



Minnesota Youth Council Committee
Annual Report
90th Legislature
2015-2016

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I. Introduction

The 2016 Minnesota State Legislative Session was the third session in which the Minnesota Youth Council Committee represented the voices and interests of youth from across the state of Minnesota. The Minnesota Youth Council Committee grew out of an interest by the Minnesota Youth Council (MYC), a diverse group of 72 youth and adults representing each congressional district of Minnesota. The MYC's mission is to "work together to empower and mobilize youth across the state to exercise their voices, opinions and ideas to take action on youth issues." The MYC is an initiative of Minnesota Alliance With Youth, a statewide nonprofit that serves as a leading youth development capacity-builder, convener, and collaborator in MN. The 2013 legislation formalized the relationship between the Minnesota Youth Council youth members and the MN Legislature, putting youth voice into law with the formation of the Minnesota Youth Council Committee (MYCC). Representatives from each party within the House and Senate act as liaisons to the Minnesota Youth Council Committee. This year the committee worked with Representatives Urdahl and Ward, and Senators Dahle and Hall. Senator Dahle's Legislative Aide, Antonia Kurtz, served as staff support to the committee and provided crucial on-going support and guidance.

II. Committee Members

The committee held two meetings in the State Office Building this session and heard a variety of bills impacting youth. The agendas for both meetings and the bills heard are attached.

The Minnesota Youth Council Committee members included:

- Zach Correia, Co-Chair, Woodbury High School
- Rowan Hellwich, Co-Chair, Great River School
- Rogelio Salinas, Co-Chair, St. Paul Highland Park High School
- Amal Ali, Mounds Park Academy
- Andrew Yablonksi, Wayzata High School
- Angela Vang, St. Paul Central High School
- Arthur Redepenning, Anoka High School
- Brenna McSweeney, Covenant of the Visitation
- Chantilly Williams, Onamia High School
- Coralie Maldonado, North St. Paul High School
- D'Andre Gordon, Voyageurs Expeditionary High School
- Darren Jackson, Augsburg Fairview Academy
- Dustyn Montgomery, Tartan High School
- Dontae Holland, Minnesota Transitions Charter High School
- Emily Risberg, Voyageurs Expeditionary High School
- Essence Blakemore, Coon Rapids High School
- Grace Greason, Rochester Mayo High School
- Hannah Quarnstrom, North Lakes Academy Charter School

- Heather Quarnstrom, North Lakes Academy Charter School
- Heather Weller, New York Mills High Schools
- Hodan Osman, Minneapolis Edison High School
- Jacob Schimetz, Anoka High School
- Josh Augustin, Rochester Century High School
- Karina El-Refai, New York Mills High School
- Katelyn Bennis, Eagan High School
- Kyra Tiffany, Anoka High School
- Linda Rosas Balvin, Northfield High School
- Lupe Thornhill, St. Paul Central High School
- Maddie McConkey, The Blake School
- Megan Phillips, Chanhassen High School
- Micaela Jacobson, Minnetonka High School
- Michelle Onyekaba, Coon Rapids High School
- Rosemary Edberg, Mora High School
- Tiaryn Daniels, Park Center High School

III. Bill Selection

Bill selection began with the Minnesota Youth Council's policy committee. The policy committee began the year by determining issue areas to focus on, ultimately voting to focus mainly on bills related to education or those that would directly affect young people. The policy committee would create a list of 10-15 bills that could be heard at the MYCC meetings. This list was then brought to full council to vote on the top five bills the council wanted to hear. The list of top bills was passed onto Antonia Kurtz, LA to MYCC liaison Senator Dahle, who was in charge of inviting authors of legislation to the MYCC meetings. The decision making process was entirely youth-led. The MYCC Co-Chairs led the planning of issue areas, and youth members were the only members of the MYC who had voting rights. All decisions ultimately came down to the youth members who were participating in the legislative meeting.

IV. Committee Meetings

This year, MYCC held three meetings: March 29 at 3:00 pm, and April 15 at 2:00 pm. Both meeting agendas can be found in the appendix. At each meeting, the MYCC heard testimony from chief and co-authors of bills and community advocates for three to five bills at each legislative meeting. The committee heard testimony for 8 bills this year, from 11 legislators and various community leaders. The legislation, which can be seen in the appendix, mainly focused on education issues; from teach tenure to funding for afterschool programs.

During the meetings, the MYCC heard a formal presentation of bills, then were able to ask questions of testifiers about the legislation. After questions, the MYCC held a roll call vote on whether the MYC should support the legislation. The committee also sent letters

explaining why the MYCC did or did not vote to support legislation and provide further comments on the legislation. Both the voting and the letters were new this year, and were added to create tangible ways that youth voice could be added to the legislative process. There are now votes on the record of how MYCC members voted, and written statements explaining the committee's decision.

V. Next Year

It is the MYCC's goal to continue strengthening its partnership with the Minnesota Legislature. Next year, the committee plans on holding three meetings. The committee will continue to vote during meetings, and send letters to authors shortly following MYCC meetings. One of the main goals the committee hopes to accomplish next year is to begin work on introducing a youth-led bill to the legislature. It is part of the 2013 legislation that created the MYCC that the committee can introduce a "youth omnibus bill." Over the past three years, members feel they have gained enough experience to start working on proposing legislation to be debated and voted on in the legislature. Though this will be a new and monumental task, MYC members are up for the challenge to create change.

VI. Highlights and Social Media Hits

This year, MYC worked incredibly hard to be present at the Capitol, despite often conflicting schedules with school and transportation issues. The following is a list that includes op-eds, articles, blogs, and social media hits MYC members were involved with in the 2015-2016 year.

[Teacher Assault Bill Meets Fierce Opposition in the State Senate](#)

Star Tribune | March 24, 2016

[School Discipline: Chart Towards a 'World that is Not Yet'](#)

Star Tribune | May 4, 2016

[One girl's tribute to her teachers](#)

The Guardian | May 4, 2016

[Minnesota 4-H'er is a Prudential Spirit of Service Distinguished Finalist](#)

U of M Extension | March 3, 2016

[St. Paul Students Advise Board, Speak Out](#)

Star Tribune | March 4, 2016

[North Lakes represented at Youth Day at the Capitol](#)

Forest Lake Times | April 29, 2016

[More Minnesota Schools Let Students Know About PSEO](#)

Star Tribune | March 31, 2016

[MYC Article on Member Chantilly Williams](#)

Mille Lacs Messenger | November 23, 016

[Coralie Maldonado's EDTalk](#)

Minneapolis EDTalks | Fall 2015

[Youth Institute Article about Michelle Onyekaba](#)

ABC Newspapers | December 1, 2015

[MYC Article on Chantilly's School Board Presentation](#)

Mille Lacs Messenger | January 26, 2016

[Angela's Op-Ed \(MYC member\)](#)

MinnCAN | March 22, 2016

[Recording of Essence in DSC Event in Washington DC](#)

Dignity in Schools Campaign | Fall 2015

[Essence in Dept of Ed Blog](#)

HomeRoom, The official Blog of the US Dept of Ed. | Fall 2015

[Angela Vang in the Washington Post supporting Black Lives Matter](#)

Washington Post | November 24, 2015

[Youth Day at the Capitol Storify](#)

Storify | March 29, 2016

[Minnesota Youth Council Meeting at Youth Day at the Capitol](#)

Minnesota Alliance With Youth | Spring 2016

["Young People are Leaders, Too," by GradNation](#)

Grad Nation & America's Promise | April 18, 2016

[What's Working: 7 Tips for Using Collective Impact to Raise Graduation Rates](#)

America's Promise Alliance | July 12, 2016

[Student Discipline Working](#) Group [MYC member is a co-chair]

Minnesota Department of Education | July 14, 2016

[Minnesota Youth Council Website](#)

[Minnesota Youth Council Twitter](#)

[Minnesota Alliance With Youth Twitter](#)

Engagement. Voice. Success.



MINNESOTA YOUTH COUNCIL



The Minnesota Youth Council (MYC) is a collaboration of youth and adults working together to empower and mobilize youth across the state to exercise their voices, opinions and ideas to take action on issues. The 36 young people on the MYC are between 8–12th grades and represent each of the 8 US Congressional districts in the state. The MYC uses this youth-adult partnership model, where youth and adults actively collaborate to lead the group and its initiatives together.

The purpose of the Minnesota Youth Council is to engage young people in practicing and honing leadership and advocacy skills and offer opportunities for civic and youth engagement. The training, support and opportunities that members experience provide fuel to become leaders in the conversations and movements around issues most impacting youth and ignites the spark to create statewide impact and large scale systems change. Through their participation and engagement in the MYC, youth are able to share and promote diverse perspectives, collaboratively develop strategies and solutions to pressing youth issues, and work alongside adult leaders in our community to inform and implement changes.

continued ...

Impact

In 2013, the MYC created an original documentary, "State of Using." Through the Council's mission to bring youth voice to discussions of community issues, the documentary tells the stories of young people across Minnesota and how substance abuse has impacted their lives. In 2015 the Council's Philanthropy committee awarded mini grants to 18 applicants for State of Using Viewing and Discussion Events, totaling \$9,000.



Being a part of the Minnesota Youth Council has allowed me to reach new levels of civic engagement that I hadn't previously experienced. I'm proud to be part of this diverse group of youth motivated to affect positive change on their communities, in their schools, and across the entire state of Minnesota."

—Josh Augustin, District 1



It is a privilege to serve as an adult partner with the MYC. Besides being a part of an effort to ensure youth voices are being heard by policymakers, to be exposed to this group of young people is a gift. When someone expresses concern about the world in the hands of the next generation, I tell them not to worry ... if MYC members are any indication, they have it covered."

—Joe Pendal, District 2 Adult Partner



The Minnesota Youth Council has helped me view life from many different perspectives and the experience being on the Council has overall made me active in trying to make the world a better place for everyone."

- D'Andre Gordon, District 7

Minnesota Youth Council members focus their work on three committees:

- The *Philanthropy Committee*, which partners with Youthprise and Youthbank, an international youth-to-youth grassroots philanthropic model. The Committee will focus on equitable and inclusive philanthropic re-granting that meets the needs of Minnesotan youth. MYC is part of the first phase of implementation of this model in the USA.
- The *Education Committee*, which collaborates with the Minnesota Department of Education (MDE) to identify educational needs for Minnesota students. This partnership facilitates youth access to institutional power by advising the MDE in the implementation of educational policy and providing youth voice and leadership in department initiatives. Additionally, the Committee implements positive school climate projects through a grant with the School Safety Technical Assistance Center.
- The *Policy Committee*, which provides youth with a seat at the legislative table through the MYC Committee, an official committee of the Minnesota state government. Members meet with elected officials, advocate for legislation and policy platforms that support equity and young people and hold legislative meetings to hear legislation directly from elected officials.

A Focus on Equity

One of the cornerstones of the MYC is social, educational and racial equity. In particular, the Minnesota Youth Council aims to:

1. Internally understand and explore identity development, race, racism, and systems of oppression.
2. Intentionally outreach to underserved populations in council recruitment and representation.



MYC members meet with US Congressman Keith Ellison.



With support from:



Figure 2: SF 1017 Afterschool Funding Learning Grant

02/02/15 REVISOR JFK/AA 15-2165 as introduced

1.1 A bill for an act

1.2 relating to education; establishing an after-school community learning grant

1.3 program; appropriating money.

1.4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.5 Section 1. AFTER-SCHOOL COMMUNITY LEARNING GRANTS.

1.6 Subdivision 1. Grant program established. A competitive grant program is

1.7 established to support community-based organizations, schools, political subdivisions, or

1.8 child care centers that service young people in kindergarten through grade 12 after school

1.9 or during nonschool hours. Grants must be used to offer a broad array of enrichment

1.10 activities that promote positive youth development, including art, music, community

1.11 engagement, literacy, technology education, health, and recreation programs.

1.12 Subd. 2. Application. The commissioner of education shall develop the form

1.13 and method for applying for the grants. The application must include information on

1.14 the applicant's outreach to children and youth that qualify for free or reduced-price

1.15 lunch and two-year measurable goals and activities linked to research or best practices.

1.16 The commissioner shall develop criteria for determining the allocation of the grants and

1.17 appropriate goals for the use of the grants including:

1.18 (1) increasing access to protective factors that build young people's capacity to

1.19 become productive adults, such as connections to a caring adult;

1.20 (2) developing children's skills and behaviors necessary to succeed in postsecondary

1.21 education and career opportunities; and

1.22 (3) encouraging attendance and improving performance in school.

1.23 Subd. 3. Grant awards. To the extent practicable, the selection of applicants

1.24 shall result in an equitable distribution of grant awards among geographic areas within

Section 1. 1

SENATE

STATE OF MINNESOTA

EIGHTY-NINTH SESSION S.F. No. 1017

(SENATE AUTHORS: DAHLE, Wiklund, Torres Ray, Wiger and Stumpf)

DATE D-PG OFFICIAL STATUS

02/23/2015 390 Introduction and first reading

Referred to Finance

02/26/2015 450 Author stricken Pratt

03/04/2015 534 Author added Stumpf

02/02/15 REVISOR JFK/AA 15-2165 as introduced

2.1 Minnesota, including rural, suburban, and urban communities. The commissioner shall

2.2 also give priority to programs that collaborate with and leverage existing community

2.3 resources that have demonstrated effectiveness. Applicants selected as grantees are

2.4 eligible to receive a two-year renewable grant, contingent upon satisfactory progress
2.5 toward goals and objectives and the availability of funds.

2.6 Sec. 2. APPROPRIATION.

2.7 Subdivision 1. Department of Education. The sums indicated in this section are
2.8 appropriated from the general fund to the Department of Education for the fiscal years
2.9 designated.

2.10 Subd. 2. After-school community learning grants. For after-school community
2.11 learning grants under section 1:

2.12 \$ 2016

2.13 \$ 2017

2.14 Up to seven percent of the appropriation in each fiscal year may be used for
2.15 administration, evaluation, and technical assistance, including partnering with the
2.16 Minnesota Afterschool Network, Ignite Afterschool, and other appropriate entities to
2.17 ensure implementation of strategies statewide to ensure the provision of high quality,
2.18 research-driven learning opportunities.

