

Mandates - Senate Education Policy (SF 1311)

Article 1

1, 5, Subd 1 – A district **must** ~~establish and~~ **regularly review** its own standards in for career and technical education (CTE) programs. Standards **must** align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards. *(Unfunded Mandate)*

1, 6, Subd 1 - Graduation requirements. One credit of **earth and space science**. Including one credit in **civics** in either 11th or 12th grade for students beginning 9th grade in the 2024-2025 school year and later, and a combination of other credits. Students beginning 9th grade in the 2023-2024 school year and later **must** successfully complete a **personal finance** course for credit during their senior year of high school. The course **must** include but is not limited to the following topics: creating a household budget; taking out loans and accruing debt, including how interest works; home mortgages; how to file taxes; the impact of student loan debt; and how to read a paycheck and payroll deductions. A district may provide a personal finance course through in-person instruction, distance instruction, or a combination of in-person and distance instruction. *(Unfunded Mandate)*

1, 14, Subd 3 - c) The school district **must** report the number of nonpublic school students transported and the nonpublic pupil transportation expenditures incurred under paragraph (b) in the form and manner specified by the commissioner. *(Unfunded Mandate)*

1, 19 Subd. 5 - Respectful treatment. (a) The participant must also provide meals to students in a respectful manner according to the policy adopted under subdivision 1. The participant must ensure that any reminders for payment of outstanding student meal balances do not demean or stigmatize any child participating in the school lunch program, including but not limited to dumping meals,; withdrawing a meal that has been served,; announcing or listing students' names publicly,; **providing alternative meals not specifically related to dietary needs; providing nonreimbursable meals;** or affixing stickers, stamps, or pins. *(Unfunded Mandate)*

Article 2

2, 2, (b) - School districts **must** adopt guidelines for assessing and identifying students for participation in gifted and talented programs **and services**. *(Unfunded Mandate)*

2, 3 - (b) A school board **must** adopt a written policy to address malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation, and sexual exploitation by a district or school staff member, independent contractor, or student enrolled in a public or charter school against a staff member, independent contractor, or student. (c) The policy **must** apply to students, independent contractors, teachers, administrators, and other school personnel; **must** include at a minimum the components under section 121A.031, subdivision 4, paragraph (a); and **must** include disciplinary actions for each violation of the policy. Disciplinary actions **must** conform with collective bargaining agreements. (d) The policy **must** be conspicuously posted throughout each school building, distributed to each district employee and independent contractor at the time of hiring or contracting, and included in each school's student handbook on school policies. Each school **must** develop a process for discussing with students,

parents of students, independent contractors, and school employees the school's policy addressing malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation, and sexual exploitation. *(Unfunded Mandate)*

2, 4 - A school district or charter school that issues an identification card to students in middle school, junior high, or high school **must** provide contact information for the 988 Suicide and Crisis Lifeline (988 Lifeline), the Crisis Text line, and the county Mobile Crisis Services. The contact information **must** also be included in the school's student handbook and the student planner if a student planner is custom printed by the school for distribution to students in grades 6 through 12. A nonpublic school is encouraged to issue student identification cards consistent with this paragraph. *(Unfunded Mandate)*

2, 7 - A school library or school library media center **must** have the following characteristics: (1) ensures every student has equitable access to resources and is able to locate, access, and use resources that are organized and cataloged; (2) has a collection development plan that includes but is not limited to materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement; (3) is housed in a central location that provides an environment for expanded learning and supports a variety of student interests; (4) has technology and Internet access; and (5) is served by a licensed school library media specialist or licensed school librarian. *(Unfunded Mandate)*

3, 5 - (a) A public school **may not have or adopt** a name, symbol, or image that depicts or refers to an American Indian Tribe, individual, custom, or tradition to be used as a mascot, nickname, logo, letterhead, or team name of the district or school within the district. (b) A public school may seek an exemption to paragraph (a) by submitting a request in writing to all eleven federally recognized Tribal Nations in Minnesota and to the Tribal Nations Education Committee. The exemption is denied if any of the eleven Tribal Nations or the Tribal Nations Education Committee opposes the exemption. A public school whose exemption is denied **must** comply with paragraph (a) by September 1 of the following calendar year after which the exemption request was made. *(Unfunded Mandate)*

3, 10, Subd 7 - Any district or participating school that conducts American Indian education programs and serves a student population of which: (1) at least five percent of the total student population meets the state definition of American Indian students; or (2) 100 or more students enrolled in the district are state-identified American Indian students **must** provide American Indian culture and language classes. *(Unfunded Mandate)*

