

**SENATE  
STATE OF MINNESOTA  
NINETIETH SESSION**

**S.F. No. 2341**

(SENATE AUTHORS: KENT, Pappas and Hoffman)

DATE  
04/24/2017

D-PG  
3295 Introduction and first reading  
Referred to E-12 Policy

OFFICIAL STATUS

1.1 A bill for an act

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

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

1.4 a report; appropriating money; amending Minnesota Statutes 2016, sections

1.5 120B.11, subdivision 1a; 121A.41, by adding subdivisions; 121A.42; 121A.45;

1.6 121A.46; 121A.47, subdivisions 2, 13, 14, by adding a subdivision; 121A.53;

1.7 121A.55; 121A.61; 121A.64; 121A.67, by adding a subdivision; 122A.42; 122A.60,

1.8 subdivision 1a; 123B.147, subdivision 3; 124E.11; proposing coding for new law

1.9 in Minnesota Statutes, chapter 121A.

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

1.11 Section 1. **CITATION.**

1.12 Sections 1 to 22 may be cited as "The Student Inclusion and Engagement Act."

1.13 Sec. 2. Minnesota Statutes 2016, section 120B.11, subdivision 1a, is amended to read:

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

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

1.16 (1) the size of the academic achievement gap, rigorous course taking under section

1.17 120B.35, subdivision 3, paragraph (c), clause (2), student engagement and connection under

1.18 section 120B.35, subdivision 3, paragraph (d), and enrichment experiences<sub>2</sub> by student

1.19 subgroup;

1.20 (2) student performance on the Minnesota Comprehensive Assessments;

1.21 (3) high school graduation rates; ~~and~~

1.22 (4) career and college readiness under section 120B.30, subdivision 1-; and

1.23 (5) pupil dismissal and removal rates by student subgroup.

2.1 **EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and later.

2.2 Sec. 3. Minnesota Statutes 2016, section 121A.41, is amended by adding a subdivision to  
2.3 read:

2.4 Subd. 12. **Positive behavior interventions and supports.** "Positive behavior  
2.5 interventions and supports" means an evidence-based framework for preventing problem  
2.6 behavior, providing instruction and support for positive and prosocial behaviors, and  
2.7 supporting social, emotional, and behavioral needs for all students.

2.8 **EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and later.

2.9 Sec. 4. Minnesota Statutes 2016, section 121A.41, is amended by adding a subdivision to  
2.10 read:

2.11 Subd. 13. **Nonexclusionary disciplinary policies and practices; alternatives to pupil**  
2.12 **removal and dismissal.** "Nonexclusionary disciplinary policies and practices" means  
2.13 policies and practices that are alternatives to removing a pupil from class or dismissing a  
2.14 pupil from school, including positive behavior interventions and supports and alternative  
2.15 education services, which require school officials to intervene in, redirect, and support a  
2.16 pupil's behavior before removing a pupil from class or beginning dismissal proceedings.  
2.17 Nonexclusionary disciplinary policies and practices include but are not limited to the policies  
2.18 and practices under sections 121A.575, clauses (1) and (2); 121A.031, subdivision 4,  
2.19 paragraph (a), clause (1); and 121A.61, subdivision 3, paragraph (q).

2.20 **EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and later.

2.21 Sec. 5. Minnesota Statutes 2016, section 121A.41, is amended by adding a subdivision to  
2.22 read:

2.23 Subd. 14. **Re-engagement plan.** "Re-engagement plan" means an individualized,  
2.24 documented process developed by school administrators, teachers and other district staff,  
2.25 the pupil, and the pupil's parent or guardian to help the pupil successfully participate in  
2.26 academic programming upon the pupil's return from a dismissal, transfer, or removal.

2.27 Sec. 6. Minnesota Statutes 2016, section 121A.42, is amended to read:

2.28 **121A.42 POLICY.**

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

(b) School officials must use nonexclusionary disciplinary policies and practices before beginning dismissal proceedings and must limit pupil dismissals consistent with section 121A.45, subdivision 1.

**EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and later.

Sec. 7. Minnesota Statutes 2016, section 121A.45, is amended to read:

**121A.45 GROUNDS FOR DISMISSAL.**

Subdivision 1. **Provision of alternative programs.** No school shall dismiss any pupil without first attempting to ~~provide alternative educational services~~ use nonexclusionary disciplinary policies and practices before dismissal proceedings, except where it appears that the pupil will create an immediate and substantial danger to self or to surrounding persons ~~or property~~.

