
11.8 ~~product of its career and technical revenue times the lesser of one or the ratio of its adjusted~~
11.9 ~~net tax capacity per adjusted pupil unit in the fiscal year in which the levy is certified to the~~
11.10 ~~career and technical revenue equalizing factor. The career and technical revenue equalizing~~
11.11 ~~factor for fiscal year 2015 and later equals \$7,612.~~

11.12 Sec. 5. Minnesota Statutes 2020, section 124D.4531, subdivision 1b, is amended to read:

11.13 Subd. 1b. **Career and technical aid.** ~~For fiscal year 2014 and later, A district's career~~
11.14 ~~and technical aid equals its career and technical revenue less its career and technical levy.~~
11.15 ~~If the district levy is less than the permitted levy, the district's career and technical aid shall~~
11.16 ~~be reduced proportionately.~~

11.17 Sec. 6. **REPEALER.**

11.18 Minnesota Statutes 2020, section 124D.4531, subdivision 3a, is repealed.

11.19 **ARTICLE 3**

11.20 **EDUCATION EXCELLENCE**

11.21 Section 1. Minnesota Statutes 2020, section 120B.021, subdivision 4, is amended to read:

11.22 Subd. 4. **Revisions and reviews required.** (a) The commissioner of education must
11.23 revise and appropriately embed technology and information literacy standards consistent
11.24 with recommendations from school media specialists into the state's academic standards
11.25 and graduation requirements and implement a ten-year cycle to review and, consistent with
11.26 the review, revise state academic standards and related benchmarks, consistent with this
11.27 subdivision. During each ten-year review and revision cycle, the commissioner also must
11.28 examine the alignment of each required academic standard and related benchmark with the
11.29 knowledge and skills students need for career and college readiness and advanced work in
11.30 the particular subject area. The commissioner must include the contributions of Minnesota

12.1 American Indian tribes and communities as related to the academic standards during the
12.2 review and revision of the required academic standards.

12.3 (b) The commissioner must ensure that the statewide mathematics assessments
12.4 administered to students in grades 3 through 8 and 11 are aligned with the state academic
12.5 standards in mathematics, consistent with section 120B.30, subdivision 1, paragraph (b).
12.6 The commissioner must implement a review of the academic standards and related
12.7 benchmarks in mathematics beginning in the 2021-2022 school year and every ten years
12.8 thereafter.

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

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

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

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

12.19 (g) The commissioner must implement a review of the academic standards and related
12.20 benchmarks in physical education beginning in the ~~2022-2023~~ 2026-2027 school year and
12.21 every ten years thereafter.

12.22 (h) School districts and charter schools must revise and align local academic standards
12.23 and high school graduation requirements in health, world languages, and career and technical
12.24 education to require students to complete the revised standards beginning in a school year
12.25 determined by the school district or charter school. School districts and charter schools must
12.26 formally establish a periodic review cycle for the academic standards and related benchmarks
12.27 in health, world languages, and career and technical education.

12.28 Sec. 2. Minnesota Statutes 2020, section 120B.12, subdivision 2, is amended to read:

12.29 Subd. 2. **Identification; report.** (a) Each school district must identify before the end of
12.30 kindergarten, grade 1, and grade 2 all students who are not ~~reading at grade level~~
12.31 demonstrating mastery of foundational reading skills, including phonemic awareness,
12.32 phonics, decoding, and fluency, using a screening tool approved by the Department of
12.33 Education. Students identified as not ~~reading at grade level~~ demonstrating mastery of

13.1 foundational reading skills by the end of kindergarten, grade 1, and grade 2 must be screened,
 13.2 ~~in a locally determined manner~~ using a tool approved by the Department of Education, for
 13.3 characteristics of dyslexia and screening data must be submitted to the Department of
 13.4 Education in the form and manner prescribed by the commissioner.

13.5 (b) Students in grade 3 or higher who demonstrate a reading difficulty to a classroom
 13.6 teacher must be screened, ~~in a locally determined manner~~ using a tool approved by the
 13.7 Department of Education, for deficits in foundational reading skills and characteristics of
 13.8 dyslexia, unless a different reason for the reading difficulty has been identified.

13.9 (c) Reading assessments in English, and in the predominant languages of district students
 13.10 where practicable, must identify and evaluate students' areas of academic need related to
 13.11 literacy. The district also must monitor the progress and provide reading instruction
 13.12 appropriate to the specific needs of English learners. The district must use ~~a locally adopted,~~
 13.13 tools approved by the Department of Education that are developmentally appropriate, and
 13.14 culturally responsive ~~assessment~~ assessments and annually report summary assessment
 13.15 results to the commissioner by July 1.

13.16 (d) The district also must annually report to the commissioner by December 15 and July
 13.17 1 a summary of the district's efforts to screen and identify students who demonstrate
 13.18 characteristics of dyslexia using screening tools approved by the Department of Education
 13.19 such as those recommended by the department's dyslexia specialist. With respect to students
 13.20 screened or identified under paragraph (a), the report must include:

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

13.22 (2) the number of students screened for that reporting year; and

13.23 (3) the number of students demonstrating characteristics of dyslexia for that year.

13.24 (e) A student identified under this subdivision must be provided with alternate instruction
 13.25 under section 125A.56, subdivision 1.

13.26 Sec. 3. Minnesota Statutes 2020, section 120B.12, subdivision 2a, is amended to read:

13.27 Subd. 2a. **Parent notification and involvement.** Schools, ~~at least annually~~ on a quarterly
 13.28 basis, must give the parent of each student who is not reading at or above grade level timely
 13.29 information about:

13.30 (1) the student's reading proficiency, including student performance on foundational
 13.31 reading skills and whether the student has been identified as demonstrating characteristics

14.1 of dyslexia, as measured by a ~~locally adopted assessment~~ tool approved by the Department
14.2 of Education;

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

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

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

14.9 Sec. 4. Minnesota Statutes 2020, section 120B.12, subdivision 3, is amended to read:

14.10 Subd. 3. **Intervention.** (a) For each student identified under subdivision 2, the district
14.11 shall provide reading intervention to accelerate student growth and reach the goal of reading
14.12 at or above grade level by the end of the current grade and school year. If a student does
14.13 not read at or above grade level by the end of ~~grade 3~~ the current school year, the district
14.14 must continue to provide reading intervention until the student reads at grade level. District
14.15 intervention methods shall encourage family engagement and, where possible, collaboration
14.16 with appropriate school and community programs. Intervention methods may include, but
14.17 are not limited to, requiring attendance in summer school, intensified reading instruction
14.18 that may require that the student be removed from the regular classroom for part of the
14.19 school day, extended-day programs, or programs that strengthen students' cultural
14.20 connections.

14.21 (b) A school district or charter school is strongly encouraged to provide a personal
14.22 learning plan for a student who is unable to demonstrate grade-level proficiency, as measured
14.23 ~~by the statewide reading assessment in grade 3~~ state-approved progress monitoring tools in
14.24 kindergarten through grade 3. The district or charter school must determine the format of
14.25 the personal learning plan in collaboration with the student's educators and other appropriate
14.26 professionals. The school must develop the learning plan in consultation with the student's
14.27 parent or guardian. The personal learning plan must address knowledge gaps and skill
14.28 deficiencies through strategies such as specific exercises and practices during and outside
14.29 of the regular school day, periodic assessments, and reasonable timelines. The personal
14.30 learning plan may include grade retention, if it is in the student's best interest. A school
14.31 must maintain and regularly update and modify the personal learning plan until the student
14.32 reads at grade level. This paragraph does not apply to a student under an individualized
14.33 education program.

