

SENATE
STATE OF MINNESOTA
NINETY-SECOND SESSION

S.F. No. 3804

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DATE	D-PG	OFFICIAL STATUS
03/07/2022	5236	Introduction and first reading Referred to Education Finance and Policy
03/09/2022	5266	Author added Rarick
03/10/2022	5290	Author added Kunesh

1.1 A bill for an act

1.2 relating to education; strengthening the Increase Teachers of Color Act; seeking

1.3 to increase the percentage of teachers of color and American Indian teachers in

1.4 Minnesota; amending the world's best workforce requirements; requiring reports;

1.5 appropriating money; amending Minnesota Statutes 2020, sections 120B.11,

1.6 subdivisions 1, 2, 3; 121A.031, subdivision 6; 122A.183, subdivision 1; 122A.184,

1.7 subdivision 1; 122A.185, subdivision 1; 122A.40, subdivision 5; 122A.41,

1.8 subdivision 2; 122A.635; 123B.147, subdivision 3; 124D.861, subdivision 2;

1.9 Minnesota Statutes 2021 Supplement, section 122A.70; Laws 2021, First Special

1.10 Session chapter 13, article 3, sections 7, subdivisions 4, 6; 8, subdivision 2;

1.11 proposing coding for new law in Minnesota Statutes, chapters 120B; 121A; 124D.

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

1.13 Section 1. Minnesota Statutes 2020, section 120B.11, subdivision 1, is amended to read:

1.14 Subdivision 1. **Definitions.** For the purposes of this section and section 120B.10, the

1.15 following terms have the meanings given them.

1.16 (a) "Instruction" means methods of providing learning experiences that enable a student

1.17 to meet state and district academic standards and graduation requirements including applied

1.18 and experiential learning.

1.19 (b) "Curriculum" means district or school adopted programs and written plans for

1.20 providing students with learning experiences that lead to expected knowledge and skills

1.21 and career and college readiness.

1.22 (c) "World's best workforce" means striving to: meet school readiness goals; have all

1.23 third grade students achieve grade-level literacy; close the academic achievement gap among

1.24 all racial and ethnic groups of students and between students living in poverty and students

2.1 not living in poverty; have all students attain career and college readiness before graduating
 2.2 from high school; and have all students graduate from high school.

2.3 (d) "Experiential learning" means learning for students that includes career exploration
 2.4 through a specific class or course or through work-based experiences such as job shadowing,
 2.5 mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative
 2.6 work experience, youth apprenticeship, or employment.

2.7 (e) "Ethnic studies curriculum" means the critical and interdisciplinary study of race,
 2.8 ethnicity, and indigeneity with a focus on the experiences and perspectives of People of
 2.9 Color within and beyond the United States. Ethnic studies analyzes the ways in which race
 2.10 and racism have been and continue to be powerful social, cultural, and political forces, and
 2.11 the connection of race to the stratification of other groups, including stratification based on
 2.12 gender, class, sexual orientation, gender identity, and legal status. The ethnic studies
 2.13 curriculum may be integrated in existing curricular opportunities or provided through
 2.14 additional curricular offerings.

2.15 (f) "Antiracist" means actively working to identify and eliminate racism in all forms so
 2.16 that power and resources are redistributed and shared equitably among racial groups.

2.17 (g) "Culturally sustaining" means integrating content and practices that infuse the culture
 2.18 and language of Black, Indigenous, and People of Color communities who have been and
 2.19 continue to be harmed and erased through schooling.

2.20 (h) "Institutional racism" means structures, policies, and practices within and across
 2.21 institutions that produce outcomes that chronically favor white people and disadvantage
 2.22 those who are Black, Indigenous, and People of Color.

2.23 Sec. 2. Minnesota Statutes 2020, section 120B.11, subdivision 2, is amended to read:

2.24 Subd. 2. **Adopting plans and budgets.** A school board, at a public meeting, ~~shall~~ must
 2.25 adopt a comprehensive, long-term strategic plan to support and improve teaching and
 2.26 learning that is aligned with creating the world's best workforce and includes:

2.27 (1) clearly defined district and school site goals and benchmarks for instruction and
 2.28 student achievement for all student subgroups identified in section 120B.35, subdivision 3,
 2.29 paragraph (b), clause (2);

2.30 (2) a process to: assess and evaluate each student's progress toward meeting state and
 2.31 local academic standards; assess and identify students to participate in gifted and talented
 2.32 programs and accelerate their instruction, ~~and~~; adopt early-admission procedures consistent
 2.33 with section 120B.15; assess ethnic studies curriculum needs to determine priorities for

3.1 integrating ethnic studies into existing courses or developing new courses; and identifying
 3.2 identify the strengths and weaknesses of instruction in pursuit of student and school success
 3.3 and curriculum affecting students' progress and growth toward career and college readiness
 3.4 and leading to the world's best workforce;

3.5 (3) a system to periodically review and evaluate the effectiveness of all instruction and
 3.6 curriculum, including ethnic studies curriculum, taking into account strategies and best
 3.7 practices, student outcomes, school principal evaluations under section 123B.147, subdivision
 3.8 3, students' access to effective teachers who are members of populations underrepresented
 3.9 among the licensed teachers in the district or school and who reflect the diversity of enrolled
 3.10 students under section 120B.35, subdivision 3, paragraph (b), clause (2), and teacher
 3.11 evaluations under section 122A.40, subdivision 8, or 122A.41, subdivision 5;

3.12 (4) strategies for improving instruction, curriculum, and student achievement, including:

3.13 (i) the English and, where practicable, the native language development and the academic
 3.14 achievement of English learners; and

3.15 (ii) access to ethnic studies curriculum using culturally responsive methodologies for
 3.16 all learners;

3.17 (5) a process to examine the equitable distribution of teachers and strategies to ensure
 3.18 children in low-income and minority children families, children in families of People of
 3.19 Color, and children in American Indian families are not taught at higher rates than other
 3.20 children by inexperienced, ineffective, or out-of-field teachers;

3.21 (6) education effectiveness practices that:

3.22 (i) integrate high-quality instruction, rigorous curriculum, technology, and curriculum
 3.23 that is rigorous, accurate, antiracist, and culturally sustaining;

3.24 (ii) ensure learning and work environments validate, affirm, embrace, and integrate
 3.25 cultural and community strengths for all students, families, and employees; and

3.26 (iii) provide a collaborative professional culture that develops and supports seeks to
 3.27 retain qualified, racially and ethnically diverse staff effective at working with diverse students
 3.28 while developing and supporting teacher quality, performance, and effectiveness; and

3.29 (7) an annual budget for continuing to implement the district plan.; and

3.30 (8) identifying a list of suggested and required materials, resources, sample curricula,
 3.31 and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the
 3.32 diversity of the state of Minnesota.

4.1 **EFFECTIVE DATE.** This section is effective for all strategic plans reviewed and
4.2 updated after June 30, 2023.

