

The Foundation Against Intolerance and Racism (FAIR) is a nonpartisan organization dedicated to advancing civil rights and liberties for all Americans, and promoting a common culture based on fairness, understanding and humanity.



May 4, 2023

VIA EMAIL

K12 Education Conference Committee Members
Minnesota Legislature

Re: H.F. No. 2497 and S.F. No. 2684

Dear K12 Education Conferees,

Minnesota has long been the envy of other states because of the high quality of its public education system. We achieved that quality through a combination of many factors, including competent, motivated teachers, substantial financial investment, an insistence that each child perform at the highest level of which he or she is capable, and Minnesotans' trust that the system was designed and built for *all* kids. For reasons discussed below, we at FAIR Twin Cities are profoundly concerned about our ability to maintain this system going forward, as well as what our failure to do so would mean for our collective future here in Minnesota.

Our concerns arise chiefly from the relatively recent, but surging, efforts to shift our education system from its traditional focus on notions such as excellence, equality, and non-doctrinaire instruction, towards a model based on critical social justice (CSJ) theories. Boiled down to its essence, CSJ teaches (i) that our society is comprised of oppressors (white, heterosexual, Christian males) and victims (to a greater or lesser degree, everyone else), and that each individual can be placed into one or the other of those categories based solely on immutable characteristics such as race and sex, and, as a result (ii) we must heighten each child's consciousness of, and allegiance to, the race/gender group to which he or she "belongs".

We strongly object to using CSJ as the basis for educational reform because it is reductive, it produces conflict rather than cooperation, and it promotes a selective and inappropriate kind of activism in students.

CSJ is reductive because it attempts to explain extremely complex social phenomena (e.g., racial disparities in academic achievement) by deploying simplistic, and often cartoonish, ideas. These ideas typically assert that (i) blame for social ills can be pinned on one group of people, and/or (ii) every member of the oppressor group somehow "benefits" from possessing certain immutable characteristics (e.g., "whiteness") and every member of each victim group has suffered an equivalent harm. While we should do everything reasonably within our power to

address inequalities that result from injustice, burdening children with either guilt or victimhood because of skin color (or other such attributes) is simply grotesque.

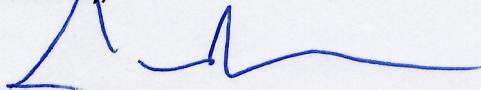
It should be clear that CSJ promotes intergroup tension and distrust (if not worse). Whatever subtleties may exist in CSJ theory, children are unlikely to appreciate them. Thus, a child who belongs to the “oppressor” group is likely to feel a strong sense of guilt and social stigma, and a child who belongs to a “victim” group is likely to feel helpless as well as a measure of animosity towards their purported oppressors. One does not need to possess a PhD in order to assert that no child should be made to feel such guilt or helplessness. At FAIR, we believe that a compassionate approach involves fostering a greater sense of unity and togetherness, rather than pushing theories, such as CSJ, that tend to divide and alienate.

Finally, CSJ promotes a highly inappropriate, and selective, form of activism in students who are subjected to its rigors. We detail (in a document available at <https://www.fairforall.org/twin-cities/>) numerous instances in which students are prompted to take responsibility for, and actively campaign against, ideas and groups that are deemed oppressive or that otherwise violate the sensibilities of CSJ advocates. We oppose the enlistment of children in the political preoccupations of a very small, select group of adults.

Since 2019, CSJ advocates here in Minnesota have (i) dominated the committee charged with updating social studies standards, (ii) pursued legislation to mandate CSJ-focused ethnic studies, and (iii) shaped the stakeholder input during the R4615 pandemic rulemaking process. Their efforts have borne fruit: in 2022, our state’s teacher licensing agency (PELSB) used administrative rulemaking to rewrite the core teaching standards. The rewritten standards require teachers to teach all content through a CSJ prism. They were administratively imposed on April 15, 2023. In 2023, comprehensive proposals in the K12 omnibus bills continue this transformation. These objectionable provisions advance CSJ principles under innocuous terms such as ethnic studies, social emotional learning, honoring culture, culturally relevant teaching, and culturally responsive leadership.