Subd. 1a. **Definitions.** The term "willful" or "willfully" means deliberate, intentional, and knowing.

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

~~(a) (1) willful violation of any reasonable school board regulation. Such regulation must be that is specific and sufficiently clear and definite to provide notice to pupils that they must conform their conduct to its requirements; or~~

~~(b) (2) willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or~~

~~(c) willful conduct that endangers the pupil or other pupils, or surrounding persons, including school district employees, or property of the school.~~

(b) A school board regulation must not include a zero-tolerance policy requiring a school official to automatically dismiss a pupil except under paragraph (a), clause (2).

(c) A pupil may not be dismissed for disruptive or disorderly conduct, insubordination, or other similarly named conduct except where it appears the pupil will create an immediate and substantial danger to self or to surrounding persons.

4.1 Subd. 3. **Parent notification and meeting.** ~~If a pupil's total days of removal from school~~  
4.2 ~~exceeds ten cumulative days in a school year, the school district shall make reasonable~~  
4.3 ~~attempts to~~ After removing a pupil from a class under section 121A.61 or dismissing a pupil  
4.4 from school under section 121A.41, subdivision 2, school officials must notify the pupil's  
4.5 parent or guardian of the removal or dismissal, convene a meeting with the pupil and the  
4.6 pupil's parent or guardian before subsequently removing the pupil from school within 30  
4.7 calendar days, and, with the permission of the parent or guardian, arrange for a mental health  
4.8 screening for the pupil. The district is not required to pay for the mental health screening.  
4.9 The purpose of this meeting is to (1) develop a plan for using nonexclusionary disciplinary  
4.10 policies and practices, and (2) attempt to determine the pupil's need for assessment or other  
4.11 services or whether the parent or guardian should have the pupil assessed or diagnosed to  
4.12 determine whether the pupil needs treatment for a mental health disorder.

4.13 **EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and later.

4.14 Sec. 8. Minnesota Statutes 2016, section 121A.46, is amended to read:

4.15 **121A.46 SUSPENSION PROCEDURES.**

4.16 Subdivision 1. **Informal Right to administrative conference before suspension.** (a)  
4.17 The school administration shall not suspend a pupil from school without an ~~informal~~  
4.18 administrative conference with the pupil. The pupil has the right to have an adult advocate  
4.19 present during the administrative conference. School officials must inform the pupil of the  
4.20 pupil's right to have the adult advocate present and must document any effort to include the  
4.21 adult in the administrative conference. School officials may not hold an administrative  
4.22 conference for pupils in grades kindergarten through grade 5 or for pupils with disabilities  
4.23 without an adult advocate present. The informal administrative conference shall take place  
4.24 before the suspension, except where it appears that school officials determine that the pupil  
4.25 will create an immediate and substantial danger to self or to surrounding persons or property,  
4.26 in which case the conference shall take place as soon as practicable following the suspension  
4.27 within seven days.

4.28 (b) An adult advocate under paragraph (a) is a person over the age of 18 who is not  
4.29 responsible for administering discipline to students. A pupil's family member or a school  
4.30 staff member may serve as a pupil's adult advocate.

4.31 (c) The role of the adult advocate is to help the pupil understand the grounds for the  
4.32 proposed suspension or other discipline and to ensure that the pupil understands the pupil's  
4.33 rights under sections 121A.40 to 121A.56. The adult advocate may also support the pupil

by suggesting interventions or other outcomes to address the pupil's conduct and support the pupil's inclusion in and engagement with school.

(d) The adult advocate may not willfully mislead the pupil to have the pupil work against the pupil's own interests. The adult advocate must also not help any person, property, or entity other than the pupil during the pupil's administrative conference.

Subd. 2. ~~Administrator notifies pupil of grounds for suspension~~ **Administrative conference.** At the ~~informal~~ administrative conference, a school administrator shall notify the pupil of the grounds for the suspension, ~~provide an explanation of~~ and explain the evidence the authorities have, ~~and~~. The pupil may present the pupil's version of the facts and ask questions but is not required to do so. A school administrator must inform the pupil that the pupil ~~may~~ is not required to present the pupil's version of the facts and any testimony the pupil provides can be used against the pupil in a subsequent court proceeding. A school administrator must inform the pupil of the pupil's right to appeal any suspension pursuant to policies developed in conformance with subdivision 3a.

