

Subject Governor's Policy Bill

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Overview

This bill is the Governor's education policy bill. It contains provisions relating to academic standards, student discipline, teachers, charter schools, school meals, and American Indian students.

Article 1: General Education

This article requires districts to use state standards in art, and modifies the Online Learning Options Act, the world's best workforce statute, the American Indian Education Act, and achievement and integration provisions. It also modifies provisions on state and local testing, and makes other changes.

Section Description – Article 1: General Education

- 1 Required standard. [Definitions]**
Adds art to list of required statewide standards. Currently, arts standards are adopted at the district level.
- 2 Required academic standards.**
Requires arts standards to be adopted at the state level, rather than the district level, and adds a fifth art area, media arts. Schools must offer at least three and require at least two arts areas for elementary and middle school students and offer at least three and require at least one arts area for high school students.
- 3 Graduation requirements. [Credits]**
Requires arts credit to satisfy state rather than local standards.

Section Description – Article 1: General Education

- 4 **Annual evaluation. [World’s best workforce]**
Modifies date commissioner reports to the legislature on districts that have not submitted their world’s best workforce reports and districts not achieving their performance goals.
- 5 **Identification; report. [Reading proficiently no later than the end of grade 3]**
Modifies district reporting dates on reading assessments and efforts to identify students using dyslexia screening tools.
- 6 **Statewide and local assessments; results. [Statewide testing and reporting system]**
Strikes definitions related to adaptive assessments and above grade level or below grade level questions.
- 7 **Limits on local testing.**
Modifies date by which a district or charter school must publish its testing calendar.
- 8 **Definition. [Site decision-making; individualized learning agreement; other agreements]**
Adds state-approved online programs to the definition of “education site.”
- 9 **Definitions. [Online learning option]**
Modifies definitions related to online learning. Distinguishes “supplemental online learning” from other types of online learning. Allows Tribal contract and nonpublic schools to offer online learning, and students in Tribal contract schools to participate in online learning. Establishes additional requirements for teachers providing online instruction.

Effective date: This section is effective for the 2023-2024 school year and later.
- 10 **Authorization; notice; limitations on enrollment. [Online learning option]**
Allows districts to offer digital learning to enrolled students without the review and reporting requirements that apply to other online learning providers. These districts would not generate online learning funds. Requires online learning courses to be reported and identified in the Minnesota Common Course catalog.

Distinguishes supplemental online learning from other online learning. Modifies supplemental online learning requirements. Makes technical changes.

Effective date: This section is effective for the 2023-2024 school year and later.

Section Description – Article 1: General Education

- 11 Online learning parameters. [Online learning option]**
Modifies requirements relating to accessing online learning, including those relating to computer hardware and locations where the student may participate. Requires online learning curriculum to be aligned with state standards. Makes technical changes.
Effective date: This section is effective for the 2023-2024 school year and later.
- 12 Department of Education. [Online learning option]**
Requires an online learning provider to notify the commissioner that it is delivering online learning and report the number of online learning students it accepts and online learning courses and programs it delivers.
Effective date: This section is effective for the 2023-2024 school year and later.
- 13 Crisis online learning. [Online learning option]**
Defines “crisis online learning,” “crisis learning period,” and “crisis online learning plan.” The plan must describe how crisis online learning and critical components of education will be provided, and meet certain other requirements. Critical components include nutrition services and teacher accessibility.
Effective date: This section is effective the day following final enactment. For the school year 2021-2022, the student and family notification requirement does not apply.
- 14 English learner; limited or interrupted formal education. [Definitions]**
Modifies description of students who qualify as English learners based on the amount of formal education they have when they enter school in the United States.
- 15 American Indian student. [Definitions]**
Modifies definition of “American Indian” student for purposes of the American Indian Education Act; uses the state definition, which differs from the federal definition. The state definition primarily differs from the federal definition because the state definition allows students who would otherwise be counted in the two more races category to continue to be counted as “American Indian.” The state count of American Indian students is much larger than the federal count of American Indian students.
- 16 Technical assistance. [Community and commissioner participation in American Indian education.]**
Requires the commissioner to use an annual report of American Indian student data that uses the state count when providing technical assistance.