2.19 Any balance in the first year does not cancel, but is available in the second year.

Figure 3: SF 1497 Civics Graduation Test Requirement

Description

State high school graduation requirements modified, and students required to demonstrate knowledge of civics as a condition of receiving a high school diploma.

Authors

Urdahl ; Daudt ; Ward ; Erickson ; Miller ; Pugh ; Swedzinski ; Howe ; Franson ; Cornish ; Anderson, S. ; Torkelson ; Heintzman ; Backer ; Kresha ; O'Driscoll ; Lesch ; Lillie ; Drazkowski ; Dean, M. ; Anderson, M. ; Green ; Lucero ; Knoblach ; Winkler ; Whelan

Actions

House

03/05/2015 Introduction and first reading, referred to Education Innovation Policy pg. 648 Intro

03/09/2015 Author added Lucero. pg. 766

03/10/2015 Author added Knoblach. pg. 787

04/14/2015 Author added Winkler. pg. 1768

03/08/2016 Author added Whelan. pg. 6005

1.1 A bill for an act

1.2 relating to education; amending state high school graduation requirements;

1.3 requiring students to demonstrate their knowledge of civics as a condition of

1.4 receiving a high school diploma; amending Minnesota Statutes 2014, sections

1.5 120B.02, subdivision 2, by adding a subdivision; 120B.021, subdivision 1;

1.6 120B.024, subdivision 1; 120B.36, subdivision 1.

1.7 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.8 Section 1. Minnesota Statutes 2014, section 120B.02, subdivision 2, is amended to read:

1.9 Subd. 2. Graduation requirements. To graduate from high school, students must

1.10 demonstrate to their enrolling school district or school their satisfactory completion of

1.11 the credit requirements under section 120B.024 and, their understanding of academic

1.12 standards on a nationally normed college entrance exam, and their knowledge and

1.13 understanding of the fundamentals of United States history and government, including

1.14 civics, under subdivision 3. A school district must adopt graduation requirements that

1.15 meet or exceed state graduation requirements established in law or rule.

1.16 Sec. 2. Minnesota Statutes 2014, section 120B.02, is amended by adding a subdivision

1.17 to read:

1.18 Subd. 3. Required knowledge and understanding of civics. (a) For purposes of

1.19 this subdivision, "civics test" means the 100 questions that, as of January 1, 2015, United

1.20 States citizenship and immigration services officers use to select the questions they pose

1.21 to applicants for naturalization so the applicants can demonstrate their knowledge and

1.22 understanding of the fundamentals of United States history and government, as required
1.23 by United States Code, title 8, section 1423.

Sec. 2. 1

This Document can be made available
in alternative formats upon request State of Minnesota
HOUSE OF REPRESENTATIVES
EIGHTY-NINTH SESSION H. F. No. 1497

03/05/2015 Authored by Urdahl, Daudt, Ward, Erickson, Miller and others
The bill was read for the first time and referred to the Committee on Education Innovation Policy
02/05/15 REVISOR JFK/TO 15-2550

2.1 (b) To receive a high school diploma, a student enrolled in a school under section
2.2 120A.22, subdivision 4, or a student enrolled in an adult basic education program under
2.3 section 124D.52 who is pursuing a high school diploma or equivalency certificate, must
2.4 correctly answer at least 60 of the 100 civics test questions. A school or district must
2.5 record on a student's transcript that the student passed the civics test. A home-school
2.6 student is subject to this requirement if the student receives a diploma from a school other
2.7 than a home school. A school or district may exempt a student with disabilities from
2.8 this requirement if the student's individualized education program team determines the
2.9 requirement is inappropriate and establishes an alternative requirement. A school or
2.10 district may administer the civics test in a language other than English to students who
2.11 qualify for English learner services.
2.12 (c) Schools and districts: (1) must determine the form and manner in which to
2.13 administer the civics test as part of the social studies curriculum; and (2) may allow
2.14 a secondary school student to take the test in whole or in part beginning in grade 7 and
2.15 to retake the test or any part of the test until the student correctly answers 60 of 100
2.16 test questions.
2.17 (d) The commissioner and public schools and school districts must not charge
2.18 students any fees related to this subdivision.
2.19 EFFECTIVE DATE. This section is effective for students graduating in the
2.20 2016-2017 school year and later.
2.21 Sec. 3. Minnesota Statutes 2014, section 120B.021, subdivision 1, is amended to read:
2.22 Subdivision 1. Required academic standards. (a) The following subject areas
2.23 are required for statewide accountability:
2.24 (1) language arts;
2.25 (2) mathematics;
2.26 (3) science;
2.27 (4) social studies, including history, geography, economics, and government and
2.28 citizenship that includes civics consistent with section 120B.02, subdivision 3;
2.29 (5) physical education;
2.30 (6) health, for which locally developed academic standards apply; and
2.31 (7) the arts, for which statewide or locally developed academic standards apply, as

2.32 determined by the school district. Public elementary and middle schools must offer at least
2.33 three and require at least two of the following four arts areas: dance; music; theater; and
2.34 visual arts. Public high schools must offer at least three and require at least one of the
2.35 following five arts areas: media arts; dance; music; theater; and visual arts.

Sec. 3. 2

02/05/15 REVISOR JFK/TO 15-2550

3.1 (b) For purposes of applicable federal law, the academic standards for language arts,
3.2 mathematics, and science apply to all public school students, except the very few students
3.3 with extreme cognitive or physical impairments for whom an individualized education
3.4 program team has determined that the required academic standards are inappropriate. An
3.5 individualized education program team that makes this determination must establish
3.6 alternative standards.

3.7 (c) District efforts to develop, implement, or improve instruction or curriculum
3.8 as a result of the provisions of this section must be consistent with sections 120B.10,
3.9 120B.11, and 120B.20.

3.10 EFFECTIVE DATE. This section is effective the day following final enactment.

3.11 Sec. 4. Minnesota Statutes 2014, section 120B.024, subdivision 1, is amended to read:

3.12 Subdivision 1. Graduation requirements. Students beginning 9th grade in the
3.13 2011-2012 school year and later must successfully complete the following high school
3.14 level credits for graduation:

3.15 (1) four credits of language arts sufficient to satisfy all of the academic standards
3.16 in English language arts;

3.17 (2) three credits of mathematics, including an algebra II credit or its equivalent,
3.18 sufficient to satisfy all of the academic standards in mathematics;

3.19 (3) an algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th
3.20 grade standards in mathematics;

3.21 (4) three credits of science, including at least one credit of biology, one credit of
3.22 chemistry or physics, and one elective credit of science. The combination of credits under
3.23 this clause must be sufficient to satisfy (i) all of the academic standards in either chemistry
3.24 or physics and (ii) all other academic standards in science;

3.25 (5) three and one-half credits of social studies, encompassing at least United States
3.26 history, geography, government and citizenship that includes civics consistent with section
3.27 120B.02, subdivision 3, world history, and economics sufficient to satisfy all of the
3.28 academic standards in social studies;

3.29 (6) one credit of the arts sufficient to satisfy all of the state or local academic
3.30 standards in the arts; and

3.31 (7) a minimum of seven elective credits.

3.32 EFFECTIVE DATE. This section is effective the day following final enactment.

3.33 Sec. 5. Minnesota Statutes 2014, section 120B.36, subdivision 1, is amended to read:

Sec. 5. 3

02/05/15 REVISOR JFK/TO 15-2550

4.1 Subdivision 1. School performance reports. (a) The commissioner shall report

4.2 student academic performance under section 120B.35, subdivision 2; the percentages of
4.3 students showing low, medium, and high growth under section 120B.35, subdivision
4.4 3, paragraph (b); school safety and student engagement and connection under section
4.5 120B.35, subdivision 3, paragraph (d); rigorous coursework under section 120B.35,
4.6 subdivision 3, paragraph (c); the percentage of students under section 120B.35,
4.7 subdivision 3, paragraph (b), clause (2), whose progress and performance levels are
4.8 meeting career and college readiness benchmarks under sections 120B.30, subdivision 1,
4.9 and 120B.35, subdivision 3, paragraph (e); longitudinal data on the progress of eligible
4.10 districts in reducing disparities in students' academic achievement and realizing racial and
4.11 economic integration under section 124D.861; the acquisition of English, and where
4.12 practicable, native language academic literacy, including oral academic language, and the
4.13 academic progress of English learners under section 124D.59, subdivisions 2 and 2a; the
4.14 total number of students by grade taking the civics test under section 120B.02, subdivision
4.15 3, and the number of students by grade who correctly answered at least 60 questions; two
4.16 separate student-to-teacher ratios that clearly indicate the definition of teacher consistent
4.17 with sections 122A.06 and 122A.15 for purposes of determining these ratios; staff
4.18 characteristics excluding salaries; student enrollment demographics; district mobility; and
4.19 extracurricular activities. The report also must indicate a school's adequate yearly progress
4.20 status under applicable federal law, and must not set any designations applicable to high-
4.21 and low-performing schools due solely to adequate yearly progress status.
4.22 (b) The commissioner shall develop, annually update, and post on the department
4.23 Web site school performance reports.
4.24 (c) The commissioner must make available performance reports by the beginning
4.25 of each school year.
4.26 (d) A school or district may appeal its adequate yearly progress status in writing to
4.27 the commissioner within 30 days of receiving the notice of its status. The commissioner's
4.28 decision to uphold or deny an appeal is final.
4.29 (e) School performance data are nonpublic data under section 13.02, subdivision 9,
4.30 until the commissioner publicly releases the data. The commissioner shall annually post
4.31 school performance reports to the department's public Web site no later than September 1,
4.32 except that in years when the reports reflect new performance standards, the commissioner
4.33 shall post the school performance reports no later than October 1.
4.34 EFFECTIVE DATE. This section is effective the day following final enactment.

Figure 4: SF 990 Student Digital Backpack Establishment

Senate Summary

02/13/15 REVISOR JFK/EP 15-2855 as introduced

1.1 A bill for an act

1.2 relating to education; providing for a digital student achievement backpack;

1.3 proposing coding for new law in Minnesota Statutes, chapter 127A.

1.4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.5 Section 1. [127A.058] STUDENT ACHIEVEMENT BACKPACK.

1.6 Subdivision 1. Definitions. For the purposes of this section, the following terms

1.7 have the meanings given them:

1.8 (1) "authorized local education agency user" means a teacher or other person who is:

1.9 (i) employed by a school that provides instruction to a student; and

1.10 (ii) authorized to access data in a student achievement backpack;

1.11 (2) "local education agency" means:

1.12 (i) a school district;

1.13 (ii) a charter school;

1.14 (iii) a charter school authorizer;

1.15 (iv) an educational cooperative;

1.16 (v) an intermediate school district; or

1.17 (vi) an education district;

1.18 (3) "student achievement backpack" means, for a student from kindergarten through

1.19 grade 12, a complete learner profile that:

1.20 (i) is in electronic format;

1.21 (ii) follows the student from grade-to-grade and school-to-school;

1.22 (iii) is accessible by the student's parent or guardian; and

1.23 (iv) is accessible by an authorized local education agency user upon parental

1.24 authorization; and

Section 1. 1

SENATE

STATE OF MINNESOTA

EIGHTY-NINTH SESSION S.F. No. 990

(SENATE AUTHORS: WIGER and Lourey)

DATE D-PG OFFICIAL STATUS

02/19/2015 367 Introduction and first reading

Referred to Education

03/09/2015 585 Comm report: To pass and re-referred to Finance

04/07/2015 1493 Author added Lourey

02/13/15 REVISOR JFK/EP 15-2855 as introduced

2.1 (4) "Minnesota Student Record Center" means a repository of student data collected
2.2 from local education agencies as part of the state's longitudinal data system that is:
2.3 (i) comanaged by the Department of Education;
2.4 (ii) cloud-based; and
2.5 (iii) accessible via a Web browser to authorized local education agency users.
2.6 Subd. 2. Student achievement backpack. (a) The commissioner of education
2.7 must use the comprehensive data collection system coordinated by the Office of Higher
2.8 Education, Department of Education, and the Department of Employment and Economic
2.9 Development, that collects longitudinal student transcript data from schools and the
2.10 unique student identifiers, to allow the following to access a student's student achievement
2.11 backpack:
2.12 (1) the student's parent or guardian;
2.13 (2) each local education agency that provides instruction to the student;
2.14 (3) each course provider that is currently providing instruction to the student and has
2.15 been authorized by the student's parent or guardian; and
2.16 (4) each education service provider that is currently providing content or educational
2.17 services to the student and has been authorized by the student's parent or guardian.
2.18 (b) The commissioner must ensure that a student achievement backpack:
2.19 (1) provides a uniform, transparent reporting mechanism for individual student's
2.20 progress;
2.21 (2) provides a complete learner history for postsecondary planning;
2.22 (3) provides a teacher with visibility into a student's complete learner profile to better
2.23 inform instruction and personalize education;
2.24 (4) assists a teacher or administrator in diagnosing a student's learning needs through
2.25 data already collected by the department;
2.26 (5) facilitates a student's parent or guardian taking an active role in the student's
2.27 education by simplifying access to the student's complete learner profile; and
2.28 (6) serves as additional disaster mitigation for local education agencies by using a
2.29 cloud-based data storage and collection system that complies with all state and federal
2.30 privacy laws.
2.31 Subd. 3. Minnesota Student Record Center. (a) The commissioner must establish
2.32 a Minnesota Student Record Center using existing information collected and used by the
2.33 Statewide Longitudinal Education Data System.
2.34 (b) The Student Record Center may, upon parental authorization, allow an authorized
2.35 local education agency user to:
2.36 (1) access data in a student achievement backpack relevant to the user's school; or
Section 1. 2

02/13/15 REVISOR JFK/EP 15-2855 as introduced

3.1 (2) request student records be transferred from one school to another.
3.2 (c) The commissioner must implement security measures to ensure that student data
3.3 stored or transmitted to or from the record center is secure and confidential pursuant to
3.4 state and federal requirements, and that an authorized local education agency user may
3.5 only access student data that is relevant to the user's local education agency or school.

