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ARTICLE 2

EDUCATION EXCELLENCE

Section 1. Minnesota Statutes 2023 Supplement, section 13.32, subdivision 5, is amended to read:

Subd. 5. **Directory information.** (a) Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:

(1) this subdivision; and

(2) United States Code, title 20, section 1232g, and Code of Federal Regulations, title 34, section 99.37, which were in effect on January 3, 2012.

(b) When conducting the directory information designation and notice process required by federal law, an educational agency or institution shall give parents and students notice of the right to refuse to let the agency or institution designate specified data about the student as directory information. This notice may be given by any means reasonably likely to inform the parents and students of the right.

(c) An educational agency or institution may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under this subdivision. This paragraph does not apply to a postsecondary institution.

(d) When requested, educational agencies or institutions must share personal student contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

(e) When requested, educational agencies or institutions may share personal student contact information and directory information for students served in special education with postsecondary transition planning and services under section 125A.08, paragraph (b), clause (1), whether public or private, with the Department of Employment and Economic Development, as required for coordination of services to students with disabilities under sections 125A.08, paragraph (b), clause (1); 125A.023; and 125A.027.

Sec. 2. Minnesota Statutes 2022, section 120A.35, is amended to read:

120A.35 ABSENCE FROM SCHOOL FOR RELIGIOUS ~~OBSERVANCE~~ AND CULTURAL OBSERVANCES.

Reasonable efforts must be made by a school district to accommodate any pupil who wishes to be excused from a curricular activity for a religious observance or American Indian cultural practice, observance, or ceremony. A school board must provide annual

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ARTICLE 2

EDUCATION EXCELLENCE

Section 1. Minnesota Statutes 2023 Supplement, section 13.32, subdivision 5, is amended to read:

Subd. 5. **Directory information.** (a) Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:

(1) this subdivision; and

(2) United States Code, title 20, section 1232g, and Code of Federal Regulations, title 34, section 99.37, which were in effect on January 3, 2012.

(b) When conducting the directory information designation and notice process required by federal law, an educational agency or institution shall give parents and students notice of the right to refuse to let the agency or institution designate specified data about the student as directory information. This notice may be given by any means reasonably likely to inform the parents and students of the right.

(c) An educational agency or institution may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under this subdivision. This paragraph does not apply to a postsecondary institution.

(d) When requested, educational agencies or institutions must share personal student contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

(e) When requested, educational agencies or institutions may share personal student contact information and directory information for students served in special education with postsecondary transition planning and services under section 125A.08, paragraph (b), clause (1), whether public or private, with the Department of Employment and Economic Development, as required for coordination of services to students with disabilities under sections 125A.08, paragraph (b), clause (1); 125A.023; and 125A.027.

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

Sec. 2. Minnesota Statutes 2022, section 120A.35, is amended to read:

120A.35 ABSENCE FROM SCHOOL FOR RELIGIOUS ~~OBSERVANCE~~ AND CULTURAL OBSERVANCES.

Reasonable efforts must be made by a school district to accommodate any pupil who wishes to be excused from a curricular activity for a religious observance or American Indian cultural practice, observance, or ceremony. A school board must provide annual

7.16 notice to parents of the school district's policy relating to a pupil's absence from school ~~for~~
7.17 ~~religious observance~~ under this section.

7.18 Sec. 3. Minnesota Statutes 2023 Supplement, section 120B.021, subdivision 1, is amended
7.19 to read:

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

7.22 (1) language arts;

7.23 (2) mathematics, encompassing algebra II, integrated mathematics III, or an equivalent
7.24 in high school, and to be prepared for the three credits of mathematics in grades 9 through
7.25 12, the grade 8 standards include completion of algebra;

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

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

7.30 (5) physical education;

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

8.1 (7) the arts. Public elementary and middle schools must offer at least three and require
8.2 at least two of the following five arts areas: dance; media arts; music; theater; and visual
8.3 arts. Public high schools must offer at least three and require at least one of the following
8.4 five arts areas: media arts; dance; music; theater; and visual arts.

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

8.11 ~~(e) The department may modify SHAPE America (Society of Health and Physical~~
8.12 ~~Educators) standards and adapt the national standards to accommodate state interest. The~~
8.13 ~~modification and adaptations must maintain the purpose and integrity of the national~~
8.14 ~~standards. The department must make available sample assessments, which school districts~~
8.15 ~~may use as an alternative to local assessments, to assess students' mastery of the physical~~
8.16 ~~education standards beginning in the 2018-2019 school year.~~

8.17 ~~(d)~~ (c) A school district ~~may~~ must include child physical and sexual abuse prevention
8.18 instruction in a health curriculum, consistent with paragraph (a), clause (6). Child physical
8.19 and sexual abuse prevention instruction may must include age-appropriate multisession.

3.7 notice to parents of the school district's policy relating to a pupil's absence from school ~~for~~
3.8 ~~religious observance~~ under this section.

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

8.7 Section 1. Minnesota Statutes 2023 Supplement, section 120B.021, subdivision 1, is
8.8 amended to read:

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

8.11 (1) language arts;

8.12 (2) mathematics, encompassing algebra II, integrated mathematics III, or an equivalent
8.13 in high school, and to be prepared for the three credits of mathematics in grades 9 through
8.14 12, the grade 8 standards include completion of algebra;

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

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

8.19 (5) physical education;

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

8.21 (7) the arts. Public elementary and middle schools must offer at least three and require
8.22 at least two of the following five arts areas: dance; media arts; music; theater; and visual
8.23 arts. Public high schools must offer at least three and require at least one of the following
8.24 five arts areas: media arts; dance; music; theater; and visual arts.

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

9.1 ~~(e) The department may modify SHAPE America (Society of Health and Physical~~
9.2 ~~Educators) standards and adapt the national standards to accommodate state interest. The~~
9.3 ~~modification and adaptations must maintain the purpose and integrity of the national~~
9.4 ~~standards. The department must make available sample assessments, which school districts~~
9.5 ~~may use as an alternative to local assessments, to assess students' mastery of the physical~~
9.6 ~~education standards beginning in the 2018-2019 school year.~~

9.7 ~~(d)~~ (c) A school district may include child sexual abuse prevention instruction in a health
9.8 curriculum, consistent with paragraph (a), clause (6). Child sexual abuse prevention
9.9 instruction may include age-appropriate instruction on recognizing sexual abuse and assault,

8.20 multimodal, culturally inclusive, developmentally appropriate, and culturally sensitive
 8.21 instruction on identifying emotional and physical child abuse and other forms of personal
 8.22 violence; recognizing sexual abuse and assault, boundary violations, and ways offenders
 8.23 groom or desensitize victims; as well as strategies to promote disclosure, reduce self-blame,
 8.24 and mobilize bystanders. A school district may provide instruction under this paragraph in
 8.25 a variety of ways, including at an annual assembly or classroom presentation. A school
 8.26 district may also provide parents information on the warning signs of child physical and
 8.27 sexual abuse, the medical and emotional effects of child abuse, and available resources. A
 8.28 school district must train instructors on managing disclosures that may result during the
 8.29 delivery of child physical and sexual abuse prevention instruction and develop a policy on
 8.30 how to respond to the disclosures.

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

8.34 EFFECTIVE DATE. Paragraph (c) is effective for the 2025-2026 school year and later.

9.1 Sec. 4. Minnesota Statutes 2022, section 120B.022, subdivision 1a, is amended to read:

9.2 Subd. 1a. **Foreign World language and culture; proficiency certificates.** (a) World
 9.3 languages teachers and other school staff should develop and implement world languages
 9.4 programs that acknowledge and reinforce the language proficiency and cultural awareness
 9.5 that non-English language speakers already possess, and encourage students' proficiency
 9.6 in multiple world languages. Programs under this section must encompass Indigenous
 9.7 American Indian languages and cultures, among other world languages and cultures. The
 9.8 department shall consult with postsecondary institutions in developing related professional
 9.9 development opportunities for purposes of this section.

9.10 (b) Any Minnesota public, charter, or nonpublic school may award Minnesota World
 9.11 Language Proficiency Certificates consistent with this subdivision.

9.12 (c) The Minnesota World Language Proficiency Certificate recognizes students who
 9.13 demonstrate listening, speaking, reading, and writing language skills at the American Council
 9.14 on the Teaching of Foreign Languages' overall Intermediate-Low level and Intermediate-Mid
 9.15 levels of proficiency derived from assessment consisting of the domains of listening, reading,
 9.16 speaking, and writing on a valid and reliable assessment tool.

9.17 Sec. 5. Minnesota Statutes 2022, section 120B.022, subdivision 1b, is amended to read:

9.18 Subd. 1b. **State bilingual and multilingual seals.** (a) Consistent with efforts to strive
 9.19 for the world's best workforce under sections 120B.11 and 124E.03, subdivision 2, paragraph
 9.20 (i), and close the academic achievement and opportunity gap under sections 124D.861 and
 9.21 124D.862, voluntary state bilingual and multilingual seals are established to recognize
 9.22 graduating high school students in any school district, charter school, or nonpublic school
 9.23 who demonstrate an Advanced Low level or an intermediate-high overall Intermediate-High

9.10 boundary violations, and ways offenders groom or desensitize victims, as well as strategies
 9.11 to promote disclosure, reduce self-blame, and mobilize bystanders. A school district may
 9.12 provide instruction under this paragraph in a variety of ways, including at an annual assembly
 9.13 or classroom presentation. A school district may also provide parents information on the
 9.14 warning signs of child sexual abuse and available resources.

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

9.18 Sec. 2. Minnesota Statutes 2022, section 120B.022, subdivision 1a, is amended to read:

9.19 Subd. 1a. **Foreign World language and culture; proficiency certificates.** (a) World
 9.20 languages teachers and other school staff should develop and implement world languages
 9.21 programs that acknowledge and reinforce the language proficiency and cultural awareness
 9.22 that non-English language speakers already possess, and encourage students' proficiency
 9.23 in multiple world languages. Programs under this section must encompass Indigenous
 9.24 American Indian languages and cultures, among other world languages and cultures. The
 9.25 department shall consult with postsecondary institutions in developing related professional
 9.26 development opportunities for purposes of this section.

9.27 (b) Any Minnesota public, charter, or nonpublic school may award Minnesota World
 9.28 Language Proficiency Certificates consistent with this subdivision.

9.29 (c) The Minnesota World Language Proficiency Certificate recognizes students who
 9.30 demonstrate listening, speaking, reading, and writing language skills at an overall
 9.31 intermediate-low or intermediate-mid level of proficiency on the American Council on the
 9.32 Teaching of Foreign Languages' Intermediate-Low level ACTFL's scale of levels of
 9.33 proficiency. A student's level of proficiency is derived from assessment in the domains of
 9.34 listening, reading, speaking, and writing on a valid and reliable assessment tool.

10.1 Sec. 3. Minnesota Statutes 2022, section 120B.022, subdivision 1b, is amended to read:

10.2 Subd. 1b. **State bilingual and multilingual seals.** (a) Consistent with efforts to strive
 10.3 for the world's best workforce under sections 120B.11 and 124E.03, subdivision 2, paragraph
 10.4 (i), and close the academic achievement and opportunity gap under sections 124D.861 and
 10.5 124D.862, voluntary state bilingual and multilingual seals are established to recognize
 10.6 graduating high school students in any school district, charter school, or nonpublic school
 10.7 who demonstrate particular levels of proficiency in one or more languages other than English.

9.24 ~~and above level of functional proficiency in listening, speaking, reading, and writing on~~
 9.25 ~~either derived from assessment consisting of the domains of listening, reading, speaking,~~
 9.26 ~~and writing assessments either aligned with American Council on the Teaching of Foreign~~
 9.27 ~~Languages' (ACTFL) proficiency guidelines or on equivalent valid and reliable assessments~~
 9.28 ~~in one or more languages in addition to English. Indigenous American Indian languages~~
 9.29 ~~and American Sign Language is a language are languages other than English for purposes~~
 9.30 ~~of this subdivision and a are world language languages for purposes of subdivision 1a.~~

9.31 (b) In addition to paragraph (a), to be eligible to receive a seal:

9.32 ~~(1) students must satisfactorily complete all required English language arts credits; and,~~

10.1 ~~(2) students must demonstrate mastery of Minnesota's English language proficiency~~
 10.2 ~~standards.~~

10.3 (c) Consistent with this subdivision, a high school student who demonstrates an overall
 10.4 intermediate high ACTFL level of functional proficiency derived from assessment consisting
 10.5 of the domains of listening, reading, speaking, and writing in one language in addition to
 10.6 English is eligible to receive the state bilingual gold seal. A high school student who
 10.7 demonstrates an overall intermediate high ACTFL level of functional native proficiency
 10.8 derived from assessment consisting of the domains of listening, reading, speaking, and
 10.9 writing in more than one language in addition to English is eligible to receive the state
 10.10 multilingual gold seal. A high school student who demonstrates an overall advanced-low
 10.11 and above ACTFL level of functional proficiency derived from assessment consisting of
 10.12 the domains of listening, reading, speaking, and writing in one language in addition to
 10.13 English is eligible to receive the state bilingual platinum seal. A high school student who
 10.14 demonstrates an overall advanced-low and above ACTFL level of functional proficiency
 10.15 derived from assessment consisting of the domains of listening, reading, speaking, and
 10.16 writing in more than one language in addition to English is eligible to receive the state
 10.17 multilingual platinum seal.

