

Summary of HF 3186DE2

Article 1: A World Class Education for Every Student

Section 1: This proposal provides flexible language in Chapter 13 that expressly allows, but does not require, school districts to share data on tribally enrolled or descended students with tribal nations. This would benefit tribally enrolled American Indian students by giving them another advocate for additional educational supports, where appropriate. This proposal would allow better access to data, allowing for more supports to students who may need them. (HF3186, HF4117)

Section 2: Requires the commissioner to consider advice from the Tribal Nations Education Committee when setting standards. (HF3186, HF4117)

Section 3 and 4: These sections seeks to create school environments that are culturally responsive, inclusive, and respectful learning and work environments for students, staff, families and community by modifying language in World's Best Workforce (WBWF). (HF3186, HF3201)

Section 5: This proposal seeks to create school environments that are culturally responsive, inclusive, and respectful learning and work environments for students, staff, families and community by modifying language in the Achievement and Integration program. This would require Achievement and Integration plans include strategies to make curriculum and learning environment more inclusive and to address structural inequalities. (HF3186, HF3201)

Article 2: Safe and Nurturing Schools for Every Student

Section 1: This section requires transmitted education records include pupil withdrawal agreements. (HF3186, HF3396)

Section 2: This section defines a pupil withdrawal agreement. (HF3186, HF3396)

Section 3: This proposal clarifies that a school district or charter school, when complying with its responsibility to not dismiss a student before providing alternative programming, shall engage in the aforementioned pupil withdrawal process. (HF3186, HF3396)

Section 4: This section requires schools to report on pupil withdrawal agreements to MDE. (HF3186, HF3396)

Section 5: This section requires participants in the school lunch program to adopt and post a school meal policy. The school meal policy must addresses student meal charges when payment cannot be collected at the point of service, prohibits lunch shaming or ostracizing, requires communication by trained staff directly with the student's parent (versus with the student), prohibits the withdrawal of a meal from a student once placed on a

tray due to outstanding meal debt, and requires students who are eligible for free and reduced-price lunch are always served a reimbursable meal regardless of outstanding meal debt. Participants must not limit a student's participation in any school activity due to a meal balance. It also requires MDE to send a letter of noncompliance to participants violating this requirement, and requires participants to respond within 60 days of receipt of the letter. (HF55)

Section 6: This section protects American Indian students' right to wear tribal regalia or objects of cultural significance, such as eagle feathers, at graduation ceremonies. (HF3186, HF4117)

Section 7: This section requires charter schools to follow municipal contracting law under 471.345, to provide for better record keeping with special education services in particular. (HF3186)

Article 3: Qualified Teachers for Every Student

Section 1: This section would set a statewide goal for increasing the percentage of teachers of color and American Indian teachers at least two percentage points per year. It would require MDE and the Professional Educator Licensing and Standards Board (PELSB) to jointly publish a report every other year that details progress on strategies the state has pursued and progress towards achieving the statewide goal. It requires PELSB, Office of Higher Education (OHE) and MDE to publish a summary report on each of the programs they administer with the explicit purpose of increasing the racial and ethnic diversity of the state's teacher workforce. (HF3186, HF3201)

Section 2 and 3: These sections require teachers to be evaluated on their cultural responsiveness as part of teacher development and evaluation. (HF3186)

Section 4: This section allows tribal contract schools to receive training from the Minnesota School Boards Association. This training is created in partnership with MDE and OHE. (HF3186, HF4117)

Section 5: This section requires principals to be evaluated on their cultural responsiveness as part of principal evaluation. (HF3186)

Article 4: Updating Definitions and Timelines

Section 1: This section aligns with federal guidance stating that a school district cannot require a birth certificate to enroll in public school. A public school may still ask a parent or guardian for a document that provides verification of a child's age for enrollment, and this may include a passport, hospital birth record, baptismal certificate, adoption or other legal documents, health records, immunization records, immigration records, previously verified school records, or birth certificate record. (HF3186, HF3201)

Section 2: This section eliminates obsolete language under compulsory instruction that waives annual testing requirements if instructors in unaccredited schools have passed a teacher competency exam. (HF3186, HF3455)

Section 3: This section strikes obsolete language that allowed Minnesota early learning foundation scholarship program pilot sites to receive early learning scholarships, prior to when the sites became Parent Aware rated (they are now Parent Aware rated). (HF3186, HF3455)

Section 4: This section makes clarifying changes to American Indian Education Programs. It inserts “American Indian” before pupils; updates student to pupils for consistency, and removes “supplemental” from instruction in American Indian language, literature, history, and culture to clarify this should not be supplemental for American Indian students. (HF3186, HF4117)

Section 5: This section includes a state definition of American Indian as “students who have originals in any of the original peoples of North America who maintain cultural identification through tribal affiliation or community recognition.” This contrasts with the federal definition, wherein a student cannot be multiracial or Hispanic and reported as American Indian. About a third of state-definition American Indian students do not qualify as federal-definition American Indian students. It requires American Indian parent advisory boards to keep meeting minutes. (HF3186, HF4117)

Section 6: This section requires a majority of the parents on American Indian parent advisory boards be parents of American Indian students (versus school staff who may also serve on the board). (HF3186, HF4117)

Section 7: This section modifies MDE’s requirements to provide technical assistance to include providing an annual report of American Indian student data using the state count of American Indian students. (HF3186, HF4117)

Section 8: This section inserts the use of the state count of American Indian students for purposes of American Indian aid (current practice). (HF3186, HF4117)

Section 9: This section updates an incorrect reference in achievement and integration aid. (HF3186, HF3455)

Section 10: This section clarifies that charter schools must follow the English Learns Act. (HF3186)

Section 11: This section requires charter schools to follow law prohibiting corporal punishment. (HF3186)

Section 12 and 13: This section clarifies that if an authorizer withdraws before the end of their five-year evaluation, they are not subject to the evaluation. (HF3186)

Section 14: This section clarifies that entry into a charter school is free to any student in Minnesota. (F3186)

Section 15: This section clarifies that only one local education agency may organize an affiliated nonprofit building corporation. (HF3186)

Section 16: This section requires MDE to align rule with law passed last year relating to conciliation conferences. (HF3186)

Section 17: This section adds Tribal Nations to Interagency Early Intervention Committees (IEICs). IEICs are charged with public outreach, child find requirements and identification of community resources for children under the age of five and their families. The State Interagency Coordinating Council (ICC) is charged with recommending policies to ensure a comprehensive and coordinated system of all state and local agency services for children under age five with disabilities and their families. The list of required members for the ICC includes a representative from Indian Health Services or a Tribal Council. (HF3186)

Section 18: This section updates a reference in statute due to a name change. (HF3186, HF3455)

Section 19: This section removes obsolete language that includes MDE from the list of agencies that receive expungements. (HF3186, HF3455)

Article 5: Technical Recodification

Section 1: This section directs the Revisor's Office to make necessary cross-reference changes consistent with renumbering. (HF3455)