

MINNESOTA STATE REGISTER

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Minnesota State Register

Judicial Notice Shall Be Taken of Material Published in the Minnesota State Register

The Minnesota State Register is the official publication of the State of Minnesota's Executive Branch of government, published weekly to fulfill the legislative mandate set forth in Minnesota Statutes, Chapter 14, and Minnesota Rules, Chapter 1400. It contains:

- Proposed Rules
- Adopted Rules
- Exempt Rules
- Expedited Rules
- Withdrawn Rules
- Executive Orders of the Governor
- Appointments
- Proclamations
- Vetoed Rules
- Commissioners' Orders
- Revenue Notices
- Official Notices
- State Grants and Loans
- Contracts for Professional, Technical and Consulting Services
- Non-State Public Bids, Contracts and Grants

Printing Schedule and Submission Deadlines

Vol. 51 Issue Number	Publish Date	Deadline for: all Short Rules, Executive and Commissioner's Orders, Revenue and Official Notices, State Grants, Professional-Technical- Consulting Contracts, Non-State Bids and Public Contracts	Deadline for LONG, Complicated Rules (contact the editor to negotiate a deadline)
#14	Monday 5 October	Noon Tuesday 29 September	Noon Thursday 24 September
#15	Monday 12 October	Noon Tuesday 6 October	Noon Thursday 1 October
#16	Monday 19 October	Noon Tuesday 13 October	Noon Thursday 8 October
#17	Monday 26 October	Noon Tuesday 20 October	Noon Thursday 15 October

PUBLISHING NOTICES: We need to receive your submission ELECTRONICALLY in Microsoft WORD format. Submit ONE COPY of your notice via e-mail to: sean.plemmons@state.mn.us. State agency submissions must include a "State Register Printing Order" form, and, with contracts, a "Contract Certification" form. Non-State Agencies should submit ELECTRONICALLY in Microsoft WORD, with a letter on your letterhead stationery requesting publication and date to be published. Costs are \$14 per tenth of a page (columns are seven inches wide). One typewritten, double-spaced page = 6/10s of a page in the State Register, or \$84. About 1.5 pages typed, double-spaced, on 8-1/2"x11" paper = one typeset page in the State Register. Contact editor with questions (651) 201-3204, or e-mail: sean.plemmons@state.mn.us.

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<https://www.senate.mn/>

Minnesota State Court System

Court Information Office (651) 296-6043
MN Judicial Center, Rm. 135,
25 Rev. Dr. Martin Luther King Jr Blvd., St. Paul, MN 55155
<http://www.mncourts.gov>

House Public Information Services

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State Office Building, Room 175
100 Rev. Dr. Martin Luther King Jr Blvd., St. Paul, MN 55155
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Federal Register

Office of the Federal Register (202) 512-1530; or (888) 293-6498
U.S. Government Printing Office – Fax: (202) 512-1262
<https://www.federalregister.gov/>

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Front Cover Artwork: *Thousands of people walk the streets of the Minnesota State Fair on a sunny day, blue-sky day in early September.*
Photo by Grady McHugh



MINNESOTA STATE REGISTER
THE SOURCE FOR RULES THAT MATTER TO YOU

Minnesota Rules: Amendments and Additions

NOTICE: How to Follow State Agency Rulemaking in the State Register

The State Register is the official source, and only complete listing, for all state agency rulemaking in its various stages. State agencies are required to publish notice of their rulemaking action in the State Register. Published every Monday, the State Register makes it easy to follow and participate in the important rulemaking process. Approximately 80 state agencies have the authority to issue rules. Each agency is assigned specific Minnesota Rule chapter numbers. Every odd-numbered year the Minnesota Rules are published. Supplements are published to update this set of rules. Generally speaking, proposed and adopted exempt rules do not appear in this set because of their short-term nature, but are published in the State Register.

An agency must first solicit Comments on Planned Rules or Comments on Planned Rule Amendments from the public on the subject matter of a possible rulemaking proposal under active consideration within the agency (Minnesota Statutes §§ 14.101). It does this by publishing a notice in the State Register at least 60 days before publication of a notice to adopt or a notice of hearing, or within 60 days of the effective date of any new statutory grant of required rulemaking.

When rules are first drafted, state agencies publish them as Proposed Rules, along with a notice of hearing, or a notice of intent to adopt rules without a hearing in the case of noncontroversial rules. This notice asks for comment on the rules as proposed. Proposed emergency rules, and withdrawn proposed rules, are also published in the State Register. After proposed rules have gone through the comment period, and have been rewritten into their final form, they again appear in the State Register as Adopted Rules. These final adopted rules are not printed in their entirety, but only the changes made since their publication as Proposed Rules. To see the full rule, as adopted and in effect, a person simply needs two issues of the State Register, the issue the rule appeared in as proposed, and later as adopted.

The State Register features partial and cumulative listings of rules in this section on the following schedule: issues #1-26 inclusive (issue #26 cumulative for issues #1-26); issues #27-52 inclusive (issue #52, cumulative for issues #27-52 or #53 in some years). A subject matter index is updated weekly and is available upon request from the editor. For copies or subscriptions to the State Register, contact the editor at 651-201-3204 or email at sean.plemmons@state.mn.us

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Comments on Planned Rules or Rule Amendments. An agency must first solicit Comments on Planned Rules or Comments on Planned Rule Amendments from the public on the subject matter of a possible rulemaking proposal under active consideration within the agency (*Minnesota Statutes* §§ 14.101). It does this by publishing a notice in the *State Register* at least 60 days before publication of a notice to adopt or a notice of hearing, and within 60 days of the effective date of any new statutory grant of required rulemaking.

Rules to be Adopted After a Hearing. After receiving comments and deciding to hold a public hearing on the rule, an agency drafts its rule. It then publishes its rules with a notice of hearing. All persons wishing to make a statement must register at the hearing. Anyone who wishes to submit written comments may do so at the hearing, or within five working days of the close of the hearing. Administrative law judges may, during the hearing, extend the period for receiving comments up to 20 calendar days. For five business days after the submission period the agency and interested persons may respond to any new information submitted during the written submission period and the record then is closed. The administrative law judge prepares a report within 30 days, stating findings of fact, conclusions and recommendations. After receiving the report, the agency decides whether to adopt, withdraw or modify the proposed rule based on consideration of the comments made during the rule hearing procedure and the report of the administrative law judge. The agency must wait five days after receiving the report before taking any action.

Rules to be Adopted Without a Hearing. Pursuant to *Minnesota Statutes* § 14.22, an agency may propose to adopt, amend, suspend or repeal rules without first holding a public hearing. An agency must first solicit **Comments on Planned Rules** or **Comments on Planned Rule Amendments** from the public. The agency then publishes a notice of intent to adopt rules without a public hearing, together with the proposed rules, in the *State Register*. If, during the 30-day comment period, 25 or more persons submit to the agency a written request for a hearing of the proposed rules, the agency must proceed under the provisions of §§ 14.1414.20, which state that if an agency decides to hold a public hearing, it must publish a notice of intent in the *State Register*.

KEY: Proposed Rules - Underlining indicates additions to existing rule language. ~~Strikeouts~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated “all new material.” **Adopted Rules** - Underlining indicates additions to proposed rule language. ~~Strikeout~~ indicates deletions from proposed rule language.

Minnesota Board of Peace Officer Standards and Training

Proposed Permanent Rules on Peace Officer Standards and Training; DUAL NOTICE: Notice of Intent to Adopt Rules Without a Public Hearing Unless 25 or More Persons Request a Hearing, and Notice of Hearing if 25 or More Requests for Hearing Are Received

Proposed Amendments to Rules Governing Peace Officer Standards and Training, *Minnesota Rules*, chapter 6700; Revisor’s ID Number 4750; CAH Docket Number 24-9007-39601

Overview. This is the Minnesota Peace Officer Standards and Training Board’s (POST Board) legal notice of its intent to adopt rules regarding professional peace officer education (or preservice training), school certification, licensing examinations, examination standards, reciprocity, and the investigation/resolution of misconduct allegations. The rule parts the POST Board intends to amend are 6700.0100, 6700.0300, 6700.0400, 6700.0401, 6700.0500, 6700.0501, 6700.0600, 6700.0601, 6700.0800, 6700.2100, 6700.2200, 6700.2300, 6700.2400, and 6700.2500. The amendments include the repeal of rule parts 6700.0500, 6700.2100, 6700.2300, and 6700.2400 and the creation of rule part 6700.0502.

Introduction. The POST Board intends to adopt rules without a public hearing following the procedures in the rules of the Court of Administrative Hearings, *Minnesota Rules*, parts 1400.2300 to 1400.2310, and the Administrative Procedure Act, *Minnesota Statutes*, sections 14.22 to 14.28. You may submit written comments and/or a written request

Proposed Rules

that a hearing be held on the proposed rules **until 4:30 p.m. on October 30, 2026.**

Hearing. If 25 or more persons submit a written request for a hearing on the rules by 4:30 p.m. on October 30, 2026, the POST Board will hold a virtual public hearing on **November 20, 2026, at 9:30 a.m.** You can participate in the virtual hearing, which will be conducted by Administrative Law Judge Kristien R. E. Butler from the Court of Administrative Hearings, via Webex by using this link along with the associated access code and password.

For a video and audio connection, join the hearing through an internet connection:

Web link: **Webex Meeting Link**

Meeting Number (access code): 2496 146 1768

Password: t6dKkcPXu33

For an audio-only connection, join the virtual hearing by telephone:

Call 1-415-655-0003

Access Code: 2496 146 1768

To find out whether the agency will adopt the rules without a hearing or if it will hold the hearing, you should contact the agency contact person or check the agency website at <https://mn.gov/post/boardscommittees/rules/currentrulemakingactivity/> after October 30, 2026, and before November 20, 2026.

Administrative Law Judge. Administrative Law Judge Butler is assigned to conduct the hearing. Judge Butler can be reached at the Court of Administrative Hearings, 600 North Robert Street, P.O. Box 64620, Saint Paul, Minnesota 55164-0620, telephone (651) 361-7875, and fax (651) 539-0310. You may also reach Judge Butler by contacting the Rulemaking Coordinator William Moore at william.t.moore@state.mn.us or 651-361-7893.

Agency Contact Person. Submit any comments or questions on the rules or written requests for a public hearing to the agency contact person listed here: Alicia Popowski, 1600 University Ave, Suite 200 St. Paul, MN 55104, alicia.popowski@state.mn.us, Ph: 651-201-7782.

Subject of Rules. This rulemaking project addresses: peace officer preservice education, licensing examinations, reciprocity, and the investigation and resolution of misconduct allegations. The proposed rules seek to standardize the psychomotor skills component of peace officer preservice training and close administrative gaps within the rules. The proposed rules also implement a licensing examination attempt limit, clarify the remedial training plan process as it relates to the licensing examination, and implement an expiration on examination eligibility after completing the psychomotor skills component. The proposed rules regarding reciprocity decrease the years of service required to be eligible to take the licensing examination and close administrative gaps in the rules. The proposed rules regarding the investigation and resolution of misconduct organize and simplify language while removing content that is no longer included in statute. A copy of the proposed rules is attached to this notice. A copy of the proposed rules is also available on the POST Board's website.

Statutory Authority. *Minnesota Statutes*, sections 626.843 authorizes the Minnesota Board of Peace Officer Standards and Training to adopt rules with respect to matters consistent with the board's regulatory authority identified in *Minnesota Statutes*, sections 626.84 to 626.863.

Publication of Proposed Rules. A copy of the proposed rules has been published in the State Register with the Dual Notice. A free copy of the proposed rules may be viewed on the agency's website at: <https://mn.gov/post/boardscommittees/rules/currentrulemakingactivity/>. Individuals may also request a copy of the proposed rules from the agency contact person listed above.

Statement of Need and Reasonableness. The Statement of Need and Reasonableness (SONAR) provides a summary of the justification for the proposed rules, a description of who will be affected by the proposed rules, and an estimate of the probable cost of implementing the proposed rules. Printed copies of the SONAR can be purchased for the

Proposed Rules

cost of production by contacting the agency contact person listed in this notice. A free copy of the SONAR is available on the POST Board's website at: <https://mn.gov/post/boardscommittees/rules/currentrulemakingactivity/>.

Public Comment. You have until 4:30 p.m. on Friday, October 30, 2026, to submit written comment in support or opposition of the proposed rules or any part or subpart of the rules. Your comment must be in writing and received by the agency contact person by the due date. Your comments should identify the portion of the proposed rules addressed, the reason for the comment, and any change you propose. Any comments that you have about the legality of the proposed rules must also be made during this comment period. All evidence that you present should relate to the proposed rules. If the proposed rules affect you in any way, the agency encourages you to participate. All comments or responses received are public data and will be available for review. Submit written comments to the agency contact person listed in this notice by email or mail. All comments are public data and will be available for review on the agency's website at: <https://mn.gov/post/boardscommittees/rules/currentrulemakingactivity/>.

Request for a Hearing. In addition to submitting comments, you may also request that the agency hold a public hearing on the rules. You must make your request for a public hearing in writing by 4:30 p.m. on Friday, October 30, 2026. You must include your name and address in your written request for a hearing. In your request, you must identify the portion of the proposed rules that you object to or state that you oppose the entire set of rules. You are encouraged to state the reason for the request and any changes you want made to the proposed rules. Any request that does not comply with these requirements is not valid and the agency cannot count the request when determining whether it must hold a public hearing.

Withdrawal of Requests. If 25 or more persons submit a valid written request for a hearing, the agency will hold a public hearing unless a sufficient number of persons withdraw their request in writing. If enough requests for a hearing are withdrawn to reduce the number below 25, the agency must give written notice of this to all persons who requested a hearing, explain the actions the agency took to effect the withdrawal, and ask for written comments on this action. If a public hearing is required, the agency will follow the procedures in Minnesota Statutes, sections 14.131 to 14.20.

Alternative Format/Accommodation. Upon request, this information can be made available in an alternative format, such as large print, braille, or audio. To make such a request or if you need an accommodation to make this hearing accessible, please contact the agency contact person at the address or telephone number listed above.

Modifications. The agency might modify the proposed rules, either as a result of public comment or as a result of the rule hearing process. It must support modifications by data and views submitted to the agency or presented at the hearing. The adopted rules may not be substantially different than these proposed rules unless the POST Board follows the procedure under Minnesota Rules, part 1400.2110. If the proposed rules affect you in any way, the POST Board encourages you to participate in the rulemaking process.

Cancellation of Hearing. The POST Board will cancel the hearing scheduled for November 20, 2026, if the agency does not receive 25 or more hearing requests. If you requested a public hearing, the agency would notify you before the scheduled hearing whether the hearing will be held. You may check the agency's website or call the agency contact person October 30, 2026, to find out whether the hearing will be held.

Notice of Hearing. If 25 or more persons submit a valid written request for a public hearing on the rules, the POST Board will hold a hearing following the procedures in Minnesota Statutes, sections 14.131 to 14.20. The agency will hold the hearing on the date and at the time and place listed above. The hearing will continue until all interested persons have been heard, time permitting.

Hearing Procedure. If the agency holds a hearing, you and all interested or affected persons, including representatives of associations or other interested groups, will have an opportunity to participate. You may present your views either orally at the hearing or in writing at any time before the hearing record closes. All evidence presented should relate to the proposed rules. You may also submit written material to the Administrative Law Judge to be recorded in the hearing record for five working days after the public hearing ends. At the hearing the Administrative Law Judge may order that this five-day comment period is extended for a longer period but not more than 20 calendar days. Following the comment period, there is a five-working-day rebuttal period when the agency and any interested person may respond

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in writing to any new information submitted. No one may submit new evidence during the five-day rebuttal period.

All post-hearing comments and responses must be submitted to the Administrative Law Judge no later than 4:30 p.m. on the due date. The Court of Administrative Hearings strongly encourages all persons submitting comments and responses to do so using the Court of Administrative Hearings' eComments website: <https://mn.gov/cah/media/rulemaking.jsp>. If using the eComments website is not possible, you may submit post-hearing comments in person, via United States mail, or by facsimile to Judge Butler. Please refer to the Administrative Law Judge section of this notice for facsimile and address details.

All comments or responses received will be available for review on the agency's website at <https://mn.gov/post/>. This rule hearing procedure is governed by *Minnesota Rules*, parts 1400.2000 to 1400.2240, and *Minnesota Statutes*, sections 14.131 to 14.20. You may direct questions about the procedure to the Judge Butler.

Lobbyist Registration. *Minnesota Statutes*, chapter 10A, requires each lobbyist to register with the State Campaign Finance and Public Disclosure Board. Ask any questions about this requirement of the Campaign Finance and Public Disclosure Board at: Suite #190, Centennial Building, 658 Cedar Street, St. Paul, Minnesota 55155, telephone (651) 539-1180 or 1-800-657-3889.

Adoption Procedure if No Hearing. If no hearing is required, the agency may adopt the rules after the end of the comment period. The agency will submit the rules and supporting documentation to the Court of Administrative Hearings for a legal review. You may ask to be notified of the date the rules are submitted. If you want to receive notice of this, to receive a copy of the adopted rules, or to register with the agency to receive notice of future rule proceedings, submit your request to the contact person listed above and/or subscribe to the POST Board's news bulletin on its website.

Adoption Procedure after a Hearing. If a hearing is held, after the close of the hearing record, the Administrative Law Judge will issue a report on the proposed rules. You may ask to be notified of the date that the Administrative Law Judge's report is available, and can make this request at the hearing or in writing to the Administrative Law Judge. You may also ask to be notified of the date that the agency adopts the rules and the rules are filed with the Secretary of State by requesting this at the hearing or by writing to the agency contact person listed above.

Order. I order that the rulemaking hearing be held at the date, time, and location listed above.

Date: September 28, 2026

Erik Misselt
Executive Director
Board of Peace Officer Standards and Training

6700.0100 DEFINITIONS.

[For text of subpart 1, see Minnesota Rules]

Subp. 2. [See repealer.]

Subp. 2a. **Academic component.** "Academic component" means categories 1 and 2 of the learning objectives approved by the board.

Subp. 2b. **Adjunct instructor.** "Adjunct instructor" means a person who provides instruction in the peace officer preservice program but who is not a full-time faculty member.

[For text of subparts 3 to 5, see Minnesota Rules]

Subp. 5a. **Professional peace officer education.** "Professional peace officer education" means:

A. a postsecondary degree that includes instruction as specified in part 6700.0300, subpart 1, before August 1, 2029; or

Proposed Rules

B. a postsecondary certificate that includes instruction as specified in part 6700.0300, subpart 1, before August 1, 2029, and is awarded by a certified school to individuals who already possess a postsecondary degree.

[For text of subpart 6, see Minnesota Rules]

Subp. 7. **Certification.** “Certification” means official acknowledgment by the board that a school meets all of the criteria listed in parts 6700.0300 and 6700.0400 to offer ~~professional peace officer education or the academic component or clinical psychomotor skills component of the professional peace officer education preservice training.~~

Subp. 8. **Chief law enforcement officer.** “Chief law enforcement officer” means the designated head and the ~~highest-ranking~~ highest-ranking board-licensed peace officer within ~~an~~ a law enforcement agency.

Subp. 9. [Repealed, 14 SR 12]

Subp. 9a. **Conviction.** “Conviction” means that a person ~~has been charged with a crime and the person was found guilty of that crime, regardless of length of or imposition or execution of any sentence received, any deferred finding of guilt or imposition of sentence by the court, any continuance for dismissal granted by the court, or any expungement of the offense records or conviction.~~ was:

A. convicted of a crime or otherwise found guilty or pleaded guilty, including by entering an Alford plea or a plea of no contest;

B. found guilty of a crime, but the adjudication of guilt was stayed or withheld;

C. convicted of a crime, but the imposition or execution of a sentence was stayed; or

D. convicted of a crime, but the conviction was later expunged.

Subp. 10. **Coordinator.** “Coordinator” means a person who is employed ~~full-time~~ full time by a certified school, and designated by a certified school, to manage the day-to-day activities of the professional peace officer education program, before August 1, 2029.

Subp. 10a. **Discrimination.** “Discrimination” means oral, written, graphic, or physical conduct directed against any person or group of persons because of their race, color, creed, religion, national origin, sex, gender identity, age, marital status, status with regard to public assistance, sexual orientation, disability, or veteran’s status that has the purpose or reasonably foreseeable effect of demeaning or intimidating that person or group of persons.

Subp. 11. **Eligible to be licensed.** “Eligible to be licensed” means the status of an individual who has passed the peace officer licensing examination or the reciprocity examination; but who has not yet secured employment as a peace officer.

Subp. 12. **Executive director.** “Executive director” means the executive director of the board.

Subp. 12a. **Felony.** “Felony” ~~means a crime punishable by more than one year in prison has the meaning given in Minnesota Statutes, section 609.02, subdivision 2.~~

[For text of subparts 13 and 14, see Minnesota Rules]

Subp. 15. **Guest lecturer.** “Guest lecturer” means a person who is invited by the instructor to occasionally teach ~~occasionally in a school~~ preservice or a board-approved ~~course in~~ continuing education course.

Subp. 16. **Inactive licensed officer.** “Inactive licensed officer” means an individual who holds a currently valid peace officer license issued by the board; but who is not currently employed by ~~an~~ a law enforcement agency.

Subp. 17. **Instructor.** “Instructor” means a person who is ~~recognized as being~~ qualified to teach ~~in a school a component of training under part 6700.0300 or a board-approved continuing education course~~ according to part

Proposed Rules

6700.0900.

Subp. 17a. **Law enforcement agency or agency.** “Law enforcement agency” or “agency” has the meaning given in Minnesota Statutes, section 626.84, subdivision 1, paragraph (f).

Subp. 18. **Part-time peace officer.** “Part-time peace officer” has the meaning given it in Minnesota Statutes, section 626.84, subdivision 1, paragraph (d).

Subp. 19. **Peace officer.** “Peace officer” has the meaning given it in Minnesota Statutes, section 626.84, subdivision 1, paragraph (c).

Subp. 19a. **Peace officer preservice program or program.** “Peace officer preservice program” or “program” means the learning objectives developed and maintained by the board that are delivered by a certified school after August 1, 2029.

Subp. 20. **School.** “School” means a postsecondary institution ~~which that is authorized to award degrees and is accredited by one of the six regional accrediting associations and authorized to award academic degrees including, but not limited to, Associate of Arts (A.A.) degrees, Associate of Science (A.S.) degrees, Bachelor of Arts (B.A.) degrees, and Bachelor of Science (B.S.) degrees~~ a federally recognized accrediting agency or recognized as meeting accreditation by a current member of the National Association of Credential Evaluation Services.

[For text of subparts 21 and 22, see Minnesota Rules]

Subp. 23. **Postsecondary certificate.** “Postsecondary certificate” means ~~a nonacademic title~~ an academic credential awarded by a school that shows completion of a specific course of study.

Subp. 23b. **Preservice Advisory Committee.** “Preservice Advisory Committee” means the standing committee of professionals, subject matter experts, and stakeholders that is established under part 6700.0300 to advise and aid the board in developing and updating preservice program topics and learning objectives.

Subp. 23c. **Primary certified school.** “Primary certified school” means the certified school in which a student enrolls and begins the peace officer preservice program.

Subp. 23e. **Program director or director.** “Program director” or “director” means a person who is appointed and employed full time by a certified school and approved by the board under part 6700.0300, subpart 11, to manage the day-to-day activities of the peace officer preservice program.

Subp. 23f. **Psychomotor skills component.** “Psychomotor skills component” means categories 3 and 4 of the learning objectives approved by the board under part 6700.0300.

Subp. 24. **Certified school.** “Certified school” means a school that has been given certification under part 6700.0400.

Subp. 25. [See repealer.]

[For text of subparts 26 and 27, see Minnesota Rules]

Subp. 27a. **Secondary certified school.** “Secondary certified school” means the certified school in which a student enrolls to complete the psychomotor skills component of the peace officer preservice program if different than the primary certified school.

[For text of subparts 28 and 29, see Minnesota Rules]

6700.0300 ~~PROFESSIONAL PEACE OFFICER EDUCATION~~ PRESERVICE PROGRAM.

Subpart 1. **Subject areas; waivers.** ~~The professional peace officer education must minimally include instruction in the learning objectives approved by the board and based on the following subject areas:~~

- A. ~~history and overview of the criminal justice system;~~
- B. ~~Minnesota statute law;~~
- C. ~~constitutional law and criminal procedure;~~
- D. ~~juvenile justice system and procedure;~~
- E. ~~patrol procedures;~~
- F. ~~criminal investigation and testifying;~~
- G. ~~human behavior and crisis intervention;~~
- H. ~~defensive tactics and use of force; and~~
- I. ~~cultural awareness and response to crime victims.~~

The organization of the curriculum and the location of delivery of curriculum components is the responsibility of the certified school's governing body:

A. The peace officer preservice program teaches the learning objectives set by the board as prescribed. The learning objectives relate to the following categories:

- (1) category 1 - Core Competencies;
- (2) category 2 - Foundational Knowledge;
- (3) category 3 - Performance of Peace Officer Duties and Tasks; and
- (4) category 4 - Tools, Techniques, and Tactics.

B. When any of the learning objective categories are revised by the board, the board must give certified schools time to adopt and implement the changes.

C. A certified school's program director may waive a program participant's instruction on a particular subject matter or for a specific learning objective in category 1 or 2 if the participant provides proof of equivalent training.

D. The minimum standards of the psychomotor skills component are provided by the board to certified schools. Learning objectives from categories 3 and 4 are ineligible for a waiver.

Subp. 2. [See repealer.]

Subp. 2a. Preservice Advisory Committee.

A. The Preservice Advisory Committee consists of at least the following members selected by the board:

- (1) two peace officer preservice program directors, at least one of whom must be a director of a school offering the psychomotor skills component;
- (2) two chiefs of police or their designees, one from the metropolitan area and one from greater Minnesota;
- (3) two sheriffs or their designees, one from the metropolitan area and one from greater Minnesota;

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(4) two peace officers designated as a field training officer or a field training officer supervisor, one from the metropolitan area and one from greater Minnesota;

(5) one defensive tactics instructor;

(6) one firearms instructor;

(7) one emergency vehicle operations instructor;

(8) two county attorneys or assistant county attorney designees, one from the metropolitan area and one from greater Minnesota;

(9) one victims' rights advocate;

(10) one mental health professional; and

(11) two public members, one from the metropolitan area and one from greater Minnesota.

B. The Preservice Advisory Committee must:

(1) conduct an annual review of the peace officer preservice program and provide a report to the board's subcommittee on training by December 1 each year;

(2) provide program recommendations to the board as a result of the annual review and as needed;

(3) advise the board of changes in case law, industry standards, and best practices that affect the program; and

(4) complete any other tasks requested by the board within the purview of the committee.

C. An individual appointed by the board under item A serves a four-year term. At the end of a member's term, the member may apply to the board for reappointment.

D. Nothing in this subpart prevents the board or the Preservice Advisory Committee from consulting with other individuals who have specialized training and expertise in topics covered by the preservice program.

Subp. 3. **Minimum requirements.** All certified schools ~~shall~~ must comply with the minimum requirements in subpart 1 as applicable to their certification and ~~shall~~ must furnish reasonable and necessary proof to the board to verify that the provisions of subpart 1 are being met. Nothing in parts 6700.0100 to 6700.1800 precludes any certified school from ~~enacting rules which establish~~ establishing standards of training above the minimum requirements in subpart 1.

Subp. 4. [See repealer.]

Subp. 4a. **Compliance reviews of certified schools.**

A. A school certified by the board to provide the peace officer preservice program must comply with parts 6700.0300 and 6700.0400.

B. A certified school must cooperate fully with scheduled or random compliance reviews by the board.

C. Certified schools are subject to a compliance review at least once every two years. The board reserves the right to conduct a compliance review on certified schools at any time.

D. The board must review the certified school's safety policies, training materials, facilities, and equipment. During a review, a certified school must supply to the board, if requested, any documentation or records that are kept on

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the school's program or participants, as permitted by law.

Subp. 5. **Participation General applicant enrollment requirements for all certified schools.**

A. All certified schools ~~shall~~ must develop enrollment standards for admission to the professional peace officer education courses. These standards ~~must measure the student's likelihood of successful completion of the peace officer preservice program~~. The enrollment standards must at minimum prohibit students from enrolling in the program if they have been convicted of any crime listed as a disqualification from appointment to the position of peace officer under part 6700.0700, subpart 1, item D.

B. No student may be admitted to the professional peace officer program who:

(1) ~~poses a serious threat to the health or safety of themselves or others; or~~

(2) ~~has been convicted of any crime listed as a disqualification from appointment to the position of peace officer under part 6700.0700, subpart 1, item D.~~

C. ~~If a student is denied admission or participation in the professional peace officer education program because of any of the requirements in item A or B, the certified school shall inform the student of the denial and its reasons for the denial. The certified school shall also afford the student a formal appeal process. That appeal process must be reduced to writing and provided to each student who is denied admission or participation in the program because of any of the requirements in item A or B.~~

B. A certified school must deny an applicant entry into the peace officer preservice program if the applicant does not, is unable to, or refuses to comply with the enrollment standards under item A. The denial stands until the applicant comes into compliance and meets the certified school's enrollment standards. If an applicant is denied entry into a certified school's program for any reason, the certified school must inform the applicant of the basis for the denial in writing.

~~D. C. Prior to admission to the professional peace officer education~~ Before a certified school enrolls a student in the peace officer preservice program, all students the school must be advised ~~advise the student~~ in writing of the minimum selection standards under part 6700.0700, using an advisory form developed by the board. In addition, ~~students shall be advised~~ the certified school must advise the student in writing of the credit transfer agreements ~~which that~~ the certified program has established with upper division institutions in Minnesota.

D. An applicant must sign the board's advisory form and attest that the applicant meets the minimum selection standards as described in part 6700.0700 before enrolling in the board's program. If an applicant is found not to meet the minimum selection standards or the standards are violated while the individual is enrolled in a certified school's program, the applicant or participant must be denied entry into or removed from the peace officer preservice program. An applicant does not have to satisfy part 6700.0700, subpart 1, item C, J, or K, to enroll in the program. A primary certified school program director must use an applicant's criminal history and psychological screening to verify the applicant meets the minimum selection standards as attested on the advisory form.

Subp. 5a. **Applicant enrollment requirements; certified schools providing psychomotor skills component.**

A. To enroll in the psychomotor skills component of the peace officer preservice program, an individual must complete the board's application and satisfy the requirements of this subpart. The program director of the certified school delivering the psychomotor skills component is responsible for ensuring applicants meet the requirements described in this subpart before they enroll in the psychomotor skills component.

B. An applicant must possess a valid Minnesota driver's license or a valid driver's license from another state. The applicant must acquire a copy of their driving record from the Department of Public Safety, Division of Driver and Vehicle Services, and its equivalent from another state if licensed elsewhere. The applicant must submit the records to the certified school's director for review.

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C. An applicant must submit the board's physical assessment form, completed and signed by a licensed medical professional, to the certified school's director stating that the applicant is free from any physical condition that would pose a threat to the health or safety of the applicant, other participants, or program instructors. The medical form must also state whether the applicant is able to perform the duties of a peace officer.

D. An applicant must submit to a psychological screening to assess their general suitability for law enforcement. A psychologist licensed in Minnesota or the state in which the psychologist practices must review the results of the screening and submit a written opinion stating whether the applicant is fit to enter the peace officer preservice program. For purposes of this item, "fit" means that the applicant does not pose a health or safety threat to themselves, other participants, or program instructors. The psychological screening must satisfy Minnesota Statutes, section 626.8471, subdivision 5, paragraph (b), clause (2). Psychological screenings are valid for one year after completion and must be valid at the time a student enrolls in the psychomotor skills component of the program. Primary certified schools may complete the psychological screening and transfer the results to a secondary certified school before a participant's enrollment in the psychomotor skills component.

E. An applicant must pass a criminal history background check completed by the Bureau of Criminal Apprehension. An applicant must comply with applicable law to provide the required documents, fees, and other necessary items to the Bureau of Criminal Apprehension so the criminal history background check can be completed and shared with the board and the certified school. If, as an adult, the applicant has lived or been arrested in another state, the applicant must provide the certified school a criminal history report or its equivalent from that state.

F. An applicant who is unable to or refuses to comply with items A to E must be denied entry to the psychomotor skills component of the peace officer preservice program until the applicant comes into compliance and meets all entry requirements. If an applicant is denied entry into a certified school's program for any reason, the certified school must inform the applicant in writing of the basis for the denial.

G. An applicant attending multiple certified schools to complete the peace officer preservice program must complete the necessary steps and releases to allow certified schools to share enrollment data and information.

Subp. 6. **Certified school's responsibilities.** The certified school's responsibilities include the following:

A. The certified school shall be responsible for maintaining and making available to the board and executive director pertinent information on all classes conducted in the certified school. The coordinator shall notify the executive director of students who have successfully completed the professional peace officer education.

B. The certified school shall implement a records retention schedule requiring that curriculum materials used in the delivery of professional peace officer education be retained for five years. The materials must include course outlines, bibliographies, and other materials which would document the contents of the certified school's curriculum. This document applies to courses offered both on the certified school's campus and at any contracted extended sites.

C. The chief executive officer of the certified school shall, by October 1 of each year, file with the board an affirmative action plan and such other relevant information as the board may require. The affirmative action plan must include specific goals and objectives which describe measurable statements of performance for the recruitment and retention of minority students and women in the certified school's professional peace officer education program. By September 1 of each year, the chief executive officer of the certified school shall submit a written report to the board evaluating the effectiveness of the special goals and objectives included in the affirmative action plan from the previous year. "Minority student" means a Black, Hispanic, Asian or Pacific Islander, American Indian, or Alaskan native person. Relevant information may include lesson plans and course outlines.

D. When a coordinator leaves a certified school, the chief executive officer of the certified school must notify the board no later than 20 days after the coordinator has left the position, and provide the board with the name of the new coordinator. The signature facsimile of the new coordinator must accompany this notification. Any person appointed as a coordinator after January 1, 1990, must have a bachelor's degree in law enforcement, criminal justice, education, social

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or behavioral science, or related field and at least three years of experience with a criminal justice agency.

A. A certified school must implement a record retention schedule for materials used to deliver the peace officer preservice program. Program materials must be retained in compliance with applicable data practices law or at least seven years, whichever is longer. The records must include any documentation that establishes compliance with the board's learning objectives and program, regardless of the location of the training.

B. The certified school must implement a records retention schedule for documents that show the peace officer preservice program was completed by a participant. The records must be retained in compliance with applicable data practices law or at least seven years, whichever is longer.

C. It is the responsibility of the certified school and director offering the psychomotor skills component to ensure peace officer preservice program applicants satisfy the program enrollment requirements described in subpart 5a. Primary and secondary certified schools must communicate with one another if enrollment requirements are not met before a participant starts the psychomotor skills component or are violated while a student is enrolled.

D. Primary certified schools must complete an acknowledgment of training form and provide the form to a secondary certified school before an applicant enrolls in the psychomotor skills component. On the form, the director of the primary certified school must attest that the applicant has completed all the learning objectives from categories 1 and 2. Secondary schools are responsible for ensuring the form is received during the psychomotor skills component enrollment process.