10.18 (d) School districts and charter schools may give students periodic opportunities to
 10.19 demonstrate their level of proficiency in listening, speaking, reading, and writing in a
 10.20 language in addition to English. Where valid and reliable assessments are unavailable, a
 10.21 school district or charter school may rely on evaluators trained in assessing under ACTFL
 10.22 proficiency guidelines to assess a student's level of foreign, heritage, or Indigenous
 10.23 non-English language proficiency under this section. School districts and charter schools
 10.24 must maintain appropriate records to identify high school students eligible to receive the
 10.25 state bilingual or multilingual gold and platinum seals upon graduation. The school district
 10.26 or charter school must affix notate the appropriate seal to the transcript of each high school
 10.27 student who meets the requirements of this subdivision and may affix the seal to the student's
 10.28 diploma. A school district or charter school must not charge the high school student a fee
 10.29 for this seal.

10.8 The levels of proficiency established under this subdivision are based on the ACTFL's
 10.9 proficiency guidelines. A student is eligible for a seal in a language other than English if
 10.10 the student demonstrates an overall Advanced-Low level or an intermediate high level of
 10.11 functional proficiency in listening, speaking, reading, and writing on either assessments
 10.12 derived from assessment in the domains of listening, reading, speaking, and writing on an
 10.13 assessment aligned with American Council on the Teaching of Foreign Languages' (ACTFL)
 10.14 ACTFL proficiency guidelines or on an equivalent valid and reliable assessments in one or
 10.15 more languages in addition to English assessment. Indigenous American Indian languages
 10.16 and American Sign Language is a language are languages other than English for purposes
 10.17 of this subdivision and a world language languages for purposes of subdivision 1a.

10.18 (b) In addition to paragraph (a), to be eligible to receive a seal:

10.19 ~~(1) students must satisfactorily complete all required English language arts credits; and,~~

10.20 ~~(2) students must demonstrate mastery of Minnesota's English language proficiency~~
 10.21 ~~standards.~~

10.22 (c) Consistent with this subdivision, a high school student who demonstrates an overall
 10.23 intermediate high ACTFL level of functional proficiency derived from assessment in the
 10.24 domains of listening, reading, speaking, and writing in one language in addition to English
 10.25 is eligible to receive the state bilingual gold seal. A high school student who demonstrates
 10.26 an overall intermediate high ACTFL level of functional native proficiency derived from
 10.27 assessment in the domains of listening, reading, speaking, and writing in more than one
 10.28 language in addition to English is eligible to receive the state multilingual gold seal. A high
 10.29 school student who demonstrates an overall advanced-low and above ACTFL level of
 10.30 functional proficiency derived from assessment in the domains of listening, reading, speaking,
 10.31 and writing in one language in addition to English is eligible to receive the state bilingual
 10.32 platinum seal. A high school student who demonstrates an overall advanced-low and above
 10.33 ACTFL level of functional proficiency derived from assessment in the domains of listening,
 11.1 reading, speaking, and writing in more than one language in addition to English is eligible
 11.2 to receive the state multilingual platinum seal.

11.3 (d) School districts and charter schools may give students periodic opportunities to
 11.4 demonstrate their level of proficiency in listening, speaking, reading, and writing in a
 11.5 language in addition to English. Where valid and reliable assessments are unavailable, a
 11.6 school district or charter school may rely on evaluators trained in assessing under ACTFL
 11.7 proficiency guidelines to assess a student's level of foreign, heritage, or Indigenous
 11.8 non-English language proficiency under this section. School districts and charter schools
 11.9 must maintain appropriate records to identify high school students eligible to receive the
 11.10 state bilingual or multilingual gold and platinum seals upon graduation. The school district
 11.11 or charter school must affix notate the appropriate seal to the transcript of each high school
 11.12 student who meets the requirements of this subdivision and may affix the seal to the student's
 11.13 diploma. A school district or charter school must not charge the high school student a fee
 11.14 for this seal.

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

10.33 (f) A school district or charter school may award community service credit to a student
10.34 who demonstrates an ~~intermediate high or advanced-low~~ overall intermediate high and
10.35 above ACTFL level of ~~functional proficiency in listening, speaking, reading, and writing~~
11.1 ~~derived from assessment consisting of~~ the domains of listening, reading, speaking, and
11.2 ~~writing~~ in a language other than English and who participates in community service activities
11.3 that are integrated into the curriculum, involve the participation of teachers, and support
11.4 biliteracy in the school or local community.

11.5 (g) The commissioner must list on the web page ~~those~~ assessments that are aligned to
11.6 ACTFL proficiency guidelines, and establish guidelines on interpreting the scores or ratings
11.7 from approved assessments.

11.8 (h) By August 1, 2015, the colleges and universities of the Minnesota State Colleges
11.9 and Universities system must establish criteria to translate the seals into college credits
11.10 based on the world language course equivalencies identified by the Minnesota State Colleges
11.11 and Universities faculty and staff and, upon request from an enrolled student, the Minnesota
11.12 State Colleges and Universities may award foreign language credits to a student who ~~receives~~
11.13 received a Minnesota World Language Proficiency Certificate or Minnesota Bilingual or
11.14 Multilingual Seals under subdivision 1a. A student who demonstrated the requisite level of
11.15 language proficiency in grade 10, 11, or 12 to receive a seal or certificate and is enrolled in
11.16 a Minnesota State Colleges and Universities institution must request college credits for the
11.17 student's seal or proficiency certificate within three academic years after graduating from
11.18 high school. The University of Minnesota is encouraged to award students foreign language
11.19 academic credits consistent with this paragraph.

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

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

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

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

11.28 (3) three credits of science, including one credit to satisfy all the earth and space science
11.29 standards for grades 9 through 12, one credit to satisfy all the life science standards for
11.30 grades 9 through 12, and one credit to satisfy all the chemistry or physics standards for
11.31 grades 9 through 12;

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

11.18 (f) A school district or charter school may award community service credit to a student
11.19 who demonstrates an overall intermediate high ~~or an overall advanced-low~~ and above
11.20 ACTFL level of ~~functional proficiency in listening, speaking, reading, and writing~~ derived
11.21 ~~from assessment in~~ the domains of listening, reading, speaking, and writing in a language
11.22 other than English and who participates in community service activities that are integrated
11.23 into the curriculum, involve the participation of teachers, and support biliteracy in the school
11.24 or local community.

11.25 (g) The commissioner must list on the web page ~~those the~~ assessments that are aligned
11.26 to ACTFL proficiency guidelines, and establish guidelines on interpreting the scores or
11.27 ratings from approved assessments.

11.28 (h) By August 1, 2015, the colleges and universities of the Minnesota State Colleges
11.29 and Universities system must establish criteria to translate the seals into college credits
11.30 based on the world language course equivalencies identified by the Minnesota State Colleges
11.31 and Universities faculty and staff and, upon request from an enrolled student, the Minnesota
11.32 State Colleges and Universities may award foreign language credits to a student who ~~receives~~
11.33 received a Minnesota World Language Proficiency Certificate or Minnesota Bilingual or
11.34 Multilingual Seals under subdivision 1a. A student who demonstrated the requisite level of
12.1 language proficiency in grade 10, 11, or 12 to receive a seal or certificate and is enrolled in
12.2 a Minnesota State Colleges and Universities institution must request college credits for the
12.3 student's seal or proficiency certificate within three academic years after graduating from
12.4 high school. The University of Minnesota is encouraged to award students foreign language
12.5 academic credits consistent with this paragraph.

12.6 Sec. 4. Minnesota Statutes 2023 Supplement, section 120B.024, subdivision 1, is amended
12.7 to read:

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

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

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

12.14 (3) three credits of science, including one credit to satisfy all the earth and space science
12.15 standards for grades 9 through 12, one credit to satisfy all the life science standards for
12.16 grades 9 through 12, and one credit to satisfy all the chemistry or physics standards for
12.17 grades 9 through 12;

11.32 (4) three and one-half credits of social studies, including credit for a course in government
11.33 and citizenship in either grade 11 or 12 for students beginning grade 9 in the ~~2024-2025~~
12.1 2025-2026 school year and later or an advanced placement, international baccalaureate, or
12.2 other rigorous course on government and citizenship under section 120B.021, subdivision
12.3 1a, and a combination of other credits encompassing at least United States history, geography,
12.4 government and citizenship, world history, and economics sufficient to satisfy all of the
12.5 academic standards in social studies;

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

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

12.8 (7) a minimum of seven elective credits.

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

12.14 Sec. 7. Minnesota Statutes 2022, section 120B.11, as amended by Laws 2023, chapter 55,
12.15 article 2, sections 9 to 11, is amended to read:

12.16 **120B.11 SCHOOL DISTRICT PROCESS FOR REVIEWING CURRICULUM,**
12.17 **INSTRUCTION, AND STUDENT ACHIEVEMENT GOALS; STRIVING FOR THE**
12.18 **WORLD'S BEST WORKFORCE COMPREHENSIVE ACHIEVEMENT AND CIVIC**
12.19 **READINESS.**

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

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

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

12.28 (c) ~~"World's best workforce"~~ "Comprehensive achievement and civic readiness" means
12.29 striving to: meet school readiness goals; close the academic achievement and opportunity
12.30 gap gaps among all racial and ethnic groups of students and between students living in
12.31 poverty and students not living in poverty; have all students attain career and college
13.1 readiness before graduating from high school; ~~and~~ have all students graduate from high
13.2 school; and prepare students to be lifelong learners.

12.18 (4) three and one-half credits of social studies, including credit for a course in government
12.19 and citizenship in either grade 11 or 12 for students beginning grade 9 in the ~~2024-2025~~
12.20 2025-2026 school year and later or an advanced placement, international baccalaureate, or
12.21 other rigorous course on government and citizenship under section 120B.021, subdivision
12.22 1a, and a combination of other credits encompassing at least United States history, geography,
12.23 government and citizenship, world history, and economics sufficient to satisfy all of the
12.24 academic standards in social studies;

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

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

12.27 (7) a minimum of seven elective credits.

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

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

13.2 Sec. 5. Minnesota Statutes 2023 Supplement, section 120B.11, subdivision 1, is amended
13.3 to read:

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

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

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

13.12 (c) ~~"World's best workforce"~~ "World's best workforce" means striving to: meet school readiness goals; close the
13.13 academic achievement gap among all racial and ethnic groups of students and between
13.14 students living in poverty and students not living in poverty; have all students attain career
13.15 and college readiness before graduating from high school; and have all students graduate
13.16 from high school.