4.3 Sec. 3. Minnesota Statutes 2020, section 120B.11, subdivision 3, is amended to read:

4.4 Subd. 3. **District advisory committee.** Each school board ~~shall~~ must establish an advisory
4.5 committee to ensure active community participation in all phases of planning and improving
4.6 the instruction and curriculum affecting state and district academic standards, consistent
4.7 with subdivision 2. A district advisory committee, to the extent possible, ~~shall~~ must reflect
4.8 the diversity of the district and its school sites, include teachers, parents, support staff,
4.9 students, and other community residents, and provide translation to the extent appropriate
4.10 and practicable. The district advisory committee ~~shall~~ must pursue community support to
4.11 accelerate the academic and native literacy and achievement of English learners with varied
4.12 needs, from young children to adults, consistent with section 124D.59, subdivisions 2 and
4.13 2a. The district may establish site teams as subcommittees of the district advisory committee
4.14 under subdivision 4. The district advisory committee ~~shall~~ must recommend to the school
4.15 board: rigorous academic standards; student achievement goals and measures consistent
4.16 with subdivision 1a and sections 120B.022, subdivisions 1a and 1b, and 120B.35; district
4.17 assessments; means to improve students' equitable access to effective and more diverse
4.18 teachers; strategies to ensure the curriculum is rigorous, accurate, antiracist, and culturally
4.19 sustaining; strategies to ensure that curriculum and learning and work environments validate,
4.20 affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic
4.21 groups; and program evaluations. School sites may expand upon district evaluations of
4.22 instruction, curriculum, assessments, or programs. Whenever possible, parents and other
4.23 community residents ~~shall~~ must comprise at least two-thirds of advisory committee members.

4.24 Sec. 4. **[120B.113] CLOSING EDUCATIONAL OPPORTUNITY GAPS GRANTS.**

4.25 Subdivision 1. **Grant program established.** The commissioner of education must
4.26 establish a grant program to support implementation of world's best workforce strategies
4.27 under section 120B.11, subdivision 2, clauses (4) and (6), and collaborative efforts that
4.28 address opportunity gaps resulting from curricular, environmental, and structural inequities
4.29 in schools experienced by students, families, and staff who are of color or who are American
4.30 Indian.

4.31 Subd. 2. **Definitions.** (a) For purposes of this section, the following terms have the
4.32 meanings given.

5.1 (b) "Antiracist" means actively working to identify and eliminate racism in all forms so
 5.2 that power and resources are redistributed and shared equitably among racial groups.

5.3 (c) "Curricular" means curriculum resources used and content taught as well as access
 5.4 to levels of coursework or types of learning opportunities.

5.5 (d) "Environmental" means relating to the climate and culture of a school.

5.6 (e) "Equitable" means fairness by providing curriculum, instruction, support, and other
 5.7 resources for learning based on the needs of individual students and groups of students to
 5.8 succeed at school rather than treating all students the same despite the students having
 5.9 different needs.

5.10 (f) "Institutional racism" means policies and practices within and across institutions that
 5.11 produce outcomes that chronically favor white people and disadvantage those who are
 5.12 Black, Indigenous, and People of Color.

5.13 (g) "Opportunity gap" means the inequitable distribution of resources that impacts
 5.14 inequitable opportunities that contribute to or perpetuate learning gaps for certain groups
 5.15 of students.

5.16 (h) "Structural" means relating to the organization and systems of a school that have
 5.17 been created to manage a school.

5.18 Subd. 3. **Applications and grant awards.** The commissioner must determine application
 5.19 procedures and deadlines, select districts and charter schools to participate in the grant
 5.20 program, and determine the award amount and payment process of the grants. To the extent
 5.21 that there are sufficient applications, the commissioner must award an approximately equal
 5.22 number of grants between districts in greater Minnesota and those in the Twin Cities
 5.23 metropolitan area. If there are an insufficient number of applications received for either
 5.24 geographic area, then the commissioner may award grants to meet the requests for funds
 5.25 wherever a district is located.

5.26 Subd. 4. **Description.** The grant program must provide funding that supports collaborative
 5.27 efforts that close opportunity gaps by:

5.28 (1) ensuring school environments and curriculum validate, affirm, embrace, and integrate
 5.29 cultural and community strengths of students, families, and employees from all racial and
 5.30 ethnic backgrounds; and

5.31 (2) addressing institutional racism with equitable school policies, structures, practices,
 5.32 and curricular offerings, consistent with the requirements for long-term plans under section
 5.33 124D.861, subdivision 2, paragraph (c).

6.1 Subd. 5. **Report.** Grant recipients must annually report to the commissioner by a date
6.2 and in a form and manner determined by the commissioner on efforts planned and
6.3 implemented that engaged students, families, educators, and community members of diverse
6.4 racial and ethnic backgrounds in making improvements to school climate and curriculum.
6.5 The report must assess the impact of those efforts as perceived by racially and ethnically
6.6 diverse stakeholders, and must identify any areas needed for further continuous improvement.
6.7 The commissioner must publish a report for the public summarizing the activities of grant
6.8 recipients and what was done to promote sharing of effective practices among grant recipients
6.9 and potential grant applicants.

6.10 **EFFECTIVE DATE.** This section is effective July 1, 2022.

6.11 Sec. 5. **[120B.117] INCREASING PERCENTAGE OF TEACHERS OF COLOR**
6.12 **AND AMERICAN INDIAN TEACHERS IN MINNESOTA.**

6.13 Subdivision 1. **Purpose.** This section sets short-term and long-term attainment goals for
6.14 increasing the percentage of teachers of color and who are American Indian teachers in
6.15 Minnesota and for ensuring all students have equitable access to effective and racially and
6.16 ethnically diverse teachers who reflect the diversity of students. The goals and report required
6.17 under this section are important for meeting attainment goals for the world's best workforce
6.18 under section 120B.11, achievement and integration under section 124D.861, and higher
6.19 education attainment under section 135A.012, all of which have been established to close
6.20 persistent opportunity and achievement gaps that limit students' success in school and life
6.21 and impede the state's economic growth.

6.22 Subd. 2. **Equitable access to racially and ethnically diverse teachers.** The percentage
6.23 of teachers in Minnesota who are of color or who are American Indian should increase at
6.24 least two percentage points per year to have a teaching workforce that more closely reflects
6.25 the state's increasingly diverse student population and to ensure all students have equitable
6.26 access to effective and diverse teachers by 2040.

6.27 Subd. 3. **Rights not created.** The attainment goal in this section is not to the exclusion
6.28 of any other goals and does not confer a right or create a claim for any person.

6.29 Subd. 4. **Reporting.** Beginning in 2022 and every even-numbered year thereafter, the
6.30 Professional Educator Licensing and Standards Board must collaborate with the Department
6.31 of Education and the Office of Higher Education to publish a summary report of each of
6.32 the programs they administer and any other programs receiving state appropriations that
6.33 have or include an explicit purpose of increasing the racial and ethnic diversity of the state's
6.34 teacher workforce to more closely reflect the diversity of students. The report must include

7.1 programs under sections 122A.59, 122A.63, 122A.635, 122A.70, 122A.73, 124D.09,
 7.2 124D.861, 136A.1274, 136A.1276, and 136A.1791, along with any other programs or
 7.3 initiatives that receive state appropriations to address the shortage of teachers of color and
 7.4 American Indian teachers. The board must, in coordination with the Office of Higher
 7.5 Education and Department of Education, provide policy and funding recommendations
 7.6 related to state-funded programs to increase the recruitment, preparation, licensing, hiring,
 7.7 and retention of racially and ethnically diverse teachers and the state's progress toward
 7.8 meeting or exceeding the goals of this section. The report must include recommendations
 7.9 for state policy and funding needed to achieve the goals of this section, plans for sharing
 7.10 the report and activities of grant recipients, and opportunities among grant recipients of
 7.11 various programs to share effective practices with each other. The 2022 report must include
 7.12 a recommendation of whether a state advisory council should be established to address the
 7.13 shortage of racially and ethnically diverse teachers and what the composition and charge
 7.14 of such an advisory council would be if established. The board must consult with the Indian
 7.15 Affairs Council and other ethnic councils along with other community partners, including
 7.16 students of color and American Indian students, in developing the report. By November 1
 7.17 of each even-numbered year, the board must submit the report to the chairs and ranking
 7.18 minority members of the legislative committees with jurisdiction over education and higher
 7.19 education policy and finance. The report must be available to the public on the board's
 7.20 website.