3, 12, Subd 2 – American Indian Parent Advisory Committee **must** meet to discuss whether or not they concur with the educational offerings that have been extended by the district to American Indian students. If the committee finds that the district, charter school, Tribal contract school, and the school board have been meeting the needs of American Indian students, they issue a vote and resolution of concurrence. If they find that the needs of American Indian students are not being met, they issue a vote and resolution of nonconcurrence. The vote and resolution **must** be presented to the school board by one or more members of the American Indian Parent Advisory Committee. The vote is formally reflected on documentation provided by the Department of Education and **must** be submitted annually on March 1. If the vote is one of nonconcurrence, the committee **must** provide written recommendations for improvement to the school board at the time of the presentation. In the case of nonconcurrence, the school board is given 60 days in which to respond, in writing, to the committee's recommendations. The board response **must** be signed by the entire school board and submitted to

both the American Indian Parent Advisory Committee and to the Department of Education. The resolution **must** be accompanied by Parent Advisory Committee meeting minutes that show they have been appraised by the district on the goals of the Indian Education Program Plan and the measurement of progress toward those goals. *(Unfunded Mandate)*

3, 15 - A school district or charter school **must** not prohibit an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony. *(Unfunded Mandate)*

Article 5

5, 1, Subd 7 - c) A school district, a charter school, or a nonpublic school that receives services or aid that transmits a student's educational records to another school district or other educational entity, charter school, or nonpublic school to which the student is transferring **must** include in the transmitted records information about any formal suspension, expulsion, and exclusion disciplinary action, **as well as pupil withdrawals**,. The transmitted records **must** include services a pupil needs to prevent the inappropriate behavior from recurring. *(Unfunded Mandate)*

5, 4, Subd 1 - Disciplinary dismissals **prohibited**. (a) A pupil enrolled in the following is not subject to dismissals under this chapter: (1) a preschool or prekindergarten program, including a child participating in an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program, or (2) kindergarten through grade 3. *(Unfunded Mandate)*

5, 6, Subd 4 - (a) Alternative education services **must** be provided to a pupil who is suspended for more than five consecutive school days. *(Unfunded Mandate)*

5, 7, Subd 5 - School administration **must** allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback. *(Unfunded Mandate)*

5, 9, Subd 14 – Admission or readmission plan. (a) A school administrator ~~shall~~ **must** prepare and enforce an admission or readmission plan for any pupil who is excluded or expelled from school. The plan ~~may~~ **must** include measures to improve the pupil's behavior, which may include completing a character education program, consistent with section 120B.232, subdivision 1, and social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan **must** require parental involvement in the admission or readmission process, and may indicate the consequences to the pupil of not improving the pupil's behavior. *(Unfunded Mandate)*

5, 11 - The policies **must** include nonexclusionary disciplinary policies and practices consistent with section 121A.41, subdivision 12, and **must** emphasize preventing dismissals through early detection of problems and shall. The policies **must** be designed to address students' inappropriate behavior from recurring.

5, 11, 1 - 1) a school district's continuing responsibility includes reviewing the pupil's school work and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. School districts **must** communicate on a regular basis with the pupil's parent or guardian to ensure the pupil is completing the work assigned through the alternative educational services; *(Unfunded Mandate)*

5, 11, 3 - 3) a school district **must** provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information **must** also be posted on the district or charter school website. *(Unfunded Mandate)*

5, 12, Subd. 2a - Prone restraint and certain physical holds not allowed. (a) An employee or agent of a district, including a school resource officer or police officer contracted with a district, **shall not** use prone restraint. (b) An employee or agent of a district, including a school resource officer or police officer contracted with a district, **shall not** inflict any form of physical holding that restricts or impairs a pupil's ability to breathe; restricts or impairs a pupil's ability to communicate distress; places pressure or weight on a pupil's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a pupil's torso. *(Mandate)*

5, 13, Subd 1 - The policy **must** contain the discipline complaint procedure that any member of the school community may use to file a complaint regarding the application of discipline policies and seek corrective action. *(Unfunded Mandate)*

5, 15, Subd 4 - The discipline policy **must** contain procedures for students, parents and other guardians, and school staff to file a complaint and seek corrective action when the requirements of sections, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied. Each district and school policy implemented under this section **must**, at a minimum: (1) provide procedures for communicating this policy including the ability for a parent to appeal a decision that contains explicit instructions for filing the complaint; (2) provide an opportunity for involved parties to submit additional information related to the complaint; (3) provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record; (4) provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions; (5) if the investigation finds the requirements, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and (6) prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation. *(Unfunded Mandate)*

5, 16, Subd 5 - (a) A school board is **strongly encouraged** to adopt a policy that promotes the understanding in school staff that when a student is unable to meet adult expectations it is often because the student lacks the skills to respond to a situation appropriately. A school district **must** support school staff in using tiered interventions that teach students skills and prioritize relationships between students and teachers. (b) A school board is **strongly encouraged** to adopt a policy that discourages teachers and staff from reacting to unwanted student behavior with approaches that take away the student's opportunity to build skills for responding more appropriately. *(Unfunded Mandate)*

5, 17 - (c) A school district or charter school **must** not use recess detention unless: (1) a student causes or is likely to cause serious physical harm to other students or staff; (2) the student's parent or guardian specifically consents to the use of recess detention; or (3) for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student. (d) A school district or charter school **must** not withhold recess from a student based on incomplete homework. (e) A school district or charter school **must** require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention. (f) A school district or charter school **must** compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information **must** be available to the public upon request. A school district or charter school **is encouraged** to use the data in professional development promoting the use of nonexclusionary discipline. (g) A school district or charter school **must** not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under section 124D.111 or other state or federal law. *(Unfunded Mandate)*