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<p>13.3 (d) "Experiential learning" means learning for students that includes career exploration 13.4 through a specific class or course or through work-based experiences such as job shadowing, 13.5 mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative 13.6 work experience, youth apprenticeship, or employment.</p>			<p>13.17 (d) "Experiential learning" means learning for students that includes career exploration 13.18 through a specific class or course or through work-based experiences such as job shadowing, 13.19 mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative 13.20 work experience, youth apprenticeship, or employment.</p>
<p>13.7 (e) "Ethnic studies" as defined in section 120B.25 has the same meaning for purposes 13.8 of this section. Ethnic studies curriculum may be integrated in existing curricular 13.9 opportunities or provided through additional curricular offerings.</p>			<p>13.21 (e) "Ethnic studies" as defined in section 120B.25 has the same meaning for purposes 13.22 of this section. Ethnic studies curriculum may be integrated in existing curricular 13.23 opportunities or provided through additional curricular offerings.</p>
<p>13.10 (f) "Antiracist" means actively working to identify and eliminate racism in all forms in 13.11 order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.</p>			<p>13.24 (f) "Antiracist" means actively working to identify and eliminate racism in all forms in 13.25 order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.</p>
<p>13.12 (g) "Culturally sustaining" means integrating content and practices that infuse the culture 13.13 and language of Black, Indigenous, and People of Color communities who have been and 13.14 continue to be harmed and erased through the education system.</p>			<p>13.26 (g) "Culturally sustaining" means integrating content and practices that infuse the culture 13.27 and language of Black, Indigenous, and People of Color communities who have been and 13.28 continue to be harmed and erased through the education system.</p>
<p>13.15 (h) "Institutional racism" means structures, policies, and practices within and across 13.16 institutions that produce outcomes that disadvantage those who are Black, Indigenous, and 13.17 People of Color.</p>			<p>13.29 (h) "Institutional racism" means structures, policies, and practices within and across 13.30 institutions that produce outcomes that disadvantage those who are Black, Indigenous, and 13.31 People of Color.</p>
			<p>14.1 (i) "On track for graduation" means that at the end of grade 9, a student has earned at 14.2 least five credits and has received no more than one failing grade in a semester in a course 14.3 in language arts, mathematics, science, or social studies. A student is off track for graduation 14.4 if the student fails to meet either of these criteria.</p>
			<p>14.5 EFFECTIVE DATE. This section is effective July 1, 2024.</p>
			<p>14.6 Sec. 6. Minnesota Statutes 2023 Supplement, section 120B.11, subdivision 1a, is amended 14.7 to read:</p>
<p>13.18 Subd. 1a. Performance measures. Measures to determine school district and school 13.19 site progress in striving to create the world's best workforce <u>for comprehensive achievement</u> 13.20 <u>and civic readiness</u> must include at least:</p>			<p>14.8 Subd. 1a. Performance measures. (a) Measures to determine school district and school 14.9 site progress in striving to create the world's best workforce must include at least:</p>
<p>13.21 (1) the size of the academic achievement <u>and opportunity gap gaps</u>, rigorous course 13.22 taking under section 120B.35, subdivision 3, paragraph (c), clause (2), <u>and</u> enrichment 13.23 experiences by student subgroup;</p>			<p>14.10 (1) the size of the academic achievement <u>gap</u>, rigorous course taking under section 14.11 120B.35, subdivision 3, paragraph (c), clause (2), and enrichment experiences by student 14.12 subgroup, <u>and starting in the 2025-2026 school year, participation in honors or gifted and</u> 14.13 <u>talented programming</u>;</p>
<p>13.24 (2) student performance on the Minnesota Comprehensive Assessments;</p>			<p>14.14 (2) student performance on the Minnesota Comprehensive Assessments;</p>
<p>13.25 (3) high school graduation rates; <u>and</u></p>			<p>14.15 (3) high school graduation rates; and</p>
<p>13.26 (4) career and college readiness under section 120B.307.</p>			<p>14.16 (4) career and college readiness under section 120B.307; <u>and</u></p>
			<p>14.17 (5) <u>starting in the 2025-2026 school year, the number and percentage of students, by</u> 14.18 <u>student subgroup, who are on track for graduation.</u></p>
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13.27 Subd. 2. **Adopting plans and budgets.** (a) A school board, at a public meeting, must
13.28 adopt a comprehensive, long-term strategic plan to support and improve teaching and
13.29 learning that is aligned with creating ~~the world's best workforce~~ comprehensive achievement
13.30 and civic readiness and includes:

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

14.4 (2) a process to assess and evaluate each student's progress toward meeting state and
14.5 local academic standards, assess and identify students to participate in gifted and talented
14.6 programs and accelerate their instruction, and adopt early-admission procedures consistent
14.7 with section 120B.15, and identifying the strengths and weaknesses of instruction in pursuit
14.8 of student and school success and curriculum affecting students' progress and growth toward
14.9 career and college readiness and leading to ~~the world's best workforce~~ comprehensive
14.10 achievement and civic readiness;

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

14.19 (b) Starting in the 2025-2026 school year, a school district that offers advanced placement,
14.20 international baccalaureate, or dual enrollment programs must report on the following
14.21 performance measures:

14.22 (1) participation in postsecondary enrollment options and concurrent enrollment programs;

14.23 (2) the number of students who took an advanced placement exam, and the number of
14.24 students who passed the exam, disaggregated by student subgroup; and

14.25 (3) the number of students who took the international baccalaureate exam, and the number
14.26 of students who passed the exam, disaggregated by student subgroup.

14.27 (c) Performance measures under this subdivision must be reported for all student
14.28 subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause (2).

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

15.1 Sec. 7. Minnesota Statutes 2023 Supplement, section 120B.11, subdivision 2, is amended
15.2 to read:

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

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

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

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

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

14.21 (5) a process to examine the equitable distribution of teachers and strategies to ensure
 14.22 children in low-income families, children in families of People of Color, and children in
 14.23 American Indian families are not taught at higher rates than other children by inexperienced,
 14.24 ineffective, or out-of-field teachers;

14.25 (6) education effectiveness practices that:

14.26 (i) integrate high-quality instruction, technology, and curriculum that is rigorous, accurate,
 14.27 antiracist, and culturally sustaining;

14.28 (ii) ensure learning and work environments validate, affirm, embrace, and integrate
 14.29 cultural and community strengths for all students, families, and employees; and

14.30 (iii) provide a collaborative professional culture that seeks to retain qualified, racially
 14.31 and ethnically diverse staff effective at working with diverse students while developing and
 14.32 supporting teacher quality, performance, and effectiveness;

14.33 (7) an annual budget for continuing to implement the district plan; **and**

15.1 (8) identifying a list of suggested and required materials, resources, sample curricula,
 15.2 and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the
 15.3 diversity of the state of Minnesota;

15.4 (b) A school district is not required to include information regarding literacy in a plan
 15.5 or report required under this section, except with regard to the academic achievement of
 15.6 English learners.

15.7 Subd. 3. **District advisory committee.** Each school board must establish an advisory
 15.8 committee to ensure active community participation in all phases of planning and improving
 15.9 the instruction and curriculum affecting state and district academic standards, consistent
 15.10 with subdivision 2. A district advisory committee, to the extent possible, must reflect the
 15.11 diversity of the district and its school sites, include teachers, parents, support staff, students,
 15.12 and other community residents, and provide translation to the extent appropriate and
 15.13 practicable. The district advisory committee must pursue community support to accelerate
 15.14 the academic and native literacy and achievement of English learners with varied needs,
 15.15 from young children to adults, consistent with section 124D.59, subdivisions 2 and 2a. The
 15.16 district may establish site teams as subcommittees of the district advisory committee under
 15.17 subdivision 4. The district advisory committee must recommend to the school board: rigorous
 15.18 academic standards; student achievement goals and measures consistent with subdivision
 15.19 1a and sections 120B.022, subdivisions 1a and 1b, and 120B.35; district assessments; means
 15.20 to improve students' equitable access to effective and more diverse teachers; strategies to
 15.21 ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the
 15.22 diversity of the student population; strategies to ensure that curriculum and learning and

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

15.25 (5) a process to examine the equitable distribution of teachers and strategies to ensure
 15.26 children in low-income families, children in families of People of Color, and children in
 15.27 American Indian families are not taught at higher rates than other children by inexperienced,
 15.28 ineffective, or out-of-field teachers;

15.29 (6) education effectiveness practices that:

15.30 (i) integrate high-quality instruction, technology, and curriculum that is rigorous, accurate,
 15.31 antiracist, and culturally sustaining;

15.32 (ii) ensure learning and work environments validate, affirm, embrace, and integrate
 15.33 cultural and community strengths for all students, families, and employees; and

16.1 (iii) provide a collaborative professional culture that seeks to retain qualified, racially
 16.2 and ethnically diverse staff effective at working with diverse students while developing and
 16.3 supporting teacher quality, performance, and effectiveness;

16.4 (7) an annual budget for continuing to implement the district plan; **and**

16.5 (8) identifying a list of suggested and required materials, resources, sample curricula,
 16.6 and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the
 16.7 diversity of the state of Minnesota; **and**

16.17 (b) A school district is not required to include information regarding literacy in a plan
 16.18 or report required under this section, except with regard to the academic achievement of
 16.19 English learners.

15.23 work environments validate, affirm, embrace, and integrate the cultural and community
15.24 strengths of all racial and ethnic groups; and program evaluations. School sites may expand
15.25 upon district evaluations of instruction, curriculum, assessments, or programs. Whenever
15.26 possible, parents and other community residents must comprise at least two-thirds of advisory
15.27 committee members.

15.28 Subd. 4. **Site team.** A school must establish a site team to develop and implement
15.29 strategies and education effectiveness practices to improve instruction, curriculum, cultural
15.30 competencies, including cultural awareness and cross-cultural communication, and student
15.31 achievement at the school site, consistent with subdivision 2. The site team must include
15.32 an equal number of teachers and administrators and at least one parent. The site team advises
15.33 the board and the advisory committee about developing the annual budget and creates an
15.34 instruction and curriculum improvement plan to align curriculum, assessment of student
15.35 progress, and growth in meeting state and district academic standards and instruction.

16.1 Subd. 5. **Report.** Consistent with requirements for school performance reports under
16.2 section 120B.36, subdivision 1, the school board shall publish a report in the local newspaper
16.3 with the largest circulation in the district, by mail, or by electronic means on the district
16.4 website. The school board shall hold an annual public meeting to review, and revise where
16.5 appropriate, student achievement goals, local assessment outcomes, plans, strategies, and
16.6 practices for improving curriculum and instruction and cultural competency, and efforts to
16.7 equitably distribute diverse, effective, experienced, and in-field teachers, and to review
16.8 district success in realizing the previously adopted student achievement goals and related
16.9 benchmarks and the improvement plans leading to ~~the world's best workforce~~ comprehensive
16.10 achievement and civic readiness. The school board must transmit an electronic summary
16.11 of its report to the commissioner in the form and manner the commissioner determines.

16.12 Subd. 7. **Periodic report.** Each school district shall periodically survey affected
16.13 constituencies, in their native languages where appropriate and practicable, about their
16.14 connection to and level of satisfaction with school. The district shall include the results of
16.15 this evaluation in the summary report required under subdivision 5.

16.16 Subd. 9. **Annual evaluation.** (a) The commissioner must identify effective strategies,
16.17 practices, and use of resources by districts and school sites in striving for ~~the world's best~~
16.18 ~~workforce~~ comprehensive achievement and civic readiness. The commissioner must assist
16.19 districts and sites throughout the state in implementing these effective strategies, practices,
16.20 and use of resources.

16.21 (b) The commissioner must identify those districts in any consecutive three-year period
16.22 not making sufficient progress toward improving teaching and learning for all students,
16.23 including English learners with varied needs, consistent with section 124D.59, subdivisions
16.24 2 and 2a, and striving for ~~the world's best workforce~~ comprehensive achievement and civic
16.25 readiness. The commissioner, in collaboration with the identified district, may require the
16.26 district to use up to two percent of its basic general education revenue per fiscal year during
16.27 the proximate three school years to implement commissioner-specified strategies and
16.28 practices, consistent with paragraph (a), to improve and accelerate its progress in realizing

16.29 its goals under this section. In implementing this section, the commissioner must consider
16.30 districts' budget constraints and legal obligations.

16.31 (c) The commissioner shall report by January 25 of each year to the committees of the
16.32 legislature having jurisdiction over kindergarten through grade 12 education the list of
16.33 school districts that have not submitted their report to the commissioner under subdivision
16.34 5 and the list of school districts not achieving their performance goals established in their
16.35 plan under subdivision 2.

17.1 Sec. 8. Minnesota Statutes 2022, section 120B.11, is amended by adding a subdivision to
17.2 read:

17.3 Subd. 2a. **Language Access Plan.** (a) Starting in the 2025-2026 school year, during a
17.4 regularly scheduled public board hearing, a district must adopt a language access plan that
17.5 specifies the district's process and procedures to render effective language assistance to
17.6 students and adults who communicate in a language other than English. The language access
17.7 plan must be available to the public and included in the parent and student handbook.

17.8 (b) The language access plan must include information on:

17.9 (1) how the district and its schools will use trained or certified spoken language
17.10 interpreters for communication related to academic outcomes, progress, and determinations
17.11 and placement of students in specialized programs and services;

17.12 (2) how families and communities will be notified of their rights under this plan; and

17.13 (3) a language access continuous improvement plan for leadership and staff.