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

7.22 **Sec. 6. [120B.25] CURRICULUM POLICY.**

7.23 A school board must adopt a written policy that prohibits discrimination or discipline
 7.24 for a teacher or principal on the basis of incorporating into curriculum contributions by
 7.25 persons in a federally protected class or protected class under section 363A.13, consistent
 7.26 with local collective bargaining agreements.

7.27 **Sec. 7.** Minnesota Statutes 2020, section 121A.031, subdivision 6, is amended to read:

7.28 **Subd. 6. State model policy.** (a) The commissioner, in consultation with the
 7.29 commissioner of human rights, shall develop and maintain a state model policy. A district
 7.30 or school that does not adopt and implement a local policy under subdivisions 3 to 5 must
 7.31 implement and may supplement the provisions of the state model policy. The commissioner
 7.32 must assist districts and schools under this subdivision to implement the state policy. The
 7.33 state model policy must:

8.1 (1) define prohibited conduct, consistent with this section;

8.2 (2) apply the prohibited conduct policy components in this section;

8.3 (3) for a child with a disability, whenever an evaluation by an individualized education
8.4 program team or a section 504 team indicates that the child's disability affects the child's
8.5 social skills development or the child is vulnerable to prohibited conduct because of the
8.6 child's disability, the child's individualized education program or section 504 plan may
8.7 address the skills and proficiencies the child needs to not engage in and respond to such
8.8 conduct; and

8.9 (4) encourage violence prevention and character development education programs under
8.10 section 120B.232, subdivision 1.

8.11 (b) The commissioner shall develop and post departmental procedures for:

8.12 (1) periodically reviewing district and school programs and policies for compliance with
8.13 this section;

8.14 (2) investigating, reporting, and responding to noncompliance with this section, which
8.15 may include an annual review of plans to improve and provide a safe and supportive school
8.16 climate; and

8.17 (3) allowing students, parents, and educators to file a complaint about noncompliance
8.18 with the commissioner.

8.19 (c) The commissioner must post on the department's website information indicating that
8.20 when districts and schools allow non-curriculum-related student groups access to school
8.21 facilities, the district or school must give all student groups equal access to the school
8.22 facilities regardless of the content of the group members' speech.

8.23 (d) The commissioner must develop and maintain resources to assist a district or school
8.24 in implementing strategies for creating a positive school climate and use evidence-based,
8.25 social-emotional learning to prevent and reduce discrimination and other improper conduct.

8.26 (e) The commissioner must develop and adopt state-level social-emotional learning
8.27 standards.

8.28 **Sec. 8. [121A.041] AMERICAN INDIAN MASCOTS PROHIBITED.**

8.29 Subdivision 1. **Prohibition.** (a) A public school may not have or adopt a name, symbol,
8.30 or image that depicts or refers to an American Indian Tribe, individual, custom, or tradition
8.31 to be used as a mascot, nickname, logo, letterhead, or team name of the district or school
8.32 within the district.

9.1 (b) A public school may seek an exemption to paragraph (a) by submitting a request in
9.2 writing to the Tribal Nations Education Committee and the Indian Affairs Council, which
9.3 jointly shall have discretion to grant such an exemption. A public school that has a mascot
9.4 prohibited by this section must request an exemption by January 1, 2023.

9.5 Subd. 2. **Definitions.** (a) For purposes of this section, the following terms have the
9.6 meanings given.

9.7 (b) "American Indian" means an individual who is:

9.8 (1) a member of an Indian Tribe or band, as membership is defined by the Tribe or band,
9.9 including:

9.10 (i) any Tribe or band terminated since 1940; and

9.11 (ii) any Tribe or band recognized by the state in which the Tribe or band resides;

9.12 (2) a descendant, in the first or second degree, of an individual described in clause (1);

9.13 (3) considered by the United States Secretary of the Interior to be an American Indian
9.14 for any purpose;

9.15 (4) an Eskimo, Aleut, or other Alaska Native; or

9.16 (5) a member of an organized federal American Indian group that received a grant under
9.17 the Indian Education Act of 1988 as in effect the day preceding October 20, 1994.

9.18 (c) "District" means a district under section 120A.05, subdivision 8.

9.19 (d) "Mascot" means any human, nonhuman animal, or object used to represent a school
9.20 and its population.

9.21 (e) "Public school" or "school" means a public school under section 120A.05, subdivisions
9.22 9, 11, 13, and 17, and a charter school under chapter 124E.

9.23 Sec. 9. Minnesota Statutes 2020, section 122A.183, subdivision 1, is amended to read:

9.24 Subdivision 1. **Requirements.** (a) The Professional Educator Licensing and Standards
9.25 Board must issue a Tier 3 license to a candidate who provides information sufficient to
9.26 demonstrate all of the following:

9.27 (1) the candidate meets the educational or professional requirements in paragraphs (b)
9.28 and (c);

9.29 (2) the candidate has obtained a passing score on the required licensure exams under
9.30 section 122A.185; and

10.1 (3) the candidate has completed the coursework required under subdivision 2.

10.2 (b) A candidate for a Tier 3 license must have a bachelor's degree to teach a class or
10.3 course outside a career and technical education or career pathways course of study.

10.4 (c) A candidate for a Tier 3 license must have one of the following credentials in a
10.5 relevant content area to teach a class or course in a career and technical education or career
10.6 pathways course of study:

10.7 (1) an associate's degree;

10.8 (2) a professional certification; or

10.9 (3) five years of relevant work experience.

10.10 In consultation with the governor's Workforce Development Board established under section
10.11 116L.665, the board must establish a list of qualifying certifications, and may add additional
10.12 professional certifications in consultation with school administrators, teachers, and other
10.13 stakeholders.

10.14 (d) The board must issue a Tier 3 license to a candidate who provides information
10.15 sufficient to demonstrate the following, regardless of whether the candidate meets other
10.16 requirements in this section:

10.17 (1) the candidate has completed a teacher preparation program from a culturally specific
10.18 Minority Serving Institution in the United States, such as Historically Black Colleges and
10.19 Universities, Tribal Colleges and Universities, or Hispanic-Serving Institutions, including
10.20 those in Puerto Rico, and is eligible for a teacher license in another state; or

10.21 (2) the candidate has completed a university teacher preparation program in another
10.22 country and has taught at least two years.

10.23 The candidate must have completed student teaching comparable to the student teaching
10.24 expectations in Minnesota.

10.25 Sec. 10. Minnesota Statutes 2020, section 122A.184, subdivision 1, is amended to read:

10.26 Subdivision 1. **Requirements.** The Professional Educator Licensing and Standards
10.27 Board must issue a Tier 4 license to a candidate who provides information sufficient to
10.28 demonstrate all of the following:

10.29 (1) the candidate meets all requirements for a Tier 3 license under section 122A.183,
10.30 and has completed a teacher preparation program under section 122A.183, subdivision 2,
10.31 clause (1) or (2);

11.1 (2) the candidate has at least three years of teaching experience in Minnesota or another
 11.2 state;

11.3 (3) the candidate has obtained a passing score on all required licensure exams under
 11.4 section 122A.185; and

11.5 (4) the candidate's most recent summative teacher evaluation did not result in placing
 11.6 or otherwise keeping the teacher in an improvement process pursuant to section 122A.40,
 11.7 subdivision 8, or 122A.41, subdivision 5.

