

## Mandates - House Education Policy and Finance (HF 2497)

### Article 1

**1, 1** - A school district or charter school **must** provide students with access to menstrual products at no charge. The products **must** be available to all menstruating students in restrooms regularly used by students in grades 4 to 12 according to a plan developed by the school district. *(Funded Mandate)*

**1,2** - A school district or charter school **must** maintain a supply of opiate antagonists, at each school site. Each school building **must** have two doses of nasal naloxone available on-site. *(Funded Mandate)*

**1, 21, Subd 1** - c) For fiscal year 2024 and later, a district's basic skills revenue **must** be used for: (1) remedial instruction and necessary materials in reading, language arts, mathematics, other content areas, or study skills to improve the achievement level of these learners; (2) additional teachers and teacher aides to provide more individualized instruction to these learners through individual tutoring, lower instructor-to-learner ratios, or team teaching; (3) a longer school day or week during the regular school year or through a summer program that may be offered directly by the site or under a performance-based contract with a community based organization; (4) programs to reduce truancy; provide counseling services, guidance services, and social work services; and provide coordination for pupils receiving services from other governmental agencies; (5) bilingual programs, bicultural programs, and programs for English learners; (6) early education programs, parent-training programs, early childhood special education, school readiness programs, kindergarten programs for four-year-olds, voluntary home visits under section 124D.13, subdivision 4, and other outreach efforts designed to prepare children for kindergarten; (7) transition programs operated by school districts for special education students until the age of 22; and (8) substantial parent involvement in developing and implementing remedial education or intervention plans for a learner, including learning contracts between the school, the learner, and the parent that establish achievement goals and responsibilities of the learner and the learner's parent or guardian. *(Funded Mandate)*

**1, 22, Subd 2** - A district or cooperative **must** allocate at least 60 percent of its compensatory revenue to each school building in the district or cooperative where the children who have generated the revenue. *(Funded Mandate)*

**1, 25, Subd 2** - Payment to unemployment insurance program trust fund by state and political subdivisions. c) The amount in paragraph (a) **must** not include the amounts for hourly school employees during the period of the summer term. *(Unfunded Mandate)*

**1, 29** - School employees; between terms denial. **Makes** school employees working in other than instructional, research, or principal administrative capacities eligible for unemployment benefits between school terms if they otherwise meet unemployment eligibility requirements. Modifies section 268.085, subdivision 7, to allow this group to use their wages credits for unemployment insurance benefit purposes between school terms. *(Unfunded Mandate)*

### Article 2

**2, 2, Subd 6** - A school district or charter school that declares an e-learning day **must** continue to pay the full wages for scheduled work hours and benefits of all school employees for the duration of the e-learning period. During the e-learning period, school employees **must** be allowed to work from home to

the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need. *(Unfunded Mandate)*

**2, 6, Subd 1** - Standards **must** align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards. *(Unfunded Mandate)*

**2, 7** - Students who begin 9th grade in the 2024-2025 school year and later **must** successfully complete a half-credit in personal finance. A student may choose to have the half-credit replace an elective half-credit or the last-half credit of the three math credits if the course satisfies the state math standards. A teacher of a personal finance course that satisfies the graduation requirement **must** have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math. *(Unfunded Mandate)*

**2, 7, (4)** - credit for a course in government and citizenship for students beginning grade 9 in the 2024-2025 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship *(Unfunded Mandate)*

**2, 10** - **Must** assess ethnic studies curriculum needs to determine priorities for integrating ethnic studies into existing courses or developing new courses; *(Unfunded Mandate)*

**2, 11, Subd 3** – District Advisory Committee **must** recommend strategies to ensure the curriculum is rigorous, accurate, antiracist, and culturally sustaining; strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups. *(Unfunded Mandate)*