Subd. 3. **Written notice of grounds for suspension.** A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, documents indicating the nonexclusionary disciplinary policies and practices initially used with the pupil, the length of the suspension, a ~~readmission~~ re-engagement plan, and a copy of sections 121A.40 to 121A.56, shall be personally served upon the pupil at or before the time the suspension is to take effect, and upon the pupil's parent or guardian by mail within 48 hours of the conference. The district shall make reasonable efforts to notify the parents of the suspension by telephone ~~as soon as possible following~~ or electronically within 30 days of the suspension. ~~In the event~~ If a pupil is suspended without an informal administrative conference on the grounds that the pupil will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the pupil and the pupil's parent or guardian within 48 hours of the suspension. Service by mail is complete upon mailing.

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

Subd. 4. **Suspension pending expulsion or exclusion hearing.** Notwithstanding the provisions of subdivisions 1 ~~and~~ 2, 3, and 3a, the pupil may be suspended pending the school board's decision in the expulsion or exclusion hearing; provided that alternative educational services are implemented to the extent that suspension exceeds ~~five~~ three days.

Subd. 5. **Minimum education services.** School officials must give a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program must designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback. The liaison must interact with the pupil and the pupil's family to address concerns about the pupil and the school.

Subd. 6. **Re-engagement plan.** (a) Consistent with section 121A.55, a pupil who is suspended or transferred to an alternative learning program must have a re-engagement plan to re-engage and reconnect the pupil with the school and its learning opportunities and help the pupil avoid future suspensions or other discipline.

(b) The district must provide district teachers and staff with staff development opportunities under sections 122A.60 and 122A.61 to acquire the knowledge and skills to implement a re-engagement plan.

(c) Districts and charter schools must document input received from a parent or guardian to develop a tailored, culturally sensitive and culturally responsive re-engagement plan.

(d) The re-engagement plan must state plans to address the situation that led to the pupil's dismissal. The plan must include supportive interventions that aid in the pupil's academic success and keep the pupil on track to meet academic benchmarks.

**EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and later.

Sec. 9. Minnesota Statutes 2016, section 121A.47, is amended by adding a subdivision to read:

Subd. 1a. **Professional development.** A school superintendent must work annually with school administrators, consistent with sections 122A.60 and 122A.61, to provide district educators with professional development opportunities to:

(1) understand the significance, severity, and short- and long-term consequences of excluding and expelling pupils, including the impact on pupils' learning and career and college opportunities;

(2) understand and learn to apply nonexclusionary disciplinary policies and practices under section 121A.41, subdivision 13; and

(3) understand and apply more serious forms of discipline, including exclusion and expulsion, only if the pupil's conduct endangers the pupil or other pupils, or surrounding persons, including school district employees.

**EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and later.

Sec. 10. Minnesota Statutes 2016, section 121A.47, subdivision 2, is amended to read:

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

~~(a)~~ (1) be served upon the pupil and the pupil's parent or guardian personally or by mail;

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

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

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

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

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

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

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

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

~~(3)~~ (iii) present evidence; and

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

**EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and later.

Sec. 11. Minnesota Statutes 2016, section 121A.47, subdivision 13, is amended to read:

Subd. 13. **Basis of school board decision; opportunity for comment.** The school board shall base its decision upon the recommendation of the hearing officer or school board member or committee and shall render its decision at a meeting held within five days after receiving the recommendation. The school board ~~may~~ must provide the parties with the opportunity to present exceptions, the student's perspective, and comments to the hearing officer's recommendations provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must:

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

(2) be in writing, ~~and must~~;

(3) explain the grounds for excluding or expelling the pupil instead of imposing nonexclusionary disciplinary policies and practices under section 121A.41, subdivision 13; and

(4) state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the commissioner of education of the basis and reason for the decision.