Section Description – Article 1: General Education

- 17 **Procedures. [American Indian education aid]**
Requires the state count to be used to determine whether a district, charter school, or Tribal contract school is eligible for American Indian aid. Clarifying the definition of American Indian students does not impact funding for the American Indian education aid program because the state has continued to use the state count of American Indian students since the federal definition changed.
- 18 **Public engagement; progress report and budget process. [Achievement and integration for Minnesota]**
Modifies deadline for submission of district achievement and integration budget to the commissioner.
- 19 **Timeline and implementation. [Achievement and integration for Minnesota]**
Modifies deadline for submission of district achievement and integration plan to the commissioner.
- 20 **Placement in another district; responsibility.**
Allows a district to use its state-approved online learning program to fulfill its duties to provide special education services to a child placed in a care and treatment facility. If the child is enrolled in a charter school that operates a state-approved online learning provider, the district may also use that program to fulfill its duties.
- 21 **Placement of children without disabilities; education and transportation.**
Allows a serving school to use a state-approved online learning program to fulfill its duties to provide education services to a child placed in a care and treatment facility. If the child is enrolled in a charter school that operates a state-approved online learning provider, the district where the student is placed may also use that program to fulfill its duties.
- 22 **Responsibilities for providing education.**
Allows a district to use its state-approved online learning program to fulfill its duties to provide special education services to a child placed in a care and treatment facility. If the child is enrolled in a charter school that operates a state-approved online learning provider, the district may also use that program to fulfill its duties.

Article 2: Education Excellence

This article modifies a student data provision, requirements related to gifted and talented programs and services, and requires districts and schools to participate in national assessments.

Section Description – Article 2: Education Excellence

- 1 Private data; when disclosure is permitted. [Educational data]**
Allows educational data to be disclosed to tribal nations about tribally enrolled or descendant students.
- 2 Gifted and talented students programs and services.**
Requires “services” in addition to “programs” in the gifted and talented statute. Requires identification assessments and procedures to be sensitive and equitable to underrepresented groups, and to be coordinated for optimal identification of programs and services for underrepresented groups.
- 3 National and international education comparisons. [Statewide testing and reporting]**
Requires districts and schools selected to participate in the national assessment of educational progress or similar assessments to do so.

Article 3: Inclusive and Welcoming Schools

This article requires all students to receive instruction in ethnic studies and prohibits American Indian mascots. It modifies academic standards requirements and student discipline provisions.

Section Description – Article 3: Inclusive and Welcoming Schools

- 1 Education records. [Compulsory instruction]**
Requires student records transmitted when a student transfers schools to include pupil withdrawals and services a student needs to prevent inappropriate behavior from recurring.
- 2 Knowledge and skills. [Compulsory instruction]**
Adds ethnic studies to the list of subject areas in which all students must receive instruction.
- 3 Standards development. [Required academic standards]**
Requires the commissioner to consider advice from the following stakeholders, in addition to those already listed in statute: representatives from the Tribal Nations Education Committee and Minnesota’s Tribal Nations and communities; district and charter school students in kindergarten through grade 12; and other stakeholders representing the ethnic, racial, and geographic diversity of Minnesota, including diversity of gender and sexual orientation, immigrant status, and religious and linguistic background.

Section Description – Article 3: Inclusive and Welcoming Schools

- 4 **Revisions and reviews required. [Required academic standards]**
Requires Indigenous education standards that include the contributions of American Indian Tribes and communities to be embedded into the state’s academic standards and graduation requirements. Requires the commissioner to embed ethnic studies into state academic standards. Delays review of physical education standards by four years.
- 5 **Ethnic studies curriculum.**
Defines “ethnic studies curriculum.”
- 6 **Definitions. [World’s Best Workforce]**
Defines “ethnic studies curriculum.”
- 7 **American Indian mascots prohibited.**
 Subd. 1. Prohibition. Prohibits a district from adopting a name, symbol, or image of an American Indian tribe, custom, or tradition as a mascot, nickname, logo, letterhead, or team name of the district or school. Allows a district to seek an exemption from the Tribal Nations Education Committee and the Indian Affairs Council.
 Subd. 2. Definitions. Defines terms including “American Indian” and “mascot.”
- 8 **Multi-tiered system of support.**
Defines the Minnesota Multi-Tiered System of Support (MnMTSS) as a system, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. Lists required components of framework.
- 9 **Suspension.**
Defines “in-school suspension” and “out-of-school suspension.”
Effective date: This section is effective for the 2022-2023 school year and later.
- 10 **Nonexclusionary disciplinary policies and practices; alternatives to pupil removal and dismissal.**
Defines nonexclusionary disciplinary policies and practices as alternatives to removal or dismissal that require school officials to intervene in, redirect, and support a student’s behavior before removal or dismissal.
Effective date: This section is effective for the 2022-2023 school year and later.