15.1 Sec. 5. Minnesota Statutes 2020, section 120B.301, is amended to read:

15.2 **120B.301 LIMITS ON LOCAL TESTING.**

15.3 (a) For students in grades 1 through 6, the cumulative total amount of time spent taking
15.4 locally adopted districtwide or schoolwide assessments must not exceed ten hours per school
15.5 year. For students in grades 7 through 12, the cumulative total amount of time spent taking
15.6 locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school
15.7 year. For purposes of this paragraph, international baccalaureate and advanced placement
15.8 exams are not considered locally adopted assessments.

15.9 (b) A district or charter school is exempt from the requirements of paragraph (a), if the
15.10 district or charter school, in consultation with the exclusive representative of the teachers
15.11 or other teachers if there is no exclusive representative of the teachers, decides to exceed a
15.12 time limit in paragraph (a) and includes the information in the report required under section
15.13 120B.11, subdivision 5.

15.14 (c) A district or charter school, ~~before the first day of each school year,~~ must publish on
15.15 its website a comprehensive calendar of standardized tests to be administered in the district
15.16 or charter school during that school year. The calendar must provide the rationale for
15.17 administering each assessment and indicate whether the assessment is a local option or
15.18 required by state or federal law. The calendar must be published at least one week prior to
15.19 any eligible assessments being administered and no later than October 1.

15.20 Sec. 6. Minnesota Statutes 2020, section 124D.09, subdivision 9, is amended to read:

15.21 Subd. 9. **Enrollment priority.** (a) A postsecondary institution must give priority to its
15.22 postsecondary students when enrolling pupils in grades 10, 11, and 12 in its courses. A
15.23 postsecondary institution may provide information about its programs to a secondary school
15.24 or to a pupil or parent and it may advertise or otherwise recruit or solicit a secondary pupil
15.25 to enroll in its programs ~~on educational and programmatic grounds only except,~~
15.26 ~~notwithstanding other law to the contrary, and for the 2014-2015 through 2019-2020 school~~
15.27 ~~years only, an eligible postsecondary institution may advertise or otherwise recruit or solicit~~
15.28 ~~a secondary pupil residing in a school district with 700 students or more in grades 10, 11,~~
15.29 ~~and 12, to enroll in its programs on educational, programmatic, or financial grounds.~~

15.30 (b) An institution must not enroll secondary pupils, for postsecondary enrollment options
15.31 purposes, in remedial, developmental, or other courses that are not college level except
15.32 when a student eligible to participate and enrolled in the graduation incentives program
15.33 under section 124D.68 enrolls full time in a middle or early college program. A middle or

16.1 early college program must be specifically designed to allow the student to earn dual high
16.2 school and college credit with a well-defined pathway to allow the student to earn a
16.3 postsecondary degree or credential. In this case, the student must receive developmental
16.4 college credit and not college credit for completing remedial or developmental courses.

16.5 (c) Once a pupil has been enrolled in any postsecondary course under this section, the
16.6 pupil must not be displaced by another student.

16.7 (d) If a postsecondary institution enrolls a secondary school pupil in a course under this
16.8 section, the postsecondary institution also must enroll in the same course an otherwise
16.9 enrolled and qualified postsecondary student who qualifies as a veteran under section
16.10 197.447, and demonstrates to the postsecondary institution's satisfaction that the institution's
16.11 established enrollment timelines were not practicable for that student.

16.12 (e) A postsecondary institution must allow secondary pupils to enroll in online courses
16.13 under this section consistent with the institution's policy regarding postsecondary pupil
16.14 enrollment in online courses.

16.15 Sec. 7. Minnesota Statutes 2020, section 124D.09, subdivision 10, is amended to read:

16.16 Subd. 10. **Courses according to agreements.** (a) An eligible pupil, according to
16.17 subdivision 5, may enroll in a nonsectarian course taught by a secondary teacher or a
16.18 postsecondary faculty member and offered at a secondary school, or another location,
16.19 according to an agreement between a public school board and the governing body of an
16.20 eligible public postsecondary system or an eligible private postsecondary institution, as
16.21 defined in subdivision 3. All provisions of this section apply to a pupil, public school board,
16.22 district, and the governing body of a postsecondary institution, except as otherwise provided.
16.23 A secondary school or a postsecondary institution that enrolls eligible pupils in courses
16.24 according to agreements must annually report to the commissioner the participation rates
16.25 of pupils enrolled in courses according to agreements, including the number of pupils
16.26 enrolled and the number of courses taken for postsecondary credit.

16.27 (b) To encourage students, especially American Indian students and students of color,
16.28 to consider teaching as a profession, participating schools, school districts, and postsecondary
16.29 institutions are encouraged to develop and offer an "Introduction to Teaching" or
16.30 "Introduction to Education" course under this subdivision. For the purpose of applying for
16.31 grants under this paragraph, "eligible institution" includes schools and districts that partner
16.32 with an accredited college or university in addition to postsecondary institutions identified
16.33 in subdivision 3, paragraph (a). Grant recipients under this paragraph must annually report
16.34 to the commissioner in a form and manner determined by the commissioner on the

17.1 participation rates of students in courses under this paragraph, including the number of
 17.2 students who apply for admission to colleges or universities with teacher preparation
 17.3 programs and the number of students of color and American Indian students who earned
 17.4 postsecondary credit. Grant recipients must also describe recruiting efforts intended to
 17.5 ensure that the percentage of participating students who are of color or American Indian
 17.6 meets or exceeds the overall percentage of students of color or American Indian students
 17.7 in the school.

17.8 Sec. 8. Minnesota Statutes 2020, section 124D.98, is amended by adding a subdivision to
 17.9 read:

17.10 Subd. 5. Literacy incentive aid uses. Beginning July 1, 2025, literacy incentive aid
 17.11 must be used to support comprehensive, scientifically based reading instruction as defined
 17.12 in section 122A.06, subdivision 4.

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

17.14 Sec. 9. Laws 2021, First Special Session chapter 13, article 2, section 4, subdivision 22,
 17.15 is amended to read:

17.16 Subd. 22. **Sanneh Foundation.** (a) For grants to the Sanneh Foundation for purposes
 17.17 of paragraph (b):

17.18 \$ 1,500,000 2022

17.19 ~~1,500,000~~

17.20 \$ 850,000 2023

17.21 (b) The grants to the Sanneh Foundation must be directed toward programs for
 17.22 low-performing and chronically absent students with a focus on low-income students and
 17.23 students of color. The goals of the grants include decreasing absenteeism, encouraging
 17.24 school engagement, improving grades, and improving graduation rates. The grants may be
 17.25 used to:

17.26 (1) provide all-day, in-school academic and behavioral interventions and social and
 17.27 emotional learning throughout the school year;

17.28 (2) provide year-round, out-of-school behavioral, social, and emotional learning
 17.29 interventions and enrichment activities;

17.30 (3) enhance career exploration opportunities, including exposure to businesses and
 17.31 business activities; and

18.1 (4) develop pathways in cooperation with businesses or higher education partners for
18.2 participants to pursue careers in education and youth development.

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

18.4 (d) The base for fiscal year 2024 is \$0.

18.5 **Sec. 10. APPROPRIATION; DEPARTMENT OF EDUCATION.**

18.6 Subdivision 1. Department of Education. The sums indicated in this section are
18.7 appropriated from the general fund to the Department of Education for the fiscal years
18.8 designated.