11.8 Sec. 11. Minnesota Statutes 2020, section 122A.185, subdivision 1, is amended to read:

11.9 Subdivision 1. **Tests.** ~~(a) The Professional Educator Licensing and Standards Board~~
 11.10 ~~must adopt rules requiring a candidate to demonstrate a passing score on a board-adopted~~
 11.11 ~~examination of skills in reading, writing, and mathematics before being granted a Tier 4~~
 11.12 ~~teaching license under section 122A.184 to provide direct instruction to pupils in elementary,~~
 11.13 ~~secondary, or special education programs. Candidates may obtain a Tier 1, Tier 2, or Tier~~
 11.14 ~~3 license to provide direct instruction to pupils in elementary, secondary, or special education~~
 11.15 ~~programs if candidates meet the other requirements in section 122A.181, 122A.182, or~~
 11.16 ~~122A.183, respectively.~~

11.17 ~~(b)~~ (a) The board must adopt and revise rules requiring candidates applicants for Tier 3
 11.18 and Tier 4 licenses to pass an examination of general pedagogical knowledge and
 11.19 examinations of licensure field specific content: if the applicant has not completed a
 11.20 board-approved preparation program assuring that candidates from the program recommended
 11.21 for licensure meet content and pedagogy licensure standards in Minnesota. Candidates who
 11.22 have satisfactorily completed board-approved programs in Minnesota with required
 11.23 coursework and clinical field experiences that include learning opportunities and assessments
 11.24 aligned to content and pedagogy licensure standards are not additionally required to pass
 11.25 content and pedagogy exams for Tier 3 licensure. Applicants who have satisfactorily
 11.26 completed a preparation program in another state and passed licensure examinations in that
 11.27 state are not additionally required to pass similar examinations required in Minnesota. The
 11.28 content examination requirement does not apply if no relevant content exam exists.

11.29 ~~(e)~~ (b) Candidates for initial Tier 3 and Tier 4 licenses to teach elementary students must
 11.30 pass test items assessing the candidates' knowledge, skill, and ability in comprehensive,
 11.31 scientifically based reading instruction under section 122A.06, subdivision 4, knowledge
 11.32 and understanding of the foundations of reading development, development of reading
 11.33 comprehension and reading assessment and instruction, and the ability to integrate that

12.1 knowledge and understanding into instruction strategies under section 122A.06, subdivision
12.2 4.

12.3 (c) All testing centers in the state must provide monthly opportunities for untimed content
12.4 and pedagogy examinations. These opportunities must be advertised on the test registration
12.5 website. The board must require the exam vendor to provide other equitable opportunities
12.6 to pass exams, including: (1) waiving testing fees for test takers who qualify for federal
12.7 grants; (2) providing free, multiple, full-length practice tests for each exam and free,
12.8 comprehensive study guides on the test registration website; (3) making content and pedagogy
12.9 exams available in languages other than English for teachers seeking licensure to teach in
12.10 language immersion programs; and (4) providing free, detailed exam results analysis by
12.11 test objective to assist candidates who do not pass an exam in identifying areas for
12.12 improvement. Any candidate who has not passed a required exam after two attempts must
12.13 be allowed to retake the exam, including new versions of the exam, without being charged
12.14 an additional fee.

12.15 (d) The requirement to pass a board-adopted reading, writing, and mathematics skills
12.16 examination does not apply to nonnative English speakers, as verified by qualified Minnesota
12.17 school district personnel or Minnesota higher education faculty, who, after meeting the
12.18 content and pedagogy requirements under this subdivision, apply for a teaching license to
12.19 provide direct instruction in their native language or world language instruction under section
12.20 120B.022, subdivision 1.

12.21 **EFFECTIVE DATE.** This section is effective July 1, 2022.

12.22 Sec. 12. Minnesota Statutes 2020, section 122A.40, subdivision 5, is amended to read:

12.23 **Subd. 5. Probationary period.** (a) The first three consecutive years of a teacher's first
12.24 teaching experience in Minnesota in a single district is deemed to be a probationary period
12.25 of employment, and, the probationary period in each district in which the teacher is thereafter
12.26 employed shall be one year. The school board must adopt a plan for written evaluation of
12.27 teachers during the probationary period that is consistent with subdivision 8. Evaluation
12.28 must occur at least three times periodically throughout each school year for a teacher
12.29 performing services during that school year; the first evaluation must occur within the first
12.30 90 days of teaching service. Days devoted to parent-teacher conferences, teachers' workshops,
12.31 and other staff development opportunities and days on which a teacher is absent from school
12.32 must not be included in determining the number of school days on which a teacher performs
12.33 services. Except as otherwise provided in paragraph (b), during the probationary period any
12.34 annual contract with any teacher may or may not be renewed as the school board shall see

13.1 fit. However, the board must give any such teacher whose contract it declines to renew for
 13.2 the following school year written notice to that effect before July 1. If the teacher requests
 13.3 reasons for any nonrenewal of a teaching contract, the board must give the teacher its reason
 13.4 in writing, including a statement that appropriate supervision was furnished describing the
 13.5 nature and the extent of such supervision furnished the teacher during the employment by
 13.6 the board, within ten days after receiving such request. The school board may, after a hearing
 13.7 held upon due notice, discharge a teacher during the probationary period for cause, effective
 13.8 immediately, under section 122A.44.

13.9 (b) A board must discharge a probationary teacher, effective immediately, upon receipt
 13.10 of notice under section 122A.20, subdivision 1, paragraph (b), that the teacher's license has
 13.11 been revoked due to a conviction for child abuse or sexual abuse.

13.12 (c) A probationary teacher whose first three years of consecutive employment are
 13.13 interrupted for active military service and who promptly resumes teaching consistent with
 13.14 federal reemployment timelines for uniformed service personnel under United States Code,
 13.15 title 38, section 4312(e), is considered to have a consecutive teaching experience for purposes
 13.16 of paragraph (a).

13.17 (d) A probationary teacher whose first three years of consecutive employment are
 13.18 interrupted for maternity, paternity, or medical leave and who resumes teaching within 12
 13.19 months of when the leave began is considered to have a consecutive teaching experience
 13.20 for purposes of paragraph (a) if the probationary teacher completes a combined total of
 13.21 three years of teaching service immediately before and after the leave.

13.22 (e) A probationary teacher must complete at least 120 days of teaching service each year
 13.23 during the probationary period. Days devoted to parent-teacher conferences, teachers'
 13.24 workshops, and other staff development opportunities and days on which a teacher is absent
 13.25 from school do not count as days of teaching service under this paragraph.

13.26 (f) Notwithstanding any law to the contrary, a teacher who has taught for three
 13.27 consecutive years in a single school district or charter school in Minnesota or another state
 13.28 must serve a probationary period no longer than one year in a Minnesota school district.

13.29 **EFFECTIVE DATE.** This section is effective for collective bargaining agreements
 13.30 effective July 1, 2023, and thereafter.

13.31 Sec. 13. Minnesota Statutes 2020, section 122A.41, subdivision 2, is amended to read:

13.32 Subd. 2. **Probationary period; discharge or demotion.** (a) All teachers in the public
 13.33 schools in cities of the first class during the first three years of consecutive employment

14.1 shall be deemed to be in a probationary period of employment during which period any
14.2 annual contract with any teacher may, or may not, be renewed as the school board, after
14.3 consulting with the peer review committee charged with evaluating the probationary teachers
14.4 under subdivision 3, shall see fit. The school site management team or the school board if
14.5 there is no school site management team, shall adopt a plan for a written evaluation of
14.6 teachers during the probationary period according to subdivisions 3 and 5. Evaluation by
14.7 the peer review committee charged with evaluating probationary teachers under subdivision
14.8 3 shall occur at least three times periodically throughout each school year for a teacher
14.9 performing services during that school year; the first evaluation must occur within the first
14.10 90 days of teaching service. Days devoted to parent-teacher conferences, teachers' workshops,
14.11 and other staff development opportunities and days on which a teacher is absent from school
14.12 shall not be included in determining the number of school days on which a teacher performs
14.13 services. The school board may, during such probationary period, discharge or demote a
14.14 teacher for any of the causes as specified in this code. A written statement of the cause of
14.15 such discharge or demotion shall be given to the teacher by the school board at least 30
14.16 days before such removal or demotion shall become effective, and the teacher so notified
14.17 shall have no right of appeal therefrom.