E. By June 1 each year, each certified school must submit to the board an affirmative action plan that includes specific and measurable goals regarding the recruitment and retention of female and minority students in the peace officer preservice program. The certified school must also supply the board with a report evaluating the effectiveness of the school's affirmative action plan during the previous calendar year.

Subp. 7. **Instructor requirements.** All instructors who teach law enforcement courses in a certified school shall possess a postsecondary degree, or have professionally recognized training and experience to teach the assigned subject matter. This part shall not preclude the use of guest lecturers.

A. All instructors, including adjunct instructors, who teach a part of the academic component of a certified school's peace officer preservice program:

(1) must possess a postsecondary degree;

(2) must have experience that equates to, at a minimum, three years of professional experience in law enforcement or a criminal-justice-related field or have professional training or education in the category or subject matter that they are teaching;

(3) must not have had a professional license or certificate revoked, rescinded, or temporarily or permanently suspended; and

(4) must have training and experience to teach the program's subject matter.

B. All instructors, including adjunct instructors, who teach a part of the psychomotor skills component of a certified school's peace officer preservice program:

(1) must possess a postsecondary degree;

(2) must have experience that equates to, at a minimum, three years of full-time work experience in law enforcement or a criminal-justice-related field;

(3) must not have had a professional license or certificate revoked, rescinded, or temporarily or permanently

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suspended; and

(4) must have training and experience to teach the program's subject matter.

C. Full-time instructors must complete at least 16 hours of training in adult learning, instructor development, or curriculum development before or within the first two years of being employed as an instructor with a certified school.

D. A certified school must maintain documentation on each instructor who teaches any portion of the program curriculum. The documentation must include the instructor's resume and relevant qualifications.

E. This subpart does not apply to guest lecturers.

Subp. 8. [See repealer.]

Subp. 9. [See repealer.]

Subp. 10. [See repealer.]

Subp. 11. **Director requirements.**

A. An individual appointed as a certified school's program director:

(1) must be employed full time by the certified school as the certified school's director;

(2) must possess a bachelor's degree or an advanced degree in law enforcement, criminal justice, education, social or behavioral science, or a related field;

(3) must not have had a professional license or certificate revoked, rescinded, permanently suspended, or suspended;

(4) must have at least four years of experience as a full-time licensed or certified peace officer; and

(5) must:

(a) have at least two years of experience instructing or teaching; or

(b) complete at least 32 hours of training in instructional supervision or evaluation before or within the first two years of being employed as a director with a certified school.

B. A coordinator of a professional peace officer education program who was appointed before August 1, 2029, may take on the role of director without meeting the requirements of item A if the coordinator is appointed director with the same certified school and their appointment is continuous. If a coordinator's appointment is terminated or the individual seeks appointment with a different certified school, the individual must comply with item A before being appointed director.

C. A certified school must submit a director appointment form to the board for review and receive the board's approval before an appointee may take on the official capacity of director. The director appointment application must be vetted by the board's subcommittee on training before being sent to the full board for final approval. The board's subcommittee on training may approve a temporary program director until a permanent director is confirmed if the individual is a full-time staff member and meets the requirements under item A, subitems 2 and 3. The board must approve the appointment of a program director who meets the requirements under this subpart.

D. When a certified school's director is no longer assigned to that position, the chief executive officer or designee of the certified school must notify the board as soon as the director's last day of assignment is known. Certified schools

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must notify the board when a new director has been identified and follow the process in item C. The board's subcommittee on training may approve a temporary program director according to item C until a permanent director is identified.

Subp. 12. **Safety policy required.** Each certified school must implement a formal written safety policy that incorporates specific rules, procedures, and protocols to ensure the safety of participants and staff and to provide a safe, humane, and educationally sound learning environment. The safety policy must include:

A. a process for participants to identify any preexisting injuries or medical restrictions that may affect their ability to safely participate in the program;

B. a prohibition against harsh training activities or training activities that are designed to humiliate or inappropriately accentuate a participant's shortcomings;

C. options available to support the mental health and overall well-being of program participants and instructors;

D. a process for written documentation of details associated with any participant injury that occurs during any training course. Specific injury trends and any high-risk training practices or techniques must be evaluated, amended, or eliminated if safe environments cannot be ensured;

E. guidelines to reduce or modify instructional pace and intensity during extreme heat, cold, or other adverse climatic or environmental conditions; and

F. a prohibition against depriving participants of necessary food, water, or protective equipment when engaged in physical or psychomotor skills training.

Subp. 13. **Providing safety policy to participants and staff.** A certified school must provide program participants and instructors with a copy of the safety policy required under subpart 12. Before any psychomotor skills training, instructors must review the policy with participants during a safety briefing.

Subp. 14. **Transition.** Participants enrolled in a professional peace officer education program with a certified school before August 1, 2029, must complete their certification or degree by August 1, 2033, in accordance with Minnesota Rules 2025, chapter 6700. If an individual does not complete the professional peace officer education program training by August 1, 2033, the individual must comply with this chapter.

6700.0400 CERTIFICATION OF SCHOOLS.

Subpart 1. [See repealer.]

Subp. 1a. **Application.** A school seeking certification from the board to deliver the academic or psychomotor skills component of the peace officer preservice program must apply to the board. The application must include the following supporting documentation to demonstrate compliance with subpart 3a:

A. proof of accreditation;

B. a signed acknowledgment by the school's president or designee stating that the school will teach the board's learning objectives as prescribed;

C. a director appointee and list of instructors, including certifications and resumes; and

D. a strategic plan and a detailed list of the safety policies, facilities, equipment, and locations the school intends to use to deliver the program and its learning objectives.

Subp. 2. [See repealer.]

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Subp. 3. [See repealer.]

Subp. 3a. **Minimum requirements for certification.** To become certified to offer the peace officer preservice program, a school must:

A. deliver the board-approved learning objectives; and

B. possess or have access to the necessary physical facilities and equipment for training based on the school's certification and the components the school teaches. The physical facilities and necessary equipment required for the psychomotor skills component include classrooms, a firearms range, space safe for defensive tactics training, and an emergency vehicle operations track.

Subp. 3b. **Secondary training facilities.** Certified schools may use secondary training locations or facilities for firearms and emergency vehicle operations training if:

A. use of a secondary training location is disclosed to the board and approved during the initial application or reapplication process; and

B. board staff have access to the secondary training facilities to conduct inspections and compliance reviews according to part 6700.0300.

Subp. 4. [See repealer.]

Subp. 4a. **Application review.** To certify a school to deliver any component of the peace officer preservice program, the board must:

A. review a school's application for certification and all supporting documents to ensure the school:

(1) provides proof of compliance with the program requirements described in part 6700.0300, subpart 1; and

(2) has the necessary safety policies, equipment, and facilities to offer the program component for which the school is seeking certification.

B. The board must conduct a full inspection of the school's physical location, including the school's training facilities and equipment as applicable to the school's certification request. The board must not approve a school for certification if a full inspection has not been completed.

Subp. 4b. **Recertification.**

A. Every three years, a certified school must recertify with the board to deliver the peace officer preservice program. The board must grant recertification if the school is compliant with this part and part 6700.0300.

B. If the board determines that the school is not in compliance with this part and part 6700.0300, the board may require a school to recertify more than once every three years. If the board determines a school needs to recertify before the three-year expiration, the board must provide the school notice.

Subp. 4c. **Requirements after certification.**

A. A certified school must comply with this subpart. A certified school or its director is subject to disciplinary action according to subpart 5 for failure to comply with this subpart.

B. A certified school must provide learning objective and subject matter instruction for which the school was certified according to part 6700.0300, subpart 1.

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C. A certified school must provide the board with any requested documentation or information that shows the certified school is compliant with this part and part 6700.0300.

D. A certified school must cooperate with any board review or investigation relative to the school's certification.

E. A certified school and its staff must cooperate with any board investigation of alleged misconduct by students, staff, or faculty in giving or taking examinations or filing reports or in any investigation required by the board. The staff and faculty must report any misconduct to the board. For purposes of this item, "misconduct" means cheating on any licensing examination or tests required by the rules of the board or helping another to cheat, filing a false report with the board, or obstructing a board investigation.

F. A certified school and its staff must comply with parts 6700.0300 to 6700.0401.

G. A certified school and its staff must comply with any order issued by the board.

Subp. 5. **Disciplinary actions and sanctions.** A certified school and a program director are subject to the following sanctions for failure to comply with the requirements in subpart 4 shall be one or more of the following this part:

A. a letter of censure to the coordinator of the certified school;

B. formal or informal probation for the certified school; or

C. suspension, revocation, or nonrenewal of certification of the certified school.

Subp. 6. **Disciplinary proceedings.** Disciplinary proceedings under this part shall must be conducted pursuant according to the Administrative Procedure Act, Minnesota Statutes, chapter 14, and the rules of the Office Court of Administrative Hearings, parts 1400.5100 to 1400.8400.

6700.0401 ~~CLASSROOM DISCRIMINATION; PROGRAM COMPLAINT~~ PROCEDURES.

Subpart 1. **Procedures.** Every certified school delivering a component of the peace officer preservice program must establish written and publish procedures for the investigation and resolution of allegations of classroom discrimination complaints within the program. These procedures must minimally specify:

[For text of items A to C, see Minnesota Rules]

D. the appeal process for the offending party;

[For text of items E and F, see Minnesota Rules]

Subp. 2. **Summary.** The coordinator program director must provide all new students who are in courses taught as a part of the professional peace officer education participants enrolled in the program with a summary of the written procedures required under subpart 1. The coordinator program director must also provide all faculty instructors and staff members who participate in courses as a part of the professional peace officer education program with a copy of the written procedures required under subpart 1. Also, The coordinator program director must make the procedures required under subpart 1 available to anyone else upon request.

Subp. 3. **Complaints.** Complaints which allege classroom discrimination at a certified school within the program must be processed according to the written school's procedures adopted by the certified school required in subpart 1.

6700.0501 RECIPROCITY LICENSING EXAMINATION; DEFINITIONS.

Subpart 1. **Scope.** For the purposes of this part and part 6700.0502, the terms defined used have the meanings given to them in this part.

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Subp. 2. **Basic ~~police~~ peace officer education.** “Basic ~~police~~ peace officer education” means:

[For text of item A, see Minnesota Rules]

B. a basic course sponsored by the federal government for its law enforcement officers, including but not limited to; the basic Drug Enforcement Administration’s agent school, the Federal Bureau of Investigation’s basic agent school, or the Federal Law Enforcement Training Center’s ~~uniformed patrol course~~ Centers’ Uniformed Police Training or basic investigators course Criminal Investigator Training Program.

Subp. 2a. **Full time.** “Full time” means working an average of at least 35 hours per week.

Subp. 3. **Law enforcement officer.** “Law enforcement officer” means ~~a person appointed or employed as a peace officer in another state, or a federal law enforcement employee, who has full powers of arrest, authority to carry a firearm, and is classified in a law enforcement position by the office of personnel management, not including any time served in the United States armed services.;~~

A. a person appointed or employed as a federal Tribal law enforcement officer or a certified or licensed law enforcement officer in another state; or

B. a federal law enforcement employee who has full powers of arrest, has authority to carry a firearm, and is classified in a law enforcement position by the Office of Personnel Management, not including any time served in the United States armed services.

Subp. 4. [Repealed, 30 SR 903]

Subp. 5. **Postsecondary degree.** “Postsecondary degree” means an academic ~~title~~ degree awarded by a postsecondary institution ~~which that is authorized to award degrees and is accredited by a member of one of the six regional accrediting associations and authorized to award degrees including, but not limited to, Associate of Arts (A.A.) degrees, Associate of Science (A.S.) degrees, Bachelor of Arts (B.A.) degrees, and Bachelor of Science (B.S.) degrees~~ federally recognized accrediting agency or recognized as meeting accreditation by a current member of the National Association of Credential Evaluation Services.

Subp. 6. [See repealer.]

Subp. 7. [See repealer.]

Subp. 8. [See repealer.]

Subp. 9. [See repealer.]

Subp. 10. [See repealer.]

6700.0502 RECIPROCITY LICENSING EXAMINATION.

Subpart 1. **Peace officer reciprocity.** An individual qualifies for the reciprocity examination if the individual:

A. has completed a postsecondary degree; has been employed for two years full time as a law enforcement officer after completing basic peace officer education; has worked as a law enforcement officer within the past four years; and has not had a peace officer license, certificate, or the federal equivalent revoked, rescinded, or temporarily or permanently suspended; or

B. has been employed for four years full time as a law enforcement officer after completing basic peace officer education; has worked as a law enforcement officer within the past four years; and has not had a peace officer license, certificate, or the federal equivalent revoked, rescinded, or temporarily or permanently suspended.

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Subp. 2. **Military reciprocity.** Military personnel are eligible to take the reciprocity examination if they meet the requirements in Minnesota Statutes, section 626.8517.

Subp. 3. **Application validity.** A reciprocity application approved under this part is valid for one year after the date it is approved by the board. If the applicant does not take the examination within one year, the applicant must reapply and comply with subpart 1 or 2 and part 6700.0600.

Subp. 4. **Eligibility for licensing.** After passing the reciprocity examination, a person is eligible for a peace officer license. If the person is not licensed within three years after passing the examination, the person may reinstate eligibility by again demonstrating qualifications for the examination according to subpart 1 or 2 and part 6700.0600.

Subp. 5. **Applicability.** This part does not apply to a person who has a revoked, rescinded, or temporarily or permanently suspended peace officer license or certificate.

6700.0600 LICENSING EXAMINATIONS.

Subpart 1. [See repealer.]

[For text of subpart 2, see Minnesota Rules]

Subp. 3. [See repealer.]

Subp. 4. [See repealer.]

Subp. 5. [See repealer.]

Subp. 6. **Application.**

A. An individual is eligible to take one of the peace officer licensing examinations if the individual:

(1) has completed a postsecondary degree and all components of:

(a) the professional peace officer education program under Minnesota Rules 2025, part 6700.0300, before August 1, 2033; or

(b) the peace officer preservice program under part 6700.0300 after August 1, 2029;

(2) meets the requirements under Minnesota Statutes, section 626.8515; or

(3) meets the reciprocity requirements under part 6700.0502, subpart 1 or 2.

B. When applicable, applications must include a transcript showing completion of a postsecondary degree and documentation that the applicant completed the peace officer preservice program. All applications must include the nonrefundable fee in subpart 2.

Subp. 7. **Retaking examinations.**

A. An applicant who fails an examination may retake the examination three times. For each retake of the examination, an applicant must submit to the board a new application and the appropriate fee. The third and fourth examination application requires the applicant to complete a remedial training plan as described in subpart 8. Except as provided in item B, an individual may not take the peace officer licensing examination more than four times.

B. If an individual submits an examination application and fee before July 1, 2027, for a fifth or subsequent examination attempt, the individual may take the examination for which the fee was submitted. If the individual does not pass the examination, the individual is no longer qualified to take the examination.

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Subp. 8. Remedial examination procedures.

A. Before applying to take the examination a third or fourth time, an applicant, in collaboration with board staff, must submit to the board and complete a remedial training plan. The remedial training plan must be directed at the deficiencies indicated in the applicant's previous examinations.

B. An applicant must submit documentation to the executive director to show that the remedial training plan was completed. After the executive director has confirmed the remedial training plan was completed, the applicant may apply to take the examination.

C. An applicant must submit the following documentation for approval under item B:

(1) the training activities or courses completed; and

(2) documentation of completion from the instructor or organization delivering the training activity or course, including documentation of the date the training activity or course was completed.

Subp. 9. Reciprocity examinations. Reciprocity applicants may not take the reciprocity examination more than four times. A third and fourth reciprocity examination application requires the applicant to submit and complete a remedial training plan as described in subpart 8 before taking the examination. The examination limit does not apply to military service members seeking reciprocity. Military service members taking the reciprocity examination must complete a remedial training plan as described in subpart 8 before taking the examination a third or subsequent time.

Subp. 10. Application expiration. An eligible applicant who submits a complete application according to subpart 6 has one year to take the examination. After one year, the application expires and the fee is forfeited. To reapply for an examination, the applicant must comply with subparts 2 and 6.

Subp. 11. License eligibility.

A. An individual is eligible to be licensed for three years after passing one of the peace officer licensing examinations. If the individual is not licensed after three years, the individual may reinstate eligibility by retaking one of the peace officer licensing examinations. Upon passing one of the examinations, a person is eligible to be licensed for another three years.

B. Except as provided in item C, regardless of when the last examination was taken or when the license eligibility period expires, an individual has five years to become licensed after completing preservice training.

C. License-eligible individuals who completed preservice training before January 1, 2022, have until January 1, 2028, to be hired and licensed as a peace officer in Minnesota.

6700.0601 PROHIBITED EXAMINATION STANDARDS CONDUCT AND SANCTIONS.

Subpart 1. [See repealer.]

[For text of subparts 2 and 3, see Minnesota Rules]

Subp. 4. Prohibited conduct. The following conduct is prohibited and subject to sanctions by the board:

A. making any false material statement to the board;

B. obstructing a board investigation;

C. communicating with another person during the examination without express permission from the proctor;

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- D. using or referring to outside materials during the examination;
- E. cheating or attempting to subvert the examination or licensing process;
- F. possessing or attempting to possess or manufacture a copy of the board's examination without the board's permission;
- G. sitting for an examination when banned from testing center locations;
- H. aiding another individual in attempting or executing an act of prohibited conduct under items A to F;
- I. falsely claiming to meet the minimum selection standards for peace officer licensure under part 6700.0700; and
- J. failing to meet the minimum selection standards for peace officer licensure under part 6700.0700, except for part 6700.0700, subpart 1, items C, J, and K.

Subp. 5. **Sanctions.** In addition to any actions provided in part 6700.1710, a violation listed in subpart 4 is grounds for the board to deny or revoke an individual's:

- A. application to take one of the licensing examinations; or
- B. license eligibility.

Subp. 6. **Procedures.** Disciplinary proceedings under this part must be conducted in accordance with Minnesota Statutes, section 214.10, subdivisions 11 and 12.

6700.2200 DEVELOPMENT OF WRITTEN PROCEDURES.

Subpart 1. **Procedures; allegations of misconduct.** On or before October 1, 1984, The board recognizes the need for each agency and appointing authority to have and use procedures for the investigation and resolution of allegations of misconduct. The chief law enforcement officer shall must establish written procedures for the investigation and resolution of allegations of misconduct against licensees employed or appointed by the chief's law enforcement agency. These procedures shall must minimally specify:

- A. the misconduct ~~which~~ that may result in disciplinary action;
[For text of item B, see Minnesota Rules]
- C. the sanctions ~~which~~ that may be imposed if a complaint is sustained;
[For text of item D, see Minnesota Rules]
- E. the process ~~which~~ that will be used to notify the complainant of the investigation and disposition; and
[For text of item F, see Minnesota Rules]

Subp. 2. **Standards.** The procedures established under subpart 1 must comply with Minnesota Statutes, section 626.845, subdivision 1, and model policies required under Minnesota Statutes, sections 626.84 to 626.892.

Subp. 3. **Availability and distribution.** Copies of current procedures governing allegations of misconduct must be available to the public on request. Copies of published procedures governing allegations of misconduct and any subsequent modifications of the procedures must be distributed by an agency to licensees who are employed or appointed by the agency.

6700.2500 DOCUMENTATION OF COMPLAINTS.

The chief law enforcement officer or designee ~~or designees~~ shall must maintain data concerning alleged misconduct

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by licensees employed or appointed by the agency according to the provisions of Minnesota Statutes, sections section 15.17 and 15.171. The board may request copies of this data. The chief law enforcement officer shall must supply the data and an affidavit of compliance with part 6700.2200, item B to the board within five days of the request or by the date specified in the board's request, whichever is later, excluding Saturdays, Sundays, and legal holidays. If compliance is not possible within that time, the chief law enforcement officer shall must inform the board and shall ~~have~~ has an additional five days to comply with the request, excluding Saturdays, Sundays, and legal holidays.

RENUMBERING. Each subpart of Minnesota Rules, part 6700.0100, listed in column A is renumbered with the subpart number listed in column B:

<u>Column A</u>	<u>Column B</u>
<u>5a</u>	<u>23d</u>
<u>20</u>	<u>26a</u>
<u>22</u>	<u>23a</u>
<u>24</u>	<u>7a</u>
<u>26</u>	<u>10b</u>
<u>29</u>	<u>15a</u>

REPEALER. Minnesota Rules, parts 6700.0100, subparts 2 and 25; 6700.0300, subparts 2, 4, 8, 9, and 10; 6700.0400, subparts 1, 2, 3, and 4; 6700.0500, subparts 3 and 5; 6700.0501, subparts 6, 7, 8, 9, and 10; 6700.0600, subparts 1, 3, 4, and 5; 6700.0601, subpart 1; 6700.0800, subpart 5; 6700.2100; 6700.2300; and 6700.2400, are repealed.

EFFECTIVE DATE. The amendments to Minnesota Rules, parts 6700.0100, 6700.0300, 6700.0400, and 6700.0401, are effective August 1, 2029.

Minnesota Professional Educator Licensing and Standards Board Proposed Permanent Rules Relating to Teacher Licensure, License Renewal, and Other Legislative Requirements; DUAL NOTICE: Notice of Intent to Adopt Rules Without a Public Hearing Unless 25 or More Persons Request a Hearing, and Notice of Hearing if 25 or More Requests for Hearing Are Received; Revisor's ID Number 4863; CAH Number 24-9021-40345

Proposed Permanent Rules Relating to Teacher Licensure, Renewal, and Other Legislative Requirements, Minnesota Rules, 8705.1010, 8705.2100, 8705.2200, 8705.2600, 8710.0310, 8710.0311, 8710.0312, 8710.0313, 8710.0314, 8710.0320, 8710.0321, 8710.0326, 8710.0330, 8710.0500, 8710.2100, 8710.3000, 8710.3350, 8710.4100, 8710.4810 (Proposed New Rule), 8710.4815 (Proposed New Rule), 8710.4875 (Proposed New Rule), 8710.6000, 8710.6200, 8710.6400, 8710.7200, 8710.7500

Introduction. The Professional Educator Licensing and Standards Board (Board) intends to adopt rules without a public hearing following the procedures in the rules of the Court of Administrative Hearings, *Minnesota Rules*, parts 1400.2300 to 1400.2310, and the Administrative Procedure Act, *Minnesota Statutes*, sections 14.22 to 14.28. If, however, 25 or more persons submit a written request for a hearing on the rules by 4:30 p.m. on November 2, 2026, the Board will hold a virtual public hearing on the proposed rule changes. An Administrative Law Judge will conduct the hearing starting at 9:30 a.m. on January 8, 2027 as detailed below. To find out whether the Board will adopt the rules without a hearing or if it will hold the hearing, you should contact the agency contact person after November 2, 2026, and before January 8, 2027.

Notice of Hearing. If 25 or more persons submit valid written requests for a public hearing on the rules, the Board

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will hold a hearing following the procedures in *Minnesota Statutes*, sections 14.131 to 14.20. The Board will hold the hearing on January 8, 2027, at 9:30 a.m. The hearing will continue until 4:30 p.m. or until all interested persons have been heard, whichever occurs first. Administrative Law Judge Kristien R. E. Butler is assigned to conduct the hearing. Judge Butler's Legal Assistant, William Moore, can be reached at the Court of Administrative Hearings, 600 North Robert Street, P.O. Box 64620, Saint Paul, Minnesota 55164-0620, telephone 651-361-7900 and fax 651-539-0310 or William.t.moore@state.mn.us.

For a video and audio connection, join the hearing through an internet connection, such as with a computer or tablet:

Webex -

Join from the webinar link - **Webex Meeting Link**

Join by the webinar number - Webinar number (access code): 2498 396 3237

Webinar password: D2FhSnmPR98 (32347667 when dialing from a phone or video system)

Tap to join from a mobile device (attendees only) - +1-415-655-0003,,24983963237#32347667# United States Toll

Some mobile devices may ask attendees to enter a numeric password.

Join by phone - +1-415-655-0003 United States Toll

Join from a video system or application - Dial **24983963237@minnesota.webex.com**

You can also dial 173.243.2.68 and enter your webinar number.

Need help? Go to <https://help.webex.com>.

Agency Contact Person. Submit any comments or questions on the rules or written requests for a public hearing to the agency contact person. The agency contact person is:

Steven Rollin
Professional Educator Licensing and Standards Board
1021 Bandana Blvd. E., Suite 222
St. Paul, MN 55108-5111
Phone: (651) 539-5991
Email: PELSB.rules@state.mn.us

Subject of Rules and Statutory Authority. The Professional Educator Licensing and Standards Board is proposing changes to the rule parts governing teacher licensure, renewal, and other legislative requirements. The statutory authority to adopt the rules is *Minnesota Statutes*, sections 122A.09, subdivision 9, paragraphs (a) through (c) and 122A.092, subdivision 1.

The proposed rules are about the following seven key topics:

Topic 1. Implementing legislative mandates that expand the exemption from a bachelor's degree requirement for licensure to include teachers seeking licensure in world language & culture, and the visual or performing arts (**Sec. 122A.181 MN Statutes**);

Topic 2. Adopting legislative required components to the renewal requirement specific to American Indian history and culture (**MN Statutes – Section 122A.187, Subdivision 7**);

Topic 3. Streamlining certain components of the licensure via portfolio process;

Topic 4. Defining “meaningful progress” for the purpose of determining whether a teacher on a Tier 2 license can renew;

Topic 5. Early Childhood Education Licensure – adoption of national standards for teacher licensure;

Topic 6. Ethnic Studies licensure – providing teacher licensure stemming from a legislative mandate for schools to offer Ethnic Studies courses (**Sec. 120B.251 MN Statutes**); and,

Topic 7. Computer Science licensure – providing teacher licensure stemming from a legislative mandate for more Computer Science in the schools (**Minn. Stat. 120B.241 (2023)**).

The proposed rule is not attached. A copy of the proposed rules is available on the Board's website at https://mn.gov/pelsb/assets/RD4863%20-%20202Sept26_tcm1113-766966.pdf. A free copy of the rules is available upon request from Steven Rollin at the contact information listed above.

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Comments. You have until 4:30 p.m. on November 2, 2026, to submit written comment in support of or in opposition to the proposed rules or any part or subpart of the rules. Your comment must be in writing and received by the agency contact person by the due date. Comment is encouraged. Your comment should identify the portion of the proposed rules addressed, the reason for the comment, and any change proposed. You are encouraged to propose any change that you desire. Any comment that you have about the legality of the proposed rules must also be made during this comment period.

Request for a Hearing. In addition to submitting comments, you may also request that the Board hold a hearing on the rules. You must make your request for a public hearing in writing, which the agency contact person must receive by 4:30 p.m. on November 2, 2026. You must include your name and address in your written request. In addition, you must identify the portion of the proposed rules that you object to or state that you oppose the entire set of rules. Any request that does not comply with these requirements is not valid and the Board cannot count it when determining whether it must hold a public hearing. You are also encouraged to state the reason for the request and any changes you want made to the proposed rules.

Withdrawal of Requests. If 25 or more persons submit a valid written request for a hearing, the Board will hold a public hearing unless a sufficient number of persons withdraw their requests in writing. If enough requests for hearing are withdrawn to reduce the number below 25, the Board must give written notice of this to all persons who requested a hearing, explain the actions the Board took to effect the withdrawal, and ask for written comments on this action. If a public hearing is required, the Board will follow the procedures in *Minnesota Statutes*, sections 14.131 to 14.20.

Cancellation of Hearing. The Board will cancel the hearing scheduled for January 8, 2027, if the agency does not receive requests for a hearing from 25 or more persons. If you requested a public hearing, the agency will notify you before the scheduled hearing whether the hearing will be held. You may also contact Steven Rollin at the contact information listed above after November 2, 2026, to find out whether the hearing will be held.

Hearing Procedure. If the Board holds a hearing, you and all interested or affected persons, including representatives of associations or other interested groups, will have an opportunity to participate. You may present your views either orally at the hearing or in writing at any time before the hearing record closes. All evidence presented should relate to the proposed rules. You may also submit written material to the Administrative Law Judge to be recorded in the hearing record for five working days after the public hearing ends. At the hearing the Administrative Law Judge may order that this five-day comment period is extended for a longer period but not more than 20 calendar days. Following the comment period, there is a five-working-day rebuttal period when the Board and any interested person may respond in writing to any new information submitted. No one may submit new evidence during the five-day rebuttal period.

All post-hearing comments and responses must be submitted to the Administrative Law Judge no later than 4:30 p.m. on the due date. The Court of Administrative Hearings strongly encourages all persons submitting comments and responses to do so using the Administrative Hearings' Rulemaking eComments website, <https://mn.gov/cah/media/rulemaking.jsp>. If using the eComments website is not possible, you may submit post-hearing comments in person, via United States mail, or by facsimile addressed to Judge Butler at the address or facsimile number listed in the Notice of Hearing section above.

All comments or responses received will be available for review at the Professional Educator Licensing and Standards Board or on the Board's website at ***Proposed Permanent Rules Relating to Teacher Licensure, Renewal, and Other Legislative Requirements / Professional Educator Licensing and Standards Board (PELSB)***. This rule hearing procedure is governed by *Minnesota Rules*, parts 1400.2000 to 1400.2240, and *Minnesota Statutes*, sections 14.131 to 14.20. You may direct questions about the procedure to the Administrative Law Judge.

Statement of Need and Reasonableness. The Statement of Need and Reasonableness (SONAR) summarizes the justification for the proposed rules, including a description of who will be affected by the proposed rules and an estimate of the probable cost of the proposed rules. You may review or obtain copies for the cost of reproduction (if any) by contacting Steven Rollin at the contact information listed above. The SONAR is also available on the Board's website at ***Proposed Permanent Rules Relating to Teacher Licensure, Renewal, and Other Legislative Requirements / Professional Educator Licensing and Standards Board (PELSB)***.

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Lobbyist Registration. *Minnesota Statutes*, chapter 10A, requires each lobbyist to register with the State Campaign Finance and Public Disclosure Board. Ask any questions about this requirement of the Campaign Finance and Public Disclosure Board at: Suite #190, Centennial Building, 658 Cedar Street, St. Paul, Minnesota 55155, telephone (651) 539-1180 or 1-800-657-3889.

Alternative Format/Accommodation. Upon request, this information can be made available in an alternative format, such as large print, braille, or audio. To make such a request or if you need an accommodation to make this hearing accessible, please contact the agency contact person at the address or telephone number listed above.

Modifications. The Board might modify the proposed rules, either as a result of public comment or as a result of the rule hearing process. It must support modifications by data and views submitted to the Board or presented at the hearing. The adopted rules may not be substantially different than these proposed rules unless the Board follows the procedure under *Minnesota Rules*, part 1400.2110. If the proposed rules affect you in any way, the Board encourages you to participate in the rulemaking process.

Adoption Procedure if No Hearing. If no hearing is required, the Board may adopt the rules after the end of the comment period. The Board will submit the rules and supporting documents to the Court of Administrative Hearings for a legal review. You may ask to be notified of the date the rules are submitted to the office. If you want to receive notice of this, to receive a copy of the adopted rules, or to register with the agency to receive notice of future rule proceedings, submit your request to the agency contact person listed above.

Adoption Procedure after a Hearing. If a hearing is held, after the close of the hearing record, the Administrative Law Judge will issue a report on the proposed rules. You may ask to be notified of the date that the Administrative Law Judge's report will become available and can make this request at the hearing or in writing to the Administrative Law Judge. You may also ask to be notified of the date that the Board adopts the rules and the rules are filed with the Secretary of State by requesting this at the hearing or by writing to the agency contact person stated above.

Order. I order that the rulemaking hearing be held at the date, time, and location listed above.

Date: September 28, 2026

Yelena Bailey, Executive Director

8705.1010 UNIT STANDARDS.

[For text of subparts 1 and 2, see Minnesota Rules]

Subp. 3. Standards for clinical experiences.

[For text of items A and B, see Minnesota Rules]

C. Standard 11. For candidates seeking an initial professional license, the unit must:

(1) provide a minimum of 100 field experience hours prior to student teaching that includes:

- (a) at least 60 field experience hours that are aligned to the scope and content of the licensure field sought;
- (b) ~~experience with students who differ in race, ethnicity, home language, and socioeconomic status; and~~
- (c) ~~experience with students with a range of exceptionalities, including students on an individualized education plan; and~~

(2) provide a minimum of 12 full-time weeks, or the equivalent number of weeks where the candidate is participating in at least 80 percent of the contracted school week, of face-to-face student teaching that:

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[For text of units (a) to (e), see Minnesota Rules]

(f) includes a written evaluation by the supervisor that addresses the candidate's ability to meet the standards in parts 8710.2000 to 8710.8080 and the required professional dispositions; and

(3) across clinical experiences, ensure candidates have a variety of placements that include:

(a) experience with students who differ in race, ethnicity, home language, and socioeconomic status; and

(b) experience with students with a range of exceptionalities, including students on an individualized education plan.

D. Standard 12. For candidates seeking more than one professional license, the unit must:

(1) provide a minimum of 100 field experience hours prior to student teaching that include:

(a) at least 30 field experience hours that are aligned to the scope and content of each license and endorsement sought;

~~(b) experience with students who differ in race, ethnicity, home language, and socioeconomic status; and~~

~~(c) experience with students with a range of exceptionalities, including students on an individualized education plan; and~~

(2) provide a minimum of 14 full-time weeks, or the equivalent number of weeks where the candidate is participating in at least 80 percent of the contracted school week, of face-to-face student teaching that:

[For text of units (a) to (e), see Minnesota Rules]

(f) includes a written evaluation by the supervisor that addresses the candidate's ability to meet the applicable standards in parts 8710.2000 to 8710.8080 and the required professional dispositions; and

(3) across clinical experiences, ensure candidates have a variety of placements that include:

(a) experience with students who differ in race, ethnicity, home language, and socioeconomic status; and

(b) experience with students with a range of exceptionalities, including students on an individualized education plan.

[For text of items E to G, see Minnesota Rules]

[For text of subparts 4 to 7, see Minnesota Rules]

Subp. 7a. Student teaching during an emergency.

A. If completing face-to-face student teaching as required in Standard 11 and Standard 12 is not feasible due to an emergency declaration by the state, an authorized strike, or other unforeseen circumstances as determined by the unit, the unit may allow a candidate to complete up to two weeks of student teaching in a virtual setting. The unit must document replacement activities and the emergency circumstances with the candidate's file.

B. If completing the required number of weeks of student teaching as required in Standard 11 and Standard 12 is not feasible due to an emergency declaration by the state, an authorized strike, or other unforeseen circumstances as determined by the unit, the unit may allow the candidate to complete replacement activities or waive up to two weeks. The unit must document replacement activities and the emergency circumstances with the candidate's file.

8705.2100 REQUEST FOR INITIAL PROGRAM APPROVAL (RIPA).

[For text of subpart 1, see Minnesota Rules]

Subp. 2. **Request for initial program approval (RIPA).** The request for initial program approval (RIPA) must be submitted according to the procedures in this subpart.