Sec. 12. Minnesota Statutes 2016, section 121A.47, subdivision 14, is amended to read:

Subd. 14. ~~Admission or readmission~~ **Re-engagement plan.** (a) An exclusion or expulsion must include a re-engagement plan. A school administrator, after making efforts to contact and solicit input from the affected pupil's parent or guardian, and in consultation with the affected pupil's teachers, shall prepare and enforce an admission or readmission a re-engagement plan for any pupil who is excluded or expelled from school. The plan may include measures to improve the pupil's behavior, including completing a character education program, consistent with section 120B.232, subdivision 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the pupil of not improving the pupil's behavior must address the factors and other circumstances leading to the pupil's exclusion or expulsion.

(b) ~~The definition of suspension under section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. A readmission re-engagement plan must be consistent with section 121A.46, subdivision 6, and provide, where appropriate, alternative education services, which must not be used to extend the student's pupil's current suspension dismissal period. Consistent with section 125A.091, subdivision 5, a readmission re-engagement plan must not obligate a parent or~~



guardian to provide psychotropic drugs to their ~~student~~ pupil as a condition of readmission. School officials must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their ~~student~~ pupil or to consent to a psychiatric evaluation, screening, or examination of the ~~student~~ pupil as a ground, by itself, to prohibit the ~~student~~ pupil from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect or medical or educational neglect.

(c) School districts and charter schools must provide teachers, school administrators, other licensed professionals working with pupils, school board members, and school resource officers with professional development opportunities to acquire and improve the knowledge and skills needed to effectively implement nonexclusionary disciplinary policies and practices and alternative educational services.

**EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and later.

Sec. 13. Minnesota Statutes 2016, section 121A.53, is amended to read:

**121A.53 REPORT TO COMMISSIONER OF EDUCATION.**

Subdivision 1. **Exclusions and expulsions; physical assaults.** (a) Consistent with subdivision 2, the school board must ~~report through use~~ use the department electronic reporting system to report to the commissioner each exclusion or expulsion and each physical assault of a district employee by a ~~student~~ pupil and each verbal or written agreement of a parent or guardian to withdraw a pupil from the school or district instead of having the pupil excluded or expelled within 30 days of the effective date of the dismissal action or assault ~~to the commissioner of education~~. This report must ~~include a statement of alternative educational services, or other sanction, intervention, or resolution in response to the assault given the pupil and the reason for,~~ identify:

(1) the pupil's behavior leading to the discipline;

(2) the nonexclusionary interventions and strategies used;

(3) any attempts to provide the pupil with alternative education services before excluding or expelling the pupil;

(4) the reasons the nonexclusionary disciplinary policies and practices and alternative services were ineffective;

(5) the effective date, and of the disciplinary action;

(6) the duration of the exclusion or expulsion or other sanction, intervention, or resolution;

(7) any exclusion or expulsion decision that was reversed on appeal; and

(8) whether a law enforcement agency or a school resource officer participated in the discipline or whether a referral was made to a law enforcement agency or school resource officer.

The report must also include ~~the student's age, grade, gender, race,~~ disaggregated student data consistent with section 120B.35, subdivision 3, paragraph (a), clause (2), whether a law enforcement agency or a school resource officer participated in disciplining the pupil or a referral to a law enforcement agency or school resource officer was made, and the special education status of the pupil.

Subd. 2. **Report to include both pupil dismissals from school and removals from class; annual publication required.** (a) Consistent with the requirements under subdivision 1, the school board must report the pupils removed from class, the reason for removal, and the date and length of the removal and must include state ~~student~~ pupil identification numbers of affected pupils on all state-required removal and dismissal and other disciplinary reports ~~required by the department~~. The department must report annually to the commissioner summary data on the number of pupil removals, dismissals, and physical assaults of district employees by a student by ~~age, grade, gender, race, and special education status of the affected pupils~~ the categories in section 120B.35, subdivision 3, paragraph (a), clause (2), and whether a law enforcement agency or a school resource officer participated in disciplining the pupil or a referral to a law enforcement agency or school resource officer was made. The school board must submit all removal, dismissal, and other disciplinary reports ~~must be submitted~~ through the department electronic reporting system.

(b) The commissioner must aggregate the district data reported under this section and include the aggregated data, including aggregated data on physical assaults of a district employee by a student, in the annual school performance reports under section 120B.36.

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

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

11.1 **EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and later.