A CSJ worldview is contrary to our state’s longstanding approach to K12 education, which is rooted in equal treatment, open and scientific inquiry, approaching each student as a complex independent learner, teaching the bad *and* the good in our history, promoting debate and diverse viewpoints to better understand the objective world, and ensuring public trust and confidence in the system. For the foregoing reasons, FAIR Twin Cities asks that you reject efforts to reshape our education system along CSJ lines, and instead urges you to return to the principles and methods that, at one time, made Minnesota a national leader in K12 education.

Sincerely,



Jeff Campbell
FAIR Twin Cities Chapter Leader

Critical Social Justice

In Minnesota K12 Legislation and Rule

FAIR Twin Cities – May 2023

What is critical social justice?

Critical social justice (CSJ) ideologies give primacy to concerns of race, gender, and sexual inequalities over material or psychological inequalities; focus on unmeasurable and unfalsifiable structures of oppression; and view traditional historical narratives or classical liberal principles as producing emotional harm or trauma for minorities. ([This definition](#) and other useful descriptions of CSJ are footnoted below.¹) Critical social justice is expressed in Minnesota bills using proposed terms and definitions including *culturally relevant pedagogy*², *(liberated) ethnic studies*, *opportunity and achievement gaps*, *institutional racism*, *anti-racist*, *culturally sustaining practices* and *culturally relevant leadership*.

How is critical social justice expressed in Minnesota’s K12 education omnibus bills?

Critical social justice ideologies are skillfully advanced in multiple ways:

- Overt content changes (ideological definitions, additions to curriculum, etc.)
- Covert content changes (ideological re-definitions of familiar terms like “culturally”, relaxing of eligibility criteria, etc.)
- Repurposing existing K12 regulatory structures (adding to districts’ mandatory strategic plan submissions, administratively rewriting rules for licensure, etc.)
- Expanding MDE and the PELSB authorities (granting rulemaking authority, adding subjective review or agency discretion, removing legislative oversight, establishing new regulatory mechanisms, staffing and prescribed methodologies, etc.)
- Granting funds and disparate treatment using race-based, identity-based criteria
- Lowering or eliminating standards for purposes of critical social justice ends (for equity, improved group representation, etc.)
- Increasing funding for aligned consultants and nonprofit advocacy groups (through direct granting or by creating the market for districts to hire these third-party groups)

¹ [School Choice Is Not Enough: The Impact of Critical Social Justice Ideology on American Education](#), The Manhattan Institute, February 23, 2023.

[What Do We Mean by Critical Social Justice?](#), Counterweight, February 17, 2021.

A CSJ proponent’s definition of terms: [Minnesota Equity Partnership Race Equity Glossary](#), MNEEP, 2023.

² A CSJ proponent’s view of the theory of culturally relevant pedagogy and citations: [How to Practice Culturally Relevant Pedagogy](#), Teach for America, January 6, 2019.

2023 Minnesota K12 Provisions Related to Critical Social Justice

Rewrites Minnesota Rules 8710.2000 (Standards of Effective Practice)

[Rulemaking process R4615, \(scroll to section 8710.2000\)](#), effective on April 15, 2023.

Establishes and administratively imposes new ideologically-loaded standards for teacher candidates and teacher preparation programs. Nearly half of the 71 total new standards reference *race, identity, or culture*. They include:

Subpart 2 (C) The teacher understands the importance of relationship-based, culturally affirming, and proactive approaches to behavior and implements these approaches in order to improve student outcomes and reduce exclusionary practices.

Subpart 4 (F) The teacher demonstrates the ability to feature, highlight, and use resources written and developed by traditionally marginalized voices that offer diverse perspectives on race, culture, language, gender, sexual identity, ability, religion, nationality, migrant/refugee status, socioeconomic status, housing status, and other identities traditionally silenced or omitted from curriculum by offering a wide range of curriculum materials.

Subpart 4 (H) Consistent with the local curriculum and state and local academic standards, the teacher demonstrates the ability to create opportunities for students to learn about power, privilege, intersectionality, and systemic oppression in the context of various communities and empowers learners to be agents of social change to promote equity.