14.18 (b) A probationary teacher whose first three years of consecutive employment are
14.19 interrupted for active military service and who promptly resumes teaching consistent with
14.20 federal reemployment timelines for uniformed service personnel under United States Code,
14.21 title 38, section 4312(e), is considered to have a consecutive teaching experience for purposes
14.22 of paragraph (a).

14.23 (c) A probationary teacher whose first three years of consecutive employment are
14.24 interrupted for maternity, paternity, or medical leave and who resumes teaching within 12
14.25 months of when the leave began is considered to have a consecutive teaching experience
14.26 for purposes of paragraph (a) if the probationary teacher completes a combined total of
14.27 three years of teaching service immediately before and after the leave.

14.28 (d) A probationary teacher must complete at least 120 days of teaching service each year
14.29 during the probationary period. Days devoted to parent-teacher conferences, teachers'
14.30 workshops, and other staff development opportunities and days on which a teacher is absent
14.31 from school do not count as days of teaching service under this paragraph.

14.32 (e) Notwithstanding any law to the contrary, a teacher who has taught for three
14.33 consecutive years in a single school district or charter school in Minnesota or another state
14.34 must serve a probationary period no longer than one year in a Minnesota school district.

15.1 **EFFECTIVE DATE.** This section is effective for collective bargaining agreements
 15.2 effective July 1, 2023, and thereafter.

15.3 Sec. 14. Minnesota Statutes 2020, section 122A.635, is amended to read:

15.4 **122A.635 COLLABORATIVE URBAN AND GREATER MINNESOTA**
 15.5 **EDUCATORS OF COLOR GRANT PROGRAM.**

15.6 Subdivision 1. **Establishment.** The Professional Educator Licensing and Standards
 15.7 Board must award competitive grants to increase the number of teacher candidates who are
 15.8 of color or who are American Indian, complete teacher preparation programs, and meet the
 15.9 requirements for a Tier 3 license under section 122A.183. Eligibility for a grant under this
 15.10 section is limited to public or private higher education institutions that offer a teacher
 15.11 preparation program approved by the Professional Educator Licensing and Standards Board.

15.12 Subd. 2. **Competitive grants.** (a) The Professional Educator Licensing and Standards
 15.13 Board must award competitive grants to a variety of higher education institution types under
 15.14 this section. The board must require an applicant institution to submit a plan describing how
 15.15 it would use grant funds to increase the number of teachers who are of color or who are
 15.16 American Indian, and must award grants based on the following criteria, listed in descending
 15.17 order of priority:

15.18 ~~(1) the number of teacher candidates being supported in the program who are of color~~
 15.19 ~~or who are American Indian;~~

15.20 ~~(2) (1) program outcomes, including graduation or program completion rates; and~~
 15.21 ~~licensure recommendation rates, and placement rates~~ for candidates who are of color or
 15.22 who are American Indian compared to all candidates enrolled in a teacher preparation
 15.23 program at the institution and, for each outcome measure, the number of those teacher
 15.24 candidates who are of color or who are American Indian; and

15.25 ~~(3) the percent of racially and ethnically diverse teacher candidates enrolled in the~~
 15.26 ~~institution compared to:~~

15.27 ~~(i) the total percent of students of color and American Indian students enrolled at the~~
 15.28 ~~institution, regardless of major; and~~

15.29 ~~(ii) the percent of underrepresented racially and ethnically diverse teachers in the~~
 15.30 ~~economic development region of the state where the institution is located and where a~~
 15.31 ~~shortage of diverse teachers exists, as reported under section 122A.091, subdivision 5.~~

16.1 (2) the extent to which an institution's plan is clear in describing how the institution
 16.2 would use grant funds for implementing explicit research-based practices to provide
 16.3 programmatic support to teacher candidates who are of color or who are American Indian.

16.4 Plans for grant funds may include:

16.5 (i) recruiting more racially and ethnically diverse candidates for admission to teacher
 16.6 preparation programs;

16.7 (ii) providing differentiated advising, mentoring, or other supportive community-building
 16.8 activities in addition to what the institution provides to all candidates enrolled in the
 16.9 institution;

16.10 (iii) providing academic tutoring or support to help teacher candidates pass required
 16.11 assessments; and

16.12 (iv) providing for program staffing expenses;

16.13 (3) an institution's plan to provide direct financial assistance as scholarships or stipends
 16.14 within the allowable dollar range determined by the board under subdivision 3, paragraph
 16.15 (b), to teacher candidates who are of color or who are American Indian;

16.16 ~~(b) The board must give priority in awarding grants under this section to institutions that~~
 16.17 ~~received grants under Laws 2017, First Special Session chapter 5, article 2, section 57,~~
 16.18 ~~subdivision 27, and have demonstrated continuing success at recruiting, retaining, graduating,~~
 16.19 ~~and inducting (4) whether the institution has previously received a competitive grant under~~
 16.20 this section and has demonstrated positive outcomes from the use of grant funds for efforts
 16.21 helping teacher candidates who are of color or who are American Indian; to enroll in and
 16.22 successfully complete teacher preparation programs and be recommended for licensure;

16.23 (5) geographic diversity among the institutions. In order to expand the number of grant
 16.24 recipients throughout the state, whenever there is at least a 20 percent increase in the base
 16.25 appropriation for this grant program, the board must prioritize awarding grants to institutions
 16.26 outside of the Twin Cities metropolitan area. If the board awards a competitive grant based
 16.27 on the criteria in paragraph (a) to a program that has not previously received funding, the
 16.28 board must thereafter give priority to the program equivalent to other programs given priority
 16.29 under this paragraph. that have received grants and demonstrated positive outcomes; and

16.30 (6) the percentage of racially and ethnically diverse teacher candidates enrolled in the
 16.31 institution compared to:

16.32 (i) the aggregate percentage of students of color and American Indian students enrolled
 16.33 in the institution, regardless of major; and

17.1 (ii) the percentage of underrepresented racially and ethnically diverse teachers in the
17.2 economic development region of the state where the institution is located and where a
17.3 shortage of diverse teachers exists, as reported under section 122A.091, subdivision 5.

17.4 (b) The board must not penalize an applicant institution in the grant review process for
17.5 using grant funds only to provide direct financial support to teacher candidates if that is the
17.6 institution's priority and the institution uses other resources to provide programmatic support
17.7 to candidates.

17.8 (c) The board must determine award amounts for development, maintenance and, or
17.9 expansion of programs based only on the degree to which applicants meet the criteria in
17.10 this subdivision, the number of candidates who are of color or who are American Indian
17.11 supported by an applicant program, ~~sustaining support for those candidates,~~ and funds
17.12 available.

17.13 (d) The board must determine grant awards in part by multiplying the number of teacher
17.14 candidates to be provided direct financial assistance by the average amount the institution
17.15 proposes per candidate that is within the allowable dollar range. After assessing an
17.16 institution's adherence to grant criteria and funds available, the board may grant an institution
17.17 a lower average amount per candidate and the institution may decide to award less per
17.18 candidate or provide financial assistance to fewer candidates within the allowable range.
17.19 Additionally, an institution may use up to 25 percent of the awarded grant funds to provide
17.20 programmatic support as described in paragraph (a), clause (3). If the board does not award
17.21 an applicant institution's full request, the board must allow the institution to modify how it
17.22 uses grant funds to maximize program outcomes consistent with the requirements of this
17.23 section.