- 3.6 (d) A student's parent or guardian may request the student's student achievement
3.7 backpack from the local education agency or school in which the student is enrolled.
3.8 School districts must provide a parent or guardian with an electronic copy of the parent's
3.9 or guardian's child's educational record upon request.
3.10 (e) The commissioner must develop policies for school districts that:
3.11 (1) ensure student data is provided only to the authorized individuals;
3.12 (2) ensure that school districts have a plan to allow parents and guardians to securely
3.13 view online, download, and transmit data specific to their child's educational record;
3.14 (3) annually notify parents and guardians of their right to request their child's
3.15 student records;
3.16 (4) ensure student records are securely shared with parents and guardians;
3.17 (5) detail the time frame within which student record requests must be provided; and
3.18 (6) the information provided in this section will be available via a secure online
3.19 portal and via hard copy upon request.
3.20 Subd. 4. Data accessibility. (a) No later than June 30, 2016, an authorized local
3.21 education agency user shall be able to access student data in a student achievement
3.22 backpack, which shall include the following data or request the data be transferred from
3.23 one local education agency to another:
3.24 (1) student demographics;
3.25 (2) course grades;
3.26 (3) course history; and
3.27 (4) results for state-mandated assessments.
3.28 (b) No later than June 30, 2017, an authorized local education agency user shall be
3.29 able to access student data in a student achievement backpack, which shall include the
3.30 data listed in paragraph (a), clauses (1) to (4), and the following data, or request the data
3.31 be transferred from one local education agency to another:
3.32 (1) attendance records;
3.33 (2) the name of a student's teacher for classes or courses the student takes and the
3.34 teacher's qualifications, including years of experience, degree, license, and endorsement;
3.35 (3) results of formative, interim, and summative computer adaptive assessments;
3.36 (4) detailed data demonstrating a student's mastery of state academic standards;
- Section 1. 3
- 02/13/15 REVISOR JFK/EP 15-2855 as introduced
- 4.1 (5) for students in grade 8 or higher, results from career and college readiness
4.2 assessments;
4.3 (6) for students in kindergarten and grades

Figure 5: SF 206 Voter Pre-registration for 17 year olds

Senate Summary

12/15/14 REVISOR JRM/JC 15-0595 as introduced

- 1.1 A bill for an act
- 1.2 relating to elections; permitting individuals who are at least 16 years of age
- 1.3 to register to vote; amending Minnesota Statutes 2014, sections 201.054,
- 1.4 subdivisions 1, 2; 201.061, subdivision 1; 201.071, subdivision 1; 201.091,
- 1.5 subdivision 4.
- 1.6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:
- 1.7 Section 1. Minnesota Statutes 2014, section 201.054, subdivision 1, is amended to read:
- 1.8 Subdivision 1. Registration. (a) An individual may register to vote:
 - 1.9 (1) at any time before the 20th day preceding any election as provided in section 201.061, subdivision 1;
 - 1.10 (2) on the day of an election as provided in section 201.061, subdivision 3; or
 - 1.12 (3) when submitting an absentee ballot, by enclosing a completed registration application as provided in section 203B.04, subdivision 4.
- 1.14 (b) An individual who is under the age of 18, but who is at least 16 years of age and
- 1.15 otherwise eligible, may register to vote as provided in section 201.061, subdivision 1.
- 1.16 Sec. 2. Minnesota Statutes 2014, section 201.054, subdivision 2, is amended to read:
- 1.17 Subd. 2. Prohibitions; penalty. No individual shall intentionally:
 - 1.18 (a) cause or attempt to cause the individual's name to be registered in any precinct if
 - 1.19 the individual is not eligible to vote, except as permitted by section 201.061, subdivision 1;
 - 1.20 (b) cause or attempt to cause the individual's name to be registered for the purpose of
 - 1.21 voting in more than one precinct;
 - 1.22 (c) misrepresent the individual's identity when attempting to register to vote; or
 - 1.23 (d) aid, abet, counsel, or procure any other individual to violate this subdivision.
- 1.24 A violation of this subdivision is a felony.

Sec. 2. 1

SENATE

STATE OF MINNESOTA

EIGHTY-NINTH SESSION S.F. No. 206

(SENATE AUTHORS: CARLSON and Clausen)

DATE D-PG OFFICIAL STATUS

01/20/2015 90 Introduction and first reading

Referred to Rules and Administration

12/15/14 REVISOR JRM/JC 15-0595 as introduced

- 2.1 Sec. 3. Minnesota Statutes 2014, section 201.061, subdivision 1, is amended to read:
- 2.2 Subdivision 1. Prior to election day. (a) At any time except during the 20
- 2.3 days immediately preceding any regularly scheduled election, an eligible voter or, any

2.4 individual who will be an eligible voter at the time of the next election, or any individual
2.5 who is under the age of 18, but who is at least 16 years of age and meets all requirements for
2.6 eligibility contained in section 201.014 except for age, may register to vote in the precinct
2.7 in which the voter maintains residence by completing a voter registration application as
2.8 described in section 201.071, subdivision 1. A completed application may be submitted:
2.9 (1) in person or by mail to the county auditor of that county or to the Secretary
2.10 of State's Office; or
2.11 (2) electronically through a secure Web site that shall be maintained by the secretary
2.12 of state for this purpose, if the applicant has an e-mail address and provides the applicant's
2.13 verifiable Minnesota driver's license number, Minnesota state identification card number,
2.14 or the last four digits of the applicant's Social Security number.
2.15 A registration that is received in person or by mail no later than 5:00 p.m. on the
2.16 21st day preceding any election, or a registration received electronically through the
2.17 secretary of state's secure Web site no later than 11:59 p.m. on the 21st day preceding any
2.18 election, shall be accepted. An improperly addressed or delivered registration application
2.19 shall be forwarded within two working days after receipt to the county auditor of the
2.20 county where the voter maintains residence. A state or local agency or an individual that
2.21 accepts completed voter registration applications from a voter must submit the completed
2.22 applications to the secretary of state or the appropriate county auditor within ten calendar
2.23 days after the applications are dated by the voter.
2.24 (b) An application submitted electronically under paragraph (a), clause (2), may only
2.25 be transmitted to the county auditor for processing if the secretary of state has verified the
2.26 application information matches the information in a government database associated with
2.27 the applicant's driver's license number, state identification card number, or Social Security
2.28 number. The secretary of state must review all unverifiable voter registration applications
2.29 submitted electronically for evidence of suspicious activity and must forward any such
2.30 application to an appropriate law enforcement agency for investigation.
2.31 An individual may not electronically submit a voter registration application on
2.32 behalf of any other individual.
2.33 (c) For purposes of this section, mail registration is defined as a voter registration
2.34 application delivered to the secretary of state, county auditor, or municipal clerk by the
2.35 United States Postal Service or a commercial carrier.

Sec. 3. 2

12/15/14 REVISOR JRM/JC 15-0595 as introduced

3.1 Nothing in this section shall be construed to entitle an individual to cast a ballot at an
3.2 election if the individual does not meet all eligibility requirements for voting, including age.
3.3 Sec. 4. Minnesota Statutes 2014, section 201.071, subdivision 1, is amended to read:
3.4 Subdivision 1. Form. Both paper and electronic voter registration applications must
3.5 contain the same information unless otherwise provided by law. A voter registration
3.6 application must contain spaces for the following required information: voter's first name,
3.7 middle name, and last name; voter's previous name, if any; voter's current address; voter's
3.8 previous address, if any; voter's date of birth; voter's municipality and county of residence;
3.9 voter's telephone number, if provided by the voter; date of registration; current and valid

3.10 Minnesota driver's license number or Minnesota state identification number, or if the voter
3.11 has no current and valid Minnesota driver's license or Minnesota state identification, the
3.12 last four digits of the voter's Social Security number; and voter's signature. The paper
3.13 registration application may include the voter's e-mail address, if provided by the voter.
3.14 The electronic voter registration application must include the voter's e-mail address. The
3.15 registration application may include the voter's interest in serving as an election judge,
3.16 if indicated by the voter. The application must also contain the following certification
3.17 of voter eligibility:
3.18 "I certify that I:
3.19 (1) will be at least 18 years old on election day the day of any election at which I
3.20 intend to vote;
3.21 (2) am a citizen of the United States;
3.22 (3) will have resided in Minnesota for 20 days immediately preceding election day;
3.23 (4) maintain residence at the address given on the registration form;
3.24 (5) am not under court-ordered guardianship in which the court order revokes my
3.25 right to vote;
3.26 (6) have not been found by a court to be legally incompetent to vote;
3.27 (7) have the right to vote because, if I have been convicted of a felony, my felony
3.28 sentence has expired (been completed) or I have been discharged from my sentence; and
3.29 (8) have read and understand the following statement: that giving false information
3.30 is a felony punishable by not more than five years imprisonment or a fine of not more
3.31 than \$10,000, or both."
3.32 The certification must include boxes for the voter to respond to the following
3.33 questions:
3.34 "(1) Are you a citizen of the United States?" and
3.35 "(2) Will you be 18 years old on or before election day?"

Sec. 4. 3

12/15/14 REVISOR JRM/JC 15-0595 as introduced

4.1 "(2) Are you at least 16 years of age and will you be at least 18 years of age on or
4.2 before the day of the election in which you intend to vote?"

4.3 And the instruction:

4.4 "If you checked 'no' to either of these questions, do not complete this form."
4.5 A paper voter registration application must be of suitable size and weight for
4.6 mailing. The form of the voter registration application and the certification of voter
4.7 eligibility must be as provided in this subdivision and approved by the secretary of state.
4.8 Voter registration forms authorized by the National Voter Registration Act must also be
4.9 accepted as valid. The federal postcard application form must also be accepted as valid if
4.10 it is not deficient and the voter is eligible to register in Minnesota.
4.11 An individual may use a voter registration application to apply to register to vote in
4.12 Minnesota or to change information on an existing registration.
4.13 Sec. 5. Minnesota Statutes 2014, section 201.091, subdivision 4, is amended to read:
4.14 Subd. 4. Public information lists. The county auditor shall make available for
4.15 inspection a public information list which must contain the name, address, year of birth,

4.16 and voting history of each registered voter in the county who is at least 18 years of age.
4.17 The telephone number must be included on the list if provided by the voter. The public
4.18 information list may also include information on voting districts. The county auditor
4.19 may adopt reasonable rules governing access to the list. No individual inspecting the
4.20 public information list shall tamper with or alter it in any manner. No individual who
4.21 inspects the public information list or who acquires a list of registered voters prepared
4.22 from the public information list may use any information contained in the list for purposes
4.23 unrelated to elections, political activities, or law enforcement. The secretary of state may
4.24 provide copies of the public information lists and other information from the statewide
4.25 registration system for uses related to elections, political activities, or in response to a
4.26 law enforcement inquiry from a public official concerning a failure to comply with any
4.27 criminal statute or any state or local tax statute.
4.28 Before inspecting the public information list or obtaining a list of voters or other
4.29 information from the list, the individual shall provide identification to the public official
4.30 having custody of the public information list and shall state in writing that any information
4.31 obtained from the list will not be used for purposes unrelated to elections, political
4.32 activities, or law enforcement. Requests to examine or obtain information from the public
4.33 information lists or the statewide registration system must be made and processed in the
4.34 manner provided in the rules of the secretary of state.

Sec. 5. 4

12/15/14 REVISOR JRM/JC 15-0595 as introduced

5.1 Upon receipt of a statement signed by the voter that withholding the voter's name
5.2 from the public information list is required for the safety of the voter or the voter's family,
5.3 the secretary of state and county auditor must withhold from the public information list the
5.4 name of a registered voter.

Figure 6. SF 2898 Student Inclusion and Engagement Act

[Senate Summary](#)

[SIEA one-pager \[Solutions Not Suspensions\]](#)

03/08/16 REVISOR KRB/EP 16-6345 as introduced

1.1 A bill for an act

1.2 relating to education; affecting student inclusion and engagement; making

1.3 nonexclusionary policies and practices a central focus of pupil discipline;

1.4 appropriating money; amending Minnesota Statutes 2014, sections 120B.11,

1.5 subdivision 1a; 120B.35, subdivision 3; 121A.41, by adding subdivisions;

1.6 121A.42; 121A.45; 121A.46; 121A.47, subdivisions 2, 13, 14, by adding a

1.7 subdivision; 121A.53; 121A.55; 121A.61; 121A.67, by adding a subdivision;

1.8 123B.147, subdivision 3; Minnesota Statutes 2015 Supplement, sections

1.9 122A.60, subdivision 1a; 124E.11.

1.10 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.11 Section 1. CITATION.

1.12 Sections 1 to 17 may be cited as "The Student Inclusion and Engagement Act."

1.13 Sec. 2. Minnesota Statutes 2014, section 120B.11, subdivision 1a, is amended to read:

1.14 Subd. 1a. Performance measures. Measures to determine school district and

1.15 school site progress in striving to create the world's best workforce must include at least:

1.16 (1) student performance on the National Assessment of Education Progress where

1.17 applicable;

1.18 (2) the size of the academic achievement gap, rigorous course taking under section

1.19 120B.35, subdivision 3, paragraph (c), clause (2), student engagement and connection

1.20 under section 120B.35, subdivision 3, paragraph (d), and enrichment experiences, by

1.21 student subgroup;

1.22 (3) student performance on the Minnesota Comprehensive Assessments;

1.23 (4) high school graduation rates; and

1.24 (5) career and college readiness under section 120B.30, subdivision 1; and

1.25 (6) pupil dismissal and removal rates by student subgroup.

Sec. 2. 1

SENATE

STATE OF MINNESOTA

EIGHTY-NINTH SESSION S.F. No. 2898

(SENATE AUTHORS: PAPPAS, Bonoff, Dahle and Kent)

DATE D-PG OFFICIAL STATUS

03/17/2016 5112 Introduction and first reading

Referred to Education

03/08/16 REVISOR KRB/EP 16-6345 as introduced

2.1 EFFECTIVE DATE. This section is effective for the 2016-2017 school year and

2.2 later.

2.3 Sec. 3. Minnesota Statutes 2014, section 120B.35, subdivision 3, is amended to read:

2.4 Subd. 3. State growth target; other state measures. (a) The state's educational
2.5 assessment system measuring individual students' educational growth is based on
2.6 indicators of achievement growth that show an individual student's prior achievement.

2.7 Indicators of achievement and prior achievement must be based on highly reliable
2.8 statewide or districtwide assessments.