Subpart 8 (A) The teacher understands multiple theories of race and ethnicity, including but not limited to racial formation, processes of racialization, and intersectionality.

Subpart 8 (C) The teacher understands how ethnocentrism, eurocentrism, deficit-based teaching, and white supremacy undermine pedagogical equity.

Repeals Minnesota Statutes 2022, sections 120B.02, subdivision 3

[SF1311, 1st Eng.](#) (Senate Education Policy Omnibus) Art. 1, Sec. 32

Repeals required student civics test.

Amends Minnesota Statutes 2022, section 120B.021, subdivision 1

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 2, Sec. 4

[SF1311, 1st Eng.](#) (Senate Education Policy Omnibus) Art. 3, Sec. 3 *(slightly modified by floor amendment)*

Embeds ethnic studies into the existing social studies standard for all grades.

Amends Minnesota Statutes 2022, section 120B.021, subdivision 1

[SF1311, 1st Eng.](#) (Senate Education Policy Omnibus) Art. 3, Sec. 3

Embeds Indigenous education that is consistent with recommendations from Minnesota's Tribal Nations and urban Indigenous communities into existing academic standards for all grades.

Amends Minnesota Statutes 2022, section 120B.021, subdivision 3

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 2, Sec. 5

[SF1311, 1st Eng.](#) (Senate Education Policy Omnibus) Art. 1, Sec. 4

Removes the Legislature's oversight of future changes to K12 academic standards.

Amends Minnesota Statutes 2022, section 120B.11, subdivision 1

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 2, Sec. 9

[SF1311, 1st Eng.](#) (Senate Education Policy Omnibus) Art. 6, Sec. 2 *(slightly modified by floor amendment)*

Adds these four definitions to four existing definitions in the statute addressing the School District Process for Reviewing Curriculum, Instruction and Student Achievement (120B.11).

(e) "Ethnic studies" has the meaning provided in section 120B.25. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.

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

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

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

Amends Minnesota Statutes 2022, section 120B.11, subdivision 2

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 2, Sec. 10

[SF1311, 1st Eng.](#) (Senate Education Policy Omnibus) Art. 6, Sec. 3 *(removed by floor amendment)*

Requires school districts to define in their strategic plans how they will implement ethnic studies using culturally responsive (critical social justice) methodologies, integrate curriculum that is antiracist and culturally sustaining, and ensure that "learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees".

Amends Statutes 2022, section 120B.11, subdivision 3

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 2, Sec. 11

[SF1311, 1st Eng.](#) (Senate Education Policy Omnibus) Art. 6, Sec. 4 *(slightly modified by floor amendment)*

Directs existing District Advisory Committees to recommend how to make curriculum rigorous, accurate, antiracist and culturally sustaining and how to ensure that the curriculum and learning and work environments affirm, embrace and integrate the cultural strengths of community groups.

Creates Minnesota Statute section 120B.25 ETHNIC STUDIES

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 2, Sec.13

[SF1311, 1st Eng.](#) (Senate Education Policy Omnibus) Art. 2, Sec. 1 *(slightly modified by floor amendment)*

Defines ethnic studies in this unfamiliar and ideologically-loaded way:

"Ethnic studies" means the interdisciplinary study of race, ethnicity, and indigeneity with a focus on the experiences and perspectives of people of color within and beyond the United States. Ethnic studies analyzes the ways in which race and racism have been and continue to be powerful social, cultural, and political forces, and the connection of race to the stratification of other groups, including stratification based on gender, class, disability, sexuality, religion, and legal status.

Creates Minnesota Statute section 120B.251 ETHNIC STUDIES REQUIREMENTS

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 2, Sec. 14

Requires that districts offer a stand-alone ethnic studies course in addition to the incorporation into general social studies curriculum. Prescribes a district process for conducting a needs assessment, survey and annual evaluation thereafter. Authorizes rulemaking to establish a state-wide standard. Requires the hiring of an unspecified number of dedicated ethnic studies State staff sufficient to complete listed monitoring and oversight activities for all districts.