**2, 12** - Gifted and Talented Students Programs **and Services**. *(Unfunded Mandate)*

**2, 14 Subd 2** - Requirements. (a) Starting in the 2026-2027 school year, a district or charter school **must** offer an ethnic studies course that fulfills the requirements of this paragraph without increasing the number of credits required for graduation. An ethnic studies credit may fulfill a social studies, language arts, arts, or science credit if the credit meets the applicable state academic standards. An ethnic studies credit may fulfill an elective credit if the credit meets applicable local academic standards or other requirements. (b) School districts and charter schools **must** provide ethnic studies instruction in elementary schools and middle schools by the 2027-2028 school year in accordance with state academic standards. (c) Ethnic studies instruction **must** meet statewide academic standards for ethnic studies. (d) An ethnic studies course may focus specifically on a particular group of national or ethnic origin, including Hmong, Karen, or Somali people. *(Unfunded Mandate)*

**2, 14, Subd 4** - (a) A school district or charter school **must** conduct an ethnic studies school needs assessment with students, parents or guardians, and community members to determine the priorities for course selection, implementation, and timeline. The ethnic studies school needs assessment **must** include qualitative and quantitative components. Qualitative priorities **must** include written and in-person feedback opportunities for students, parents or guardians, and community members. Quantitative priorities **must** include a school survey. (b) A school district or charter school must annually evaluate the implementation of ethnic studies instruction by seeking feedback from students, parents or

guardians, and community members. A school district or charter school **must report** to the commissioner of education in the form and manner determined by the commissioner on plans to modify implementation based on the annual evaluation. *(Unfunded Mandate)*

**2, 15, Subd 2** - (a) A school district **must**, at a minimum, offer as part of its social studies curriculum for middle and high school education on the Holocaust, genocide of Indigenous Peoples, and other genocides. Curriculum **must**: (1) examine the history of the genocide of Indigenous Peoples and Indigenous removal from Minnesota, including the genocide, dispossession, and forced removal of the Dakota, Ojibwe, and Ho-Chunk; (2) analyze the connections between World War II, nationalism, fascism, antisemitism, and the Holocaust; (3) analyze how individuals, groups, and societies around the world have been affected by genocide, such as the genocide of Indigenous Peoples in the Americas and throughout the world; Black genocide in the United States and the Americas; the genocide in German Southwest Africa; Armenian genocide; the genocide of the Ukrainian people from 1932 to 1933, also known as the Holodomor; the Holocaust, including non-Jewish victims of Nazi persecution and genocide; Cambodian genocide; Guatemalan genocide; Rwandan genocide; genocide in the former Yugoslavia; genocide in Darfur; Rohingya genocide; and other historical and contemporary cases of genocide and mass violence, especially those experienced by communities expelled from, resettled in, migrated to, or living in Minnesota; and (4) describe and evaluate different responses to genocides and other human rights violations, such as the genocide of Indigenous Peoples in the Americas and throughout the world; Black genocide in the United States and the Americas; the genocide in German Southwest Africa; Armenian genocide; the genocide of the Ukrainian people from 1932 to 1933, also known as the Holodomor; the Holocaust, including non-Jewish victims of Nazi persecution and genocide; Cambodian genocide; Guatemalan genocide; Rwandan genocide; genocide in the former Yugoslavia; genocide in Darfur; Rohingya genocide; and other historical and contemporary cases of genocide. (b) Public schools are strongly encouraged to include in middle and high school social studies curriculum context about the history, culture, and traditions of the communities devastated by the Holocaust, genocide of Indigenous Peoples, other genocides, and incidents of mass violence. (c) School districts are strongly encouraged to include the Holocaust, genocide of Indigenous Peoples, other genocides, and incidents of mass violence in middle and high school English language arts curriculum. (d) A school district **must** provide Holocaust and genocide education as part of its curriculum in middle and high school by the 2026-2027 school year in accordance with Department of Education rulemaking on social studies standards and benchmarks. *(Unfunded Mandate)*

**2, 22** - (b) A school board **must** adopt a written policy to address malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation, and sexual exploitation by a district or school staff member, independent contractor, or student enrolled in a public school against a staff member, independent contractor, or student *(Unfunded Mandate)*

c) The policy **must** apply to students, independent contractors, teachers, administrators, and other school personnel; **must** include at a minimum the components under section 121A.031, subdivision 4, paragraph (a); and **must** include disciplinary actions for each violation of the policy. Disciplinary actions **must** conform with collective bargaining agreements and sections 121A.41 to 121A.56. (d) The policy **must** be conspicuously posted throughout each school building, distributed to each district employee and independent contractor at the time of hiring or contracting, and included in each school's student handbook on school policies. Each school **must** develop a process for discussing with students, parents

of students, independent contractors, and school employees the school's policy addressing malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation, as defined in chapter 363A, and sexual exploitation." *(Unfunded Mandate)*

