

Subject Governor's policy proposals

Authors Youakim and others

Analyst Ben Weeks

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Article 1: A World Class Education for Every Student

Section Description – Article 1: A World Class Education for Every Student

- 1 Private data; when disclosure is permitted [§13.32, subd. 3]**

Adds tribal nations to the list of entities that may receive certain otherwise private educational data. Tribal nations would be able to receive data on tribally enrolled or descendant students in order to support the students' academic pursuits.
- 2 Standards development [§120B.021, subd. 2]**

Adds the Tribal Nations Education Committee and representatives of Minnesota's tribal nations and communities to the list of those the commissioner of the Minnesota Department of Education (MDE) must consult in the creation of statewide academic standards.
- 3 Adopting plans and budgets [§120B.11, subd. 2]**

Adds requirements for inclusion in a school board's comprehensive, long-term strategic plan. Requirements include: strategies for providing student access to culturally relevant or ethnic studies curriculum; education effectiveness practices that integrate inclusive and respectful learning and work environments and promote a culture that retains qualified racially, ethnically, and linguistically diverse staff.
- 4 District advisory committee [§120B.11, subd. 3]**

Adds requirement for school board advisory committees related to comprehensive, long-term strategic plans. Specifically adds strategies to insure respectful and inclusive learning and work environments, as well as curriculum, to the list of items on which a school board advisory committee must make recommendations.
- 5 Plan implementation; components [§124D.861, subd. 2]**

Modifies and expands requirements for school districts making and implementing integration and desegregation plans.

Article 2: Safe and Nurturing Schools for Every Student

Section Description – Article 2: Safe and Nurturing Schools for Every Student

- 1 Education records [§120A.22, subd. 7]**
Requires all schools to send pupil withdrawal records, as well as any services a student needs to mitigate inappropriate behavior, to another school to which a student is transferring. These are in addition to current requirements to send various academic and disciplinary records.
- 2 Pupil withdrawal agreement [§121A.41, subd. 13]**
Adds definition of “pupil withdrawal agreement” meaning an agreement between a school and a student’s parent or guardian by which the student withdraws from the school to avoid expulsion or suspension. Such agreements can be for no more than one year in length.
- 3 Provision of alternative programs [§121A.45, subd. 1]**
Changes terminology and makes conforming change related to nonexclusionary discipline.
- 4 Exclusions and expulsions; pupil withdrawals and physical assaults [§121A.53, subd. 1]**
Changes terminology and makes conforming changes regarding pupil withdrawal agreements, created elsewhere in the bill.
- 5 School meals policy; lunch aid; food service accounting [§124.111]**

 - Subd. 1. School meal policy.** Requires participants in the national school lunch program to adopt and post a school meals policy. The policy must address student meal charges and collections practices, prohibit withdrawals of meals served to students, ensure that a student eligible for free and reduced-price lunch is always served a reimbursable meal, and be provided to a third party meal services vendor.
 - Subd. 1a. School lunch aid amounts.** Creates a new subdivision with language previously in subdivision 1.
 - Subd. 4. No fees.** Prohibits a participant from denying school lunch to a student who qualifies for free or reduced-price lunch, regardless of whether the student has an outstanding balance in the student’s meal account for any reason.
 - Subd. 5. Respectful treatment.** Requires a participant to provide meals to participating students in a respectful manner and conform to the school meals policy. Prohibits certain reminders of outstanding meal balances, and prohibits limiting student participation in school activities due to unpaid student meal

Section Description – Article 2: Safe and Nurturing Schools for Every Student

balances. Requires the commissioner to send a letter of noncompliance to a participant that does not provide meals to participating students in a respectful manner, and the participant to respond and remedy the practice within 60 days.

6 Graduation ceremonies; tribal regalia and objects of cultural significance [§124D.792]

Requires school districts to allow American Indian students to wear regalia and objects of cultural significance at graduation ceremonies.

7 Certain federal, state, and local requirements [§124E.03, subd. 2]

Requires charter schools to comply with municipal contracting laws in the same manner as currently required by school districts. The municipal contracting statute requires that contracts at certain dollar amounts go through certain open bidding processes and the like, as well more specific requirements for a variety of particular contract types.

Article 3: Qualified Teachers for Every Student

Section Description – Article 3: Qualified Teachers for Every Student

1 Increasing the percentage of teachers of color and American Indian teachers in Minnesota [§120B.117]

Subd. 1. Purpose. States the section’s purpose of increasing the percentages of teachers of color and American Indian teachers in Minnesota such that all students have access to effective teachers who reflect student diversity.

Subd. 2. Equitable access to racially and ethnically diverse teachers. Sets goal of increasing percentage of Minnesota teachers of color and American Indian teachers by two percent per year with an aim of having teachers reflect student diversity by 2040.

Subd. 3. Rights not created. Clarifies that the goals under the section do not confer any rights.

Subd. 4. Reporting. Sets reporting requirements for Professional Educator Licensing and Standards Board (PELSB) in collaboration with MDE beginning in 2020 and each year thereafter. The report, which must be posted on PELSB’s website, must address progress under a number of sections of law aimed at increasing the number of teachers of color and American Indian teachers in Minnesota. PELSB must consult with various public and community groups in preparing the report.