Creates Minnesota Statute section 121A.201 MTSS AND COLLABORATIVE MINNESOTA PARTNERSHIPS TO ADVANCE STUDENT SUCCESS (COMPASS)

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 2, Sec.23 *\$41M/bi; \$0/bi*

[SF2684, 2nd Eng.](#) (Senate Education Finance Omnibus) Art. 2, Sec. 1 *\$10M/bi; \$30M/bi*

Establishes MTSS as MDE's "systemic, continuous school improvement framework" for social-emotional, behavioral, developmental and academic learning and requires that all districts be offered training and support in implementing it. The bill describes MTSS' foundation in culturally and linguistically responsive (critical social justice) practices:

MTSS provides access to layered tiers of culturally and linguistically responsive, evidence-based practices. The MTSS framework relies on the understanding and belief that every student can learn and thrive, and it engages an anti-bias and socially just approach to examining policies and practices and ensuring equitable distribution of resources and opportunity.

Amends Minnesota Statutes 2022, section 121A.41, others

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 2, Sec. 24-39

[SF1311, 1st Eng.](#) (Senate Education Policy Omnibus) Art. 5, Sec. 2-18 (*slightly modified by floor amendment*)

Narrows school district authority to remove or dismiss pupils for disciplinary reasons for the purpose of non-exclusionary discipline and prescribes reporting, processes and criteria for new non-exclusionary responses.

Amends Minnesota Statutes 2022, section 124D.09, subdivision 3

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 2, Sec. 43

Prohibits currently participating (and new) colleges that require a statement of faith for admission from offering post-secondary enrollment option courses (PSEO) to high school students.

Amends Minnesota Statutes 2022, section 124D.59, subdivision 2a

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 2, Sec. 50

[SF1311, 1st Eng.](#) (Senate Education Policy Omnibus) Art. 2, Sec. 6

Expands eligibility by removing four criteria to qualify as an English learner with limited or interrupted formal education.

Amends Minnesota Statutes 2022, section 124D.861, subdivision 2

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 2, Sec.53

[SF1311, 1st Eng.](#) (Senate Education Policy Omnibus) Art. 6, Sec. 17

Requires districts to include in their annual strategic plans remediation strategies for racial disparities that are automatically (by definition) identified as caused by racism:

The plan must address issues of institutional racism as defined in section 120B.11, subdivision 1, in schools that create opportunity and achievement gaps for students, families, and staff who are of color or who are American Indian. Examples of institutional racism experienced by students who are of color or who are American Indian include policies and practices that intentionally or unintentionally result in disparate discipline referrals and suspension, inequitable access to advanced coursework, overrepresentation in lower-level coursework, inequitable participation in cocurricular activities, inequitable parent involvement, and lack of equitable access to racially and ethnically diverse teachers who reflect the racial or ethnic diversity of students because it has not been a priority to hire or retain such teachers."

Amends Minnesota Statutes 2022, section 124D.861, subdivision 2

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 2, Sec. 53

Rewrites the requirements for school districts' strategic plan work on disparities, reducing emphasis on assessment, adding emphasis on engagement, deemphasizing reading and math, strengthening from "reduce" to "eliminate", and emphasizing new axes for disparity (gender, linguistic and economic inequities):

~~(b)~~ (e) Among other requirements, an eligible district must implement effective, research-based interventions that include formative multiple measures of assessment practices

~~and engagement in order to reduce the eliminate academic disparities in student academic performance among the specific categories of students as measured by student progress and growth on state reading and math assessments and for students impacted by racial, gender, linguistic, and economic inequities as aligned with section [120B.11](#).~~

Creates Ethnic Studies Working Group

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 2, Sec. 57

Establishes rulemaking, membership and stipends for an Ethnic Studies Working Group to recommend ethnic studies standards, professional learning requirements and materials, and requires the commissioner to seek input on membership from the Minnesota Ethnic Studies Coalition.

Creates Pilot Program to Improve Educational Outcomes and Accountability

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 2, Sec. 59

[SF2684, 2nd Eng.](#) (Senate Education Finance Omnibus) Art. 2 Sec. 8

Creates a pilot program to allow districts to opt out of standard performance metrics in favor of equity-focused frameworks. Permits immediate implementation for 23-24 school year.