11.2 Sec. 14. Minnesota Statutes 2016, section 121A.55, is amended to read:

11.3 **121A.55 POLICIES TO BE ESTABLISHED.**

11.4 (a) The commissioner of education shall promulgate guidelines to assist each school  
11.5 board. Each school board shall establish uniform criteria for dismissal and adopt written  
11.6 policies and rules to effectuate the purposes of sections 121A.40 to 121A.56. The policies  
11.7 ~~shall emphasize preventing dismissals through early detection of problems and shall~~ must  
11.8 be designed to ~~address students'~~ be designed to address students'

11.9 (1) encourage use of nonexclusionary disciplinary policies and practices before removing  
11.10 pupils from class or dismissing pupils from school except where the pupil's conduct endangers  
11.11 the pupil or other pupils, or surrounding persons;

11.12 (2) prevent pupils' inappropriate behavior from recurring;

11.13 (3) re-engage and reconnect pupils with school and learning, including pupils who were  
11.14 dismissed from school;

11.15 (4) engender positive pupil behavior;

11.16 (5) encourage pupils to learn from and overcome their inappropriate behavior;

11.17 (6) give educators and other school officials discretion to determine appropriate pupil  
11.18 discipline based on a pupil's individual capabilities and circumstances; and

11.19 (7) keep pupils in class and school in order to graduate from secondary school and  
11.20 become career and college ready.

11.21 (b) The policies shall recognize the continuing responsibility of the school for the  
11.22 education of providing alternative education services to the pupil during the dismissal period  
11.23 and during any prescribed period when a parent or guardian voluntarily agrees to withdraw  
11.24 the pupil as an alternative to dismissal. The alternative educational services, if the pupil  
11.25 wishes to take advantage of them, must be adequate to allow the pupil to make progress  
11.26 towards meeting the graduation standards adopted under section 120B.02 and help prepare  
11.27 the pupil for readmission and re-engagement. The school or district, in collaboration with  
11.28 the affected parent or guardian to the extent practicable with efforts documented, must have  
11.29 a re-engagement plan for each pupil subject to discipline who is dismissed or transferred  
11.30 from and subsequently returns to the school or district.

11.31 ~~(b)~~ (c) A school board or an area learning center under section 123A.05 may not prohibit  
11.32 an expelled or excluded pupil from enrolling solely because a district expelled or excluded

12.1 the pupil. The board of the area learning center may use the provisions of the Pupil Fair  
12.2 Dismissal Act to exclude a pupil or to require an admission plan.

12.3 ~~(e)~~ (d) Each school district shall develop a policy ~~and~~ on the use of school resource  
12.4 officers before contracting with a police department that employs a school resource officer.  
12.5 The policy must state the role of the officer, the appropriate use of the officer, actions  
12.6 prohibited for officers, and the proper use of crisis teams during pupil discipline and removal  
12.7 procedures. Each district must report it to the commissioner on the district's or charter  
12.8 school's policy and its appropriate use of peace and school resource officers and crisis teams  
12.9 to remove students who have an individualized education program from school grounds  
12.10 pupils. The district must transmit to the commissioner and make public a copy of the policy  
12.11 developed under this paragraph.

12.12 **EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and later.

12.13 Sec. 15. **[121A.555] STUDENT INCLUSION GRANTS.**

12.14 Subdivision 1. Professional development grants. The commissioner must award grants  
12.15 to applicant school districts and charter schools to provide professional development  
12.16 opportunities to teachers, school administrators, other licensed school professionals, school  
12.17 board members, school resource officers, and other district staff to implement the Pupil Fair  
12.18 Dismissal Act under sections 121A.40 to 121A.56 and related pupil discipline law.

12.19 Subd. 2. Use of funds. School districts and charter schools that submit an application  
12.20 and receive funding under this section must use the funding to provide teachers,  
12.21 administrators, board members, and other staff with professional development opportunities  
12.22 that enable them to:

12.23 (1) create a positive school culture;

12.24 (2) prevent and address pupil misconduct;

12.25 (3) comply with applicable pupil discipline laws and rules;

12.26 (4) use effective classroom management and problem-solving strategies and conflict  
12.27 resolution inside and outside the classroom;

12.28 (5) understand the adverse consequences of dismissing pupils and involving them with  
12.29 the juvenile justice and adult criminal justice systems; and

12.30 (6) explore alternative strategies such as restorative practices, peer mediation, positive  
12.31 behavioral interventions and supports, culturally responsive discipline, and developmentally  
12.32 appropriate discipline that fosters positive, healthy, and productive school climates.