[For text of items A to C, see Minnesota Rules]

D. Program applications must include all requirements in subitems (1) to (6).

[For text of subitems (1) to (4), see Minnesota Rules]

(5) The application must provide evidence of its program type. A program can have more than one program type. Program types include:

[For text of units (a) to (h), see Minnesota Rules]

(i) “Apprenticeship,” defined as a program offered in partnership between the employing school or district and the sponsor to provide on-the-job learning and teaching experiences through co-teaching, mentorship, and related technical instruction (learning opportunities and assessments).

i. The apprenticeship program must ensure each apprentice (candidate) is placed with a journey worker (cooperating teacher) and teaching experiences and wages scaffold over time.

ii. The apprenticeship program must ensure that each journey worker (cooperating teacher) serves as the teacher of record and receives ongoing professional development in co-teaching, mentoring, and coaching skills.

iii. The apprentice receives a wage during the course of the program.

iv. To become a registered apprenticeship program, the program must be approved by the Minnesota Department of Labor and Industries.

[For text of subitem (6), see Minnesota Rules]

[For text of subparts 3 and 4, see Minnesota Rules]

8705.2200 PROGRAM EFFECTIVENESS REPORT FOR CONTINUING APPROVAL (PERCA).

[For text of subparts 1 to 3, see Minnesota Rules]

Subp. 3a. **Board determinations.** Based on the findings of the PERCA submission and recommendations of the PRP or board staff, the board must make one of the program approval decisions in items A to D.

[For text of item A, see Minnesota Rules]

B. The board must grant continuing approval with focus areas for three years when the program report revealed that one or more standards, rules, or candidate performance measures were not in compliance with board criteria—~~including when less than 70 percent of candidates meet board-adopted thresholds on state-required examinations and board-adopted performance assessments.~~ Continuing program approval status is granted with board-identified areas of focus for continuous improvement. The continuous improvement portion of the PERCA report must include evidence of progress in the identified focus areas in the subsequent reporting cycle. ~~The board must make the status of approval with continuous improvement focus and the identified focus areas publicly available on the board’s website.~~ Based on evidence of progress specific to the focus areas, the board may grant an additional ~~two~~ three years of continuing approval with continuous improvement focus.

C. The board must place a program on probation for up to two years when the program does not demonstrate acceptable progress on focused continuous improvement plans. Probationary status authorizes the program to continue with one year to demonstrate progress on identified unmet standards, rules, or candidate performance measures. During the first year a program is on probation, the board must identify the program as “at risk of low performing” in the state Title II report card. After one year, and based on a written progress report, the board may grant a second one-year extension of the probationary status prior to discontinuing the identified program. Candidates enrolled or planning to enroll in a formerly approved program that is placed on probationary status must be notified of the program’s status.

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Probationary status may result in federal reporting or financial aid implications or may impact other accreditations. During the second year a program is on probation, the board must identify the program as “low performing” in the state Title II report card.

[For text of item D, see Minnesota Rules]

Subp. 4. [Repealed, 45 SR 1159]

8705.2600 BOARD ACTIONS, DISCRETIONARY VARIANCES, AND APPEALS.

[For text of subparts 1 to 5, see Minnesota Rules]

Subp. 6. **Interim reports.**

[For text of item A, see Minnesota Rules]

B. Upon receipt of the interim report, the board must take one or more of the following actions:

(1) notify the unit in writing that sufficient evidence has been submitted to determine that the violations identified in the interim report are “Met” and, if there are no other areas of focus for the unit or program, change the status of the unit or program approval, whichever is applicable, to continuing approval;

[For text of subitems (2) to (7), see Minnesota Rules]

[For text of item C, see Minnesota Rules]

8710.0310 DEFINITIONS AND GENERAL RULES FOR TEACHING LICENSES.

Subpart 1. **Definitions.**

[For text of item A, see Minnesota Rules]

B. “American Indian history and culture initial training” means a training that addresses:

(1) key concepts and terminology, including Tribal sovereignty, Tribal Nation, American Indian, and Indigenous;

(2) the Dakota and Ojibwe peoples’ relationship with Minnesota and their unique and distinct cultural heritages and sovereignty; and

(3) the laws that govern how Minnesota teachers, schools, and districts work with the 11 Tribal Nations that share geography with the state of Minnesota.

C. “American Indian history and culture ongoing training” means a training that addresses one of the following topics:

(1) promising practices for serving American Indian students;

(2) incorporating Dakota or Ojibwe history, language, culture, and economic contributions into curriculum, resources, and classroom activities;

(3) understanding historical events and treaties relevant to the relationships among the federal government, the state of Minnesota, and the 11 Tribal Nations that share geography with the state of Minnesota;

(4) understanding the current status of treaty and land rights for the 11 Tribal Nations that share geography with Minnesota; and

(5) understanding the traumatic impact of federal and state laws and policies that were in place to eliminate cultural practices and the coherence of Tribal Nations, such as the American Indian boarding school system.

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~~B. D.~~ “Assignment” means the course or courses taught in a school for which students are granted credit.

~~C. E.~~ “Board” means the Professional Educator Licensing and Standards Board.

~~D. F.~~ “Cultural competency training” means a training program that promotes self-reflection and discussion including but not limited to all of the following topics: racial, cultural, and socioeconomic groups; American Indian and Alaskan native students; religion; systemic racism; gender identity, including transgender students; sexual orientation; language diversity; and individuals with disabilities and mental health concerns. Training programs must be designed to deepen teachers’ understanding of their own frames of reference, the potential bias in these frames, and their impact on expectations for and relationships with students, students’ families, and the school communities, consistent with part 8710.2000 and Minnesota Statutes, section 120B.30, subdivision 1, ~~paragraph (q) 8.~~

~~E. G.~~ “Day” means a calendar day, unless otherwise noted.

~~F. H.~~ “District” means a school district or a charter school.

~~G. I.~~ “Field-specific methods” means differentiated instructional strategies targeting content and pedagogy for a singular licensure area to enable student learning.

~~H. J.~~ “Good cause” means:

(1) the applicant is unable to meet the requirements of a higher licensure tier due to a lack of a board-approved teacher preparation program in the licensure area;

(2) the assignment is a full-time equivalency of 0.25 or less;

(3) the applicant is enrolled in a preparation program and making meaningful progress, as defined by the provider, in a teacher preparation program aligned to the assignment has been made toward completion of the program; or

(4) the applicant demonstrates to the board barriers to reaching a higher licensure tier. Barriers may include but are not limited to financial burdens to obtaining a higher tiered license, inability to pass licensure exams, or lack of geographic proximity to teacher preparation.

~~I. K.~~ “Licensure area” or “licensure field” means the content taught for which standards have been adopted in Minnesota Rules.

~~L.~~ “Meaningful progress has been made toward completion of the program or portfolio” means the applicant is enrolled in a teacher preparation program aligned to the assignment or is working on a portfolio, and the applicant:

(1) has completed an additional 15 credits in the program since the Tier 2 license or out-of-field permission was issued or last renewed;

(2) has been found by the provider to have met a minimum of 25 percent more of the program requirements since the Tier 2 license or out-of-field permission was issued or last renewed; or

(3) has provided evidence for a minimum of 25 percent or more of the applicable licensure standards since the Tier 2 license or out-of-field permission was issued or last renewed.

~~J. M.~~ “Mentorship program” means a program that meets the following criteria:

(1) a yearlong collaborative relationship with an experienced Tier 3 or 4 mentor teacher who is not currently on an improvement plan and voluntarily agrees to mentor the mentee teacher;

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- (2) the mentor has access to resources or training, develops common expectations for the mentorship experience, and encourages the mentee to select areas for growth over the course of the year;
- (3) consists of sessions no less than once per month that focus on building a collaborative relationship with a focus on the exchange of knowledge, skills, and experiences, including the needs and questions of the mentee; and
- (4) the sessions include discussion of:
 - (a) effective strategies to engage students;
 - (b) classroom management strategies that reflect an understanding of the stages of child development;
 - (c) the educational rights of students and their diverse needs and experiences;
 - (d) school policies and practices, including appropriate boundaries and data privacy; and
 - (e) how student learning data can be used to improve classroom planning and instruction.

N. “Professional license” means a license that is transferable to any school district, including a Tier 3 license, a Tier 4 license, a 5-year professional license, or a professional license from another state.

K.O. “Professional license from another state” means a professional teaching license issued by the responsible state agency of another state and required by the law of that state for an individual to teach in a public school, but does not include an emergency, temporary, or substitute teaching license.

L.P. “Related services professional” means a teacher who holds a license issued by the board consistent with Minnesota Statutes, section 122A.06, subdivision 2, and who meets the requirements for a license issued pursuant to parts 8710.6000 to 8710.6400.

Q. “Relevant work experience” means undertaking roles directly related to the sought licensure field. The work experience may be full time or part time and may be paid or unpaid.

M.R. “Student teaching” means a minimum of 12 weeks full time, or the equivalent, when an individual enrolled in a teacher preparation program assumes teacher responsibilities while working with a cooperating teacher who holds a Tier 3 or 4 license or a professional license from another state in the subject area and a provider supervisor to practice and demonstrate the necessary development of the individual’s knowledge, skills, and dispositions to become a teacher. A student teaching experience includes observation, feedback, and evaluation from the cooperating teacher and provider supervisor.

N.S. “Substitute teacher” means an individual who replaces a teacher of record during an approved leave of absence or fills an unfilled vacancy pursuant to part 8710.0327.

Θ.T. “Teacher of record” means an individual who is responsible for the planning, instruction, and assessment of students in a classroom and, when applicable, authorized to grant students credit for meeting standards attributed to the content taught, or is part of a co-teaching assignment and has shared responsibility for planning, instruction, and assessment of students in a classroom. Serving in one of the following assignments or roles does not meet the definition of teacher of record: paraprofessional, short-term substitute, teacher aide, teacher in a home-school setting, teacher in a private early childhood program, or as an instructor of post-secondary students outside the E-12 setting.

P.U. “Teacher preparation program” means a program approved by the board or the state where the program resides that trains candidates in educational pedagogy and content-specific pedagogy for any subset of the scope of licensure for students from birth to 21 years of age.

Θ.V. “Teaching license” or “teacher license” means a license that permits an individual to be a teacher of record.

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This includes Tier 1, Tier 2, Tier 3, and Tier 4 licenses issued under parts 8710.0311 to 8710.0314.

Subp. 1a. **Calculating years of experience.** For purposes of calculating years of experience under this chapter, a year of experience requires being a teacher of record for at least 90 student contact days. Days devoted to parent-teacher conferences, teachers' workshops, and other staff development opportunities and days on which a teacher is absent from school must not be included in determining the number of student contact days on which a teacher performs services.

[For text of subparts 2 to 8, see Minnesota Rules]

8710.0311 TIER 1 LICENSE.

[For text of subpart 1, see Minnesota Rules]

Subp. 2. **Requirements.** The board must issue a Tier 1 license to an applicant upon request by the designated administrator of the hiring district and the applicant. The applicant must initiate the application process and meet the requirements of this subpart.

A. The applicant must:

[For text of subitem (1), see Minnesota Rules]

(2) hold a credential from outside the United States that is equivalent to a bachelor's degree, as verified by a credential evaluation completed by a credential evaluator approved by the National Association of Credential Evaluation Services or other board-approved credential evaluation service; ~~or~~

(3) for applicants in career and technical education fields and career pathway courses of study, have one of the following:

[For text of units (a) and (b), see Minnesota Rules]

(c) a professional certification aligned to the assignment from an approved certifying organization;

(4) for applicants seeking a world language and culture license pursuant to part 8710.4950, be a native speaker of the language; or

(5) for applicants seeking a license in the performing or visual arts pursuant to part 8710.4300 (dance and theatre), 8710.4310 (dance), 8710.4320 (theatre), 8710.4650 (vocal music and instrumental music), or 8710.4900 (visual arts), demonstrate five years of relevant work experience aligned to the assignment.

[For text of items B and C, see Minnesota Rules]

[For text of subpart 3, see Minnesota Rules]

Subp. 4. **First renewal.** To renew a Tier 1 license for the first time, the applicant must initiate the renewal application process, and the hiring district must meet the requirements of this subpart.

[For text of items A to C, see Minnesota Rules]

D. The hiring district must show the applicant participated in:

(1) professional development in:

~~(+)~~ (a) cultural competency training;

(b) American Indian history and culture initial training;

(c) suicide prevention; and

(d) mental illness; and

(2) a mentorship program; and

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(3) an evaluation aligned to the district's teacher development and evaluation model under Minnesota Statutes, section 122A.40, subdivision 8, or 122A.41, subdivision 5, or if the statutory models are not practicable, to another identified district-aligned evaluation.

Subp. 5. **Second and third renewals.** To renew a Tier 1 license for the second or third time, the applicant must initiate the renewal application process, and the hiring district must meet the requirements of this subpart.

[For text of items A and B, see Minnesota Rules]

C. The hiring district must show the applicant participated in:

(1) professional development in:

(a) American Indian history and culture ongoing training;

(b) suicide prevention; and

(c) mental illness; and

(+) (2) a mentorship program; and

(2) an evaluation aligned to the district's teacher development and evaluation model under Minnesota Statutes, section 122A.40, subdivision 8, or 122A.41, subdivision 5, or if the statutory models are not practicable, to another identified district-aligned evaluation.

Subp. 6. **Additional renewals.** To renew a Tier 1 license more than three times, the applicant must initiate the renewal application process, and the hiring district must meet the requirements of this subpart.

[For text of items A and B, see Minnesota Rules]

C. The hiring district must show one of the following:

[For text of subitem (1), see Minnesota Rules]

(2) the Tier 1 teacher is teaching in a licensure area, including licensure field shortages, economic development region shortages, and regions where there is a shortage of licensed teachers who reflect the racial or ethnic diversity of students in the region as identified in the biennial supply and demand report under Minnesota Statutes, section 127A.05, subdivision 6.

If the hiring district cannot meet the requirements of item C, the district must provide within the renewal application good cause justification for why the applicant should receive additional Tier 1 renewals pursuant to part 8710.0310, subpart 1, item H.J. The renewal application is reviewed pursuant to Minnesota Statutes, section 122A.181, subdivision 3. The board must issue or deny the renewal no later than 60 days after receiving the renewal application.

[For text of item D, see Minnesota Rules]

[For text of subpart 7, see Minnesota Rules]

8710.0312 TIER 2 LICENSE.

[For text of subpart 1, see Minnesota Rules]

Subp. 2. **Requirements.** The board must issue a Tier 2 license to an applicant upon request by the designated administrator of the hiring district and the applicant. The applicant must initiate the application process and must meet the requirements of this subpart.

A. The applicant must:

[For text of subitem (1), see Minnesota Rules]

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(2) hold a credential from outside the United States that is equivalent to a bachelor's degree, as verified by a credential evaluation completed by a credential evaluator approved by the National Association of Credential Evaluation Services or other board-approved credential evaluation service; ~~or~~

(3) for applicants in career and technical education fields and career pathway courses of study, have one of the following:

[For text of units (a) and (b), see Minnesota Rules]

(c) a professional certification aligned to the assignment from an approved certifying organization;

(4) for applicants seeking a world language and culture license pursuant to part 8710.4950, be a native speaker of the language; or

(5) for applicants seeking a license in the performing or visual arts pursuant to part 8710.4300 (dance and theatre), 8710.4310 (dance), 8710.4320 (theatre), 8710.4650 (vocal music and instrumental music), or 8710.4900 (visual arts), demonstrate five years of relevant work experience aligned to the assignment.

[For text of items B and C, see Minnesota Rules]

[For text of subpart 3, see Minnesota Rules]

Subp. 4. **First renewal.** To renew a Tier 2 license for the first time, the applicant must initiate the renewal application process, and the requirements of this subpart must be met.

A. The hiring district must show the applicant participated in:

(1) professional development in:

~~(1)~~ (a) cultural competency training; and

(b) American Indian history and culture (initial training);

(c) suicide prevention; and

(d) mental illness; and

(2) a mentorship program and an evaluation aligned to the district's teacher development and evaluation model under Minnesota Statutes, section 122A.40, subdivision 8, or 122A.41, subdivision 5, or if the statutory models are not practicable, to another identified district-aligned evaluation.

B. If the applicant holds a Tier 2 license while enrolled in a board-approved teacher preparation program, the provider must certify that meaningful progress, ~~as defined by the provider~~, has been made toward completion of the program. If no meaningful progress has been made, the board must deem the applicant not to be enrolled in a teacher preparation program unless the applicant provides justification to the board for failing to make meaningful progress.

C. If the applicant holds a Tier 2 license based on holding a master's degree aligned to the licensure field, the district must certify that the applicant has completed professional development aligned to the standards of effective practice under part 8710.2000.

Subp. 5. **Second and third renewals.** To renew a Tier 2 license for the second or third time, the applicant must initiate the renewal application process, and the requirements of this subpart must be met.

A. If the applicant holds a Tier 2 license while enrolled in a board-approved teacher preparation program, the provider must certify that meaningful progress, ~~as defined by the provider~~, has been made toward completion of the program. If no meaningful progress has been made, the board must deem the applicant not to be enrolled in a teacher preparation program unless the applicant provides justification to the board for failing to make meaningful progress.

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B. If the applicant holds a Tier 2 license based on holding a master's degree aligned to the licensure field, the district must certify that the applicant has completed professional development aligned to the standards of effective practice under part 8710.2000.

~~B. C.~~ The hiring district must show the applicant participated in:

(1) professional development in:

(a) American Indian history and culture (ongoing training);

(b) suicide prevention; and

(c) mental illness; and

(2) a mentorship program and an evaluation aligned to the district's teacher development and evaluation model under Minnesota Statutes, section 122A.40, subdivision 8, or 122A.41, subdivision 5, or if the statutory models are not practicable, to another identified district-aligned evaluation.

Subp. 6. **Additional renewals.** To renew a Tier 2 license more than three times, the applicant must initiate the renewal application process, and the requirements of this subpart must be met.

A. The hiring district must show the applicant participated in:

(1) professional development in:

(a) American Indian history and culture (ongoing training);

(b) suicide prevention; and

(c) mental illness; and

~~A. (2) the applicant participated in a mentorship program and an evaluation aligned to the district's teacher development and evaluation model under Minnesota Statutes, section 122A.40, subdivision 8, or 122A.41, subdivision 5, or if the statutory models are not practicable, to another identified district-aligned evaluation; and~~

B. The hiring district must show within the renewal application good cause justification for why the applicant should receive additional Tier 2 renewals pursuant to part 8710.0310, subpart 1, item H.J. The renewal application is reviewed pursuant to Minnesota Statutes, section 122A.182, subdivision 3. The board must issue or deny the renewal no later than 60 days after receiving the renewal application.

[For text of subpart 7, see Minnesota Rules]

8710.0313 TIER 3 LICENSE.

[For text of subpart 1, see Minnesota Rules]

Subp. 2. **Requirements.** The board must issue a Tier 3 license if the applicant meets all of the requirements of this subpart.

A. The applicant must:

[For text of subitem (1), see Minnesota Rules]

(2) hold a credential from outside the United States that is equivalent to a bachelor's degree, as verified by a credential evaluation completed by a credential evaluator approved by the National Association of Credential Evaluation Services or other board-approved credential evaluation service; ~~or~~

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(3) for applicants in career and technical education fields and career pathway courses of study, have one of the following:

[For text of units (a) and (b), see Minnesota Rules]

(c) a professional certification aligned to the licensure area sought from an approved certifying organization;

(4) for applicants seeking a world language and culture license pursuant to part 8710.4950, be a native speaker of the language; or

(5) for applicants seeking a license in the performing or visual arts pursuant to part 8710.4300 (dance and theatre), 8710.4310 (dance), 8710.4320 (theatre), 8710.4650 (vocal music and instrumental music), or 8710.4900 (visual arts), demonstrate five years of relevant work experience aligned to the assignment.

[For text of items B and C, see Minnesota Rules]

[For text of subparts 3 to 7, see Minnesota Rules]

8710.0314 TIER 4 LICENSE.

Subpart 1. **Purpose.** A Tier 4 license authorizes the license holder, consistent with this part, to teach in the field and scope aligned to the license holder's preparation. A Tier 4 license indicates the license holder has had at least three years of experience in Minnesota within the field and scope of licensure and completed the professional development requirements mandated by statute.

Subp. 2. **Requirements.** The board must issue a Tier 4 license if the applicant meets all of the requirements of this subpart.

A. The applicant must:

[For text of subitem (1), see Minnesota Rules]

(2) hold a credential from outside the United States that is equivalent to a bachelor's degree, as verified by a credential evaluation completed by a credential evaluator approved by the National Association of Credential Evaluation Services or other board-approved credential evaluation service; ~~or~~

(3) for applicants in career and technical education fields and career pathway courses of study, have one of the following:

[For text of units (a) and (b), see Minnesota Rules]

(c) a professional certification aligned to the licensure area sought from an approved certifying organization;

(4) for applicants seeking a world language and culture license pursuant to part 8710.4950, be a native speaker of the language; or

(5) for applicants seeking a license in the performing or visual arts pursuant to part 8710.4300 (dance and theatre), 8710.4310 (dance), 8710.4320 (theatre), 8710.4650 (vocal music and instrumental music), or 8710.4900 (visual arts), demonstrate five years of relevant work experience aligned to the assignment.

B. The applicant must ~~have completed~~ show one of the following:

(1) completion of a board-approved teacher preparation program aligned to the licensure area sought. The board must accept certifications for related services professionals under parts 8710.6000 to 8710.6400 in lieu of completion of a board-approved teacher preparation program; ~~or~~

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(2) completion of a preparation program approved in another state aligned to the licensure area sought that included field-specific student teaching equivalent to field-specific student teaching in Minnesota-approved teacher preparation programs. The applicant is exempt from field-specific student teaching if the applicant has at least two years of field-specific experience teaching as the teacher of record;

(3) a recommendation for licensure via portfolio aligned to the licensure area sought; or

(4) National Board of Professional Standards Certification aligned to the licensure area sought.

C. The applicant must obtain passing scores on the board-approved pedagogy and content examinations aligned to the licensure area sought, unless the applicant is exempt under part 8710.0500. Any licensure area that does not have a board-approved content examination is exempt from the content examination requirement.

[For text of items D and E, see Minnesota Rules]

[For text of subparts 3 to 7, see Minnesota Rules]

8710.0320 OUT-OF-FIELD PERMISSION.

[For text of subpart 1, see Minnesota Rules]

Subp. 2. Requirements.

A. The board must issue an out-of-field permission upon request by the designated administrator of the hiring district. The applicant must initiate the application process, and the hiring district must show:

[For text of subitems (1) to (5), see Minnesota Rules]

(6) the position was posted for at least 15 days on the board-approved statewide job board. The hiring district does not need to post the position on the board-approved statewide job board when:

(a) the assignment is a full-time equivalency of 0.25 or less; or

(b) the applicant is enrolled in and making meaningful progress, ~~as defined by the provider, in a teacher preparation program aligned to the assignment.~~

[For text of items B and C, see Minnesota Rules]

[For text of subpart 3, see Minnesota Rules]

Subp. 4. **Renewal.** An out-of-field permission may be renewed four times. To renew an out-of-field permission, the applicant must initiate the application process, and the hiring district must show:

[For text of items A and B, see Minnesota Rules]

C. the position was posted for at least 60 days on the board-approved statewide job board. If an applicant accepts the position but later turns it down, the hiring district must repost the position for 15 days. The hiring district does not need to post the position on the board-approved statewide job board when:

(1) the assignment is a full-time equivalency of 0.25 or less; or

(2) the applicant is enrolled in and making meaningful progress, ~~as defined by the provider, in a teacher preparation program aligned to the assignment~~ has been made toward completion of the program; and

[For text of item D, see Minnesota Rules]

Subp. 5. **Additional renewals.** To renew an out-of-field permission more than four times, the hiring district must provide within the renewal application good cause justification for why the applicant should receive additional out-of-field permission renewals pursuant to part 8710.0310, subpart 1, item H J. The renewal application is reviewed pursuant to Minnesota Statutes, section 122A.181, subdivision 3. The board must issue or deny the renewal no later than 60 days after receiving the renewal application.

[For text of subpart 6, see Minnesota Rules]

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8710.0321 CROSS-CURRICULAR DELIVERY PERMISSION.

[For text of subparts 1 to 2a, see Minnesota Rules]

Subp. 3. **Duration.** A cross-curricular delivery permission is valid for one school year and expires on June 30 of the expiration year, unless otherwise indicated ~~under item A or B at the time the permission is granted. A cross-curricular delivery permission can be used until September 1 after the date of expiration if the placement is aligned to the permission and is:~~ on the permission.

~~A. in a summer school program; or~~

~~B. part of a year-round program or school.~~

[For text of subpart 4, see Minnesota Rules]

8710.0326 LIFETIME SUBSTITUTE LICENSE.

Subpart 1. **Purpose.** A lifetime substitute license is issued, consistent with this part, to a retired teacher and authorizes the license holder to ~~replace a teacher of record who is on an approved leave of absence~~ serve as a substitute teacher according to part 8710.0327.

[For text of subparts 2 and 3, see Minnesota Rules]

Subp. 4. **Limitations.** A teacher holding a lifetime substitute license may replace the same teacher of record ~~on an approved leave of absence or fill a vacancy~~ for more than ~~15~~ 20 consecutive school days if the substitute teacher's previous Tier 3 or 4 license, Minnesota five-year standard license or its equivalent, or professional license from another state is aligned to the assignment.

8710.0330 TEACHER LICENSURE VIA PORTFOLIO APPLICATION.

Subpart 1. **Purpose.** The licensure via portfolio is a nontraditional pathway to obtaining a teacher license in Minnesota. An applicant may obtain a Tier 3 license or add a licensure field to an existing Tier 3 or Tier 4 license by successfully evidencing the required standards in one or more portfolio ~~and by passing applicable testing.~~

Subp. 1a. [Renumbered as subpart 9]

Subp. 2. [See repealer.]

Subp. 3. **Application requirements.** An applicant who is recommended for licensure via portfolio review under subpart 2 10 must submit an application for licensure to the board that meets the requirements of this subpart.

[For text of items A to D, see Minnesota Rules]

Subp. 4. [See repealer.]

Subp. 5. [See repealer.]

[For text of subpart 6, see Minnesota Rules]

Subp. 7. **Definitions.** For purposes of this part, the following terms have the meanings given:

A. "Core skills in career and technical education portfolio" means a portfolio that demonstrates that the applicant meets the content and methods standards in part 8710.8000.

B. "Core skills in special education portfolio" means a portfolio that demonstrates that an applicant meets the content and methods in part 8710.5000.

C. "Initial professional license" means the Tier 3 or Tier 4 license first held by the teacher.

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D. “License-specific portfolio” means a portfolio that demonstrates that the applicant meets the content and methods standards aligned to the licensure area sought.

E. “Pedagogy portfolio” means a portfolio that demonstrates that the applicant meets the standards of effective practice in part 8710.2000.

Subp. 8. Required portfolios.

A. An application for an initial Tier 3 license must include a license-specific portfolio and a pedagogy portfolio. When applicable, the application must also include:

(1) a core skills in special education portfolio if the applicant is seeking a licensure field under part 8710.5050 (academic and behavioral strategist), 8710.5100 (blind or visually impaired), 8710.5200 (deaf or hard of hearing), 8710.5250 (oral/aural deaf education), 8710.5400 (developmental disabilities), 8710.5500 (early childhood special education), 8710.5600 (emotional or behavioral disorders), 8710.5700 (learning disabilities), 8710.5800 (physical and health disabilities), or 8710.5850 (autism spectrum disorders); and

(2) a core skills in career and technical education portfolio if the applicant is seeking a licensure field under part 8710.8010 (communications technology careers), 8710.8020 (construction careers), 8710.8030 (manufacturing careers), 8710.8040 (medical careers), 8710.8050 (creative design careers), 8710.8060 (early childhood careers), 8710.8070 (hospitality careers), or 8710.8080 (transportation careers).

B. An application to add a licensure field to an existing Tier 3 or Tier 4 license must include a license-specific portfolio. When applicable, the application must also include:

(1) a pedagogy portfolio if the applicant has not completed a state-approved teacher preparation program or been recommended for licensure via portfolio for an initial Tier 3 or Tier 4 license;

(2) a core skills in special education portfolio if the applicant is seeking to add a licensure field in special education to an existing Tier 3 or Tier 4 license and the applicant has not completed a state-approved teacher preparation program or been recommended for licensure via portfolio for an initial license in a special education licensure field; and

(3) a core skills in career and technical education portfolio if the applicant is seeking to add a licensure field in career and technical education to an existing Tier 3 or Tier 4 license and the applicant has not completed a state-approved teacher preparation program or been recommended for licensure via portfolio for an initial Tier 3 or Tier 4 license in a career and technical education licensure field.

Subp. 9. Eligibility for portfolio process.

A. To be eligible to initiate the licensure via portfolio process to pursue an initial Tier 3 license, the applicant must have:

(1) one year of experience as the teacher of record in the licensure area sought and completed a yearlong mentorship program; or

(2) two years of experience as a teacher of record in the licensure area sought.

B. To be eligible to initiate the licensure via portfolio process to add a licensure field or expand the scope of a license, the applicant must have an existing Tier 3 or Tier 4 license. [Renumbered from subpart 1a]

Subp. 10. Portfolio review process.

A. An applicant must submit an eligibility form to the board at least 30 days before submitting an application. An

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eligibility form, published on the board website, is used to determine whether the individual is otherwise eligible for licensure without the licensure via portfolio pathway and meets the minimum requirements for the portfolio process.

B. The application must be prepared according to published guidelines and submitted between 30 days and one year after the eligibility form is received by the board. Published guidelines are listed on the board website and adhere to the licensure via portfolio process under part 8710.0330.

C. The applicant must initiate the application process by submitting one or more portfolios aligned to published guidelines.

D. A portfolio must be reviewed by two reviewers who meet board-adopted qualifications within 90 days of receiving a complete application and required fees.

E. If the reviewers under item D do not recommend an applicant for licensure, the reviewers must provide specific information to the applicant on how to successfully demonstrate meeting any standard that was determined not met.

F. If the applicant submits the revised portfolio within two years from the date that the portfolio was not approved, one reviewer must review the revised portfolio and recommend it for approval or disapproval, applying the standards in effect on the date of the original submission. The approval or disapproval must occur within 60 days after receiving the revised submission. If the applicant resubmits a revised portfolio after two years from the date that the portfolio was not approved, the portfolio must be reviewed in full according to item D, applying the standards in effect on the date of the resubmission.

Subp. 11. **Demonstrating standards.** An applicant must use evidence to demonstrate applicable standards. Examples of evidence include:

A. a transcript, a syllabi of college coursework, or both a transcript and syllabi;

B. subject-specific, high-quality professional development according to the federal Every Student Succeeds Act;

C. professional contributions to the field, including presentations given to local and national education organizations, minutes of attendance in education-related task forces or state or national committees, articles published by local or national education publications, or other activities that demonstrate the applicant has met the standards of effective practice and content requirements;

D. letters of recommendation illustrating relevant work experience aligned to the licensure area sought;

E. classroom performance as determined by student growth on criterion-referenced assessments;

F. a teacher performance evaluation completed by a supervisor or mentor;

G. teacher performance assessment scores;

H. unedited video recordings of classroom instruction; or

I. observation and evaluation feedback through mentorship, teacher evaluation, student teaching, or other supervised classroom teaching experiences.

Subp. 12. **Substitutions.**

A. An applicant may fulfill certain requirements of subparts 8 and 10 according to the substitutions allowed under items B to G. Standards met through substitutions are not required to be reviewed under subpart 10. If all standards within a particular portfolio are met through substitutions, the portfolio is not required to be reviewed under subpart 10.

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B. In lieu of a pedagogy portfolio, an applicant may submit evidence of a passing score on a board-adopted teacher performance assessment as authorized under parts 8705.1010, 8705.2100, and 8705.2200.

C. In lieu of a license-specific portfolio aligned to a career and technical education licensure field, an applicant may submit evidence of one of the following:

(1) five years of relevant work experience aligned to the licensure field sought;

(2) an associate's degree aligned to the licensure field sought; or

(3) a professional certification, issued by an approved certifying organization under chapter 8705, aligned to the licensure field sought.

D. In lieu of a core skills in career and technical education portfolio, an applicant may submit evidence of meeting content and methods standards in part 8710.8000 through demonstrating standards at a board-approved career and technical education teacher preparation program under chapter 8705.

E. An applicant may submit evidence of a major received from a regionally accredited college or university aligned to the licensure field sought in lieu of the content standards in a license-specific portfolio.

F. An applicant may submit evidence of a professional license held in a correlating licensure field in lieu of the content and methods standards in a license-specific portfolio.

G. Standards met through learning opportunities and assessments at a board-approved teacher preparation program under chapter 8705 do not require review, except for those standards that are identified by the teacher preparation provider as "Not Met" or where the grade received in the course does not meet board-adopted criteria under chapter 8705.

8710.0500 EXAMINATIONS FOR TEACHER LICENSES.

[For text of subparts 1 to 4, see Minnesota Rules]

Subp. 5. **Licensure recommendation.** In recommending candidates for licensure, ~~Minnesota colleges and universities~~ an approved provider selected under subpart 2 shall attest that license requirements have been met; ~~including successful completion of all examinations required under this part.~~

[For text of subparts 6 to 13, see Minnesota Rules]

8710.2100 CODE OF ETHICS FOR MINNESOTA TEACHERS.

[For text of subparts 1 and 2, see Minnesota Rules]

Subp. 3. ~~Statutory Enforcement of code: complaints, investigation, and hearing.~~

~~A. The Enforcement of the provisions of the code of ethics for Minnesota teachers shall~~ must be in accord with Minnesota Statutes, section 214.10.

~~"Minnesota Statutes, section 214.10, complaints; investigation and hearing."~~

~~Subd. 1. Receipt of complaint. The executive secretary of a board, a board member or any other person who performs services for the board who receives a complaint or other communication, whether oral or written, which complaint or communication alleges or implies a violation of a statute or rule which the board is empowered to enforce, shall promptly forward the substance of the communication on a form prepared by the attorney general to the designee of the attorney general responsible for providing legal services to the board. Before proceeding further with the communication, the designee of the attorney general may require the complaining party to state the complaint in writing on a form prepared by the attorney general. Complaints which relate to matters within the jurisdiction of another governmental agency shall be forwarded to that agency by the executive secretary. An officer of that agency shall advise the executive~~

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secretary of the disposition of that complaint. A complaint received by another agency which relates to a statute or rule which a licensing board is empowered to enforce shall be forwarded to the executive secretary of the board to be processed in accordance with this section.

