

Subject Governor's Education Policy Bill

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Overview

This is the Governor's education policy bill. It modifies academic standards and graduation requirements, student discipline provisions, teacher licensure requirements, American Indian education provisions, and online instruction requirements, and makes other changes.

Article 1: Administrative Corrections, Accountability, and Transparency

This article modifies home school instructor and reporting requirements; requires districts to adopt state arts standards; modifies math standards, and math and science credit requirements; modifies food program requirements; and makes other changes.

Section Description - Article 1: Administrative Corrections, Accountability, and Transparency

- 1 **Requirements for instructors. [Compulsory instruction]**
Modifies requirements for a person providing home school instruction.
- 2 **Reports to superintendents. [Reporting]**
Requires a person providing home school instruction to report to the local superintendent a copy of the student's test scores from the previous school year unless the student is exempt from the testing, and evidence that protocols agreed to with the superintendent's office were followed.
- 3 **Required standard. [Definitions]**
Modifies definition of "required standard." Requires districts to adopt state arts standards.
- 4 **Required academic standards. [Required academic standards]**
Requires state high school math standards to include algebra II, integrated math III, or an equivalent, and grade 8 standards to include completion of algebra. Requires

Section Description - Article 1: Administrative Corrections, Accountability, and Transparency

- districts to adopt state arts standards. Adds media arts as a fifth arts area. Modifies physical education standards requirements.
- 5 **Rulemaking. [Required academic standards]**
Strikes prohibition on amending or repealing academic standards without specific legislative authorization.
- 6 **Elective standards. [Elective standards]**
Requires local CTE standards to align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.
- 7 **Graduation requirements. [Credits]**
Modifies math and science credit requirements. Eliminates requirement that students complete one credit of biology, one credit of chemistry or physics, and one elective credit of science, and requires instead that the three total science credits satisfy the standards. Requires students to complete sufficient credits to satisfy the state standards in physical education.
- Requires a district to start offering a course for credit in government and citizenship to students in grade 11 or 12 in the 2023-2024 school year.
- This section is effective for the 2024-2025 school year and later.
- 8 **Credit equivalencies. [Credits]**
Modifies references to a school's agriculture education or business education program or department. Modifies instructor license requirement.
- 9 **Statewide testing. [Statewide testing and reporting system]**
Replaces average daily attendance with consistent attendance in the state reporting system, and replaces reference to the American College Test with the ACT test.
- 10 **Statewide and local assessments; results. [Statewide testing and reporting system]**
Strikes definitions related to adaptive assessments, and above-grade and below-grade test items. Eliminates requirement that commissioner use fully adaptive math and reading assessments in grades 3 through 8.
- 11 **Limits on local testing.**
Requires a district to publish the testing calendar at least one week before any eligible assessments are administered, and no later than October 1.

Section Description - Article 1: Administrative Corrections, Accountability, and Transparency

- 12 **State growth measures; other state measures. [Student academic achievement and growth]**
Modifies how growth is measured on state assessments. Requires the commissioner to implement an appropriate growth model comparing students' test scores over time, and to include progress toward English language proficiency in growth model.
- 13 **Student progress and other data. [School accountability]**
Strikes reference to setting state growth targets in data privacy provision.
- 14 **Publication. [Review and comment for school district construction]**
Requires a district to publish a summary of the commissioner's review and comment of a construction project in the local newspaper at least 48 days before a referendum for bonds or solicitation of bids.
- 15 **Nonresident district procedures. [Enrollment options program]**
Shortens the time period within which a parent must notify the nonresident district whether the student intends to enroll in the nonresident district.
- 16 **Definitions. [Postsecondary enrollment options act]**
Prohibits a postsecondary institution participating in the postsecondary enrollment options program from requiring a faith statement during the application process or basing an admission decision on a student's race, creed, ethnicity, disability, gender, or sexual orientation or religious beliefs or affiliations.
- 17 **Financial arrangements. [Postsecondary enrollment options act]**
Shortens the time period for a student to withdraw or be absent from a postsecondary enrollment options course that triggers the department to stop payments to the postsecondary institution.
- 18 **Federal child and adult care food program and federal summer food service program; criteria and notice. [School meals policies; lunch aid; food service accounting]**
Modifies requirements relating to the federal summer food service program (SFSP). Requires the department to evaluate financial eligibility as part of the application process. Specifies documentation an applicant must submit.
- 19 **Respectful treatment. [School meals policies; lunch aid; food service accounting]**
Prohibits a participant in the national school lunch program from providing students alternative meals not specifically related to dietary needs or providing nonreimbursable meals.