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

13.2 Sec. 16. Minnesota Statutes 2016, section 121A.61, is amended to read:

13.3 **121A.61 DISCIPLINE AND REMOVAL OF ~~STUDENTS~~ PUPILS FROM CLASS.**

13.4 Subdivision 1. **Required policy.** Each school board and charter school must adopt a  
 13.5 written districtwide and charter networkwide school discipline policy which includes written  
 13.6 rules of conduct for ~~students~~, ~~minimum consequences for violations of the rules~~, pupils and  
 13.7 grounds and procedures for ~~removal of~~ removing a student pupil from class. The board must  
 13.8 develop the policy ~~must be developed~~ in consultation with administrators, teachers,  
 13.9 employees, pupils, parents, community members, ~~law enforcement agencies, county attorney~~  
 13.10 ~~offices~~, social service agencies, and such other individuals or organizations as the board  
 13.11 determines appropriate. A school site council may adopt additional provisions to the policy  
 13.12 subject to the approval of the school board.

13.13 Subd. 2. **Grounds for removal from class.** The policy must establish the various grounds  
 13.14 for which a ~~student~~ pupil may be removed from a class in the district for a period of time  
 13.15 under the procedures specified in the policy and establish a protocol for notifying the  
 13.16 commissioner, consistent with section 121A.53. The policy must include a procedure for  
 13.17 notifying and meeting with a ~~student's~~ pupil's parent or guardian within 30 days after a pupil  
 13.18 is removed from class to discuss the problem ~~that is causing the student to be removed~~  
 13.19 pupil's removal from class ~~after the student has been removed from class more than ten~~  
 13.20 ~~times in one school year~~ and to foster communication between the pupil's family and the  
 13.21 school to help the pupil remain in the classroom and succeed in school. The grounds in the  
 13.22 policy must include address at least ~~the following provisions as well as other grounds~~  
 13.23 ~~determined appropriate by the board:~~

13.24 ~~(a)~~ (1) willful conduct that significantly disrupts the rights of others to an education,  
 13.25 including conduct that interferes with a teacher's ability to teach or communicate effectively  
 13.26 with students in a class or with the ability of other students to learn;

13.27 ~~(b)~~ (2) willful conduct that endangers surrounding persons, including school district  
 13.28 employees, the student or other students, ~~or the property of the school;~~ and

13.29 ~~(c)~~ (3) willful violation of any rule of conduct specified in the discipline policy adopted  
 13.30 by the board.

13.31 Subd. 3. **Policy components.** The policy must at least include ~~at least the following~~  
 13.32 ~~components:~~

- 14.1 ~~(a)~~ (1) rules governing ~~student~~ pupil conduct and procedures for informing ~~students~~  
 14.2 pupils of the rules;
- 14.3 ~~(b)~~ (2) the grounds for ~~removal of~~ removing a ~~student~~ pupil from a class;
- 14.4 ~~(c)~~ (3) the authority of the classroom teacher to remove ~~students~~ pupils from the classroom  
 14.5 ~~pursuant to~~ in accordance with the procedures and rules ~~established~~ in the district's policy;
- 14.6 ~~(d)~~ (4) the procedures for ~~removal of a student from a class by~~ a teacher, school  
 14.7 administrator, or other school district employee to remove a pupil from a class;
- 14.8 ~~(e)~~ (5) student rights and notification of rights including the right to:
- 14.9 (i) an advocate;
- 14.10 (ii) not self-incriminate; and
- 14.11 (iii) a subsequent meeting with a parent, guardian, or adult advocate;
- 14.12 (6) the period of time for which a ~~student~~ pupil may be removed from a class, which  
 14.13 ~~may must~~ not exceed ~~five~~ two class periods for ~~a violation of~~ violating a rule of conduct;
- 14.14 ~~(f)~~ (7) provisions relating to the responsibility for and custody of a ~~student~~ pupil removed  
 14.15 from a class;
- 14.16 ~~(g)~~ (8) the procedures for ~~return of a student~~ pupil to return to the specified class from  
 14.17 which the ~~student has been~~ pupil was removed;
- 14.18 ~~(h)~~ (9) the procedures for notifying a ~~student~~ pupil and the ~~student's~~ pupil's parents or  
 14.19 guardian of violations of the rules of conduct ~~and of~~ resulting in disciplinary actions and  
 14.20 soliciting parents' participation in creating a plan to help the pupil remain in the classroom  
 14.21 and succeed in school;
- 14.22 ~~(i)~~ (10) any procedures determined appropriate for ~~encouraging early involvement of~~  
 14.23 involving parents or guardians in preventive attempts to improve a ~~student's~~ pupil's behavior;
- 14.24 ~~(j)~~ (11) any procedures determined appropriate for encouraging early detection of  
 14.25 behavioral problems;
- 14.26 ~~(k)~~ (12) any procedures determined appropriate for referring a ~~student~~ pupil in need of  
 14.27 special education services to those services;
- 14.28 ~~(l)~~ (13) the procedures for ~~consideration of~~ considering whether ~~there is a need for a~~ to  
 14.29 further assessment assess a pupil with a disability or ~~of whether there is a need for a review~~  
 14.30 ~~of the adequacy of~~ a current individualized education program of a ~~student~~ pupil with a  
 14.31 disability who is removed from class is adequate;