Creates Minnesota Statute 120B.101 Curriculum

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 5, Sec. 2

[SF1311, 1st Eng.](#) (Senate Education Policy Omnibus) Art. 6, Sec. 6 *(slightly modified by floor amendment)*

Prohibits districts from disciplining teachers that incorporate curriculum that is contributed by a person from a federally protected class or state protected class.

Amends Minnesota Statutes 2022, section 121A.031, subdivision 6

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 2, Sec. 21

[SF1311, 1st Eng.](#) (Senate Education Policy Omnibus) Art. 6, Sec. 7

Requires MDE to keep a list of resources that apply social emotional learning.

Creates Minnesota Statute 120B.117 Increasing Percentage of Teachers of Color and American Indian Teachers in Minnesota

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 5, Sec. 3

[SF1311, 1st Eng.](#) (Senate Education Policy Omnibus) Art. 6, Sec. 4

Establishes the goal of increasing the proportion of all Minnesota teachers that are “teachers of color and who are American Indian teachers” 2% each year until the year 2040 (when the target will be 40%). Creates a requirement for an annual report. Directs next year’s report to determine whether an advisory council is warranted.

Amends Minnesota Statutes 2022, section 122A.183, subdivision 1

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 5, Sec. 34

[SF2684, 2nd Eng.](#) (Senate Education Finance Omnibus) Art. 4 Sec. 2

Deems Tier 3 licensure specifically to applicants that graduated from culturally specific minority serving institutions (HBCUs, tribal colleges, Hispanic-Serving Institutions) or graduated from a

teacher prep program in another country and have taught for two years and specifies that these groups are not required to pass a licensing exam.

Amends Minnesota Statutes 2022, section 122A.183

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 5, Sec. 36

Exempts Tier 3 licensed teachers of world languages and culture or the performing or visual arts from holding a bachelor's degree.

Amends Minnesota Statutes 2022, section 122A.185, subdivision 1

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 5, Sec. 39

[SF1311, 1st Eng.](#) (Senate Education Policy Omnibus) Art. 6, Sec. 10

Lowers the standard for licensure by eliminating requirement to pass reading, writing and math tests for a Tier 4 license; pedagogy and content exams if an applicant has attended a teacher prep program or gone through a PELSB portfolio review; and a reading instruction exam for a Tier 3 or 4 elementary school license. Authorizes rulemaking for the PELSB to establish alternative performance assessments to exams of pedagogy and content areas.

Amends Minnesota Statutes 2022, section 122A.185, subdivision 1

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 5, Sec. 39

[SF1311, 1st Eng.](#) (Senate Education Policy Omnibus) Art. 6, Sec. 10 *\$1.5M/one time*

Lowers the standard for teacher licensure by waiving testing fees for some test takers, requiring multiple test attempts, requiring untimed tests and requiring other materials and feedback.

Amends Minnesota Statutes 2022, section 120A.22, subdivision 10

[SF1311, 1st Eng.](#) (Senate Education Policy Omnibus) Art. 1, Sec. 1

Removes teacher competency exam as a requirement of relicensure.

Amends Minnesota Statutes 2022, section 122A.40, subdivision 3, other

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 5, Sec. 45, 50

[SF2684, 2nd Eng.](#) (Senate Education Finance Omnibus) Art. 4 Sec. 5, 8

Requires school districts to report to the state all hiring and terminations by race and ethnicity.

Amends Minnesota Statutes 2022, section 122A.40, subdivision 8, other

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 5, Sec. 47, 49

[SF1311, 1st Eng.](#) (Senate Education Policy Omnibus) Art. 6, Sec. 13, 15

Adds "a rubric of performance standards" that must contain culturally responsive (critical social justice) methodologies to the evaluation of continuing contract teachers.

Amends Minnesota Statutes 2022, section 122A.59

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 5, Sec. 53

Lowers standards for American Indian or people of color for the Come Teach in Minnesota grants by no longer requiring licensure in another state. Expands eligibility to teachers from

other countries and Tier 2 teachers. Removes requirement that grant recipients move to a high need area. Increases grant award levels and specifies retroactivity.

