

Subject School integration

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Overview

This bill codes a new chapter of statutes, chapter 124F, containing provisions to increase integration in schools, create diverse magnet schools, and implement a voluntary integration program, among other provisions. The bill redirects and reorganizes the current integration revenue program and establishes a new category of revenue for school districts and charter schools participating in the culturally responsive teaching, learning, integration, and inclusion program.

Summary

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1	Definitions.
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Defines terms including:

- “Historically underserved students” means students of color, indigenous students, and students in poverty.
- “Integration” means uniting students and staff from multiple, socioeconomic, and cultural backgrounds to create innovative opportunities for cross-cultural cooperation and respect for cultural differences within and across schools.
- “Magnet school” means a public school with a theme, including but not limited to science, technology, engineering, and mathematics (STEM); international baccalaureate; dual-language immersion; or other themes implemented to attract a diverse student body.
- Other defined terms include “culturally responsive teaching,” “disparities,” “diverse student body,” “inclusion,” and “restorative practices.”

2	Tiered model to identify students.
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Requires the commissioner to develop a five-tiered model to identify areas where students live in the most challenging environments. The commissioner must develop

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the model by the beginning of the 2022-2023 school year, using census data and multiple measurements, including median household income, percent of home ownership, percent of single-parent households, and average educational attainment of population; model may include other measurements.

3 **Culturally responsive teaching, learning, integration, and inclusion program.**

Subd. 1. Definitions. Refers to definitions in section 124F.01.

Subd. 2. Program. States that program is established to improve opportunities, increase student achievement, and reduce disparities for historically underserved students.

Subd. 3. Participation. Requires the commissioner to determine the districts and charter schools that are required to participate in the program because they qualify as one of the following:

(1) “isolated districts,” which have enrollment of historically underserved students that is greater than 20 percent variance of an adjoining district’s enrollment;

(2) “exempt districts,” which have an enrollment of historically underserved students that is between 40 to 60 percent. Exempt districts do not have to implement an interdistrict plan, but must implement a plan under subdivision 4 and comply with other requirements;

(3) “identifiable schools,” which are schools within a district, where either (i) the number of the school’s historically underserved students in one or more grade levels is greater than 20 percent variance of the district average enrollment at the same grade level, or (ii) more than 80 percent of the students in the school are historically underserved students; and

(4) “identifiable charter schools,” where either (i) the number of the school’s historically underserved students in one or more grade levels is greater than 20 percent variance of the school district average at the same grade level in the district where the charter school is located, or (ii) more than 80 percent of the students in the school are historically underserved.

Subd. 4. Plans for participating school districts. (a) Requires participating school district plans to focus on culturally responsive teaching, student academic achievement, integration, and inclusion.

(b) Requires a school board to adopt plans, and sets requirements for a hearing to adopt a plan.

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(c) Requires a school board to identify a leadership team, conduct a needs assessment and an equity and diversity impact assessment, and identify processes to measure implementation, monitor improvement, and evaluate the program. Requires the plan to be incorporated into the district's World's Best Workforce plan.

(d) Requires plans to include evidence-based strategies and measurable goals and outcomes based on disaggregated data. Lists possible evidence-based strategies. Requires plans to identify and increase inclusion. Allows plans to include use of technology to provide integrated learning opportunities.

(e) Requires plans for districts with identifiable schools to include strategies to eliminate the identifiable status of the school within three years.

(f) Requires plans for isolated districts to include strategies to reduce or eliminate isolation. Isolated districts in the seven-county metropolitan area must participate in the voluntary metro-wide interdistrict integration program. Isolated districts outside this area may participate in the metro-wide interdistrict integration program.

(g) Requires exempt districts to allow resident students to enroll in other districts participating in the metro-wide interdistrict integration program, but authorizes an exempt district to close to enrollment for students participating in the voluntary metro-wide interdistrict integration program.

Subd. 5. Plans for identifiable charter schools. (a) Requires a charter school board to adopt a plan and sets requirements for the board's hearing to adopt the plan. Requires plans to include measurable goals to eliminate the identifiable status of the school within three years. Requires the plan to be incorporated into the district's World's Best Workforce plan.

(b) Lists required elements of charter school plan, including strategies to increase diversity of students, an equity and diversity impact assessment, and evidence-based strategies in each focus area.

Subd. 6. Accountability and enforcement. (a) Requires participating districts and charter schools to submit a detailed budget to the commissioner for approval.