17.14 Sec. 9. Minnesota Statutes 2022, section 120B.13, subdivision 4, is amended to read:

17.15 Subd. 4. **Rigorous course taking information; AP, IB, and PSEO.** The commissioner
17.16 shall submit the following information on rigorous course taking, disaggregated by student
17.17 subgroup, school district, and postsecondary institution, to the education committees of the
17.18 legislature by July 1, 2025, and each subsequent year by February July 1:

17.19 (1) the number of pupils enrolled in postsecondary enrollment options under section
17.20 124D.09, including concurrent enrollment, career and technical education courses offered
17.21 as a concurrent enrollment course, advanced placement, and international baccalaureate
17.22 courses in each school district;

17.23 (2) the number of teachers in each district attending training programs offered by the
17.24 college board, International Baccalaureate North America, Inc., or Minnesota concurrent
17.25 enrollment programs;

17.26 (3) the number of teachers in each district participating in support programs;

16.8 (9) starting in the 2025-2026 school year, a language access plan that specifies the
16.9 district's process and procedures to render effective language assistance to students and
16.10 adults who communicate in a language other than English. The language access plan must
16.11 include:

16.12 (i) how the district and its schools will use trained or certified spoken language interpreters
16.13 for communication related to academic outcomes, progress, and determinations, and
16.14 placement of students in specialized programs and services;

16.15 (ii) how families and communities will be notified of their rights under this plan; and

16.16 (iii) a language access continuous improvement training plan for leadership and staff.

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

79.13 Sec. 2. Minnesota Statutes 2022, section 120B.13, subdivision 4, is amended to read:

79.14 Subd. 4. **Rigorous course taking information; AP, IB, and PSEO.** (a) The
79.15 commissioner shall submit the following information on rigorous course taking, disaggregated
79.16 by student subgroup, school district, and postsecondary institution, to the education
79.17 committees of the legislature by July 1, 2025, and each subsequent year by February July
79.18 1:

79.19 (1) the number of pupils enrolled in postsecondary enrollment options under section
79.20 124D.09, including concurrent enrollment, career and technical education courses offered
79.21 as a concurrent enrollment course, advanced placement, and international baccalaureate
79.22 courses in each school district;

79.23 (2) the number of teachers in each district attending training programs offered by the
79.24 college board, International Baccalaureate North America, Inc., or Minnesota concurrent
79.25 enrollment programs;

79.26 (3) the number of teachers in each district participating in support programs;

17.27 (4) recent trends in the field of postsecondary enrollment options under section 124D.09,
17.28 including concurrent enrollment, advanced placement, and international baccalaureate
17.29 programs;

17.30 (5) expenditures for each category in this section and under sections 124D.09 and
17.31 124D.091, including career and technical education courses offered as a concurrent
17.32 enrollment course; and

18.1 (6) other recommendations for the state program or the postsecondary enrollment options
18.2 under section 124D.09, including concurrent enrollment.

18.3 Sec. 10. Minnesota Statutes 2022, section 120B.234, subdivision 1, is amended to read:

18.4 Subdivision 1. **Purpose.** The purpose of this section, which may be cited as "Erin's
18.5 Law," is to ~~encourage~~ require districts to integrate or offer instruction on child sexual abuse
18.6 prevention to students and training to all school personnel on recognizing and preventing
18.7 sexual abuse and sexual violence.

18.8 **EFFECTIVE DATE.** This section is effective for the 2025-2026 school year and later.

18.9 Sec. 11. Minnesota Statutes 2022, section 120B.234, subdivision 2, is amended to read:

18.10 Subd. 2. **Curriculum.** School districts may consult with other federal, state, or local
18.11 agencies and community-based organizations, ~~including the Child Welfare Information~~
18.12 ~~Gateway website maintained by the United States Department of Health and Human Services,~~
18.13 ~~to identify research-based tools, curricula, and programs to prevent child sexual abuse for~~
18.14 ~~use under section 120B.021, subdivision 1, paragraph (d) (c).~~

18.15 **EFFECTIVE DATE.** This section is effective for the 2025-2026 school year and later.

18.16 Sec. 12. Minnesota Statutes 2023 Supplement, section 120B.30, subdivision 7, is amended
18.17 to read:

18.18 Subd. 7. **Assessments.** A student who demonstrates attainment of required state academic
18.19 standards, which include career and college readiness benchmarks, on high school
18.20 assessments under ~~subdivision 1a~~ section 120B.302 is academically ready for a career or
18.21 college and is encouraged to participate in courses awarding college credit to high school
18.22 students. Such courses and programs may include sequential courses of study within broad
18.23 career areas and technical skill assessments that extend beyond course grades.

79.27 (4) recent trends in the field of postsecondary enrollment options under section 124D.09,
79.28 including concurrent enrollment, advanced placement, and international baccalaureate
79.29 programs;

79.30 (5) expenditures for each category in this section and under sections 124D.09 and
79.31 124D.091, including career and technical education courses offered as a concurrent
79.32 enrollment course; and

80.1 (6) other recommendations for the state program or the postsecondary enrollment options
80.2 under section 124D.09, including concurrent enrollment.

80.3 (b) The commissioner must include data from the 2022-2023 and 2023-2024 school
80.4 years in the report due on July 1, 2025.

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

16.21 Sec. 8. Minnesota Statutes 2023 Supplement, section 120B.30, subdivision 7, is amended
16.22 to read:

16.23 Subd. 7. **Assessments.** A student who demonstrates attainment of required state academic
16.24 standards, which include career and college readiness benchmarks, on high school
16.25 assessments under ~~subdivision 1a~~ section 120B.302 is academically ready for a career or
16.26 college and is encouraged to participate in courses awarding college credit to high school
16.27 students. Such courses and programs may include sequential courses of study within broad
16.28 career areas and technical skill assessments that extend beyond course grades.

18.24 Sec. 13. Minnesota Statutes 2023 Supplement, section 120B.30, subdivision 12, is amended
18.25 to read:

18.26 Subd. 12. **Test administration.** ~~(a) Consistent with applicable federal law, the~~
18.27 ~~commissioner must include appropriate, technically sound accommodations or alternative~~
18.28 ~~assessments for the very few students with disabilities for whom statewide assessments are~~
18.29 ~~inappropriate and for English learners.~~

19.1 ~~(b)~~ (a) The Department of Education shall contract for professional and technical services
19.2 according to competitive solicitation procedures under chapter 16C for purposes of this
19.3 section.

19.4 ~~(c)~~ (b) A proposal submitted under this section must include disclosures containing:

19.5 (1) comprehensive information regarding test administration monitoring practices; and

19.6 (2) data privacy safeguards for student information to be transmitted to or used by the
19.7 proposing entity.

19.8 ~~(d)~~ (c) Information provided in the proposal is not security information or trade secret
19.9 information for purposes of section 13.37.

19.10 Sec. 14. Minnesota Statutes 2023 Supplement, section 120B.30, is amended by adding a
19.11 subdivision to read:

19.12 Subd. 17. **Retaliation prohibited.** An employee who discloses information to the
19.13 commissioner or a parent or guardian about service disruptions or technical interruptions
19.14 related to administering assessments under this section is protected under section 181.932,
19.15 governing disclosure of information by employees.

19.16 Sec. 15. Minnesota Statutes 2023 Supplement, section 120B.302, is amended to read:

19.17 **120B.302 GENERAL REQUIREMENTS; TEST DESIGN.**

19.18 Subdivision 1. **Definitions.** For purposes of conforming with existing federal educational
19.19 accountability requirements, the commissioner must develop and implement
19.20 computer-adaptive reading and mathematics assessments for grades 3 through 8,
19.21 state-developed high school reading and mathematics tests aligned with state academic
19.22 standards, a high school writing test aligned with state standards when it becomes available,
19.23 and science assessments ~~under clause (2)~~ that districts and sites must use to monitor student
19.24 growth toward achieving those standards. The commissioner must:

19.25 (1) not develop statewide assessments for academic standards in social studies, health
19.26 and physical education, and the arts. ~~The commissioner must require; and~~

19.27 ~~(1) annual computer-adaptive reading and mathematics assessments in grades 3 through~~
19.28 ~~8, and high school reading, writing, and mathematics tests; and~~

17.1 Sec. 9. Minnesota Statutes 2023 Supplement, section 120B.30, subdivision 12, is amended
17.2 to read:

17.3 Subd. 12. **Test administration.** ~~(a) Consistent with applicable federal law, the~~
17.4 ~~commissioner must include appropriate, technically sound accommodations or alternative~~
17.5 ~~assessments for the very few students with disabilities for whom statewide assessments are~~
17.6 ~~inappropriate and for English learners.~~

17.7 ~~(b)~~ (a) The Department of Education shall contract for professional and technical services
17.8 according to competitive solicitation procedures under chapter 16C for purposes of this
17.9 section.

17.10 ~~(c)~~ (b) A proposal submitted under this section must include disclosures containing:

17.11 (1) comprehensive information regarding test administration monitoring practices; and

17.12 (2) data privacy safeguards for student information to be transmitted to or used by the
17.13 proposing entity.

17.14 ~~(d)~~ (c) Information provided in the proposal is not security information or trade secret
17.15 information for purposes of section 13.37.

17.16 Sec. 10. Minnesota Statutes 2023 Supplement, section 120B.30, is amended by adding a
17.17 subdivision to read:

17.18 Subd. 17. **Retaliation prohibited.** An employee who discloses information to the
17.19 commissioner or a parent or guardian about service disruptions or technical interruptions
17.20 related to administering assessments under this section is protected under section 181.932,
17.21 governing disclosure of information by employees.

17.22 Sec. 11. Minnesota Statutes 2023 Supplement, section 120B.302, is amended to read:

17.23 **120B.302 GENERAL REQUIREMENTS; TEST DESIGN.**

17.24 Subdivision 1. ~~Definitions~~ **Developing assessments.** For purposes of conforming with
17.25 existing federal educational accountability requirements, the commissioner must develop
17.26 and implement computer-adaptive reading and mathematics assessments for grades 3 through
17.27 8, state-developed high school reading and mathematics tests aligned with state academic
17.28 standards, a high school writing test aligned with state standards when it becomes available,
17.29 and science assessments ~~under clause (2)~~ that districts and sites must use to monitor student
17.30 growth toward achieving those standards. The commissioner must:

18.1 (1) not develop statewide assessments for academic standards in social studies, health
18.2 and physical education, and the arts. ~~The commissioner must require; and~~

18.3 ~~(1) annual computer-adaptive reading and mathematics assessments in grades 3 through~~
18.4 ~~8, and high school reading, writing, and mathematics tests; and~~

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

20.3 Subd. 2. **Comprehensive assessment system.** The commissioner, with advice from
 20.4 experts with appropriate technical qualifications and experience and stakeholders, ~~consistent~~
 20.5 ~~with subdivision 1a,~~ must include state-developed tests in the comprehensive assessment
 20.6 system, ~~for each grade level to be tested, state-constructed tests developed as~~
 20.7 ~~computer adaptive reading and mathematics assessments for students that are aligned with~~
 20.8 ~~the state's required academic standards under section 120B.021, include multiple choice~~
 20.9 ~~questions, and are administered annually to all students in grades 3 through 8. State-developed~~
 20.10 ~~high school tests aligned with the state's required academic standards under section 120B.021~~
 20.11 ~~and administered to all high school students in a subject other than writing must include~~
 20.12 ~~multiple choice questions. The commissioner must establish a testing period as late as~~
 20.13 ~~possible each school year during which schools must administer the Minnesota~~
 20.14 ~~Comprehensive Assessments to students. The commissioner must publish the testing schedule~~
 20.15 ~~at least two years before the beginning of the testing period.~~

20.16 Subd. 3. **Aligned to academic standards.** ~~(a) The state assessment system must be~~
 20.17 ~~aligned to the most recent revision of academic standards as described in section 120B.023~~
 20.18 ~~in the following manner:~~

20.19 (1) ~~mathematics;~~

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

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

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

20.24 (3) ~~language arts and reading; grades 3 through 8 and high school level beginning in the~~
 20.25 ~~2012-2013 school year.~~

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

20.30 (c) ~~The commissioner must ensure that for annual computer adaptive assessments:~~

20.31 (1) ~~individual student performance data and achievement reports are available within~~
 20.32 ~~three school days of when students take an assessment except in a year when an assessment~~
 20.33 ~~reflects new performance standards;~~

