



Summary of Governor's Education Policy Bill

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.

Section 2: This section amends arts standards and requires districts to use the state standards, rather than local standards. Only two districts currently use the local standards, and they are both transitioning to the state standards. This will ensure arts standards are consistent across the state.

Section 3: This updates statute to reflect the five arts areas: dance, media arts, music, theater, and visual arts. Media arts is not currently listed. Media arts included digital forms like drawing with a computer application or photography.

Section 4: Requires the commissioner to consider advice from the Tribal Nations Education Committee when setting standards.

Section 5: The bilingual seals statute requires districts and charters to maintain appropriate records to identify high school students eligible to receive the state bilingual seals. However, there is no requirement for the state to collect which students are receiving bilingual seals and report that information publicly by demographic groups. In order to better understand what type of students are more or less likely to receive bilingual seals, assure equity and opportunity for all students, this proposal strengthens the reporting in this area and requires bilingual seals and certificates reporting to include English learners and other demographics.

Section 6: This section clarifies that the requirement to take Algebra 1 by the end of 8th grade, is not considered a high school bearing credit.

It also updates statute to reflect the credit requirement for Physical Education, which is a required high school standards.

Finally this section updates the requirements around science to reflect the standards review cycle. The term "elective credit" is not defined in statute, and was not a true elective. This section clarifies that a third credit must be dedicated earth and space standards as required by the 2009 standards. The 2019 standards move the physical science standards to 8th grade and hence the third credit would need to address the earth and space science standards.

Section 7: This provides supports to students who have experienced homelessness by requiring school districts to not impose additional local graduation requirements on homeless students above the state requirement, and to prioritize the enrollment in courses necessary for satisfying graduation requirements.

Section 8 and 9: This section 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).

Section 10: This section seeks to clarify language and enhance guidance for districts and charter schools to the identify students for gifted education services. Changing the title from "Gifted and Talented Programs" to "Gifted and Talented Programs and/or Services" makes clear the ability of school districts and charter schools to offer services rather than formalized programs. The proposal also adds students with 504 plans to guidance to remove barriers and allow students with disabilities to participate freely in identification for gifted programs or services.

Section 11: This section requires school districts and charter schools to adopt a local policy prohibiting discriminating or disciplining a teacher for their incorporation of the contributions of people due to their political, ideological or religious beliefs into their curricula.

Section 12: This section streamlines the definition for Students with Limited or Interrupted Formal Education (SLIFE), first codified in Minnesota statute in 2014 under the Learning English for Academic Proficiency and Success (LEAPS) Act, Minnesota Statutes, section 124D.59, subdivision 2a.

Section 13: 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.

Article 2: Safe and Nurturing Schools for Every Student

Section 1: This section requires transmitted education records include pupil withdrawal agreements.

Section 2: This section adds permissive language stating a school may consider religious or cultural observances when setting their calendar. This proposal adds "cultural" observances in recognition of communities where ricing or other non-religious times may affect the school calendar.

Section 3: This section clarifies that schools must provide social emotional learning (SEL) to students. SEL is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Language in statute above the new language already requires teaching SEL and details what SEL looks like.

Section 4: This section requires MDE to develop and adopt state level resources and standards for SEL. Schools may use these standards or other ones.

Section 5: This section requires a school to adopt a policy that considers providing sensory rooms to students, when it is in the best interest of students. It also requires schools to adopt a policy that considers providing serenity or prayer rooms to students, consistent with recent guidance issued by the US Department of Education.

Section 6: This section defines in-school suspension (ISS), which is currently only reported for students in special education. The ISS definition is consistent with the Civil Rights Data Collection (CRDC) definition and districts are already collecting that data. This will enable the state to have a more complete picture of ISS data.

This section also modifies the definition of out-of-school suspension (OSS) to “one school day or more” and moves Minnesota a step closer to the CRDC definition, which is “at least one-half day or more.”

Section 7: This section defines nonexclusionary disciplinary policies and practices as supports and services districts should provide prior to moving forward with an exclusionary dismissal.

Section 8: This section defines a pupil withdrawal agreement.

Section 9: This section prohibits dismissing students from public prekindergarten programs.

Section 10: This section updates the term “alternative education services” (offered post-dismissal) to “nonexclusionary disciplinary policies and practices (offered pre-dismissal), and also requires nonexclusionary disciplinary policies and practices before pupil withdrawal proceedings.

Section 11: This section requires school administrators to ensure that alternative educational services are provided to pupils who are suspended for more than five consecutive days.