2.9 (b) The commissioner, in consultation with a stakeholder group that includes
2.10 assessment and evaluation directors, district staff, experts in culturally responsive teaching,
2.11 and researchers, must implement a model that uses a value-added growth indicator and
2.12 includes criteria for identifying schools and school districts that demonstrate medium and
2.13 high growth under section 120B.299, subdivisions 8 and 9, and may recommend other
2.14 value-added measures under section 120B.299, subdivision 3. The model may be used
2.15 to advance educators' professional development and replicate programs that succeed in
2.16 meeting students' diverse learning needs. Data on individual teachers generated under the
2.17 model are personnel data under section 13.43. The model must allow users to:

2.18 (1) report student growth consistent with this paragraph; and

2.19 (2) for all student categories, report and compare aggregated and disaggregated state
2.20 growth data using the nine student categories identified under the federal 2001 No Child
2.21 Left Behind Act and two student gender categories of male and female, respectively
2.22 2015 Every Student Succeeds Act, including racial and ethnic groups, economically
2.23 disadvantaged status, English proficiency status, gender, migrant status, homeless and
2.24 foster youth, and students with a parent in the military, following appropriate reporting
2.25 practices to protect nonpublic student data.

2.26 The commissioner must report measures of student growth, consistent with this
2.27 paragraph, including the English language development, academic progress, and oral
2.28 academic development of English learners and their native language development if the
2.29 native language is used as a language of instruction.

2.30 (c) When reporting student performance under section 120B.36, subdivision 1, the
2.31 commissioner annually, beginning July 1, 2011, must report two core measures indicating
2.32 the extent to which current high school graduates are being prepared for postsecondary
2.33 academic and career opportunities:

2.34 (1) a preparation measure indicating the number and percentage of high school
2.35 graduates in the most recent school year who completed course work important to

Sec. 3. 2

03/08/16 REVISOR KRB/EP 16-6345 as introduced

3.1 preparing them for postsecondary academic and career opportunities, consistent with
3.2 the core academic subjects required for admission to Minnesota's public colleges and
3.3 universities as determined by the Office of Higher Education under chapter 136A; and
3.4 (2) a rigorous coursework measure indicating the number and percentage of high
3.5 school graduates in the most recent school year who successfully completed one or more
3.6 college-level advanced placement, international baccalaureate, postsecondary enrollment
3.7 options including concurrent enrollment, other rigorous courses of study under section
3.8 120B.021, subdivision 1a, or industry certification courses or programs.

3.9 When reporting the core measures under clauses (1) and (2), the commissioner must also
3.10 analyze and report separate categories of information using the nine student categories
3.11 identified under the federal 2001 No Child Left Behind Act and two student gender
3.12 categories of male and female, respectively 2015 Every Student Succeeds Act, following
3.13 appropriate reporting practices to protect nonpublic student data.

3.14 (d) When reporting student performance under section 120B.36, subdivision 1, the
3.15 commissioner annually, beginning July 1, 2014, must report summary data on school
3.16 safety and students' engagement and connection at school. The summary data under this
3.17 paragraph are separate from and must not be used for any purpose related to measuring
3.18 or evaluating the performance of classroom teachers. The commissioner, in consultation
3.19 with qualified experts on student engagement and connection and classroom teachers,
3.20 must identify highly reliable variables that generate summary data under this paragraph.
3.21 The summary data may be used at school, district, and state levels only. Any data on
3.22 individuals received, collected, or created that are used to generate the summary data
3.23 under this paragraph are nonpublic data under section 13.02, subdivision 9.

3.24 (e) For purposes of statewide educational accountability, the commissioner must
3.25 identify and report measures that demonstrate the success of learning year program
3.26 providers under sections 123A.05 and 124D.68, among other such providers, in improving
3.27 students' graduation outcomes. The commissioner, beginning July 1, 2015, must annually
3.28 report summary data on:

3.29 (1) the four- and six-year graduation rates of students under this paragraph;
3.30 (2) the percent of students under this paragraph whose progress and performance
3.31 levels are meeting career and college readiness benchmarks under section 120B.30,
3.32 subdivision 1; and
3.33 (3) the success that learning year program providers experience in:
3.34 (i) identifying at-risk and off-track student populations by grade;
3.35 (ii) providing successful prevention and intervention strategies for at-risk students;

Sec. 3. 3

03/08/16 REVISOR KRB/EP 16-6345 as introduced

4.1 (iii) providing successful recuperative and recovery or reenrollment strategies for
4.2 off-track students; and
4.3 (iv) improving the graduation outcomes of at-risk and off-track students.

4.4 The commissioner may include in the annual report summary data on other education
4.5 providers serving a majority of students eligible to participate in a learning year program.

4.6 (f) The commissioner, in consultation with recognized experts with knowledge and
4.7 experience in assessing the language proficiency and academic performance of English
4.8 learners, must identify and report appropriate and effective measures to improve current
4.9 categories of language difficulty and assessments, and monitor and report data on students'
4.10 English proficiency levels, program placement, and academic language development,
4.11 including oral academic language.

4.12 EFFECTIVE DATE. This section is effective for the 2016-2017 school year and
4.13 later.

4.14 Sec. 4. Minnesota Statutes 2014, section 121A.41, is amended by adding a subdivision

4.15 to read:

4.16 Subd. 12. Positive behavior interventions and support. "Positive behavior interventions and support" has the meaning given in section 125A.0941, paragraph (d), 4.18 and is consistent with section 125A.0942, subdivision 6.

4.19 EFFECTIVE DATE. This section is effective for the 2016-2017 school year and 4.20 later.

4.21 Sec. 5. Minnesota Statutes 2014, section 121A.41, is amended by adding a subdivision 4.22 to read:

4.23 Subd. 13. Nonexclusionary disciplinary policies and practices; alternatives to 4.24 pupil removal and dismissal. "Nonexclusionary disciplinary policies and practices" 4.25 means those policies and practices that are alternatives to removing a pupil from class 4.26 or dismissing a pupil from school, including positive behavior interventions and support 4.27 and alternative education services, which require school officials to intervene in, redirect, 4.28 and support a pupil's behavior before removing a pupil from class or beginning dismissal 4.29 proceedings. Nonexclusionary disciplinary policies and practices include those policies 4.30 and practices under sections 121A.575, clause (1) or (2); 121A.031, subdivision 4, 4.31 paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (q); 125A.0941; and 4.32 125A.0942, subdivision 6, among other such related policies and practices.

Sec. 5. 4

03/08/16 REVISOR KRB/EP 16-6345 as introduced

5.1 Sec. 6. Minnesota Statutes 2014, section 121A.42, is amended to read:

5.2 121A.42 POLICY.

5.3 (a) No public school shall deny due process or equal protection of the law to any 5.4 public school pupil involved in a dismissal proceeding which may result in suspension, 5.5 exclusion, or expulsion.

5.6 (b) School officials must use nonexclusionary disciplinary policies and practices, 5.7 including positive behavior interventions and support, and attempt to provide alternatives 5.8 under section 121A.575, clause (1) or (2), among other interventions and strategies, before 5.9 beginning dismissal proceedings and, to the extent practicable, must limit pupil dismissals, 5.10 consistent with section 121A.45, subdivision 1.

5.11 EFFECTIVE DATE. This section is effective for the 2016-2017 school year and 5.12 later.

5.13 Sec. 7. Minnesota Statutes 2014, section 121A.45, is amended to read:

5.14 121A.45 GROUNDS FOR DISMISSAL.

5.15 Subdivision 1. Provision of Providing alternative programs. No school shall 5.16 dismiss any pupil without first attempting to use nonexclusionary disciplinary policies and 5.17 practices, including positive behavior interventions and support, and provide alternative 5.18 educational services interventions and strategies, including those under section 121A.575, 5.19 clause (1) or (2), before beginning dismissal proceedings, except where it appears that the 5.20 pupil will create an immediate and substantial danger to self or to surrounding persons or 5.21 property.

5.22 Subd. 2. Grounds for dismissal. (a) A pupil may be dismissed on any of the 5.23 following grounds for:

5.24 (a) willful violation of any (1) willfully violating a reasonable school board
5.25 regulation. Such regulation must be that is specific and sufficiently clear and definite to
5.26 provide notice to notify pupils that they must conform their conduct to its requirements
5.27 and no school board regulation may include a "zero-tolerance" policy requiring a school
5.28 official to automatically dismiss a pupil, except under clause (2); or
5.29 (b) (2) willful conduct that significantly disrupts the rights of others to an
5.30 education, or the ability of school personnel to perform their duties, or school sponsored
5.31 extracurricular activities; or
5.32 (c) willful conduct that endangers the pupil or other pupils, or surrounding persons,
5.33 including school district employees, or property of the school consistent with the Student
5.34 Inclusion and Engagement Act.

Sec. 7. 5

03/08/16 REVISOR KRB/EP 16-6345 as introduced

6.1 (b) A pupil may not be dismissed for disruptive or disorderly conduct,
6.2 insubordination, or other similarly named conduct except where it appears the pupil will
6.3 create an immediate and substantial danger to self or to surrounding persons.
6.4 Subd. 3. Parent notification and meeting. If a pupil's total days of removal
6.5 from school exceeds ten cumulative days in a school year, the school district shall After
6.6 removing a pupil from a class under section 121A.61 or dismissing a pupil from school
6.7 under section 121A.41, subdivision 2, school officials must notify the pupil's parent or
6.8 guardian of the removal or dismissal and make reasonable attempts to convene a meeting
6.9 with the pupil and the pupil's parent or guardian before subsequently removing the pupil
6.10 from school and, with the permission of the parent or guardian, arrange for a mental health
6.11 screening for the pupil. The district is not required to pay for the mental health screening.
6.12 The purpose of this meeting is to develop a plan for using nonexclusionary practices,
6.13 including positive behavior interventions and support, and to attempt to determine the
6.14 pupil's need for assessment or other services or whether the parent or guardian should
6.15 have the pupil assessed or diagnosed to determine whether the pupil needs treatment for
6.16 a mental health disorder.

6.17 EFFECTIVE DATE. This section is effective for the 2016-2017 school year and
6.18 later.

6.19 Sec. 8. Minnesota Statutes 2014, section 121A.46, is amended to read:

6.20 121A.46 SUSPENSION PROCEDURES.

6.21 Subdivision 1. Informal Administrative conference before suspension. (a)
6.22 The school administration shall not suspend a pupil from school without an informal
6.23 administrative conference with the pupil. School officials must inform the pupil of the
6.24 pupil's right to have an adult advocate participate in the administrative conference and,
6.25 if the pupil informs a school official verbally or in writing that the pupil wants an adult
6.26 advocate to participate, school officials must make documented efforts to contact and
6.27 include that adult advocate in the administrative conference. All pupils through grade 5
6.28 and all pupils with disabilities must identify and have an adult advocate present at an
6.29 administrative conference. If the pupil is unable to identify an adult advocate, school
6.30 officials must assign an adult advocate that, to the extent practicable, the pupil trusts. The

6.31 informal administrative conference shall take place before the suspension, except where
6.32 it appears that the pupil will create an immediate and substantial danger to self or to
6.33 surrounding persons or property, in which case the conference shall take place as soon
6.34 as practicable following the suspension.

Sec. 8. 6

03/08/16 REVISOR KRB/EP 16-6345 as introduced

7.1 (b) An adult advocate under paragraph (a) is a supportive person over age 18 who
7.2 helps the pupil subject to suspension understand the grounds for the suspension or other
7.3 discipline and secure the best interventions and strategies or other outcomes for the pupil
7.4 that are appropriate for meeting the pupil's needs.

7.5 Subd. 1a. Nonexclusionary disciplinary policies and practices. (a) To the extent
7.6 practicable, school officials must use nonexclusionary practices, including positive
7.7 behavior interventions and support, and attempt to provide alternative interventions and
7.8 strategies under section 121A.575, clause (1) or (2), among other interventions and
7.9 strategies, before suspending a pupil.

7.10 (b) A school superintendent annually must work with school administrators,
7.11 consistent with sections 122A.60 and 122A.61, to provide district educators with
7.12 professional development opportunities to acquire the knowledge and skills to use
7.13 nonexclusionary disciplinary policies and practices under section 121A.41, subdivision
7.14 13, and to use more serious forms of discipline involving dismissal only if the pupil's
7.15 conduct endangers the pupil or other pupils, or surrounding persons, including school
7.16 district employees.

7.17 Subd. 2. Administrator notifies pupil of grounds for suspension. At the informal
7.18 administrative conference, a school administrator shall notify the pupil of the grounds for
7.19 the suspension, provide an explanation of and explain the evidence the authorities have,
7.20 and. A school administrator must inform the pupil that the pupil may is not required to
7.21 present the pupil's version of the facts, and any testimony the pupil provides can be used
7.22 against the pupil in a subsequent court proceeding.

7.23 Subd. 3. Written notice of grounds for suspension. A written notice containing
7.24 the grounds for suspension, a brief statement of the facts, a description of the testimony,
7.25 documents indicating the nonexclusionary disciplinary policies and practices initially
7.26 used with the pupil, why school administrators are suspending the pupil, the length of
7.27 the suspension, a readmission re-engagement plan, and a copy of sections 121A.40 to
7.28 121A.56, shall be personally served upon the pupil at or before the time the suspension
7.29 is to take effect, and upon the pupil's parent or guardian by mail within 48 hours of
7.30 the conference. The district shall make reasonable efforts to notify the parents of the
7.31 suspension by telephone or electronically as soon as possible following suspension. In
7.32 the event If a pupil is suspended without an informal administrative conference on the
7.33 grounds that the pupil will create an immediate and substantial danger to surrounding
7.34 persons or property, the written notice shall be served upon the pupil and the pupil's parent
7.35 or guardian within 48 hours of the suspension. Service by mail is complete upon mailing.

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8.1 Subd. 3a. Appeals of suspension. The school board must establish a process that
8.2 permits a teacher, a representative, a parent or guardian, or a party to a suspension decision
8.3 made under this section to appeal the decision to an appropriate entity in the district with
8.4 the authority to reverse the decision and remove the suspension from the pupil's education
8.5 record. The process must provide for notice and establish procedures and substantive
8.6 standards for the appeal process.