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

18.9 Subd. 2. **Comprehensive assessment system.** The commissioner, with advice from
 18.10 experts with appropriate technical qualifications and experience and stakeholders, ~~consistent~~
 18.11 ~~with subdivision 1a,~~ must include state-developed tests in the comprehensive assessment
 18.12 system, ~~for each grade level to be tested, state-constructed tests developed as~~
 18.13 ~~computer adaptive reading and mathematics assessments for students that are aligned with~~
 18.14 ~~the state's required academic standards under section 120B.021, include multiple choice~~
 18.15 ~~questions, and are administered annually to all students in grades 3 through 8. State-developed~~
 18.16 ~~high school tests aligned with the state's required academic standards under section 120B.021~~
 18.17 ~~and administered to all high school students in a subject other than writing must include~~
 18.18 ~~multiple choice questions. The commissioner must establish a testing period as late as~~
 18.19 ~~possible each school year during which schools must administer the Minnesota~~
 18.20 ~~Comprehensive Assessments to students. The commissioner must publish the testing schedule~~
 18.21 ~~at least two years before the beginning of the testing period.~~

18.22 Subd. 3. **Aligned to academic standards.** ~~(a) The state assessment system must be~~
 18.23 ~~aligned to the most recent revision of academic standards as described in section 120B.023~~
 18.24 ~~in the following manner:~~

18.25 (1) ~~mathematics;~~

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

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

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

18.30 (3) ~~language arts and reading; grades 3 through 8 and high school level beginning in the~~
 18.31 ~~2012-2013 school year.~~

18.32 (b) ~~The grades 3 through 8 computer adaptive assessments and high school tests must~~
 18.33 ~~be aligned with state academic standards. The commissioner must determine the testing~~
 19.1 ~~process and the order of administration. The statewide results must be aggregated at the site~~
 19.2 ~~and district level, consistent with subdivision 1a.~~

19.3 (c) ~~The commissioner must ensure that for annual computer adaptive assessments:~~

19.4 (1) ~~individual student performance data and achievement reports are available within~~
 19.5 ~~three school days of when students take an assessment except in a year when an assessment~~
 19.6 ~~reflects new performance standards;~~

Senate Language S3567-2	Education Excellence	April 15, 2024 03:49 PM	House Language UES3567-1
<div>21.1</div> <div>21.2</div>	<div>(2) growth information is available for each student from the student's first assessment to each proximate assessment using a constant measurement scale;</div>	<div>19.7</div> <div>19.8</div>	<div>(2) growth information is available for each student from the student's first assessment to each proximate assessment using a constant measurement scale;</div>
<div>21.3</div> <div>21.4</div> <div>21.5</div>	<div>(3) parents, teachers, and school administrators are able to use elementary and middle school student performance data to project students' secondary and postsecondary achievement; and</div>	<div>19.9</div> <div>19.10</div> <div>19.11</div>	<div>(3) parents, teachers, and school administrators are able to use elementary and middle school student performance data to project students' secondary and postsecondary achievement; and</div>
<div>21.6</div> <div>21.7</div> <div>21.8</div> <div>21.9</div> <div>21.10</div>	<div>(4) useful diagnostic information about areas of students' academic strengths and weaknesses is available to teachers and school administrators for improving student instruction and indicating the specific skills and concepts that should be introduced and developed for students at given performance levels, organized by strands within subject areas, and aligned to state academic standards.</div>	<div>19.12</div> <div>19.13</div> <div>19.14</div> <div>19.15</div> <div>19.16</div>	<div>(4) useful diagnostic information about areas of students' academic strengths and weaknesses is available to teachers and school administrators for improving student instruction and indicating the specific skills and concepts that should be introduced and developed for students at given performance levels, organized by strands within subject areas, and aligned to state academic standards.</div>
<div>21.11</div> <div>21.12</div> <div>21.13</div>	<div>(d) <u>(a)</u> The commissioner must ensure that all state tests administered to elementary and secondary students measure students' academic knowledge and skills and not students' values, attitudes, and beliefs.</div>	<div>19.17</div> <div>19.18</div> <div>19.19</div>	<div>(d) <u>(b)</u> The commissioner must ensure that all state tests administered to elementary and secondary students measure students' academic knowledge and skills and not students' values, attitudes, and beliefs.</div>
<div>21.14</div> <div>21.15</div> <div>21.16</div> <div>21.17</div> <div>21.18</div> <div>21.19</div> <div>21.20</div> <div>21.21</div>	<div><u>(b) A school, school district, and charter school must administer statewide assessments under this section as the assessments become available to evaluate student progress toward career and college readiness in the context of the state's academic standards. A school, school district, or charter school may use a student's performance on a statewide assessment as one of multiple criteria to determine grade promotion or retention. A school, school district, or charter school may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course or place a student's assessment score on the student's transcript.</u></div>	<div>19.20</div> <div>19.21</div> <div>19.22</div> <div>19.23</div> <div>19.24</div> <div>19.25</div> <div>19.26</div> <div>19.27</div>	<div>Subd. 4. <u>Use of assessments.</u> A school, school district, and charter school must administer statewide assessments under this section as the assessments become available to evaluate student progress toward career and college readiness in the context of the state's academic standards. A school, school district, or charter school may use a student's performance on a statewide assessment as one of multiple criteria to determine grade promotion or retention. A school, school district, or charter school may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course or place a student's assessment score on the student's transcript.</div>
<div>21.22</div>	<div>Sec. 16. Minnesota Statutes 2023 Supplement, section 120B.305, is amended to read:</div>	<div>19.28</div>	<div>Sec. 12. Minnesota Statutes 2023 Supplement, section 120B.305, is amended to read:</div>
<div>21.23</div>	<div>120B.305 ASSESSMENT REPORTING REQUIREMENTS.</div>	<div>19.29</div>	<div>120B.305 ASSESSMENT REPORTING REQUIREMENTS.</div>
<div>21.24</div> <div>21.25</div> <div>21.26</div> <div>21.27</div> <div>21.28</div> <div>21.29</div> <div>21.30</div> <div>21.31</div>	<div>Subdivision 1. Reporting requirements. A school, school district, and charter school must administer statewide assessments under this section, as the assessments become available, to evaluate student progress toward career and college readiness in the context of the state's academic standards. A school, school district, or charter school may use a student's performance on a statewide assessment as one of multiple criteria to determine grade promotion or retention. A school, school district, or charter school may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.</div>	<div>19.30</div> <div>19.31</div> <div>19.32</div> <div>20.1</div> <div>20.2</div> <div>20.3</div> <div>20.4</div> <div>20.5</div>	<div>Subdivision 1. Reporting requirements. A school, school district, and charter school must administer statewide assessments under this section, as the assessments become available, to evaluate student progress toward career and college readiness in the context of the state's academic standards. A school, school district, or charter school may use a student's performance on a statewide assessment as one of multiple criteria to determine grade promotion or retention. A school, school district, or charter school may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.</div>
<div>21.32</div> <div>21.33</div>	<div>Subd. 2. Computer adaptive assessments <u>Reporting requirements.</u> (a) Reporting of state assessment results must:</div>	<div>20.6</div> <div>20.7</div>	<div>Subd. 2. Computer adaptive assessments <u>Reporting requirements.</u> (a) Reporting of state assessment results must:</div>
<div>22.1</div> <div>22.2</div>	<div>(1) provide timely, useful, and understandable information on the performance of individual students, schools, school districts, and the state;</div>	<div>20.8</div> <div>20.9</div>	<div>(1) provide timely, useful, and understandable information on the performance of individual students, schools, school districts, and the state;</div>
<div>22.3</div>	<div>(2) include a growth indicator of student achievement; and</div>	<div>20.10</div>	<div>(2) include a growth indicator of student achievement; and</div>
<div>22.4</div>	<div>(3) determine whether students have met the state's academic standards.</div>	<div>20.11</div>	<div>(3) determine whether students have met the state's academic standards.</div>

22.5 (b) ~~The 3rd through 8th grade computer-adaptive assessment results and high school~~
22.6 ~~test results must be available to districts for diagnostic purposes affecting student learning~~
22.7 ~~and district instruction and curriculum, and for establishing educational accountability. The~~
22.8 ~~commissioner must ensure that for annual computer-adaptive assessments:~~

22.9 (1) individual student performance data and achievement reports are available within
22.10 three school days of when students take an assessment except in a year when an assessment
22.11 reflects new performance standards;

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

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

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

22.22 (c) The commissioner, in consultation with the chancellor of the Minnesota State Colleges
22.23 and Universities, must establish empirically derived benchmarks on the high school tests
22.24 that reveal a trajectory toward career and college readiness consistent with section 136F.302,
22.25 subdivision 1a. The commissioner must disseminate to the public the computer-adaptive
22.26 assessments and high school test results upon receiving those results.

22.27 Subd. 3. **Public reporting.** (a) The commissioner must include the following components
22.28 in the statewide public reporting system:

22.29 (1) uniform statewide computer-adaptive assessments of all students in grades 3 through
22.30 8 and testing at the high school levels that provides appropriate, technically sound
22.31 accommodations or alternate assessments;

23.1 (2) educational indicators that can be aggregated and compared across school districts
23.2 and across time on a statewide basis, including consistent attendance, high school graduation
23.3 rates, and high school drop-out rates by age and grade level;

23.4 (3) state results on the ACT test; ~~and~~

23.5 (4) state results from participation in the National Assessment of Educational Progress
23.6 so that the state can benchmark its performance against the nation and other states, and,

20.12 (b) ~~The 3rd through 8th grade computer-adaptive assessment results and high school~~
20.13 ~~test results must be available to districts for diagnostic purposes affecting student learning~~
20.14 ~~and district instruction and curriculum, and for establishing educational accountability. The~~
20.15 ~~commissioner must ensure that for annual computer-adaptive assessments:~~

20.16 (1) individual student performance data and achievement reports are available within
20.17 three school days of when students take an assessment except in a year when an assessment
20.18 reflects new performance standards;

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

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

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

20.29 (c) The commissioner, in consultation with the chancellor of the Minnesota State Colleges
20.30 and Universities, must establish empirically derived benchmarks on the high school tests
20.31 that reveal a trajectory toward career and college readiness consistent with section 136F.302,
20.32 subdivision 1a. The commissioner must disseminate to the public the computer-adaptive
20.33 assessments and high school test results upon receiving those results.

21.1 (d) A school, school district, or charter school may provide a student's parent access to
21.2 the student's individual student performance data and achievement report that is made
21.3 available under paragraph (b), clause (1), when the performance data and report is available
21.4 to the school, school district, or charter school.

21.5 Subd. 3. **Public reporting.** (a) The commissioner must include the following components
21.6 in the statewide public reporting system:

21.7 (1) uniform statewide computer-adaptive assessments of all students in grades 3 through
21.8 8 and testing at the high school levels that provides appropriate, technically sound
21.9 accommodations or alternate assessments;

21.10 (2) educational indicators that can be aggregated and compared across school districts
21.11 and across time on a statewide basis, including consistent attendance, high school graduation
21.12 rates, and high school drop-out rates by age and grade level;

21.13 (3) state results on the ACT test; ~~and~~

21.14 (4) state results from participation in the National Assessment of Educational Progress
21.15 so that the state can benchmark its performance against the nation and other states, and,

23.7 where possible, against other countries, and contribute to the national effort to monitor
23.8 achievement.

23.9 (b) The commissioner shall report test results publicly and to stakeholders, including
23.10 the performance achievement levels developed from students' unweighted test scores in
23.11 each tested subject and a listing of demographic factors that strongly correlate with student
23.12 performance, including student homelessness, as data are available, among other factors.
23.13 The test results must not include personally identifiable information as defined in Code of
23.14 Federal Regulations, title 34, section 99.3. ~~The commissioner shall also report data that~~
23.15 ~~compares performance results among school sites, school districts, Minnesota and other~~
23.16 ~~states, and Minnesota and other nations.~~ The commissioner shall disseminate to schools
23.17 and school districts a more comprehensive report containing testing information that meets
23.18 local needs for evaluating instruction and curriculum. The commissioner shall disseminate
23.19 to charter school authorizers a more comprehensive report containing testing information
23.20 that contains anonymized data where cell count data are sufficient to protect student identity
23.21 and that meets the authorizer's needs in fulfilling its obligations under chapter 124E.