Creates Minnesota Statutes section 122A.631 Supporting Heritage Language and Culture Teachers

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 5, Sec. 54 \$400K/bi; \$400K/bi

[SF2684, 2nd Eng.](#) (Senate Education Finance Omnibus) Art. 4 Sec. 11 \$400K/bi; \$400K/bi

Creates, establishes eligibility for and describes licensure pathway for heritage language and culture teachers.

Amends Minnesota Statutes 2022, section 122A.635

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 5, Sec. 55 \$12M/bi; \$12M/bi

[SF2684, 2nd Eng.](#) (Senate Education Finance Omnibus) Art. 4 Sec. 12 \$8.8M/bi; \$8.8M/bi

Expands eligibility to the PELSB's Collaborative Urban and Greater Minnesota Educators of Color grants to those completing teacher preparation programs. Permits funds to be wholly used for direct financial support to teacher candidates.

Amends Minnesota Statutes 2022, section 122A.69

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 5, Sec. 56

Lowers standards by removing requirement that student teachers have two years of preparation in a teacher prep program.

Amends Minnesota Statutes 2022, section 122A.70

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 5, Sec. 57 \$7M//bi; \$9M/bi

[SF2684, 2nd Eng.](#) (Senate Education Finance Omnibus) Art. 4 Sec. 13 \$7M/bi; \$7M/bi

Repurposes Teacher Mentorship and Retention of Effective Teachers Grants to prioritize certain racial groups. Adds racial and ethnic affinity groups as permitted expenses.

Amends Minnesota Statutes 2022, section 122A.73, subdivision 2

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 5, Sec. 58, 59, 60 \$47M/bi; \$47M/bi

[SF2684, 2nd Eng.](#) (Senate Education Finance Omnibus) Art. 4 Sec. 14 \$49M/bi; \$49M/bi

Expands entities eligible for Grow Your Own grant program and substantially increases funding.

Creates Minnesota Statute 120B.113 Closing Educational Opportunity Gaps Grants

[SF2684, 2nd Eng.](#) (Senate Education Finance Omnibus) Art. 4, Sec. 1 \$8M/bi; \$8M/bi

Establishes grants that close (ideologically defined) opportunity gaps using methods that ensure that school environments and curriculum validate, affirm, embrace and integrate cultural and community strengths from all racial and ethnic backgrounds" and "address institutional racism with equitable school policies". Defines these terms:

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

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

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

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

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

Amends Minnesota Statutes 2022, section 122B.147, subdivision 3

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 5, Sec. 62

[SF1311, 1st Eng.](#) (Senate Education Policy Omnibus) Art. 6, Sec. 16

Adds requirement for culturally responsive (critical social justice) leadership practices to be reviewed in annual evaluation of Minnesota principals.

Repeals Minnesota Rules, part 8710.0500, subparts 8 and 11

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 5, Sec. 69

Repeals certain teacher licensing exams.

Amends Minnesota Statutes 2022, section 121A.04, subdivision 1

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 12, Sec. 1, 2

Expands the purpose and equal opportunity sections of sex discrimination in athletics statute to race and ethnicity. Adds race-based criteria for determining equal opportunity.

Amends Minnesota Statutes 2022, section 124D.231 Full Service Community Schools

[SF2684, 2nd Eng.](#) (Senate Education Finance Omnibus) Art. 4 Sec. 18, subd. 6 \$200K/bi; \$0/bi.

Assigns new group composition, authorities and funding to manage a district's of resources for addressing out-of-school barriers. \$14.5M/bi; \$0/bi

Appropriates funding

[HF2497, 3rd Eng.](#) (House Education Omnibus) Art. 4, Sec. 21, Subd. 4 \$15M/bi; \$15M/bi

[SF2684, 2nd Eng.](#) (Senate Education Finance Omnibus) Art. 2 Sec. 9, subd. 26 \$15M/bi; \$15M/bi

Appropriates funding to schools to teach Dakota and Anishinaabe native languages.

Appropriates funding

[SF2684, 2nd Eng.](#) (Senate Education Finance Omnibus) Art. 4 Sec. 18, subd. 6 \$200K/bi; \$0/bi.

Grants operating funds to the Coalition to Increase Teachers of Color and American Indian Teachers (TOCAIT).