8.7 Subd. 4. Suspension pending expulsion or exclusion hearing. Notwithstanding
8.8 the provisions of subdivisions 1, 1a, and 3, the pupil may be suspended pending the
8.9 school board's decision in the expulsion or exclusion hearing; provided that alternative
8.10 educational services are implemented to the extent that suspension exceeds five three days.

8.11 Subd. 5. Minimum education services. School officials must give each suspended
8.12 pupil the opportunity to complete all school work assigned during the period of the pupil's
8.13 suspension and to receive full credit for satisfactorily completing the assignments. The
8.14 school principal or other person having administrative control of the school building
8.15 or program must designate a district or school employee as a liaison to work with the
8.16 pupil's teachers to allow the suspended pupil to receive timely course materials and other
8.17 information, complete daily and weekly assignments, and receive teachers' feedback,
8.18 and to otherwise interact with the pupil and the pupil's family to address concerns about
8.19 the pupil and the school.

8.20 Subd. 6. Re-engagement plan. (a) Consistent with section 121A.55, each pupil who
8.21 is suspended or transferred to an alternative learning program must have a re-engagement
8.22 plan, developed in collaboration with the pupil's family, to the extent practicable, to
8.23 re-engage and reconnect the pupil with the school and its learning opportunities and help
8.24 the pupil avoid future suspensions or other discipline.

8.25 (b) The district must provide district educators with staff development opportunities
8.26 under sections 122A.60 and 122A.61 to acquire the knowledge and skills to implement
8.27 paragraph (a), consistent with subdivision 1a, paragraph (b).

8.28 EFFECTIVE DATE. This section is effective for the 2016-2017 school year and
8.29 later.

8.30 Sec. 9. Minnesota Statutes 2014, section 121A.47, is amended by adding a subdivision
8.31 to read:

8.32 Subd. 1a. Nonexclusionary practices required first. A school superintendent
8.33 annually must work with school administrators, consistent with sections 122A.60 and
8.34 122A.61 to: provide district educators with professional development opportunities to
8.35 understand the significance, severity, and short- and long-term consequences of excluding

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9.1 and expelling pupils, including the impact on pupils' learning and career and college
9.2 opportunities; initially use nonexclusionary disciplinary policies and practices under
9.3 section 121A.41, subdivision 13, including positive behavior interventions and support;
9.4 and use more serious forms of discipline, including exclusion and expulsion, only if the

9.5 pupil's conduct endangers the pupil or other pupils, or surrounding persons, including
9.6 school district employees.

9.7 Sec. 10. Minnesota Statutes 2014, section 121A.47, subdivision 2, is amended to read:

9.8 Subd. 2. Written notice. Written notice of intent to take action shall:

9.9 (a) (1) be served upon the pupil and the pupil's parent or guardian personally or

9.10 by mail;

9.11 (b) (2) contain a complete statement of the facts, a list of the witnesses and a
9.12 description of their testimony;

9.13 (c) (3) explain the rationale for excluding or expelling the pupil instead of imposing
9.14 nonexclusionary disciplinary practices under section 121A.41, subdivision 13, and the
9.15 term of the exclusion or expulsion;

9.16 (4) state the date, time, and place of the hearing;

9.17 (d) (5) be accompanied by a copy of sections 121A.40 to 121A.56;

9.18 (e) (6) describe alternative educational services accorded the pupil in an attempt to
9.19 avoid the exclusion or expulsion proceedings; and

9.20 (f) (7) inform the pupil and parent or guardian of the right to:

9.21 (1) (i) have a representative of the pupil's own choosing, including legal counsel,
9.22 at the hearing., and have the district shall advise the pupil's parent or guardian that free
9.23 or low-cost legal assistance may be available and that a legal assistance resource list is
9.24 available from the Department of Education department;

9.25 (2) (ii) examine the pupil's records before the hearing;

9.26 (3) (iii) present evidence; and

9.27 (4) (iv) confront and cross-examine witnesses.

9.28 Sec. 11. Minnesota Statutes 2014, section 121A.47, subdivision 13, is amended to read:

9.29 Subd. 13. Basis of school board decision; opportunity for comment. The

9.30 school board shall base its decision upon the recommendation of the hearing officer
9.31 or school board member or committee and shall render its decision at a meeting held
9.32 within five days after receiving the recommendation. The school board may provide the
9.33 parties with the opportunity to present exceptions and comments to the hearing officer's

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10.1 recommendations provided that neither party presents any evidence not admitted at the
10.2 hearing. The decision by the school board must:

10.3 (1) be based on the record, must;

10.4 (2) be in writing, and must;

10.5 (3) explain the rationale for excluding or expelling the pupil instead of imposing

10.6 nonexclusionary disciplinary practices under section 121A.41, subdivision 13; and

10.7 (4) state the controlling facts on which the decision is made in sufficient detail to

10.8 apprise the parties and the commissioner of education of the basis and reason for the

10.9 decision.

10.10 Sec. 12. Minnesota Statutes 2014, section 121A.47, subdivision 14, is amended to read:

10.11 Subd. 14. Admission or readmission Re-engagement plan. (a) A school

10.12 administrator, after making efforts to the extent practicable to contact and solicit input

10.13 from the affected pupil's parent or guardian, and in consultation with the affected pupil's
10.14 teachers, shall prepare and enforce an admission or readmission a re-engagement plan
10.15 for any pupil who is excluded or expelled from school. The plan may include measures
10.16 to improve the pupil's behavior, including completing a character education program,
10.17 consistent with section 120B.232, subdivision 1, and require parental involvement in the
10.18 admission or readmission process, and may indicate the consequences to the pupil of not
10.19 improving the pupil's behavior must address and work to remedy the factors and other
10.20 circumstances leading to the pupil's exclusion or expulsion.

10.21 (b) The definition of suspension under section 121A.41, subdivision 10, does
10.22 not apply to a student's dismissal from school for one school day or less, except as
10.23 provided under federal law for a student with a disability. Each suspension action may
10.24 exclusion and expulsion must include a readmission re-engagement plan. A readmission
10.25 re-engagement plan must be consistent with section 121A.46, subdivision 6, and provide,
10.26 where appropriate, alternative education services, which must not be used to extend the
10.27 student's pupil's current suspension dismissal period. Consistent with section 125A.091,
10.28 subdivision 5, a readmission re-engagement plan must not obligate a parent or guardian to
10.29 provide psychotropic drugs to their student pupil as a condition of readmission. School
10.30 officials must not use the refusal of a parent or guardian to consent to the administration
10.31 of psychotropic drugs to their student pupil or to consent to a psychiatric evaluation,
10.32 screening or examination of the student pupil as a ground, by itself, to prohibit the student
10.33 pupil from attending class or participating in a school-related activity, or as a basis of a
10.34 charge of child abuse, child neglect or medical or educational neglect.

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11.1 (c) Districts and schools must provide teachers, school administrators, other licensed
11.2 professionals working with pupils, school board members, and school resources officers
11.3 with professional development opportunities to acquire and improve the knowledge and
11.4 skills needed to effectively provide positive behavior interventions and support, among
11.5 other nonexclusionary interventions and strategies used, and alternative educational
11.6 services.

11.7 EFFECTIVE DATE. This section is effective for the 2016-2017 school year and
11.8 later.

11.9 Sec. 13. Minnesota Statutes 2014, section 121A.53, is amended to read:

11.10 121A.53 REPORT TO COMMISSIONER OF EDUCATION.

11.11 Subdivision 1. Exclusions and expulsions. (a) Consistent with subdivision 2, the
11.12 school board must report through use the department electronic reporting system to report
11.13 to the commissioner each exclusion or expulsion and each verbal or written agreement of a
11.14 parent or guardian to withdraw a pupil from the school or district instead of having the pupil
11.15 excluded or expelled within 30 days of the effective date of the action to the commissioner
11.16 of education. This report must include a statement of alternative educational services
11.17 given the pupil and the reason for, indicate the pupil's behavior being disciplined; the
11.18 positive behavior interventions and support, among other nonexclusionary interventions
11.19 and strategies used, and the attempts to provide the pupil with alternative education

11.20 services before excluding or expelling the pupil and explain why these interventions,
11.21 strategies, and services were inadequate; the effective date, of the action; and the duration
11.22 of the exclusion or expulsion. The report must also include the student's pupil's age, grade,
11.23 gender, race, and ethnicity, whether the pupil is homeless or highly mobile, whether the
11.24 pupil qualifies for a meal subsidy, whether a law enforcement agency or a school resource
11.25 officer participated in disciplining the pupil or a referral to a law enforcement agency or
11.26 school resource officer was made, and the special education status of the pupil.

11.27 (b) Consistent with the requirements of paragraph (a) and subdivision 2, the school
11.28 board also must report to the commissioner each removal of a pupil from class or dismissal
11.29 of a pupil from school.

11.30 Subd. 2. Report to include both pupil dismissals from school and removals
11.31 from class; annual publication required. (a) Consistent with the requirements under
11.32 subdivision 1, the school board must report the pupils removed from class and the
11.33 reason for and the date and length of the removal, and must include state student pupil
11.34 identification numbers of affected pupils on all state-required removal and dismissal

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12.1 reports required by the department. The department must report annually to the
12.2 commissioner summary data on the number of pupil removals and dismissals by age,
12.3 grade, gender, race, and ethnicity, whether the pupil is homeless or highly mobile, whether
12.4 the pupil qualifies for a meal subsidy, whether a law enforcement agency or a school
12.5 resource officer participated in disciplining the pupil or a referral to a law enforcement
12.6 agency or school resource officer was made, and special education status of the affected
12.7 pupils. The school board must submit all removal and dismissal reports must be submitted
12.8 through the department electronic reporting system.

12.9 (b) The commissioner annually by October 31 must electronically publish on
12.10 the department Web site and otherwise make publicly available a longitudinal report
12.11 containing the summary data collected under this section. The commissioner must use
12.12 the summary data to compare and report the number of disciplinary incidents by type and
12.13 district in the three immediately preceding school years. Each school district must post on
12.14 its Web site at least that portion of the report concerning the district, ensuring the identity
12.15 of individual pupils is not ascertainable.

12.16 Subd. 3. Training. The commissioner, upon request, must provide technical
12.17 assistance and training to districts to facilitate the districts' ability to comply with the
12.18 reporting requirements under this section.

12.19 EFFECTIVE DATE. This section is effective for the 2016-2017 school year and
12.20 later.

12.21 Sec. 14. Minnesota Statutes 2014, section 121A.55, is amended to read:

12.22 121A.55 POLICIES TO BE ESTABLISHED.

12.23 (a) The commissioner of education shall promulgate guidelines to assist each school
12.24 board. Each school board shall establish uniform criteria for dismissal and adopt written
12.25 policies and rules to effectuate the purposes of sections 121A.40 to 121A.56. The policies
12.26 shall emphasize preventing dismissals through early detection of problems and shall must

12.27 be designed to address students':
12.28 (1) avoid removing pupils from class or dismissing pupils from school before
12.29 attempting to use nonexclusionary programs, interventions, and strategies except where
12.30 the pupil's conduct endangers the pupil or other pupils, or surrounding persons, including
12.31 school district employees;
12.32 (2) prevent pupils' inappropriate behavior from recurring;
12.33 (3) re-engage and reconnect pupils with school and learning, including pupils who
12.34 were dismissed from school;

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13.1 (4) engender positive pupil behavior;
13.2 (5) let pupils learn from and overcome their inappropriate behavior;
13.3 (6) give educators and other school officials discretion to determine appropriate
13.4 pupil discipline based on a pupil's individual capabilities and circumstances, consistent
13.5 with this act; and
13.6 (7) keep pupils in class and school in order to graduate from high school and become
13.7 career and college ready.
13.8 (b) The policies also shall recognize the continuing responsibility of the school for
13.9 the education of providing alternative education services to the pupil during the dismissal
13.10 period and during any prescribed period when a parent or guardian voluntarily agrees to
13.11 withdraw the pupil as an alternative to dismissal. The alternative educational services, if
13.12 the pupil wishes to take advantage of them, must be adequate to allow the pupil to make
13.13 progress towards meeting the graduation standards adopted under section 120B.02 and
13.14 help prepare the pupil for readmission and re-engagement. The school or district, in
13.15 collaboration with the affected parent or guardian to the extent practicable, must have a
13.16 re-engagement plan for each pupil subject to discipline who is dismissed or transferred
13.17 from and subsequently returns to the school or district.
13.18 (b) (c) A school board or an area learning center under section 123A.05 may not
13.19 prohibit an expelled or excluded pupil from enrolling solely because a district expelled or
13.20 excluded the pupil. The board of the area learning center may use the provisions of the
13.21 Pupil Fair Dismissal Act to exclude a pupil or to require an admission plan.
13.22 (c) (d) Each school district shall develop a policy enter into a written memorandum
13.23 of understanding with its peace or school resource officers regarding the officers' role in
13.24 the school, and report it to the commissioner on the district's appropriate use of peace and
13.25 school officers and crisis teams to help with pupil discipline and to remove students pupils
13.26 who have an individualized education program from school grounds. The district also
13.27 must transmit to the commissioner a copy of its written memorandum of understanding.
13.28 EFFECTIVE DATE. This section is effective for the 2016-2017 school year and
13.29 later.
13.30 Sec. 15. Minnesota Statutes 2014, section 121A.61, is amended to read:
13.31 121A.61 DISCIPLINE AND REMOVAL OF STUDENTS PUPILS FROM
13.32 CLASS.
13.33 Subdivision 1. Required policy. Each school board must adopt a written

13.34 districtwide school discipline policy which includes written rules of conduct for students,

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14.1 minimum consequences for violations of the rules, pupils and grounds and procedures for

14.2 removal of removing a student pupil from class. The board must develop the policy must

14.3 be developed in consultation with administrators, teachers, employees, pupils, parents,

14.4 community members, law enforcement agencies, county attorney offices, social service

14.5 agencies, and such other individuals or organizations as the board determines appropriate.

14.6 A school site council may adopt additional provisions to the policy subject to the approval

14.7 of the school board.