Section 12: This section defines minimum education services to be provided to a student, including the ability to complete assignments for full credit.

Section 13: This section updates the term “alternative education services” (offered post-dismissal) to “nonexclusionary disciplinary policies and practices (offered pre-dismissal) and makes clarifying changes.

Section 14: This section adds a number of permissive items to the admission or readmission plan and updates the definition of suspension to align with changes in Section 6.

Section 15: This section requires schools to report on pupil withdrawal agreements to MDE.

Section 16: This section requires school districts to include nonexclusionary disciplinary policies and practices in their uniform criteria for dismissal. It also requires schools to continue reviewing a pupil’s school work after expulsion, exclusion, or pupil withdrawal agreements (unless they enroll in another school district), and requires schools to provide a list of mental health and counseling services available to the student after expulsion.

Section 17: This section prohibits post-secondary institutions under 124D.09 (postsecondary enrollment options) basing admission decisions on a student’s race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, disability, or gender.

Section 18: This section requires participants in the school lunch program to not deny a school lunch to a child due to an outstanding balance.

Section 19: This section defines respectful treatment under 124D.11 and requires participants in the school lunch program to not demean or stigmatize any student participating in the school lunch program. 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 30 days of receipt of the letter.

Section 20: This section protects American Indian students' right to wear tribal regalia or objects of cultural significance, such as eagle feathers, at graduation ceremonies.

Section 21: 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.

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.

Section 2: This section removes the prohibition on Tier 1 teachers from joining a bargaining unit.

Section 3: This section requires teachers to complete a Minnesota teacher preparatory program, a state-approved program in another state, or a licensure via portfolio to obtain a Tier 3 or Tier 4 teaching license.

Section 4: This section removes the basic skills test from teacher licensure.

Section 5: This section adds Early Childhood Family Education (ECFE) and Adult Basic Education (ABE) teachers to continuing contract protections and adds them to the continuing contract statute.

Section 6: This section requires teachers to be evaluated on their cultural responsiveness as part of teacher development and evaluation

Section 7: 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.

Section 8: This section requires principals to be evaluated on their cultural responsiveness as part of principal evaluation

Section 9: This section repeals Minnesota Rules 8710.0500, subpart 1, item A relating to basic skills test.

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.

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.

Section 3: This section amends statute 120B.13 to modify the due date of the annual Rigorous Course Taking Report to June 1 instead of February 1 to allow for inclusion of data that is not available until after February 1.

Section 4: This section makes clarifying changes to data disaggregation to align with how the statute is being administered. It updates references to align with federal race reporting, and would allow the state demographer to provide technical assistance in determining how to best compile the US Census and the American Community Survey together to capture the required data.

Section 5: This section changes the time frame for families to respond to an offer of open enrollment when they have applied after the January 15 deadline from 45 days to 15 days.

Section 6: This section amends the timeline by which a student must notify a school district or charter school of their intent to take PSEO courses. This would change the current notification requirement from May 30 for all courses in the ensuing school year to May 30 for fall term courses and October 30 for spring term courses.

Section 7: This section seeks to clarify the timeline by which a student must withdraw from a PSEO course. The proposal establishes that the timeline would be the first 10 business days of the postsecondary institution's calendar.

Section 8: This section removes obsolete statute describing the duties of the State Advisory Council on Early Childhood Education and Care. The change will eliminate responsibilities that have been completed or with due dates that have passed.

Section 9: This section establishes a developmentally appropriate timeline for screening for early learning scholarship recipients who receive a scholarship before turning age three

Section 10: 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).

Section 11: 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.

Section 12: 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.

Section 13: 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).

Section 14: 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.

Section 15: This section inserts the use of the state count of American Indian students for purposes of American Indian aid (current practice).

Section 16: This section updates an incorrect reference in achievement and integration aid.

Section 17: This section clarifies that charter schools must follow the English Learns Act.

Section 18: This section requires charter schools to follow law prohibiting corporal punishment.

Section 19 and 20: This section clarifies that if an authorizer withdraws before the end of their five-year evaluation, they are not subject to the evaluation.

Section 21: This section clarifies that entry into a charter school is free to any student in Minnesota.

Section 22: This section clarifies that only one local education agency may organize an affiliated nonprofit building corporation.

Section 23: This section requires MDE to align rule with law passed last year relating to conciliation conferences.

Section 24: 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.

Section 25: This section updates a reference in statute due to a name change.

Section 26: This section removes obsolete language that includes MDE from the list of agencies that receive expungements.