17.24 **Subd. 3. Grant program administration.** (a) The Professional Educator Licensing and
17.25 Standards Board may enter into an interagency agreement with the Office of Higher
17.26 Education. The agreement may include a transfer of funds to the Office of Higher Education
17.27 to help establish and administer the competitive grant process. The board must award grants
17.28 to institutions located in various economic development regions throughout the state, but
17.29 must not predetermine the number of institutions to be awarded grants under this section
17.30 or set a limit for the amount that any one institution may receive as part of the competitive
17.31 grant application process.

17.32 (b) The board must establish a standard allowable dollar range for the amount of direct
17.33 financial assistance an applicant institution may provide to each candidate. To determine
17.34 the range, the board may collect de-identified data from institutions that received a grant

18.1 during the previous grant period and calculate the average scholarship amount awarded to
 18.2 all candidates across all institutions using the most recent fiscal year data available. The
 18.3 calculation may be used to determine a scholarship range that is no more than 25 percent
 18.4 than this amount and no less than half the average of this amount. The purpose of direct
 18.5 financial assistance is to assist candidates matriculating through completing licensure
 18.6 programs if they demonstrate financial need after considering other grants and scholarships
 18.7 provided.

18.8 (c) All grants must be awarded by August 15 of the fiscal year in which the grants are
 18.9 to be used ~~except that, for initial competitive grants awarded for fiscal year 2020, grants~~
 18.10 ~~must be awarded by September 15.~~ An institution that receives a grant under this section
 18.11 may use the grant funds over a two- to four-year period to sustain support for teacher
 18.12 candidates at any stage from recruitment and program admission to graduation and licensure
 18.13 application.

18.14 Subd. 4. **Report.** (a) By ~~January~~ July 15 of each year, an institution awarded a grant
 18.15 under this section must prepare for the legislature and the board a detailed report regarding
 18.16 the expenditure of grant funds, including the amounts used to recruit, retain, and ~~instruct~~
 18.17 support teacher candidates of color or who are American Indian teacher candidates to
 18.18 complete programs and be recommended for licensure. The report must include:

18.19 (1) the total number of teacher candidates of color, disaggregated by race or ethnic group,
 18.20 who and American Indian teacher candidates who:

18.21 (i) are enrolled in the institution;

18.22 (ii) are supported by grant funds with direct financial assistance during the academic
 18.23 reporting year;

18.24 (iii) are supported with other programmatic supports;

18.25 (iv) are recruited to the institution, are and newly admitted to the a licensure program,
 18.26 are enrolled in the;

18.27 (v) are enrolled in a licensure program;

18.28 (vi) have completed a licensure program, have completed student teaching, have
 18.29 graduated, are licensed, and are newly employed as Minnesota teachers in their licensure
 18.30 field. A grant recipient must report; and

18.31 (vii) were recommended for licensure in the field for which they were prepared;

19.1 (2) the total number of teacher candidates of color or who are American Indian teacher
 19.2 candidates at each stage from recruitment program admission to licensed teaching licensure
 19.3 recommendation as a percentage of total all candidates seeking the same licensure at the
 19.4 institution; and

19.5 (3) a brief narrative describing the successes and challenges of efforts proposed in the
 19.6 grant application to support candidates with grant funds, and lessons learned for future
 19.7 efforts.

19.8 (b) By September 1 of each year, the board must post a report on its website summarizing
 19.9 the activities and outcomes of grant recipients and results that promote sharing of effective
 19.10 practices and lessons learned among grant recipients.

19.11 Sec. 15. Minnesota Statutes 2021 Supplement, section 122A.70, is amended to read:

19.12 **122A.70 TEACHER MENTORSHIP AND RETENTION OF EFFECTIVE**
 19.13 **TEACHERS.**

19.14 Subdivision 1. **Teacher mentoring, induction, and retention programs.** (a) School
 19.15 districts must develop teacher mentoring programs for teachers new to the profession or
 19.16 district, including teaching residents, teachers of color, teachers who are American Indian,
 19.17 teachers in license shortage areas, teachers with special needs, or experienced teachers in
 19.18 need of peer coaching.

19.19 (b) Teacher mentoring programs must be included in or aligned with districts' teacher
 19.20 evaluation and peer review processes under sections 122A.40, subdivision 8, and 122A.41,
 19.21 subdivision 5. A district may use staff development revenue under section 122A.61, special
 19.22 grant programs established by the legislature, or another funding source to pay a stipend to
 19.23 a mentor who may be a current or former teacher who has taught at least three years and is
 19.24 not on an improvement plan. ~~Other initiatives using such funds or funds available under~~
 19.25 ~~sections 124D.861 and 124D.862 may include:~~

19.26 ~~(1) additional stipends as incentives to mentors of color or who are American Indian;~~

19.27 ~~(2) financial supports for professional learning community affinity groups across schools~~
 19.28 ~~within and between districts for teachers from underrepresented racial and ethnic groups to~~
 19.29 ~~come together throughout the school year. For purposes of this section, "affinity groups"~~
 19.30 ~~are groups of educators who share a common racial or ethnic identity in society as persons~~
 19.31 ~~of color or who are American Indian;~~

20.1 ~~(3) programs for induction aligned with the district or school mentorship program during~~
 20.2 ~~the first three years of teaching, especially for teachers from underrepresented racial and~~
 20.3 ~~ethnic groups; or~~

20.4 ~~(4) grants supporting licensed and nonlicensed educator participation in professional~~
 20.5 ~~development, such as workshops and graduate courses, related to increasing student~~
 20.6 ~~achievement for students of color and American Indian students in order to close opportunity~~
 20.7 ~~and achievement gaps.~~

20.8 ~~(e) A school or district that receives a grant must negotiate additional retention strategies~~
 20.9 ~~or protection from unrequested leave of absences in the beginning years of employment for~~
 20.10 ~~teachers of color and teachers who are American Indian. Retention strategies may include~~
 20.11 ~~providing financial incentives for teachers of color and teachers who are American Indian~~
 20.12 ~~to work in the school or district for at least five years and placing American Indian educators~~
 20.13 ~~at sites with other American Indian educators and educators of color at sites with other~~
 20.14 ~~educators of color to reduce isolation and increase opportunity for collegial support.~~

20.15 Subd. 2. **Board grants.** The Professional Educator Licensing and Standards Board must
 20.16 make grant application forms available to sites interested in developing, sustaining, or
 20.17 expanding a mentorship program. A school district; a or group of school districts; a coalition
 20.18 of districts, teachers, and teacher education institutions; or, a school or coalition of schools,
 20.19 or a coalition of teachers, or nonlicensed educators may apply for a program grant. A higher
 20.20 education institution or nonprofit organization may partner with a grant applicant but is not
 20.21 eligible as a sole applicant for grant funds. The Professional Educator Licensing and
 20.22 Standards Board, in consultation with the teacher mentoring task force, must approve or
 20.23 disapprove the applications. To the extent possible, the approved applications must reflect
 20.24 effective mentoring, professional development, and retention components, and be
 20.25 geographically distributed throughout the state. The Professional Educator Licensing and
 20.26 Standards Board must encourage the selected sites to consider the use of its assessment
 20.27 procedures.