18.9 Subd. 2. Expand literacy and dyslexia data collection. To expand literacy and dyslexia
18.10 data collection and reporting systems at the Department of Education in order to collect and
18.11 analyze prekindergarten through grade 3 data, including foundational reading skills, dyslexia
18.12 screening data, and screening results of multilingual learners:

18.13 \$ 1,200,000 2023

18.14 Subd. 3. Sanneh Foundation. For a grant to the Sanneh Foundation for the purposes
18.15 of Laws 2021, First Special Session chapter 13, article 2, section 4, subdivision 22:

18.16 \$ 650,000 2023

18.17 This appropriation is available until June 30, 2025.

18.18 Subd. 4. Level 4 special education sites mental health grants. (a) For transfer to the
18.19 commissioner of human services for additional school-linked mental health grants:

18.20 \$ 5,000,000 2023

18.21 (b) Of the appropriations in paragraph (a), up to \$1,945,000 is for grants to eligible
18.22 providers for programs established under Laws 2017, First Special Session chapter 5, article
18.23 2, section 56.

18.24 (c) Up to \$3,055,000 is for grants to eligible providers serving students in other federal
18.25 instructional setting level 4 special education sites.

18.26 (d) If any funds remain, the commissioner of human services may increase grant awards
18.27 under paragraph (b) and award additional grants to other eligible providers for school-linked
18.28 mental health services.

18.29 (e) The commissioner of human services may designate a portion of the awards granted
18.30 under this subdivision for school staff development activities for licensed and unlicensed

19.1 staff supporting families in meeting their children's needs, including assistance navigating
 19.2 the health care, social service, and juvenile justice systems.

19.3 (f) The annual budget base for this program is \$5,000,000.

19.4 Sec. 11. **REVISOR INSTRUCTION.**

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

<u>Column A</u>	<u>Column B</u>
<u>General Requirements Statewide Assessments</u>	
<u>120B.30, subdivision 1a, paragraph (h)</u>	<u>120B.30, subdivision 1</u>
<u>120B.30, subdivision 1, paragraph (q)</u>	<u>120B.30, subdivision 2</u>
<u>120B.30, subdivision 1a, paragraph (g)</u>	<u>120B.30, subdivision 3</u>
<u>120B.30, subdivision 1b</u>	<u>120B.30, subdivision 4</u>
<u>120B.30, subdivision 1, paragraph (n)</u>	<u>120B.30, subdivision 5, paragraph (a)</u>
<u>120B.30, subdivision 1, paragraph (a)</u>	<u>120B.30, subdivision 5, paragraph (b)</u>
<u>120B.30, subdivision 1a, paragraph (e)</u>	<u>120B.30, subdivision 6, paragraph (a)</u>
<u>120B.30, subdivision 2, paragraph (a)</u>	<u>120B.30, subdivision 6, paragraph (b)</u>
<u>120B.30, subdivision 2, paragraph (b),</u> <u>clauses (1) and (2)</u>	<u>120B.30, subdivision 6, paragraph (c)</u>
<u>120B.30, subdivision 2</u>	<u>120B.30, subdivision 6, paragraph (d)</u>
<u>120B.30, subdivision 4</u>	<u>120B.30, subdivision 7</u>
<u>120B.30, subdivision 5</u>	<u>120B.30, subdivision 8</u>
<u>120B.30, subdivision 6</u>	<u>120B.30, subdivision 9</u>
<u>120B.30, subdivision 1, paragraph (e)</u>	<u>120B.30, subdivision 10</u>
<u>General Requirements Test Design</u>	
<u>120B.30, subdivision 1a, paragraph (a),</u> <u>clauses (1) to (5)</u>	<u>120B.301, subdivision 1</u>
<u>120B.30, subdivision 1, paragraph (a)</u>	<u>120B.301, subdivision 2</u>
<u>120B.30, subdivision 1, paragraph (b)</u>	<u>120B.301, subdivision 3, paragraph (a)</u>
<u>120B.30, subdivision 1, paragraph (n)</u>	<u>120B.301, subdivision 3, paragraph (b)</u>
<u>120B.30, subdivision 1a, paragraph (b)</u>	<u>120B.301, subdivision 3, paragraph (c)</u>
<u>120B.30, subdivision 1a, paragraph (c),</u> <u>clauses (1) and (2)</u>	<u>120B.301, subdivision 3, paragraph (d)</u>
<u>Assessment Graduation Requirements</u>	
<u>120B.30, subdivision 1, paragraph (c),</u> <u>clauses (1) and (2)</u>	<u>120B.304, subdivision 1</u>

20.1	<u>120B.30, subdivision 1, paragraph (d)</u>	<u>120B.304, subdivision 2</u>
20.2	<u>120B.30, subdivision 1, paragraph (i)</u>	<u>120B.304, subdivision 3</u>
20.3	<u>Assessment Reporting Requirements</u>	
20.4	<u>120B.30, subdivision 1a, paragraph (f),</u>	<u>120B.305, subdivision 1</u>
20.5	<u>clauses (1) to (3)</u>	
20.6	<u>120B.30, subdivision 1a, paragraph (d),</u>	<u>120B.305, subdivision 2, paragraph (a)</u>
20.7	<u>clauses (1) to (4)</u>	
20.8	<u>120B.30, subdivision 1, paragraph (m)</u>	<u>120B.305, subdivision 2, paragraph (b)</u>
20.9	<u>120B.30, subdivision 1, paragraph (n)</u>	<u>120B.305, subdivision 2, paragraph (c)</u>
20.10	<u>120B.30, subdivision 1, paragraph (o),</u>	<u>120B.305, subdivision 3, paragraph (a)</u>
20.11	<u>clauses (1) to (4)</u>	
20.12	<u>120B.30, subdivision 3</u>	<u>120B.305, subdivision 3, paragraph (b)</u>
20.13	<u>District Assessment Requirements</u>	
20.14	<u>120B.301, paragraphs (a) to (c)</u>	<u>120B.306, subdivision 1</u>
20.15	<u>120B.304, paragraphs (a) and (b)</u>	<u>120B.306, subdivision 2</u>
20.16	<u>College and Career Readiness</u>	
20.17	<u>120B.30, subdivision 1, paragraph (p)</u>	<u>120B.307, subdivision 1</u>
20.18	<u>120B.30, subdivision 1, paragraph (d)</u>	<u>120B.307, subdivision 2</u>
20.19	<u>120B.30, subdivision 1, paragraph (f)</u>	<u>120B.307, subdivision 3</u>
20.20	<u>120B.30, subdivision 1, paragraph (g)</u>	<u>120B.307, subdivision 4, paragraph (a)</u>
20.21	<u>120B.30, subdivision 1, paragraph (h)</u>	<u>120B.307, subdivision 4, paragraph (b)</u>
20.22	<u>120B.30, subdivision 1, paragraph (j)</u>	<u>120B.307, subdivision 4, paragraph (c)</u>
20.23	<u>120B.30, subdivision 1, paragraph (k)</u>	<u>120B.307, subdivision 4, paragraph (d)</u>
20.24	<u>120B.30, subdivision 1, paragraph (l)</u>	<u>120B.307, subdivision 4, paragraph (e)</u>

ARTICLE 4

TEACHERS

20.27 Section 1. Minnesota Statutes 2020, section 122A.06, subdivision 6, is amended to read:

20.28 Subd. 6. **Shortage area.** "Shortage area" means:

20.29 (1) licensure fields and economic development regions reported by the commissioner
 20.30 of education or the Professional Educator Licensing and Standards Board as experiencing
 20.31 a teacher shortage, including the number of assignments a school district is unable to fill
 20.32 with a licensed teacher by November 1 of every even-numbered year; and

20.33 (2) economic development regions where there is a shortage of licensed teachers who
 20.34 reflect the racial or ethnic diversity of students in the region.