Section Description – Article 3: Inclusive and Welcoming Schools

11 Pupil withdrawal agreement.

Defines a pupil withdrawal agreement as a verbal or written agreement between a school and a parent to withdraw the student to avoid expulsion or exclusion dismissal proceedings; limits a pupil withdrawal agreement to 12 months.

Effective date: This section is effective for the 2022-2023 school year and later.

12 Full and equitable participation in preschool and early learning.

This bill prohibits dismissal of a student in kindergarten through grade three unless nonexclusionary discipline measures have been exhausted and there is an ongoing serious safety threat to the child or others.

“Dismissal” is defined in the Pupil Fair Dismissal Act as the denial of the current educational program to a pupil, including exclusion, expulsion, and suspension. Dismissal does not include removal from class.

13 Provision of alternative programs. [Grounds for dismissal]

Requires a school to use nonexclusionary disciplinary policies and practices before dismissal proceedings or pupil withdrawal agreements.

Effective date: This section is effective for the 2022-2023 school year and later.

14 Provision of alternative education services; suspension pending expulsion or exclusion hearing. [Suspension procedures]

Requires schools to provide alternative education services to students who are suspended more than five consecutive school days.

Effective date: This section is effective for the 2022-2023 school year and later.

15 Minimum education services. [Suspension procedures]

Requires school officials to give suspended students the opportunity to complete all school work assigned during the suspension and receive full credit for the assignments. Encourages a principal to designate a school employee as a liaison to work with the student’s teachers to allow the student to receive timely course materials and complete assignments and receive feedback.

Effective date: This section is effective for the 2022-2023 school year and later.

16 Written notice. [Exclusion and expulsion procedures]

Requires written notice of intent to impose an expulsion to describe the nonexclusionary disciplinary policies and practices offered the student to avoid the

Section Description – Article 3: Inclusive and Welcoming Schools

expulsion. Requires a district inform parents that the department’s list of legal resources is posted on the department’s website.

Effective date: This section is effective for the 2022-2023 school year and later.

17 Admission or readmission plan. [Exclusion and expulsion procedures]

Requires an admission or readmission plan to include measures to improve the student’s behavior and lists optional elements of the plan. Requires the plan to include parental involvement in the admission or readmission process.

Effective date: This section is effective for the 2022-2023 school year and later.

18 Exclusions and expulsions; student withdrawals; and physical assaults. [Report to the commissioner]

Requires districts to report on pupil withdrawal agreements and nonexclusionary disciplinary practices to the commissioner.

Effective date: This section is effective for the 2022-2023 school year and later.

19 Policies to be established.

Requires school discipline policies to include nonexclusionary disciplinary policies and practices.

Requires schools to make sure students who have been expelled or excluded, or withdrawn, are on track for readmission with peers, remain eligible for school-based or school-linked mental health services, and have information on accessing mental health services.

Effective date: This section is effective for the 2022-2023 school year and later.

20 Required policy. [Discipline and removal of students from class]

Requires a discipline policy to contain a procedure to file a complaint regarding the application of discipline policies and seek corrective action.

21 Policy components. [Discipline and removal of students from class]

Requires policy to include procedures to ensure victims of bullying who respond with behavior not allowed under the school’s behavior policies have access to a remedial response, consistent with the bullying statute; prohibit the use of exclusionary practices for early learners; and prohibit the use of exclusionary practices to address attendance and truancy issues.

Section Description – Article 3: Inclusive and Welcoming Schools

- 22 **Discipline complaint procedure. [Discipline and removal of students from class]**
Requires the discipline policy to have procedures for students, parents and other guardians, and school staff to file a complaint and seek corrective action when student discipline statutes are not being implemented appropriately. Requires policy to contain specific components.
- 23 **American Indian culture and language classes. [American Indian education programs]**
Requires a district or Tribal contract school that conducts American Indian education programs under the American Indian Education Act and serves 100 or more state-identified American Indian students enrolled in the district to provide American Indian culture and language classes.
- 24 **American Indian Education program coordinators, paraprofessionals.**
Requires districts and Tribal contract schools to employ dedicated American Indian education program coordinators, rather than community coordinators or Indian home/school liaisons.
- 25 **Parent and community participation.**
- Subd. 1. Parent committee.** Includes districts, charter schools, and Tribal contract schools in requirements relating to parent committees.
 - Subd. 2. Annual compliance.** Modifies requirements relating to American Indian parent advisory committee’s vote of concurrence or nonconcurrence with offerings extended to American Indian students.
 - Subd. 3. Membership.** Modifies eligibility for membership in American Indian parent advisory committee.
 - Subd. 4. Alternate committee.** Replaces reference to American Indian school with reference to Tribal contract school.
 - Subd. 5. State-identified American Indian.** Establishes how count of state-identified American Indian students is determined.
- 26 **Duties; powers. [Indian education director]**
Modifies duties of the American Indian director and references to parties with whom the director must work collaboratively and in conjunction with.