Subd. 2. Investigation and hearing. The designee of the attorney general providing legal services to a board shall evaluate the communications forwarded by the board or its members or staff. If the communication alleges a violation of statute or rule which the board is to enforce, the designee is empowered to investigate the facts alleged in the communication. In the process of evaluation and investigation, the designee shall consult with or seek the assistance of the executive secretary or, if the board determines, a member of the board who has been designated by the board to assist the designee. The designee may also consult with or seek the assistance of any other qualified persons who are not members of the board who the designee believes will materially aid in the process of evaluation or investigation. The executive secretary or the consulted board member may attempt to correct improper activities and redress grievances through education, conference, conciliation, and persuasion, and in these attempts may be assisted by the designee of the attorney general. If the attempts at correction or redress do not produce satisfactory results in the opinion of the executive secretary or the consulted board member, or if after investigation the designee providing legal services to the board, the executive secretary or the consulted board member believes that the communication and the investigation suggest illegal or unauthorized activities warranting board action, the designee shall inform the executive secretary of the board who shall schedule a disciplinary hearing in accordance with Minnesota Statutes, chapter 14. Before the holding of a disciplinary hearing may be directed, the designee or executive secretary shall have considered the recommendations of the consulted board member. Before scheduling a disciplinary hearing, the executive secretary must have received a verified written complaint from the complaining party. A board member who was consulted during the course of an investigation may participate at the hearing but may not vote on any matter pertaining to the case. The executive secretary of the board shall promptly inform the complaining party of the final disposition of the complaint. Nothing in this section shall preclude the board from scheduling, on its own motion, a disciplinary hearing based upon the findings or report of the board's executive secretary, a board member or the designee of the attorney general assigned to the board. Nothing in this section shall preclude a member of the board or its executive secretary from initiating a complaint.

Subd. 3. Discovery; subpoenas. In all matters pending before it relating to its lawful regulation activities, a board may issue subpoenas and compel the attendance of witnesses and the production of all necessary papers, books, records, documents, and other evidentiary material. Any person failing or refusing to appear or testify regarding any matter about which the person may be lawfully questioned or produce any papers, books, records, documents, or other evidentiary materials in the matter to be heard, after having been required by order to the board or by a subpoena of the board to do so may, upon application to the district court in any district, be ordered to comply therewith. The chair of the board acting on behalf of the board may issue subpoenas and any board member may administer oaths to witnesses, or take their affirmation. Depositions may be taken within or without the state in the manner provided by law for the taking of depositions in civil actions. A subpoena or other process or paper may be served upon any person named therein, anywhere within the state by any officer authorized to serve subpoenas or other process or paper in civil actions, with the same fees and mileage and in the same manner as prescribed by law for service of process issued out of the district court of this state. Fees and mileage and other costs shall be paid as the board directs."

[For text of subpart 4, see Minnesota Rules]

Subp. 5. **Enforcement procedures.** The Professional Educator Licensing and Standards Board may impose one or more of the following penalties when it has found a violation of the code of ethics. These actions shall be taken only after all previous efforts at remediation have been exhausted.

[For text of item A, see Minnesota Rules]

B. A letter of censure from the board may be sent to the person determined to be in violation of the standards of the code of ethics. A copy of the letter shall be filed with the board. Such letters shall be kept on file for a period of time not to exceed one calendar year.

[For text of items C to E, see Minnesota Rules]

8710.3000 TEACHERS OF EARLY CHILDHOOD EDUCATION.

[For text of subpart 1, see Minnesota Rules]

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Subp. 2. **Licensure requirements.** ~~A candidate for licensure in~~ An applicant seeking a license to teach early childhood education for teaching young children from birth through age eight shall: must meet the requirements in parts 8710.0311 to 8710.0314 and Minnesota Statutes, sections 122A.181 to 122A.184.

~~A. hold a baccalaureate degree from a college or university that is accredited by the regional association for the accreditation of colleges and secondary schools;~~

~~B. demonstrate the standards for effective practice for licensing of beginning teachers in part 8710.2000; and~~

~~C. show verification of completing a Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to the licensure of teachers of early childhood education in subpart 3.~~

Subp. 2a. **Initial licensure program.** A candidate completing a board-approved initial licensure program for early childhood education must demonstrate the content standards set forth in subpart 6 and the standards for effective practice in part 8710.2000.

Subp. 2b. **Additional licensure program.** A candidate completing a board-approved additional licensure program for early childhood education must demonstrate the content standards set forth in subpart 6. The candidate must also demonstrate the standards for effective practice in part 8710.2000 if the candidate has not completed a state-approved teacher preparation program or been recommended for licensure via portfolio for an initial Tier 3 or Tier 4 license.

Subp. 2c. **Licensure via portfolio.** An applicant seeking an initial license via portfolio pursuant to part 8710.0330 must submit a content portfolio aligned to the standards set forth in subpart 6 and a pedagogy portfolio aligned to the standards for effective practice in part 8710.2000.

Subp. 3. [See repealer.]

Subp. 3a. [See repealer.]

[For text of subparts 4 and 5, see Minnesota Rules]

Subp. 6. **Subject matter standards.** A teacher of early childhood education must demonstrate the knowledge and skills in items A to E.

A. Child development and learning in context. The teacher must:

(1) understand the developmental period of early childhood from birth through age eight across cognitive, language, social, emotional, physical, and creative developmental domains, including bilingual and multilingual development;

(2) understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning and with the capacity to make choices;

(3) understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities;

(4) use knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural context, which is known as multidimensional knowledge, to make evidence-based decisions that support each child;

(5) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children;

(6) understand and use teaching skills that are responsive to the learning trajectories of young children and to

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the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children; and

(7) use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

B. Knowledge, application, and integration of academic content in the early childhood curriculum. The teacher must:

(1) understand content knowledge, which is the central concepts, methods and tools of inquiry, and structure, and resources for the academic disciplines in an early childhood curriculum;

(2) understand pedagogical content knowledge, which is how young children learn in each discipline, and how to use the teacher's knowledge and practices to support young children's learning in each content area;

(3) modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge; and

(4) meet the statutory requirements regarding evidence-based practices in reading, consistent with Minnesota Statutes, sections 120B.1117 to 120B.124, and as required by Minnesota Statutes, section 122A.092, subdivision 5, and part 8710.3200, subpart 3, items C to F.

C. Family-teacher partnerships and community connections. The teacher must:

(1) know about, understand, and value the diversity of families;

(2) collaborate as a partner with families in young children's development and learning through respectful, reciprocal relationships and engagement; and

(3) use community resources to support young children's learning and development and to support families and build partnerships between early learning settings, schools, and community organizations and agencies.

D. Child observation, documentation, and assessment. The teacher must:

(1) understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings;

(2) know a wide range of types of assessments and each assessment's purpose and associated methods and tools;

(3) use screening and assessment tools in ways that are ethically grounded, ability appropriate, and developmentally, culturally, and linguistically appropriate to document developmental progress and to promote positive outcomes for each child; and

(4) build assessment partnerships with families and professional colleagues.

E. Professionalism as an early childhood educator. The teacher must:

(1) identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession;

(2) know about and uphold ethical and other early childhood professional guidelines;

(3) use professional communication skills, including technology-mediated strategies, to effectively support

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young children's learning and development and to work with families and colleagues;

(4) engage in continuous, collaborative learning to inform practice; and

(5) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as a member of the early childhood profession.

Subp. 7. **Placements for candidates completing an initial licensure program.** Across the combination of student teaching and other field experiences, a candidate completing an initial licensure program must have experiences demonstrating the knowledge and skills under subpart 6 at the following three levels within a range of educational programming models: infant or toddler, preschool, and kindergarten through grade 3.

Subp. 8. **Placements for candidates completing an additional licensure program.** A candidate completing an additional licensure program must have experiences teaching early childhood education at all three levels: infant or toddler, preschool, and kindergarten through grade 3. The candidate must complete a practicum teaching early childhood education in at least one of the levels: infant or toddler, preschool, or kindergarten through grade 3.

Subp. 9. **Cooperating teacher requirements for placements in nonpublic schools working at the infant or toddler and preprimary levels.** If a candidate has a clinical experience placement in a nonpublic school, the unit must collaborate with each school partner to ensure alignment with part 8705.1010, subpart 3, item B, or ensure the following requirements are met:

A. the cooperating teacher must have a minimum of 3 years of teaching experience at the age level that the placement occurs (infant, toddler, preprimary);

B. the cooperating teacher must have the endorsement of the site director to host a preservice teacher;

C. the cooperating teacher must have one or more of the following:

(1) an undergraduate degree or certificate or graduate degree in Early Childhood Education, Elementary Education, or Child Development;

(2) a prior or current teaching license in kindergarten through grade 6 education, kindergarten through grade 6 with a preprimary endorsement, or birth through grade 3; or

(3) previous experience hosting preservice teachers with documented success from university supervisor feedback;

D. the cooperating teacher must have documented completion of professional development within the last five years specific to teaching at the requested level; and

E. the cooperating teacher must work closely with the university supervisor and course instructors to provide guidance for the teacher candidate each week with formal observations or informal check-ins for student teaching placements.

8710.3350 PREPRIMARY ENDORSEMENT LICENSE.

[For text of subparts 1 and 2, see Minnesota Rules]

Subp. 3. **Subject matter standards.** A teacher of preprimary education valid for teaching preprimary students age three through prekindergarten must meet the standards in part 8710.3000, subpart 3, ~~items A (preprimary only), C, J, K, L, and M (preprimary only)~~ 6.

[For text of subparts 4 and 5, see Minnesota Rules]

8710.4100 TEACHERS OF AMERICAN INDIAN LANGUAGE, HISTORY, AND CULTURE.

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[For text of subparts 1 and 2, see Minnesota Rules]

Subp. 3. **License requirements for a Tier 3 license.** An applicant for a Tier 3 license to teach American Indian language, history, and culture shall submit an application that:

- A. specifies the American Indian language or history and culture to be taught; and
 - ~~B. demonstrates that one of the following qualifications is met:~~
 - ~~(1) the applicant possesses competence in the American Indian language for which licensure is requested;~~
 - ~~(2) the applicant possesses unique qualifications relative to or knowledge and understanding of the American Indian history and culture for which licensure is requested;~~
 - ~~(3) the applicant holds a bachelor's degree or academic degree approved by the board;~~
 - ~~(4) the applicant completed a course of study approved by the board;~~
 - ~~(5) the applicant holds a professional license in another state aligned to the license sought, the license is in good standing, and the applicant has two years of teaching experience; or~~
 - ~~(6) the applicant has completed a state-approved teacher preparation program aligned to the license sought;~~
- ~~C. B.~~ includes a certified copy of a resolution or letter that:
- (1) is prepared by the Tribal government governing the tribe or community speaking the language or representing the history and culture for which licensure is requested; and
 - (2) attests to the applicant's competence in an American Indian language or the knowledge and understanding of an American Indian history and culture.

In lieu of a certified copy of a resolution or letter, the applicant may submit an affidavit attesting to the applicant's competence in an American Indian language or the knowledge and understanding of an American Indian history or culture. The Professional Educator Licensing and Standards Board, in consultation with the Tribal National Education Committee, must evaluate the applicant's eligibility for a Tier 3 license.

[For text of subparts 3a to 6, see Minnesota Rules]

8710.4810 TEACHERS OF ETHNIC STUDIES.

Subpart 1. **Scope of practice.** A teacher of ethnic studies is authorized to provide to students in grades 5 through 12 instruction in the interdisciplinary study of race, ethnicity, and Indigeneity.

Subp. 2. **Licensure requirements.** An applicant seeking a license to teach ethnic studies must meet the requirements for a license pursuant to parts 8710.0311 to 8710.0314 and Minnesota Statutes, sections 122A.181 to 122A.184.

Subp. 3. **Initial licensure program.** A candidate completing a board-approved initial licensure program for ethnic studies must demonstrate the content standards set forth in subpart 6 and the standards for effective practice in part 8710.2000.

Subp. 4. **Additional licensure program.** A candidate completing a board-approved additional licensure program for ethnic studies must demonstrate the content standards set forth in subpart 6. The candidate must also demonstrate the standards for effective practice in part 8710.2000 if the candidate has not completed a state-approved teacher preparation

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program or been recommended for licensure via portfolio for an initial Tier 3 or Tier 4 license.

Subp. 5. **Licensure via portfolio.** An applicant seeking an initial license via portfolio pursuant to part 8710.0330 must submit a content portfolio aligned to the standards set forth in subpart 6 and a pedagogy portfolio aligned to the standards for effective practice in part 8710.2000.

Subp. 6. **Subject matter standards.** A candidate for licensure as a teacher of ethnic studies must demonstrate the knowledge and skills in items A to D.

A. Content knowledge. The teacher must:

(1) analyze social and human relationships with the natural world through Indigenous, precolonial, decolonial, and postcolonial lenses;

(2) understand how Indigeneity, race, gender, and other markers of identity are constructed and how these structures are maintained through power and language;

(3) understand the construction of Tribal sovereignty and federal nation-to-nation status of American Indian Nations. Examples of this include but are not limited to:

(a) the relationships of land to sovereign Tribal Nations and political status;

(b) the history and existence of Indian education programs across Minnesota;

(c) the existence and importance of Dakota and Anishinaabe sacred sites across Minnesota;

(d) how to compare and contrast the political status differences among types of Tribal homelands and among different groups, including Tribal citizens, United States citizens, state citizens, dual citizens, federally recognized Tribal members, immigrants, and refugees and the relationships among these groups;

(e) the long-term impacts and implications of treaties today with Tribal Nations, especially for Dakota and Anishinaabe Nations and their sovereignty; and

(f) the construction of race and Indigeneity (including complicating ideas such as blood quantum, Mestizaje, AfroLatinidad, and lineage) and an examination of how geography and politics mediate these constructions;

(4) understand how counternarratives serve to deconstruct dominant narratives that reproduce the status quo, power, and oppression, including:

(a) counternarratives of resistance and activism within communities that have historically faced oppression;

(b) the importance of countering the prevalence of dominant narratives regarding the helplessness of the colonized, enslaved, and disenfranchised, including how those narratives can be dispelled; and

(c) that colonization is a dynamic process that requires the involvement of people within colonized groups and is not simply an event resulting in one group having continuous and supreme power over another;

(5) understand the multidimensional aspects of identity construction, including:

(a) how identity is constructed by systems of power and people in positions of privilege;

(b) how marginalized communities have redefined and reclaimed their own identities;

(c) how identities intersect with and can shift across different socio-geo-political contexts;

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- (d) how personal family histories, communities, and cultural backgrounds impact identity; and
 - (e) how community cultural wealth has the potential to uplift and empower Black and Indigenous individuals and other people of color;
 - (6) understand and apply critical frameworks to analyze how historical structures of power and domination impact intersectional historical and contemporary inequalities at individual and societal levels, such as:
 - (a) historical and ongoing social constructions of race and white supremacy;
 - (b) how power is defined and created and how it affects Black and Indigenous communities and other communities of color;
 - (c) the history of slavery, settler-colonialism, genocide, neocolonialism, imperialism, and capitalism;
 - (d) intersectional identities and the interlocking nature of power and oppression;
 - (e) ideological, institutional, interpersonal, and internalized forms of oppression; and
 - (f) the historical relationship between educational debt among low-income children, Black and Indigenous children, and other children of color and the erasure of ethnic studies in Minnesota;
 - (7) understand and apply critical frameworks to analyze histories of collective liberation, resistance, and social transformation; and
 - (8) understand the history and plurality of the disciplines and pedagogies of ethnic studies, including:
 - (a) the history of the development of the modern ethnic studies movement through the solidarity of the four groups that built the Third World Liberation Front: African Americans, Asian Americans, American Indians, and Latin Americans; and
 - (b) the difference between ethnic studies and multiculturalism, diversity, equity, and inclusion.
- B. Pedagogical practices and learning environment. The teacher must:
 - (1) understand the broad scope of the ethnic studies strand and be able to develop lessons and units that help students build toward broader ethnic studies expertise;
 - (2) draw on community cultural wealth as a framework for asset-based teaching. Examples of cultural capital and wealth include but are not limited to social navigation skills, language, aspiration, resistance, and family;
 - (3) understand how to be intentional to avoid causing harm. Examples of this include but are not limited to recognizing trauma-informed pedagogies and that students carry their lives into the classroom with them; avoiding retraumatizing students through images, words, texts, and behaviors that perpetuate historical oppression; and facilitating classrooms where children have agency, discuss emotions, and ask questions;
 - (4) understand how assessment shapes student experiences and learning, including:
 - (a) how to design assessments that have relevance to students' lives and communities and facilitate the development of student agency in their communities; and
 - (b) how to support whole-child evaluation or hold schools accountable to colonial structures in educational settings;

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(5) understand and identify power dynamics impacting student learning in education systems and within a classroom setting;

(6) understand how to co-create learning spaces with students;

(7) engage in student-centered and community-centered learning practices; and

(8) embed interdisciplinary methods of teaching and content, including:

(a) collaborating with other experts in multiple disciplines;

(b) exploring content spanning the arts, literature, history, science, and other subject areas;

(c) inviting community experts to interact with students; and

(d) actively drawing on students' knowledge and positioning students as knowledge producers.

C. Community relationships. The teacher must:

(1) understand the interconnectedness of learning that occurs in and outside the classroom, including:

(a) the importance of inviting multiple perspectives into the classroom and how to engage with elders and other community members;

(b) that the arts and artists are a key part of ethnic studies;

(c) the importance of relationships between families, youth, and elders;

(d) how to provide opportunities to engage and learn in the community;

(e) educators' role as facilitators in nurturing community relations; and

(f) skills central to community organizing and relationship building;

(2) understand how to engage the local community;

(3) create learning opportunities in which families, neighborhoods, lands, and places become central sites for ethnic studies. Examples of this include but are not limited to:

(a) the roles of informal and formal education outside of the classroom (community organizations, religious and spiritual spaces, and family education);

(b) heritage and ancestral knowledges are passed down through oral histories and stories that are part of family culture; and

(c) kinship networks (how families are constructed) vary across communities, such as the Indigenous concept of "all my relatives" which represents an awareness of the interconnectedness of all life and the relationship to everything in creation; and

(4) be able to research the histories of local Black and Indigenous communities and other communities of color and integrate local history into the curriculum, including:

(a) how community is defined and how communities define themselves;

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(b) the history of solidarity movements within local community-based organizations and institutions advocating for social change;

(c) the history and current realities of the school's surrounding neighborhoods; and

(d) the history of segregation, gentrification, exploitation, and racialization of Black and Indigenous communities and other communities of color.

D. Supporting reading instruction. A teacher of ethnic studies must understand the content and methods for teaching reading, including:

(1) knowledge of reading processes and instruction, including:

(a) orthographic knowledge and morphological relationships within words;

(b) the relationship between word recognition and vocabulary knowledge, fluency, and comprehension in understanding text and content materials;

(c) the importance of direct and indirect vocabulary instruction that leads to enhanced general and domain-specific word knowledge;

(d) the relationships between and among comprehension processes related to print processing abilities, motivation, reader's interest, background knowledge, cognitive abilities, knowledge of academic discourse, and print and digital text; and

(e) the development of academic language and its impact on learning and school success; and

(2) the ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:

(a) the appropriate applications of a variety of instructional frameworks that are effective in meeting the needs of readers of varying proficiency levels and linguistic backgrounds in secondary settings;

(b) the ability to scaffold instruction for students who experience comprehension difficulties;

(c) selection and implementation of a wide variety of before, during, and after reading comprehension strategies that develop reading and metacognitive abilities;

(d) the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific content words;

(e) the ability to develop critical literacy skills by encouraging students to question texts and analyze texts from multiple viewpoints or perspectives;

(f) the ability to identify instructional practices, approaches, and methods and match materials, print and digital, to the cognitive levels of all readers, guided by evidence-based rationale to support the developmental, cultural, and linguistic differences of readers;

(g) the appropriate applications of a wide variety of instructional frameworks that are effective in meeting the needs of readers in secondary school settings across developmental levels, proficiency, and linguistic backgrounds; and

(h) the ability to plan instruction and select strategies that help students read and understand social studies

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texts and spur student interest in more complex reading materials, including the ability to help students:

- i. recognize fact and opinion and the words that signal opinions and judgments;
- ii. distinguish between primary and secondary sources, for example, historical records versus textbooks;
- iii. think critically, for example, drawing inferences or conclusions from facts, analyzing author's purpose and point of view, discerning cause and effect relationships, detecting bias, and evaluating evidence;
- iv. use and interpret maps, globes, and other nonlinguistic or graphic tools such as timelines, photographs, charts, statistical tables, digital tools, and political cartoons; and
- v. use other text features such as glossaries, indexes, detailed databases about countries, and appendices of documents or maps.

Subp. 7. **Placements for candidates completing an initial licensure program.** Across the combination of student teaching and other field experiences, candidates completing an initial licensure program must have experiences teaching ethnic studies at two levels: middle level (grades 5 through 8) and high school level (grades 9 through 12).

Subp. 8. **Placements for candidates completing an additional licensure program.** A candidate completing an additional licensure program must have experiences teaching at two levels: middle level (grades 5 through 8) and high school level (grades 9 through 12). The candidate must complete a practicum teaching ethnic studies in at least one of the levels: middle level or high school level.

8710.4815 ETHNIC STUDIES ENDORSEMENT LICENSE FOR TEACHERS OF SOCIAL STUDIES.

Subpart 1. **Scope of practice.** A teacher of ethnic studies is authorized to provide to students in grades 5 through 12 instruction in the interdisciplinary study of race, ethnicity, and Indigeneity.

Subp. 2. **Endorsement requirements.** A candidate for endorsement in ethnic studies must hold or apply and qualify for a license to teach social studies under part 8710.4800. A candidate must also demonstrate the standards for effective practice in part 8710.2000 if the candidate has not completed a state-approved teacher preparation program or been recommended for licensure via portfolio for an initial Tier 3 or Tier 4 license.

Subp. 3. **Endorsement program.** A candidate completing a board-approved endorsement program for ethnic studies must demonstrate the content standards set forth in subpart 4.

Subp. 4. **Subject matter standards.** A candidate for endorsement as a teacher of ethnic studies must demonstrate the knowledge and skills in items A to C.

A. **Content knowledge.** The teacher must:

(1) analyze social and human relationships with the natural world through Indigenous, precolonial, decolonial, and postcolonial lenses;

(2) understand how Indigeneity, race, gender, and other markers of identity are constructed and how these structures are maintained through power and language;

(3) understand the construction of Tribal sovereignty and federal nation-to-nation status of American Indian Nations. Examples of this include but are not limited to:

(a) the relationships of land to sovereign Tribal Nations and political status;

(b) the history and existence of Indian education programs across Minnesota;

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- (c) the existence and importance of Dakota and Anishinaabe sacred sites across Minnesota;
 - (d) how to compare and contrast the political status differences among types of Tribal homelands and among different groups, including Tribal citizens, United States citizens, state citizens, dual citizens, federally recognized Tribal members, immigrants, and refugees and the relationships among these groups;
 - (e) the long-term impacts and implications of treaties today with Tribal Nations, especially for Dakota and Anishinaabe Nations and their sovereignty; and
 - (f) the construction of race and Indigeneity (including complicating ideas such as blood quantum, Mestizaje, AfroLatinidad, and lineage) and an examination of how geography and politics mediate these constructions;
- (4) understand how counternarratives serve to deconstruct dominant narratives that reproduce the status quo, power, and oppression, including:
 - (a) counternarratives of resistance and activism within communities that have historically faced oppression;
 - (b) the importance of countering the prevalence of dominant narratives regarding the helplessness of the colonized, enslaved, and disenfranchised, including how those narratives can be dispelled; and
 - (c) that colonization is a dynamic process that requires the involvement of people within colonized groups and is not simply an event resulting in one group having continuous and supreme power over another;
- (5) understand the multidimensional aspects of identity construction, including:
 - (a) how identity is constructed by systems of power and people in positions of privilege;
 - (b) how marginalized communities have redefined and reclaimed their own identities;
 - (c) how identities intersect with and can shift across different sociopolitical and geopolitical contexts;
 - (d) how personal family histories, communities, and cultural backgrounds impact identity; and
 - (e) how community cultural wealth has the potential to uplift and empower Black and Indigenous individuals and other people of color;
- (6) understand and apply critical frameworks to analyze how historical structures of power and domination impact intersectional historical and contemporary inequalities at individual and societal levels, such as:
 - (a) historical and ongoing social constructions of race and white supremacy;
 - (b) how power is defined and created and how it affects Black and Indigenous communities and other communities of color;
 - (c) the history of slavery, settler-colonialism, genocide, neocolonialism, imperialism, and capitalism;
 - (d) intersectional identities and the interlocking nature of power and oppression;
 - (e) ideological, institutional, interpersonal, and internalized forms of oppression; and
 - (f) the historical relationship between educational debt among low-income children, Black and Indigenous children, and other children of color and the erasure of ethnic studies in Minnesota;

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(7) understand and apply critical frameworks to analyze histories of collective liberation, resistance, and social transformation; and

(8) understand the history and plurality of the disciplines and pedagogies of ethnic studies, including:

(a) the history of the development of the modern ethnic studies movement through the solidarity of the four groups that built the Third World Liberation Front: African Americans, Asian Americans, American Indians, and Latin Americans; and

(b) the difference between ethnic studies and multiculturalism, diversity, equity, and inclusion.

B. Pedagogical practices and learning environment. The teacher must:

(1) understand the broad scope of the ethnic studies strand and be able to develop lessons and units that help students build toward broader ethnic studies expertise;

(2) draw on community cultural wealth as a framework for asset-based teaching. Examples of cultural capital and wealth include but are not limited to social navigation skills, language, aspiration, resistance, and family;

(3) understand how to be intentional to avoid causing harm. Examples of this include but are not limited to recognizing trauma-informed pedagogies and that students carry their lives into the classroom with them; avoiding retraumatizing students through images, words, texts, and behaviors that perpetuate historical oppression; and facilitating classrooms where children have agency, discuss emotions, and ask questions;

(4) understand and identify power dynamics impacting student learning in education systems and within a classroom setting;

(5) understand how to co-create learning spaces with students;

(6) engage in student-centered and community-centered learning practices; and

(7) embed interdisciplinary methods of teaching and content, including:

(a) collaborating with other experts in multiple disciplines;

(b) exploring content spanning the arts, literature, history, science, and other subject areas;

(c) inviting community experts to interact with students; and

(d) actively drawing on students' knowledge and positioning students as knowledge producers.

C. Community relationships. The teacher must:

(1) understand the interconnectedness of learning that occurs in and outside the classroom, including:

(a) the importance of inviting multiple perspectives into the classroom and how to engage with elders and other community members;

(b) that the arts and artists are a key part of ethnic studies;

(c) the importance of relationships between families, youth, and elders;

(d) how to provide opportunities to engage and learn in the community;

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- (e) educators' role as facilitators in nurturing community relations; and
 - (f) skills central to community organizing and relationship building;
- (2) understand how to engage the local community;
- (3) create learning opportunities in which families, neighborhoods, lands, and places become central sites for ethnic studies. Examples of this include but are not limited to:
 - (a) the roles of informal and formal education outside of the classroom (community organizations, religious and spiritual spaces, and family education);
 - (b) heritage and ancestral knowledges are passed down through oral histories and stories that are part of family culture; and
 - (c) kinship networks (how families are constructed) vary across communities, such as the Indigenous concept of "all my relatives" which represents an awareness of the interconnectedness of all life and the relationship to everything in creation; and
- (4) be able to research the histories of local Black and Indigenous communities and other communities of color and integrate local history into the curriculum, including:
 - (a) how community is defined and how communities define themselves;
 - (b) the history of solidarity movements within local community-based organizations and institutions advocating for social change;
 - (c) the history and current realities of the school's surrounding neighborhoods; and
 - (d) the history of segregation, gentrification, exploitation, and racialization of Black and Indigenous communities and other communities of color.

Subp. 5. **Placements for candidates completing a program.** The candidate must complete a practicum teaching students in at least one of the two levels: middle level (grades 5 through 8), or high school level (grades 9 through 12).

8710.4875 TEACHERS OF COMPUTER SCIENCE.

Subpart 1. **Scope of practice.** A teacher of computer science is authorized to provide to students in grades 5 through 12 instruction that is designed to teach students how to think computationally, create new technologies, use and create software, and understand how computers process information. A teacher of computer science is also authorized to provide student instruction for exploring the foundational concepts of algorithms, computational thinking, problem-solving, creativity, logical thinking, and preparing for the digital world.

Subp. 2. **Licensure requirements.** An applicant seeking a license to teach computer science must meet the requirements for a license pursuant to parts 8710.0311 to 8710.0314 and Minnesota Statutes, sections 122A.181 to 122A.184.

Subp. 3. **Initial licensure program.** A candidate completing a board-approved initial licensure program for computer science must demonstrate the content standards set forth in subpart 6 and the standards for effective practice in part 8710.2000.

Subp. 4. **Additional licensure program.** A candidate completing a board-approved additional licensure program for computer science must demonstrate the content standards set forth in subpart 6. The candidate must also demonstrate the standards for effective practice in part 8710.2000 if the candidate has not completed a state-approved teacher preparation

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program or been recommended for licensure via portfolio for an initial Tier 3 or Tier 4 license.

Subp. 5. **Licensure via portfolio.** An applicant seeking an initial license via portfolio pursuant to part 8710.0330 must submit a content portfolio aligned to the standards set forth in subpart 6 and a pedagogy portfolio aligned to the standards for effective practice in part 8710.2000.

Subp. 6. **Subject matter standards.** A candidate for licensure as a teacher of computer science must demonstrate the knowledge and skills in items A to F.

A. **Computer science knowledge and skills.** Computer science teachers must demonstrate and continuously develop thorough knowledge of computer science content. They must demonstrate proficiency with the computer science concepts of the grade bands they teach and must integrate these concepts with computer science practices, including computational thinking. They must also understand the progression of content before and after the grade bands they teach. A computer science teacher must:

(1) apply computer science and computational thinking practices in flexible and appropriate ways. Practices include:

(a) fostering an inclusive computing culture around computing;

(b) communicating about computing;

(c) recognizing and defining computational problems;

(d) developing and using abstractions;

(e) creating computational artifacts; and

(f) testing and refining computational artifacts;

(2) apply knowledge of how hardware and software function to input, process, store, and output information within computing systems by analyzing interactions, designing projects, and troubleshooting problems;

(3) model how computing devices connect via networks and the Internet to facilitate communication and explain tradeoffs between usability and security;

(4) collect, store, transform, and analyze digital data to better understand the world and make more accurate predictions;

(5) design, implement, debug, and review programs in an iterative process using appropriate computer science tools and technologies; interpret algorithms; and explain tradeoffs associated with different algorithms; and

(6) analyze how people influence computing through their behaviors, cultural norms, and social interactions, as well as how computing impacts society in both positive and negative ways.

B. **Equity and inclusion.** Computer science teachers must proactively advocate for equity and inclusion in the computer science classroom. They must work toward an intentional, equity-focused vision to improve access, engagement, and achievement for all of their computer science students. A computer science teacher must:

(1) examine how structural barriers and social and psychological factors contribute to inequitable access, engagement, and achievement in computer science among marginalized groups and reflect on how issues of equity manifest in their own computer science teaching context;

(2) develop purposeful strategies to proactively challenge unconscious bias and minimize stereotype threats in

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computer science;

(3) incorporate diverse perspectives and experiences of individuals from marginalized groups in curricular materials and instruction;

(4) create and implement a plan to improve access, engagement, and full participation in computer science using classroom data to inform decision-making; and

(5) evaluate tools and curricula and leverage resources to improve accessibility for all students.

C. Instructional design. Computer science teachers must design learning experiences that engage students in problem solving and creative expression through computer science, using pedagogical content knowledge. They must plan to meet the varied learning, cultural, linguistic, and motivational needs of individual students to build student self-efficacy and capacity in computer science. A computer science teacher must:

(1) analyze computer science curricula for implementation in the classroom in terms of computer science standards alignment, accuracy, completeness of content, cultural relevance, and accessibility;

(2) design and adapt learning experiences that align to comprehensive grades 5 through 12 computer science standards;

(3) use universal design for learning, culturally relevant pedagogy, and other techniques to support all students in successfully accessing and engaging with content;

(4) design learning experiences that make connections to other disciplines and real-world contexts;

(5) plan opportunities for students to create and share open-ended and personally meaningful projects;

(6) plan activities that use evidence-based, computer science-specific teaching strategies to develop students' conceptual understanding and proactively address student misconceptions in computer science; and

(7) develop multiple forms and modalities of assessment to provide feedback and support and use resulting data for instructional decision-making and differentiation.

D. Classroom practice. Computer science teachers must be responsive classroom practitioners who implement evidence-based pedagogy to facilitate meaningful experiences and produce empowered learners of computer science. A computer science teacher must:

(1) use inquiry-based learning to enhance student understanding of computer science content;

(2) cultivate a positive classroom climate that values and amplifies varied perspectives, abilities, approaches, and solutions;

(3) promote student self-efficacy by facilitating student creativity, choice in product and process, and self-directed learning;

(4) provide structured opportunities for students to collaborate in computer science and develop students' ability to provide, receive, and respond to constructive feedback in designing, implementing, and reviewing computational artifacts;

(5) create and scaffold meaningful opportunities for students to discuss, read, and write about computer science concepts and how they integrate computer science practices; and

(6) use formative assessments to provide timely, specific, and actionable feedback to students and to adjust

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instruction and develop students' ability to interpret and use feedback from computers, teachers, peers, and the community.

E. Supporting reading instruction. A teacher of computer science must understand the content and methods for teaching reading, including:

(1) knowledge of reading processes and instruction, including:

(a) orthographic knowledge and morphological relationships within words;

(b) the relationship between word recognition and vocabulary knowledge, fluency, and comprehension in understanding text and content materials;

(c) the importance of direct and indirect vocabulary instruction that leads to enhanced general and domain-specific word knowledge;

(d) the relationships between and among comprehension processes related to print processing abilities, motivation, reader's interest, background knowledge, cognitive abilities, knowledge of academic discourse, and print and digital text; and

(e) the development of academic language and its impact on learning and school success; and

(2) the ability to use a wide range of evidence-based instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:

(a) the appropriate applications of a variety of instructional frameworks that are effective in meeting the needs of readers of varying proficiency levels and linguistic backgrounds in secondary settings;

(b) the ability to scaffold instruction for students who experience comprehension difficulties;

(c) selection and implementation of a wide variety of before, during, and after reading comprehension strategies that develop reading and metacognitive abilities;

(d) the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific content words;

(e) the ability to plan instruction and select strategies that help students read and understand computer science texts and spur student interest in more complex reading materials, including:

i. the density of ideas;

ii. concepts that build within a chapter or across chapters;

iii. use of equations to model life situations, asking students to create or restate in words or sentences the relationship between symbols and the situation being modeled;

iv. text with diagrams and graphs; and

v. use of different representations to aid students in understanding the underlying computer science concept, matching each representation to the learning styles of different individuals; and

(f) model strategies for representing computer science ideas in literal, symbolic, graphic, and digital modes, including asking students to restate symbolic representations, such as numerals, equations, and graphs, in words or sentences.