14.8 Subd. 2. Grounds for removal from class. The policy must establish the various

14.9 grounds for which a student pupil may be removed from a class in the district for a period

14.10 of time under the procedures specified in the policy and establish a protocol for notifying

14.11 the commissioner, consistent with section 121A.53. The policy must include a procedure

14.12 for notifying and meeting with a student's pupil's parent or guardian as soon as practicable

14.13 after a pupil is removed from class to discuss the problem that is causing the student to

14.14 be removed pupil's removal from class after the student has been removed from class

14.15 more than ten times in one school year and to foster communication between the pupil's

14.16 family and the school to help the pupil remain in the classroom and succeed in school.

14.17 The grounds in the policy must include at least the following provisions as well as other

14.18 grounds determined appropriate by the board address:

14.19 (a) (1) willful conduct that significantly disrupts the rights of others to an education,

14.20 including conduct that interferes with a teacher's ability to teach or communicate

14.21 effectively with students pupils in a class or with the ability of other students pupils to learn;

14.22 (b) (2) willful conduct that endangers surrounding persons, including school district

14.23 employees, the student or other students, or the property of the school; and

14.24 (c) (3) willful violation of any rule of conduct specified in the discipline

14.25 board-adopted policy adopted by the board.

14.26 Subd. 3. Policy components. The policy must at least include at least the following

14.27 components:

14.28 (a) (1) rules governing student pupil conduct and procedures for informing students

14.29 pupils of the rules;

14.30 (b) (2) the grounds for removal of removing a student pupil from a class;

14.31 (c) (3) the authority of the classroom teacher to remove students pupils from the

14.32 classroom pursuant to under the procedures and rules established in the district's policy;

14.33 (d) (4) the procedures for removal of a student from a class by a teacher, school

14.34 administrator, or other school district employee to remove a pupil from a class;

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15.1 (e) (5) the period of time for which a student pupil may be removed from a class,

15.2 which may must not exceed five two class periods for a violation of violating a rule of

15.3 conduct;

15.4 (f) (6) provisions relating to the responsibility for and custody of a student pupil
15.5 removed from a class;
15.6 (g) (7) the procedures for return of a student pupil to return to the specified class
15.7 from which the student has been pupil was removed;
15.8 (h) (8) the procedures for notifying a student pupil and the student's pupil's parents
15.9 or guardian of violations of the rules of conduct and of resulting in disciplinary actions
15.10 and soliciting parents' participation in creating a plan to help the pupil remain in the
15.11 classroom and succeed in school;
15.12 (i) (9) any appropriate procedures determined appropriate for encouraging early
15.13 involvement of involving parents or guardians in early attempts to improve a student's
15.14 pupil's behavior;
15.15 (j) (10) any appropriate procedures determined appropriate for encouraging early
15.16 detection of behavioral problems;
15.17 (k) (11) any appropriate procedures determined appropriate for referring a student
15.18 pupil in need of special education services to those services;
15.19 (l) (12) the procedures for consideration of considering whether there is a need for a
15.20 to further assessment assess a pupil with a disability or of whether there is a need for a
15.21 review of the adequacy of a current individualized education program of a student pupil
15.22 with a disability who is removed from class is adequate;
15.23 (m) (13) procedures for detecting and addressing chemical abuse problems of a
15.24 student pupil while on the school premises;
15.25 (n) the minimum consequences for violations of the code of conduct;
15.26 (o) (14) procedures for immediate and appropriate interventions tied to code
15.27 violations of the code; and
15.28 (p) a provision that states that a teacher, school employee, school bus driver, or
15.29 other agent of a district may use reasonable force in compliance with section 121A.582
15.30 and other laws; and
15.31 (q) (15) an agreement regarding procedures to coordinate crisis services to the
15.32 extent funds are available with the county board responsible for implementing sections
15.33 245.487 to 245.4889 for students pupils with a serious emotional disturbance or other
15.34 students pupils who have an individualized education program whose behavior may be
15.35 addressed by crisis intervention.

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16.1 EFFECTIVE DATE. This section is effective for the 2016-2017 school year and

16.2 later.

16.3 Sec. 16. Minnesota Statutes 2014, section 121A.67, is amended by adding a

16.4 subdivision to read:

16.5 Subd. 3. Parent notification. A school administrator must make and document

16.6 reasonable efforts to immediately contact the parent or guardian of a pupil removed by

16.7 a peace or school resource officer from a classroom, school building, or school grounds

16.8 unless such notice is specifically prohibited by law.

16.9 EFFECTIVE DATE. This section is effective the day following final enactment.

16.10 Sec. 17. Minnesota Statutes 2015 Supplement, section 122A.60, subdivision 1a,
16.11 is amended to read:

16.12 Subd. 1a. Effective staff development activities. (a) Staff development activities
16.13 must:

16.14 (1) focus on the school classroom and nonexclusionary policies and practices
16.15 to keep students in the classroom and in school and on research-based strategies that
16.16 improve student learning;

16.17 (2) provide opportunities for teachers to practice and improve their instructional
16.18 skills over time;

16.19 (3) provide opportunities for teachers to use student data as part of their daily work
16.20 to increase student achievement;

16.21 (4) enhance teacher content knowledge and instructional skills, including to
16.22 accommodate the delivery of digital and blended learning and curriculum and engage
16.23 students with technology;

16.24 (5) align with state and local academic standards;

16.25 (6) provide opportunities to build professional relationships, foster collaboration
16.26 among principals and staff who provide instruction, and provide opportunities for
16.27 teacher-to-teacher mentoring;

16.28 (7) align with the plan of the district or site for an alternative teacher professional
16.29 pay system;

16.30 (8) provide teachers of English learners, including English as a second language and
16.31 content teachers, with differentiated instructional strategies critical for ensuring students'
16.32 long-term academic success; the means to effectively use assessment data on the academic
16.33 literacy, oral academic language, and English language development of English learners;
16.34 and skills to support native and English language development across the curriculum; and

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17.1 (9) provide opportunities for staff to learn about current workforce trends, the
17.2 connections between workforce trends and postsecondary education, and training options,
17.3 including career and technical education options; and

17.4 (10) provide opportunities for teachers to understand the significance, severity,
17.5 and short- and long-term consequences of removing, excluding, and expelling pupils,
17.6 including the impact on pupils' learning and career and college opportunities.

17.7 Staff development activities may include curriculum development and curriculum training
17.8 programs, and activities that provide teachers and other members of site-based teams
17.9 training to enhance team performance. The school district also may implement other
17.10 staff development activities required by law and activities associated with professional
17.11 teacher compensation models.

17.12 (b) Release time provided for teachers to supervise students on field trips and school
17.13 activities, or independent tasks not associated with enhancing the teacher's knowledge
17.14 and instructional skills, such as preparing report cards, calculating grades, or organizing
17.15 classroom materials, may not be counted as staff development time that is financed with
17.16 staff development reserved revenue under section 122A.61.

17.17 Sec. 18. Minnesota Statutes 2014, section 123B.147, subdivision 3, is amended to read:

17.18 Subd. 3. Duties; evaluation. (a) The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and according to the policies, rules, and regulations of the school board, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

17.23 (b) To enhance a principal's leadership skills and support and improve teaching practices, school performance, and student achievement for diverse student populations, including at-risk students, children with disabilities, English learners, and gifted students, among others, a district must develop and implement a performance-based system for annually evaluating school principals assigned to supervise a school building within the district. The evaluation must be designed to improve teaching and learning by supporting the principal in shaping the school's professional environment and developing teacher quality, performance, and effectiveness. The annual evaluation must:

17.31 (1) support and improve a principal's instructional leadership, organizational management, and professional development, and strengthen the principal's capacity in the areas of instruction, supervision, evaluation, and teacher development;

17.34 (2) include formative and summative evaluations based on multiple measures of student progress toward career and college readiness;

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18.1 (3) be consistent with a principal's job description, a district's long-term plans and goals, and the principal's own professional multiyear growth plans and goals, all of which must support the principal's leadership behaviors and practices, rigorous curriculum, school performance, and high-quality instruction;

18.5 (4) include on-the-job observations and previous evaluations;

18.6 (5) allow surveys to help identify a principal's effectiveness, leadership skills and processes, and strengths and weaknesses in exercising leadership in pursuit of school success;

18.9 (6) use longitudinal data on student academic growth as 35 percent of the evaluation and incorporate district achievement goals and targets;

18.11 (7) be linked to professional development that emphasizes improved teaching and learning, curriculum and instruction, student learning, and a collaborative professional culture; and

18.14 (8) for principals not meeting standards of professional practice or other criteria under this subdivision, implement a plan to improve the principal's performance and specify the procedure and consequence if the principal's performance is not improved; and

18.17 (9) include longitudinal data on pupil dismissals disaggregated by student categories under section 120B.35, subdivision 3, paragraph (b), clause (2).

18.19 The provisions of this paragraph are intended to provide districts with sufficient flexibility to accommodate district needs and goals related to developing, supporting, and evaluating principals.

18.22 EFFECTIVE DATE. This section is effective for the 2016-2017 school year and

18.23 later.

18.24 Sec. 19. Minnesota Statutes 2015 Supplement, section 124E.11, is amended to read:

18.25 124E.11 ADMISSION REQUIREMENTS AND ENROLLMENT.

18.26 (a) A charter school may limit admission to:

18.27 (1) pupils within an age group or grade level;

18.28 (2) pupils who are eligible to participate in the graduation incentives program under

18.29 section 124D.68; or

18.30 (3) residents of a specific geographic area in which the school is located when the

18.31 majority of students served by the school are members of underserved populations.

18.32 (b) A charter school shall enroll an eligible pupil who submits a timely application,

18.33 unless the number of applications exceeds the capacity of a program, class, grade level, or

18.34 building. In this case, pupils must be accepted by lot. The charter school must develop

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19.1 and publish, including on its Web site, a lottery policy and process that it must use when

19.2 accepting pupils by lot.

19.3 (c) A charter school shall give enrollment preference to a sibling of an enrolled

19.4 pupil and to a foster child of that pupil's parents and may give preference for enrolling

19.5 children of the school's staff before accepting other pupils by lot. A charter school that

19.6 is located in Duluth township in St. Louis County and admits students in kindergarten

19.7 through grade 6 must give enrollment preference to students residing within a five-mile

19.8 radius of the school and to the siblings of enrolled children. A charter school may give

19.9 enrollment preference to children currently enrolled in the school's free preschool or

19.10 prekindergarten program under section 124E.06, subdivision 3, paragraph (a), who are

19.11 eligible to enroll in kindergarten in the next school year.

19.12 (d) A person shall not be admitted to a charter school (1) as a kindergarten pupil,

19.13 unless the pupil is at least five years of age on September 1 of the calendar year in which

19.14 the school year for which the pupil seeks admission commences; or (2) as a first grade

19.15 student, unless the pupil is at least six years of age on September 1 of the calendar year in

19.16 which the school year for which the pupil seeks admission commences or has completed

19.17 kindergarten; except that a charter school may establish and publish on its Web site a

19.18 policy for admission of selected pupils at an earlier age, consistent with the enrollment

19.19 process in paragraphs (b) and (c).

19.20 (e) Except as permitted in paragraph (d), a charter school may not limit admission

19.21 to pupils on the basis of intellectual ability, measures of achievement or aptitude, or

19.22 athletic ability and may not establish any criteria or requirements for admission that are

19.23 inconsistent with this section.

19.24 (f) The charter school shall not distribute any services or goods of value to students,

19.25 parents, or guardians as an inducement, term, or condition of enrolling a student in a

19.26 charter school.

19.27 (g) Once a student is enrolled in the school, the student is considered enrolled in the

19.28 school until the student formally withdraws or is expelled under the Pupil Fair Dismissal

19.29 Act in sections 121A.40 to 121A.56. A charter school is subject to and must comply with

19.30 the Pupil Fair Dismissal Act, sections 121A.40 to 121A.56, and the other provisions in
19.31 chapter 121A governing pupil behavior and discipline.
19.32 (h) A charter school with at least 90 percent of enrolled students who are eligible
19.33 for special education services and have a primary disability of deaf or hard-of-hearing
19.34 may enroll prekindergarten pupils with a disability under section 126C.05, subdivision 1,
19.35 paragraph (a), and must comply with the federal Individuals with Disabilities Education Act
19.36 under Code of Federal Regulations, title 34, section 300.324, subsection (2), clause (iv).

Sec. 19. 19

03/08/16 REVISOR KRB/EP 16-6345 as introduced

20.1 EFFECTIVE DATE. This section is effective the day following final enactment.

20.2 Sec. 20. APPROPRIATION.

20.3 (a) \$..... in fiscal year 2017 is appropriated from the general fund to the
20.4 commissioner of education to provide technical assistance to, and help school districts with
20.5 the professional development needed for, teachers, school administrators, other licensed
20.6 school professionals, school board members, school resource officers, and other district
20.7 staff to fully and effectively implement the Pupil Fair Dismissal Act under Minnesota
20.8 Statutes, sections 121A.40 to 121A.56, and related pupil discipline law. The professional
20.9 development must focus on creating a positive school culture, preventing and addressing
20.10 pupil misconduct, complying with applicable pupil discipline laws and rules, using
20.11 effective classroom management and problem-solving strategies and conflict resolution
20.12 inside and outside the classroom, understanding the adverse consequence of dismissing
20.13 pupils and involving them with the juvenile justice and adult criminal justice systems,
20.14 and exploring alternative strategies such as restorative practices, peer mediation, positive
20.15 behavioral intervention and support, culturally responsive discipline, and developmentally
20.16 appropriate discipline that fosters positive, healthy, and productive school climates.

20.17 (b) The base for this program in fiscal year 2018 and later is \$.....

