



# HF 3401 MDE Policy Bill Overview

February 28, 2022

# World Class Education

- Multi-Tiered Systems of Support (MTSS) definition added to statute.
- Allow the use of parent report tools for health reasons during Early Childhood Screening.
- Voluntary Prekindergarten (VPK) and School Readiness Plus (SRP) providers must submit their Kindergarten Entry Profile (KEP) assessments results to MDE.
- New priority categories added to Early Learning Scholarships statute: children in need of child protection services, and children with an incarcerated parent

# World Class Education

- Aligns Arts standards to state standards
- Adds five art areas (dance, media arts, music, theater, visual arts) to statute
- Includes one credit of art satisfy graduation requirements
- Codifies in statute MDE authority around academic standards
- Adds “programs and services” throughout Gifted and Talented Statute

# World Class Education

- Embeds Indigenous Education for All in academic standards
- Requires American Indian culture and language classes for districts with 100+ American Indian students.
- Embeds ethnic studies in all academic standards and compulsory instruction.

# World Class Education

- Modifies and Updates Online Learning Act
  - All Local Education Agencies (LEAs) automatically are able to become online learning providers starting in the 2023-2024 school year;
  - Instructors of online learning must be licensed Minnesota teachers and must use curricula aligned with Minnesota state academic standards;
  - protections, and graduation alignment with the districts' requirements explicitly stated.
- Adds “online program” to the definition of Education Site.
- Parameters of online learning, expectations from districts and school boards, special education
- Creates an option for online learning for students in residential care and treatment facilities.

# World Class Education

- Reduces the withdrawal and absence periods to 10 days when a student withdraws or is absent from a Postsecondary Enrollment Options (PSEO) course.
- Technical clarification that within Career and Technical Education (CTE) agriculture includes the food and natural resources pathway.
- Clarifies definition for Students with Limited or Interrupted Formal Education (SLIFE) in statute.

# Safe and Welcoming Environment

- Affords students not receiving special education services to be entitled to the same debrief and assessment meetings after the use of a restrictive procedure
- Clarifies restrictive procedure use applies to all children in schools, not just those with disabilities.
- Prohibits Suspension of students in kindergarten through grade three
- Adds definitions to statute for:
  - Non-exclusionary discipline;
  - In-school and out-of-school suspensions;
  - Pupil withdrawal agreement.
- Clarification that charter schools are subject to Pupil Fair Dismissal Act, including alternatives to pupil suspension requirements

# Safe and Welcoming Environment

- Requires Pupil withdrawal agreements be reported to MDE; and transmitted education records must include pupil withdrawal agreements
- Modifies the Alternative education services statute to include non-exclusionary discipline requirements
- Requires District stakeholder engagement for discipline policies
- Allows for community involvement in Complaint procedures



# Safe and Welcoming Environment

- Requires World's Best Workforce (WBWF) and Achievement and Integration (A&I) strategic plans to include more emphasis on cultural responsiveness and inclusion
- Requires the implementation of social-emotional learning practices
- Requires MDE to develop and maintain resources to assist schools in implementing social emotional learning practices
- Clarifies PSEO institutions may not base admission decisions on a student's race, creed, color, religion, national origin, sex, age, marital status, public assistance status, sexual orientation, disability, or gender.

# Safe and Welcoming Environment

- Prohibits American Indian depictions for mascots without TNEC approval.
- Requires that American Indian students be allowed to wear culturally significant items at graduation ceremonies.
- Affords sacred tobacco protections for American Indian students in schools.

# Safe and Welcoming Environment

- Tribal Nations Education Committee (TNEC), K-12 student representation, and reflectively diverse stakeholders added to statutory academic standards review development group.
- Relevant education data sharing with tribal nations.
- American Indian Education Program Coordinators must be dedicated coordinators.
- American Indian Parent Advisory Committee (AIPAC) modifications to ensure AIPACs are representative of the American Indian community served.
- State definition and state count of American Indian students to be used throughout state statute.
- Clarifying intended usage and recipients of American Indian Education Aid.

# Caring and Qualified Teachers

- Adds Cultural responsiveness to both teacher and principal development and evaluation.
- Removes prohibition on Tier 1 teachers from joining a bargaining unit. Tier 1 teachers include Adult Basic Education (ABE) and Early Childhood and Family Education (ECFE) instructors.
- Removes of basic skills test from teacher licensure requirements.
- Requires schools to adopt a policy prohibiting discrimination or discipline of a teacher for curricula incorporation of federally protected classes of people.

# Leadership, Partnership, and Support

- Authorizers considered serving as authorizers until the commissioner terminates their status or the authorizer formally withdraws.
- Modifies the authorizer corrective action statutes.
- Charter Management Organization (CMO) and Education Management Organization (EMO) definitions added to statute.
- Market need and demand study required for various documentation before a charter is approved.

# Leadership, Partnership, and Support

- Requires Charters to comply with Education for English Learners Act.
- Requires Charter schools to prioritize Minnesota students and ensures they are free
- Charters can only lease spaces owned by the lessor, not a sublessor.
- Affiliated Building Company (ABC) may only support one single charter school.

# Leadership, Partnership, and Support

- Updates to the Summer Food Service Program (SFSP) statute to include Child and Adult Care Food Program (CACFP)
- Limits on transferring of sponsor organizations frequency, limit to new SFSP sites from operating within one-half mile of an existing SFSP site, and CACFP and SFSP sponsoring organizations must complete program-specific trainings
- Changes “lunch” to “meals” throughout various statutes

# Leadership, Partnership, and Support

- Pushes the Commissioner report to the legislature on past-due WBWF evaluations deadline from January 25 to June 30
- Changes the date districts report reading and literacy summary assessments from July 1 to April 15
- Changes the date the district testing calendar must be published to no later than October 1 or one week before the first assessment.
- Changes the due date for Achievement and Integration program budget details and strategic plans sent to MDE from March 15 to April 15



# Leadership, Partnership, and Support

- Aligns state statute with federal law regarding MDE's reporting requirements and practices.
- Removes references to outdated “targets”.
- Expiration of report mandates.

# Leadership, Partnership, and Support

- Adults who provide child care and caregivers added to proper ECFE statutes to make them eligible to receive services.
- Eliminates obsolete Council of Early Learning language.
- “Codifies participation in National Assessment of Educational Progress (NAEP) for schools who receive Title I Every Student Succeeds Act (ESSA) funding.
- Removes off-grade MCA questions

# Leadership, Partnership, and Support

- Updates school library definition.
- “Citizen” in library statute changed to “resident, and “Spanish-speaking” changed to “English language learner” in special projects grants statute.
- Updates name of National Library Service for the Blind and Print Disabled in state statute.

# Questions?