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Subp. 7. **Placements for candidates completing an initial licensure program.** Across the combination of student teaching and other field experiences, candidates completing an initial licensure program must have experiences teaching computer science at two levels: middle level (grades 5 through 8) and high school level (grades 9 through 12).

Subp. 8. **Placements for candidates completing an additional licensure program.** A candidate completing an additional licensure program must have experiences teaching computer science at two levels: middle level (grades 5 through 8) and high school level (grades 9 through 12). The candidate must complete a practicum teaching computer science in at least one of the two levels: middle level and high school level.

8710.6000 SPEECH-LANGUAGE PATHOLOGIST.

[For text of subparts 1 to 1b, see Minnesota Rules]

Subp. 1c. Tier 2 license duration; renewal.

[For text of item A, see Minnesota Rules]

B. For the first renewal, the applicant must show:

(1) meaningful progress, ~~as defined by the provider,~~ has been made toward completion of the program and a Tier 3 license. If no meaningful progress has been made, the board must deem the applicant to not meet renewal requirements unless the applicant provides justification to the board for failing to make meaningful progress; or

[For text of subitem (2), see Minnesota Rules]

C. For the second and third renewals, the applicant must show that meaningful progress, ~~as defined by the provider,~~ has been made toward completion of the program and a Tier 3 license. If no meaningful progress has been made, the board must deem the applicant to not meet renewal requirements unless the applicant provides justification to the board for failing to make meaningful progress.

[For text of subparts 2 to 6, see Minnesota Rules]

8710.6200 SCHOOL PSYCHOLOGIST.

[For text of subparts 1 to 1b, see Minnesota Rules]

Subp. 1c. Tier 2 license duration; renewal.

[For text of item A, see Minnesota Rules]

B. If the applicant holds a Tier 2 license issued under subpart 1b, item A, subitem (2), the provider must certify that the applicant has made meaningful progress, ~~as defined by the provider,~~ toward completion of the program and a Tier 3 license. If no meaningful progress has been made, the board must deem the applicant to not meet renewal requirements unless the applicant provides justification to the board for failing to make meaningful progress.

[For text of subparts 2 to 5, see Minnesota Rules]

8710.6400 SCHOOL COUNSELOR.

[For text of subparts 1 to 1b, see Minnesota Rules]

Subp. 1c. Tier 2 license duration; renewal.

[For text of item A, see Minnesota Rules]

B. If the applicant holds a Tier 2 license issued under subpart 1b, item A, subitem (2), the provider must certify that the applicant has made meaningful progress, ~~as defined by the provider,~~ toward completion of the program and a Tier 3 license. If no meaningful progress has been made, the board must deem the applicant to not meet renewal requirements unless the applicant provides justification to the board for failing to make meaningful progress.

[For text of subparts 2 to 6, see Minnesota Rules]

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8710.7200 CLOCK HOURS; REQUIREMENTS FOR RENEWAL OF PROFESSIONAL LICENSES.

[For text of subparts 1 and 2, see Minnesota Rules]

Subp. 2a. **Professional development requirements.** To renew a Tier 3 or 4 license, an applicant who has been employed as a teacher during the renewal period of the expiring license must demonstrate the completion of requirements of this subpart to a local continuing education/relicensure committee for verification by the Professional Educator Licensing and Standards Board.

[For text of item A, see Minnesota Rules]

B. The applicant must show evidence of professional development in the following areas:

(1) positive behavior interventions under Minnesota Statutes, section 122A.187, subdivision 4, for Tier 3 or 4 licenses issued under parts 8710.0313 and 8710.0314, ~~or their previous equivalencies, which expire on June 30, 2001, and thereafter;~~

(2) reading preparation under Minnesota Statutes, section 122A.187, subdivision 5, for Tier 3 or 4 licenses issued under parts 8710.0313 and 8710.0314, ~~or their previous equivalencies, which expire on June 30, 2004, and thereafter;~~

(3) mental illness training under Minnesota Statutes, section 122A.187, subdivision 6, for Tier 3 or 4 licenses issued under parts 8710.0313 and 8710.0314, ~~or their previous equivalencies, which expire on June 30, 2005, and thereafter; and~~

(4) at least one hour of suicide prevention training under Minnesota Statutes, section 122A.187, subdivision 6, for Tier 3 or 4 licenses issued under parts 8710.0313 and 8710.0314, ~~or their previous equivalencies, which expire on June 30, 2016, and thereafter; and~~

(5) for teachers renewing a professional license for the first time, the American Indian history and culture initial training and for subsequent renewals, the American Indian history and culture ongoing training.

[For text of subparts 2b to 11, see Minnesota Rules]

8710.7500 LOCAL COMMITTEE OF ~~COLLEGE OR UNIVERSITY PROVIDERS.~~

A ~~college or university provider~~ approved to prepare teachers for licensure in education may form a local committee or combine with other ~~approved colleges or universities providers~~ to form joint committees. Licensed ~~personnel~~ teachers serving as teacher educators in approved colleges or universities programs may affiliate with a local committee established in a local school district or nonpublic school. Duties of the committee and criteria for granting clock hours ~~shall be~~ are identical to those for committees of public school districts.

TERM CHANGE. In Minnesota Rules, parts 8710.5050 to 8710.5200, the term “deaf-blind” is changed to “deafblind” and the term “deaf-blindness” is changed to “deafblindness” wherever the terms appear.

INSTRUCTION TO REVISOR. In Minnesota Rules, parts 8705.1010, 8705.2100, and 8710.0330, the reference to part 8710.8080 is changed to part 8710.9010 wherever the reference appears.

RENUMBERING INSTRUCTION. In Minnesota Rules, part 8710.0330, the subparts listed in column A are renumbered as the subparts listed in column B.

<u>Column A</u>	<u>Column B</u>
<u>Subpart 3</u>	<u>Subpart 13</u>
<u>Subpart 6</u>	<u>Subpart 14</u>

REPEALER. Minnesota Rules, parts 8710.0330, subparts 2, 4, and 5; and 8710.3000, subparts 3 and 3a, are repealed.

EFFECTIVE DATE. The amendments to Minnesota Rules, parts 8710.3000 and 8710.3350, are effective July 1, 2030. The remaining amendments and the repealer are effective five working days after publication of the notice of adoption in the State Register.

Withdrawn Rules

An agency may withdraw rules from review (*Minnesota Statutes* 1400.2240, Subp.8; 1400.2300, Subp 4; and 1400.2410, Subp.4) by submitting a notice of withdrawal to the chief judge signed by a person authorized to withdraw the rule. Withdrawing a rule is appropriate unless the withdrawal of the rule or a portion of the rules makes the remaining rules substantially different. The notice must explain the person's authority to withdraw the rule. The office must return the agency's filing promptly after receiving this notice.

Minnesota Department of Health

Environmental Health Division

Notice of Withdrawn Rules for Proposed Rules Relating to Exploratory Borings, Minnesota Rules, Chapter 4727; Revisor's ID No. R-4954; CAH Docket No. 22-9000-41649

The Minnesota Department of Health (MDH) is withdrawing its possible amendments to rules relating to exploratory borings that were published in the *State Register* on May 11, 2026 (Volume 50, Number 45, Page 1209).

The 2026 Minnesota legislature passed a law revising MDH's approach to gas-related rulemaking. This law repealed the existing expedited authority for MDH to adopt rules for exploratory borings under Minnesota Statutes, Section 93.514, and created new expedited rulemaking authority under Minnesota Statutes, Section 103I.706.

As a result of these changes, MDH is withdrawing the expedited rulemaking for exploratory borings encountering gas pursuant to the now-repealed Minnesota Statutes, Section, 93.514, for the following proposed amendments: *Minnesota Rules*, parts 4727.0050, 4727.0100, 4727.0150, 4727.0200, 4727.0910, 4727.0920, 4727.0925, 4727.0935, 4727.0945, 4727.0946, and 4727.0950.

/s/ Wendy Underwood
Deputy Commissioner

Date: 7/30/2026

Commissioner's Orders

Various agency commissioners are authorized to issue "commissioner's orders" on specified activities governed by their agency's enabling laws. See the *Minnesota Statutes* governing each agency to determine the specific applicable statutes. Commissioners' orders are approved by assistant attorneys general as to form and execution and published in the *State Register*. These commissioners orders are compiled in the year-end subject matter index for each volume of the *State Register*.

Minnesota Department of Natural Resources

Commissioner's Order 26-01: Wildlife Lake Designation of Robbins Marsh Public Water No. 51-42; 51004200

Date: September 16, 2026

Statutory authority: Minnesota Statutes, § 97A.101, subd. 1 and 2

BACKGROUND

Minn Stat. § 97A.101 authorizes the commissioner of the Minnesota Department of Natural Resources (DNR) to designate and reserve public waters to propagate and protect wild animals. Currently, there are 62 public waterbodies that are designated, reserved, and managed for wildlife purposes pursuant to this section.

Such “[d]esignations are not subject to the rulemaking provisions of chapter 14 and section 14.386 does not apply.” Minn. Stat. § 97A.101, subd.2. The commissioner may designate a public water under this authority after giving notice and holding a public hearing in the county where the major portion of the waters is located. *Id.*

Robbins Marsh (Public Water No: 51-42; 51004200) is a shallow lake located in Murray County, Minnesota, and is the headwaters of Plum Creek. Following designation as a wildlife lake under Minn. Stat §97A.,101 subd. 1, the Minnesota DNR and Ducks Unlimited anticipate constructing a water control structure to facilitate temporary drawdowns. These managed drawdowns encourage the growth of aquatic vegetation and increase invertebrate abundance. The resulting habitat improvements will support the propagation and protection of wild animals, specifically waterfowl, other species of water birds, and aquatic furbearers. Accordingly, designation under Minn. Stat. § 97A.101, subd. 1 is appropriate.

The DNR has satisfied the procedural requirements of Minn. Stat. § 97A.101, subd. 2, by undertaking the following:

1. DNR issued a news release announcing a public information meeting regarding the proposed designation of Robbins Marsh (Public Water No: 51-42; 51004200) as a designated wildlife lake and it was published in the local newspaper, the Murray County Wheel-Herald, on December 1 and 8, 2025;
2. A public information meeting regarding the proposed designation of Robbins Marsh as a designated wildlife lake was held at 5:00 p.m. on December 16, 2025, at the Currie American Legion Post 322, 121 Mill Street, Currie, Minnesota 56123;
3. Another news release announcing a public hearing regarding the proposed designation of Robbins Marsh as a designated wildlife lake was distributed to local news outlets on December 29, 2025;
4. The required legal notice announcing the public hearing for the proposed designation of Robbins Marsh as a designated wildlife lake was published in the following local legal newspaper: the Murray County Wheel Herald on December 29, 2025 and January 5, 2026;
5. The public hearing was held for the proposed designation of Robbins Marsh as a designated wildlife lake in Murray County, Minnesota, the county in which Robbins Marsh is located, at 5:00 p.m. on Thursday, January 7, 2026, at Currie American Legion Post 322, 121 Mill Street, Currie Minnesota 56123.

Commissioner's Orders

ORDER

NOW, THEREFORE, IT IS HEREBY ORDERED, pursuant to the authority vested in me by law, including Minn. Stat. §97A.101, subd. 1, that Robbins Marsh (Public Water No: 51-42; 51004200) located in Township 108 North, Range 40 West, Sections 21-23 in Murray County is designated and reserved for the purposes of wildlife management.

Date: September 16, 2026

Sarah Strommen, Commissioner

Minnesota Department of Natural Resources

Division of Fish and Wildlife

Commissioner's Order 26-02: Designation of Wildlife Management Areas (WMAs)

Date: 9/10/2026

Statutory authority: *Minnesota Statutes*, section 97A.135, subdivision 1, *Minnesota Statutes*, section 97A.145, subdivision 1, *Minnesota Statutes*, section 86A.05, subdivision 8, and *Minnesota Statutes*, section 86A.07, subdivision 3.

BACKGROUND

WHEREAS, the Department of Natural Resources (DNR) wishes to designate the lands described below as Wildlife Management Areas (WMAs):

Blackhoof River WMA, Carlton County, 495.3 acres, Acq: 161298

The Northeast Quarter of the Northwest Quarter (NE $\frac{1}{4}$ of NW $\frac{1}{4}$) aka Government Lot 3, Section 6, Township 46, Range 16, Carlton County, Minnesota.

AND

The Northwest Quarter of the Northwest Quarter (NW $\frac{1}{4}$ of NW $\frac{1}{4}$) aka Government Lot 4, Section 6, Township 46, Range 16, Carlton County, Minnesota.

AND

The Southwest Quarter of the Northwest Quarter (SW $\frac{1}{4}$ of NW $\frac{1}{4}$) aka Government Lot 5, Section 6, Township 46, Range 16, Carlton County, Minnesota.

AND

The Southeast Quarter of the Northwest Quarter (SE $\frac{1}{4}$ of NW $\frac{1}{4}$), Section 6, Township 46, Range 16, Carlton County, Minnesota.

AND

The Northeast Quarter of the Northeast Quarter (NE $\frac{1}{4}$ of NE $\frac{1}{4}$) aka Government Lot 1, Section 1, Township 46, Range 17, Carlton County, Minnesota.

AND

The Northwest Quarter of the Northeast Quarter (NW $\frac{1}{4}$ of NE $\frac{1}{4}$) aka Government Lot 2, Section 1, Township 46, Range 17, Carlton County, Minnesota.

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AND

The Southwest Quarter of the Northeast Quarter (SW $\frac{1}{4}$ of NE $\frac{1}{4}$), Section 1, Township 46, Range 17, Carlton County, Minnesota.

AND

The Northeast Quarter of the Northwest Quarter (NE $\frac{1}{4}$ of NW $\frac{1}{4}$) aka Government Lot 3, Section 1, Township 46, Range 17, Carlton County, Minnesota.

AND

The Northwest Quarter of the Northwest Quarter (NW $\frac{1}{4}$ of NW $\frac{1}{4}$) aka Government Lot 4, Section 1, Township 46, Range 17, Carlton County, Minnesota.

AND

The Southwest Quarter of the Northwest Quarter (SW $\frac{1}{4}$ of NW $\frac{1}{4}$), Section 1, Township 46, Range 17, Carlton County, Minnesota.

AND

The Southeast Quarter of the Northwest Quarter (SE $\frac{1}{4}$ of NW $\frac{1}{4}$), Section 1, Township 46, Range 17, Carlton County, Minnesota.

AND

The Northwest Quarter of the Southwest Quarter (NW $\frac{1}{4}$ of SW $\frac{1}{4}$), Section 1, Township 46, Range 17, Carlton County, Minnesota.

AND

The Northeast Quarter of the Southeast Quarter (NE $\frac{1}{4}$ of SE $\frac{1}{4}$), Section 2, Township 46, Range 17, Carlton County, Minnesota.

Bradshaw Lake WMA Tract 44, Scott County, 53 acres, Acq: 161044

The Southeast Quarter of Section 9, Township 113, Range 22, Scott County, Minnesota, except for the following described property:

Exception 1

That part of the Southeast Quarter of Section 9, Township 113, Range 22, Scott County, Minnesota, described as follows:

Beginning at the southeast corner of said Southeast Quarter; thence North, assumed bearing, along the east line of said Southeast Quarter 945.00 feet; thence North 89 degrees 53 minutes 12 seconds West, 401 feet, more or less, to the center line of Porter Creek; thence northwesterly, westerly, southwesterly, westerly and northwesterly along the center line of said Porter Creek to the west line of said Southeast Quarter; thence South 00 degrees 14 minutes 57 seconds West along the west line of said Southeast Quarter, 945 feet, more or less, to the southwest corner of said Southeast Quarter; thence South 89 degrees 53 minutes 12 seconds East along the south line of said Southeast Quarter, 2639.24 feet to the point of beginning.

And except the following described property:

Exception 2

Commissioner's Orders

That part of the Southeast Quarter of Section 9, Township 113 North, Range 22 West, Scott County, Minnesota, described as follows:

Commencing at the southeast corner of said Southeast Quarter; thence on a bearing based on the Scott County Coordinate System of 1983, of North 00 degrees 05 minutes 19 seconds East along the east line of said Southeast Quarter 945.00 feet to the point of beginning; thence continuing North 00 degrees 05 minutes 19 seconds East along said east line 1698.88 feet to the northeast corner thereof; thence North 89 degrees 40 minutes 51 seconds West along the north line of said Southeast Quarter 1692.56 feet; thence South 11 degrees 46 minutes 21 seconds East 738.83 feet; thence North 72 degrees 21 minutes 52 seconds East 534.84 feet; thence South 37 degrees 08 minutes 35 seconds East 372.15 feet; thence South 45 degrees 25 minutes 44 seconds West 587.60 feet; thence South 16 degrees 31 minutes 19 seconds East 157 feet, more or less, to the center line of Porter Creek; thence southeasterly along said center line to a point which bears North 89 degrees 47 minutes 53 seconds West from the point of beginning; thence South 89 degrees 47 minutes 53 seconds East 393 feet, more or less, to the point of beginning.

Carp Swamp WMA Tracts 3-5, 7, 8, Lake of the Woods County, 1,288.9 acres, Acq:161229

I. Section 1 Property

The Southeast Quarter of the Southeast Quarter (SE $\frac{1}{4}$ of SE $\frac{1}{4}$) of Section 1, Township 159, Range 31 West, Lake of the Woods County, Minnesota.

II. Section 7 Property

Government Lot 4 of Section 7, Township 160 North, Range 30 West of the Fifth Principal Meridian, Lake of the Woods County, Minnesota. EXCEPT

That part of Government Lot 4 of said Section 7, Township 160 North, Range 30 West of the Fifth Principal Meridian, Lake of the Woods County, Minnesota, lying northerly of the following described line:

Commencing at the northwest corner of the Southwest Quarter of said Section 7; thence on an assumed bearing of South 1 degree 07 minutes 35 seconds West, along the west line of said Section 7, a distance of 1316.65 feet to the northwest corner of said Government Lot 4; thence continuing on a bearing of South 1 degree 07 minutes 35 seconds West, along the west line of said Section 7, a distance of 18.46 feet to the point of beginning of said line to be described; thence on a bearing of South 89 degrees 27 minutes 31 seconds East a distance of 1285.39 feet to the east line of said Government Lot 4, and said line there terminating.

III. Section 12 Property

The East Half of the Northeast Quarter (E $\frac{1}{2}$ of NE $\frac{1}{4}$), the Southwest Quarter of the Northeast Quarter (SW $\frac{1}{4}$ of NE $\frac{1}{4}$), the Southeast Quarter (SE $\frac{1}{4}$), and the Southeast Quarter of the Southwest Quarter (SE $\frac{1}{4}$ of SW $\frac{1}{4}$) of Section 12, Township 159, Range 31 West, Lake of the Woods County, Minnesota.

EXCEPT

The east 585.00 feet of the Northeast Quarter of the Southeast Quarter, and also the north 246.25 feet of the east 585.00 feet of the Southeast Quarter of the Southeast Quarter, and also the south 500.00 feet of the east 585.00 feet of the Southeast Quarter of the Northeast Quarter, all in Section 12, Township 159 North, Range 31 West of the Fifth Principal Meridian, Lake of the Woods County, Minnesota.

IV. Section 13 Property

The North Half of Section 13, Township 160 North, Range 31 West of the Fifth Principal Meridian, Lake of the Woods County, Minnesota.

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V. Section 18 Property

Section 18, Township 160 North, Range 30 West of the Fifth Principal Meridian, Lake of the Woods County, Minnesota.

EXCEPT

The Northeast Quarter of the Southeast Quarter (NE $\frac{1}{4}$ of SE $\frac{1}{4}$) of said Section 18, Township 160 North, Range 30 West of the Fifth Principal Meridian, Lake of the Woods County, Minnesota.

AND ALSO EXCEPT

That part of the Southeast Quarter of the Southeast Quarter (SE $\frac{1}{4}$ of SE $\frac{1}{4}$) of said Section 18, Township 160 North, Range 30 West of the Fifth Principal Meridian, Lake of the Woods County, Minnesota, lying easterly of the following described line:

Commencing at the southeast corner of said Section 18, thence on an assumed bearing of North 89 degrees 23 minutes 40 seconds West, along the south line of said Section 18, a distance of 47.06 feet to the point of beginning of said line to be described; thence on a bearing of North 1 degree 34 minutes 40 seconds West a distance of 1321.27 feet to the north line of said Southeast Quarter of the Southeast Quarter, and said line there terminating.

AND ALSO EXCEPT

That part of the Southeast Quarter of the Northeast Quarter of said Section 18, Township 160 North, Range 30 West of the Fifth Principal Meridian, Lake of the Woods County, Minnesota, lying easterly of the following described line:

Commencing at the southeast corner of said Northeast Quarter; thence on an assumed bearing of North 89 degrees 22 minutes 03 seconds West, along the south line of said Northeast Quarter, a distance of 28.16 feet to the point of beginning of said line to be described; thence on a bearing of North 1 degrees 01 minutes 56 seconds West a distance of 1320.90 feet to the north line of said Southeast Quarter of the Northeast Quarter, and said line there terminating.

AND ALSO EXCEPT

That part of the Northeast Quarter of the Northeast Quarter of said Section 18, Township 160 North, Range 30 West of the Fifth Principal Meridian, Lake of the Woods County, Minnesota, lying easterly of the following described line:

Commencing at the northeast corner of said Section 18; thence on an assumed bearing of North 89 degrees 03 minutes 45 seconds West, along the north line of said Section 18, a distance of 19.84 feet; thence on a bearing of South 1 degree 01 minutes 56 seconds East a distance of 1320.88 feet to the south line of said Northeast Quarter of the Northeast Quarter, and said line there terminating.

AND ALSO EXCEPT

That part of the Northwest Quarter of the Northeast Quarter (NW $\frac{1}{4}$ of NE $\frac{1}{4}$), and also that part of the Northeast Quarter of the Northwest Quarter of said Section 18, Township 160 North, Range 30 West of the Fifth Principal Meridian, Lake of the Woods County, Minnesota, lying northerly of the following described line:

Commencing at the northwest corner of said Northeast Quarter; thence on an assumed bearing of South 89 degrees 03 minutes 34 seconds East, along the north line of said Section 18, a distance of 1315.56 feet to the northeast corner of said Northwest Quarter of the Northeast Quarter; thence on a bearing of South 1 degree 11 minutes 07 seconds East, along the east line of said Northwest Quarter of the Northeast Quarter, a distance of 45.04 feet to the point of beginning of said line to be described; thence on a bearing of North 89 degrees 30 minutes 15 seconds West a distance of 2630.77 feet to the west line of said Northeast Quarter of the Northwest Quarter, and said line there terminating.

Commissioner's Orders

Chippewa River WMA Tract 1, Pope County, 124.4 acres, Acq: 161398

The NE ¼ of Section 28, Township 123, Range 40, EXCEPTING THEREFROM that part of the E ½ of the NE ¼ lying North and East of the Chippewa River, Pope County, Minnesota.

Kim Hennings WMA Tract 1, Crow Wing County, 261.1 acres, Acq: 161298

The Northwest Quarter of the Northwest Quarter (NW ¼ of NW ¼), aka Government Lot 2, Section 32, Township 135, Range 27, Crow Wing County, Minnesota.

AND

The Northeast Quarter of the Southwest Quarter (NE¼ of SW¼) except the N½ of the NE¼ of the SW¼ and the East 990 feet of the S½ of the NE¼ of the SW¼, in Section 31, Township 135, Range 27, Crow Wing County, Minnesota.

AND

The Northwest Quarter of the Southwest Quarter (NW¼ of SW¼), aka Government Lot 2, EXCEPT that part of said Lot 2 lying West of Rebel Road, in Section 31, Township 135, Range 27, Crow Wing County, Minnesota.

AND

The Southwest Quarter of the Southwest Quarter (SW¼ of SW¼), aka Government Lot 3, EXCEPT that part of said Government Lot 3, in Section 31, Township 135, Range 27, Crow Wing County, Minnesota, which lies north and west of the following described line: Beginning at the southeast corner of RED PINE SHORES, according to the recorded plat on file in the Recorder's Office, said Crow Wing County, and according to the Crow Wing County Coordinate Database NAD83 the south line of said RED PINE SHORES bears South 88 degrees 53 minutes 19 seconds West from said southeast corner; thence southwesterly 430.52 feet along a non-tangential curve, concave to the northwest, having a central angle of 14 degrees 51 minutes 35 seconds, a radius of 1660.00 feet and the chord of said curve bears South 28 degrees 16 minutes 52 seconds West; thence South 35 degrees 42 minutes 40 seconds West, tangent to the last described curve, 122.21 feet; thence southwesterly 493.93 feet along a tangential curve, concave to the southeast, having a central angle of 20 degrees 57 minutes 48 seconds, and a radius of 1350.00 feet; thence South 14 degrees 44 minutes 52 seconds West, tangent to the last described curve, 272.15 feet; thence South 13 degrees 05 minutes 26 seconds West, 152.84 feet to the south line of said Government Lot 3 and said line there ending.

AND

The Southeast Quarter of the Southwest Quarter (SE¼ of SW¼), Section 31, Township 135, Range 27, Crow Wing County, Minnesota.

AND

The Northeast Quarter of the Southeast Quarter (NE¼ of SE¼) aka Government Lot 5, Section 31, Township 135, Range 27, Crow Wing County, Minnesota.

AND

The Northwest Quarter of the Southeast Quarter (NW¼ of SE¼), Section 31, Township 135, Range 27, Crow Wing County, Minnesota.

AND

The Southeast Quarter of the Southeast Quarter (SE¼ of SE¼) aka Government Lot 6, Section 31, Township 135,

Commissioner's Orders

Range 27, Crow Wing County, Minnesota.

AND

The Southwest Quarter of the Southeast Quarter (SW $\frac{1}{4}$ of SE $\frac{1}{4}$) EXCEPT that part thereof which lies Southerly of the Sorenson Lake Road, in Section 31, Township 135, Range 27, Crow Wing County, Minnesota.

Kroschel WMA Tract 36, Kanabec County, 315.2 acres, Acq: 161563

Parcel 1:

The Southwest Quarter (SW $\frac{1}{4}$) and the North Half of the Southeast Quarter (N $\frac{1}{2}$ of SE $\frac{1}{4}$), Section 32, Township 42, Range 22, Kanabec County, Minnesota

AND

Parcel 2:

South Half of the Southeast Quarter (S $\frac{1}{2}$ of the SE $\frac{1}{4}$), Section 32, Township 42, Range 22, Kanabec County, Minnesota.

Kujas Lake WMA Tract 2, McLeod County, 155.9 acres, Acq: 161291

The Northwest Quarter of Section 35 Township 114 North, Range 30 West, McLeod County excepting therefrom that part described as: Commencing at the northwest corner of said Northwest Quarter; thence southerly, along the west line of said Northwest Quarter 904.00 feet to the point of beginning of the land to be described; thence continuing southerly, along said west line 404.00 feet; thence easterly, deflecting to the left 90 degrees 00 minutes 00 seconds 35.00 feet; thence southerly parallel with said west line 268.00 feet; thence easterly, deflecting to the left 90 degrees 00 minutes 00 seconds 303.00 feet; thence northerly, parallel with said west line 672.00 feet; thence westerly, deflecting to the left 90 degrees 00 minutes 00 seconds 338.00 feet to the point of beginning.

Lac qui Parle WMA Tract C51, Chippewa County, 5.7 acres, Acq: 161196

A tract of land lying northeast of the Railroad in the Northeast Quarter of the Northeast Quarter (NE $\frac{1}{4}$, NE $\frac{1}{4}$) of Section Thirty-five (35), Township One Hundred Nineteen (119) North, Range Forty-two (42) West.

Long Lake WMA Tracts 1 and 2, Lyon and Murray counties, 210.8 acres, Acq: 161312

TRACT 1 (Lyon County)

The Southeast Quarter (SE $\frac{1}{4}$), and the South Half of the Northeast Quarter (S $\frac{1}{2}$ NE $\frac{1}{4}$),

EXCEPT the Westerly 538 feet of both tracts, all in Section Thirty-three (33), Township One Hundred Nine (109) North, Range Forty-one (41) West, Lyon County, Minnesota (also described as the South Half of the Northeast Quarter (S $\frac{1}{2}$ NE $\frac{1}{4}$); the Northeast Quarter of the Southeast Quarter (NE $\frac{1}{4}$ SE $\frac{1}{4}$); and Lots One (1) and Two (2), Section Thirty-three (33), Township One Hundred Nine (109) North, Range Forty-one (41) West).

AND ALSO EXCEPTING THEREFROM the following described tract:

All that part of the South Half Northeast Quarter (S $\frac{1}{2}$ NE $\frac{1}{4}$) and a part of Government Lot 2, all in Section 33, Township 109 North, Range 41 West, Lyon County, Minnesota, bounded by the following described lines:

Beginning at the northeast corner of the South Half of the Northeast Quarter; thence North 89 degrees 42 minutes 59 seconds West, bearing based on Murray County Coordinate System (1996 Adj.), along the north line of the South Half of the Northeast Quarter, a distance of 2102.45 feet to the northeast corner of the westerly 538 feet of the South Half of

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the Northeast Quarter; thence South 00 degrees 01 minutes 22 seconds East, along the east line of the westerly 538 feet the South Half of the Northeast Quarter and the east line of the westerly 538 feet of said Government Lot 2, a distance of 2867.27 feet; thence North 00 degrees 31 minutes 10 seconds East a distance of 819.96 feet; thence North 00 degrees 09 minutes 46 seconds West a distance of 2040.69 feet; thence South 89 degrees 24 minutes 21 seconds East a distance of 397.87 feet; thence South 89 degrees 58 minutes 12 seconds East a distance of 1036.20 feet; thence North 89 degrees 55 minutes 12 seconds East a distance of 665.60 feet to the point of beginning.

AND

The Northeast Quarter of the Northwest Quarter (NE $\frac{1}{4}$ NW $\frac{1}{4}$), all in Section Four (4), Township One hundred eight (108) North, Range Forty-one (41) West of the Fifth Principal Meridian, Murray County, Minnesota.

Magaksica WMA Tract 4, Freeborn County, 23.7 acres, Acq: 161317

All that part of the NW $\frac{1}{4}$ SW $\frac{1}{4}$ Section 12 and the NE $\frac{1}{4}$ SE $\frac{1}{4}$ Section 11-T102N-R22W, Freeborn County, Minnesota; described as follows:

Beginning at the southwest corner of said NW $\frac{1}{4}$ SW $\frac{1}{4}$; thence South 89°58'58" West a distance of 240.27 feet on an assumed bearing on the south line of said NE $\frac{1}{4}$ SE $\frac{1}{4}$, to the centerline of County Road No. 71 as shown on Freeborn County Right of Way Plat No. 11, as the same is platted and recorded in the office of the County Recorder of Freeborn County, Minnesota; thence North 18°41'58" East a distance of 715.68 feet on said centerline, to the west line of the SW $\frac{1}{4}$ of said Section 12; thence South 00°56'08" East a distance of 11.36 feet on said west line; thence South 89°20'15" East a distance of 483.78 feet; thence North 00°56'08" West a distance of 363.33 feet, to the centerline of County State Aid Highway No. 46; thence South 56°43'44" East a distance of 1005.74 feet on said centerline, to the east line of said NW $\frac{1}{4}$ SW $\frac{1}{4}$; thence South 00°24'34" East a distance of 487.23 feet on said east line, to the southeast corner of said NW $\frac{1}{4}$ SW $\frac{1}{4}$; thence North 89°21'10" West a distance of 1311.63 feet on the south line of said NW $\frac{1}{4}$ SW $\frac{1}{4}$, to the point of beginning; subject to highway easement on the northwesterly, westerly and northeasterly sides thereof.

Mantrap WMA Tracts 1 and 2, Hubbard County, 448.89 acres, Acq: 161452

Parcel 1:

The Southeast Quarter of the Northeast Quarter of Section 1, Township 141 North, Range 34 West of the 5th Principal Meridian, Hubbard County, Minnesota.
(Torrens Property - Certificate of Title No. 3251}

Parcel 2:

Government Lots 1, 4, 5 and 6 of Section 1, Township 141 North, Range 34 West of the 5th Principal Meridian, Hubbard County, Minnesota.

(Abstract Property)

Parcel 3:

Government Lots 5, 6 and 7, Section 6, Township 141 North, Range 33 West of the 5th Principal Meridian, Hubbard County, Minnesota.

(Abstract Property)

Parcel 4:

Government Lot 8, Section 6, Township 141 North, Range 33 West of the 5th Principal Meridian, Hubbard County, Minnesota, Except that part of the Westerly 422.60 feet of the Northerly 422.60 feet of the Southerly 452.60 feet thereof

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lying Easterly of the right of way line of County State Aid Highway #24; also Except that part of the Westerly 422.60 feet of the Southerly 30.00 feet of said Government Lot 8, lying East of the Easterly right of way line of County State Aid Highway #24.

(Abstract Property)

Parcel 5:

Government Lots 3, 4, 5 and 7, Section 31, Township 142 North, Range 33 West of the 5th Principal Meridian, Hubbard County, Minnesota.

(Abstract Property)

Parcel 6:

Government Lots 9, 12 and 13, Section 36, Township 142 North, Range 34 West of the 5th Principal Meridian, Hubbard County, Minnesota.

(Abstract Property)

Parcel 7:

The Southwest Quarter of the Southwest Quarter of Section 1, Township 141, Range 34, Hubbard County, Minnesota.

(Abstract Property)

Parcel 8:

All that part of Government Lot 9, Section 1, Township 141 North, Range 34, Hubbard County, Minnesota, lying and being northerly of the center line of County State Aid Highway #24 as the same existed on August 1, 1979.