23.22 ~~(e) The grades 3 through 8 computer adaptive assessments and high school tests must~~
23.23 ~~be aligned with state academic standards. The commissioner must determine the testing~~
23.24 ~~process and the order of administration. The statewide results must be aggregated at the site~~
23.25 ~~and district level, consistent with subdivision 1a.~~

23.26 Sec. 17. Minnesota Statutes 2023 Supplement, section 120B.31, subdivision 4, is amended
23.27 to read:

23.28 Subd. 4. **Student performance data.** In developing policies and assessment processes
23.29 to hold schools and districts accountable for high levels of academic standards under section
23.30 120B.021, the commissioner shall ~~aggregate and disaggregate student data over time to~~
23.31 ~~report summary student performance and growth levels and, under section 120B.11,~~
23.32 ~~subdivision 2, clause (2), student learning and outcome data measured at the school, school~~
23.33 ~~district, and statewide level. The commissioner shall use the student categories identified~~
24.1 under the federal Elementary and Secondary Education Act, as most recently reauthorized,
24.2 and student categories of:

- 24.3 (1) homelessness;
- 24.4 (2) ethnicity under section 120B.35, subdivision 3, paragraph (a), clause (2);
- 24.5 (3) race under section 120B.35, subdivision 3, paragraph (a), clause (2);
- 24.6 (4) home language;
- 24.7 (5) English learners under section 124D.59;
- 24.8 (6) free or reduced-price meals; and

21.16 where possible, against other countries, and contribute to the national effort to monitor
21.17 achievement; and

21.18 (5) comparison of statewide assessment results among school sites and school districts.

21.19 (b) The commissioner shall report test results publicly and to stakeholders, including
21.20 the performance achievement levels developed from students' unweighted test scores in
21.21 each tested subject and a listing of demographic factors that strongly correlate with student
21.22 performance, including student homelessness, as data are available, among other factors.
21.23 The test results must not include personally identifiable information as defined in Code of
21.24 Federal Regulations, title 34, section 99.3. ~~The commissioner shall also report data that~~
21.25 ~~compares performance results among school sites, school districts, Minnesota and other~~
21.26 ~~states, and Minnesota and other nations.~~ The commissioner shall disseminate to schools
21.27 and school districts a more comprehensive report containing testing information that meets
21.28 local needs for evaluating instruction and curriculum. The commissioner shall disseminate
21.29 to charter school authorizers a more comprehensive report containing testing information
21.30 that contains anonymized data where cell count data are sufficient to protect student identity
21.31 and that meets the authorizer's needs in fulfilling its obligations under chapter 124E.

21.32 ~~(e) The grades 3 through 8 computer adaptive assessments and high school tests must~~
21.33 ~~be aligned with state academic standards. The commissioner must determine the testing~~
22.1 ~~process and the order of administration. The statewide results must be aggregated at the site~~
22.2 ~~and district level, consistent with subdivision 1a.~~

22.3 Sec. 13. Minnesota Statutes 2023 Supplement, section 120B.31, subdivision 4, is amended
22.4 to read:

22.5 Subd. 4. **Student performance data.** In developing policies and assessment processes
22.6 to hold schools and districts accountable for high levels of academic standards under section
22.7 120B.021, the commissioner shall ~~aggregate and disaggregate student data over time to~~
22.8 ~~report summary student performance and growth levels and, under section 120B.11,~~
22.9 ~~subdivision 2, clause (2), student learning and outcome data measured at the school, school~~
22.10 ~~district, and statewide level. The commissioner shall use the student categories identified~~
22.11 under the federal Elementary and Secondary Education Act, as most recently reauthorized,
22.12 and student categories of:

- 22.13 (1) homelessness;
- 22.14 (2) ethnicity under section 120B.35, subdivision 3, paragraph (a), clause (2);
- 22.15 (3) race under section 120B.35, subdivision 3, paragraph (a), clause (2);
- 22.16 (4) home language;
- 22.17 (5) English learners under section 124D.59;
- 22.18 (6) free or reduced-price meals; and

24.9 (7) other categories designated by federal law to organize and report the data so that
24.10 state and local policy makers can understand the educational implications of changes in
24.11 districts' demographic profiles over time as data are available.

24.12 Any report the commissioner disseminates containing summary data on student performance
24.13 must integrate student performance and the demographic factors that strongly correlate with
24.14 that performance.

24.15 Sec. 18. Minnesota Statutes 2023 Supplement, section 120B.36, subdivision 1, is amended
24.16 to read:

24.17 Subdivision 1. **School performance reports and public reporting.** (a) The commissioner
24.18 shall report:

24.19 (1) student academic performance data under section 120B.35, subdivisions 2 and 3;
24.20 (2) academic progress consistent with federal expectations;

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

24.23 (4) rigorous coursework under section 120B.35, subdivision 3, paragraph (c);
24.24 (5) the percentage of students under section 120B.35, subdivision 3, paragraph (b), clause
24.25 (2), whose progress and performance levels are meeting career and college readiness
24.26 benchmarks under sections 120B.307 and 120B.35, subdivision 3, paragraph (e);

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

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

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

25.5 (9) staff characteristics excluding salaries;

25.6 (10) student enrollment demographics;

25.7 (11) foster care status, including all students enrolled in a Minnesota public school course
25.8 or program who are currently or were previously in foster care, student homelessness, and
25.9 district mobility; and

25.10 (12) extracurricular activities.

22.19 (7) other categories designated by federal law to organize and report the data so that
22.20 state and local policy makers can understand the educational implications of changes in
22.21 districts' demographic profiles over time as data are available.

22.22 Any report the commissioner disseminates containing summary data on student performance
22.23 must integrate student performance and the demographic factors that strongly correlate with
22.24 that performance.

22.25 Sec. 14. Minnesota Statutes 2023 Supplement, section 120B.36, subdivision 1, is amended
22.26 to read:

22.27 Subdivision 1. **School performance reports and public reporting.** (a) The commissioner
22.28 shall report:

22.29 (1) student academic performance data under section 120B.35, subdivisions 2 and 3;
22.30 (2) academic progress consistent with federal expectations;

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

23.3 (4) rigorous coursework under section 120B.35, subdivision 3, paragraph (c);
23.4 (5) the percentage of students under section 120B.35, subdivision 3, paragraph (b), clause
23.5 (2), whose progress and performance levels are meeting career and college readiness
23.6 benchmarks under sections 120B.307 and 120B.35, subdivision 3, paragraph (e);

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

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

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

23.15 (9) staff characteristics excluding salaries;

23.16 (10) student enrollment demographics;

23.17 (11) foster care status, including all students enrolled in a Minnesota public school course
23.18 or program who are currently or were previously in foster care, student homelessness, and
23.19 district mobility; and

23.20 (12) extracurricular activities.

25.11 (b) The school performance report for a school site and a school district must include
 25.12 school performance reporting information and calculate proficiency rates as required by the
 25.13 most recently reauthorized Elementary and Secondary Education Act.

25.14 (c) The commissioner shall develop, annually update, and post on the department website
 25.15 school performance reports consistent with paragraph (a) and section 120B.11.

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

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

25.21 (f) School performance data are nonpublic data under section 13.02, subdivision 9, until
 25.22 the commissioner publicly releases the data. The commissioner shall annually post school
 25.23 performance reports to the department's public website no later than ~~September 1, except~~
 25.24 ~~that in years when the reports reflect new performance standards, the commissioner shall~~
 25.25 ~~post the school performance reports no later than October~~ December 1.

25.26 Sec. 19. Minnesota Statutes 2023 Supplement, section 121A.041, subdivision 2, is amended
 25.27 to read:

25.28 Subd. 2. **Prohibition on American Indian mascots.** (a) Starting September 1, ~~2025~~
 25.29 2026, a public school may not have or adopt a name, symbol, or image that depicts or refers
 25.30 to an American Indian Tribe, individual, custom, or tradition to be used as a mascot,
 25.31 nickname, logo, letterhead, or team name of the school, district, or school within the district,
 25.32 unless the school has obtained an exemption under subdivision 3.

26.1 (b) The prohibition in paragraph (a) does not apply to a public school located within the
 26.2 reservation of a federally recognized Tribal Nation in Minnesota, where at least 95 percent
 26.3 of students meet the state definition of American Indian student.

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

26.5 Sec. 20. Minnesota Statutes 2023 Supplement, section 121A.041, subdivision 3, is amended
 26.6 to read:

26.7 Subd. 3. **Exemption.** A public school may seek an exemption to subdivision 2 by
 26.8 submitting a request in writing to all 11 federally recognized Tribal Nations in Minnesota
 26.9 and to the Tribal Nations Education Committee by September 1, 2023. The exemption is
 26.10 denied if any of the 11 Tribal Nations or the Tribal Nations Education Committee oppose
 26.11 the exemption by December 15, 2023. A public school whose request for an exemption is
 26.12 denied must comply with subdivision 2 by September 1, ~~2025~~ 2026.

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

23.21 (b) The school performance report for a school site and a school district must include
 23.22 school performance reporting information and calculate proficiency rates as required by the
 23.23 most recently reauthorized Elementary and Secondary Education Act.

23.24 (c) The commissioner shall develop, annually update, and post on the department website
 23.25 school performance reports consistent with paragraph (a) and section 120B.11.

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

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

24.1 (f) School performance data are nonpublic data under section 13.02, subdivision 9, until
 24.2 the commissioner publicly releases the data. The commissioner shall annually post school
 24.3 performance reports to the department's public website no later than ~~September 1, except~~
 24.4 ~~that in years when the reports reflect new performance standards, the commissioner shall~~
 24.5 ~~post the school performance reports no later than October~~ December 1.

26.14 Sec. 21. **[121A.08] SMUDGING PERMITTED.**

26.15 An American Indian student or staff member may use tobacco, sage, sweetgrass, and
26.16 cedar to conduct individual or group smudging in a public school. The process for conducting
26.17 smudging is determined by the building or site administrator. Smudging must be conducted
26.18 under the direct supervision of an appropriate staff member, as determined by the building
26.19 or site administrator.

26.20 Sec. 22. Minnesota Statutes 2023 Supplement, section 121A.642, is amended by adding
26.21 a subdivision to read:

26.22 Subd. 3. **Consultation.** A school district or charter school must consult the exclusive
26.23 representative for employees receiving this training before creating or planning the training
26.24 required under this section.

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

26.26 Sec. 23. **[121A.80] STUDENT JOURNALISM; STUDENT EXPRESSION.**

26.27 Subdivision 1. **Definitions.** (a) For purposes of this section, the terms defined in this
26.28 subdivision have the meanings given.

26.29 (b) "School-sponsored media" means material that is:

27.1 (1) prepared, wholly or substantially written, published, broadcast, or otherwise
27.2 disseminated by a student journalist enrolled in a school district or charter school;

27.3 (2) distributed or generally made available to students in the school; and

27.4 (3) prepared by a student journalist under the supervision of a student media adviser.

27.5 School-sponsored media does not include material prepared solely for distribution or
27.6 transmission in the classroom in which the material is produced, or a yearbook.

27.7 (c) "School official" means a school principal under section 123B.147 or other person
27.8 having administrative control or supervision of a school.

27.9 (d) "Student journalist" means a school district or charter school student in grades 6
27.10 through 12 who gathers, compiles, writes, edits, photographs, records, or otherwise prepares
27.11 information for dissemination in school-sponsored media.

27.12 (e) "Student media adviser" means a qualified teacher, as defined in section 122A.16,
27.13 that a school district or charter school employs, appoints, or designates to supervise student
27.14 journalists or provide instruction relating to school-sponsored media.

27.15 Subd. 2. **Student journalists; protected conduct.** (a) Except as provided in subdivision
27.16 3, a student journalist has the right to exercise freedom of speech and freedom of the press
27.17 in school-sponsored media regardless of whether the school-sponsored media receives
27.18 financial support from the school or district, uses school equipment or facilities in its
27.19 production, or is produced as part of a class or course in which the student journalist is

24.6 Sec. 15. **[121A.80] STUDENT JOURNALISM; STUDENT EXPRESSION.**

24.7 Subdivision 1. **Definitions.** (a) For purposes of this section, the terms defined in this
24.8 subdivision have the meanings given.

24.9 (b) "School-sponsored media" means material that is:

24.10 (1) prepared, wholly or substantially written, published, broadcast, or otherwise
24.11 disseminated by a student journalist enrolled in a school district or charter school;

24.12 (2) distributed or generally made available to students in the school; and

24.13 (3) prepared by a student journalist under the supervision of a student media adviser.

24.14 School-sponsored media does not include material prepared solely for distribution or
24.15 transmission in the classroom in which the material is produced, or a yearbook.

24.16 (c) "School official" means a school principal under section 123B.147 or other person
24.17 having administrative control or supervision of a school.

24.18 (d) "Student journalist" means a school district or charter school student in grades 6
24.19 through 12 who gathers, compiles, writes, edits, photographs, records, or otherwise prepares
24.20 information for dissemination in school-sponsored media.