Section Description - Article 1: Administrative Corrections, Accountability, and Transparency

- 20 **Summer food service program and child and adult care food program (CACFP).**
Limits how often legally distinct CACFP and SFSP sites may transfer sponsoring organizations to once per year, except under extenuating circumstances. Requires a nongovernmental organization applying to sponsor a CACFP or SFSP site to provide documentation to the department verifying that staff members have completed program-specific training.

Prohibits the department from approving a new SFSP open site that is within a half-mile radius of an existing SFSP open site unless the new program would not serve the same group of children for the same meal type or if safety issues could present barriers to participation.
- 21 **Program established. [Learning year program to provide instruction throughout year]**
Strikes language allowing a student to participate in a learning year program and accelerate attainment of grade level requirements or graduation requirements.
- 22 **Eligible programs. [Graduation incentives program]**
Raises to 17 the minimum age of participation in an adult basic education program.
- 23 **Commissioner authority to withhold revenue. [Achievement and integration revenue]**
Modifies commissioner's response to a district that has not met its goals under an achievement and integration plan.
- 24 **Annual expenditure report. [Basic skills revenue; compensatory education revenue]**
Modifies reporting requirement relating to basic skills revenue. Eliminates requirement that districts report expenditures incurred to meet the needs of eligible children and replaces it with commissioner report to the legislature on the expenditures of each district.
- 25 **Conditions for assignment. [Assignment of refund]**
Modifies appeal process for a denial of commissioner's certification that a vendor's products and services qualify for the education tax credit.
- 26 **Expiration of report mandates.**
Sunsets requirement of a report by the commissioner of education to the legislature if the enabling legislation does not include a date for the submission of a final report. Requires the commissioner to submit to the legislature each year a list of reports set to expire during the following calendar year.

Section Description - Article 1: Administrative Corrections, Accountability, and Transparency

27 Revisor instruction.

Instructs the revisor to replace the terms “free lunch,” “reduced-price lunch,” and similar terms with “free meals,” “reduced-price meals,” and “free or reduced-price meals” wherever they appear in statute when used in context with the national school lunch and breakfast programs.

28 Revisor instruction.

Instructs the revisor to renumber statutes in chapter 120B.

29 Repealer.

Repeals section 120B.35, subdivision 5 (improving graduation rates for students with emotional or behavioral disorders).

Article 2: Education Excellence

This article repeals the online learning option act and replaces it with the online instruction act; defines ethnic studies; modifies the definition of an English learner with limited or interrupted formal education; modifies library provisions; and makes other changes.

Section Description - Article 2: Education Excellence

1 Ethnic studies.

Defines “ethnic studies.”

2 Gifted and talented students programs and services.

Adds “services” to statute on gifted programs.

3 Online instruction act.

Subd. 1. Definitions. Defines terms, including “blended instruction,” “digital instruction,” and “online instruction.”

Subd. 2. Digital instruction. Allows an enrolling district to provide digital instruction to the district’s own enrolled students. Limits the number of students that may receive online instruction in any one course or section to 40.

Subd. 3. Supplemental online courses. Establishes requirements for students applying to take supplemental online courses other than those offered by the student’s enrolling district. Requires a supplemental online course provider to have a current, approved application to be listed by the department as an

Section Description - Article 2: Education Excellence

approved provider. Requires a supplemental online course provider to participate in continuous improvement cycles with the department.

Subd. 4. Enrolling district. Establishes procedure for an enrolling district to determine that a supplemental online course provider's course does not meet academic standards in the course it would replace at the enrolling district. Requires an enrolling district to appoint an online learning liaison, and provide support services to students taking supplemental online courses.