(Abstract Property)

McCarthy Lake WMA Tract 19B, Wabasha County, 146.2 acres, Acq: 160835

That part of the East Half of the Southeast Quarter of Section 1, Township 109 North, Range 10 West, that part of the Northeast Quarter of the Northeast Quarter of Section 12, Township 109 North, Range 10 West, that part of the Southwest Quarter of Section 6, Township 109 North, Range 9 West, and that part of the West Half of the Northwest Quarter of Section 7, Township 109 North, Range 9 West, all in Wabasha County, Minnesota, described as follows:

Commencing at the West Quarter corner of said Section 7; thence North 89 degrees 34 minutes 45 seconds East, along the south line of said West Half of the Northwest Quarter of Section 7, a distance of 464.00 feet to the southeast corner of a parcel of land referenced in deed recorded as Document No. 153474 (hereinafter "Parcel A") being the point of beginning; thence North 01 degrees 19 minutes 52 seconds West, along the easterly line of said parcel of land recorded as Document No. 153474, a distance of 921.15 feet; thence North 88 degrees 15 minutes 08 seconds West, along the easterly line of said Parcel A, a distance of 143.56 feet; thence North 01 degrees 54 minutes 10 seconds West, along the easterly line of said Parcel A, a distance of 1174.06 feet; thence North 86 degrees 04 minutes 43 seconds West, along the easterly line of said Parcel A, a distance of 194.73 feet; thence North 04 degrees 32 minutes 03 seconds East, along the easterly line of said Parcel A, a distance of 180.63 feet; thence North 87 degrees 30 minutes 57 seconds West, along the easterly line of said Parcel A, a distance of 147.79 feet; thence North 00 degrees 59 minutes 19 seconds East, along the easterly line of said Parcel A, a distance of 822.18 feet; thence North 70 degrees 53 minutes 13 seconds West, along the easterly line of said Parcel A, a distance of 106.13 feet; thence North 02 degrees 57 minutes 24 seconds West, along the easterly line of said Parcel A, a distance of 1882.24 feet to the southwest corner of a parcel of land referenced in deed

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recorded as Document No. 159274 (hereinafter "Parcel B"); thence North 89 degrees 37 minutes 47 seconds East, along the south line of said Parcel B and it's easterly prolongation, a distance of 1584.22 feet to the centerline of County Road No. 84; thence Southwesterly a distance of 192.85 feet along a non-tangential curve concave to the southeast, having a radius of 556.12 feet, a central angle of 19 degrees 52 minutes 09 seconds, and a 191.89 foot chord which bears South 11 degrees 32 minutes 31 seconds West; thence South 01 degrees 36 minutes 27 seconds West, along said centerline, a distance of 734.39 feet; thence Southeasterly a distance of 321.67 feet along said centerline being a tangential curve concave to the east, having a radius of 1850.54 feet, and a central angle of 09 degrees 57 minutes 34 seconds; thence South 08 degrees 21 minutes 07 seconds East, along said centerline, a distance of 883.26 feet; thence Southwesterly a distance of 270.37 feet, along said centerline being a tangential curve concave to the west, having a radius of 783.89 feet, and a central angle of 19 degrees 45 minutes 42 seconds to the south line of said Southwest Quarter of Section 6; thence South 89 degrees 26 minutes 52 seconds West, along said south line of said Southwest Quarter of Section 6, a distance of 80.95 feet to the northeast corner of said West Half of the Northwest Quarter of Section 7; thence South 00 degrees 10 minutes 22 seconds West, along the east line of said West Half of the Northwest Quarter of Section 7, a distance of 2652.51 feet to the southeast corner of said West Half of the Northwest Quarter of Section 7; thence South 89 degrees 34 minutes 45 seconds West, along the south line of said West Half of the Northwest Quarter of Section 7, a distance of 861.59 feet to the point of beginning.

The above-described tract of land is delineated on a plat prepared by Stonebrooke Engineering, Inc., Aaron J. Mages, MN License No. 45507, dated June 26, 2020, which survey was recorded on July 1, 2020 in the Office of the Wabasha County Recorder as Document Number 339615 and incorporated herein by reference.

The above referenced plat certifies that the above-described property is the same property as described in the following "existing description":

The SE¼ of Section One and the NE¼ of Section Twelve, all in Township 109 North of Range 10 West; also that part of the SW ¼ of Section 6 lying Westerly of the Centerline of County Road Number 84, and the W ½ of the NW¼ of Section 7 all in Township 109 North of Range 9 West, Excepting therefrom the following 2 parcels:

Parcel 1:

That part of the Southeast Quarter (SE ¼) of Section One (1) and that part of the Northeast Quarter (NE ¼) of Section Twelve (12), Township One Hundred Nine (109) North, Range Ten (10) West; and that part of the Northwest Quarter (NW¼) of Section Seven (7), Township One Hundred Nine (109) North, Range Nine (9) West, Wabasha County, Minnesota, lying westerly of the following described lines:

Commencing at the west quarter corner of said Section Seven (7); thence on an assumed bearing of South 89 degrees 45'35" East, 464.08 feet along the east-west quarter line of said Section Seven (7) to the point of beginning:

Thence North 00 degrees 40'11" West, 921.15 feet;
Thence North 87 degrees 35'27" West, 143.56 feet;
Thence North 01 degrees 14'29" West, 1174.06 feet;
Thence North 85 degrees 25'02" West, 194.73 feet;
Thence North 05 degrees 11'44" East, 180.63 feet;
Thence North 86 degrees 51' 16" West, 147.79 feet;
Thence North 01 degrees 39'00" East, 822.18 feet;
Thence North 70 degrees 13'32" West, 106.13 feet;

Thence North 02 degrees 17'43" West, 2140.13 feet to a point on the east-west quarter line of said Section One (1) and there terminating.

Parcel 2:

Located in part of the NE¼ of the SE¼ of Section 1, Township 109 N, Range 10 W (Watopa Township) and part of the N ½ of the SW ¼ of Section 6, Township 109 N, Range 9 W (Minneiska Township) Wabasha County, Minnesota, described as: Beginning at an iron rod at the West¼ corner of said Section 6, Township 109 N, Range 9 W, Thence go S 89 degrees 41'29" E, 1474.53 feet to an iron stake at the Westerly Right-of-Way of County Road No. 84, Thence S 40 degrees 25'00" W, 150.00 feet along said R/W to an iron stake, Thence along a curve concaved to the left 169.02 feet

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(Delta Angle 17 degrees 22'10", Radius 557.56 feet) to an iron stake, Thence N 89 degrees 42'18" W, 1548.90 feet to an iron stake and the land of the State of Minnesota, Thence N 01 degree 43'25" W, 256.12 feet to a monument set by the Department of Natural Resources, Thence S 89 degrees 59'33" E, 262.37 feet to the Point of Beginning.

Nuthatch WMA Tract 1, Cass County, 2,169.5 acres, Acq: 161298

The Northeast Quarter of the Northwest Quarter (NE $\frac{1}{4}$ of NW $\frac{1}{4}$) aka Government Lot 3, Section 1, Township 137, Range 32, Cass County, Minnesota.

AND

The Northwest Quarter of the Northwest Quarter (NW $\frac{1}{4}$ of NW $\frac{1}{4}$) aka Government Lot 4, Section 1, Township 137, Range 32, Cass County, Minnesota.

AND

The Southwest Quarter of the Northwest Quarter (SW $\frac{1}{4}$ of NW $\frac{1}{4}$), Section 1, Township 137, Range 32, Cass County, Minnesota.

AND

The Southeast Quarter of the Northwest Quarter (SE $\frac{1}{4}$ of NW $\frac{1}{4}$), Section 1, Township 137, Range 32, Cass County, Minnesota.

AND

The Northeast Quarter of the Southwest Quarter (NE $\frac{1}{4}$ of SW $\frac{1}{4}$), Section 1, Township 137, Range 32, Cass County, Minnesota.

AND

The Southeast Quarter of the Southwest Quarter (SE $\frac{1}{4}$ of SW $\frac{1}{4}$), Section 1, Township 137, Range 32, Cass County, Minnesota.

AND

The Northeast Quarter of the Northeast Quarter (NE $\frac{1}{4}$ of NE $\frac{1}{4}$) aka Government Lot 1, Section 2, Township 137, Range 32, Cass County, Minnesota.

AND

The Northwest Quarter of the Northeast Quarter (NW $\frac{1}{4}$ of NE $\frac{1}{4}$) aka Government Lot 2, Section 2, Township 137, Range 32, Cass County, Minnesota.

AND

The Southwest Quarter of the Northeast Quarter (SW $\frac{1}{4}$ of NE $\frac{1}{4}$), Section 2, Township 137, Range 32, Cass County, Minnesota.

AND

Government Lot 1 (NE $\frac{1}{4}$ of NE $\frac{1}{4}$), Section 3, Township 137, Range 32, Cass County, Minnesota, except that part described as follows: Beginning at the Northeast corner of said Government Lot 1; thence running South along the

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Section line 264 feet; thence due West 165 feet; thence due North 264 feet, more or less, to the section line; thence East along said section line to the point of beginning.

AND

The Northwest Quarter of the Northeast Quarter (NW $\frac{1}{4}$ of NE $\frac{1}{4}$) aka Government Lot 2, Section 3, Township 137, Range 32, Cass County, Minnesota.

AND

The Southwest Quarter of the Northeast Quarter (SW $\frac{1}{4}$ of NE $\frac{1}{4}$), Section 3, Township 137, Range 32, Cass County, Minnesota.

AND

The Southeast Quarter of the Northeast Quarter (SE $\frac{1}{4}$ of NE $\frac{1}{4}$), Section 3, Township 137, Range 32, Cass County, Minnesota.

AND

The Northeast Quarter of the Northwest Quarter (NE $\frac{1}{4}$ of NW $\frac{1}{4}$) aka Government Lot 3, Section 3, Township 137, Range 32, Cass County, Minnesota.

AND

The Southeast Quarter of the Northwest Quarter (SE $\frac{1}{4}$ of NW $\frac{1}{4}$), Section 3, Township 137, Range 32, Cass County, Minnesota, EXCEPT the South 66 feet of said Southeast Quarter of the Northwest Quarter (SE $\frac{1}{4}$ of NW $\frac{1}{4}$)

AND

The Northeast Quarter of the Northwest Quarter (NE $\frac{1}{4}$ of NW $\frac{1}{4}$), Section 12, Township 137, Range 32, Cass County, Minnesota.

AND

The Northeast Quarter of the Southeast Quarter (NE $\frac{1}{4}$ of SE $\frac{1}{4}$), Section 23, Township 138, Range 32, Cass County, Minnesota.

AND

The Northwest Quarter of the Southeast Quarter (NW $\frac{1}{4}$ of SE $\frac{1}{4}$), Section 23, Township 138, Range 32, Cass County, Minnesota.

AND

The Southwest Quarter of the Southeast Quarter (SW $\frac{1}{4}$ of SE $\frac{1}{4}$), Section 23, Township 138, Range 32, Cass County, Minnesota.

AND

The Southeast Quarter of the Southeast Quarter (SE $\frac{1}{4}$ of SE $\frac{1}{4}$), Section 23, Township 138, Range 32, Cass County, Minnesota.

AND

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The Southwest Quarter of the Southwest Quarter (SW $\frac{1}{4}$ of SW $\frac{1}{4}$), Section 24, Township 138, Range 32, Cass County, Minnesota.

AND

The Southeast Quarter of the Southwest Quarter (SE $\frac{1}{4}$ of SW $\frac{1}{4}$), Section 24, Township 138, Range 32, Cass County, Minnesota.

AND

The Southwest Quarter of the Southeast Quarter (SW $\frac{1}{4}$ of SE $\frac{1}{4}$), Section 24, Township 138, Range 32, Cass County, Minnesota.

AND

The Southwest Quarter of the Northeast Quarter (SW $\frac{1}{4}$ of NE $\frac{1}{4}$), Section 25, Township 138, Range 32, Cass County, Minnesota.

AND

The Northeast Quarter of the Northwest Quarter (NE $\frac{1}{4}$ of NW $\frac{1}{4}$), Section 25, Township 138, Range 32, Cass County, Minnesota.

AND

The Northwest Quarter of the Northwest Quarter (NW $\frac{1}{4}$ of NW $\frac{1}{4}$), Section 25, Township 138, Range 32, Cass County, Minnesota.

AND

The Southwest Quarter of the Northwest Quarter (SW $\frac{1}{4}$ of NW $\frac{1}{4}$), Section 25, Township 138, Range 32, Cass County, Minnesota.

AND

The Southeast Quarter of the Northwest Quarter (SE $\frac{1}{4}$ of NW $\frac{1}{4}$), Section 25, Township 138, Range 32, Cass County, Minnesota.

AND

The Northeast Quarter of the Southwest Quarter (NE $\frac{1}{4}$ of SW $\frac{1}{4}$), Section 25, Township 138, Range 32, Cass County, Minnesota.

AND

The Northwest Quarter of the Southwest Quarter (NW $\frac{1}{4}$ of SW $\frac{1}{4}$), Section 25, Township 138, Range 32, Cass County, Minnesota.

AND

The Southwest Quarter of the Southwest Quarter (SW $\frac{1}{4}$ of SW $\frac{1}{4}$), Section 25, Township 138, Range 32, Cass County, Minnesota.

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AND

The Southeast Quarter of the Southwest Quarter (SE $\frac{1}{4}$ of SW $\frac{1}{4}$), Section 25, Township 138, Range 32, Cass County, Minnesota.

AND

The Northwest Quarter of the Southeast Quarter (NW $\frac{1}{4}$ of SE $\frac{1}{4}$), Section 25, Township 138, Range 32, Cass County, Minnesota.

AND

The Northwest Quarter of the Southwest Quarter (NW $\frac{1}{4}$ of SW $\frac{1}{4}$), Section 26, Township 138, Range 32, Cass County, Minnesota, EXCEPT a strip of land 80 feet in width, being 40 feet on either side of a centerline described as follows: Beginning at a point on the south line which is 720 feet east of the Southwest corner of said tract; thence running northerly a distance of 1330 feet to a point on the north line which is 720 feet east of the Northwest corner of said tract.

AND

The Southwest Quarter of the Southwest Quarter (SW $\frac{1}{4}$ of SW $\frac{1}{4}$), Section 26, Township 138, Range 32, Cass County, Minnesota, EXCEPT a strip of land 80 feet in width, being 40 feet on either side of a centerline described as follows: Beginning at a point on the south line which is 720 feet east of the Southwest corner of said tract; thence running northerly a distance of 1320 feet to a point on the north line which is 720 feet east of the northwest corner of said tract.

AND

The Northeast Quarter of the Northeast Quarter (NE $\frac{1}{4}$ of NE $\frac{1}{4}$), Section 26, Township 138, Range 32, Cass County, Minnesota.

AND

The Northwest Quarter of the Northeast Quarter (NW $\frac{1}{4}$ of NE $\frac{1}{4}$), Section 26, Township 138, Range 32, Cass County, Minnesota.

AND

The Southwest Quarter of the Northeast Quarter (SW $\frac{1}{4}$ of NE $\frac{1}{4}$), Section 26, Township 138, Range 32, Cass County, Minnesota.

AND

The Southeast Quarter of the Northeast Quarter (SE $\frac{1}{4}$ of NE $\frac{1}{4}$), Section 26, Township 138, Range 32, Cass County, Minnesota.

AND

The Northeast Quarter of the Northwest Quarter (NE $\frac{1}{4}$ of NW $\frac{1}{4}$), Section 26, Township 138, Range 32, Cass County, Minnesota.

AND

The Southwest Quarter of the Northwest Quarter (SW $\frac{1}{4}$ of NW $\frac{1}{4}$), Section 26, Township 138, Range 32, Cass

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County, Minnesota.

AND

The Southeast Quarter of the Northwest Quarter (SE $\frac{1}{4}$ of NW $\frac{1}{4}$), Section 26, Township 138, Range 32, Cass County, Minnesota.

AND

The Northeast Quarter of the Southwest Quarter (NE $\frac{1}{4}$ of SW $\frac{1}{4}$), Section 26, Township 138, Range 32, Cass County, Minnesota.

AND

The Southeast Quarter of the Southwest Quarter (SE $\frac{1}{4}$ of SW $\frac{1}{4}$), Section 26, Township 138, Range 32, Cass County, Minnesota.

AND

The Northeast Quarter of the Southeast Quarter (NE $\frac{1}{4}$ of SE $\frac{1}{4}$), Section 26, Township 138, Range 32, Cass County, Minnesota.

AND

The Northwest Quarter of the Southeast Quarter (NW $\frac{1}{4}$ of SE $\frac{1}{4}$), Section 26, Township 138, Range 32, Cass County, Minnesota.

AND

The Southwest Quarter of the Southeast Quarter (SW $\frac{1}{4}$ of SE $\frac{1}{4}$), Section 26, Township 138, Range 32, Cass County, Minnesota.

AND

The Southwest Quarter of the Northeast Quarter (SW $\frac{1}{4}$ of NE $\frac{1}{4}$), Section 27, Township 138, Range 32, Cass County, Minnesota.

AND

The Northeast Quarter of the Southeast Quarter (NE $\frac{1}{4}$ of SE $\frac{1}{4}$), Section 27, Township 138, Range 32, Cass County, Minnesota.

AND

The Northwest Quarter of the Southeast Quarter (NW $\frac{1}{4}$ of SE $\frac{1}{4}$), Section 27, Township 138, Range 32, Cass County, Minnesota.

AND

The Southwest Quarter of the Southeast Quarter (SW $\frac{1}{4}$ of SE $\frac{1}{4}$), Section 27, Township 138, Range 32, Cass County, Minnesota.

AND

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The Southeast Quarter of the Southeast Quarter (SE ¼ of SE ¼), Section 27, Township 138, Range 32, Cass County, Minnesota.

AND

The Northeast Quarter of the Southwest Quarter (NE ¼ of SW ¼), Section 34, Township 138, Range 32, Cass County, Minnesota.

AND

The Southeast Quarter of the Southwest Quarter (SE ¼ of SW ¼), Section 34, Township 138, Range 32, Cass County, Minnesota.

Prairie Creek WMA Tract 1D, Rice County, 138 acres, Acq: 161163

The North One-Half of the Northwest Quarter of Section 36, Township 111 North, Range 19 West, Rice County, Minnesota, EXCEPT the East 950 feet thereof.

The Southeast Quarter of the Southeast Quarter, Section 26, Township 111 North, Range 19 West, Rice County, Minnesota, EXCEPT the North 350 feet thereof AND Southwest Quarter of the Southwest Quarter lying North and West of Township Road (Lamb Avenue), Section 25, Township 111 North, Range 19 West, Rice County, Minnesota, EXCEPT the North 350 feet thereof.

All that part of the Northwest Quarter of the Northwest Quarter lying South and East of Township Road (Lamb Avenue), EXCEPT the north 50.00 feet thereof; the Southwest Quarter of the Northwest Quarter, EXCEPT the South 691 feet thereof; the Southeast Quarter of the Northwest Quarter EXCEPT the South 691 feet thereof AND EXCEPT the East 746.61 feet thereof; all in Section 25, Township 111 North, Range 19 West, Rice County, Minnesota,

Rau Prairie Potholes WMA Tract 4, Kandiyohi County, 92.5 acres, Acq: 161445

The East 1050 feet of the North 950 feet of the West Half of the Northeast Quarter of Section 7, Township 119 North, Range 35 West, Kandiyohi County, Minnesota.

AND

The South 340 feet of the East 570 feet of the North 1290 feet of the West Half of the Northeast Quarter of Section 7, Township 119 North, Range 35 West, Kandiyohi County, Minnesota.

AND

The Southwest Quarter of the Southeast Quarter of Section 6, Township 119 North, Range 35 West, Kandiyohi County, Minnesota.

AND

The Southeast Quarter of the Southeast Quarter of Section 6, Township 119 North, Range 35 West, Kandiyohi County, Minnesota, EXCEPTING THEREFROM the North 990 feet of the East 660 feet.

Ringo Nest WMA Tract 4B, Kandiyohi County, 36.6 acres, Acq: 161093

The Southwest Quarter of the Northwest Quarter, except highway right-of-way, Section 31, Township 121 North, Range 34 West, Kandiyohi County, Minnesota.

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Rock Marsh WMA Tract 4, Pine County, 558.4 acres, Acq: 161435

Parcel 1:

Southwest Quarter of the Southwest Quarter (SW $\frac{1}{4}$ of SW $\frac{1}{4}$), Section 15, Township 38, Range 20, Pine County, Minnesota LESS that parcel shown as Parcel 29 on Minnesota Department of Transportation Right-of-Way Plat #58-20 conveyed to State of Minnesota in Warranty Deed filed as Document No. 519492.

Parcel 2:

Northeast Quarter of the Northeast Quarter (NE $\frac{1}{4}$ of NE $\frac{1}{4}$), Section 21, Township 38, Range 20, Pine County, Minnesota LESS that parcel shown as Parcel 29 on Minnesota Department of Transportation Right-of-Way Plat 58-19 conveyed to State of Minnesota in Warranty Deed filed as Document No. 519492.

Parcel 3:

Southeast Quarter of the Northwest Quarter (SE $\frac{1}{4}$ of NW $\frac{1}{4}$), Section 21, Township 38, Range 20, Pine County, Minnesota.

Parcel 4:

South Half of the Northeast Quarter (S $\frac{1}{2}$ of NE $\frac{1}{4}$), Section 21, Township 38, Range 20, Pine County, Minnesota.

Parcel 5:

North Half of the Southeast Quarter (N $\frac{1}{2}$ of SE $\frac{1}{4}$) & Southwest Quarter of the Southeast Quarter (SW $\frac{1}{4}$ of SE $\frac{1}{4}$), Section 21, Township 38, Range 20, Pine County, Minnesota.

Parcel 6:

Southeast Quarter of the Southeast Quarter (SE $\frac{1}{4}$ of SE $\frac{1}{4}$), Section 21, Township 38, Range 20, Pine County, Minnesota.

Parcel 7:

East Half of the Southwest Quarter (E $\frac{1}{2}$ of SW $\frac{1}{4}$), Section 21, Township 38, Range 20, Pine County, Minnesota.

Parcel 8:

East Half of the Northeast Quarter (E $\frac{1}{2}$ of NE $\frac{1}{4}$), Section 28, Township 38, Range 20, Pine County, Minnesota.

Parcel 9:

Southwest Quarter of the Northeast Quarter (SW $\frac{1}{4}$ of NE $\frac{1}{4}$), Section 28, Township 38, Range 20, Pine County, Minnesota.

Rogelstad Swanson WMA Tracts 5 and 6, Wilkin County, 305.5 acres, Acq: 161342

The South One-Half of the Northeast Quarter (S $\frac{1}{2}$ NE $\frac{1}{4}$) of Section Ten (10); the Southeast Quarter (SE $\frac{1}{4}$) of Section Ten (10); and the South One-half of the Southwest Quarter (S $\frac{1}{2}$ SW $\frac{1}{4}$) of Section Ten (10); all in Township One Hundred Thirty-five (135), Range Forty-six (46), Wilkin County, Minnesota.

EXCEPT

Commencing at the Southwest corner of Section Ten (10), Township One Hundred Thirty-five {135} North, Range Forty-six (46) West, then proceed along the South line of said section due East a distance of 73.5 rods to the point of beginning; thence continue along the south line of said section due East a distance of 51.5 rods; thence proceed due North Parallel to the West line of Section Ten (10) a distance of 73.5 rods; thence proceed due West parallel to the South line of Section Ten (10) a distance of 38.5 rods; thence proceed South parallel to the West line of said Section Ten (10) a distance of 50.0 rods; thence proceed in a southwesterly direction at an approximate 45 degree angle a distance of 25.5 rods to the point of beginning.

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Rosaasen Slough WMA Tract 2, Renville County, 188.5 acres, Acq: 161363

Southwest Quarter of Southwest Quarter (SW¼ of SW¼) of Section 18, Township 116, Range 37.

And

Northwest Quarter (NW¼) of Section 19, Township 116, Range 37 excepting the following tract:

That part of the Northwest Quarter of the Northwest Quarter (NW ¼ NW¼) of Section Nineteen (19), Township One hundred sixteen (116) North, Range Thirty-seven (37) West, Renville County, Minnesota, described as follows: Commencing at the northwest corner of said Section Nineteen (19); thence South 00 degrees 00 minutes 00 seconds East, assumed bearing along the west line of said Section, a distance of 660.00 feet to the point of beginning of the tract to be described; thence continuing South 00 degrees 00 minutes 00 seconds East, along said west line, a distance of 430.00 feet; thence North 90 degrees 00 minutes 00 seconds East a distance of 125.00 feet; thence North 00 degrees 00 minutes 00 seconds East a distance of 280.00 feet; thence North 90 degrees 00 minutes 00 seconds East a distance of 852.00 feet; thence North 10 degrees 24 minutes 00 seconds West a distance of 106.00 feet; thence North 83 degrees 40 minutes 00 seconds West a distance of 80.00 feet; thence North 46 degrees 17 minutes 00 seconds West a distance of 100.00 feet; thence North 21 degrees 14 minutes 20 seconds West a distance of 72.00 feet; thence North 04 degrees 57 minutes 13 seconds West a distance of 81.00 feet; thence North 90 degrees 00 minutes 00 seconds West a distance of 215.00 feet; thence South 00 degrees 00 minutes 00 seconds East a distance of 180.00 feet; thence North 90 degrees 00 minutes 00 seconds West a distance of 558.00 feet to the point of beginning.

And

The Northwest Quarter of the Southeast Quarter (NW¼ of SE¼) of Section 19, Township 116, Range 37 except that part of the West Half of the Southeast Quarter (W½ of SE¼) of Section 19, Township 116, Range 37 described as follows: Beginning at the Southeast corner of said West Half of the Southeast Quarter (W½ of SE¼) of Section 19; thence on an assumed bearing of North 89°57'05" West, 199.87 feet along the South line of said West Half of the Southeast Quarter (W½ of SE¼) of Section 19; thence North 31°55'29" West 1005.6 feet; thence North 52°25'55" West 781.71 feet to the Southwest corner of the Northwest Quarter of the Southeast Quarter (NW¼ of the SE¼) of said Section 19; thence North 00°43'08" West, 1073.34 feet along the West line of the Northwest Quarter of the Southeast Quarter (NW¼ of SE¼) of Section 19; thence South 79°12'12" East, 590.67 feet; thence South 57°07'24" East, 236.84 feet; thence South 29°13'40" East, 320.18 feet; thence South 00°43'51" East, 307.80 feet; thence South 89°56'59" East, 405.19 feet to the East line of said West Half of the Southeast Quarter (W½ of SE¼) of Section 19; thence South 00°43'56" East, 1576.94 feet along the East line of said West Half of the Southeast Quarter (W½ of SE¼) of Section 19 to the point of beginning.

Rothsay WMA Tract 23, Wilkin County, 40 acres, Acq: 161105

The Northwest Quarter of the Northeast Quarter (NW¼NE¼) of Section Twenty-one (21), Township One Hundred Thirty-five (135), Range Forty-five (45), Wilkin County, Minnesota.

Shaokatan WMA Tract 27, Lincoln County, 150.5 acres, Acq: 161138

The Northeast Quarter (NE ¼) of Section Thirty-two (32) in Township One Hundred Twelve (112) North, Range Forty-six (46) West of the Fifth Principal Meridian in the County of Lincoln, State of Minnesota, EXCEPTING THEREFROM all that part of the Northeast Quarter (NE¼) of Section Thirty-two (32), Township One Hundred Twelve (112) North, Range Forty-six (46) West, bounded and described as follows: Commencing at the Southeast (SE) corner of the Northeast Quarter (NE¼) of said Section 32 for a point of beginning; thence West a distance of 560 feet; thence North a distance of 820 feet; thence East a distance of 560 feet; thence South a distance of 820 feet to the point of beginning.

Shetek Inlet WMA Tract 4, Murray County, 326.8 acres, Acq: 161312

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The Northwest Quarter (NW¼) of Section Three (3), and the Southeast Quarter of the Northeast Quarter (SE¼NE¼) of Section Four (4), all in Township One hundred Eight (108) North, Range Forty-one (41) West of the Fifth Principal Meridian, Murray County, Minnesota.

EXCEPTING THEREFROM the following described tract:

All that part of the South Half Northwest Quarter in Section 3, Township 108 North, Range 41 West, Murray County, Minnesota, being more particularly described as follows:

Beginning at the southeast corner of said Northwest Quarter; thence South 89 degrees 51 minutes 27 seconds West, bearing based on Murray County Coordinate System (1996 Adj.), along the south line of said Northwest Quarter, a distance of 2648.83 feet to the southwest corner of said Northwest Quarter; thence North 89 degrees 40 minutes 32 seconds East a distance of 998.58 feet; thence North 89 degrees 50 minutes 47 seconds East a distance of 628.01 feet; thence South 89 degrees 57 minutes 29 seconds East a distance of 1022.25 feet to the point of beginning.

AND

The North Half of the Northeast Quarter (N½NE¼), and the Southwest Quarter of the Northeast Quarter (SW¼NE¼), all in Section Four (4), Township One hundred eight (108) North, Range Forty-one (41) West of the Fifth Principal Meridian, Murray County, Minnesota.

EXCEPTING THEREFROM the following described tract:

All that part of the South Half of the Northeast Quarter in Section 4, Township 108 North, Range 41 West, Murray County, Minnesota, being more particularly described as follows:

Beginning at the southwest corner of said Northeast Quarter; thence South 89 degrees 55 minutes 45 seconds East, bearing based on Murray County Coordinate System (1996 Adj.), along the south line of said Northeast Quarter, a distance of 1405.76 feet; thence North 89 degrees 26 minutes 13 seconds West a distance of 424.32 feet; thence South 89 degrees 51 minutes 29 seconds West a distance of 981.46 feet to the point of beginning.

Somerset WMA Tract 5, Steele County, 146 acres, Acq: 161540

Parcel 1:

The North Half of the Southwest Quarter (N½ of SW ¼) and the Southeast Quarter of the Southwest Quarter (SE¼ of SW¼), Section 32, Township 107 North, Range 20 West, Steele County, Minnesota.

EXCEPTING THEREFROM

The West 25.00 feet of the Southeast Quarter of the Southwest Quarter of Section 32, Township 107 North, Range 20 West, Steele County, Minnesota.

AND EXCEPTING THEREFROM

Commencing at the southeast corner of said Southwest Quarter; thence South 89 degrees 56 minutes 54 seconds West, assumed bearing, 549.46 feet along the south line of said Southwest Quarter to the True Point of Beginning; thence South 89 degrees 56 minutes 54 seconds West 33.00 feet along the south line of said Southwest Quarter; thence North 02 degrees 52 minutes 17 seconds West 805.73 feet; thence South 89 degrees 53 minutes 52 seconds West 708.76 feet to the west line of said Southeast Quarter of Southwest Quarter; thence North 00 degrees 00 minutes 29 seconds West 719.00 feet along the west line of said Southeast Quarter of Southwest Quarter and along the west line of said Northeast Quarter of Southwest Quarter; thence North 89 degrees 53 minutes 52 seconds East 930.00 feet; thence South 05 degrees 40 minutes 03 seconds East 195.92 feet to the south line of said Northeast Quarter of Southwest Quarter; thence South 13 degrees 12 minutes 41 seconds West 236.44 feet; thence South 29 degrees 52 minutes 57 seconds West 310.50 feet;

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thence South 02 degrees 52 minutes 17 seconds East 830.76 feet to said True Point of Beginning.

Parcel 4:

The Northeast Quarter of the Southeast Quarter (NE¼ of SE¼) of Section 31, Township 107 North, Range 20 West, Steele County, Minnesota.

Spencer Brook WMA Tract 5, Isanti County, 38.9 acres, Acq: 160864

The Northeast Quarter (NE¼) of the Northeast Quarter (NE¼) of Section 21, Township 35, Range 25, Isanti County, Minnesota.

Thielke Lake WMA Tracts 7A and 17, Big Stone County, 274.3 acres, Acq: 161049

Government Lots 1, 8, 9, and 10 and the East Half (E ½) of the Southeast Quarter (SE ¼) and the Southeast Quarter (SE ¼) of the Northeast Quarter (NE ¼) all in Section 2, Township 122, Range 46, Big Stone County, Minnesota.

Thielke Lake WMA Tract 8, Big Stone County, 385.9 acres, Acq: 160967

Lot D, according to the Plat on file in the office of the County Recorder, Big Stone County, Minnesota, in Book 6 of Plats, page 114, which includes the following property:

Government lot Five (5) of Section Thirty-four (34), Township One Hundred Twenty-three (123) North, Range Forty-six (46) West, EXCEPT a strip one (1) rod wide off the North side of said Lot Five (5) AND EXCEPT lot A thereof, according to the Plat on file in the office of the County Recorder, Big Stone County, Minnesota, in Book 6 of Plats, page 114; together with riparian rights thereto attached.

Government Lot Nine (9) of Section Thirty-four (34), Township One Hundred Twenty-three (123) North, Range Forty-six (46) West, Big Stone County, Minnesota; together with riparian rights thereto attached.

Government lot Two (2) of Section Thirty-five (35), Township One Hundred Twenty-three (123) North, Range Forty-six (46) West, EXCEPT lot B thereof, according to the Plat on file in the office of the County Recorder, Big Stone County, Minnesota, in Book 6 of Plats, page 114; together with riparian rights thereto attached.

The Southeast Quarter of the Southwest Quarter (SE¼, SW¼) of Section Thirty-five (35), Township One Hundred Twenty-three (123) North, Range Forty-six (46) West, EXCEPT Lot C thereof, according to the Plat on file in the office of the County Recorder, Big Stone County, Minnesota, in Book 6 of Plats, page 114; together with riparian rights thereto attached.

Government Lots Two (2), Three (3), Four (4), Five (5), and Six (6) of Section Two (2), Township One Hundred Twenty-two (122) North, Range Forty-six (46) West, Big Stone County, Minnesota; together with riparian rights thereto attached.

Government Lots One (1), Eight (8), Nine (9), Ten (10), and Eleven (11) of Section Three (3), Township One Hundred Twenty-two (122) North, Range Forty-six (46) West, Big Stone County, Minnesota; together with riparian rights thereto attached.

Government Lot Two (2) of Section Three (3), Township One Hundred Twenty-two (122) North, Range Forty-six (46) West, EXCEPT Lot E thereof, according to the Plat on file in the office of the County Recorder, Big Stone County, Minnesota, in Book 6 of Plats, page 114; together with riparian rights thereto attached.

Thielke Lake WMA Tracts 9 – 12, Big Stone County, 236.7 acres, Acq: 161091

The South 273.00 feet of the North 400.00 feet of Government Lot 7, together with riparian rights, Section 34,

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Township 123 North, Range 46 West, Big Stone County, Minnesota. The tract contains 6.39 acres more or less and is subject to a public roadway easement over the West 75.00 feet thereof.

The South 310.00 feet of the North 710.00 feet of Government Lot 7, together with riparian rights, Section 34, Township 123 North, Range 46 West, Big Stone County, Minnesota. The tract contains 7.99 acres more or less and is subject to a public roadway easement over the West 75.00 feet thereof.

The North 127.00 feet of Government Lot Seven (7), except the West 851.12 feet thereof, AND Government Lot Eight (8), except the West 851.12 feet thereof, all being within Section Thirty-four (34), Township One Hundred Twenty-three (123) North, Range Forty-six (46) West, containing 13.00 acres more or less, together with all apportioned lands thereto.

Government Lot Seven (7) EXCEPTING THEREFROM the North Seven Hundred Ten (710) feet thereof; All of Government Lot Six (6) together with riparian rights in Section Thirty-four (34), Township One Hundred Twenty-three (123) North, Range Forty-six (46) West of the 5th P.M., subject to highway right-of-way; and Government Lot Three (3) of Section Three (3), Township One Hundred Twenty-two (122) North, Range Forty-six (46) West of the 5th P.M., subject to highway right-of-way.

The Northwest Quarter of the Northwest Quarter (NW¼ NW¼) (EXCEPTING THEREFROM the North 22 rods of the West 14.5 rods thereof); the West Eight Hundred Fifty-one and twelve hundredths (W 851.12) feet of the North One Hundred Twenty-seven (127) feet of Government Lot Seven (7); and the West Eight Hundred Fifty-one and twelve hundredths (W 851.12) feet of Government Lot Eight (8), ALL in Section Thirty-four (34), Township One Hundred Twenty-three (123) North, Range Forty-six (46) West of the 5th P.M., subject to Highway right-of-way.