24.21 (e) "Student media adviser" means a qualified teacher, as defined in section 122A.16,
24.22 that a school district or charter school employs, appoints, or designates to supervise student
24.23 journalists or provide instruction relating to school-sponsored media.

24.24 Subd. 2. **Student journalists; protected conduct.** (a) Except as provided in subdivision
24.25 3, a student journalist has the right to exercise freedom of speech and freedom of the press
24.26 in school-sponsored media regardless of whether the school-sponsored media receives
24.27 financial support from the school or district, uses school equipment or facilities in its
24.28 production, or is produced as part of a class or course in which the student journalist is

27.20 enrolled. Freedom of speech includes freedom to express political viewpoints. Consistent
27.21 with subdivision 3, a student journalist has the right to determine the news, opinion, feature,
27.22 and advertising content of school-sponsored media. A school district or charter school must
27.23 not discipline a student journalist for exercising rights or freedoms under this paragraph or
27.24 the First Amendment of the United States Constitution.

27.25 (b) A school district or charter school must not retaliate or take adverse employment
27.26 action against a student media adviser for supporting a student journalist exercising rights
27.27 or freedoms under paragraph (a) or the First Amendment of the United States Constitution.

27.28 (c) Notwithstanding the rights or freedoms of this subdivision or the First Amendment
27.29 of the United States Constitution, nothing in this section inhibits a student media adviser
27.30 from teaching professional standards of English and journalism to student journalists.

27.31 Subd. 3. **Unprotected expression.** (a) This section does not authorize or protect student
27.32 expression that:

28.1 (1) is defamatory;

28.2 (2) is profane, harassing, threatening, or intimidating;

28.3 (3) constitutes an unwarranted invasion of privacy;

28.4 (4) violates federal or state law;

28.5 (5) causes a material and substantial disruption of school activities; or

28.6 (6) is directed to inciting or producing imminent lawless action on school premises or
28.7 the violation of lawful school policies or rules, including a policy adopted in accordance
28.8 with section 121A.03 or 121A.031.

28.9 (b) Nothing in this section authorizes the publication of an advertisement by
28.10 school-sponsored media that promotes the purchase of a product or service that is unlawful
28.11 for purchase or use by minors.

28.12 (c) A school or district must not authorize any prior restraint of school-sponsored media
28.13 except under this subdivision.

28.14 Subd. 4. **Student journalist policy.** School districts and charter schools must adopt and
28.15 post on the district or charter school website a student journalist policy consistent with this
28.16 section.

28.17 **EFFECTIVE DATE.** This section is effective for the 2024-2025 school year and later.

28.18 Sec. 24. Minnesota Statutes 2022, section 123B.09, subdivision 10, is amended to read:

28.19 Subd. 10. **Publishing proceedings.** The board must cause its official proceedings to be
28.20 published once in the official newspaper of the district or official district website. Such
28.21 publication shall be made within 30 days of the meeting at which such proceedings occurred.
28.22 If the board determines that publication of a summary of the proceedings would adequately

24.29 enrolled. Freedom of speech includes freedom to express political viewpoints. Consistent
24.30 with subdivision 3, a student journalist has the right to determine the news, opinion, feature,
24.31 and advertising content of school-sponsored media. A school district or charter school must
25.1 not discipline a student journalist for exercising rights or freedoms under this paragraph or
25.2 the First Amendment of the United States Constitution.

25.3 (b) A school district or charter school must not retaliate or take adverse employment
25.4 action against a student media adviser for supporting a student journalist exercising rights
25.5 or freedoms under paragraph (a) or the First Amendment of the United States Constitution.

25.6 (c) Notwithstanding the rights or freedoms of this subdivision or the First Amendment
25.7 of the United States Constitution, nothing in this section inhibits a student media adviser
25.8 from teaching professional standards of English and journalism to student journalists.

25.9 Subd. 3. **Unprotected expression.** (a) This section does not authorize or protect student
25.10 expression that:

25.11 (1) is defamatory;

25.12 (2) is profane, harassing, threatening, or intimidating;

25.13 (3) constitutes an unwarranted invasion of privacy;

25.14 (4) violates federal or state law;

25.15 (5) causes a material and substantial disruption of school activities; or

25.16 (6) is directed to inciting or producing imminent lawless action on school premises or
25.17 the violation of lawful school policies or rules, including a policy adopted in accordance
25.18 with section 121A.03 or 121A.031.

25.19 (b) Nothing in this section authorizes the publication of an advertisement by
25.20 school-sponsored media that promotes the purchase of a product or service that is unlawful
25.21 for purchase or use by minors.

25.22 (c) A school or district must not authorize any prior restraint of school-sponsored media
25.23 except under this subdivision.

25.24 Subd. 4. **Student journalist policy.** School districts and charter schools must adopt and
25.25 post a student journalist policy consistent with this section.

25.26 **EFFECTIVE DATE.** This section is effective for the 2024-2025 school year and later.

7.25 Sec. 8. **ALTERNATIVE TO PUBLISHING.**

7.26 Notwithstanding any law to the contrary, the following school districts may publish their
7.27 official proceedings on their websites instead of publishing them in a newspaper: Independent
7.28 School District No. 720, Shakopee; Independent School District No. 717, Jordan; Independent
7.29 School District No. 719, Prior Lake-Savage; Independent School District No. 112, Eastern

28.23 inform the public of the substance of the proceedings, the board may direct that only a
28.24 summary be published, conforming to the requirements of section 331A.01, subdivision
28.25 10.

28.26 Sec. 25. Minnesota Statutes 2022, section 123B.37, subdivision 2, is amended to read:

28.27 Subd. 2. **Boards shall not withhold grades or diplomas for nonpayment of student**
28.28 **fees.** No pupil's rights or privileges, including the receipt of grades or diplomas may be
28.29 denied or abridged for nonpayment of fees; but this provision does not prohibit a district
28.30 from maintaining any action provided by law for the collection of fees authorized by sections
29.1 123B.36 and 123B.38. This provision applies to all Minnesota district school boards, charter
29.2 school boards, and Tribal contract schools.

7.30 Carver County; Independent School District No. 465, Litchfield; and Independent School
7.31 District No. 423, Hutchinson. This section expires August 1, 2026.

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

25.27 Sec. 16. Minnesota Statutes 2022, section 124D.09, subdivision 2, is amended to read:

25.28 Subd. 2. **Purpose.** The purpose of this section is to promote rigorous academic pursuits,
25.29 to facilitate career preparation, and to provide a wider variety of options to high school
25.30 pupils by encouraging and enabling secondary pupils to enroll full time or part time in
26.1 nonsectarian courses or programs in eligible postsecondary institutions, as defined in
26.2 subdivision 3.

NOTE: FOR HOUSE LANGUAGE IN UES3567-1, ARTICLE 2, SECTION 17,
SEE COMPARISON TO SENATE LANGUAGE IN S3567-2, ARTICLE 1,
SECTION 1.

26.23 Sec. 18. Minnesota Statutes 2022, section 124D.09, subdivision 7, is amended to read:

26.24 Subd. 7. **Dissemination of information; notification of intent to enroll.** By the earlier
26.25 of (1) three weeks prior to the date by which a student must register for district courses for
26.26 the following school year, or (2) March 1 of each year, a district must provide up-to-date
26.27 information on the district's website and in materials that are distributed to parents and
26.28 students about the program, including information about enrollment requirements and the
26.29 ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. To assist the
26.30 district in planning, a pupil must inform the district by October 30 or May 30 of each year
26.31 of the pupil's intent to enroll in postsecondary courses during the following ~~school year~~
27.1 academic term. A pupil is bound by notifying or not notifying the district by October 30 or
27.2 May 30.

27.3 Sec. 19. Minnesota Statutes 2022, section 124D.09, subdivision 9, is amended to read:

27.4 Subd. 9. **Enrollment priority.** (a) A postsecondary institution must give priority to its
27.5 postsecondary students when enrolling pupils in grades 10, 11, and 12 in its courses. A
27.6 postsecondary institution may provide information about its programs to a secondary school
27.7 or to a pupil or parent, ~~and it may advertise or otherwise recruit or solicit a secondary pupil~~

27.8 ~~to enroll in its programs on educational and programmatic grounds only except,~~
 27.9 ~~notwithstanding other law to the contrary, and for the 2014-2015 through 2019-2020 school~~
 27.10 ~~years only, an eligible postsecondary institution may advertise or otherwise recruit or solicit~~
 27.11 ~~a secondary pupil residing in a school district with 700 students or more in grades 10, 11,~~
 27.12 ~~and 12, to enroll in its programs on educational, programmatic, or financial grounds.~~

27.13 (b) An institution must not enroll secondary pupils, for postsecondary enrollment options
 27.14 purposes, in remedial, developmental, or other courses that are not college level except
 27.15 when a student eligible to participate and enrolled in the graduation incentives program
 27.16 under section 124D.68 enrolls full time in a middle or early college program. A middle or
 27.17 early college program must be specifically designed to allow the student to earn dual high
 27.18 school and college credit with a well-defined pathway to allow the student to earn a
 27.19 postsecondary degree or credential. In this case, the student must receive developmental
 27.20 college credit and not college credit for completing remedial or developmental courses.

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

27.23 (d) If a postsecondary institution enrolls a secondary school pupil in a course under this
 27.24 section, the postsecondary institution also must enroll in the same course an otherwise
 27.25 enrolled and qualified postsecondary student who qualifies as a veteran under section
 27.26 197.447, and demonstrates to the postsecondary institution's satisfaction that the institution's
 27.27 established enrollment timelines were not practicable for that student.

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

28.1 Sec. 20. Minnesota Statutes 2022, section 124D.09, subdivision 10, is amended to read:

28.2 Subd. 10. **Courses according to agreements.** (a) An eligible pupil, according to
 28.3 subdivision 5, may enroll in a nonsectarian course taught by a secondary teacher or a
 28.4 postsecondary faculty member and offered at a secondary school, or another location,
 28.5 according to an agreement between a public school board and the governing body of an
 28.6 eligible public postsecondary system or an eligible private postsecondary institution, as
 28.7 defined in subdivision 3. All provisions of this section apply to a pupil, public school board,
 28.8 district, and the governing body of a postsecondary institution, except as otherwise provided.
 28.9 A secondary school and a postsecondary institution that enrolls eligible pupils in courses
 28.10 according to agreements must annually report to the commissioner the participation rates
 28.11 of pupils enrolled in courses according to agreements, including the number of pupils
 28.12 enrolled and the number of courses taken for postsecondary or dual credit.

28.13 (b) To encourage students, especially American Indian students and students of color,
 28.14 to consider teaching as a profession, participating schools, school districts, and postsecondary
 28.15 institutions are encouraged to develop and offer an "Introduction to Teaching" or
 28.16 "Introduction to Education" course under this subdivision. For the purpose of applying for

28.17 grants under this paragraph, "eligible institution" includes schools and districts that partner
28.18 with an accredited college or university in addition to postsecondary institutions identified
28.19 in subdivision 3, paragraph (a). Grant recipients under this paragraph must annually report
28.20 to the commissioner in a form and manner determined by the commissioner on the
28.21 participation rates of students in courses under this paragraph, including the number of
28.22 students who apply for admission to colleges or universities with teacher preparation
28.23 programs and the number of students of color and American Indian students who earned
28.24 postsecondary credit. Grant recipients must also describe recruiting efforts intended to
28.25 ensure that the percentage of participating students who are of color or American Indian
28.26 meets or exceeds the overall percentage of students of color or American Indian students
28.27 in the school.

28.28 Sec. 21. Minnesota Statutes 2022, section 124D.09, subdivision 10b, is amended to read:

28.29 Subd. 10b. **Concurrent Enrollment Advisory Board; membership; duties.** (a) A
28.30 postsecondary institution offering courses taught by the secondary teacher according to
28.31 subdivision 10 must establish an advisory board. The purpose of the advisory board is to
28.32 engage stakeholders in concurrent enrollment decisions. The duties of the board must include
28.33 the following:

28.34 (1) providing strategic advice and input relating to concurrent enrollment issues;

29.1 (2) recommend and review proposals for concurrent enrollment course offerings;

29.2 (3) serve as a coordinating entity between secondary education and postsecondary
29.3 institutions; and

29.4 (4) increase the understanding and collaboration among concurrent enrollment partners,
29.5 stakeholders, the legislature, and the public.