Subd. 5. Reporting. Requires courses that include blended instruction and online instruction to be reported in the manner determined by the department.

Subd. 6. Department of Education. Requires the commissioner to establish quality standards for applications and continuous improvement of supplemental online course providers, and by enrolling districts using digital instruction. Requires the department to establish and participate in continuous improvement cycles with supplemental online course providers. Establish process for the department to review complaints about an enrolling district providing digital instruction or supplemental online course provider.

Subd. 7. Financial arrangements. Requires the department to calculate average daily membership for a student enrolled in an online supplemental course equal to 1/12 for each semester course or a proportionate amount for courses of different lengths. The adjusted online learning average daily membership equals the initial online supplemental average daily membership times .88.

4 English learner; limited or interrupted formal education. [Definitions]

Modifies definition of an English learner with limited or interrupted formal education.

5 School libraries and media centers.

Establishes requirements for a school library or school library media center.

6 Library service. [Department of Education; library responsibilities]

Replaces reference to "citizen" with "resident."

7 Services to people with visual and physical disabilities. [Department of Education; library responsibilities]

Makes technical changes.

8 Special project grants. [Grant authorization; types of grants and aids]

Updates reference to "Spanish-speaking" with "multilingual learners."

Section Description - Article 2: Education Excellence

- 9 **Local support levels. [Regional library basic system support aid; requirements]**
States that regional library basic system support aid is subject to reduced maintenance of effort requirements.
- 10 **Repealer.**
Repeals section 124D.095, the Online Learning Option Act.

Article 3: American Indian Education

This article modifies the process for developing state academic standards to embed Indigenous education for all students; prohibits American Indian mascots; modifies the American Indian Education Act; requires districts to allow American Indian students to wear American Indian regalia at graduation ceremonies; and makes other changes.

Section Description - Article 3: American Indian Education

- 1 **Private data; when disclosure is permitted. [Educational data]**
Allows private educational data to be disclosed to Tribal Nations about Tribally enrolled or descendant students.
- 2 **Standards development. [Required academic standards]**
Adds representatives from the Tribal Nations Education Committee and Minnesota's Tribal Nations and communities to the list of stakeholders the commissioner must consult when developing statewide academic standards.
- 3 **Revisions and reviews required. [Required academic standards]**
Requires the commissioner to embed Indigenous education for all students consistent with recommendations from Minnesota's Tribal Nations and urban Indigenous communities into the state's academic standards. Delays review of physical education standards to the 2026-2027 school year. Requires the commissioner to embed ethnic studies into state academic standards.
- 4 **Indigenous education for all students. [Required academic standards]**
Requires the commissioner to provide resources to support implementation of Indigenous education for all students and conduct a needs assessment to inform the development of future resources for Indigenous education for all students.
- 5 **American Indian mascots prohibited.**
Prohibits a public school from having an American Indian mascot, nickname, logo, letterhead, or team name. Allows a public school to seek an exemption from the 11

Section Description - Article 3: American Indian Education

- federally recognized Tribal Nations in Minnesota and the Tribal Nations Education Committee.
- 6 **American Indian student. [Definitions]**
Defines “American Indian student.”
- 7 **Program described. [American Indian education programs]**
Limits American Indian education programs to programs to support American Indian students.
- 8 **Enrollment of other children; shared time enrollment. [American Indian education programs]**
Limits participation of children enrolled in nonpublic schools who enroll on a shared time basis in American Indian education programs to American Indian children.
- 9 **Location of programs. [American Indian education programs]**
Modifies where American Indian education programs must be located.
- 10 **American Indian culture and language classes. [American Indian education programs]**
Requires districts or participating schools to conduct American Indian education programs if they meet certain thresholds for the number or percent of students that are American Indian.
- 11 **American Indian education program coordinators, paraprofessionals.**
Requires dedicated American Indian education program coordinators and strikes references to community coordinator and home/school liaisons.
- 12 **Parent and community participation.**
Modifies requirements relating to American Indian parent advisory committee. Requires the state count of American Indian students to be used for purposes of the American Indian Education Act.
- 13 **Technical assistance. [Community and commissioner participation in American Indian education]**
Requires the commissioner to provide technical assistance to districts, schools, and postsecondary institutions on the annual report of American Indian student data using the state count.
- 14 **Duties; powers. [Indian education director]**
Modifies the duties of the American Indian education director.