Section Description – Article 3: Inclusive and Welcoming Schools

- 27 **Graduation ceremonies; tribal regalia and objects of cultural significance.**
Requires a district or charter school to allow an American Indian student to wear American Indian regalia, Tribal regalia, or objects of cultural significance at graduation ceremonies.
- 28 **Restrictive procedures.**
Broadens application of restrictive procedures statutes from only students with disabilities to all students.
- 29 **Restrictive procedures plan. [Standards for restrictive procedure]**
Broadens the role of the oversight committee to review the use of restrictive procedures for disproportionality, racial disparities, usage of restrictive procedures, involvement of school resource officers, student documentation of whether staff followed the appropriate standards, and whether restrictive procedures are contraindicated for the student.
- 30 **Restrictive procedures. [Standards for restrictive procedures]**
Modifies requirement for IEP meeting, depending on whether student is a student with a disability.
- 31 **Physical holding or seclusion. [Standards for restrictive procedures]**
Requires a debriefing process following the use of a restrictive procedure.
- 32 **Prohibitions. [Standards for restrictive procedures]**
Prohibits using a restrictive procedure on a child younger than five.
- 33 **Tobacco products prohibited in public schools.**
Allows an American Indian student to carry a medicine pouch containing loose tobacco intended in observance of traditional spiritual or cultural practices.

Article 4: Health and Wellness

This article modifies the student bullying policy statute.

Section Description – Article 4: Health and Wellness

- 1 **Safe and supportive schools programming. [School student bullying policy]**
Strikes language encouraging districts and schools to provide instruction to reduce prohibited conduct, and take other actions. Replaces encouragement with

Section Description – Article 4: Health and Wellness

requirement that districts engage students in creating a safe and supportive school environment, and take other actions.

2 State model policy. [School student bullying policy]

Requires the commissioner to develop and maintain resources to help schools implement strategies to create a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct. Requires the commissioner to develop and adopt state-level standards for social, emotional, and cognitive development.

Article 5: Teachers

This article modifies provisions on teacher licensure, teacher and principal evaluations, and modifies the world’s best workforce and achievement and integration statutes.

Section Description – Article 5: Teachers

1 Adopting plans and budgets. [World’s best workforce]

Requires a world’s best workforce plan to include access to culturally relevant or ethnic studies curriculum, inclusive and respectful learning and work environments; and modifies other plan requirements.

Effective date: This section is effective for all strategic plans reviewed and updated after the day of final enactment.

2 Curriculum policy.

Requires a school board to adopt a written policy that prohibits discrimination or discipline for a teacher or principal for incorporating into curriculum contributions by persons in a protected class.

3 Limitations on license. [Tier 1 license]

Eliminates exclusion of Tier 1 teachers from definition of “teacher,” allowing Tier 1 teachers to be in the same bargaining unit as other teachers for purposes of collective bargaining.

4 Tests. [Teacher licensure assessment]

Eliminates basic skills exam requirement for teacher licensure.

5, 6 Development, evaluation, and peer coaching for continuing contract teachers.

Requires districts to evaluate teachers on cultural responsiveness.

Section Description – Article 5: Teachers

- 7 **Duties; evaluation. [Principals]**
Requires districts to support and evaluate principals’ culturally responsive leadership practices.
Effective date: This section is effective July 1, 2023.
- 8 **Plan implementation; components. [Achievement and integration for Minnesota]**
Modifies achievement and integration plan requirements. Requires plans to include strategies to address structural inequities.
Effective date: This section is effective for all plans reviewed and updated after enactment.

Article 6: Charter Schools

This article defines new terms, requires market need and demand studies, modifies admissions requirements, and makes other changes.

