



MDE Policy Bill Overview

House Education Policy Committee

February 7, 2023

Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
3. Measure what matters.
4. Go local.
5. Follow the money.
6. Start early.
7. Monitor implementation of standards.
8. Value people.
9. Improve conditions for learning.
10. Give students options.



Enhancing Academic Excellence for Students

Academic Standards

- Require **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
- Embed **ethnic studies** into academic standards
- Clarification on the **commissioner's authority to amend rules** on academic standards
- Clarify **mathematics and science graduation requirements** in statute to align with best practice language and language in MN Academic Standards
- Delays **physical education standards** review to 2026-27.

Enhancing Academic Excellence for Students

Academic Standards and Assessments

- Allow **agriculture programming** at schools to include food and natural resources education
- Add **arts** to the list of required statewide standards, and add media arts to statute as an arts credit option
- Districts required to regularly review its **CTE standards**, and those standards must be aligned with MN CTE frameworks, standards developed by national CTE organizations, or recognized industry standards.
- **Remove off-grade level questions** from standardized testing

Enhancing Academic Excellence for Students

Online Learning

- Online Learning Act repeal and replace with **Online Instruction Act**
 - Provides definitions, requirements for digital instruction and supplemental online courses, reporting requirements, expectations of MDE, and ADM calculation for online learning students
- Clarify that school districts responsible for education programs in **day and residential care and treatment facilities** may utilize state approved online learning programs in the “home” school districts and charter schools of students in fulfilling their responsibilities for education programs and services in those facilities

American Indian Education

- **Sacred Tobacco:** Allow an American Indian student to carry a medicine pouch containing loose tobacco intended in observance of traditional spiritual or cultural practices
- **Tribal Regalia:** Require 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
- **Prohibit Mascots:** Prohibit a public school district or charter from adopting a name, symbol, or image of an American Indian tribe, custom, or tradition as a mascot, nickname, logo, letterhead, or team name for the district or school
 - Allows a district or school to seek an exemption to this prohibition through a written request to all eleven Tribal Nations and TNEC
 - If any of the Tribal Nations or TNEC opposes the exemption, it will be denied

American Indian Education

- Provide statutory expectations and requirements for development and implementation of **Indigenous Education for All**
- **Standards Advice:** Require the commissioner to consider advice from representatives from the Tribal Nations Education Committee (TNEC) and Minnesota's Tribal Nations for academic standards revision and development
- Require 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**

American Indian Education

- **Dedicated Coordinators:** Require districts receiving American Indian Education Aid and Tribal contract schools to employ dedicated American Indian education program coordinators, rather than community coordinators or Indian home/school liaisons
- Require the **state count** to be used to determine whether a district, charter school, or Tribal contract school is eligible for American Indian aid
- Modify **duties of the American Indian Education director** at MDE and references to parties with whom the director must work collaboratively and in conjunction

American Indian Education

- Clarify requirements and qualifications for **American Indian Parent Advisory Committees (AIPAC)** in statute:
 - Include districts, charter schools, and Tribal contract schools in requirements relating to parent committees
 - Modify requirements relating to AIPAC vote of concurrence or nonconcurrence with offerings extended to American Indian students
 - Modify eligibility for membership in AIPAC to be limited to parents or guardians or American Indian children
 - Adds the state definition of American Indian to AIPAC statute
- Allow **educational data** to be disclosed to Tribal Nations about Tribally enrolled or descendant students

Alternatives to Exclusionary Discipline

- **Prohibit 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
- **Alternatives to Exclusionary Discipline Package**, including:
 - Define “nonexclusionary disciplinary policies and practices” and “pupil withdrawal agreement” in statute and require reporting on those to MDE.
 - Require school discipline policies to include nonexclusionary disciplinary policies and practices
 - Require schools to provide alternative education services to students who are suspended more than five consecutive school days
 - Require school officials to give suspended students the opportunity to complete all school work assigned during the suspension and receive full credit for the assignments
 - Require 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
 - Prohibit the use of exclusionary practices to address attendance and truancy issues
 - Require 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

Early Childhood and Early Learning

- Allow districts to give **preference in the open enrollment process** for kindergarten to children receiving preschool programming in the same district
- Add an **eligibility requirement to the Early Learning Scholarship (ELS)** statute for children referred to or currently in need of child protective services
- Add children of incarcerated parents and children in need of or currently receiving child protective services as priority categories for **ELS**
- Change the **timeline for families to select a scholarship program** from a 10-month selection period to three months
- Make optional the **in-person Early Childhood Screening** if the parent or child is immunocompromised or has other health concerns; family may complete the screening virtually

Supporting Teachers

- **Teacher Diversity Goals:** Establish goal of increasing the percentage of teachers in Minnesota who are of color or American Indian by at least two percentage points each year.
- **World's Best Workforce and Achievement and Integration** plans development modifications
- Add requirements for **cultural responsiveness** to annual teacher and principal evaluation criteria

Supporting Teachers

- Require 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
- **Eliminate Tier 2 experience pathway** to qualify for Tier 3 licenses for all teacher licenses issued on July 1, 2023 or after
- **Eliminate basic skills exams** for Tier 3 and 4 teacher candidates
- Remove a prohibition on **Tier 1 teachers from joining a collective bargaining unit**
- Allow community education teachers to receive **continuing contract rights**

- Define “**market need and demand study**” in statute and expectations for said study, including the following requirements:
 - Require an authorizer application to include a market need and demand study
 - Require an authorizer affidavit to include a market need and demand study
 - Require 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
- Require **charter school admission** to be free to a resident of Minnesota, and enrollment preference should be to Minnesota residents over out-of-state residents

- Amend **authorizer withdrawal requirements**
- Require a **charter school to lease space** from the owner of the space instead of subleasing the space
- Prohibit an **affiliated building corporation** from supporting more than one charter school

- **Accountability measures for federal food service programs**
 - Require Child and Adult Care Food Program (CACFP) and Summer Food Service Program (SFSP) applicants to provide financial eligibility documentation as part of application to MDE
 - Limit how often legally distinct CACFP and SFSP sites can transfer sponsoring organizations to once per year
 - Require a nongovernmental organization to provide documentation to MDE verifying that staff members have completed program-specific training before applying to sponsor a CACFP and/or SFSP site
 - Prohibit new Summer Food Service Program sites 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

Thank you!

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