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

21.1 Sec. 2. Minnesota Statutes 2020, section 122A.091, subdivision 5, is amended to read:

21.2 Subd. 5. **Survey of districts.** (a) The Professional Educator Licensing and Standards
21.3 Board must survey the state's school districts and teacher preparation programs and report
21.4 to the education committees of the legislature by February 1, 2019, and each odd-numbered
21.5 year thereafter, on the status of teacher early retirement patterns, the access to effective and
21.6 more diverse teachers who reflect the students under section 120B.35, subdivision 3,
21.7 paragraph (b), clause (2), enrolled in a district or school, the teacher shortage, and the
21.8 substitute teacher shortage, including patterns and shortages in licensure field areas and the
21.9 economic development regions of the state.

21.10 (b) The report must also include:

21.11 (1) aggregate data on teachers' self-reported race and ethnicity;

21.12 (2) data on how districts are making progress in hiring teachers and substitute teachers
21.13 in the areas of shortage, including the number of teachers hired in the preceding two years,
21.14 the number of teachers hired holding a license at each tier level, the number of assignments
21.15 the school district was unable to fill with a licensed teacher, and licenses and permissions
21.16 for license fields without a board-approved preparation program by economic development
21.17 regions; and

21.18 (3) a five-year projection of teacher demand for each district, taking into account the
21.19 students under section 120B.35, subdivision 3, paragraph (b), clause (2), expected to enroll
21.20 in the district during that five-year period.

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

21.22 Sec. 3. **TEACHER SUPPLY AND DEMAND REPORT.**

21.23 (a) By February 1, 2023, the Professional Educator Licensing and Standards Board must
21.24 include in the report required under Minnesota Statutes, section 122A.091, subdivision 5,
21.25 the number of teacher openings, by school district, for teachers with licenses in the following
21.26 fields:

21.27 (1) English as a second language;

21.28 (2) early childhood;

21.29 (3) special education;

21.30 (4) career and technical education;

21.31 (5) science, technology, engineering, arts, and math; and

22.1 (6) world languages.

22.2 (b) For each field listed in paragraph (a), the report must also include the number of
 22.3 teachers hired, by school district, at each license tier level, and the number of teacher
 22.4 assignments the school district was unable to fill with a licensed teacher.

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

22.6

ARTICLE 5

22.7

CHARTER SCHOOLS

22.8 Section 1. Minnesota Statutes 2020, section 124E.11, is amended to read:

22.9 **124E.11 ADMISSION REQUIREMENTS AND ENROLLMENT.**

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

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

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

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

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

22.23 (c) Admission to a charter school is free to any person who resides within the state of
 22.24 Minnesota and Minnesota students have enrollment preference over out-of-state residents.

22.25 A charter school shall give enrollment preference to a sibling of an enrolled pupil and to a
 22.26 foster child of that pupil's parents and may give preference for enrolling children of the
 22.27 school's staff before accepting other pupils by lot. A charter school that is located in Duluth
 22.28 township in St. Louis County and admits students in kindergarten through grade 6 must
 22.29 give enrollment preference to students residing within a five-mile radius of the school and
 22.30 to the siblings of enrolled children. ~~A charter school may give enrollment preference to~~
 22.31 ~~children currently enrolled in the school's free preschool or prekindergarten program under~~

23.1 ~~section 124E.06, subdivision 3, paragraph (b), who are eligible to enroll in kindergarten in~~
23.2 ~~the next school year.~~

23.3 (d) A person shall not be admitted to a charter school (1) as a kindergarten pupil, unless
23.4 the pupil is at least five years of age on September 1 of the calendar year in which the school
23.5 year for which the pupil seeks admission commences; or (2) as a first grade student, unless
23.6 the pupil is at least six years of age on September 1 of the calendar year in which the school
23.7 year for which the pupil seeks admission commences or has completed kindergarten; except
23.8 that a charter school may establish and publish on its website a policy for admission of
23.9 selected pupils at an earlier age, consistent with the enrollment process in paragraphs (b)
23.10 and (c), and section 124D.02, subdivision 1.

23.11 (e) Except as permitted in ~~paragraph~~ paragraphs (d) and (i), a charter school, including
23.12 its preschool or prekindergarten program established under section 124E.06, subdivision
23.13 3, paragraph (b), may not limit admission to pupils on the basis of intellectual ability,
23.14 measures of achievement or aptitude, or athletic ability and may not establish any criteria
23.15 or requirements for admission that are inconsistent with this section.

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

23.19 (g) Once a student is enrolled in the school, the student is considered enrolled in the
23.20 school until the student formally withdraws or is expelled under the Pupil Fair Dismissal
23.21 Act in sections 121A.40 to 121A.56, except that children currently enrolled in the school's
23.22 fee-based preschool or prekindergarten program under section 124E.06, subdivision 3,
23.23 paragraph (b), who are eligible to enroll in kindergarten in the next school year must apply
23.24 for entry into kindergarten according to the provisions of this section. Out-of-state residents
23.25 must annually apply to and be admitted by the school according to the provisions of this
23.26 section.

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

23.33 (i) A charter school serving at least 90 percent of enrolled students who are eligible for
23.34 special education services and have a primary disability of deaf, hard-of-hearing, or deafblind

24.1 may give enrollment preference to students who are eligible for special education services
24.2 and have a primary disability of deaf, hard-of-hearing, or deafblind. The charter school may
24.3 not limit admission based on the student's eligibility for additional special education services.

24.4 Sec. 2. Minnesota Statutes 2020, section 124E.25, subdivision 1a, is amended to read:

24.5 Subd. 1a. **School closures; payments.** (a) Notwithstanding subdivision 1 and section
24.6 127A.45, for a charter school ceasing operation on or before June 30, for the payment periods
24.7 occurring after the school ceases serving students, the commissioner shall withhold the
24.8 estimated state aid owed the school. The charter school board of directors and authorizer
24.9 must submit to the commissioner a closure plan under chapter ~~308A~~ or 317A, and financial
24.10 information about the school's liabilities and assets. After receiving the closure plan, financial
24.11 information, an audit of pupil counts, and documented lease expenditures from the charter
24.12 school and monitoring special education expenditures, the commissioner may release cash
24.13 withheld and may continue regular payments up to the current year payment percentages
24.14 if further amounts are owed. If, based on audits and monitoring, the school received state
24.15 aid in excess of the amount owed, the commissioner shall retain aid withheld sufficient to
24.16 eliminate the aid overpayment.

24.17 (b) For a charter school ceasing operations before or at the end of a school year,
24.18 notwithstanding section 127A.45, subdivision 3, the commissioner may make preliminary
24.19 final payments after the school submits the closure plan, an audit of pupil counts, documented
24.20 lease expenditures, and Uniform Financial Accounting and Reporting Standards (UFARS)
24.21 financial data and the commissioner monitors special education expenditures for the final
24.22 year of operation. The commissioner may make the final payment after receiving audited
24.23 financial statements under section 123B.77, subdivision 3.

24.24 (c) Notwithstanding sections 317A.701 to 317A.791, after closing a charter school and
24.25 satisfying creditors, remaining cash and investment balances shall be returned by the
24.26 commissioner to the state general fund.

24.27 ARTICLE 6

24.28 SPECIAL EDUCATION

24.29 Section 1. Minnesota Statutes 2020, section 125A.76, subdivision 2e, is amended to read:

24.30 Subd. 2e. **Cross subsidy reduction aid.** (a) A school district's annual cross subsidy
24.31 reduction aid equals the school district's initial special education cross subsidy for the
24.32 previous fiscal year times the cross subsidy aid factor for that fiscal year.