Section Description – Article 6: Charter Schools

- 1 **Definitions.**
Defines “charter management organization,” “education management organization,” “market need and demand study,” and “online education service provider.”
- 2 **Certain federal, state, and local requirements. [Applicable law]**
Requires charter schools to comply with statute on alternatives to suspension.
- 3 **English learners. [Applicable law]**
Requires charter schools to comply with the Education for English Learners Act.
- 4 **Application content. [Authorizers]**
Makes term of a charter school authorizer open-ended instead of being limited to five years.
- 5 **Corrective action. [Authorizers]**
Allows the commissioner to prohibit an authorizer on a corrective action plan from accepting an application to add grades or sites from a charter school. Increases maximum length of a corrective plan, and modifies other corrective plan requirements.

Section Description – Article 6: Charter Schools

- 6 **Withdrawal. [Authorizers]**
Amends authorizer withdrawal requirements.
- 7 **Individuals eligible to organize. [Forming a school]**
Requires an authorizer application to include a market need and demand study; strikes requirement that application include a statement of assurances of legal compliance.
- 8 **Authorizer’s affidavit; approval process. [Forming a school]**
Requires an authorizer affidavit to include a market need and demand study.
- 9 **Adding grades or sites. [Forming a school]**
Requires an authorizer approving a school’s application to add grades or primary enrollment sites to include a market need and demand study in the supplemental affidavit filed with the commissioner.
- 10 **Admission requirements and enrollment.**
Requires charter school admission to be free to a resident of Minnesota, and gives enrollment preference to Minnesota residents over out-of-state residents. Requires students enrolled in a charter school’s prekindergarten program to apply for entry into kindergarten without receiving an enrollment preference.
- 11 **Teachers. [Employment]**
Changes statutory definition of “teacher” referenced in requirement to employ necessary teachers, and allows charter schools to contract with a cooperative to provide necessary teachers.
- 12 **Leased space. [Facilities]**
Requires a charter school to lease space from the owner of the space instead of subleasing the space.
- 13 **Affiliated nonprofit building corporation. [Facilities]**
Prohibits an affiliated building corporation from supporting more than one school.
- 14 **Audit report. [Reports]**
Requires a charter management organization or educational management organization to submit an audit report to the commissioner annually by December 31.
- 15 **School closures; payments. [Payment of aids to charter schools]**
Strikes a reference to chapter on cooperatives.

Article 7: Nutrition and Libraries

This article modifies provisions relating to the Summer Food Service Program and Child and Adult Care Food Program, and library services. Makes technical changes.

Section Description – Article 7: Nutrition and Libraries

- 1 **Summer Food Service Program and Child and Adult Care Food Program.**
 - Subd. 1. Summer Food Service Program replacement aid.** Makes technical change.
 - Subd. 2. Child and Adult Care Food Program and Summer Food Service Program sponsor organizations.** Limits how often legally distinct Child and Adult Care Food Program and Summer Food Service Program sites can transfer sponsoring organizations to once per year.
 - Subd. 3. Child and Adult Care Food Program and Summer Food Service Program training.** Requires a nongovernmental organization to provide documentation to the Department of Education verifying that staff members have completed program-specific training before applying to sponsor a Child and Adult Care Food Program and Summer Food Service Program site.
 - Subd. 4. Summer Food Service Program locations.** Prohibits the Department of Education from approving a new Summer Food Service Program open site that is within a half-mile of an existing Summer Food Service Program site, unless the new program will not serve the same group of children for the same meal type.
- 2 **School libraries and media centers.**

Lists characteristics of a school library or school library media center.
- 3 **Library service. [Department of Education; library responsibilities]**

Substitutes “resident” for “citizen” in provision regarding the responsibility of the state to provide library services.
- 4 **Services to people with visual and physical disabilities. [Department of Education; library responsibilities]**

Makes technical change to name of National Library Service.
- 5 **Special project grants. [Department of Education; library responsibilities]**

Substitutes “English language learners” for “Spanish-speaking” in list of examples of innovative and experimental library programs.

Section Description – Article 7: Nutrition and Libraries

- 6 **Local support levels. [Regional library basic system support aid; requirements]**
Requires regional library basic system support aid recipients to comply with maintenance of effort requirements.

Article 8: Early Childhood

This article makes changes to early childhood developmental screening requirements and modifies the early childhood family education, voluntary prekindergarten, school readiness plus, and early learning scholarship programs.