**2, 26 Subd 1** - Disciplinary dismissals **prohibited**. (a) A pupil enrolled in the following is not subject to dismissals under this chapter: (1) a preschool or prekindergarten program, including a child participating in an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program, or (2) kindergarten through grade 3. *(Unfunded Mandate)*

**2, 28** - Provision of alternative education services; suspension pending expulsion or exclusion hearing. (a) Alternative education services **must** be provided to a pupil who is suspended for more than five consecutive school days. *(Unfunded Mandate)*

**2, 29, Subd 5** - School administration **must** allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback. *(Unfunded Mandate)*

**2, 31, Subd 14** - (a) A school administrator **must** prepare and enforce an admission or readmission plan for any pupil who is excluded or expelled from school. The plan **must** include measures to improve the pupil's behavior, including which may include completing a character education program, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan **must** include reasonable attempts to obtain parental involvement in the admission or readmission process, and may indicate the consequences to the pupil of not improving the pupil's behavior. *(Unfunded Mandate)*

**2, 33** - (a) The commissioner of education **must** promulgate guidelines to assist each school board. Each school board **must** establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of sections 121A.40 to 121A.56. The policies **must** include nonexclusionary disciplinary policies and practices, and **must** emphasize preventing dismissals through early detection of problems. The policies **must** be designed to address students' inappropriate behavior from recurring. (b) The policies **must** recognize the continuing responsibility of the school for the education of the pupil during the dismissal period. (c) The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, **must** be adequate to allow the pupil to make progress toward meeting the graduation standards. *(Unfunded Mandate)*

(1) for a pupil who remains enrolled in the district or is awaiting enrollment in a new district, a school district's continuing responsibility includes reviewing the pupil's school work and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. School districts **must** communicate on a regular basis with the pupil's parent or guardian to ensure the pupil is completing the work assigned through the alternative educational services as defined in section 121A.41, subdivision 11. These services are required until a pupil enrolls in another school or returns to the same school.

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

**2, 34, Subd. 2a** - Prone restraint and certain physical holds not allowed. (a) An employee or agent of a district, including a school resource officer or police officer contracted with a district, **shall not** use prone restraint. (b) An employee or agent of a district, including a school resource officer or police officer contracted with a district, **shall not** inflict any form of physical holding that restricts or impairs a pupil's ability to breathe; restricts or impairs a pupil's ability to communicate distress; places pressure or weight on a pupil's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a pupil's torso. (*Mandate*)

**2, 35** - The policy **must** contain the discipline complaint procedure that any member of the school community may use to file a complaint regarding the application of discipline policies and seek corrective action. (*Unfunded Mandate*)

**2, 36** - t) a prohibition on the use of exclusionary practices for early learners as defined in section 121A.425; and (u) a prohibition on the use of exclusionary practices to address attendance and truancy issues. (*Unfunded Mandate*)

**2, 37, Subd 4** - School supports. (a) A school board is strongly encouraged to adopt a policy that promotes the understanding in school staff that when a student is unable to meet adult expectations it is often because the student lacks the skills to respond to a situation appropriately. A school district **must** support school staff in using tiered interventions that teach students skills and prioritize relationships between students and teachers. (b) A school board is strongly encouraged to adopt a policy that discourages teachers and staff from reacting to unwanted student behavior with approaches that take away the student's opportunity to build skills for responding more appropriately. (*Unfunded Mandate*)

**2, 38, Subd 5** - Discipline complaint procedure. The discipline policy **must** contain procedures for students, parents and other guardians, and school staff to file a complaint and seek corrective action when the requirements of sections 121A.40 to 121A.61, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied. Each district and school policy implemented under this section **must**, at a minimum: (1) provide procedures for communicating this policy including the ability for a parent to appeal a decision under section 121A.49 that contains explicit instructions for filing the complaint; (2) provide an opportunity for involved parties to submit additional information related to the complaint; (3) provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record; (4) provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions; (5) if the investigation finds the requirements of sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and (6) prohibit reprisals or retaliation against any person who asserts, alleges, or **reports** a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation. (*Unfunded Mandate*)