15.1 ~~(m) (14)~~ procedures for detecting and addressing chemical abuse problems of a ~~student~~  
15.2 pupil while on the school premises;

15.3 ~~(n) the minimum consequences for violations of the code of conduct;~~

15.4 ~~(o) (15)~~ procedures for immediate and appropriate interventions tied to code violations  
15.5 ~~of the code;~~

15.6 ~~(p) a provision that states that a teacher, school employee, school bus driver, or other~~  
15.7 ~~agent of a district may use reasonable force in compliance with section 121A.582 and other~~  
15.8 ~~laws;~~

15.9 ~~(q) (16)~~ an agreement ~~regarding procedures~~ to coordinate crisis services to the extent  
15.10 funds are available with the county board responsible for implementing sections 245.487  
15.11 to 245.4889 for ~~students~~ pupils with a serious emotional disturbance or other ~~students~~ pupils  
15.12 who have an individualized education program whose behavior may be addressed by crisis  
15.13 intervention; and

15.14 ~~(r) (17)~~ a provision that states a ~~student~~ pupil must be removed from class immediately  
15.15 if the ~~student~~ pupil engages in assault or violent behavior. For purposes of this paragraph,  
15.16 "assault" has the meaning given it in section 609.02, subdivision 10. The removal shall be  
15.17 for a period of time deemed appropriate by the principal, in consultation with the teacher.

15.18 **EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and later.

15.19 Sec. 17. Minnesota Statutes 2016, section 121A.64, is amended to read:

15.20 **121A.64 NOTIFICATION; TEACHERS' LEGITIMATE EDUCATIONAL**  
15.21 **INTEREST.**

15.22 ~~(a) A classroom teacher has a legitimate educational interest in knowing which students~~  
15.23 ~~placed in the teacher's classroom have a history of violent behavior, including any~~  
15.24 ~~documented physical assault of a district employee by the student, and must be notified~~  
15.25 ~~before such students are placed in the teacher's classroom.~~

15.26 ~~(b)~~ Representatives of the school board and the exclusive representative of the teachers  
15.27 shall discuss issues related to the model policy on student records adopted under Laws 1999,  
15.28 chapter 241, article 9, section 50, and any modifications adopted under Laws 2003, First  
15.29 Special Session chapter 9, for notifying classroom teachers and other school district  
15.30 employees having a legitimate educational interest in knowing about students with a history  
15.31 of violent behavior, including any documented willful physical assault of a district employee  
15.32 by students placed in classrooms. The representatives of the school board and the exclusive

16.1 representative of the teachers also may discuss the need for intervention services or conflict  
16.2 resolution or training for staff related to placing students with a history of violent behavior  
16.3 in teachers' classrooms.

16.4 Sec. 18. Minnesota Statutes 2016, section 121A.67, is amended by adding a subdivision  
16.5 to read:

16.6 Subd. 3. **Parent notification.** A school administrator must make and document efforts  
16.7 to immediately contact the parent or guardian of a pupil removed by a peace or school  
16.8 resource officer from a classroom, school building, or school grounds unless such notice is  
16.9 specifically prohibited by law.