Section Description – Article 8: Early Childhood

- 1 **Screening program. [Early childhood developmental screening]**
Provides that parent reported developmental screening instrument meets the requirement for undergoing a developmental assessment as part of early childhood developmental screening if a parent or child is unable to complete the screening in person due to an immunocompromised status or other health concerns.
- 2 **Program requirements. [ECFE programs]**
Allows adults who provide child care, or caregivers, to participate in early childhood family education (ECFE) programs.
- 3 **Substantial parental involvement. [ECFE programs]**
Makes conforming changes so that adults who provide child care, or caregivers, may participate in ECFE.
- 4 **Additional duties.**
Strikes two requirements to produce recommendations that the State Advisory Council on Early Childhood Education and Care has fulfilled.

Requires that the council review and provide input on the work produced by the Great Start for All Minnesota Children Task Force.
- 5 **Program requirements. [Voluntary prekindergarten, VPK]**
Directs a VPK program to submit the results of its assessments of children’s cognitive and social skills to MDE. Under current law, a VPK program is required to assess each child enrolled in the program, but it is not required to submit the results to MDE.

Section Description – Article 8: Early Childhood

- 6 Family eligibility. [Early learning scholarships]**
Makes families in need of child protective services eligible for scholarships regardless of a family’s income level.

Specifies that a child with an incarcerated parent is eligible for a scholarship.
- 7 Administration. [Early learning scholarships]**
Adds children who have incarcerated parents to the list of children who MDE must prioritize when awarding scholarships.

Provides that a scholarship cancels if a recipient has not enrolled in an eligible program within three months of receiving the scholarship. Under current law, a scholarship recipient has ten months to enroll in an eligible program before the scholarship cancels.
- 8 Program requirements. [School readiness plus, SRP]**
Directs an SRP program to submit the results of its assessments of children’s cognitive and social skills to MDE. Under current law, an SRP program is required to assess each child enrolled in the program but it is not required to submit the results to MDE.

Article 9: Career and Technical Education, Postsecondary Enrollment Options, and Graduation

This article modifies requirements related to career and technical education standards and credits, and postsecondary institutions participating in the Postsecondary Enrollment Options Act. Makes other and technical changes.

Section Description – Article 9: Career and Technical Education, Postsecondary Enrollment Options, and Graduation

- 1 Elective standards. [Elective standards]**
Requires a district to regularly review its career and technical education (CTE) standards. Requires standards to align with Minnesota CTE Frameworks, standards developed by national CTE organizations, or recognized industry standards.
- 2 Credit equivalencies. [Credits]**
Modifies reference to a school’s agriculture program to include food and natural resources education. Changes reference to administrative rule setting standards for awarding science, mathematics, or arts credit through CTE from subpart on ability to

**Description – Article 9: Career and Technical Education, Postsecondary Enrollment
Section Options, and Graduation**

- grant credit, to subpart on minimum standards for granting credit. The rule subpart being waived requires an instructor to have passed licensure exams for which the credit is to be granted.
- 3 **Definitions. [Postsecondary enrollment options act (PSEO)]**
Prohibits a postsecondary institution participating in PSEO from requiring a faith statement for a PSEO student during the application process or basing an admissions decision on a PSEO student’s race, creed, ethnicity, disability, gender, or sexual orientation or religious beliefs or affiliations.
- 4 **Financial arrangements. [PSEO Act]**
Reduces the withdrawal and absence periods from first 14 to first ten business days of quarter or semester, accelerating the time that the department stops payments to a postsecondary institution when a student withdraws or stops attending a class.
- 5 **Program established. [Learning year program to provide instruction throughout year]**
Eliminates provision permitting student to participate in program and accelerate attainment of grade level or graduation requirements.
- 6 **Repealer.**
Repeals Minnesota Statutes, section 120B.35, subdivision 5, which requires districts to develop strategies to keep students with emotional or behavioral disorders in school and increase their graduation rates.

Article 10: Administrative Updates and Technical Corrections

This article modifies provisions relating to academic standards, statewide testing, and student data; substitutes references to “free and reduced-price lunches” with “free and reduced-price meals”; modifies reporting requirements for the Department of Education; and makes other changes.

Description – Article 10: Administrative Updates and Technical Corrections

- 1 **Rulemaking. [Required academic standards]**
Clarifies commissioner’s authority to amend rules on academic standards.