Section Description - Article 3: American Indian Education

- 15 **Graduation ceremonies; Tribal regalia and objects of cultural significance.**
Prohibits a district or charter school from prohibiting an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.
- 16 **Procedures. [American Indian education aid]**
Requires the state count of American Indian students to be used to determine eligibility for Indian education aid.
- 17 **Records. [American Indian education aid]**
Strikes reference to “pilot” American Indian education programs.
- 18 **Tobacco products prohibited in public schools.**
Allows an American Indian student to carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices.

Article 4: Charter Schools

This article defines and requires market need and demand studies; requires charter schools to comply with additional statutes that apply to districts; modifies an authorizer’s term and other authorizer requirements; limits the number of charter schools an affiliated building corporation may serve; and makes other changes.

Section Description - Article 4: Charter Schools

- 1 **Definitions.**
Defines “market need and demand study.”
- 2 **Certain federal, state, and local requirements. [Applicable law]**
Requires a charter school to comply with section on alternatives to pupil suspension.
- 3 **English learners. [Applicable law]**
Requires a charter school to comply with the Education for English Learners Act.
- 4 **Application content. [Authorizers]**
Modifies provision regarding the length of an authorizer’s term.

Section Description - Article 4: Charter Schools

- 5 **Withdrawal. [Authorizers]**
Modifies cross-reference providing reason for authorizer to withdraw as an approved authorizer; the new reference is to provision on corrective action against an authorizer.
- 6 **Individuals eligible to organize. [Forming a school]**
Requires a charter school developer's application to include a market need and demand study. Eliminates requirement that application include a statement of assurances of legal compliance.
- 7 **Authorizer's affidavit; approval process. [Forming a school]**
Requires an authorizer's affidavit stating its intent to charter a school to include a market need and demand study.
- 8 **Adding grades or sites. [Forming a school]**
Requires an authorizer to submit a market need and demand study to the commissioner when a school the authorizer charters wants to add grades or sites.
- 9 **Contents. [Charter contract]**
Clarifies that a charter contract between a charter school board and an authorizer must include a statement of the school's admission policies and procedures.
- 10 **Admissions requirements and enrollment.**
Requires that admission to a charter school be free to an eligible pupil residing in Minnesota and requires an enrollment preference for Minnesota residents over out-of-state residents. Eliminates enrollment preference for children enrolled in a charter school's preschool or prekindergarten program to enroll the following year.
- 11 **Teachers. [Employment]**
Requires a charter school, excluding a preschool or prekindergarten program to employ or contract with a licensed teacher. Establishes qualifications for a charter school's prekindergarten or preschool program teachers.
- 12 **Leased space. [Facilities]**
Requires a charter school to lease a building from its owner, rather than subleasing a space.
- 13 **Affiliated nonprofit building corporation. [Facilities]**
Limits an affiliated nonprofit building corporation to serve only one charter school.

Section Description - Article 4: Charter Schools

- 14 **School closures; payments. [Payment of aids to charter schools]**
Strikes reference to chapter 308A (Cooperatives) with regards to closure plans.

Article 5: Discipline, Restrictive Procedures, and Reporting Reform

This article defines nonexclusionary disciplinary policies and practices and requires such policies and practices before a student may be dismissed; limits dismissal of students in kindergarten through grade 3; defines and prohibits prone restraints; modifies restrictive procedures requirements; and makes other changes.