25.1 (b) The cross subsidy aid factor equals ~~2.6 percent for fiscal year 2020 and~~ 6.43 percent
 25.2 for fiscal year 2021, 6.43 percent for fiscal year 2022, 37.746 percent for fiscal year 2023,
 25.3 and 40.49 percent for fiscal year 2024 and later.

25.4 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2023 and later.

25.5 Sec. 2. Laws 2021, First Special Session chapter 13, article 5, section 3, subdivision 2, is
 25.6 amended to read:

25.7 Subd. 2. **Special education; regular.** For special education aid under Minnesota Statutes,
 25.8 section 125A.75:

25.9		1,822,998,000		
25.10	\$	<u>1,748,169,000</u>	.....	2022
25.11		1,945,533,000		
25.12	\$	<u>2,146,020,000</u>	.....	2023

25.13 The 2022 appropriation includes \$215,125,000 for 2021 and ~~\$1,607,873,000~~
 25.14 \$1,533,044,000 for 2022.

25.15 The 2023 appropriation includes ~~\$226,342,000~~ \$215,808,000 for 2022 and
 25.16 ~~\$1,719,191,000~~ \$1,930,212,000 for 2023.

25.17 **ARTICLE 7**
 25.18 **FACILITIES**

25.19 Section 1. **FUND TRANSFER; BURNSVILLE-EAGAN-SAVAGE SCHOOL**
 25.20 **DISTRICT.**

25.21 (a) Notwithstanding Minnesota Statutes, section 123B.51, subdivision 4, paragraph (b),
 25.22 or any law to the contrary, any remaining net proceeds received by Independent School
 25.23 District No. 191, Burnsville-Eagan-Savage, in connection with a lease of real property that
 25.24 is not needed for school purposes, or part of the property that is not needed for school
 25.25 purposes permitted under Minnesota Statutes, section 123B.51, subdivision 4, paragraph
 25.26 (a), which property the school board of the district has specifically identified in its open
 25.27 facilities action plan, may be deposited in the district's general unrestricted fund following
 25.28 the deposit of such proceeds in the debt retirement fund of the district in an amount sufficient
 25.29 to meet, when due, that percentage of the principal and interest payments for outstanding
 25.30 bonds that is ascribable to the payment of expenses necessary and incidental to the
 25.31 construction or purchase of the particular building or property that is leased.

26.1 (b) Notwithstanding Minnesota Statutes, section 123B.51, subdivision 6, paragraphs (c)
 26.2 to (f), or any law to the contrary, any remaining proceeds of the sale or exchange of school
 26.3 buildings or real property of Independent School District No. 191, Burnsville-Eagan-Savage,
 26.4 specifically identified in the district's open facilities action plan, may be deposited in the
 26.5 district's general unrestricted fund following application of such proceeds, as required under
 26.6 Minnesota Statutes, section 123B.51, subdivision 6, paragraph (b).

26.7 **EFFECTIVE DATE.** This section is effective upon compliance by Independent School
 26.8 District No. 191, Burnsville-Eagan-Savage, with Minnesota Statutes, section 645.021,
 26.9 subdivisions 2 and 3.

26.10 Sec. 2. **LEASE LEVY FOR TRANSPORTATION HUB FOR EASTERN CARVER**
 26.11 **COUNTY SCHOOL DISTRICT.**

26.12 Notwithstanding Minnesota Statutes, section 126C.40, subdivision 1, Independent School
 26.13 District No. 112, Eastern Carver County Schools, may lease a transportation hub under
 26.14 Minnesota Statutes, section 126C.40, subdivision 1, if the district demonstrates to the
 26.15 satisfaction of the commissioner of education that the transportation hub will result in
 26.16 significant financial savings for the school district. Levy authority under this section must
 26.17 not exceed the total levy authority under Minnesota Statutes, section 126C.40, subdivision
 26.18 1, paragraph (e).

26.19 **EFFECTIVE DATE.** This section is effective for taxes payable in 2023 and later.

26.20 **ARTICLE 8**

26.21 **NUTRITION AND LIBRARIES**

26.22 Section 1. Minnesota Statutes 2020, section 124D.119, is amended to read:

26.23 **124D.119 SUMMER FOOD SERVICE ~~REPLACEMENT AID~~ PROGRAM AND**
 26.24 **CHILD AND ADULT CARE FOOD PROGRAM.**

26.25 Subdivision 1. **Summer Food Service Program replacement aid.** ~~States~~ State funds
 26.26 are available to compensate department-approved Summer Food Service Program sponsors.
 26.27 Reimbursement shall be made on December 15 based on total meals served by each sponsor
 26.28 from the end of the school year to the beginning of the next school year on a pro rata basis.

26.29 Subd. 2. **Child and Adult Care Food Program and Summer Food Service Program**
 26.30 **sponsor organizations.** Legally distinct Child and Adult Care Food Program and Summer
 26.31 Food Service Program sites may transfer sponsoring organizations no more than once per

27.1 year, except under extenuating circumstances including termination of the sponsoring
 27.2 organization's agreement or other circumstances approved by the Department of Education.

27.3 **Subd. 3. Child and Adult Care Food Program and Summer Food Service Program**
 27.4 **training.** Prior to applying to sponsor a Child and Adult Care Food Program or Summer
 27.5 Food Service Program site, a nongovernmental organization applicant must provide
 27.6 documentation to the Department of Education verifying that staff members have completed
 27.7 program-specific training as designated by the commissioner.

27.8 **Subd. 4. Summer Food Service Program locations.** Consistent with Code of Federal
 27.9 Regulations, title 7, section 225.6(d)(1)(ii), the Department of Education must not approve
 27.10 a new Summer Food Service Program open site that is within a half-mile radius of an existing
 27.11 Summer Food Service Program open site, except the department may approve a new Summer
 27.12 Food Service Program open site within a half-mile radius if the new program will not be
 27.13 servicing the same group of children for the same meal type.

27.14 Sec. 2. Minnesota Statutes 2020, section 134.31, subdivision 4a, is amended to read:

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

27.20 Sec. 3. **REVISOR INSTRUCTION.**

27.21 The revisor of statutes shall replace the phrases "free lunch," "reduced price lunch,"
 27.22 "reduced priced lunch," "reduced-price lunch," and "free or reduced price lunch" with "free
 27.23 meals," "reduced-price meals," and "free or reduced-price meals" wherever they appear in
 27.24 statute when used in context with the national school lunch and breakfast program.

27.25 **ARTICLE 9**

27.26 **STATE AGENCIES**

27.27 Section 1. Minnesota Statutes 2020, section 127A.353, subdivision 2, is amended to read:

27.28 Subd. 2. **Qualifications.** The governor shall select the school trust lands director on the
 27.29 basis of outstanding professional qualifications and knowledge of finance, business practices,
 27.30 minerals, forest and real estate management, and the fiduciary responsibilities of a trustee
 27.31 to the beneficiaries of a trust. The school trust lands director serves in the unclassified service

28.1 for a term of four years. ~~The first term shall end on December 31, 2020.~~ The governor may
28.2 remove the school trust lands director for cause. If a director resigns or is removed for cause,
28.3 the governor shall appoint a director for the remainder of the term.

