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### Overview

Requires culturally competent dismissal policies, instruction, and special education services.

#### Section

- 1 Literacy instruction.** Requires that reading instructors be culturally competent.  
“Cultural competence,” “cultural competency,” or “culturally competent” means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- 2 Dismissal policies.** Requires that school boards adopt culturally competent policies and rules under the Pupil Fair Dismissal Act.
- 3 Comprehensive, scientifically based reading instruction.** Amends definition of “comprehensive, scientifically based reading instruction” to require that program include culturally competent reading instruction.  
This change in definition has the following effects on other statutes:
  - (1) requires teaching license candidates to pass exams assessing knowledge, skill, and ability in reading instruction that is culturally competent (§ 122A.09, subd. 4);
  - (2) requires teacher preparation programs to include training on reading instruction that is culturally competent (§ 122A.18, subd. 2a); and
  - (3) requires reading instruction provided through Minnesota reading corps program to be culturally competent (§ 124D.42, subd. 8).

## **Section**

This change in definition also affects a Board of Teaching rule by requiring that reading preparation required for renewal be culturally competent (Minn. Rule, part 8710.7100).

- 4 Individualized education programs.** Requires cultural competency for individualized education program team that determines appropriate goals and objectives based on the student's needs.

Requires that school boards provide cultural competency training to paraprofessionals that work with students with disabilities.

- 5 Alternate instruction before special education evaluation.**

**Subd. 1. Requirements.** Requires cultural competency for school district employees that conduct alternative instruction or interventions before referring a student for a special education evaluation.

**Subd. 2. Early intervening services program.** Requires cultural competency for teachers and paraprofessionals that provide small group instruction as an early intervening services program.