**2, 39** - (c) A school district or charter school **must** not use recess detention unless: (1) a student causes or is likely to cause serious physical harm to other students or staff; (2) the student's parent or guardian specifically consents to the use of recess detention; or (3) for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student. (d) A school district or charter school **must** not withhold recess from a student based on incomplete homework. (e) A school district or charter school **must** require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention. (f) A school district or charter school **must** compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status (g) A school district or charter school **must** not withhold or excessively delay a student's participation in scheduled mealtimes. *(Unfunded Mandate)*

**2, 40** - A school district or charter school **must** provide a minimum of eight hours of paid orientation or professional development **must** be provided annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours **must** be completed before the first instructional day of the school year or within 30 days of hire. The orientation or professional development **must** be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation **must** be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of section 120B.363, subdivision 3. A school administrator **must** provide an annual certification of compliance with this requirement to the commissioner. *(Funded Mandate)*

**2, 53** - Achievement and Integration Aid c) The plan **must** include strategies to validate, affirm, embrace, and integrate cultural and community strengths of all students, families, and employees in the district's curriculum as well as learning and work environments. The plan **must** address issues of institutional racism in schools that create opportunity and achievement gaps for students, families, and staff who are of color or who are American Indian. Examples of institutional racism experienced by students who are of color or who are American Indian include policies and practices that intentionally or unintentionally result in disparate discipline referrals and suspension, inequitable access to advanced coursework, overrepresentation in lower-level coursework, inequitable participation in cocurricular activities, inequitable parent involvement, and lack of equitable access to racially and ethnically diverse teachers who reflect the racial or ethnic diversity of students because it has not been a priority to hire or retain such teachers. (d) School districts **must** use local data, to the extent practicable, to develop plan components and strategies. Plans may include: (1) innovative and integrated prekindergarten through grade 12 learning environments that offer students school enrollment choices; (2) family engagement initiatives that involve families in their students' academic life and success and improve relations between home and school; (3) opportunities for students, families, staff, and community members who are of color or American Indian to share their experiences in the school setting with school staff and administration and to inform the development of specific proposals for making school environments more validating, affirming, embracing, and integrating of their cultural and community strengths; (4) professional development opportunities for teachers and administrators focused on improving the academic achievement of all students, including knowledge, skills, and dispositions needed to be antiracist and culturally sustaining for serving students who are from racially and ethnically diverse backgrounds; (5) recruitment and retention of teachers, administrators, cultural and family liaisons,



paraprofessionals, and other staff from racial, ethnic, and linguistic backgrounds represented in the student population to strengthen relationships with all students, families, and other members of the community; (6) collection, examination, and evaluation of academic and discipline data for institutional racism in structures, policies, and practices that result in the education disparities, in order to propose antiracist changes that increase access, meaningful participation, representation, and positive outcomes for students of color and American Indian students; (7) increased programmatic opportunities and effective and more diverse instructors focused on rigor and college and career readiness for students who are impacted by racial, gender, linguistic, and economic disparities, including students enrolled in area learning centers or alternative learning programs, state-approved alternative programs and contract alternative programs, among other underserved students; (8) ethnic studies curriculum to provide all students with opportunities to learn about their own and others' cultures and historical experiences; or (9) examination and revision of district curricula in all subjects to be inclusive of diverse racial and ethnic groups while meeting state academic standards and being culturally sustaining ensuring content being studied about any group is accurate and based in knowledge from that group. (b) (e) Among other requirements, an eligible district **must** implement effective, research-based interventions that include formative multiple measures of assessment practices and engagement in order to reduce the eliminate academic disparities in student academic performance among the specific categories of students as measured by student progress and growth on state reading and math assessments and for students impacted by racial, gender, linguistic, and economic inequities. (c) (f) Eligible districts **must** create efficiencies and eliminate duplicative programs and services under this section, which may include forming collaborations or a single, seven-county metropolitan areawide partnership of eligible districts for this purpose. *(Unfunded Mandate)*