Article 6

6, 3, Subd 2 - Adopting plans and budgets. A school board, at a public meeting, **must** assess ethnic studies curriculum needs to determine priorities for integrating **ethnic studies** into existing courses or developing new courses;

- (3) a system to periodically review and evaluate the effectiveness of all instruction and curriculum, including **ethnic studies curriculum**, taking into account strategies and best practices, student outcomes, school principal evaluations under section 123B.147, subdivision 2;
- (ii) access to **ethnic studies curriculum** using culturally responsive methodologies for all learners;
- (5) a process to examine the equitable distribution of teachers and strategies to ensure children in low-income and families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
- (6) education effectiveness practices that: (i) integrate high-quality instruction, rigorous curriculum, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;
- (ii) ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees; and
- (iii) provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and
- (8) identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota. EFFECTIVE DATE. This section is effective for all strategic plans reviewed and updated after June 30, 2024. *(Unfunded Mandate)*

6, 4, Subd 3 - District Advisory Committee **must** recommend to the school board strategies to ensure the curriculum is rigorous, accurate, antiracist, and culturally sustaining; strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups. (*Unfunded Mandate*)

6, 6 - A school board **must** adopt a written policy that prohibits discrimination or discipline for a teacher or principal on the basis of incorporating into curriculum contributions by persons in a federally protected class or protected class under section 363A.13 consistent with local collective bargaining agreements. (*Unfunded Mandate*)

6, 16, Subd 3 - 2) support and improve a principal's **culturally responsive leadership** practices that create inclusive and respectful teaching and learning environments for all students, families, and employees; and (8) be linked to professional development that emphasizes improved teaching and learning, curriculum and instruction, student learning, **culturally responsive leadership practices**, and a collaborative professional culture; (*Unfunded Mandate*)

6, 17 - c) The plan **must** include strategies to validate, affirm, embrace, and integrate cultural and community strengths of all students, families, and employees in the district's curriculum as well as learning and work environments. The plan **must** address issues of institutional racism in schools that create opportunity and achievement gaps for students, families, and staff who are of color or who are American Indian. Examples of institutional racism experienced by students who are of color or who are American Indian include policies and practices that intentionally or unintentionally result in disparate discipline referrals and suspension, inequitable access to advanced coursework, overrepresentation in lower-level coursework, inequitable participation in cocurricular activities, inequitable parent involvement, and lack of equitable access to racially and ethnically diverse teachers who reflect the racial or ethnic diversity of students because it has not been a priority to hire or retain such teachers. (d) School districts **must** use local data, to the extent practicable, to develop plan components and strategies. Plans may include: (1) innovative and integrated prekindergarten through grade 12 learning environments that offer students school enrollment choices; (2) family engagement initiatives that involve families in their students' academic life and success and improve relations between home and school; (3) opportunities for students, families, staff, and community members who are of color or American Indian to share their experiences in the school setting with school staff and administration and to inform the development of specific proposals for making school environments more validating, affirming, embracing, and integrating of their cultural and community strengths; (4) professional development opportunities for teachers and administrators focused on improving the academic achievement of all students, including knowledge, skills, and dispositions needed to be antiracist and culturally sustaining, for serving students who are from racially and ethnically diverse backgrounds; (5) recruitment and retention of teachers, administrators, cultural and family liaisons, paraprofessionals, and other staff from racial, ethnic, and linguistic backgrounds represented in the student population to strengthen relationships with all students, families, and other members of the community; (6) collection, examination, and evaluation of academic and discipline data for institutional racism, in structures, policies, and practices that result in the education disparities, in order to propose antiracist changes, that increase access, meaningful participation, representation, and positive outcomes for students of color and American Indian students; (7) increased programmatic opportunities and effective and more diverse instructors focused on rigor and college and career readiness for students who are impacted by racial, gender, linguistic, and economic disparities, including students enrolled in area

learning centers or alternative learning programs, state-approved alternative, and contract alternative programs, among other underserved students; (8) ethnic studies curriculum, to provide all students with opportunities to learn about their own and others' cultures and historical experiences; or (9) examination and revision of district curricula in all subjects to be inclusive of diverse racial and ethnic groups while meeting state academic standards and being culturally sustaining, ensuring content being studied about any group is accurate and based in knowledge from that group. (b) (e) Among other requirements, an eligible district **must** implement effective, research-based interventions that include formative multiple measures of assessment practices and engagement in order to reduce the eliminate academic disparities in student academic performance among the specific categories of students as measured by student progress and growth on state reading and math assessments and for students impacted by racial, gender, linguistic, and economic inequities (f) Eligible districts **must** create efficiencies and eliminate duplicative programs and services under this section, which may include forming collaborations or a single, seven-county metropolitan areawide partnership of eligible districts for this purpose. *(Unfunded Mandate)*

Article 7

7, 1, Subd 3 - (a) A screening program **must** include at least the following components: developmental assessments, **including virtual developmental screening for families who make the request based on their immunocompromised health status or other health conditions** *(Unfunded Mandate)*