Section Description – Article 10: Administrative Updates and Technical Corrections

- 2 Statewide testing. [Statewide testing and reporting system]**
Modifies attendance measure used in statewide reporting system from average daily attendance to consistent attendance. Substitutes ACT for the American College Test.
- 3 Student performance data. [System accountability and statistical adjustments]**
Changes the name of the student category used to disaggregate student data from free or reduced-price lunch to free or reduced-price meals.
- 4 State growth measures; other state measures. [Student academic achievement and growth]**
Modifies use of growth measures. Modifies demographic categories for student data reporting. Requires groups to be determined by a ten-year cycle using the American Community Survey, using five-year datasets. Requires the commissioner to implement an appropriate growth model for identifying schools and districts that demonstrate progress toward English language proficiency.

Effective date: This section is effective the day following final enactment. The next update to the data used to determine the most populous groups must be implemented in 2026 using the 2021-2025 dataset.
- 5 Student progress and other data. [School accountability]**
Strikes growth targets from list of actions the department undertakes.
- 6 Designating and approving a center.**
Changes the name of the student category in area learning center statute from eligible to receive free or reduced-price lunch, to free or reduced-price meals.
- 7 Eligibility. [School readiness programs.]**
Changes the name of the student eligibility category by changing free or reduced-price lunch to free or reduced-price meals.
- 8 Application process; priority for high poverty schools. [Voluntary prekindergarten program]**
Modifies references to free or reduced-price lunch to free or reduced-price meals.
- 9 Amount of aid. [School readiness aid]**
Changes references to free or reduced-price lunch to free or reduced-price meals.
- 10 Full-service community school program. [Full-service community schools]**
Changes references to free or reduced-price lunch to free or reduced-price meals.

Section Description – Article 10: Administrative Updates and Technical Corrections

- 11 **Program described. [American Indian education programs]**
Clarifies that American Indian education programs are designed to support American Indian students. Modifies description of instruction in American Indian language, literature, history, and culture.
- 12 **Enrollment of other children; shared time enrollment. [American Indian education programs]**
Limits enrollment in American Indian education programs on a shared time basis to American Indian children.
- 13 **Location of programs. [American Indian education programs]**
Modifies the settings where American Indian education programs may be offered on a daily basis.
- 14 **American Indian education aid.**
Clarifies that charter schools may receive American Indian education aid.
- 15 **Records. [American Indian education aid.]**
Strikes “pilot” from description of American Indian education programs.
- 16 **State-identified American Indian. [American Indian education aid.]**
Specifies how state determines the state-identified American Indian student counts.
- 17 **Free or reduced-price meal eligibility. [Prekindergarten through grade 12 parental rights coded elsewhere.]**
Changes reference to free or reduced-price lunch to free or reduced-price meals.
- 18 **Special education initial aid. [Special education aid]**
Changes reference to free or reduced-price lunch to free or reduced-price meals.
- 19 **Compensation revenue pupil units. [Definition of pupil units]**
Changes reference to free or reduced-price lunch to free or reduced-price meals.
- 20 **Free and reduced-price meals. [Definition of pupil units]**
Changes reference to free or reduced-price lunch to free or reduced-price meals.
- 21 **Developmental education reporting. [Intervention for college attendance program grants]**
Changes reference to free or reduced-price lunch to free or reduced-price meals.

Section Description – Article 10: Administrative Updates and Technical Corrections

- 22 **Eligible students. [Intervention for college attendance program grants.]**
Changes reference to free or reduced-price lunch to free or reduced-price meals.
- 23 **Application assistance. [Minnesota health care programs outreach]**
Changes reference to free or reduced-price lunch to free or reduced-price meals.
- 24 **Application assistance and information availability. [Application procedures]**
Changes reference to free or reduced-price lunch to free or reduced-price meals.
- 25 **Expiration of report mandates.**
Sets expiration dates for commissioner report mandates. If a mandate enacted before January 1, 2022, requires the submission of an annual report, the mandate expires on January 1, 2024; if it requires a biennial or less frequent report, the mandate expires January 1, 2025. A reporting mandate enacted on or after January 1, 2022, expires three years after it was enacted for annual reports, and five years after enactment for biennial or less frequent reports. Requires the commissioner to annually report to the legislature a list of all reports set to expire during the following calendar year.
- Effective date:** This section is effective the day following final enactment.
- 26 **Revisor instruction.**
Instructs the Revisor to renumber statutory provisions relating to statewide assessments and reporting requirements.



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