**2, 55** - Individual Education Program Paraprofessional (2) within five days of beginning to work alone with an individual student with a disability, the assigned paraprofessional **must** be either given paid time, or time during the school day, to review a student's individualized education program or be briefed on the student's specific needs by appropriate staff; *(Unfunded Mandate)*

### **Article 3**

**3, 4, Subd 1** - Read Act Goal and Interventions. By the 2026-2027 school year, school leaders and educators **must** provide evidence-based reading instruction consistent with section 122A.06, subdivision 4 through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills. Students **must** receive evidence-based instruction that is proven to effectively teach children to read, consistent with sections 120B.12 to 120B.124. (b) To meet this goal, each district **must** provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction that is approved by the Department of Education. By July 1, 2025, a district **must** provide the training to intervention teachers working with students in kindergarten through grade 12, special education teachers, curriculum directors, instructional support staff that provide reading instruction, employees that select literacy instructional materials for a district, and all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs. All teachers and instructional staff required to receive training under the Read Act **must** complete training no later than July 1, 2027. The commissioner may grant a district an extension to the deadlines in this paragraph. (c) Districts are strongly encouraged to adopt a MTSS framework. The framework should include a process for monitoring student progress, evaluating program fidelity, and analyzing student

outcomes and needs in order to design and implement ongoing evidenced-based instruction and interventions. *(Partially Funded)*

**3, 4, Subd 2** - Identification; **report**. (a) Each school district **must** identify before the end of twice a year, each school district **must** screen every student enrolled in kindergarten, grade 1, and grade 2 all students who are not reading at grade level, and grade 3 using a screening tool approved by the Department of Education. Students identified as not reading at grade level by the end of enrolled in kindergarten, grade 1, and grade 2, and grade 3, including multilingual learners and students receiving special education services, **must** be universally screened, in a locally determined manner for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by the Department of Education. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and oral language. A district **must** submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to the Department of Education in the annual local literacy plan. (b) Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher grades 4 and above, including multilingual learners and students receiving special education services, who are not demonstrating mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, **must** be screened, in a locally determined manner, using a screening tool approved by the Department of Education for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified, and continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. (c) Reading assessments screeners in English, and in the predominant languages of district students where practicable, **must** identify and evaluate students' areas of academic need related to literacy. The district also **must** monitor the progress and provide reading instruction appropriate to the specific needs of English multilingual learners. The district **must** use a locally adopted, developmentally appropriate, and culturally responsive assessment screener and annually **report** summary assessment screener results to the commissioner by July 1 June 15 in the form and manner determined by the commissioner. (d) The district also **must** annually **report** to the commissioner by July 1 include in its literacy plan under subdivision 4a, a summary of the district's efforts to screen and, identify, and provide interventions to students who demonstrate characteristics of dyslexia using as measured by a screening tools such as those recommended by the department's dyslexia specialist tool approved by the Department of Education. Districts are strongly encouraged to use the MTSS framework. With respect to students screened or identified under paragraph (a), the **report must** include: (1) a summary of the district's efforts to screen for dyslexia; (2) the number of students universally screened for that **reporting** year; and (3) the number of students demonstrating characteristics of dyslexia for that year.; and (e) A student (4) an explanation of how students identified under this subdivision **must** be are provided with alternate instruction and interventions under section 125A.56, subdivision 1. Subd. 2a. Parent notification and involvement. Schools, at least annually, **must** give the parent of each student who is not reading at or above grade level timely information about: (1) the student's reading proficiency as measured by a locally adopted assessment screener approved by the Department of Education; (2) reading-related services currently being provided to the student and the student's progress; and (3) strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language. A district may not use this section to deny a student's right to a special education evaluation. *(Partially Funded Mandate)*



## Article 4

**4, 2** - On Indigenous Peoples Day, at least one hour of the school program **must** be devoted to observance of the day. As part of its observance of Indigenous Peoples Day, a district may provide professional development to teachers and staff, or instruction to students, on the following topics: (1) the history of treaties between the United States and Indigenous peoples; (2) the history of federal boarding schools for Indigenous children; (3) Indigenous languages; (4) Indigenous traditional medicines and cultural or spiritual practices; (5) the sovereignty of Tribal nations; (6) the contributions of Indigenous people to American culture, literature, and society; and (7) current issues affecting Indigenous communities. *(Unfunded Mandate)*