Government Lot One (1) of Section Thirty-four (34), Township One Hundred Twenty-three (123) North, Range Forty-six (46) West, Big Stone County, Minnesota; and

Lot C of the Survey Plat of Lot C of Government Lot Two (2) of Section Thirty-four (34), Township One Hundred Twenty-three (123) North, Range Forty-six (46) West, Big Stone County, Minnesota, more particularly described as follows: That part of Government Lot Two (2) of Section Thirty-four (34), Township One Hundred Twenty-three (123) North, Range Forty-six (46) West, Big Stone County, Minnesota, described as follows: Beginning at the Northwest corner of said Government Lot Two (2); thence South 89 degrees 44 minutes 10 seconds East, assumed bearing along the North line of said Section Thirty-four (34), a distance of 540.84 feet; thence South 00 degrees 15 minutes 49 seconds East a distance of 635.00 feet more or less to a point on the shoreline of Lyseng Lake; thence Westerly along said shoreline to a point on the West line of said Government Lot Two (2); thence North 00 degrees 15 minutes 49 seconds West, along said West line, a distance of 834.00 feet more or less to the point of beginning. Said tract contains 8.63 acres more or less and is subject to any easement of record including at existing road right of way over the Northerly portion thereof.

Tiger Marsh WMA Tract 7, Carver County, 103.3 acres, Acq: 1610874

The North Half of the Southeast Quarter of Section 8, Township 115 North, Range 26 West, Carver County, Minnesota.

AND

That part of Government Lot 2 of Section 8, Township 115 North, Range 26 West, Carver County, Minnesota, that lies southerly and southeasterly of the following described line:

Commencing at the southwest corner of Government Lot 2 of said Section 8; thence on an assumed bearing of North 00 degrees 18 minutes 06 seconds West, along the West line of said Government Lot 2, a distance of 280.68 feet to the POINT OF BEGINNING of said line; thence North 89 degrees 44 minutes 58 seconds East, a distance of 2032.91 feet; thence North 54 degrees 34 minutes 43 seconds East, a distance of 680 feet, more or less, to the shoreline of Tiger Lake and said line there terminating.

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Troy WMA Tract 5, Pipestone County, 21.6 acres, Acq: 161444

That part of the Southeast Quarter (SE¼) of Section Two (2), Township One Hundred Seven (107) North, Range Forty-Six (46) West of the Fifth P.M., described as follows:

Beginning at the northwest corner of said Southeast Quarter; thence on an assumed bearing of North 89 degrees 17 minutes 23 seconds East, along the north line of said Southeast Quarter, 1472.50 feet; thence South 0 degrees 19 minutes 35 seconds West 152.21 feet; thence South 65 degrees 56 minutes 05 seconds West 541.24 feet; thence South 47 degrees 18 minutes 18 seconds West 1329.22 feet to the west line of said Southeast Quarter; thence North 0 degrees 01 minute 02 seconds West, along said west line, 1256.00 feet to the point of beginning.

Upper Twin Lake WMA Tract 10, Freeborn County, 85.1 acres, Acq: 161318

That part of the SE¼ SE¼ Section 22, E½ NE¼ Section 27, and N½ NW¼ Section 26-T102N-R22W, Freeborn County, Minnesota, described as follows:

Commencing at the southeast corner of the SE¼ of said Section 22; thence South 89°00'14" West a distance of 190.00 feet, on an assumed bearing on the south line of said Section 22 to a point on the center line of 710th Avenue, which is the point of beginning;

thence South 00°06'26" East a distance of 174.54 feet on said center line;
thence South 02°17'13" East a distance of 160.33 feet on said center line;
thence South 07°13'37" East a distance of 185.61 feet on said center line;
thence South 11°06'21" East a distance of 36.08 feet on said center line;
thence southerly 323.85 feet on a tangential curve, concave easterly, having a radius of 4372.47 feet and a central angle of 04°14'37" on said center line;
thence South 15°20'58" East a distance of 321.65 feet on said center line;
thence southerly a distance of 153.27 feet on a tangential curve, concave westerly, having a radius of 1296.22 feet and a central angle of 06°46'30" on said center line to the east line of said Section 27;
thence North 01°38'04" West a distance of 27.58 feet on said east line, to the northwest corner of the south 16.5 feet of the NW¼ NW¼ of said Section 26;
thence South 89°45'43" East a distance of 1314.03 feet to the northeast corner of said south 16.5 feet;
thence South 01°11'02" East a distance of 16.51 feet to the southwest corner of the NE¼ NW¼ of said Section 26;
thence South 89°45'43" East a distance of 1313.91 feet to the southeast corner of said NE¼ NW¼;
thence North 00°43'20" West, a distance of 1301.61 feet to the northeast corner of said NW¼;
thence North 89°19'35" West, a distance of 2649.29 feet to the southeast corner of said Section 22;
thence North 00°55'14" East a distance of 502.69 feet on the east line of the SE¼ of said Section 22, to the center line of 180th Street; thence South 86°21'17" West a distance of 61.43 feet on the center line of said 180th Street;
thence westerly a distance of 139.69 feet on a tangential curve, concave southerly, having a radius of 1036.05 feet and a central angle of 07°43'30" on said center line to the center line of said 710th Avenue;
thence South 00°11'40" East a distance of 483.78 feet to the point of beginning;

Subject to highway easement along the westerly and northerly most sides thereof.

Waubun WMA Tract 35, Mahnomen County, 320 acres, Acq: 161190

The Northwest Quarter (NW¼) and the South Half of the Northeast Quarter (S½ NE¼), all in Section 27, Township 143 North, Range 42 West of the Fifth Principal Meridian in Mahnomen County, Minnesota, containing 240 acres more or less.

and

The North Half of the Northeast Quarter (N½ NE¼) of Section 27, Township 143 North, Range 42 West of the Fifth Principal Meridian, in Mahnomen County, Minnesota, containing 80 acres, more or less.

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Woodbury WMA Tract 3, Goodhue County, 37.4 acres, Acq: 161272

That part of the North Half of the Southeast Quarter of Section 33, Township 110 North, Range 16 West, Goodhue County, Minnesota, described as follows:

Commencing at the southwest corner of the Southeast Quarter of said Section 33; thence on an assumed bearing North 89 degrees 51 minutes 57 seconds East along the south line of said Southeast Quarter 671.15 feet; thence North 00 degrees 08 minutes 03 seconds West 2154.50 feet; thence North 04 degrees 55 minutes 57 seconds East 135.29 feet to the point of beginning of the tract to be described; thence continuing North 04 degrees 55 minutes 57 seconds East 140.74 feet; thence North 88 degrees 06 minutes 34 seconds West 289.07 feet; thence South 72 degrees 17 minutes 27 seconds West 255.80 feet; thence South 80 degrees 51 minutes 35 seconds West 248.66 feet to the west line of said Southeast Quarter; thence North 02 degrees 10 minutes 32 seconds West along said west line 306.22 feet to the north line of the Southeast Quarter of Section 33; thence North 89 degrees 51 minutes 39 seconds East along said north line 2616.48 feet to the northeast corner of said Southeast Quarter; thence South 02 degrees 28 minutes 26 seconds East along the east line of said Southeast Quarter 1315.97 feet to the southeast corner of the North Half of the Southeast Quarter of Section 33; thence South 89 degrees 51 minutes 48 seconds West along the south line of said North Half 860.84 feet; thence North 00 degrees 38 minutes 22 seconds West 985.30 feet; thence South 89 degrees 15 minutes 32 seconds West 1023.91 feet to the point of beginning.

WHEREAS, the above-described lands contain high potential for wildlife production, as well as public hunting, fishing, trapping, and other compatible outdoor recreational uses. The above-described lands include: (1) appropriate wildlife lands and habitat that permit the propagation and management of a substantial population of desired wildlife species and (2) areas large enough to ensure adequate wildlife management and regulation of permitted recreational uses;

WHEREAS, the above-described lands include lands acquired or improved for public hunting, game refuges, and food and cover planting;

WHEREAS, the above-described lands include wetlands and bordering areas, including marshes, ponds, small lakes, and stream bottoms, acquired for water conservation relating to wildlife development;

WHEREAS, pursuant to the authority and procedure described in the relevant statutes, the commissioner of natural resources ("commissioner") acquired the above-described lands by purchase, gift, lease, easement, condemnation, or exchange of state lands. *See* Minn. Stat. §§ 86A.07, 97A.135, .145. The above-described lands are accordingly under the jurisdiction of the Minnesota Department of Natural Resources; and

ORDER

NOW, THEREFORE, IT IS HEREBY ORDERED, pursuant to authority vested in me by law, including *Minnesota Statutes*, section 97A.135, subdivision 1, *Minnesota Statutes*, section 97A.145, subdivision 1, *Minnesota Statutes*, section 86A.05, subdivision 8, and *Minnesota Statutes*, section 86A.07, subdivision 3, that the above-described lands under the jurisdiction of the Minnesota Department of Natural Resources are designated as Wildlife Management Areas.

This order takes effect upon publication in the State Register.

Date: September 10, 2026

Sarah Strommen, Commissioner

For additional information or to receive this document in an alternative format please contact:

Commissioner's Orders

Rick Walsh
Department of Natural Resources
Division of Fish and Wildlife
500 Lafayette Road, St. Paul, MN 55155
Phone: (651) 259-5232

Minnesota Department of Natural Resources Commissioner's Order – SNA Order #267: Felton Prairie Scientific and Natural Area

Date: September 16, 2026

Statutory authority: *Minnesota Statutes*, sections 84.033, 86A.05, subd. 5, and 97A.093

Supersedes and rescinds: Commissioner's Designation Orders No.19, No. 45, No. 55, and No. 130

FACTUAL BACKGROUND AND LEGAL AUTHORITY

WHEREAS, Minn. Stat. § 84.033, subd. 1 authorizes the commissioner of natural resources ("commissioner") to "acquire by gift, lease, easement, exchange, or purchase, . . . in the name of the state, lands or any interest in lands suitable and desirable for establishing and maintaining scientific and natural areas" (herein after "SNA").

WHEREAS, Minn. Stat. § 84.033, subd. 3 provides that when acquiring land for designation as an SNA, "the commissioner must follow the procedures under section 97A.145, subd. 2".

WHEREAS, Minn. Stat. § 97A.145, subd. 2 provides that prior to acquiring or leasing land, the "commissioner must notify the county board and the town officers where the land is located and furnish them with a description of the land to be acquired."

WHEREAS, in accordance with Minn. Stat. § 97A.145, subd. 2 and subject to an extension of time granted by the commissioner, "the county board must approve or disapprove the proposed acquisition within 90 days after being notified" of the proposed acquisition. If the county board approves the acquisition, the commissioner may acquire the land.

WHEREAS, if the county board disapproves the acquisition, the county board must state a valid reason for disapproving, and the commissioner may not purchase or lease the land. The commissioner may, however, appeal the disapproval to the district court with jurisdiction where the land is located. Alternatively, the commissioner may submit the matter to the Land Exchange Board for hearing and decision. *Id.*

WHEREAS, SNAs are part of the State's outdoor recreation system and are "established to protect and perpetuate in an undisturbed natural state those natural features which possess exceptional scientific or educational value." Minn. Stat. § 86A.05, subd. 5(a).

WHEREAS, to qualify as an SNA, the land area must have "natural features or exceptional scientific and educational value"¹ and must be "large enough to permit effective research or educational functions and to preserve the inherent natural values of the area." Minn. Stat. § 86A.05, subd. 5(b)(1) and (b)(2).

WHEREAS, each SNA must be designated as either a research unit, an educational unit, or a public use unit. Minn. Stat. § 86A.05, subd. 5(e).

¹ Minn. Stat. § 86A.05, subd. 5(b)(1) lists seven examples of natural features that evidence "exceptional scientific and educational value" although the list is not intended to be exhaustive.

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WHEREAS, an area designated as an SNA may not be altered in designation or use without holding a public hearing and an opportunity for persons to be heard on the designation or use as set forth in Minn. Stat. § 86A.05, subd. 5(d).

WHEREAS, Minn. R. 6136.0550, subp. 6 establishes criteria for allowed exceptions to prohibited activities to enhance public use of a scientific and natural area or surrounding areas, if the activities are compatible with the purposes for which the scientific and natural area was acquired.

WHEREAS, Blazing Star SNA, Clay County, was first designated as an SNA on May 4, 1981. *See Commissioner's Scientific and Natural Area Order No. 19 (Commissioner's Order No. 19)* (available upon request at the Minnesota Department of Natural Resources (DNR)). Blazing Star SNA, as established in 1981, consisted of 160 acres in Clay County. These 160 acres were designated an SNA because the lands, which are leased by DNR from the Nature Conservancy, contained undisturbed mesic prairie and dry-mesic prairie communities supporting three rare bird species. *Id* at 3 and Minn. Stat. § 86A.05, subd. 5(a)(1)(i), (iii) and (v). As set forth in *Commissioner's Order No. 19*, the Blazing Star SNA was designated as a Public Use unit, limiting use to "programs conducted by qualified scientists and graduate and post-graduate students, programs for primary, secondary, and college undergraduate students, and interpretive programs for the benefit of the general public" and is open to the public for nature observation and general education and research so long as such lands or any part thereof remain under lease by the DNR. *See Commissioner's Scientific and Natural Area Order No. 19*, at 1 and Minn. Stat. § 86A.05, subd. 5(e). This definition of public use is consistent with the definition of public use set forth in Minn. Stat. § 86A.05, subd. 5(e)(iii), which includes research, educational, and interpretive programs for the public.

WHEREAS, Felton Prairie SNA, Clay County, was first designated as an SNA on March 19, 1987. *See Commissioner's Scientific and Natural Area Order No. 45 (Commissioner's Order No. 45)* (available upon request at the DNR). Felton Prairie SNA, as established in 1987, consisted of 160.21 acres in Clay County, leased from Clay County, and is colloquially known and referred to as the Bicentennial Unit. These 160.21 acres were designated an SNA because the lands contained undisturbed gravel prairie and mesic black soil prairie (Northwest) habitat supporting two rare plants, five rare birds, one rare small mammal, and three rare butterflies. *Id* at 3 and Minn. Stat. § 86A.05, subd. 5(a)(1)(i), (iii) and (v). It was designated as a Public Use unit, open to the public for nature observation, general education, and research, so long as such lands or any part thereof remain under easement or lease by the DNR. This designation further ordered that the provisions of Minnesota Rules 6135.4500 through 6135.5000 shall apply to the "designated area, except that 1) the restriction on motor vehicles shall not apply to local farmers transporting their farm equipment on the signed cartways existent in the north and east half of this unit insofar as they do not damage the prairie and 2) the SNA shall be open to the hunting of deer during the open season for deer." *See Commissioner's Order No. 45*, at 2 and Minn. Stat. § 86A.05, subd. 5(e).

WHEREAS, *Commissioner's Order No. 45* establishing Felton Prairie SNA was amended on November 16, 1989, by *Commissioner's Scientific and Natural Area Order No. 55 (Commissioner's Order No. 55)* (available upon request at the DNR). This amendment added 90.48 acres in Clay County, colloquially known and referred to as the Shrike Prairie Unit, to the Felton Prairie SNA. *Commissioner's Order No. 55* did not, however, supersede *Commissioner's Order No. 45*.

WHEREAS, *Commissioner's Order No. 55* was amended on August 19, 1996, by *Commissioner's Scientific and Natural Area Order No. 130 (Commissioner's Order No. 130)* (available upon request at the DNR). *Commissioner's Order No. 130* amends and supersedes both *Commissioner's Order No. 45* and *Commissioner's Order No. 55*. *Commissioner's Order No. 130* listed rare, threatened, or endangered species that are present in the Felton Prairie SNA that were omitted in either *Commissioner's Order No. 45* or *Commissioner's Order No. 55*. *Commissioner's Order No. 130* did not alter the designated use or acreage of the SNA.

WHEREAS, on June 27, 2023, the *Findings of Fact and Order: Amending the Commissioner's Designation Order for 56 Scientific and Natural Areas to Require Nontoxic Ammunition While Taking Game in Minnesota Scientific and Natural Areas* was published in the Minnesota State Register at 47 SR 34 (*Nontoxic Ammunition Order*) (available upon request at the DNR). The *Nontoxic Ammunition Order* prohibited the possession of lead ammunition or the discharge of a firearm loaded with lead ammunition in multiple SNAs. Felton Prairie SNA is listed in the *Nontoxic Ammunition Order*.

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as Felton Prairie SNA (Clay County) (Bicentennial unit).

WHEREAS, by this Commissioner's Order, the DNR desires to incorporate the Blazing Star SNA as a unit in the Felton Prairie SNA to create a single SNA known as the Felton Prairie SNA.

WHEREAS, DNR also desires to add the Assiniboia Skipper Prairie Unit acquired on March 11, 1998, and November 30, 2000, and the Dakota Skipper Prairie Unit acquired on February 2, 2018, as described below, as new additions to the Felton Prairie SNA.

WHEREAS, the eastern boundary of the Dakota Skipper Prairie Unit is bordered by state-owned land that is held in trust for the beneficiaries of the School Trust Fund.

WHEREAS, the existing groundwater monitoring wells located within the Dakota Skipper Prairie Unit are being used to track water quantity and quality for environmental regulation purposes.

WHEREAS, DNR, its lessees, agents, contractors, and the public use the current gravel road along the eastern boundary of the Dakota Skipper Prairie Unit to access the School Trust Fund parcels.

WHEREAS, Minn. R. 6136.0550, subp. 6.B lays out the following six criteria that shall be considered by DNR when allowing exceptions to prohibited activities:

1. The activity occurred prior to designation;
2. The designation of specific areas for activities will help prevent damage to more sensitive areas;
3. The activity is needed to use a preexisting travel corridor to access land adjacent to a scientific and natural area for a special purpose;
4. The activity will enhance access to or interpretation of the scientific and natural area;
5. Allowing the activity will provide consistency with regulations of adjacent public lands; and
6. The activity will help achieve management objectives for the scientific and natural area.

For each exception proposed DNR describes how it considered each criteria. The criteria are independent and meeting only one criteria can support an exception.

WHEREAS, DNR desires to allow current and future monitoring wells to be located on the Dakota Skipper Prairie Unit. Minn. R. 6136.0550, subp. 6.B lays out six criteria that shall be considered when allowing exceptions to prohibited activities, and DNR considered the criteria regarding allowing the location of current and future monitoring wells. The DNR observes that exception criteria 1, 2, 5, and 6 are met, supporting the allowance of the exception, and criteria 3 and 4 are not met, as described below:

1. The activities occurred within the Dakota Skipper Prairie Unit prior to designation;
2. Monitoring wells help ensure environmental regulations are met and may help prevent damage to more sensitive areas within the SNA from adjacent excavation activities;
3. Monitoring wells are not needed to accommodate a previous travel corridor;
4. Monitoring wells will not enhance access to or interpretation of the SNA.
5. The exceptions allow for consistency with meeting Minn. Stat. 84.027 Subd. 18(4), which states the DNR must "manage the school trust lands to maximize the long-term economic return for the permanent school trust fund while maintaining sound natural resource conservation and management principles"; and
6. The monitoring well data collected will help guide management decisions and actions by monitoring possible water changes and their impact on native plant communities and other species located within the SNA.

WHEREAS, the DNR also desires to allow for the public use of the current gravel road along the eastern boundary within the Dakota Skipper Prairie Unit. Minn. R. 6136.0550, subp. 6.B lays out six criteria that shall be considered when allowing exceptions to prohibited activities, and DNR considered the criteria regarding allowing the public use of the gravel road. The DNR observes that exception criteria 1, 3, 4, and 5 are met, supporting the allowance of the exception, and criteria 2 and 6 are not met, as described below:

Commissioner's Orders

1. The activities occurred within the Dakota Skipper Prairie Unit prior to designation;
2. Use of the existing gravel road would not help prevent damage to more sensitive areas;
3. The gravel road is a preexisting travel corridor actively used to access the adjacent School Trust Fund parcels;
4. Public use of the gravel road would enhance access to the eastern side of the Dakota Skipper Prairie Unit;
5. The exceptions allow for consistency with meeting Minn. Stat. 84.027 Subd. 18(4), which states the DNR must “manage the school trust lands to maximize the long-term economic return for the permanent school trust fund while maintaining sound natural resource conservation and management principles”; and
6. Public use of the gravel road will not help achieve management objectives for the SNA.

WHEREAS, the DNR also desires to open the Dakota Skipper Prairie Unit to the hunting of deer during the open season for deer. Minn. R. 6136.0550, subp. 6.B lays out six criteria that shall be considered when allowing exceptions to prohibited activities, and DNR considered the criteria regarding allowing the hunting of deer within the Dakota Skipper Prairie Unit. The DNR observes that exception criteria 1 and 5 are met, supporting the allowance of the exception, and criteria 2, 3, 4, and 6 are not met, as described below:

1. Deer hunting occurred on the Dakota Skipper Prairie Unit prior to state ownership, while in county ownership. Deer hunting was a previously designated exception for the Bicentennial Unit of Felton Prairie SNA, which lies south of County Highway 34, similar to the Dakota Skipper Prairie Unit;
2. Designating deer hunting on the Dakota Skipper Prairie Unit will not help prevent damage to more sensitive areas within the Felton Prairie SNA;
3. Deer hunting is not needed to accommodate a previous travel corridor;
4. Deer hunting does not enhance access to or interpretation of the Dakota Skipper Prairie Unit;
5. Allowing deer hunting will provide consistency with regulations of adjacent public lands (i.e., Felton WMA adjacent to the west). Additionally, allowing hunting on the Dakota Skipper Prairie Unit provides public use consistency for DNR-owned units south of County Highway 34 within the Felton Prairie SNA; and
6. Deer browsing on rare species has created concerns on the Dakota Skipper Prairie Unit. Deer hunting may help reduce browsing of these rare species, however at the time of this designation, there is no data proving this will be the case.

WHEREAS, DNR also desires to add the Shaw parcel acquired on September 8, 1999, as described below, as a new addition to the Bicentennial Unit of the Felton Prairie SNA.

WHEREAS, since the Bicentennial Unit of Felton SNA is open to the hunting of deer during the open season for deer (*See Commissioner's Order No. 45*, at 2), the DNR also desires to open the Shaw addition to the Bicentennial Unit to the hunting of deer during the open season for deer. Minn. R. 6136.0550, subp. 6.B lays out six criteria that shall be considered when allowing exceptions to prohibited activities, and DNR considered the criteria regarding allowing the hunting of deer within the Shaw addition to the Bicentennial Unit. For deer hunting, the DNR observes that exception criteria 1 and 5 are met, supporting the allowance of the exception, and criteria 2, 3, 4, and 6 are not met, as described below:

1. Deer hunting was a previously designated exception for the Bicentennial Unit and, as such, occurred immediately adjacent to the Shaw addition prior to designation and will continue to occur in the Bicentennial Unit after designation of the Shaw addition;
2. Designating deer hunting on the Bicentennial Unit will not help prevent damage to more sensitive areas within the Felton Prairie SNA;
3. Deer hunting is not needed to accommodate a previous travel corridor;
4. Deer hunting does not enhance access to or interpretation of the Bicentennial Unit;
5. Allowing deer hunting will provide consistency with regulations of adjacent public lands (i.e., inclusion of the Shaw addition in the larger Bicentennial Unit, which allows deer hunting); and
6. Deer browsing on rare species has created concerns on the Bicentennial Unit. Deer hunting may help reduce browsing of these rare species, however at the time of this designation, there is no data proving this will be the case.

WHEREAS, as set forth in rescinded *Commissioner's Order No. 19*, rescinded *Commissioner's Order No. 45*,

Commissioner's Orders

rescinded *Commissioner's Order No. 55*, and rescinded *Commissioner's Order No. 130*, Blazing Star SNA and Felton Prairie SNA consisted of certain lands in Clay County, Minnesota, described as:

(a.) Felton Prairie SNA, Bicentennial Prairie (hereafter, "Bicentennial Unit"), described as:

The Southwest Quarter (SW ¼) of Section 5, Township 141 North, Range 45 West;

160.21 acres more or less

(b.) Felton Prairie SNA, Shrike Prairie (hereafter, "Shrike Unit"), described as:

Government Lots 1 and 2, Section 30, Township 142 North, Range 45 West;

90.48 acres more or less

(c.) Blazing Star Prairie (hereafter, "Blazing Star Unit"), described as:

The Northeast Quarter (NE ¼) of Section 5, Township 141 North, Range 45 West;

160.00 acres more or less

WHEREAS the DNR desires that the 410.69 acres, more or less, comprising the Blazing Star SNA and Felton Prairie SNA under *Commissioner's Order No. 19*, *Commissioner's Order No. 45*, *Commissioner's Order No. 55*, and *Commissioner's Order No. 130* shall be one SNA known as the Felton Prairie SNA so long as such lands or any part thereof are owned by or remain under lease or conservation easement by the DNR.

WHEREAS, since the adoption of *Commissioner's Order No. 19*, *Commissioner's Order No. 45*, *Commissioner's Order No. 55*, and *Commissioner's Order No. 130*, DNR has acquired the following properties in Clay County for addition to Felton Prairie SNA:

(a.) Shaw Addition to Bicentennial Prairie (hereafter, "Shaw Unit"), described as:

The Southeast Quarter (SE ¼) of Section 5, Township 141 North, Range 45 West;

160.00 acres more or less

(b.) Assiniboia Skipper Prairie (hereafter, "Assiniboia Unit"), described as:

The East Half of the Northeast Quarter (E 1/2 NE 1/4) and the Northeast Quarter of the Southeast Quarter (NE 1/4 SE 1/4), ALL IN Section Twenty (20), Township One Hundred Forty-two (142) North, Range Forty-five (45) West,

AND

The South Half of the Southeast Quarter (S 1/2 SE 1/4) of Section Twenty (20), Township One Hundred Forty-two (142) North, Range Forty-five (45) West,

AND

The West Half of the Northwest Quarter of Section 28, Township 142 North, Range 45 West,

AND

The East Half of the Northeast Quarter of Section 29, Township 142 North, Range 45 West, EXCEPTING therefrom a tract described as follows:

Commissioner's Orders

Beginning at the northeast corner of the Northeast Quarter of said Section 29; thence South on the east line of said section 20 rods; thence West 16 rods; thence North 20 rods; thence East on the north line of said section 16 rods to the point of beginning,

AND

The East Half of the Northwest Quarter (E ½, NW ¼) and the West Half of the Northeast Quarter (W ½, NE ¼) of Section 29, Township 142 North, Range 45 West, EXCEPT the following described parcel:

Beginning at the northwest corner of said East Half of the Northwest Quarter; thence East along the north line of said Section 29 to the northeast corner of said West Half of the Northeast Quarter; thence South 37 degrees West 3300 feet, more or less, to the south line of said East Half of the Northwest Quarter; thence West along said south line 600 feet, more or less, to the southwest corner of said East Half of the Northwest Quarter; thence North along the west line of said East Half of the Northwest Quarter to the point of beginning; which lies north of the South 1075 feet;

five parcels totaling 518.00 acres more or less.

(c.) Dakota Skipper Prairie (hereafter, "Dakota Skipper Unit"), described as:

All of fractional Section 31, Township 142 North, Range 45 West;

254.84 acres more or less.

WHEREAS, with these additions, the Felton Prairie SNA will be 1,343.53 acres. These 1,343.53 acres are of an area sufficiently large to permit research or education and to preserve the inherent natural value of the property as an SNA. Furthermore, the natural features of the property are of exceptional scientific and educational value as required by Minn. Stat. § 86A.05, subd. 5(a)-(b).

WHEREAS, these 1,343.53 acres contain undisturbed native plant communities, including high quality examples of dry sand-gravel prairie (Northern), mesic prairie (Northern), wet prairie (Northern), wet seepage prairie (Northern), calcareous fen (Northwestern), and seepage meadow/carr communities; lake and wetland deposition (Quaternary) geologic features; as well as habitat for, sterile sedge (*Carex sterilis*), red three-awn (*Aristida purpurea* var. *longsieta*), hair-like beak rush (*Rhynchospora capillacea*), blunt sedge (*Carex obtusata*), spike oat (*Avenula hookeri*), dry sedge (*Carex xerantica*), plains reedgrass (*Calamagrostis montanensis*), whorled nutrush (*Scleria verticillata*), Hall's sedge (*Carex hallii*), upland sandpiper (*Bartramia longicauda*), marbled godwit (*Limosa fedoa*), greater prairie-chicken (*Tympanuchus cupido*), loggerhead shrike (*Lanius ludovicianus*), Henslow's sparrow (*Ammodramus henslowii*), Chestnut-collared longspur (*Calcarius ornatus*), lark sparrow (*Chondestes grammacus*), and Nelson's sparrow (*Ammodramus nelsoni*).

WHEREAS, the most effective means by which such lands can be protected and perpetuated in their natural state and used for educational and research purposes in such a manner as will leave them conserved for future generations is by designation as an SNA.

WHEREAS, the Bicentennial Unit of the Felton Prairie SNA shall continue to have the following exceptions to the provisions of Minnesota Rules, parts 6135.4500 through 6135.5000 as allowed for in *Commissioner Order No. 130*: (1) the restriction on motor vehicles shall not apply to local farmers in transporting their farm equipment across the Felton Prairie SNA Bicentennial Unit on the signed cartways existent in the north and east half of this unit insofar as they do not damage the prairie and (2) the Felton Prairie SNA Bicentennial Unit shall be open to the hunting of deer during the open season for deer subject to the restrictions set forth in the *Nontoxic Ammunition Order*.

WHEREAS, in accordance with the requirements of Minn. Stat. § 84.033, subd. 3 and § 97A.145, subd. 2, the commissioner provided the Clay County Board with a notice of the proposed Dakota Skipper Unit acquisition, and the

Commissioner's Orders

Clay County Board, on July 25, 2017, adopted a resolution approving the proposed acquisition and the designation of the acquired land as the Dakota Skipper Unit of the Felton Prairie SNA.

WHEREAS county board approval for Scientific and Natural Areas acquisition was not a requirement of Minn. Stat. § 84.033, subd. 3 nor § 97A.145, subd. 2, until 2004. The Shaw Addition to the Bicentennial Prairie Unit, acquired September 8, 1999, and the Assiniboia Skipper Prairie Unit, acquired on March 11, 1998, and November 30, 2000, were acquired prior to county board approval requirements.

WHEREAS the commissioner provided the Clay County Board with a notice of the proposed Scientific and Natural Areas designation on May 14, 2026, and the Clay County Board did not respond with any comments, concerns, or questions by the comment deadline, August 12, 2026.

ORDER

NOW, THEREFORE, based on the evidence on file at the DNR and pursuant to the authority vested in me by law as outlined herein, I make the following ORDER:

1. The above-described lands are hereby designated as the Felton Prairie Scientific and Natural Area, so long as such lands are owned by or remain under lease by the Department of Natural Resources. If a portion is sold or no longer leased, only the divested portion shall be removed from this designation.
2. The designation of Felton Prairie SNA shall remain as a Public Use unit, open to the public for nature observation and general educational and research activities.
3. For those portions of Felton Prairie SNA not already covered by the *Nontoxic Ammunition Order*, the possession of lead or other toxic ammunition or discharge of a firearm loaded with lead or other toxic ammunition is prohibited.
4. The provisions of Minnesota Rules 6136.0100 through 6136.0600 governing the management of Scientific and Natural Areas apply to the Felton Prairie SNA, with exceptions described below that are determined under the provisions in Minn. R. 6136.0550 subp. 6 to be compatible with the purpose for which the SNA was acquired.
 - a. The first exception is for deer hunting during regular seasons in accordance with the requirements of Minn. Stat. § 97A.093(1). The deer hunting exception applies to the Bicentennial Unit of the Felton Prairie SNA, which includes the new Shaw addition, and the Dakota Skipper Prairie Unit
 - b. The second exception is that the restriction on motor vehicles shall not apply to local farmers in transporting their farm equipment on the signed cartways that exist in the north and east half of the Bicentennial Prairie Unit of the Felton Prairie SNA, insofar as they do not damage the prairie.
 - c. The third exception, specific to the Dakota Skipper Prairie Unit of the Felton Prairie SNA, allows the current ground water monitoring wells to remain in place; allows for additional ground water monitoring wells to be placed with prior written notice to and approval by DNR; and allows the DNR, its lessees, agents, contractors, and the public to use the current gravel road located along the eastern boundary to access the SNA and School Trust Fund units, subject to such limitations as the Commissioner determines are necessary for the protection of the values for which the site was designated.
5. Upon publication of this order in the State Register, *Commissioner's Order No. 19* and *Commissioner's Order No. 130* will be deemed as superseded by this Order.

This order takes effect upon publication in the State Register.

Sarah Strommen, Commissioner

Date: September 16, 2026

Official Notices

Pursuant to *Minnesota Statutes* §§ 14.101, an agency must first solicit comments from the public on the subject matter of a possible rulemaking proposal under active consideration within the agency by publishing a notice in the *State Register* at least 60 days before publication of a notice to adopt or a notice of hearing, and within 60 days of the effective date of any new statutory grant of required rulemaking.

The *State Register* also publishes other official notices of state agencies and non-state agencies, including notices of meetings and matters of public interest.

Department of Employment and Economic Development (DEED) Notice of Public Hearing by the Minnesota Department of Employment and Economic Development with Respect to a Proposed Project and the Provision of Funds from the Minnesota Job Creation Fund Program under Minnesota Statutes 116J.8748

NOTICE IS HEREBY GIVEN that the Minnesota Department of Employment and Economic Development (“DEED”) will conduct a public hearing on Wednesday, October 14, 2026, at 1:00 p.m., or as soon thereafter as reasonably possible at 180 East Fifth Street, 12th Floor, St. Paul, Minnesota 55101 on one (1) proposal to provide funding through the Minnesota Job Creation Fund Program (“JCF”) pursuant to authority granted under *Minnesota Statutes* 116J.8748 and *Minnesota Rules* Chapter 4301. This hearing is conducted in accordance with *Minnesota Statutes* 116J.994, Subd. 5.

Description of Project and Proposed JCF Funding:

Bora Pharmaceuticals Inc. (NAICS 325412) is looking to expand in Maple Grove (Hennepin County), Minnesota. Bora Pharmaceuticals Inc. (BPI) is a Contract Development and Manufacturing Organization (CDMO) specializing in the end-to-end advancement of oral solid dose products. The total project cost is \$40,445,361, with \$15,696,000 being eligible for the capital investment rebate for site improvements, which would be rebated up to 5%. Costs ineligible for the rebate include machinery and equipment. Bora Pharmaceuticals Inc. expects to create 60 jobs within the first three (3) years at an average cash wage of \$43.50 per hour. The company has requested a Minnesota Investment Fund loan in the amount of \$500,000 in the form of a forgivable loan if certain job and investment goals are met. The project may be eligible for a job creation award of up to \$300,000 and a capital investment rebate of up to \$500,000, depending on final project specifications, for a total of \$800,000 from the Minnesota Job Creation Fund. No additional local assistance is being proposed.