28.4 Sec. 2. Minnesota Statutes 2021 Supplement, section 127A.353, subdivision 4, is amended
28.5 to read:

28.6 Subd. 4. **Duties; powers.** (a) The school trust lands director shall:

28.7 (1) ~~take an oath of office before assuming any duties as the director~~ act in a fiduciary
28.8 capacity for trust beneficiaries in accordance with the principles under section 127A.351;

28.9 (2) evaluate the school trust land asset position;

28.10 (3) determine the estimated current and potential market value of school trust lands;

28.11 (4) advise and provide recommendations to the governor, Executive Council,
28.12 commissioner of natural resources, and the Legislative Permanent School Fund Commission
28.13 on the management of school trust lands, including: on school trust land management policies
28.14 and other policies that may affect the goal of the permanent school fund under section
28.15 127A.31;

28.16 (5) advise and provide recommendations to the Executive Council and Land Exchange
28.17 Board on all matters regarding school trust lands presented to either body;

28.18 (6) advise and provide recommendations to the commissioner of natural resources on
28.19 managing school trust lands, including but not limited to advice and recommendations on:

28.20 (i) Department of Natural Resources school trust land management plans;

28.21 (ii) leases of school trust lands;

28.22 (iii) royalty agreements on school trust lands;

28.23 (iv) land sales and exchanges;

28.24 (v) cost certification; and

28.25 (vi) revenue generating options;

28.26 (7) serve as temporary trustee of school trust lands for school trust lands subject to
28.27 proposed or active eminent domain proceedings;

28.28 (8) serve as temporary trustee of school trust lands pursuant to section 94.342, subdivision
28.29 5;

29.1 ~~(5) propose~~ (9) submit to the Legislative Permanent School Fund Commission for review
 29.2 an annual budget and management plan for the director that includes proposed legislative
 29.3 changes that will improve the asset allocation of the school trust lands;

29.4 ~~(6) (10) develop and implement~~ a ten-year strategic plan and a 25-year framework for
 29.5 management of school trust lands, in conjunction with the commissioner of natural resources,
 29.6 that is updated every five years ~~and implemented by the commissioner~~, with goals to:

29.7 (i) retain core real estate assets;

29.8 (ii) increase the value of the real estate assets and the cash flow from those assets;

29.9 (iii) rebalance the portfolio in assets with high performance potential and the strategic
 29.10 disposal of selected assets;

29.11 (iv) establish priorities for management actions;

29.12 (v) balance revenue enhancement and resource stewardship; and

29.13 (vi) advance strategies on school trust lands to capitalize on ecosystem services markets;

29.14 and

29.15 ~~(7) submit to the Legislative Permanent School Fund Commission for review an annual~~
 29.16 ~~budget and management plan for the director; and~~

29.17 ~~(8) (11) keep~~ the beneficiaries, governor, legislature, and the public informed about the
 29.18 work of the director by reporting to the Legislative Permanent School Fund Commission
 29.19 in a public meeting at least once during each calendar quarter.

29.20 (b) In carrying out the duties under paragraph (a), the school trust lands director ~~shall~~
 29.21 ~~have the authority to~~ may:

29.22 (1) direct and control money appropriated to the director;

29.23 (2) establish job descriptions and employ ~~up to five employees in the unclassified service,~~
 29.24 staff within the limitations of money appropriated to the director;

29.25 (3) enter into interdepartmental agreements with any other state agency;

29.26 (4) enter into joint powers agreements under chapter 471;

29.27 (5) evaluate and initiate real estate development projects on school trust lands in
 29.28 conjunction with the commissioner of natural resources and with the advice of the Legislative
 29.29 Permanent School Fund Commission ~~in order~~ to generate long-term economic return to the
 29.30 permanent school fund; and

30.1 ~~(6) serve as temporary trustee of school trust land for school trust lands subject to~~
30.2 ~~proposed or active eminent domain proceedings; and~~

30.3 ~~(7)~~ (6) submit recommendations on strategies for school trust land leases, sales, or
30.4 exchanges to the commissioner of natural resources and the Legislative Permanent School
30.5 Fund Commission.

30.6 **ARTICLE 10**

30.7 **FORECAST ADJUSTMENTS**

30.8 **A. GENERAL EDUCATION**

30.9 Section 1. Laws 2021, First Special Session chapter 13, article 1, section 10, subdivision
30.10 2, is amended to read:

30.11 Subd. 2. **General education aid.** For general education aid under Minnesota Statutes,
30.12 section 126C.13, subdivision 4:

30.13		7,569,266,000		
30.14	\$	<u>7,484,917,000</u>	.....	2022
30.15		7,804,527,000		
30.16	\$	<u>7,643,082,000</u>	.....	2023

30.17 The 2022 appropriation includes \$717,326,000 for 2021 and ~~\$6,851,940,000~~
30.18 \$6,767,591,000 for 2022.

30.19 The 2023 appropriation includes ~~\$734,520,000~~ \$725,148,000 for 2022 and
30.20 ~~\$7,070,007,000~~ \$6,917,934,000 for 2023.

30.21 Sec. 2. Laws 2021, First Special Session chapter 13, article 1, section 10, subdivision 3,
30.22 is amended to read:

30.23 Subd. 3. **Enrollment options transportation.** For transportation of pupils attending
30.24 postsecondary institutions under Minnesota Statutes, section 124D.09, or for transportation
30.25 of pupils attending nonresident districts under Minnesota Statutes, section 124D.03:

30.26	\$	12,000 <u>1,000</u>	.....	2022
30.27	\$	13,000 <u>1,000</u>	.....	2023

30.28 Sec. 3. Laws 2021, First Special Session chapter 13, article 1, section 10, subdivision 4,
30.29 is amended to read:

30.30 Subd. 4. **Abatement aid.** For abatement aid under Minnesota Statutes, section 127A.49:

31.1 ~~2,897,000~~
 31.2 \$ 2,042,000 2022
 31.3 ~~3,558,000~~
 31.4 \$ 2,003,000 2023

31.5 The 2022 appropriation includes \$269,000 for 2021 and ~~\$2,628,000~~ \$1,773,000 for
 31.6 2022.

31.7 The 2023 appropriation includes ~~\$291,000~~ \$197,000 for 2022 and ~~\$3,267,000~~ \$1,806,000
 31.8 for 2023.

31.9 Sec. 4. Laws 2021, First Special Session chapter 13, article 1, section 10, subdivision 5,
 31.10 is amended to read:

31.11 Subd. 5. **Consolidation transition aid.** For districts consolidating under Minnesota
 31.12 Statutes, section 123A.485:

31.13 \$ 309,000 2022
 31.14 ~~373,000~~
 31.15 \$ 372,000 2023

31.16 The 2022 appropriation includes \$30,000 for 2021 and \$279,000 for 2022.

31.17 The 2023 appropriation includes ~~\$31,000~~ \$30,000 for 2022 and \$342,000 for 2023.

31.18 Sec. 5. Laws 2021, First Special Session chapter 13, article 1, section 10, subdivision 6,
 31.19 is amended to read:

31.20 Subd. 6. **Nonpublic pupil education aid.** For nonpublic pupil education aid under
 31.21 Minnesota Statutes, sections 123B.40 to 123B.43 and 123B.87:

31.22 ~~16,991,000~~
 31.23 \$ 17,224,000 2022
 31.24 ~~17,450,000~~
 31.25 \$ 19,029,000 2023

31.26 The 2022 appropriation includes \$1,903,000 for 2021 and ~~\$15,088,000~~ \$15,321,000 for
 31.27 2022.

31.28 The 2023 appropriation includes ~~\$1,676,000~~ \$1,702,000 for 2022 and ~~\$15,774,000~~
 31.29 \$17,327,000 for 2023.