20.28 Subd. 2a. **Funded work.** (a) Grant funds may be used for the following:

20.29 (1) additional stipends as incentives to mentors who are of color or who are American
 20.30 Indian;

20.31 (2) financial supports for professional learning community affinity groups across schools
 20.32 within and between districts for educators from underrepresented racial and ethnic groups
 20.33 to come together throughout the school year. For purposes of this section, "affinity groups"

21.1 mean groups of licensed and nonlicensed educators who share a common racial or ethnic
 21.2 identity in society as persons who are of color or who are American Indian;

21.3 (3) programs for induction aligned with the district or school mentorship program during
 21.4 the first three years of teaching, especially for teachers from underrepresented racial and
 21.5 ethnic groups;

21.6 (4) professional development focused on ways to close opportunity and achievement
 21.7 gaps for students of color and American Indian students; or

21.8 (5) for teachers of color and American Indian teachers, graduate courses toward a first
 21.9 master's degree in a field related to their licensure or toward an additional license.

21.10 (b) A charter school or district that receives a grant must negotiate additional retention
 21.11 strategies or protection from unrequested leaves of absence in the beginning years of
 21.12 employment for teachers who are of color or who are American Indian. Retention strategies
 21.13 may include providing financial incentives for teachers of color and teachers who are
 21.14 American Indian to work in the school or district for at least five years and placing American
 21.15 Indian educators at sites with other American Indian educators and educators of color at
 21.16 sites with other educators of color to reduce isolation and increase opportunity for collegial
 21.17 support.

21.18 Subd. 3. **Criteria for selection.** (a) At a minimum, applicants for grants under subdivision
 21.19 2 must express commitment to:

21.20 (1) allow staff participation;

21.21 (2) assess skills of both beginning and mentor teachers;

21.22 (3) provide appropriate in-service to needs identified in the assessment;

21.23 (4) provide leadership to the effort;

21.24 (5) cooperate with higher education institutions or teacher educators;

21.25 (6) provide facilities and other resources;

21.26 (7) share findings, materials, and techniques with other school districts; and

21.27 (8) retain teachers of color and teachers who are American Indian.

21.28 (b) The Professional Educator Licensing and Standards Board must give priority to
 21.29 applications to fund programs to induct, mentor, and retain Tier 2 or Tier 3 teachers who
 21.30 are of color or who are American Indian, and Tier 2 or Tier 3 teachers in licensure shortage
 21.31 areas within the applicant's economic development region.

22.1 Subd. 4. **Additional funding.** Grant applicants must seek additional funding and
 22.2 assistance from sources such as school districts, postsecondary institutions, foundations,
 22.3 and the private sector.

22.4 Subd. 5. **Program implementation.** A grant recipient may use grant funds on
 22.5 implementing activities over a period of time up to 24 months. New and expanding
 22.6 mentorship sites that receive a board grant under subdivision 2 to design, develop, implement,
 22.7 and evaluate their program must participate in activities that support program development
 22.8 and implementation.

22.9 Subd. 6. **Report.** By ~~June~~ September 30 of each year after receiving a grant, recipients
 22.10 must submit a report to the Professional Educator Licensing and Standards Board on program
 22.11 efforts that describes mentoring and induction activities and assesses the impact of these
 22.12 programs on teacher effectiveness and retention.

22.13 **EFFECTIVE DATE.** This section is effective July 1, 2022.

22.14 Sec. 16. Minnesota Statutes 2020, section 123B.147, subdivision 3, is amended to read:

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

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

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

22.31 (2) support and improve a principal's culturally responsive leadership practices that
 22.32 create inclusive and respectful teaching and learning environments for all students, families,
 22.33 and employees;

23.1 ~~(2)~~ (3) include formative and summative evaluations based on multiple measures of
 23.2 student progress toward career and college readiness;

23.3 ~~(3)~~ (4) be consistent with a principal's job description, a district's long-term plans and
 23.4 goals, and the principal's own professional multiyear growth plans and goals, all of which
 23.5 must support the principal's leadership behaviors and practices, rigorous curriculum, school
 23.6 performance, and high-quality instruction;

23.7 ~~(4)~~ (5) include on-the-job observations and previous evaluations;

23.8 ~~(5)~~ (6) allow surveys to help identify a principal's effectiveness, leadership skills and
 23.9 processes, and strengths and weaknesses in exercising leadership in pursuit of school success;

23.10 ~~(6)~~ (7) use longitudinal data on student academic growth as 35 percent of the evaluation
 23.11 and incorporate district achievement goals and targets;

23.12 ~~(7)~~ (8) be linked to professional development that emphasizes improved teaching and
 23.13 learning, curriculum and instruction, student learning, culturally responsive leadership
 23.14 practices, and a collaborative professional culture; and

23.15 ~~(8)~~ (9) for principals not meeting standards of professional practice or other criteria
 23.16 under this subdivision, implement a plan to improve the principal's performance and specify
 23.17 the procedure and consequence if the principal's performance is not improved.

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

23.21 **EFFECTIVE DATE.** This section is effective July 1, 2023.

23.22 Sec. 17. **[124D.792] GRADUATION CEREMONIES; TRIBAL REGALIA AND**
 23.23 **OBJECTS OF CULTURAL SIGNIFICANCE.**

23.24 A school district or charter school must not prohibit an American Indian student from
 23.25 wearing American Indian regalia, Tribal regalia, or objects of cultural significance at
 23.26 graduation ceremonies.

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

23.28 Sec. 18. Minnesota Statutes 2020, section 124D.861, subdivision 2, is amended to read:

23.29 Subd. 2. **Plan implementation; components.** (a) The school board of each eligible
 23.30 district must formally develop and implement a long-term plan under this section. The plan
 23.31 must be incorporated into the district's comprehensive strategic plan under section 120B.11.

24.1 ~~Plan components may include: innovative and integrated prekindergarten through grade 12~~
 24.2 ~~learning environments that offer students school enrollment choices; family engagement~~
 24.3 ~~initiatives that involve families in their students' academic life and success; professional~~
 24.4 ~~development opportunities for teachers and administrators focused on improving the academic~~
 24.5 ~~achievement of all students, including teachers and administrators who are members of~~
 24.6 ~~populations underrepresented among the licensed teachers or administrators in the district~~
 24.7 ~~or school and who reflect the diversity of students under section 120B.35, subdivision 3,~~
 24.8 ~~paragraph (b), clause (2), who are enrolled in the district or school; increased programmatic~~
 24.9 ~~opportunities and effective and more diverse instructors focused on rigor and college and~~
 24.10 ~~career readiness for underserved students, including students enrolled in alternative learning~~
 24.11 ~~centers under section 123A.05, public alternative programs under section 126C.05,~~
 24.12 ~~subdivision 15, and contract alternative programs under section 124D.69, among other~~
 24.13 ~~underserved students; or recruitment and retention of teachers and administrators with~~
 24.14 ~~diverse racial and ethnic backgrounds.~~

24.15 (b) The plan must contain goals for:

24.16 (1) reducing the disparities in academic achievement and in equitable access to effective
 24.17 and more diverse teachers among all students and specific categories of students under
 24.18 section 120B.35, subdivision 3, paragraph (b), excluding the student categories of gender,
 24.19 disability, and English learners; and

24.20 (2) increasing racial and economic diversity and integration in schools and districts.

24.21 (c) The plan must include strategies to validate, affirm, embrace, and integrate cultural
 24.22 and community strengths of all students, families, and employees in the district's curriculum
 24.23 as well as learning and work environments. The plan must address issues of institutional
 24.24 racism as defined in section 120B.11, subdivision 1, in schools that create opportunity and
 24.25 achievement gaps for students, families, and staff who are of color or who are American
 24.26 Indian. Examples of institutional racism experienced by students who are of color or who
 24.27 are American Indian include policies and practices that intentionally or unintentionally
 24.28 result in disparate discipline referrals and suspension, inequitable access to advanced
 24.29 coursework, overrepresentation in lower-level coursework, inequitable participation in
 24.30 cocurricular activities, inequitable parent involvement, and lack of equitable access to
 24.31 racially and ethnically diverse teachers who reflect the racial or ethnic diversity of students
 24.32 because it has not been a priority to hire or retain such teachers.