Section Description – Article 3: Qualified Teachers for Every Student

- 2 Development, evaluation, and peer coaching for continuing contract teachers [§122.40, subd. 8]**
Adds cultural competency to list of items evaluated under teacher development and evaluation. The section applies to teachers in school districts other than those in cities of the first class.
- 3 Development, evaluation, and peer coaching for continuing contract teachers [§122A.41, subd. 5]**
Adds cultural competency to list of items evaluated under teacher development and evaluation. The section applies to teachers in school districts in cities of the first class.
- 4 School board member training [§123B.09, subd. 2]**
Allows school board members of tribal contract schools to receive training provided by the Minnesota School Boards Association and created in collaboration with MDE and the Office of Higher Education.
- 5 Duties; evaluation [§123B.147, subd. 3]**
Adds cultural competency to list of items evaluated under principal evaluation.

Article 4: Updating Definitions and Timelines

Section Description – Article 4: Updating Definitions and Timelines

- 1 Verification of age for admission to public school [§120A.20, subd. 4]**
Aligns with federal guidance that a school district may not require a birth certificate to enroll in a public school. Allows for a number of different mechanisms for verifying student age.
- 2 Requirements for instructors [§120A.22, subd. 10]**
Eliminates, under the compulsory instruction section, the option of completing a “teacher competency examination” to fulfil the minimum requirements to provide instruction to a child. No such relevant examination currently exists in Minnesota.
- 3 Dissemination of information; notification of intent to enroll [§124D.09, subd. 7]**
Changes the deadlines for students to notify school districts of intent to enroll in PSEO courses. Under the proposed change, there would be two deadlines: May 30 for fall term and October 30 for spring term.
- 4 Financial arrangements [§124D.09, subd. 13]**
Changes and clarifies deadlines related to a student withdrawing from a PSEO course.

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- 5 **Additional duties [§124D.141, subd. 2]**
Eliminates outdated or now unnecessary language.
- 6 **Administration [§124D.165, subd. 3]**
Adds an alternative deadline for early learning scholarship recipients who receive the scholarship before turning three years old.
- 7 **Early childhood program eligibility [§124D.165, subd. 4]**
Eliminates obsolete language.
- 8 **Program described [§124D.74, subd. 1]**
Adds clarifying language to American Indian Education Programs section.
- 9 **Parent committee [§124D.78, subd. 1]**
Provides definition of “American Indian students” for purposes of section related to parent and community participation in school districts and at American Indian schools.
- 10 **Membership [§124D.78, subd.3]**
Requires a majority of the parents on American Indian parent advisory boards to be parents of American Indian students.
- 11 **Technical assistance [§124D.79, subd. 2]**
Modifies MDE’s requirement to provide technical assistance to schools and districts under the Community and Commissioner Participation in American Indian Education section to include an annual report of American Indian student data.
- 12 **Procedures [§124D.81, subd. 1]**
Adds clarifying language consistent with current practice.
- 13 **Revenue reserved [§124D.862, subd. 7]**
Updates an incorrect reference in achievement and integration aid section.
- 14 **English learners [§124E.03, subd. 8]**
Clarifies that the English Learners Act applies to charter schools.
- 15 **Corporal punishment [§124E.03, subd. 9]**
Applies section prohibiting corporal punishment to charter schools.

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- 16 **Application content [§124E.05, subd. 4]**
Together with section 20, clarifies that if a charter school authorizer withdraws before the end of their five-year evaluation, they are not subject to the evaluation.
- 17 **Withdrawal [§124E.05, subd. 7]**
Together with section 19, clarifies that if a charter school authorizer withdraws before the end of their five-year evaluation, they are not subject to the evaluation.
- 18 **Admission requirements and enrollment [§124E.11]**
Clarifies that entry into a charter school is free to any student in Minnesota.
- 19 **Affiliated nonprofit building corporation [§124E.13, subd. 3]**
Clarifies that only one local education agency may organize an affiliated nonprofit building corporation.
- 20 **Rulemaking [§125A.091, subd. 29]**
Requires MDE to align rule with law passed in 2019 relating to conciliation conferences.
- 21 **Interagency early intervention committees [§125A.30]**
Adds tribal health and human service agencies to Interagency Early Intervention Committees.
- 22 **Services to people with visual and physical disabilities [§134.31, subd. 4a]**
Updates references to conform with federal terminology changes.
- 23 **Limitations of order effective January 1, 2015, and later [§609A.03, subd. 7a]**
Removes MDE from the list of agencies that receive notifications of criminal expungements, which is obsolete after the creation of PELSB.

Article 5: Technical Recodification

Section Description – Article 5: Technical Recodification

- 1 **Revisor instruction.**
Reorganizes subsections of Minnesota Statutes, section 120B.30, pertaining to statewide testing and reporting, into new subdivisions and sections. The changes in this section are intended to be purely organizational and to have no substantive effect.



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