32.1 Sec. 6. Laws 2021, First Special Session chapter 13, article 1, section 10, subdivision 7,
32.2 is amended to read:

32.3 Subd. 7. **Nonpublic pupil transportation.** For nonpublic pupil transportation aid under
32.4 Minnesota Statutes, section 123B.92, subdivision 9:

32.5		19,770,000		
32.6	\$	<u>19,143,000</u>	.....	2022
32.7		19,906,000		
32.8	\$	<u>19,796,000</u>	.....	2023

32.9 The 2022 appropriation includes \$1,910,000 for 2021 and ~~\$17,860,000~~ \$17,233,000 for
32.10 2022.

32.11 The 2023 appropriation includes ~~\$1,984,000~~ \$1,914,000 for 2022 and ~~\$17,922,000~~
32.12 \$17,882,000 for 2023.

32.13 Sec. 7. Laws 2021, First Special Session chapter 13, article 1, section 10, subdivision 9,
32.14 is amended to read:

32.15 Subd. 9. **Career and technical aid** For career and technical aid under Minnesota Statutes,
32.16 section 124D.4531, subdivision 1b:

32.17		2,668,000		
32.18	\$	<u>2,582,000</u>	.....	2022
32.19		2,279,000		
32.20	\$	<u>1,980,000</u>	.....	2023

32.21 The 2022 appropriation includes \$323,000 for 2021 and ~~\$2,345,000~~ \$2,259,000 for
32.22 2022.

32.23 The 2023 appropriation includes ~~\$260,000~~ \$251,000 for 2022 and ~~\$2,019,000~~ \$1,729,000
32.24 for 2023.

32.25 B. EDUCATION EXCELLENCE

32.26 Sec. 8. Laws 2021, First Special Session chapter 13, article 2, section 4, subdivision 2, is
32.27 amended to read:

32.28 Subd. 2. **Achievement and integration aid.** For achievement and integration aid under
32.29 Minnesota Statutes, section 124D.862:

32.30		84,057,000		
32.31	\$	<u>80,310,000</u>	.....	2022
32.32		83,431,000		
32.33	\$	<u>81,615,000</u>	.....	2023

33.1 The 2022 appropriation includes \$8,868,000 for 2021 and ~~\$75,189,000~~ \$71,442,000 for
33.2 2022.

33.3 The 2023 appropriation includes ~~\$8,353,000~~ \$7,938,000 for 2022 and ~~\$75,078,000~~
33.4 \$73,677,000 for 2023.

33.5 Sec. 9. Laws 2021, First Special Session chapter 13, article 2, section 4, subdivision 3, is
33.6 amended to read:

33.7 Subd. 3. **American Indian education aid.** For American Indian education aid under
33.8 Minnesota Statutes, section 124D.81, subdivision 2a:

33.9 ~~11,351,000~~
33.10 \$ 11,436,000 2022

33.11 ~~11,775,000~~
33.12 \$ 11,889,000 2023

33.13 The 2022 appropriation includes \$1,102,000 for 2021 and ~~\$10,249,000~~ \$10,334,000 for
33.14 2022.

33.15 The 2023 appropriation includes ~~\$1,138,000~~ \$1,148,000 for 2022 and ~~\$10,637,000~~
33.16 \$10,741,000 for 2023.

33.17 Sec. 10. Laws 2021, First Special Session chapter 13, article 2, section 4, subdivision 4,
33.18 is amended to read:

33.19 Subd. 4. **Charter school building lease aid.** For building lease aid under Minnesota
33.20 Statutes, section 124E.22:

33.21 ~~93,547,000~~
33.22 \$ 89,499,000 2022

33.23 ~~99,819,000~~
33.24 \$ 95,224,000 2023

33.25 The 2022 appropriation includes \$8,617,000 for 2021 and ~~\$84,930,000~~ \$80,882,000 for
33.26 2022.

33.27 The 2023 appropriation includes ~~\$9,436,000~~ \$8,986,000 for 2022 and ~~\$90,383,000~~
33.28 \$86,238,000 for 2023.

34.1 Sec. 11. Laws 2021, First Special Session chapter 13, article 2, section 4, subdivision 12,
34.2 is amended to read:

34.3 Subd. 12. **Interdistrict desegregation or integration transportation grants.** For
34.4 interdistrict desegregation or integration transportation grants under Minnesota Statutes,
34.5 section 124D.87:

34.6		12,310,000		
34.7	\$	<u>9,900,000</u>	.....	2022
34.8		14,823,000		
34.9	\$	<u>10,974,000</u>	.....	2023

34.10 Sec. 12. Laws 2021, First Special Session chapter 13, article 2, section 4, subdivision 27,
34.11 is amended to read:

34.12 Subd. 27. **Tribal contract school aid.** For Tribal contract school aid under Minnesota
34.13 Statutes, section 124D.83:

34.14		2,743,000		
34.15	\$	<u>2,808,000</u>	.....	2022
34.16		3,160,000		
34.17	\$	<u>3,167,000</u>	.....	2023

34.18 The 2022 appropriation includes \$240,000 for 2021 and ~~\$2,503,000~~ \$2,568,000 for
34.19 2022.

34.20 The 2023 appropriation includes ~~\$278,000~~ \$285,000 for 2022 and \$2,882,000 for 2023.

34.21 C. TEACHERS

34.22 Sec. 13. Laws 2021, First Special Session chapter 13, article 3, section 7, subdivision 7,
34.23 is amended to read:

34.24 Subd. 7. **Alternative teacher compensation aid.** (a) For alternative teacher compensation
34.25 aid under Minnesota Statutes, section 122A.415, subdivision 4:

34.26		88,896,000		
34.27	\$	<u>88,559,000</u>	.....	2022
34.28		88,898,000		
34.29	\$	<u>88,453,000</u>	.....	2023

34.30 (b) The 2022 appropriation includes \$8,877,000 for 2021 and ~~\$80,019,000~~ \$79,682,000
34.31 for 2022.

34.32 (c) The 2023 appropriation includes ~~\$8,891,000~~ \$8,853,000 for 2022 and ~~\$80,007,000~~
34.33 \$79,600,000 for 2023.

35.1

D. SPECIAL EDUCATION

35.2 Sec. 14. Laws 2021, First Special Session chapter 13, article 5, section 3, subdivision 3,
35.3 is amended to read:

35.4 Subd. 3. **Aid for children with disabilities.** For aid under Minnesota Statutes, section
35.5 125A.75, subdivision 3, for children with disabilities placed in residential facilities within
35.6 the district boundaries for whom no district of residence can be determined:

35.7		1,818,000		
35.8	\$	<u>1,674,000</u>	.....	2022
35.9		2,010,000		
35.10	\$	<u>1,887,000</u>	.....	2023

35.11 If the appropriation for either year is insufficient, the appropriation for the other year is
35.12 available.

35.13 Sec. 15. Laws 2021, First Special Session chapter 13, article 5, section 3, subdivision 4,
35.14 is amended to read:

35.15 Subd. 4. **Travel for home-based services.** For aid for teacher travel for home-based
35.16 services under Minnesota Statutes, section 125A.75, subdivision 1:

35.17		465,000		
35.18	\$	<u>356,000</u>	.....	2022
35.19		512,000		
35.20	\$	<u>384,000</u>	.....	2023

35.21 The 2022 appropriation includes \$23,000 for 2021 and ~~\$442,000~~ \$333,000 for 2022.

35.22 The 2023 appropriation includes ~~\$49,000~~ \$36,000 for 2022 and ~~\$463,000~~ \$348,000 for
35.23 2023.

35.24 Sec. 16. Laws 2021, First Special Session chapter 13, article 5, section 3, subdivision 5,
35.25 is amended to read:

35.26 Subd. 5. **Court-placed special education revenue.** For reimbursing serving school
35.27 districts for unreimbursed eligible expenditures attributable to children placed in the serving
35.28 school district by court action under Minnesota Statutes, section 125A.79, subdivision 4:

35.29		24,000		
35.30	\$	<u>0</u>	.....	2022
35.31	\$	25,000	.....	2023

36.1

E. FACILITIES

36.2 Sec. 17. Laws 2021, First Special Session chapter 13, article 7, section 2, subdivision 2,
36.3 is amended to read:

36.4 Subd. 2. **Debt service equalization aid.** For debt service equalization aid under
36.5 Minnesota Statutes, section 123B.53, subdivision 6:

36.6 \$ 25,001,000 2022

36.7 ~~24,286,000~~

36.8 \$ 24,315,000 2023

36.9 The 2022 appropriation includes \$2,588,000 for 2021 and \$22,413,000 for 2022.

36.10 The 2023 appropriation includes \$2,490,000 for 2022 and ~~\$21,796,000~~ \$21,825,000 for
36.11 2023.

36.12 Sec. 18. Laws 2021, First Special Session chapter 13, article 7, section 2, subdivision 3,
36.13 is amended to read:

36.14 Subd. 3. **Long-term facilities maintenance equalized aid.** For long-term facilities
36.15 maintenance equalized aid under Minnesota Statutes, section 123B.595, subdivision 9:

36.16 ~~108,582,000~~

36.17 \$ 107,837,000 2022

36.18 ~~111,077,000~~

36.19 \$ 108,870,000 2023

36.20 The 2022 appropriation includes \$10,660,000 for 2021 and ~~\$97,922,000~~ \$97,177,000
36.21 for 2022.

36.22 The 2023 appropriation includes ~~\$10,880,000~~ \$10,797,000 for 2022 and ~~\$100,197,000~~
36.23 \$98,073,000 for 2023.

36.24 **F. NUTRITION**

36.25 Sec. 19. Laws 2021, First Special Session chapter 13, article 8, section 3, subdivision 2,
36.26 is amended to read:

36.27 Subd. 2. **School lunch.** For school lunch aid under Minnesota Statutes, section 124D.111,
36.28 and Code of Federal Regulations, title 7, section 210.17:

36.29 ~~16,661,000~~

36.30 \$ 14,187,000 2022

36.31 ~~16,954,000~~

36.32 \$ 15,984,000 2023

37.1 Sec. 20. Laws 2021, First Special Session chapter 13, article 8, section 3, subdivision 3,
37.2 is amended to read:

37.3 Subd. 3. **School breakfast.** For traditional school breakfast aid under Minnesota Statutes,
37.4 section 124D.1158:

37.5		11,848,000		
37.6	\$	<u>20,000</u>	.....	2022
37.7		12,200,000		
37.8	\$	<u>10,519,000</u>	.....	2023

37.9 Sec. 21. Laws 2021, First Special Session chapter 13, article 8, section 3, subdivision 4,
37.10 is amended to read:

37.11 Subd. 4. **Kindergarten milk.** For kindergarten milk aid under Minnesota Statutes,
37.12 section 124D.118:

37.13		656,000		
37.14	\$	<u>566,000</u>	.....	2022
37.15		658,000		
37.16	\$	<u>659,000</u>	.....	2023

37.17 **G. EARLY EDUCATION**

37.18 Sec. 22. Laws 2021, First Special Session chapter 13, article 9, section 4, subdivision 5,
37.19 is amended to read:

37.20 Subd. 5. **Early childhood family education aid.** (a) For early childhood family education
37.21 aid under Minnesota Statutes, section 124D.135:

37.22		35,003,000		
37.23	\$	<u>34,160,000</u>	.....	2022
37.24		36,478,000		
37.25	\$	<u>35,126,000</u>	.....	2023

37.26 (b) The 2022 appropriation includes \$3,341,000 for 2021 and ~~\$31,662,000~~ \$30,819,000
37.27 for 2022.

37.28 (c) The 2023 appropriation includes ~~\$3,518,000~~ \$3,424,000 for 2022 and ~~\$32,960,000~~
37.29 \$31,702,000 for 2023.

37.30 Sec. 23. Laws 2021, First Special Session chapter 13, article 9, section 4, subdivision 6,
37.31 is amended to read:

37.32 Subd. 6. **Developmental screening aid.** (a) For developmental screening aid under
37.33 Minnesota Statutes, sections 121A.17 and 121A.19:

38.1 ~~3,582,000~~
 38.2 \$ 3,655,000 2022
 38.3 ~~3,476,000~~
 38.4 \$ 3,583,000 2023

38.5 (b) The 2022 appropriation includes \$360,000 for 2021 and ~~\$3,222,000~~ \$3,295,000 for
 38.6 2022.

38.7 (c) The 2023 appropriation includes ~~\$357,000~~ \$366,000 for 2022 and ~~\$3,119,000~~
 38.8 \$3,217,000 for 2023.

38.9 Sec. 24. Laws 2021, First Special Session chapter 13, article 9, section 4, subdivision 12,
 38.10 is amended to read:

38.11 Subd. 12. **Home visiting aid.** (a) For home visiting aid under Minnesota Statutes, section
 38.12 124D.135:

38.13 ~~462,000~~
 38.14 \$ 455,000 2022
 38.15 ~~444,000~~
 38.16 \$ 426,000 2023

38.17 (b) The 2022 appropriation includes \$47,000 for 2021 and ~~\$415,000~~ \$408,000 for 2022.

38.18 (c) The 2023 appropriation includes ~~\$46,000~~ \$45,000 for 2022 and ~~\$398,000~~ \$381,000
 38.19 for 2023.

38.20 **H. COMMUNITY EDUCATION AND LIFELONG LEARNING**

38.21 Sec. 25. Laws 2021, First Special Session chapter 13, article 10, section 1, subdivision 2,
 38.22 is amended to read:

38.23 Subd. 2. **Community education aid.** For community education aid under Minnesota
 38.24 Statutes, section 124D.20:

38.25 \$ 180,000 2022
 38.26 ~~155,000~~
 38.27 \$ 175,000 2023

38.28 The 2022 appropriation includes \$22,000 for 2021 and \$158,000 for 2022.

38.29 The 2023 appropriation includes \$17,000 for 2022 and ~~\$138,000~~ \$158,000 for 2023.

39.1 Sec. 26. Laws 2021, First Special Session chapter 13, article 10, section 1, subdivision 5,
39.2 is amended to read:

39.3 Subd. 5. **School-age care aid.** For school-age care aid under Minnesota Statutes, section
39.4 124D.22:

39.5		1,000		
39.6	\$	<u>0</u>	.....	2022
39.7	\$	1,000	.....	2023

39.8 The 2022 appropriation includes \$0 for 2021 and ~~\$1,000~~ \$0 for 2022.

39.9 The 2023 appropriation includes \$0 for 2022 and \$1,000 for 2023.

39.10 Sec. 27. Laws 2021, First Special Session chapter 13, article 10, section 1, subdivision 8,
39.11 is amended to read:

39.12 Subd. 8. **Adult basic education aid.** For adult basic education aid under Minnesota
39.13 Statutes, section 124D.531:

39.14		53,191,000		
39.15	\$	<u>51,764,000</u>	.....	2022
39.16		54,768,000		
39.17	\$	<u>51,760,000</u>	.....	2023

39.18 The 2022 appropriation includes \$5,177,000 for 2021 and ~~\$48,014,000~~ \$46,587,000 for
39.19 2022.

39.20 The 2023 appropriation includes ~~\$5,334,000~~ \$5,176,000 for 2022 and ~~\$49,434,000~~
39.21 \$46,584,000 for 2023."

39.22 Amend the title accordingly