Section Description - Article 5: Discipline, Restrictive Procedures, and Reporting Reform

- 1 **Education records. [Compulsory instruction]**
Requires education records transmitted to other districts or educational entities to include pupil withdrawals, and the services a pupil needs to prevent inappropriate behavior from recurring.
- 2 **Nonexclusionary disciplinary policies and practices; alternatives to pupil removal and dismissal. [Definitions]**
Defines “nonexclusionary disciplinary policies and practices.”
- 3 **Pupil withdrawal agreement. [Definitions]**
Defines “pupil withdrawal agreement.”
- 4 **Full and equitable participation in preschool and early learning.**
Prohibits dismissals in kindergarten through grade 3 unless nonexclusionary discipline has been exhausted and there is an ongoing serious safety threat to the child or others.
- 5 **Provision of alternative programs. [Grounds for dismissal]**
Requires a school to use nonexclusionary disciplinary policies and practices before dismissal proceedings or pupil withdrawal agreements, except in certain circumstances.
- 6 **Provision of alternative education services; suspension pending expulsion or exclusion hearing. [Suspension procedures]**
Requires alternative education services to be provided to a pupil who is suspended for more than five consecutive school days.

Section Description - Article 5: Discipline, Restrictive Procedures, and Reporting Reform

- 7 **Minimum education services. [Suspension procedures]**
Requires school administration to allow a suspended pupil the opportunity to complete school work assigned during a suspension and receive full credit for completing the assignments. Encourages a school principal to designate a liaison to work with the pupil's teachers.
- 8 **Written notice. [Exclusion and expulsion procedures]**
Requires the written notice of intent to exclude or expel a student to describe the nonexclusionary disciplinary practices used to try to avoid the expulsion proceedings. Requires the department to post on its website a legal assistance resource list.
- 9 **Admission or readmission plan.**
Requires a readmission plan to include measures to improve the pupil's behavior and to require parental involvement in the readmission process. Lists optional elements of the readmission plan. States that the definition of a suspension does not apply to a dismissal of less than one school day.
- 10 **Exclusions and expulsions; student withdrawals; physical assaults. [Report to the commissioner of education]**
Requires a school board to report pupil withdrawal agreements and nonexclusionary disciplinary practices used in response to an assault.
- 11 **Policies to be established.**
Requires a school board to establish nonexclusionary disciplinary policies and practices. Establishes requirements relating to expulsions and exclusions, including ensuring the pupil is on track for readmission, continued eligibility for school-based mental health services, and information on accessing mental health services.
- 12 **Corporal punishment; prone restraint; and certain physical holds.**
Defines "prone restraint." Prohibits an employee or agent of a district, including a school resource officer or police officer contracted with a district, from using a prone restraint. Prohibits using a physical hold that restricts a pupil's ability to breathe or communicate distress, places pressure on certain body parts, or results in straddling a pupil's torso.
- 13 **Required policy. [Discipline and removal of students from class.]**
Requires a district's discipline policy to contain the discipline complaint procedure that a member of the school community may use to file a complaint regarding the application of discipline policies and seek corrective action.

Section Description - Article 5: Discipline, Restrictive Procedures, and Reporting Reform

- 14 **Policy components. [Discipline and removal of students from class.]**
Requires a district's discipline policy to: include procedures to ensure victims of bullying who respond with prohibited behavior have access to a remedial response; and prohibit exclusionary procedures for early learners or to address attendance and truancy issues.
- 15 **Discipline complaint procedure. [Discipline and removal of students from class.]**
Requires the discipline policy to contain procedures to file a complaint when the Pupil Fair Dismissal Act and other statutory discipline requirements are not being implemented appropriately or are being discriminately applied. Establishes requirements for complaint procedure.
- 16 **Standards for restrictive procedures.**
Establishes additional requirements related to a school's use of restrictive procedures, including review of disproportionate use of the procedures and the role of school resource officers in the use of restrictive procedures. Adds references to individualized family service plans. Requires documentation of a restrictive procedure to describe the post-use debriefing that occurred as a result of the use of the physical hold or seclusion. Prohibits the use of seclusion on children from birth through prekindergarten. Modifies requirements to report the use of restrictive procedures to the Department of Education.

Article 6: Supporting Teacher Recruitment, Retention, Professional Experience

This article modifies world's best workforce requirements; allows Tier 1 teachers to be in a teacher bargaining unit; modifies Tier 3 license requirements; modifies test requirements for teacher licensure; modifies teacher evaluations; allows community education and early childhood and family education teachers to become tenured; and makes other changes.