20.18 EFFECTIVE DATE. This section is effective for fiscal year 2017.

Figure 7. SF 1364 Student Support Services Personnel Grant Program

Senate Summary

02/24/15 REVISOR JFK/EP 15-3211 as introduced

- 1.1 A bill for an act
- 1.2 relating to education; establishing a grant program to increase student support
- 1.3 services personnel in Minnesota schools; establishing a grant program to
- 1.4 provide funding for postsecondary institutions that train student support services
- 1.5 personnel; appropriating money; proposing coding for new law in Minnesota
- 1.6 Statutes, chapter 121A.
- 1.7 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:
- 1.8 Section 1. [121A.395] TITLE.
- 1.9 This act may be cited as the "Student Support Services Personnel Act."
- 1.10 Sec. 2. [121A.3951] STUDENT SUPPORT SERVICES PERSONNEL GRANT
- 1.11 PROGRAM.
- 1.12 Subdivision 1. Definitions. For the purposes of sections 121A.395 to 121A.3952,
- 1.13 the following terms have the meanings given them:
- 1.14 (1) "student support services personnel" includes individuals licensed to serve as a
- 1.15 school counselor, school psychologist, school social worker, school nurse, or chemical
- 1.16 dependency counselor in Minnesota; and
- 1.17 (2) "new position" means a student support services personnel full-time or part-time
- 1.18 position not under contract by a school at the start of the 2014-2015 school year.
- 1.19 Subd. 2. Purpose. The purpose of the student support services personnel grant
- 1.20 program is to:
- 1.21 (1) address shortages of student support services personnel within Minnesota schools;
- 1.22 (2) decrease caseloads for existing student support services personnel to ensure
- 1.23 effective services;

Sec. 2. 1

SENATE

STATE OF MINNESOTA

EIGHTY-NINTH SESSION S.F. No. 1364

(SENATE AUTHORS: KENT, Miller, Wiklund, Brown and Wiger)

DATE D-PG OFFICIAL STATUS

03/04/2015 532 Introduction and first reading

Referred to Finance

02/24/15 REVISOR JFK/EP 15-3211 as introduced

- 2.1 (3) ensure that students receive effective academic guidance and integrated and
- 2.2 comprehensive services to improve kindergarten through grade 12 school outcomes and
- 2.3 career and college readiness;
- 2.4 (4) ensure that student support services personnel serve within the scope and practice

- 2.5 of their training and licensure;
- 2.6 (5) fully integrate learning supports, instruction, and school management within a
- 2.7 comprehensive approach that facilitates interdisciplinary collaboration; and
- 2.8 (6) improve school safety and school climate to support academic success and
- 2.9 career and college readiness.
- 2.10 Subd. 3. Grant eligibility and application. (a) A school district, charter school,
- 2.11 intermediate school district, or other cooperative unit is eligible to apply for a six-year
- 2.12 grant under this section.
- 2.13 (b) The commissioner of education shall specify the form and manner of the grant
- 2.14 application. In awarding grants, the commissioner must give priority to schools in which
- 2.15 student support services personnel positions do not currently exist. Additional criteria
- 2.16 must include at least the following:
- 2.17 (1) existing student support services personnel caseloads;
- 2.18 (2) school demographics;
- 2.19 (3) Title 1 revenue;
- 2.20 (4) Minnesota student survey data;
- 2.21 (5) graduation rates; and
- 2.22 (6) postsecondary completion rates.
- 2.23 Subd. 4. Allowed uses; match requirements. A grant under this section must be
- 2.24 used to hire a new position. A school that receives a grant must match the grant with local
- 2.25 funds in each year of the grant. In each of the first four years of the grant, the local match
- 2.26 equals \$1 for every \$1 awarded in the same year. In years five and six of the grant, the
- 2.27 local match equals \$3 for every \$1 awarded in the same year. The local match may not
- 2.28 include federal reimbursements attributable to the new position.
- 2.29 Subd. 5. Report required. By February 1 following any fiscal year in which a grant
- 2.30 was received, a school must submit a written report to the commissioner indicating how
- 2.31 the new positions affected two or more of the following measures:
- 2.32 (1) school climate;
- 2.33 (2) attendance rates;
- 2.34 (3) academic achievement;
- 2.35 (4) career and college readiness; and
- 2.36 (5) postsecondary completion rates.
- Sec. 2. 2
- 02/24/15 REVISOR JFK/EP 15-3211 as introduced
- 3.1 Sec. 3. [121A.3952] STUDENT SUPPORT SERVICES PERSONNEL TRAINING
- 3.2 GRANTS.
- 3.3 Subdivision 1. Purpose. Student support services personnel training grants are
- 3.4 intended to increase the number of postsecondary graduates qualified to serve as student
- 3.5 support services personnel in Minnesota schools.
- 3.6 Subd. 2. Eligible institutions; application. (a) Any Minnesota institution of higher
- 3.7 education that offers a preparation program that meets the requirements for licensure of
- 3.8 student support services personnel is eligible to apply for a six-year grant in the form
- 3.9 and manner specified by the commissioner.

3.10 (b) The commissioner of education shall develop criteria for awarding grants
3.11 consistent with the purposes of this section.
3.12 Subd. 3. Allowed uses; match requirements. An institution that receives a grant
3.13 under this section must use the grant to hire staff as necessary to meet the purposes of
3.14 this section, and must match the grant with local funds in each year of the grant. In each
3.15 of the first four years of the grant, the local match equals \$1 for every \$1 awarded in
3.16 the same year. In years five and six of the grant, the local match equals \$3 for every \$1
3.17 awarded in the same year. A grant must be used to supplement, not supplant, existing
3.18 funding for uses under this subdivision.
3.19 Subd. 4. Report required. By February 1 following any fiscal year in which a grant
3.20 was received, an institution must submit a written report to the commissioner indicating
3.21 how the new positions affected:
3.22 (1) the number of students enrolled in programs that lead to licensure of student
3.23 support services personnel;
3.24 (2) the number of graduates of programs that lead to licensure of student support
3.25 services personnel; and
3.26 (3) employment outcomes for graduates of programs that lead to licensure of student
3.27 support services personnel, including employment in Minnesota schools.
3.28 Sec. 4. APPROPRIATIONS.
3.29 Subdivision 1. Department of Education. The sums indicated in this section are
3.30 appropriated from the general fund to the Department of Education for the fiscal years
3.31 designated.
3.32 Subd. 2. Student support services personnel grants. For student support services
3.33 personnel grants under Minnesota Statutes, section 121A.3951:

Sec. 4. 3
02/24/15 REVISOR JFK/EP 15-3211 as introduced
4.1 \$ 95,000,000 2016
4.2 \$ -0- 2017
4.3 Notwithstanding Minnesota Statutes, section 16A.28, this appropriation is available
4.4 until June 30, 2022. Any balance remaining after June 30, 2022, shall cancel to the
4.5 general fund.
4.6 Subd. 3. Student support services personnel training grants. For student support
4.7 services personnel training grants under Minnesota Statutes, section 121A.3952:
4.8 \$ 500,000 2016
4.9 \$ 500,000 2017
4.10 Subd. 4. Department. (a) For the Department of Education:
4.11 \$ 2016
4.12 \$ 2017
4.13 Any balance in the first year does not cancel but is available in the second year.
4.14 (b) \$250,000 in fiscal year 2016 only is for administration of the Student Support
4.15 Services Personnel Act under Minnesota Statutes, sections 121A.395 to 121A.3952.

Figure 8. SF 2234 Charter School Authorization

01/27/16 REVISOR KRB/DI 16-4706 as introduced

- 1.1 A bill for an act
- 1.2 relating to education; modifying certain charter school provisions; amending
- 1.3 Minnesota Statutes 2015 Supplement, section 124E.05, subdivisions 4, 5.
- 1.4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:
- 1.5 Section 1. Minnesota Statutes 2015 Supplement, section 124E.05, subdivision 4, is
- 1.6 amended to read:
- 1.7 Subd. 4. Application content. (a) An applicant must include in its application to
- 1.8 the commissioner to be an approved authorizer at least the following:
- 1.9 (1) how chartering schools is a way for the organization to carry out its mission;
- 1.10 (2) a description of the capacity of the organization to serve as an authorizer,
- 1.11 including the personnel who will perform the authorizing duties, their qualifications, the
- 1.12 amount of time they will be assigned to this responsibility, and the financial resources
- 1.13 allocated by the organization to this responsibility;
- 1.14 (3) a description of the application and review process the authorizer will use to
- 1.15 make decisions regarding the granting of charters;
- 1.16 (4) a description of the type of contract it will arrange with the schools it charters
- 1.17 that meets the provisions of section 124E.10;
- 1.18 (5) the process to be used for providing ongoing oversight of the school consistent
- 1.19 with the contract expectations specified in clause (4) that assures that the schools chartered
- 1.20 are complying with both the provisions of applicable law and rules, and with the contract;
- 1.21 (6) a description of the criteria and process the authorizer will use to grant expanded
- 1.22 applications under section 124E.06, subdivision 5;
- 1.23 (7) the process for making decisions regarding the renewal or termination of
- 1.24 the school's charter based on evidence that demonstrates the academic, organizational,
Section 1. 1

SENATE

STATE OF MINNESOTA

EIGHTY-NINTH SESSION S.F. No. 2234

(SENATE AUTHORS: DAHLE)

DATE D-PG OFFICIAL STATUS

03/08/2016 4888 Introduction and first reading

Referred to Education

01/27/16 REVISOR KRB/DI 16-4706 as introduced

- 2.1 and financial competency of the school, including its success in increasing student
- 2.2 achievement and meeting the goals of the charter school agreement; and
- 2.3 (8) an assurance specifying that the organization is committed to serving as an
- 2.4 authorizer for the full five-year term.
- 2.5 (b) Notwithstanding paragraph (a), an authorizer that is a school district may satisfy

2.6 the requirements of paragraph (a), clauses (1) and (2), and any requirement governing
2.7 a conflict of interest, an ongoing evaluation, or continuing education by submitting a
2.8 "statement of assurances" of legal compliance to the commissioner.

2.9 **EFFECTIVE DATE.** This section is effective the day following final enactment.

2.10 Sec. 2. Minnesota Statutes 2015 Supplement, section 124E.05, subdivision 5, is

2.11 amended to read:

2.12 Subd. 5. Review by commissioner. (a) The commissioner shall review an

2.13 authorizer's performance every five years in a manner and form determined by the

2.14 commissioner, subject to paragraph (b), and may review an authorizer's performance

2.15 more frequently at the commissioner's own initiative or at the request of a charter school

2.16 operator, charter school board member, or other interested party. The commissioner, after

2.17 completing the review, shall transmit a report with findings to the authorizer.

2.18 (b) The commissioner's form must use existing department data on the authorizer to

2.19 minimize duplicate reporting to the extent practicable. When reviewing an authorizer's

2.20 performance under this subdivision, the commissioner must not (1) fail to credit, (2)

2.21 withhold points, or (3) otherwise penalize an authorizer for failing to charter additional

2.22 schools or for the absence of complaints against the authorizer's current portfolio of

2.23 charter schools.

2.24 **EFFECTIVE DATE.** This section is effective the day following final enactment.

Figure 9. SF 3003 Increase Teacher Diversity

SF3003 REVISOR KRB S3003-1 1st Engrossment

- 1.1 A bill for an act
- 1.2 relating to education; modifying the collaborative urban educator program to
- 1.3 increase the number of teachers of color in Minnesota schools; appropriating
- 1.4 money; amending Laws 2015, First Special Session chapter 3, article 2, section
- 1.5 70, subdivision 12.
- 1.6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:
- 1.7 Section 1. Laws 2015, First Special Session chapter 3, article 2, section 70, subdivision
- 1.8 12, is amended to read:
- 1.9 Subd. 12. Collaborative urban educator. (a) For the collaborative urban educator
- 1.10 grant program:
- 1.11 \$ 780,000 2016
- \$
- 1.12 780,000
- 1.13 5,000,000 2017
- 1.14 Any balance in the first year does not cancel but is available in the second year.
- 1.15 (b) For fiscal year 2016 only, grants shall be awarded in equal amounts: \$195,000
- 1.16 each year is for the Southeast Asian teacher program at Concordia University, St. Paul;
- 1.17 \$195,000 each year is for the collaborative urban educator program at the University of
- 1.18 St. Thomas; \$195,000 each year is for the Center for Excellence in Urban Teaching
- 1.19 at Hamline University; and \$195,00 \$195,000 each year is for the East Africa Student
- 1.20 to Teacher program at Augsburg College.
- 1.21 Any balance in the first year does not cancel but is available in the second year.
- 1.22 Each institution shall prepare for the legislature, by January 15 of each year, a
- 1.23 detailed report regarding the funds used. The report must include the number of teachers
- 1.24 prepared as well as the diversity for each cohort of teachers produced.

Section 1. 1

SENATE
STATE OF MINNESOTA
EIGHTY-NINTH SESSION S.F. No. 3003
(SENATE AUTHORS: BONOFF, Hayden, Wiger, Housley and Pratt)
DATE D-PG OFFICIAL STATUS
03/21/2016 5153 Introduction and first reading
Referred to Education
03/24/2016 5246a Comm report: To pass as amended and re-refer to Finance
SF3003 REVISOR KRB S3003-1 1st Engrossment

- 2.1 (c) For fiscal year 2017 and later, a Minnesota teacher preparation program, school
- 2.2 district Grow Your Own teacher program, nonconventional program approved under
- 2.3 Minnesota Rules, part 8705.2300, or alternative teacher preparation program under

2.4 Minnesota Statutes, section 122A.245, may apply to the commissioner of education for
2.5 a grant in the form and manner determined by the commissioner. The commissioner
2.6 may award grants for up to two years, as long as funds are available. A program that
2.7 receives a grant is eligible to apply for a subsequent grant. In each year, the commissioner
2.8 shall award at least 50 percent of the funds available to nonconventional and alternative
2.9 teacher preparation programs. In awarding grants, the commissioner must give priority to
2.10 programs that recruit, retain, graduate, and place ethnically and racially diverse teacher
2.11 candidates in ethnically and racially diverse classrooms and encourage their success
2.12 through high-quality mentoring. The commissioner may give special priority to otherwise
2.13 qualified programs that train and place teacher candidates in subject areas or regions in
2.14 shortage as identified by the commissioner of education.

2.15 (d) A program that receives a grant under this subdivision shall, by January 15 of
2.16 each year, make a report to the commissioner of education and the legislative committees
2.17 with jurisdiction over kindergarten through grade 12 education and higher education in
2.18 the form and manner determined by the commissioner. At a minimum, the report must
2.19 detail grant expenditures for the previous year and summarize the number of teacher
2.20 candidates prepared, the ethnic and racial diversity of each cohort of teacher candidates,
2.21 the graduation rate for each cohort of teacher candidates, the placement rate for each
2.22 graduating cohort of teacher candidates, and the retention rate for each graduating cohort
2.23 of teacher candidates, among other program outcomes.