(b) Requires the department to evaluate district and charter school plans after the first year to determine whether districts and charters are on track to achieve outcomes, goals, and strategies in plans. Allows the department to conduct a second year review. Requires the department to complete a comprehensive evaluation of a district or charter school's performance if the district or charter

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school does not meet its goals after three years. Requires the commissioner to report evaluation results to the legislature.

(c) Allows the commissioner to impose corrective action on districts and charter schools that fail to meet goals in the four focus areas. Corrective action may include redirection of funding to implement evidence-based practices, and other actions. State-approved alternative programs are not subject to corrective action based solely on academic proficiency and four-year graduation rates.

(d) Requires charter school authorizers who authorize an identifiable charter school to review the school's performance, and include charter school performance as a factor when deciding whether to renew or terminate the charter school contract. Requires the commissioner to review an authorizer's performance under this section.

(e) Requires complaints of intentional segregation to be referred to the Department of Human Rights or the Office for Civil Rights at the United States Department of Education.

(f) Requires the department to publish annually the number of historically underserved students and the subsets of students of color and students in poverty for each school and district.

4 **Culturally responsive teaching, learning, integration, and inclusion program revenue.**

Subd. 1. Culturally responsive teaching, learning, integration, and inclusion program revenue. (a) Establishes revenue for a district or charter school that equals the sum of (1) \$350 times the district or charter's adjusted pupil units for that year times the ratio of the district or charter's enrollment of historically underserved students for the previous school year to total enrollment for the previous school year, and (2) the greater of zero or 66 percent of the difference between the district's integration revenue for fiscal year 2013 and the district's integration revenue for fiscal year 2014 under clause (1).

(b) Requires 0.3 percent of each district's initial achievement and integration revenue for the second prior fiscal year to be transferred to the department for oversight and accountability activities.

Subd. 2. Culturally responsive teaching, learning, integration, and inclusion program aid. Sets a participating district's new program aid at 70 percent of the program revenue. A participating charter school receives 100 percent of the program revenue as aid.

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Subd. 3. Culturally responsive teaching, learning, integration, and inclusion levy. Sets a participating district's program levy at 30 percent of the program revenue. Shifts the full levy for the Minneapolis and St. Paul districts into the prior calendar year for purposes of levy recognition (the forward-shifted levy mimics the treatment of the integration levy under current law).

Subd. 4. Revenue uses. Requires at least 75 percent of program revenue to be spent on culturally responsive teaching, integration, and inclusion strategies. Allows up to 20 percent of revenue to be used for professional development and staff development activities and placement services. Caps the revenue that may be spent on administrative services at 10 percent.

Subd. 5. Exempt districts. Allows an exempt district to receive program revenue when it is no longer racially isolated or no longer has racially identifiable schools if the district maintains an approved plan.

Subd. 6. Exit revenue. Allows districts and charter schools that meet program goals and are not required to remain in the program to receive 50 percent of the program revenue generated in the final year of program participation for three additional years.

5 Voluntary metro-wide interdistrict integration program.

Subd. 1. Establishment. Requires the commissioner to establish a tiered integration plan. Allows a student in a tier four or five area in a participating district to transfer to a school in another participating district if the school has a majority of student enrollment in tier one or two areas. Allows a student living in a tier one or two area in a participating district to transfer to a school in another participating district if the majority of the receiving school's students live in tier four or five areas.

Subd. 2. Application and approval. Requires a district to apply to the commissioner for approval to participate in the program. Lists application requirements, including evidence of a plan to develop and implement culturally responsive staff, programming, and curricula, among others.

Subd. 3. Funding. (a) Requires a serving district to provide transportation to participating students; allows the serving district to submit transportation costs to the department for reimbursement.

(b) Provides a serving district an additional 25 percent of the per pupil basic education revenue formula allowance for each participating student. Requires 85 percent of the additional revenue to be spent at the school in which the participating student is enrolled.

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(c) Provides a resident district an additional 25 percent of the per pupil basic education revenue formula allowance for each participating student served by another district for up to three years. Requires a resident district to report to the department the number of resident students served by other districts under the integration program.

Subd. 4. Accountability. Requires the commissioner to collect longitudinal data on students participating in the program. Lists required data. Requires the department to analyze data to identify districts using the program to push students out into other districts. Requires the commissioner to reevaluate participating districts every three years to ensure district remains eligible to participate.

6 **Diverse magnet school program.**

Subd. 1. Definitions. Incorporates definitions in section 124F.01.