Section Description - Article 6: Supporting Teacher Recruitment, Retention, Professional Experience

- 1 **Definitions. [World's best workforce]**
Defines "ethnic studies curriculum," "antiracist," "culturally sustaining," and "institutional racism."
- 2 **Adopting plans and budgets. [World's best workforce]**
Modifies world's best workforce plan requirements. Requires a plan to include: a process to assess ethnic studies curriculum needs; access to ethnic studies curriculum

Description - Article 6: Supporting Teacher Recruitment, Retention, Professional Experience

- using culturally responsive methodologies; integrate curriculum that is rigorous, accurate, antiracist, and culturally sustaining; and other elements.
- This section is effective for plans reviewed and updated after June 30, 2024.
- 3 **District advisory committee. [World’s best workforce]**
Requires a district advisory committee to recommend strategies to ensure the curriculum is rigorous, accurate, antiracist, and culturally sustaining; and strategies regarding the learning and work environments.
- 4 **Increasing percentage of teachers of color and American Indian teachers in Minnesota.**
Establishes goals of increasing the percentage of teachers in Minnesota who are of color or American Indian by at least two percentage points per year to have a teaching workforce that more closely reflects the state’s student population and ensure access to effective and diverse teachers by 2040. Requires the Professional Educator Licensing and Standards Board (PELSB) to publish a biennial report of state programs aimed at increasing the diversity of the state’s teacher workforce. Requires the 2024 report to include a recommendation of whether a state advisory council should be established to address the shortage of diverse teachers and what the composition and charge of the council would be if established.
- 5 **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.
- 6 **State model policy. [School student bullying policy]**
Requires the commissioner to develop and maintain resources to assist a district or school in implementing strategies for creating a positive school climate and use evidence-based, social-emotional learning to prevent and reduce discrimination and other improper conduct.
- 7 **Limitations on license. [Tier 1 license]**
Allows a Tier 1 teacher to be part of the teacher bargaining unit.
- 8 **Coursework. [Tier 3 license]**
Eliminates pathway to Tier 3 license for a Tier 2 teacher who has taught for three years without being placed or kept on an improvement process.

Section	Description - Article 6: Supporting Teacher Recruitment, Retention, Professional Experience
9	<p>Tests. [Teacher licensure assessment]</p> <p>Eliminates the following test requirements:</p> <ul style="list-style-type: none">▪ skills in reading, writing, and math for a Tier 4 license to provide direct instruction in elementary, secondary, or special education programs; and▪ pedagogy and content for an applicant that has completed a PELSB-approved teacher preparation program, or a state-approved teacher preparation program in another state and passed licensure examinations in that state. <p>Requires PELSB to revise rules allowing an assessment instead of an assessment for pedagogy and content.</p>
10	<p>Exceptions. [Community education teachers; licensure requirements]</p> <p>Allows a community education or early childhood and family education teacher to qualify for tenure or continuing contract.</p>
11	<p>Development, evaluation, and peer coaching for continuing contract teachers. [Employment; contracts; termination]</p> <p>Requires a teacher evaluation process to include a rubric of performance standards for teacher practice that is based on professional teaching standards established in rule, includes culturally responsive methodologies, and provides common descriptions of effectiveness using at least three levels of performance.</p> <p>This section is effective July 1, 2025.</p>
12	<p>Development, evaluation, and peer coaching for continuing contract teachers. [Teacher tenure act; cities of the first class; definitions]</p> <p>Requires a teacher evaluation process to include a rubric of performance standards for teacher practice that is based on professional teaching standards established in rule, includes culturally responsive methodologies, and provides common descriptions of effectiveness using at least three levels of performance.</p> <p>This section is effective July 1, 2025.</p>
13	<p>Duties; evaluation. [Principals]</p> <p>Requires a principal's annual evaluation to support and improve a principal's culturally responsive leadership practices and be linked to professional development that emphasizes culturally responsive leadership practices.</p> <p>This section is effective July 1, 2024.</p>

Description - Article 6: Supporting Teacher Recruitment, Retention, Professional Experience

- 14 Plan implementation; components. [Achievement and integration for Minnesota]**
Requires a plan to address institutional racism in schools that create opportunity and achievement gaps. Requires a district to use local data to develop plan components and strategies. Recodifies and adds to list of optional plan elements; additions include examination of data for institutional racism and ethnic studies curriculum. Modifies references to the types of assessments used.