**4, 6, Subd 2** - Prohibition on American Indian mascots. (a) A public school may not have or adopt a name, symbol, or image that depicts or refers to an American Indian Tribe, individual, custom, or tradition to be used as a mascot, nickname, logo, letterhead, or team name of the district or school within the district. (b) A public school may seek an exemption to paragraph (a) by submitting a request in writing to all eleven federally recognized Tribal Nations in Minnesota and to the Tribal Nations Education Committee. The exemption is denied if any of the eleven Tribal Nations or the Tribal Nations Education Committee opposes the exemption. A public school whose exemption is denied **must** comply with paragraph (a) by September 1 of the following calendar year after which the exemption request was made. *(Unfunded Mandate)*

**4, 12, Subd 7** - A district or participating school that conducts American Indian education programs under sections 124D.71 to 124D.82 **must** provide American Indian culture and language classes if: (1) at least five percent of enrolled students meet the definition of American Indian students; or (2) 100 or more enrolled students meet the definition of American Indian students. *(Unfunded Mandate)*

**4, 13** - A dedicated American Indian education program coordinator **must** promote communication, understanding, and cooperation between the schools and the community and **must** visit the homes of children who are to be enrolled in an American Indian education program in order to convey information about the program. *(Unfunded Mandate)*

**4, 14, 2** - American Indian Parent Advisory Committee **must** meet to discuss whether or not they concur with the educational offerings that have been extended by the district to American Indian students. If the committee finds that the district, charter school, Tribal contract school, and the school board have been meeting the needs of American Indian students, they issue a vote and resolution of concurrence. If they find that the needs of American Indian students are not being met, they issue a vote and resolution of nonconcurrence. The vote and resolution **must** be presented to the school board by one or more members of the American Indian Parent Advisory Committee. The vote is formally reflected on documentation provided by the Department of Education and **must** be submitted annually on March 1. If the vote is one of nonconcurrence, the committee **must** provide written recommendations for improvement to the school board at the time of the presentation. In the case of nonconcurrence, the school board is given 60 days in which to respond, in writing, to the committee's recommendations. The board response **must** be signed by the entire school board and submitted to both the American Indian Parent Advisory Committee and to the Department of Education. The resolution **must** be accompanied by Parent Advisory Committee meeting minutes that show they have been appraised by the district on

the goals of the Indian Education Program Plan and the measurement of progress toward those goals. *(Unfunded Mandate)*

**4,17** - A school district or charter school **must** not prohibit an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony. *(Unfunded Mandate)*

**4, 18, Subd 2b** - Carry Forward of funds. (3) the school district **reports** the reason for the carry forward and describes the district's intended actions to ensure the funds are expended in the following fiscal year. The district **must report** this information to the Department of Education in the form and manner and according to the timelines specified by the commissioner. *(Unfunded Mandate)*

## Article 5

**5, 4** - A teacher **must** hold a field license or a permission aligned to the content area and scope of the teacher's assignment to provide instruction in a public school, including a charter school. *(Unfunded Mandate)*

**5, 45, Subd 3b** - (b) A school district **must** annually **report** to the Professional Educator Licensing and Standards Board: (1) all new teacher hires and terminations, including layoffs, by race and ethnicity; and (2) the reasons for all teacher resignations and requested leaves of absence. The **report must** not include data that would personally identify individuals. *(Unfunded Mandate)*

**5, 47, Subd. 8** - Development, evaluation, and peer coaching for continuing contract teachers. (3) **must** include a rubric of performance standards for teacher practice that: (i) is based on professional teaching standards established in rule; (ii) includes culturally responsive methodologies; and (iii) provides common descriptions of effectiveness using at least three levels of performance. *(Unfunded Mandate)*

**5, 52** - Short-Call Substitute Teacher Pilot Program d) A school district or charter school **must** provide a substitute teacher who receives a substitute teaching license through the pilot program with substitute teacher training. The board may remove a school district or charter school from the pilot program for failure to provide the required training. (e) A school district or charter school **must** not require an employee to apply for a substitute teaching license or retaliate against an employee that does not apply for a substitute teaching license under the pilot program. (f) A school district or charter school **must** compensate an employee working as a short-call substitute teacher under the pilot program with the greater of \$200 per day or the employee's regular rate of pay. *(Unfunded Mandate)*