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

16.11 Sec. 19. Minnesota Statutes 2016, section 122A.42, is amended to read:

16.12 **122A.42 GENERAL CONTROL OF SCHOOLS.**

16.13 (a) The teacher of record shall have the general control and government of the school  
16.14 and classroom. When more than one teacher is employed in any district, one of the teachers  
16.15 may be designated by the board as principal and shall have the general control and  
16.16 supervision of the schools of the district, subject to the general supervisory control of the  
16.17 board and other officers.

16.18 (b) Absent a school or district classroom removal policy and consistent with paragraph  
16.19 (a), the teacher may remove ~~students~~ a pupil from class under section 121A.61, subdivision  
16.20 2, ~~for violent or disruptive conduct~~ for behavior that is grounds for dismissal under section  
16.21 121A.45, subdivision 2.

16.22 **EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and later.

16.23 Sec. 20. Minnesota Statutes 2016, section 122A.60, subdivision 1a, is amended to read:

16.24 Subd. 1a. **Effective staff development activities.** (a) Staff development activities must:

16.25 (1) focus on the school classroom and nonexclusionary disciplinary policies and practices  
16.26 to keep students in the classroom and in school and on research-based strategies that improve  
16.27 student learning;

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



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

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

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

17.7 (6) provide opportunities to build professional relationships, foster collaboration among  
17.8 principals and staff who provide instruction, and provide opportunities for teacher-to-teacher  
17.9 mentoring;

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

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

17.17 (9) provide opportunities for staff to learn about current workforce trends, the connections  
17.18 between workforce trends and postsecondary education, and training options, including  
17.19 career and technical education options-; and

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

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

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

18.1 Sec. 21. Minnesota Statutes 2016, section 123B.147, subdivision 3, is amended to read:

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

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

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

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

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

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

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

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

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

(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

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

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.

**EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and later.

Sec. 22. Minnesota Statutes 2016, section 124E.11, is amended to read:

**124E.11 ADMISSION REQUIREMENTS AND ENROLLMENT.**

(a) A charter school may limit admission to:

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

(2) pupils who are eligible to participate in the graduation incentives program under section 124D.68; or

(3) residents of a specific geographic area in which the school is located when the majority of students served by the school are members of underserved populations.

(b) A charter school shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. The charter school must develop and publish, including on its Web site, a lottery policy and process that it must use when accepting pupils by lot.

(c) A charter school shall give enrollment preference to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's staff before accepting other pupils by lot. A charter school that is located in Duluth township in St. Louis County and admits students in kindergarten through grade 6 must give enrollment preference to students residing within a five-mile radius of the school and to the siblings of enrolled children. A charter school may give enrollment preference to children currently enrolled in the school's free preschool or prekindergarten program under section 124E.06, subdivision 3, paragraph (a), who are eligible to enroll in kindergarten in the next school year.

(d) A person shall not be admitted to a charter school (1) as a kindergarten pupil, unless the pupil is at least five years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences; or (2) as a first grade student, unless the pupil is at least six years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences or has completed kindergarten; except that a charter school may establish and publish on its Web site a policy for admission of selected pupils at an earlier age, consistent with the enrollment process in paragraphs (b) and (c).

(e) Except as permitted in paragraph (d), a charter school may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability and may not establish any criteria or requirements for admission that are inconsistent with this section.

(f) The charter school shall not distribute any services or goods of value to students, parents, or guardians as an inducement, term, or condition of enrolling a student in a charter school.

(g) Once a student is enrolled in the school, the student is considered enrolled in the school until the student formally withdraws or is expelled under the Pupil Fair Dismissal Act in sections 121A.40 to 121A.56. A charter school is subject to and must comply with the Pupil Fair Dismissal Act, sections 121A.40 to 121A.56, and other provisions in chapter 121A governing pupil behavior and discipline.

(h) A charter school with at least 90 percent of enrolled students who are eligible for special education services and have a primary disability of deaf or hard-of-hearing may enroll prekindergarten pupils with a disability under section 126C.05, subdivision 1, paragraph (a), and must comply with the federal Individuals with Disabilities Education Act under Code of Federal Regulations, title 34, section 300.324, subsection (2), clause (iv).

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

## Sec. 23. **APPROPRIATIONS.**

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

Subd. 2. Student inclusion grants. For grants to school districts and charter schools for professional development under Minnesota Statutes, section 121A.555:

- 21.1

\$

.....

.....

2018
- 21.2

\$

.....

.....

2019
- 21.3

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