29.6 (b) The advisory board at each institution must consist of 16 members in addition to a
29.7 concurrent enrollment faculty coordinator who shall serve as the chair and convene the
29.8 meetings. A postsecondary institution may elect to have an advisory board of less than 16
29.9 members if the institution determines that the extent of its concurrent program warrants a
29.10 smaller board. Except for the original members, advisory board members must serve
29.11 three-year staggered terms. Advisory board members, appointed by the postsecondary
29.12 institution, must be balanced based on geography and school size, and include, if practical,
29.13 representatives from the following:

29.14 (1) postsecondary faculty members;

29.15 (2) school superintendents;

29.16 (3) secondary and postsecondary students;

29.17 ~~(3)~~ (4) high school principals;

29.18 ~~(4)~~ (5) concurrent enrollment teachers;

- 29.19 ~~(5)~~ (6) high school counselors;
- 29.20 ~~(6)~~ (7) charter school administrators;
- 29.21 ~~(7)~~ (8) school board members;
- 29.22 ~~(8)~~ (9) secondary academic administrators;
- 29.23 ~~(9)~~ (10) parents; and
- 29.24 ~~(10)~~ (11) other local organizations.
- 29.25 (c) Members of the board serve without compensation.
- 29.26 (d) The board shall report to the postsecondary institution periodically as requested by
- 29.27 the postsecondary institution to provide advice and proposals described in paragraph (a).
- 29.28 (e) The postsecondary institution shall provide administrative services and meeting space
- 29.29 for the board to do its work.
- 30.1 (f) A board established under this section expires when the postsecondary institution no
- 30.2 longer offers concurrent enrollment course offerings.
- 30.3 (g) The postsecondary institution shall appoint the first members to the advisory board
- 30.4 by October 31, 2015, or by October 15 following the year it establishes a concurrent
- 30.5 enrollment program. The postsecondary institution shall designate the terms of the first
- 30.6 members so that an approximately equal number serve terms of two, three, and four years.
- 30.7 Sec. 22. Minnesota Statutes 2022, section 124D.09, subdivision 11, is amended to read:
- 30.8 Subd. 11. **Participation in high school activities.** Enrolling in a course under this section
- 30.9 shall not, by itself, prohibit a pupil from participating in activities sponsored by the pupil's
- 30.10 high school, including but not limited to accessing scholarships awarded, sponsored, or
- 30.11 disbursed by the school, or participating in leadership roles or national organizations
- 30.12 sponsored by the pupil's high school.
- 30.13 Sec. 23. Minnesota Statutes 2023 Supplement, section 124D.09, subdivision 12, is amended
- 30.14 to read:
- 30.15 Subd. 12. **Credits; grade point average weighting policy.** (a) A pupil must not audit
- 30.16 a course under this section.
- 30.17 (b) A district must grant academic credit to a pupil enrolled in a course for secondary
- 30.18 credit if the pupil successfully completes the course. Seven quarter or four semester college
- 30.19 credits equal at least one full year of high school credit. Fewer college credits may be
- 30.20 prorated. A district must also grant academic credit to a pupil enrolled in a course for
- 30.21 postsecondary credit if secondary credit is requested by a pupil. If no comparable course is
- 30.22 offered by the district, the district must, as soon as possible, notify the commissioner, who
- 30.23 must determine the number of credits that must be granted to a pupil who successfully
- 30.24 completes a course. If a comparable course is offered by the district, the school board must

29.3 Sec. 26. Minnesota Statutes 2022, section 124D.60, subdivision 1, is amended to read:
29.4 Subdivision 1. **Notice.** Within ~~ten~~ 30 calendar days after the ~~enrollment of any pupil in~~
29.5 ~~an instructional program for English learners~~ beginning of the school year, the district or

30.25 grant a comparable number of credits to the pupil. If there is a dispute between the district
30.26 and the pupil regarding the number of credits granted for a particular course, the pupil may
30.27 appeal the board's decision to the commissioner. The commissioner's decision regarding
30.28 the number of credits is final.

30.29 (c) A school board must adopt a policy regarding weighted grade point averages for any
30.30 high school or dual enrollment course. A school board must adopt an identical policy
30.31 regarding weighted grade point averages for credits earned via postsecondary coursework
30.32 as it gives to credits earned via concurrent enrollment coursework. The policy must state
31.1 whether the district offers weighted grades. A school board must annually publish on its
31.2 website a list of courses for which a student may earn a weighted grade.

31.3 (d) The secondary credits granted to a pupil must be counted toward the graduation
31.4 requirements and subject area requirements of the district. Evidence of successful completion
31.5 of each course and secondary credits granted must be included in the pupil's secondary
31.6 school record. A pupil must provide the school with a copy of the pupil's grades in each
31.7 course taken for secondary credit under this section, including interim or nonfinal grades
31.8 earned during the academic term. Upon the request of a pupil, the pupil's secondary school
31.9 record must also include evidence of successful completion and credits granted for a course
31.10 taken for postsecondary credit. In either case, the record must indicate that the credits were
31.11 earned at a postsecondary institution.

31.12 (e) If a pupil enrolls in a postsecondary institution after leaving secondary school, the
31.13 postsecondary institution must award postsecondary credit for any course successfully
31.14 completed for secondary credit at that institution. Other postsecondary institutions may
31.15 award, after a pupil leaves secondary school, postsecondary credit for any courses
31.16 successfully completed under this section. An institution may not charge a pupil for the
31.17 award of credit.

31.18 (f) The Board of Trustees of the Minnesota State Colleges and Universities and the
31.19 Board of Regents of the University of Minnesota must, and private nonprofit and proprietary
31.20 postsecondary institutions should, award postsecondary credit for any successfully completed
31.21 courses in a program certified by the National Alliance of Concurrent Enrollment Partnerships
31.22 offered according to an agreement under subdivision 10. Consistent with section 135A.101,
31.23 subdivision 3, all MnSCU institutions must give full credit to a secondary pupil who
31.24 completes for postsecondary credit a postsecondary course or program that is part or all of
31.25 a goal area or a transfer curriculum at a MnSCU institution when the pupil enrolls in a
31.26 MnSCU institution after leaving secondary school. Once one MnSCU institution certifies
31.27 as completed a secondary student's postsecondary course or program that is part or all of a
31.28 goal area or a transfer curriculum, every MnSCU institution must consider the student's
31.29 course or program for that goal area or the transfer curriculum as completed.

31.30 Sec. 24. Minnesota Statutes 2022, section 124D.60, subdivision 1, is amended to read:
31.31 Subdivision 1. **Notice.** Within ~~ten~~ 30 calendar days after the ~~enrollment of any pupil in~~
31.32 ~~an instructional program for English learners~~ beginning of the school year, the district or

29.6 charter school in which the pupil resides English learner identified for participation in an
 29.7 instructional program for English learners is enrolled must notify the parent by mail their
 29.8 parents. For those children who have not been identified as English learners prior to the
 29.9 beginning of the school year but are identified as English learners during that school year,
 29.10 the district or charter school shall notify the children's parents during the first two weeks
 29.11 of the child being placed in a language instruction educational program. This notice must:

29.12 (1) be in writing in English and in the primary language of the pupil's parents;

29.13 (2) inform the parents that their child has been enrolled in an instructional program for
 29.14 English learners;

29.15 (3) contain a simple, nontechnical description of the purposes, method and content of
 29.16 the program;

29.17 (4) inform the parents that they have the right to visit the educational program for English
 29.18 learners in which their child is enrolled;

29.19 (5) inform the parents of the time and manner in which to request and receive a conference
 29.20 for the purpose of explaining the nature and purpose of the program; and

29.21 (6) inform the parents of their rights to withdraw their child from an educational program
 29.22 for English learners and the time and manner in which to do so.

29.23 The department shall, at the request of the district, prepare the notice in the primary
 29.24 language of the parent.

29.25 Sec. 27. Minnesota Statutes 2022, section 124D.61, is amended to read:

29.26 **124D.61 GENERAL REQUIREMENTS FOR PROGRAMS.**

29.27 A district that enrolls one or more English learners must implement an educational
 29.28 program that includes at a minimum the following requirements:

29.29 (1) identification and reclassification criteria for English learners and program entrance
 29.30 and exit criteria for English learners must be documented by the district, applied uniformly
 29.31 to English learners, and made available to parents and other stakeholders upon request;

30.1 (2) language development instruction that is designed to effectively increase the language
 30.2 proficiency of English learners and that addresses Minnesota's English language development
 30.3 standards under Minnesota Rules, parts 3501.1200 and 3501.1210;

30.4 ~~(2)~~ (3) a written plan of services that describes programming by English proficiency
 30.5 level made available to parents upon request. The plan must articulate the amount and scope
 30.6 of service offered to English learners through an educational program for English learners;

30.7 ~~(3)~~ (4) professional development opportunities for ESL, bilingual education, mainstream,
 30.8 and all staff working with English learners which are: (i) coordinated with the district's

31.33 charter school in which the pupil resides English learner identified for participation in an
 31.34 instructional program for English learners is enrolled must notify the parent by mail parents.
 32.1 For those children who have not been identified as English learners prior to the beginning
 32.2 of the school year but are identified as English learners during that school year, the district
 32.3 or charter school shall notify the children's parents during the first two weeks of the child
 32.4 being placed in a language instruction educational program. This notice must:

32.5 (1) be in writing in English and in the primary language of the pupil's parents;

32.6 (2) inform the parents that their child has been enrolled in an instructional program for
 32.7 English learners;

32.8 (3) contain a simple, nontechnical description of the purposes, method and content of
 32.9 the program;

32.10 (4) inform the parents that they have the right to visit the educational program for English
 32.11 learners in which their child is enrolled;

32.12 (5) inform the parents of the time and manner in which to request and receive a conference
 32.13 for the purpose of explaining the nature and purpose of the program; and

32.14 (6) inform the parents of their rights to withdraw their child from an educational program
 32.15 for English learners and the time and manner in which to do so.

32.16 The department shall, at the request of the district, prepare the notice in the primary
 32.17 language of the parent.

32.18 Sec. 25. Minnesota Statutes 2022, section 124D.61, is amended to read:

32.19 **124D.61 GENERAL REQUIREMENTS FOR PROGRAMS.**

32.20 A district that enrolls one or more English learners must implement an educational
 32.21 program that includes at a minimum the following requirements:

32.22 (1) identification and reclassification criteria for English learners and program entrance
 32.23 and exit criteria for English learners must be documented by the district, applied uniformly
 32.24 to English learners, and made available to parents and other stakeholders upon request;

32.25 (2) language development instruction that is designed to effectively increase the language
 32.26 proficiency of English learners and that addresses Minnesota's English language development
 32.27 standards under Minnesota Rules, parts 3501.1200 and 3501.1210;

32.28 ~~(2)~~ (3) a written plan of services that describes programming by English proficiency
 32.29 level made available to parents upon request. The plan must articulate the amount and scope
 32.30 of service offered to English learners through an educational program for English learners;

33.1 ~~(3)~~ (4) professional development opportunities for ESL, bilingual education, mainstream,
 33.2 and all staff working with English learners which are: (i) coordinated with the district's

30.9 professional development activities; (ii) related to the needs of English learners; and (iii)

30.10 ongoing;

30.11 ~~(4)~~ (5) to the extent possible, avoid isolating English learners for a substantial part of

30.12 the school day; and

30.13 ~~(5)~~ (6) in predominantly nonverbal subjects, such as art, music, and physical education,

30.14 permit English learners to participate fully and on an equal basis with their contemporaries

30.15 in public school classes provided for these subjects. To the extent possible, the district must

30.16 assure to pupils enrolled in a program for English learners an equal and meaningful

30.17 opportunity to participate fully with other pupils in all extracurricular activities.

30.18 Sec. 28. REPEALER.

30.19 Minnesota Statutes 2022, section 120B.31, subdivisions 2 and 6, are repealed.

33.3 professional development activities; (ii) related to the needs of English learners; and (iii)
33.4 ongoing;

33.5 ~~(4)~~ (5) to the extent possible, avoid isolating English learners for a substantial part of
33.6 the school day; and

33.7 ~~(5)~~ (6) in predominantly nonverbal subjects, such as art, music, and physical education,
33.8 permit English learners to participate fully and on an equal basis with their contemporaries
33.9 in public school classes provided for these subjects. To the extent possible, the district must
33.10 assure to pupils enrolled in a program for English learners an equal and meaningful
33.11 opportunity to participate fully with other pupils in all extracurricular activities.

33.12 **Sec. 26. REPEALER.**

33.13 Minnesota Statutes 2022, section 120B.31, subdivisions 2 and 6, are repealed.