Article 7: Students with Disabilities and Students in Need of Special Education Services

This article modifies requirements for developmental screenings; and allows districts to use online instruction to meet educational program requirements for students placed in care and treatment day or residential programs.

Description - Article 7: Students with Disabilities and Students in Need of Special Education Services

- 1 Screening program. [School board responsibilities]**
Requires a district screening program to include virtual developmental screening for families who request one based on their immunocompromised health status or other health condition.
- 2 Placement in another district; responsibility.**
Modifies requirements relating to a district's educational program responsibility when a child with a disability is temporarily placed for care and treatment in a day program located in another district and the child continues to live in the district of residence during the care and treatment. Allows an enrolling district or charter school that is authorized to provide a state-approved online learning program to fulfill its responsibility through the online learning program.
- Modifies requirements relating to a district's educational program responsibility when a child with a disability is temporarily placed in a residential program for care and treatment located in another district. Allows the nonresident district to meet its requirement to provide an educational program by using a state-approved online learning program provided by the child's enrolling district or charter school.
- 3 Placement of children without disabilities; education and transportation.**
Modifies requirements relating to a resident district's duty to provide instruction when a student without a disability is temporarily placed for care and treatment in a day program and the student continues to live within the resident district during the

Description - Article 7: Students with Disabilities and Students in Need of Special Education Services

care and treatment. Allows the resident district to provide instruction through an authorized online learning program provided by the resident district, a district of open enrollment, or an enrolling charter school.

Modifies requirements relating to nonresident district's duty to provide instruction when a student without a disability is temporarily placed in a residential program for care and treatment. Allows the district in which the student is placed to use a state-approved online learning program provided by the student's resident district, district of open enrollment, or enrolling charter school.

4 Responsibilities for providing education. [Placement of students; approval of education program]

Modifies requirements for district in which a children's residential facility is located to provide education services for children placed in the facility. Allows the district of the facility to use a state-approved online learning program provided by a child's district of residence, district of open enrollment, or charter school to fulfill its responsibility.

Article 8: Early Childhood and Early Learning

This article expands eligibility for the early learning scholarships program and makes other changes to the program, makes changes to the school lottery process, allows a school district to terminate the enrollment of a nonresident preschool student when the student becomes eligible for kindergarten, and makes changes to how a parent of a student with a disability who is not yet enrolled in kindergarten may elect a school.

Description - Article 8: Early Childhood and Early Learning

1 Lotteries.

Modifies to whom a school district must give priority when holding an impartial lottery for seats at a specific grade level by (1) adding students seeking enrollment in kindergarten who were open enrolled in a voluntary prekindergarten or school readiness plus program in the district, and (2) removing students who reside in a specified part of a municipality.

2 Termination of enrollment.

Allows a school district to terminate the enrollment of a nonresident preschool student, including a student with a disability, when the student meets age eligibility requirements for kindergarten or reaches age five by September 1.

Section Description - Article 8: Early Childhood and Early Learning

3 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.

4 Family eligibility. [Early learning scholarships]

Increases eligibility for scholarships to include families with income equal to or less than 200 percent of the federal poverty level. Makes families that have a child who is referred as in need of child protective services or placed in foster care eligible for scholarships regardless of a family's income level. Changes a child's eligibility for scholarships to include all children from birth through age four on September 1 of the current school year.

5 Administration. [Early learning scholarships]

Adds children who are younger than four years old and children who have incarcerated parents as priority groups for early learning scholarships. Provides that a scholarship cancels if a recipient has not enrolled in an eligible program within three months, rather than ten months, of receiving the scholarship. Allows extensions if a program is unavailable to a child within the three-month timeline.

6 School of parents' choice.

Provides that a parent of a student with a disability who is not yet enrolled in kindergarten and not open enrolled in a nonresident district may elect a school in a nonresident district where the child is enrolled in a Head Start program or a licensed child care program if the child can be served in the same setting as other children in the nonresident district with the same level of disability.



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