**5, 61** - Special Education Teacher Pipeline Program. The commissioner of education **must** administer a grant program to develop a pipeline of trained, licensed Tier 3 or Tier 4 special education teachers. A school district, charter school, or cooperative unit may apply for a grant under this section. An applicant **must** partner with a board-approved teacher preparation program. A grant recipient **must** use grant funds to support participants who are employed by the grant recipient as either a paraprofessional or other unlicensed staff, or a teacher with a Tier 1 or Tier 2 license and demonstrate a willingness to be a special education teacher after completing the program. Within one year of receiving grant funds, and for each year that a recipient receives grant funds, a grant recipient **must report** to the commissioner in the form and manner determined by the commissioner, the number of participants in the program, how grant funds were used. The commissioner **must** publish an annual **report** that identifies the grant recipients and summarizes how grant funds are used. *(Funded Mandate)*

**5, 63, Subd. 6** - By February 1 following any fiscal year in which student support personnel aid was received, a school district, charter school, or cooperative unit **must** submit a written **report** to the commissioner indicating how the new position affected two or more of the following measures: (1) school climate; (2) student health; (3) attendance rates; (4) academic achievement; (5) career and college readiness; and (6) postsecondary completion rates. *(Unfunded Mandate)*

### **Article 7**

**7, 2** - (a) Beginning with the 2023-2024 school year, a school district **must** use the revenue under this subdivision to provide time for teachers to complete due process forms and procedures in accordance with the plan developed under paragraph (c). This time is in addition to the preparation time under subdivision 1. (b) For fiscal year 2024, the due process revenue for a school district is equal to \$29 times the adjusted pupil units for the current fiscal year. For fiscal year 2024, the due process revenue for a school district that is a member of an intermediate school district or other cooperative unit that enrolls students is equal to \$8.25 times the adjusted pupil units for the current fiscal year. For fiscal year 2025 and later, the due process revenue for a school district equals \$16.25 times the adjusted pupil units for the current fiscal year. For fiscal year 2025 and later, the due process revenue for a school district that is a member of an intermediate school district or other cooperative unit that enrolls students equals \$3.25 times the adjusted pupil units for the current fiscal year. If a district is a member of more than one cooperative unit that enrolls students, the revenue **must** be allocated among the cooperative units. (c) A district **must** meet and negotiate an agreement with the exclusive representative of teachers in the district containing a plan to use the revenue authorized under this subdivision. The plan **must** provide teachers that provide direct services to students with individualized education programs or individualized family services plans time to complete due process forms and procedures. Examples of allowed uses for the revenue include: (1) 43.75 hours of paid time for each teacher providing direct special education services, with the time paid at a rate proportional to the teacher's annual salary, in addition to the wages provided under applicable collective bargaining agreements and memoranda between the school board and exclusive representative of teachers; (2) the costs of necessary substitute teachers; (3) innovative flexible learning days or weeks that provide teachers time during the regularly scheduled duty day to complete forms and procedures; and (4) due process clerks or other staff dedicated to assisting teachers with due process forms and procedures. (d) If the district and exclusive representative cannot reach agreement on a plan to use the revenue, the agreement **must** require the revenue to be used for the use identified in paragraph (c), clause (1). The parties may agree to reduce the number of paid hours if they agree on another use for the revenue, including another use identified in paragraph (c). *(Funded Mandate)*

### **Article 9**

**9,5** - A school district or charter school library or school library media center provides equitable and free access to students, teachers, and administrators. A school library or school library media center **must** have the following characteristics: (1) ensures every student has equitable access to resources and is able to locate, access, and use resources that are organized and cataloged; (2) has a collection development plan that includes but is not limited to materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement; (3) is housed in a central location that provides an environment for expanded learning and supports a variety of student interests;

(4) has technology and Internet access; and (5) is served by a licensed school library media specialist or licensed school librarian.

## Article 12

**12, 3** - d) Districts **must report** data on their use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding. (e) Beginning with the 2023-2024 school year, districts **must report** annually by July 15, in a form and manner determined by the commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding. (*Unfunded Mandate*)