24.33 (d) School districts must use local data, to the extent practicable, to develop plan
 24.34 components and strategies. Plans may include:

25.1 (1) innovative and integrated prekindergarten through grade 12 learning environments
25.2 that offer students school enrollment choices;

25.3 (2) family engagement initiatives that involve families in their students' academic life
25.4 and success and improve relations between home and school;

25.5 (3) opportunities for students, families, staff, and community members who are of color
25.6 or American Indian to share their experiences in the school setting with school staff and
25.7 administration and to inform the development of specific proposals for making school
25.8 environments more validating, affirming, embracing, and integrating of their cultural and
25.9 community strengths;

25.10 (4) professional development opportunities for teachers and administrators focused on
25.11 improving the academic achievement of all students, including knowledge, skills, and
25.12 dispositions needed to be antiracist and culturally sustaining as defined in section 120B.11,
25.13 subdivision 1, for serving students who are from racially and ethnically diverse backgrounds;

25.14 (5) recruitment and retention of teachers, administrators, cultural and family liaisons,
25.15 paraprofessionals, and other staff from racial, ethnic, and linguistic backgrounds represented
25.16 in the student population to strengthen relationships with all students, families, and other
25.17 members of the community;

25.18 (6) collection, examination, and evaluation of academic and discipline data for
25.19 institutional racism as defined in section 120B.11, subdivision 1, in structures, policies, and
25.20 practices that result in the education disparities, in order to propose antiracist changes as
25.21 defined in section 120B.11, subdivision 1, that increase access, meaningful participation,
25.22 representation, and positive outcomes for students of color and American Indian students;

25.23 (7) increased programmatic opportunities and effective and more diverse instructors
25.24 focused on rigor and college and career readiness for students who are impacted by racial,
25.25 gender, linguistic, and economic disparities, including students enrolled in area learning
25.26 centers or alternative learning programs under section 123A.05, state-approved alternative
25.27 programs under section 126C.05, subdivision 15, and contract alternative programs under
25.28 section 124D.69, among other underserved students;

25.29 (8) ethnic studies curriculum as defined in section 120B.11, subdivision 1, to provide
25.30 all students with opportunities to learn about their own and others' cultures and historical
25.31 experiences; or

25.32 (9) examination and revision of district curricula in all subjects to be inclusive of diverse
25.33 racial and ethnic groups while meeting state academic standards and being culturally

26.1 sustaining as defined in section 120B.11, subdivision 1, ensuring content being studied
 26.2 about any group is accurate and based in knowledge from that group.

26.3 ~~(b)~~ (e) Among other requirements, an eligible district must implement effective,
 26.4 research-based interventions that include ~~formative~~ multiple measures of assessment ~~practices~~
 26.5 and engagement in order to reduce the ~~eliminate~~ academic disparities ~~in student academic~~
 26.6 ~~performance among the specific categories of students as measured by student progress and~~
 26.7 ~~growth on state reading and math assessments and~~ for students impacted by racial, gender,
 26.8 linguistic, and economic inequities as aligned with section 120B.11.

26.9 ~~(e)~~ (f) Eligible districts must create efficiencies and eliminate duplicative programs and
 26.10 services under this section, which may include forming collaborations or a single,
 26.11 seven-county metropolitan areawide partnership of eligible districts for this purpose.

26.12 **EFFECTIVE DATE.** This section is effective for all plans reviewed and updated after
 26.13 the day following final enactment.

26.14 Sec. 19. Laws 2021, First Special Session chapter 13, article 3, section 7, subdivision 4,
 26.15 is amended to read:

26.16 Subd. 4. **Grow Your Own.** (a) For grants to develop, continue, or expand Grow Your
 26.17 Own new teacher programs under Minnesota Statutes, section 122A.73:

26.18	\$	6,500,000	2022
26.19		6,500,000		
26.20	\$	<u>27,000,000</u>	2023

26.21 (b) This appropriation is subject to the requirements under Minnesota Statutes, section
 26.22 122A.73, subdivision 5.

26.23 (c) Any balance in the first year does not cancel but is available in the second year.

26.24 **EFFECTIVE DATE.** This section is effective July 1, 2022.

26.25 Sec. 20. Laws 2021, First Special Session chapter 13, article 3, section 7, subdivision 6,
 26.26 is amended to read:

26.27 Subd. 6. **Expanded concurrent enrollment grants.** (a) For grants to institutions offering
 26.28 "Introduction to Teaching" or "Introduction to Education" college in the schools courses
 26.29 under Minnesota Statutes, section 124D.09, subdivision 10, paragraph (b):

26.30	\$	500,000	2022
26.31		500,000		
26.32	\$	<u>1,000,000</u>	2023

27.1 (b) The department may retain up to five percent of the appropriation amount to monitor
27.2 and administer the grant program.

27.3 (c) Any balance in the first year does not cancel but is available in the second year.

27.4 **EFFECTIVE DATE.** This section is effective July 1, 2022.

27.5 Sec. 21. Laws 2021, First Special Session chapter 13, article 3, section 8, subdivision 2,
27.6 is amended to read:

27.7 Subd. 2. **Collaborative urban and greater Minnesota educators of color grants.** (a)
27.8 For collaborative urban and greater Minnesota educators of color grants under Minnesota
27.9 Statutes, section 122A.635:

27.10 \$ 1,000,000 2022

27.11 ~~1,000,000~~

27.12 \$ 3,000,000 2023

27.13 (b) The board may retain up to \$30,000 of the appropriation amount in each fiscal year
27.14 to monitor and administer the grant program and a portion of these funds may be transferred
27.15 to the Office of Higher Education as determined by the executive director of the board and
27.16 the commissioner to support the administration of the program.

27.17 (c) Any balance in the first year does not cancel but is available in the second year.

27.18 **EFFECTIVE DATE.** This section is effective July 1, 2022.

27.19 Sec. 22. **APPROPRIATIONS; DEPARTMENT OF EDUCATION.**

27.20 Subdivision 1. **Department of Education.** The sum indicated in this section is
27.21 appropriated from the general fund to the Department of Education for the fiscal year
27.22 designated.

27.23 Subd. 2. **Closing educational opportunity gaps grants.** (a) To support schools in their
27.24 efforts to close opportunity gaps under Minnesota Statutes, section 120B.113:

27.25 \$ 5,000,000 2023

27.26 (b) The department may retain up to five percent of this appropriation to administer the
27.27 grant program.

27.28 **EFFECTIVE DATE.** This section is effective July 1, 2022.

28.1 Sec. 23. **APPROPRIATIONS; PROFESSIONAL EDUCATOR LICENSING AND**
 28.2 **STANDARDS BOARD.**

28.3 Subdivision 1. Professional Educator Licensing and Standards Board. The sum
 28.4 indicated in this section is appropriated from the general fund to the Professional Educator
 28.5 Licensing and Standards Board for the fiscal year designated.

28.6 Subd. 2. Reports on increasing percentage of teachers of color and American Indian
 28.7 teachers. For a report on the efforts and impact of all state-funded programs to increase the
 28.8 percentage of teachers of color and American Indian teachers in Minnesota schools developed
 28.9 in consultation with the Department of Education, Office of Higher Education, grant
 28.10 recipients, and stakeholders:

28.11 \$ 15,000 2023

28.12 EFFECTIVE DATE. This section is effective July 1, 2022.