2.24 (e) For fiscal year 2017 only, the commissioner must award a grant to an applicant
2.25 that received a grant in fiscal year 2016 in an amount no less than the amount awarded
2.26 in fiscal year 2016.

Figure 10. March 29 MYCC Meeting Agenda

Minnesota Youth Council Committee Agenda

Tuesday, March 29th, 2016

Room 300 N State Office Building

3:00 pm

- A. 3:00 pm
Call to Order
- B. 3:00 pm
SF 1017 Afterschool Funding Learning Grant
Senator Kevin Dahle – Chief Author of Senate File 1017
- C. 3:30 pm
HF 1497 Civics Test Graduation Requirement
Representative Dean Urdahl – Chief Author of House File 1497
- D. 4:00 pm
SF 990 Digital Backpack Establishment
Senator Charles Wiger – Chief Author of Senate File 990
- E. 4:30 pm
SF 206 Voter Preregistration
Senator Jim Carlson – Chief Author of Senate File 206
- F. 5:00 pm
Adjourn

Figure 11. April 15 MYCC Meeting Agenda

Minnesota Youth Council Committee Agenda

Friday, April 15th, 2016

Room 300 N State Office Building

2:00 pm

- A. 2:00 pm
Call to Order

- B. 2:00 pm
Student Inclusion and Engagement Act
Senator Sandra Pappas, Chief Author of SF 2898

- C. 2:30 pm
SF 1364 Student Support Services Personnel Grant Program
Senator Susan Kent – Chief Author of Senate File 1364

- D. 3:00 pm
SF 2234 Charter School Authorization
Senator Kevin Dahle – Chief Author of Senate File 2234

- E. 3:30 pm
SF 3003 Increase Teacher Diversity
Beth Johnston – Legislative Assistant for Senator Terri Bonoff [Chief Author]
Shannon Mitchell – Managing Director of Policy, Educators 4 Excellence

- F. 4:00 pm
Adjourn

Figure 12. SF 1017 After School Funding Letter

[View on Alliance website](#)



An Initiative of Minnesota Alliance With Youth

Dear Senator Dahle and Whom It May Concern,

Thank you for attending the Minnesota Youth Council Legislative Committee session on March 29th and also reviewing the Council's views and suggested areas of improvement.

The Minnesota Youth Council was excited to observe widespread support from young people and student testimony in favor of SF 1017. The Council is overwhelmingly in favor of this bill's support of after school programs, which is very dear to Council members' hearts; as many of us have lost multiple after school activities we loved due to lack of funding.

Many members also loved this bill as it would promote STEM programs for students throughout the state. As a Council we are hopeful that this bill will help ensure equitable opportunities for youth around the state to explore science, technology, engineering and math through after school programs.

Although the entire Council supported your bill with a vote of 23-0 in favor, we did have a few concerns: How many grants would be awarded for the amount of money requested? Some members are concerned that there would only be a few grants awarded for the amount requested, which would make this program unduly competitive. The Council recommends that young people are included in the grant review process and fund distribution to programs that affect us.

Many thanks again for attending and supporting youth voice at Youth Day At The Capitol 2016. We look forward to seeing you again in the future and wish you luck in pushing this bill through the legislature.

Thank You,

Minnesota Youth Council

Figure 13. HF 1497 Civics Test Graduation Report Feedback Letter

[View on Alliance website](#)



An Initiative of Minnesota Alliance With Youth

Dear Representative Urdahl and Whom It May Concern:

Thank you for testifying on HF 1497 to the Minnesota Youth Council on March 29th, 2016 during Youth Day at the Capitol. The foundations of the study of civics are based in the ideals of our nation and the established governments that has been created by and continuously altered by the people. Whether one subscribes to Locke, Hobbes, or one of the many other Social Contract theorists, the notion that people willfully form states out of the state of nature and abdicate freedoms for security is ubiquitous. This is the philosophy that our nation state is based on through the Constitution and is what a majority believe as citizens. Furthermore, this balance of freedoms and securities is what legislators debate, is what voters vote on, and is the fundamental question our nation is continually deciding.

To be able to function within our government is not just to know parts of our constitution or how a bill becomes law, though those can help when participating, but is having an opinion and being able to voice that opinion. To have the next generation advocate for themselves within our political processes they need to be engaged in it. They need to know they can be passionate for a cause and advocate for it, even when they are a minor, and once they reach the age of majority they can vote for those issues. It is about fostering the sense of civil stewardship that has guided our nation and will set up a continuum of civic stewardship.

HF 1497 has all the right intentions and would a beneficial first step help engage the youngest generations in the democratic practice, but further steps may need to be taken to address the issue in a larger sense. The predominate reasons this bill failed was in part a couplet of the prospects of taking another test and an added graduation requirement but also what the test entails, what it is being taught, and the possible impact it may have to different groups of people by teaching a singular history. As a former history teacher, you know there are many schools of history with new histories constantly being written, none more right or correct than another definition-wise. There are many perspectives to our nation's history, and while it is impossible to include every single one in a civics or history course, the teaching of these subjects should allow students to form their own perspectives and opinions and give them the ability to articulate them. This is what it came down to for most members in the end and why a majority voted against endorsing this bill.

Sincerely,

Minnesota Youth Council

Figure 14. SF 990 Student Digital Backpack Establishment Feedback Letter

[View on Alliance website](#)



An Initiative of Minnesota Alliance With Youth

Dear Senator Wiger and Whom It May Concern:

Thank you for testifying and presenting SF 990 Student Achievement Backpack to the Minnesota Youth Council on March 29th during Youth Day At The Capitol. The entire Council believes that this bill is not only helpful, but essential for many students' success. Switching between schools can be a stressful time for students and ensuring an easy transfer of information between schools will increase a students' ability to continue their education faster than otherwise.

The fact that many other states have already implemented similar laws is encouraging. Having this platform to grow upon will not only make the implementation process easier, it will also be beneficial if changing certain aspects of the program are needed in order to fit different or unique requirements.

Another concept we support is that all data collected will be anonymous in the aggregate. Data is essential for research and improvements, but having an aspect of privacy is necessary to ensure everyone is comfortable with how their information being used. The bill also specifies who can use the information and what it will be used for, furthering that sense of privacy. Furthermore, the ability for students to opt out was viewed favorably by many members for similar reasons.

An additional point that was weighed in the minds of members was the system safeguards if the system was breached. Obviously, this is not a situation we want to happen in the first place. Many members were encouraged that victims would be notified if their information has been stolen. This would ensure protection of data and peace of mind in conjunction with an investigation and prosecution of the alleged perpetrator.

Some points of worry, however, raised by some members should also be noted. A major concern of the Council is implementation costs and potential for additional work for administrators who may need their attention elsewhere. While both of these may in the end come down to the Minnesota Department of Education, school district and schools, respectively, many members believe that these potential problems may cause further issues if not addressed. As a Council, we appreciate you taking the time to present us this bill and we hope that our feedback will help strengthen the legislation.

Sincerely,

Minnesota Youth Council

Figure 15. SF 206 Voter Preregistration Feedback Letter

[View on Alliance website](#)



An Initiative of Minnesota Alliance With Youth

Dear Senator Carlson, Secretary Simon, and Whom It May Concern:

Thank you for presenting SF 206 during the Minnesota Youth Council Committee session on March 29, 2016 during Youth Day at the Capitol. As a committee, we appreciate the time and effort of legislators and other officials who came to the meeting. The voter pre-registration bill was voted on and passed with 23 affirmative votes and 0 negative votes.

We have a few comments concerning what we believe are the bill's positive and negative components. Overall, there was fervent support for this measure. As a Council composed of young people, many of which are too young to register to vote, we applaud efforts to bring more youth to the polls. Senator Carlson and Secretary Simon brought compelling evidence to the Council that showed the youth voting bloc is the lowest in the state. The passage of this measure would join Minnesota with 22 other states that allow youth to pre-register to vote and in turn increase their turnout on Election Day. Many members of the committee spoke in favor of this measure as we see it as a way to increase youth participation in the election process.

While there is unanimous support for this bill, we have a few questions. First, is there a way pre-registration could be done in schools during school hours? There is a consensus among Council members that this measure can become more successful if students are given the opportunity to pre-register under the guidance and encouragement of school staff who are experienced voters. There is also curiosity about costs that may be involved in this proposal, specifically regarding education and implementation. Finally, a concern is the allowed pre-registration age. Many in the committee would like to see the eligible age lowered to 16. While we understand the political complications of this issue, we believe the process of pre-registering would be easier, leading to an increase of youth participation.

We hope that this feedback is beneficial to the future of this bill and we want to thank everyone involved that helped write and present the bill.

Thank you for bringing your bill to us,

Minnesota Youth Council

Figure 16. SF 2898 Student Inclusion and Engagement Act Feedback Letter

[View on Alliance website](#)



An Initiative of Minnesota Alliance With Youth

May 12, 2016

Dear Senator Pappas, Ms. Maloe and Whom It May Concern,

Thank you for attending the Minnesota Youth Council Committee Meeting on April 15, 2016 and presenting on SF 2898 Student Inclusion and Engagement Act. We greatly appreciate your time and effort to engage youth in Minnesota regarding current legislation.

Minnesota Youth Council Committee members unanimously approved this bill because we found that it will provide improvements within our current education system that would help close the opportunity gap through its alternative programs, provisions of safety for students we represent, and support and encouragement from adults. We also appreciate that young students can still complete class assignments for full credit if excluded from school. We believe this is critical to prevent students from falling further behind, dropping out, and/or becoming part of the school to prison pipeline. The Committee strongly believes the attached funding is critical because without it the bill would create another unfunded mandate for schools and is therefore difficult to implement. Finally, we like that this bill provides a fair disciplinary process for all students and that the procedures are clear for what happens before, during, and after any dismissals.

Although the bill was found to be extremely beneficial to young people in our communities, we recommend some changes that would increase these benefits. First, we recommend clarification of what the “alternatives” are and the specific methods of restorative justice that will be implemented. We also believe current problems resulting from lack of definition should be eliminated. Specifically, we foresee continued inequities arising from lack of definition regarding “willful defiance.” It is necessary to define what student behavior will be considered violent. It also would be beneficial to independently evaluate the impact of this bill once implemented. The Committee would also like more information on the stresses this bill could cause schools and teachers in terms of staff workload and training. We can be reached at youthvoice@mnyouth.net.

Thank you again for your support and time presenting at the Minnesota Youth Council Committee meeting. Your time is extremely valued by the Committee and we look forward to continuing support for SF 2898 Student Inclusion and Engagement Act.

Kind regards,

Minnesota Youth Council Committee

Figure 17. SF 1364 Student Support Services Personnel Grant Program Feedback Letter

[View on Alliance website](#)



An Initiative of Minnesota Alliance With Youth

May 12, 2016

Dear Senator Kent and Whom it May Concern,

Thank you for attending the Minnesota Youth Council Committee Meeting on April 15, 2016 and presenting on SF 1364 Student Support Services Personnel Grant Program. We endorsed SF 1364 unanimously. We greatly appreciate your time and effort to engage youth in Minnesota regarding current legislation.

Although no students opposed this bill we still have some additional comments to share. The Committee believes this bill will improve and increase the quality of support in schools, improving school climate. This issue is inextricably tied to our vote in favor of SF 2898, the Student Inclusion and Engagement Act, which will improve school climate and build stronger, healthier communities within schools.

We would also love if you could address the following:

- Are there alternatives for allocating the funds for other service personnel (i.e. transportation or custodial services) if the school is in great need of other services? We are available via email at youthvoice@mnyouth.net.

Thank you again for presenting to the Minnesota Youth Council Committee and for answering our questions. We welcome an invitation to provide key stakeholder voice in the legislature and local groups organizing for this important bill. We look forward to the progress on SF 1364 during the current session.

Kind regards,

Minnesota Youth Council Committee

Figure 18. SF 2234 Charter School Authorization Feedback Letter

[View on Alliance website](#)



An Initiative of Minnesota Alliance With Youth

May 12, 2016

Dear Representative Barrett, Ms. Quarnstrom, and Whom it May Concern,

Thank you for attending the Minnesota Youth Council Committee meeting on April 15, 2016 and presenting SF 2234 regarding Charter School Authorization. We greatly appreciate your time and effort to engage youth in Minnesota regarding current legislation.

Minnesota Youth Council Committee passed SF 2234 unanimously. We like how this bill will make the process easier for charter school authorizers by allowing schools and instructors to spend more time improving the lives of students in an effort to close the graduation gap. We loved Representative Barrett's comment about improving something today will improve something else tomorrow. We believe this runs true for most bills in legislation. If something can be done now, get it done.

The Committee appreciates your desire for youth input despite only a few members attending charter schools. We appreciate the value you see in us and other young people.

Many thanks for your presence and well prepared testimony. The Minnesota Youth Council Committee hopes to see you again, and work together on an omnibus bill. We can be reached at youthvoice@mnyouth.net.

Kind regards,

Minnesota Youth Council Committee

Figure 19. SF 3003 Increase Teacher Diversity Feedback Letter

[View on Alliance website](#)



An Initiative of Minnesota Alliance With Youth

May 12, 2016

Dear Senator Bonoff, Ms. Johnston, Ms. Mitchell, and Whom it May Concern,

Thank you for attending the Minnesota Youth Council Committee Meeting on April 15, 2016 and presenting on SF 3003 Increasing Teacher Diversity. We greatly appreciate your time and effort to engage youth in Minnesota regarding current legislation.

The Minnesota Youth Council Committee is diverse, and many members do not feel well represented within the Minnesota State Legislature and their schools. With Minnesota's increasing diversity, we as a Committee believe it is important to student success that they have teachers who share similar life experiences. We also appreciated hearing from former teacher Ms. Mitchell of Educators4Excellence and the voices of teachers she represents. We are reassured by teachers advocating for student success in school.

The Minnesota Youth Council Committee would like to see this bill pass, as it clearly represents the diversity of students in our state. Thank you again for presenting and we look forward to continuing support of SF 3003. We can be reached at youthvoice@mnyouth.net.

Kind regards,

Minnesota Youth Council Committee

Minnesota Youth Council | An Initiative of Minnesota Alliance With Youth
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