Subd. 2. Establishment. Requires the commissioner to establish four initial magnet schools designed to attract a diverse student body and excel with historically underserved students.

Subd. 3. Enrollment. (a) Requires magnet schools to be schools of choice, open to any student in the seven-county metropolitan area. Requires a magnet school to enroll any eligible student, and if there are more applications than openings, the magnet school must use a lottery process. Prohibits certain criteria for being used for enrollment preferences.

(b) Requires a magnet school to give enrollment preference to students living in tier four and five areas, a sibling of an enrolled pupil, and a foster child of an enrolled pupil's parent or guardian. Requires a magnet school to enroll between 40 and 60 percent of students from tier four and five areas.

Subd. 4. Magnet Innovation Oversight Board. (a) Requires Magnet Innovation Oversight Board members to serve four-year terms. Establishes board appointments by the governor, and particular organizations.

(b) Requires the commissioner to appoint a student advisory panel, which must include a member from the Minneapolis district, a member from the St. Paul district, and a member from each magnet school.

(c) Requires the department to employ an adequate number of staff to coordinate state-level magnet school operations and provide technical assistance and support to the board and magnet schools.

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Subd. 5. Magnet school selection. (a) Requires the commissioner to create an application process and review rubric in consultation with the Magnet Innovation Oversight Board. At least two of the four magnet schools must be in Minneapolis or St. Paul.

(b) Requires the board to review district applications and recommend up to six sites for commissioner and department review. Requires the commissioner to approve four magnet school sites.

(c) Establishes magnet application requirements, including a theme and a plan for student enrollment.

(d) Requires magnet school to operate as a district-operated, site-governed school.

Subd. 6. Accountability and oversight. (a) Requires all magnet schools in the program to have an annual performance review by the oversight board for the first four years of operation. Thereafter, the board must review and reauthorize magnet schools in the fifth year of operation, and then every three years. Requires the commissioner and oversight board to establish criteria for evaluation. Allows the board to require a review at any time it is warranted.

(b) Requires the board, in consultation with the commissioner, to issue findings and corrective action when a magnet school does not meet performance expectations. A magnet school has one year to complete the corrective action, and if corrective action is not satisfied, the commissioner, in consultation with the board, may revoke the authorization of the magnet school to operate.

(c) Requires the board to report annually to the commissioner, and the commissioner to report to the legislature.

Subd. 7. Funding. (a) Makes districts approved to start a diverse magnet school eligible for one-year start-up grants.

(b) Provides districts hosting an approved magnet school an additional 25 percent of the per pupil basic education revenue formula allowance. Requires at least 85 percent of the additional funding to be spent at the school level.

(c) Lists revenue categories allocated to the site.

(d) Allows a district to retain an administrative fee for managing certain functions and programs. Requires the fee to be included in the agreement.

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(e) Requires the district to provide specific services for the site at specified amounts as part of the agreement.

(f) Requires unspent revenue to be carried over to the following years for sole use of the site.

(g) Provides resident districts an additional 25 percent of the per pupil basic education revenue formula allowance for each participating student served by a magnet school. Requires the resident district to report to the department the number of resident students served by other districts under the magnet program.

(h) Requires the state to reimburse resident districts the cost of transporting students to and from the magnet schools, including for after-hours transportation for sports and extracurricular activities.

7 Evidence-based strategies and family information system.

Requires the department to develop a repository of evidence-based strategies that focuses on improving outcomes and eliminating disparities for historically underserved students. Requires the commissioner to develop and maintain a web-based system to allow families to compare schools and understand district and statewide data in multiple languages. System must allow data to be disaggregated by race and ethnicity, disability status, free and reduced-price eligibility, housing status, and English learner status.

8 Appropriations.

Appropriates amounts to be determined for the following:

- The culturally responsive teaching, learning, integration, and inclusion program
- The voluntary metro-wide interdistrict integration program
- The diverse magnet school program
- The evidence-based strategies and family information system

9 Repealer.

Repeals the following statutes and rules:

- Sections 124D.861 (achievement and integration for Minnesota program); 124D.862 (achievement and integration revenue); and 124D.896 (desegregation/integration and inclusive education rules)

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- Rules, parts 3535.0100; 3535.0110; 3535.0120; 3535.0130; 3535.0140; 3535.0150; 3535.0160; 3535.0170; and 3535.0180 (school desegregation/integration rules)



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