All interested persons may appear and be heard at the time and place set forth above. Persons interested in participating via teleconference should contact Sala Yussuf, Economic Development Program Specialist, at (651) 259-7518 or salahadin.yussuf@state.mn.us prior to the date of the hearing for instructions on how to participate in the call.

Interested persons may mail written comments to Sala Yussuf at 180 East Fifth Street, 12th Floor, St. Paul, Minnesota 55101, or e-mail salahadin.yussuf@state.mn.us prior to the date of the hearing set forth above. All persons who appear at the meeting or participate via teleconference will be given an opportunity to express their views with respect to the proposal to award funds from the Minnesota Job Creation Fund.

Office of Emergency Medical Services (OEMS) Notice of Completed Application - North Memorial Ambulance - Grand Rapids to Provide Part-time Advanced Life Support Ambulance Service

PLEASE TAKE NOTICE that the Office of Emergency Medical Services (hereinafter OEMS) has received a completed application from **North Memorial Ambulance – Grand Rapids, Grand Rapids, Minnesota**, for a new license to provide Part-Time Advanced Life Support (ALS).

NOTICE IS HEREBY GIVEN that, pursuant to Minnesota Statutes section 144E.11, subdivision 3, each

municipality, county, community health board, governing body of a regional emergency medical services system, ambulance service and other person wishing to make recommendations concerning the disposition of the application, shall make written recommendations or comments opposing the application to the OEMS **within 30 days or by October 28, 2026, 4:30 p.m.**

Written recommendations or comments opposing the application should be sent to: Dylan Ferguson, Director, OEMS, 335 Randolph Avenue, Saint Paul, Minnesota 55102. If no more than five comments opposing the application are received during the comment period, and the OEMS approves the application, the applicant will be exempt from a contested case hearing, pursuant to Minnesota Statutes section 144E.11, subdivision 4(a). If more than five comments in opposition to the application are received during the comment period, or the OEMS denies the application, the applicant may immediately request a contested case hearing or may try to resolve the objections of the public and/or the OEMS within 30 days, pursuant to Minnesota Statutes section 144E.11, subdivision 5(a)(b). If the applicant is unable to resolve the objections within 30 days, or if the applicant initially requests a contested case hearing, one will be scheduled and notice of the hearing given pursuant to Minnesota Statutes section 144E.11, subdivision 5(c)-(e).

Date: September 28, 2026

Dylan Ferguson, Director

Minnesota Department of Human Services

Health Care Administration

Request for Comments on the Rural Counties Managed Care 1915(b) Waiver Application Request

The Minnesota Department of Human Services (Department) is announcing a 30-day comment period for a proposed Section 1915(b) Rural Counties Managed Care waiver application. The Department will submit this application to the Centers for Medicare & Medicaid Services (CMS) following the public comment period.

The Rural Counties Managed Care waiver allows the state to contract with a single managed care organization (MCO) for the *Special Needs Basic Care (SNBC)* product in certain rural counties, and ensures compliance with Minnesota's procurement law following a recent court order.

DHS invites public comment on the Rural Counties Managed Care application request. Comments received will be posted on the Department's website. A copy of the waiver application can be found under "Rural Counties Managed Care waiver" on the Department's *Federal health care waivers* webpage. Written comments may be submitted to the following email box: DHS.Waiver.Comments@state.mn.us. To support making comments available to people who use screen readers, the Department requests comments be submitted in Microsoft Word format or incorporated within the email text. Comments must be received by **October 28, 2026**.

Minnesota Department of Labor and Industry

Division of Labor Standards

Request for Comments for Possible Rule Governing Job Classification for Wood Frame Carpenters, *Minnesota Rules*, Part 5200.1100 and 5200.1102, Revisor's ID Number R-05029

Subject of Rules. The Minnesota Department of Labor and Industry, Labor Standards Division ("Department"), requests comments on its possible rules that would update Minnesota prevailing wage labor codes by adding a subpart 4a to Minnesota Rules, Part 5200.1102 and amending Minnesota Rules, Part 5200.1100, subpart 5 to establish a separate carpentry labor code for projects covering wood frame carpentry. Legislation expiring December 31, 2027 (Laws of Minnesota 2025, Chapter 32, Article 4, Section 14) currently authorizes use of a specialized carpenter rate for prevailing

Official Notices

wage projects with wood frame carpentry in certain circumstances.

Persons Affected. The rules would likely affect the following groups and individuals:

- Carpenters in Minnesota
- Members of the Carpenter's Union
- Construction employers and employees, generally
- Project owners receiving state financial assistance for residential wood frame projects

Statutory Authority. *Minnesota Statutes*, §§ 175.171, 177.28, subd. 1

Agency Contact Person. Written comments, questions, and requests for more information on these possible rules should be directed to Krystle Conley at the Department of Labor and Industry, 443 Lafayette Road North, St. Paul, MN 55155, **Phone:** (651) 284-5006, or **Email:** dli.rules@state.mn.us, **fax:** (651) 284-5725.

Public Comment. Interested persons or groups may submit comments or information on these possible rules in writing until 4:30 p.m. on Wednesday, October 28, 2026.

The Department will not publish a notice of intent to adopt the rules until more than 60 days have elapsed from the date of this request for comments.

This public comment opportunity is associated with the development of possible rules. Comments received in response to this notice will not be included in the formal rulemaking record submitted to the Administrative Law Judge if and when a proceeding to adopt rules is started. The Department is required to submit to the judge only those written comments received in response to the rules after they are proposed. If you submit comments during the development of the rules and you want to ensure that the Administrative Law Judge reviews the comments, you must resubmit the comments after the rules are formally proposed.

Rules Drafts. The Department has drafted the possible rules. They are attached to this Request for Comments. They can also be viewed at: <https://www.dli.mn.gov/business/employment-practices/rulemaking-docket-minnesota-rules-chapter-5200-0>.

Alternative Format. Upon request, this information can be made available in an alternative format, such as large print, braille, or audio. To make such a request or if you need an accommodation to make this hearing accessible, please contact the agency contact person at the address or telephone number listed above.

Date: 9/21/2026

Kate Perushek
Commissioner

Minnesota Department of Transportation (MnDOT)

Office of Transit and Active Transportation

Notice of Public Comment Period for the Draft Statewide Bicycle+ System Plan

The public is invited to review and comment on the draft Statewide Bicycle+ System Plan. This plan sets the vision, goals, and strategies for MnDOT's role in supporting bicycling and bike-like modes statewide. The comment period will be open through Friday, October 23rd, 2026.

The draft is available electronically at talk.dot.state.mn.us/statewide-bicycle-system-plan. Written comments can be left on this page or addressed to:

Caroline Ketcham
Project Manager
MnDOT Office of Transit and Active Transportation
395 John Ireland Blvd, MS 430
Saint Paul, MN 55155
Email: caroline.ketcham@state.mn.us

State Grants & Loans

In addition to requests by state agencies for technical/professional services (published in the State Contracts Section), the *State Register* also publishes notices about grants and loans available through any agency or branch of state government. Although some grant and loan programs specifically require printing in a statewide publication such as the State Register, there is no requirement for publication in the *State Register* itself. Agencies are encouraged to publish grant and loan notices, and to provide financial estimates as well as sufficient time for interested parties to respond.

SEE ALSO: Office of Grants Management (OGM) at: <https://mn.gov/admin/citizen/grants/>

Department of Employment and Economic Development (DEED) Notice of Grant Opportunity

NOTICE IS HEREBY GIVEN that the Minnesota Department of Employment and Economic Development (DEED) places notice of any available grant opportunities online at <https://mn.gov/deed/about/contracts/open-rfp.jsp>

Minnesota Department of Human Services Notice of Grant Opportunities

NOTICE IS HEREBY GIVEN that the Minnesota Department of Human Services (DHS) places notice of any available grant opportunities on the DHS Grant Requests for Proposals website: *Open grants, RFPs and RFIs*.

Minnesota Department of Labor and Industry Construction Codes and Licensing Division Notice of Request for Proposals for the 2027 Building Official Training Municipal Grant Program

The Minnesota Department of Labor and Industry announces the availability of approximately \$750,000 in grant funding for the implementation and coordination of the Building Official Training Municipal Grant Program in the State of Minnesota. The performance period for up to ten (10) grants of up to \$75,000 each will be from the date the contract is executed to December 31, 2027.

I. Background

The Building Official Training Municipal Grant program (referred to as the BOT Grant or BOT) from the Construction Codes and Licensing Division (CCLD) of the Minnesota Department of Labor and Industry (DLI) was created to offer competitive grants to qualified municipalities that want to establish a training program, in their municipality's building code department, to train an individual toward becoming a Minnesota certified building official.

State Grants & Loans

This will be achieved through a competitive grant process and the implementation and coordination of partnerships between the State of Minnesota and those qualified municipalities.

Funding for the BOT Grant program is provided by the Construction Codes and Licensing Division (CCLD) permit surcharge surplus as allowed in MN. Statute 326B.148 subdivision 1.

II. Objective of the RFP

The BOT Grant Program Request for Proposal (RFP) details information about this grant offering including application/proposal process and requirements, timeline, required documents, purpose, funding, reporting, eligibility, and legal aspects. The RFP can be obtained at the BOT grant website: www.dli.mn.gov/bot.

III. Eligibility

Proposals will be accepted from qualified municipalities and funding will be allocated through a competitive grant process. Consult the RFP for more information. The deadline to submit a grant proposal to the Minnesota Department of Labor and Industry is 4 p.m. October 16, 2026. DLI staff will review all applications for eligibility. The grant review committee will evaluate and score eligible grant applications and proposals.

IV. Application Process

For information about the grant application process consult the RFP and other documents available at www.dli.mn.gov/bot. Email requests for help obtaining these documents to: bot.dli@state.mn.us.

State Contracts

Informal Solicitations: Informal solicitations for professional/technical (consultant) contracts valued at over \$5,000 through \$50,000, may either be published in the *State Register* or posted on the Department of Administration, Office of State Procurement (OSP) Website. Interested vendors are encouraged to monitor the P/T Contract Section of the OSP Website at <https://mn.gov/admin/osp> for informal solicitation announcements.

Formal Solicitations: Department of Administration procedures require that formal solicitations (announcements for contracts with an estimated value over \$50,000) for professional/technical contracts must be published in the *State Register*. Certain quasi-state agency and Minnesota State College and University institutions are exempt from these requirements.

Requirements: There are no statutes or rules requiring contracts to be advertised for any specific length of time, but the Office of State Procurement strongly recommends meeting the following requirements: \$0 - \$5000 does not need to be advertised; \$5,000 - \$25,000 should be advertised in the *State Register* for a period of at least seven calendar days; \$25,000 - \$50,000 should be advertised in the *State Register* for a period of at least 14 calendar days; and anything above \$50,000 should be advertised in the *State Register* for a minimum of at least 21 calendar days.

Contact the Office of State Procurement at: (651) 296-2600

Minnesota State Colleges and Universities (Minnesota State) Notice of Bid and Contracting Opportunities

Minnesota State advertises contract opportunities for goods and services on its Vendor and Supplier Opportunities website (<https://www.minnstate.edu/vendors/index.html>). New notices may be added daily and will remain posted for the duration specified in each individual notice. For questions or to report any issues viewing the information on the website, please email Minnesota State at Sourcing@MinnState.edu.

Department of Employment and Economic Development (DEED) Notice of Request for Proposals (RFP) for Five-year HUD Consolidated Plan for the State of Minnesota

NOTICE IS HEREBY GIVEN that the Minnesota Department of Employment and Economic Development is soliciting proposals for the purpose of seeking a qualified consultant to prepare a Five-Year Consolidated Plan and Annual Action Plan as required by the U.S. Department of Housing and Urban Development for the State of Minnesota to receive certain federal funding. The Request for Proposals (RFP) is available at: <https://mn.gov/deed/about/contracts/>

All requirements and information, as well as proposal delivery instructions are contained in the RFP. Inquiries regarding the RFP may be directed by email to Natasha Kukowski, Small Cities Development Program Unit at natasha.kukowski@state.mn.us. Deadline for inquiries is Tuesday, September 22, 2026 at 12:00 p.m. Other department personnel are NOT allowed to discuss the RFP with anyone, including responders, before the proposal submission deadline.

Proposals must be emailed to: Natasha Kukowski, Small Cities Development Program Unit, Minnesota Department of Employment and Economic Development at natasha.kukowski@state.mn.us. Proposals must be received NO later than **4:30 PM, Monday, October 5, 2026**; late responses will not be considered.

The Department of Employment and Economic Development reserves the right to reject any or all proposals, to waive any irregularities or informalities, and to cancel the solicitation if it is considered to be its own best interest. This Request for Proposals does not obligate DEED to award a contract.

Minnesota House of Representatives Requests for Bids for ERP Assessment and Advisory Services

The Minnesota House of Representatives is seeking bids from qualified printers to provide ERP Assessment and Advisory Services.

All bids must be submitted on the forms accompanying the specifications in a sealed envelope and delivered to House Budget & Accounting c/o Peter Skwira, Third Floor, Centennial Office Building, 658 Cedar St., St. Paul, MN 55155, or delivered via email to Pete.Skwira@house.mn.gov, no later than Monday, October 5, 2026, 2:00 p.m.

A copy of the Request for Bid packet can be obtained by contacting: Peter Skwira, Third Floor, Centennial Office Building, 658 Cedar St., St. Paul, MN 55155, phone: 651-296-4295, email: Pete.Skwira@house.mn.gov.

Other department personnel are NOT allowed to discuss the Request for Bid with anyone, including responders, before the proposal submission deadline.

Minnesota State Lottery Request for Proposals for Advertising Services

PROJECT NAME: Advertising Services RFP

DETAILS: The Minnesota State Lottery is requesting proposals for the purpose of providing full-service advertising services by an agency or group of agencies. The Lottery is soliciting proposals from prospective agencies to build on our existing advertising and branding efforts to expand our player base to new lottery players. The Lottery places a very high value on our agency partnership and want a team that can provide thought leadership to the Lottery.

State Contracts

Work is anticipated to start after March 1, 2027.

COPY REQUEST: The RFP is publicly available at <https://www.mnlottery.com/vendor-opportunities>

Kolby Sabrina
Procurement Contract & Purchasing Lead
Kolby.sabrina@mnlottery.com

PROPOSAL DEADLINE: Proposals in response to the Request for Proposals in this advertisement must be received to:

Kolby Sabrina
Minnesota State Lottery
2645 Long Lake Road
Roseville, MN 55113

Not later than 2pm, Central Time, Friday, November 20, 2026. **Late proposals will not be considered.** Emailed and faxed proposals will **not** be considered.

This request does not obligate the State of Minnesota to award a contract or complete the proposed program, and the State reserves the right to cancel this solicitation if it is considered in its best interest. All costs incurred in responding to this solicitation will be borne by the responder.

Department of Military Affairs

Public Notice for Sale of State Property: Minnesota National Guard Ortonville Motor Vehicle Storage Compound

PUBLIC NOTICE: Pursuant to Minnesota Statute 193.36, the Adjutant General of Minnesota is offering the Motor Vehicle Storage Compound (MVSC) located at 610 US Hwy 75, in the City of Ortonville, Big Stone County, Minnesota for sale to the public “as is” through sealed bids to be opened at **2:00 pm on November 19, 2026**, at Camp Ripley, Minnesota. The appraised value for the property is \$100,000.00. The property is zoned as B3 Highway Business.

Interested parties may schedule an inspection of the property by contacting Patrick Foley at 320-616-2606.

Sealed responses for purchase of the Ortonville MVSC will be received by the Department of Military Affairs, Facilities Management Office, Camp Ripley, Building 2-1, 15000 Highway 115, Little Falls, MN 56345-4173.

DELIVERY OF RESPONSES

A. Responses must use the Sealed Bid Submission Form found at <https://mn.gov/mdma/rps/>. Each response and all papers bound and attached to it, together with solicitation security consisting of a money order in an amount not less than \$100.00 (refundable in the event that the bid is not accepted) shall be placed in an envelope and securely sealed therein. The envelope should be marked to indicate the following:

1. The name and address of the Responder
2. Marked “Ortonville MVSC Purchase”
3. The solicitation opening date and time

B. The envelope shall be addressed to the Department of Military Affairs, Facilities Management Office, Camp Ripley, Building 2-1, 15000 Highway 115, Little Falls, MN 56345-4173, herein after referred to as the Contracting Agency, and responses must be received by the Contracting Agency and time stamped before the time set for the opening of the responses. In accordance with Minn. Stat. § 13.591, subd. 3. **LATE RESPONSES WILL NOT BE CONSIDERED.**

C. Responses arriving by mail or otherwise after the time designated for the opening of the responses will not be considered and will be returned unopened. Responses faxed to the Contracting Agency, oral responses, E-mail responses, and telephone responses will not be accepted.

D. No oral, e-mail, or facsimile modifications will be accepted.

RESPONSE OPENING

Responses will be publicly opened and read aloud. Responders and other interested persons may be present.

This solicitation does not obligate the State to sell or complete the sale of the property, and the State reserves the right to cancel the solicitation if it is considered to be in its best interest. All costs incurred in responding to this solicitation will be borne by the responder.

Department of Military Affairs Request for Proposal for Medical and Physical Fitness Evaluations for Duty

PROJECT NAME: Department of Military Affairs (DMA) Military Security Guards Medical and Physical Fitness Evaluations for Duty, Army Aviation Support Facility (AASF) #1 - Holman Field and 133rd Airlift Wing, St. Paul, MN (Project No. 26120)

DETAILS: The Minnesota Department of Military Affairs is requesting proposals for the purpose of performing medical evaluations of applicants and employees to assess physical fitness for duty and determine individual's capacity and ability to perform essential, job-related functions and requirements of the assigned position.

Work is anticipated to start after November 1, 2026.

COPY REQUEST: To receive a copy of the Request for Proposals, please send a written request by email to:

Ms. Sarah Posterick
Contracts Specialist
Email: sarah.m.posterick.nfg@army.mil

PROPOSAL DEADLINE: Proposals in response to the Request for Proposals in this advertisement must be received via email not later than 2:00 p.m., Central Time, October 19, 2026. **Late proposals will not be considered.** Fax or mailed proposals will **not** be considered.

This request does not obligate the State of Minnesota to award a contract or complete the proposed program, and the State reserves the right to cancel this solicitation if it is considered in its best interest. All costs incurred in responding to this solicitation will be borne by the responder.

Department of Public Safety Driver and Vehicle Services Division Notice of Request for Submissions for 2027 Ignition Interlock Device Program Certification Process

The Driver and Vehicle Services (DVS) division of the Department of Public Safety (DPS) is requesting submissions from qualified ignition interlock device (IID) manufacturers for the purpose of certification in the Minnesota Ignition Interlock Device Program beginning January 1, 2027, and ending December 31, 2027.

State Contracts

All requirements and information and submission delivery instructions are included in a certification packet which is available from:

Barbara Flaherty
Department of Public Safety; Driver and Vehicle Services
445 Minnesota Street
Saint Paul, MN 55101
Telephone: 651.201.7810
Email address: *Barbara.Flaherty@state.mn.us*.

Deadline for submission of the required documents is 2:30 p.m. Central Time on Friday, October 23, 2026.

This Request for Submissions does not obligate the State or the Department of Public Safety to certify any ignition interlock device manufacturer; and the State and DPS each reserves the right to cancel this Request. All expenses incurred in responding to this notice are solely the responsibility of the responder.

Minnesota Teachers Retirement Association Request for Proposals for Disability Evaluation Services

PROJECT NAME: Disability Evaluation Services

DETAILS: The Teachers Retirement Association is requesting proposals from responders to provide qualified physicians and medical consultants to review medical reports and to determine whether TRA members are totally and permanently disabled and qualify for disability benefits under TRA law.

Work is anticipated to start after December 1st 2026

COPY REQUEST: To receive a copy of the Request for Proposals, please send a written request by email to:

Alex Rank
Accounting Officer
arank@minnesotatra.org

PROPOSAL DEADLINE: Proposals in response to the Request for Proposal in this advertisement must be emailed no later than October 20th, 2026, 2PM CST. **Late proposals will not be considered.** [Fax/mailed] proposals will **not** be considered.

This request does not obligate the State of Minnesota to award a contract or complete the proposed program, and the State reserves the right to cancel this solicitation if it is considered in its best interest. All costs incurred in responding to this solicitation will be borne by the responder.

Minnesota Department of Transportation (MnDOT) Engineering Services Division Notices Regarding Professional/Technical (P/T) Contracting

P/T Contracting Opportunities: MnDOT is now placing additional public notices for P/T contract opportunities on the MnDOT's Consultant Services website. New public notices may be added to the website on a daily basis and be available for the time period as indicated within the public notice.

Taxpayers' Transportation Accountability Act (TTAA) Notices: MnDOT is posting notices as required by the TTAA on the MnDOT Consultant Services website.

MnDOT's Prequalification Program: MnDOT maintains a Pre-Qualification Program in order to streamline the process of contracting for highway related P/T services. Program information, application requirements, application forms and contact information can be found on MnDOT's Consultant Services website. Applications may be submitted at any time for this Program.

MnDOT Consultant Services website: www.dot.state.mn.us/consult

If you have any questions regarding this notice, or are having problems viewing the information on the Consultant Services website, please email the Consultant Services Helpline at ptconsultantserviceshelpline.dot@state.mn.us.

Non-State Public Bids, Contracts & Grants

The State Register also serves as a central marketplace for contracts let out on bid by the public sector. The *State Register* meets state and federal guidelines for statewide circulation of public notices. Any tax-supported institution or government jurisdiction may advertise contracts and requests for proposals from the private sector. It is recommended that contracts and RFPs include the following: 1) name of contact person; 2) institution name, address, and telephone number; 3) brief description of commodity, project or tasks; 4) cost estimate; and 5) final submission date of completed contract proposal. Allow at least three weeks from publication date (four weeks from the date article is submitted for publication). Surveys show that subscribers are interested in hearing about contracts for estimates as low as \$1,000. Contact editor for further details.

Besides the following listing, readers are advised to check: <https://mn.gov/admin/osp> as well as the Office of Grants Management (OGM) at: <https://mn.gov/admin/citizen/grants/>.

Metropolitan Airports Commission (MAC) Notice of Call for Bids for 2026 Steam System Upgrade Program

Airport Location:	Minneapolis-St. Paul International Airport
Project Name:	2026 Steam System Upgrade Program
MAC Contract No.:	106-2-1121
Bids Close At:	2:00 PM on October 14, 2026
Bid Opening Conference Call:	3:00 PM on October 14, 2026
Teleconference Dial In #:	1-612-405-6798
Conference ID #:	897 927 742#

Notice to Contractors: Electronic Bid Submission for the project listed above will be received by the MAC, a public corporation, via *QuestCDN's website* until the official time and date as displayed in QuestCDN Online.

Note: You can sign up on our portal (<https://metroairports.bonfirehub.com>) to receive email notifications of new business opportunities.

Small Businesses (SB): The goal of the MAC for the utilization of Small Businesses on this project is 9%.

Bid Security: Each bid shall be accompanied by a "Bid Security" in the form of a certified check made payable to the MAC in the amount of not less than five percent (5%) of the total bid, or a surety bond in the same amount, running to the MAC, with the surety company thereon duly authorized to do business in the State of Minnesota.

Availability of Construction Documents: Plans and specifications are available at QuestCDN Online indicated below and at the Minnesota Builders Exchange; Rochester Builders Exchange; Dodge Data and Analytics; and NAMC-

Non-State Public Bids, Contracts & Grants ==

UM Plan Room.

Bidders desiring drawings and specifications for personal use may secure a complete digital set at the **QuestCDN website**. Bidders may download the complete set of digital documents for \$22.00, or other fee as determined by QuestCDN, by entering eBidDoc™ #10358878 in the “Search Projects” page. Contact Quest Construction Data Network at (952) 233-1632 or info@questcdn.com for assistance. Hard copy drawings and specifications will not be made available to Bidders. Bid documents for this project may be viewed for no cost at QuestCDN Online. For this project, bids will **ONLY** be received electronically. Contractors submitting an electronic bid will be charged an additional \$42.00, or other fee as determined by QuestCDN, at the time of bid submission via the online electronic bid service QuestCDN Online.

MAC Internet Access of Additional Information: A comprehensive Notice of Call for Bids for this project will be available on September 21, 2026, at MAC’s web address of <https://metroairports.bonfirehub.com>.

Metropolitan Airports Commission (MAC) Notice of Call for Bids for 2026 34th Avenue Sanitary Sewer Replacement

Airport Location:	Minneapolis-St. Paul International Airport
Project Name:	2026 34th Avenue Sanitary Sewer Replacement
MAC Contract No.:	106-3-712
Bids Close At:	2:00 PM on October 13, 2026
Bid Opening Conference Call:	3:00 PM on October 13, 2026
Teleconference Dial In #:	1-612-405-6798
Conference ID #:	897 927 742#

Notice to Contractors: Electronic Bid Submission for the project listed above will be received by the MAC, a public corporation, via **QuestCDN’s website** until the official time and date as displayed in QuestCDN Online.

Note: You can sign up on our portal (<https://metroairports.bonfirehub.com>) to receive email notifications of new business opportunities.

Small Businesses (SB): The goal of the MAC for the utilization of Small Businesses on this project is 21%.

Bid Security: Each bid shall be accompanied by a “Bid Security” in the form of a certified check made payable to the MAC in the amount of not less than five percent (5%) of the total bid, or a surety bond in the same amount, running to the MAC, with the surety company thereon duly authorized to do business in the State of Minnesota.

Availability of Construction Documents: Plans and specifications are on file for inspection at the office of Kimley-Horn and Associates; at the QuestCDN Online indicated below and at the Minnesota Builders Exchange; Rochester Builders Exchange; Dodge Data and Analytics; and NAMC-UM Plan Room. Bidders desiring drawings and specifications for personal use may secure a complete digital set at the **QuestCDN website**. Bidders may download the complete set of digital documents for \$22.00, or other fee as determined by QuestCDN, by entering eBidDoc™ #10235407 in the “Search Projects” page. Contact Quest Construction Data Network at (952) 233-1632 or info@questcdn.com for assistance. Hard copy drawings and specifications will not be made available to Bidders. Bid documents for this project may be viewed for no cost at QuestCDN Online. For this project, bids will **ONLY** be received electronically. Contractors submitting an electronic bid will be charged an additional \$42.00, or other fee as determined by QuestCDN, at the time of bid submission via the online electronic bid service QuestCDN Online.

MAC Internet Access of Additional Information: A comprehensive Notice of Call for Bids for this project will be available on September 28, 2026, at MAC’s web address of <https://metroairports.bonfirehub.com>.

— Non-State Public Bids, Contracts & Grants

Metropolitan Airports Commission (MAC) Notice of Call for Bids for 2026 Parking Guidance System P2

Airport Location: Minneapolis-St. Paul International Airport
Project Name: 2026 Parking Guidance System P2
MAC Contract No.: 106-3-795
Bids Close At: 2:00 PM on October 13, 2026
Bid Opening Conference Call: 3:00 PM on October 13, 2026
Teleconference Dial In #: 1-612-405-6798
Conference ID #: 897 927 742#

Notice to Contractors: Electronic Bid Submission for the project listed above will be received by the MAC, a public corporation, via *QuestCDN's website* until the official time and date as displayed in QuestCDN Online.

Note: You can sign up on our portal (<https://metroairports.bonfirehub.com>) to receive email notifications of new business opportunities.

Small Businesses (SB): The goal of the MAC for the utilization of Small Businesses on this project is 9%.

Bid Security: Each bid shall be accompanied by a "Bid Security" in the form of a certified check made payable to the MAC in the amount of not less than five percent (5%) of the total bid, or a surety bond in the same amount, running to the MAC, with the surety company thereon duly authorized to do business in the State of Minnesota.

Availability of Construction Documents: Plans and specifications are on file for inspection at the office of Kimley-Horn and Associates, Inc.; at the QuestCDN Online indicated below and at the Minnesota Builders Exchange; Rochester Builders Exchange; Dodge Data and Analytics; and NAMC-UM Plan Room. Bidders desiring drawings and specifications for personal use may secure a complete digital set at the *QuestCDN website*. Bidders may download the complete set of digital documents for \$22.00, or other fee as determined by QuestCDN, by entering eBidDoc™ #10300005 in the "Search Projects" page. Contact Quest Construction Data Network at (952) 233-1632 or info@questcdn.com for assistance. Hard copy drawings and specifications will not be made available to Bidders. Bid documents for this project may be viewed for no cost at QuestCDN Online. For this project, bids will **ONLY** be received electronically. Contractors submitting an electronic bid will be charged an additional \$42.00, or other fee as determined by QuestCDN, at the time of bid submission via the online electronic bid service QuestCDN Online.

MAC Internet Access of Additional Information: A comprehensive Notice of Call for Bids for this project will be available on September 28, 2026, at MAC's web address of <https://metroairports.bonfirehub.com>.

Metropolitan Airports Commission (MAC) Notice of Call for Bids for 2026 Terminal 1 Tug Drive Waterproofing

Airport Location: Minneapolis-St. Paul International Airport
Project Name: 2026 Terminal 1 Tug Drive Waterproofing
MAC Contract No.: 106-2-1112
Bids Close At: 2:00 PM on October 13, 2026
Bid Opening Conference Call: 3:00 PM on October 13, 2026
Teleconference Dial In #: 1-612-405-6798
Conference ID #: 897 927 742#

Notice to Contractors: Electronic Bid Submission for the project listed above will be received by the MAC, a public corporation, via *QuestCDN's website* until the official time and date as displayed in QuestCDN Online.

Non-State Public Bids, Contracts & Grants ==

Note: You can sign up on our portal (<https://metroairports.bonfirehub.com>) to receive email notifications of new business opportunities.

Small Businesses (SB): The goal of the MAC for the utilization of Small Businesses on this project is 19%.

Bid Security: Each bid shall be accompanied by a “Bid Security” in the form of a certified check made payable to the MAC in the amount of not less than five percent (5%) of the total bid, or a surety bond in the same amount, running to the MAC, with the surety company thereon duly authorized to do business in the State of Minnesota.

Project Labor Agreement: This project is subject to the MAC’s Project Labor Agreement requirements. A copy of the Project Labor Agreement and Contract Riders are included in the Appendix D.

Availability of Construction Documents: Plans and specifications are available at QuestCDN Online indicated below and at the Minnesota Builders Exchange; Rochester Builders Exchange; Dodge Data and Analytics; and NAMC-UM Plan Room. Bidders desiring drawings and specifications for personal use may secure a complete digital set at the QuestCDN website. Bidders may download the complete set of digital documents for \$22.00, or other fee as determined by QuestCDN, by entering eBidDoc™ #10374875 in the “Search Projects” page. Contact Quest Construction Data Network at (952) 233-1632 or info@questcdn.com for assistance. Hard copy drawings and specifications will not be made available to Bidders. Bid documents for this project may be viewed for no cost at QuestCDN Online. For this project, bids will ONLY be received electronically. Contractors submitting an electronic bid will be charged an additional \$42.00, or other fee as determined by QuestCDN, at the time of bid submission via the online electronic bid service QuestCDN Online.

MAC Internet Access of Additional Information: A comprehensive Notice of Call for Bids for this project will be available on September 28, 2026, at MAC’s web address of <https://metroairports.bonfirehub.com>.

Metropolitan Airports Commission (MAC)

Notice of Call for Bids for 2026 Terminal 2 MUFIDS/EVIDS Millwork Upgrades

Airport Location:	Minneapolis-St. Paul International Airport
Project Name:	2026 Terminal 2 MUFIDS/EVIDS Millwork Upgrades
MAC Contract No.:	106-3-756
Bids Close At:	2:00 PM on October 14, 2026
Bid Opening Conference Call:	3:00 PM on October 14, 2026
Teleconference Dial In #:	1-612-405-6798
Conference ID #:	897 927 742#

Notice to Contractors: Electronic Bid Submission for the project listed above will be received by the MAC, a public corporation, via QuestCDN’s website until the official time and date as displayed in QuestCDN Online.

Note: You can sign up on our portal (<https://metroairports.bonfirehub.com>) to receive email notifications of new business opportunities.

Small Businesses (SB): The goal of the MAC for the utilization of Small Businesses on this project is 24%.

Bid Security: Each bid shall be accompanied by a “Bid Security” in the form of a certified check made payable to the MAC in the amount of not less than five percent (5%) of the total bid, or a surety bond in the same amount, running to the MAC, with the surety company thereon duly authorized to do business in the State of Minnesota.

Availability of Construction Documents: Plans and specifications are on file for inspection at the QuestCDN Online indicated below and at the Minnesota Builders Exchange; Rochester Builders Exchange; Dodge Data and Analytics; and NAMC-UM Plan Room. Bidders desiring drawings and specifications for personal use may secure a

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complete digital set at the **QuestCDN website**. Bidders may download the complete set of digital documents for \$22.00, or other fee as determined by QuestCDN, by entering eBidDoc™ #10380088 in the “Search Projects” page. Contact Quest Construction Data Network at (952) 233-1632 or info@questcdn.com for assistance. Hard copy drawings and specifications will not be made available to Bidders. Bid documents for this project may be viewed for no cost at QuestCDN Online. For this project, bids will **ONLY** be received electronically. Contractors submitting an electronic bid will be charged an additional \$42.00, or other fee as determined by QuestCDN, at the time of bid submission via the online electronic bid service QuestCDN Online.

MAC Internet Access of Additional Information: A comprehensive Notice of Call for Bids for this project will be available on September 28, 2026, at MAC’s web address of <https://metroairports.bonfirehub.com>.

Minnesota Sports Facilities Authority (MSFA) Request for Proposals for Vehicle Barrier System Project

Location: U.S. Bank Stadium
Project Name: Vehicle Barrier System Project
Proposals Due: October 7, 2026, 4:00 P.M.

Notice to Proposers: Proposals for the project listed above will be received by the Minnesota Sports Facilities Authority (MSFA) at the office located at 1005 South 4th Street, Minneapolis, Minnesota 55415, until the date and hour indicated. The project scope includes:

Scope of Services:

The successful proposer to the RFP will be engaged to provide a mobile impact-rated vehicle barrier system for use at U.S. Bank Stadium, including the barriers, all components required to achieve the certified impact-rated configuration, delivery to U.S. Bank Stadium, initial setup and commissioning, testing, training, documentation, warranty, recommended spare parts, and technical support.

NOTE: Additional specification information and other documents for the RFP are available for review on the MSFA’s website at: <https://www.msfa.com/project-opportunities.php>

AFFIRMATIVE ACTION: All proposers, applicants, prime contractors, and prospective subcontractors will be subject to a pre-award compliance review to ensure the employment of minorities, women, and disabled persons.

QUESTIONS: Questions concerning this solicitation should be directed to Scott McGuire, email: scott.mcguire@usbankstadium.com, phone number: #612-777-8789.

The Minnesota Sports Facilities Authority reserves the right to reject any and all proposals and to waive any informalities in any proposal received without explanation.

Michael Vekich, Chair
Minnesota Sports Facilities Authority

ACCESS THE HISTORY OF THE
STATE REGISTER. READ TODAY!

