

Governor's Policy Bill Highlights

Providing a world class education for every student, ensuring every student has access to safe and welcoming schools, and is taught by caring and qualified teachers

Indian Education

Policies Directly Impacting American Indian Students

- Explicitly allow eagle feathers at graduation (Article 2, Section 20)
- Data sharing with Tribal nations on American Indian students (Article 1, Section 1)
- Require academic standards revisions consult with the Tribal Nations Education Committee (Article 1, Section 4)
- Allow Bureau of Indian Education schools to join the Minnesota School Boards Association (Article 3, Section 7)

Clarifying Changes to Indian Education Act of 1988

- Use the State Count
 - The state definition of American Indian is “students who have originals in any of the original peoples of North America who maintain cultural identification through tribal affiliation or community recognition.” This contrasts with the federal definition, wherein a student who is also Hispanic is reported as Hispanic, or who identifies as Black and American Indian is reported as multiracial. About a third of state-definition American Indian students do not qualify as federal-definition American Indian students. (Article 4, Section 12)
 - Technical assistance from the Commissioner uses the state count of American Indian students (Article 4, Section 14)
 - Clarify the use of the state count for American Indian Advisory Committees for schools with 10 American Indian students (rather than the federal) (Article 4, Section 12)
 - Clarify the use of the state count for the count for eligibility for Indian Education Aid (20 or more students) (Article 4, Section 15)
- Modifications to American Indian Parent Advisory Committees (AIPAC)
 - Requirement to keep AIPAC meeting minutes (Article 4, Section 12)
 - Majority of AIPAC membership are parents of American Indian student (Article 4, Section 13)

- American Indian Parent Advisory Committees (AIPACs) consist of Parents of American Indian students (Article 4, Section 13)
- Remove the word “supplemental” from instruction in American Indian language, literature, history, and culture in Indian Education programs. (Article 4, Section 11)

Licensure and Bargaining Unit Changes

Allow Tier 1 teachers to join bargaining unit (Article 3, Section 2)

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Require Pedagogical Training to be a Tier 3 or 4 Teacher (Article 3, Section 3)

Require Tier 3 and Tier 4 teachers to complete a teacher preparatory program or licensure via portfolio

Remove of Basic Skills Test Requirement for All Teachers (Article 3, Section 4)

This will eliminate part of the cost of becoming a licensed teacher in Minnesota, while maintaining quality by ensuring lifelong teachers are completing a teacher preparatory program or licensure via portfolio.

Add ECFE and ABE Teachers to Continuing Contract Protections (Article 3, Section 5)

This will ensure Adult Basic Education (ABE) and Early Childhood Family Education (ECFE) teachers are given due process protections and proper notice about unrequested leaves of absence.

Nonexclusionary Disciplinary Policies and Procedures

Nonexclusionary Disciplinary Policies and Procedures (Article 2, Section 7)

- A proactive resource list for schools to consider as alternatives to dismissing a pupil from school. The focus is on intervening, redirecting and supports a pupil’s behavior before removing a student from class or beginning dismissal proceedings. It includes social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence based academic interventions.
- A pupil’s admission or readmission plan must include measures to improve the pupil’s behavior, which may include nonexclusionary disciplinary policies and procedures as defined in statute.
- Each school district’s discipline policy must include nonexclusionary disciplinary policies and practices consistent with the statutory definition, and must be designed to address student’s inappropriate behaviors from recurring.

Pupil Withdrawals (Article 2, Section 8)

- Defining the process in which school districts and parents/guardians agree to withdraw a student from school to avoid an expulsion or exclusion.

- School districts will need to report this to MDE as part of the required data to be submitted through the electronic disciplinary incident report (DIRS).
- Students will continue to receive alternative educational services during the withdrawal agreement.
- Included in education records that must be transmitted when a student enrolls in another district or charter school.

Minimum Educational Services (Article 2, Section 12)

- Students who are suspended for more than five consecutive school days are given the opportunity to complete all work assigned during their absence, and if any modifications need to be made to the assignment, that it addresses the same standards and has the same amount of assigned credit.
- Encourages school administrators to designate a district or school employee to work as a liaison between the student and their teacher to timely communicate and transmit assignments.
- When pupils are expelled, excluded or withdrawn under a pupil withdrawal agreement, districts must also review the pupil’ school work and grades on a quarterly basis to ensure the student is making progress toward readmission, and maintain regular communication with the parents on the student’s progress. In addition, a student’s eligibility for school based mental health services remains in effect until the student is enrolled in a new district.

Prekindergarten Dismissals (Article 2, Section 9)

- Districts and charter schools must use nonexclusionary discipline with children in preschool and prekindergarten programs as described in the statute.
- Provides a list of services for districts or charter schools to use to ensure children fully participate in the prekindergarten and preschool programs as defined in the statute.

Cultural Responsiveness

“Creating equitable opportunities is dependent upon having inclusive policies and practices that **represent** all students, and providing each student increased **access** to and creating meaningful **participation** in high-quality learning experiences where each student realizes positive **outcomes**.” MN Equity Commitments

Each of these policies support representation, access, participation, or outcomes for communities of color, American Indian communities, multi-lingual communities, and low-income communities.

Changes to Achievement and Integration (Article 1, Section 13)

Proposed changes are primarily about specifying optional activities for A&I districts. All of these activities are allowed under the previous law. By codifying them in statute, Minnesota is making a more proactive stance about the types of activities that will lead to greater **representation, access, participation** and **outcomes**.

Changes to World's Best Workforce (Article 1, Section 8)

Changes focus on: **representation** in curriculum and instruction; **access** to excellent and diverse teachers (addressing teacher shortages, high mobility); and **participation** in a learning and work environment that is inclusive and respectful

Teacher and Principal Development and Evaluation (Article 3, Section 6 and 8)

Whereas Achievement and Integration and World's Best Workforce are about strategic plans and activities, the core of our education system are the teachers and school leaders working with students and families every day. If we want culturally responsive and inclusive *systems*, that work begins with the *people* in the systems.

Current development and evaluation statutes do not explicitly state that teachers and principals must be culturally responsive in their instructional and leadership practices. By making the statement that cultural responsiveness is an expectation for a Minnesota teacher and principal, our amazing educators will lead the work to provide **representation, access, participation and outcomes**.