

Mandates - Senate Education Finance (SF 2684)

Article 1

1, 1 - A school district or charter school **must** provide students 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, 14, Subd 7 -A school district **must** annually report the district's class size ratios by each grade to the commissioner of education in the form and manner specified by the commissioner. The department **must** annually submit a report beginning December 1, 2024, to the chairs and ranking minority members of the legislative committees with jurisdiction over kindergarten through grade 12 education detailing the statewide ratios by grade starting with the 2023-2024 school year. *(Unfunded Mandate)*

1, 15, Subd 2 - (a) A district or cooperative must allocate **at least 80 percent** of its compensatory revenue to each school building in the district or cooperative where the children who have generated the revenue are served unless the school district or cooperative has received permission under Laws 2005, First Special Session chapter 5, article 1, section 50, to allocate compensatory revenue according to student performance measures developed by the school board. (b) Notwithstanding paragraph (a), A district or cooperative may allocate up to 50 **no more than 20 percent** of the amount of compensatory revenue that the district receives to school sites according to a plan adopted by the school board. The money reallocated under this paragraph must be spent for the purposes listed in subdivision 1, but may be spent on students in any grade, including students attending school readiness or other prekindergarten programs. *(Mandate)*

1, 17, Subd 2 - Payment to unemployment insurance program trust fund by state and political subdivisions. (a) A district may levy the amount necessary (1) to pay the district's obligations, and (2) to pay for job placement services offered to employees who may become eligible for benefits for the fiscal year the levy is certified. A district **must** not include in its levy authority under this section the costs associated with school employees. *(Unfunded Mandate)*

1, 18, Subd 7 – Unemployment insurance program - any week during the period between two successive academic years or terms if an applicant worked in a capacity other than instructional, research, or principal administrative. For individuals in the employment of an employer as defined in section 123A.24, subdivision 2, or 123A.55, an instructional position is one for which a license is required by the Professional Educator Licensing and Standards Board or the Board of School Administrators. *(Unfunded Mandate)*

Article 3

3,3, Subd 1 -The Read Act - School leaders and educators **must** provide evidence-based reading instruction. *(All Partially Funded)*

3, 4 - Students **must** receive evidence-based instruction that is proven to effectively teach children to read (b) To meet this goal, each school 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 and CAREI. By 2025, a district **must** provide the training to intervention teachers working with students in kindergarten through grade 12, special education
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teachers, curriculum directors, instructional support staff that provide reading instruction, and any staff that selects literacy instructional materials for a district. By 2027, a district **must** provide training to all classroom teachers of students in a prekindergarten program, and in kindergarten through grade 3.

3, 4, Subd 2 - Twice a year, each school district **must** screen every student enrolled in kindergarten, grade 1, and grade 2 and grade 3 using a screening tool approved by the Department of Education. 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.

3, 4, Subd 4 - Staff development. (a) A district **must** provide training that is evidence-based to teachers and instructional staff. The training **must** include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.

3, 4 - c) A district **must** provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence

3, 4 -The plan **must** be updated by August 1 each year.

3, 4, Subd 6 - "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level **must** be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grade 4 and above who do not demonstrate mastery of grade-level foundational reading skills **must** continue to receive explicit, systematic instruction to reach mastery.

3, 7, Subd 1 - A district **must** administer a reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, and again within the last six weeks of the school year. The screener **must** be one of the screeners identified by the Department of Education.

3, 7, Subd 3 - A district **must** use evidence-based curriculum at each grade level that is designed around teaching the foundational reading skills of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension.

3, 7, Subd 5 - a) A district **must** provide training that is evidence-based to all reading intervention teachers and literacy specialists by July 1, 2025; and by June 15, 2027, to other teachers in the district.

3, 7, Subd 6 - (a) By August 30, 2025, a district **must** employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead.

3, 13, Subd 5 -. A school district **must** use its literacy incentive aid to support evidence-based reading instruction.

Article 4

4, 5, Subd 3 - (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)*

4, 6 - (f) Notwithstanding any law to the contrary, a teacher who has taught for three consecutive years in a single school district or charter school in Minnesota or another state **must** serve a probationary period no longer than one year in a Minnesota school district.

4, 8, Subd. 16 - 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)*

4, 16, Subd 3 - (2) support and improve a principal's **culturally responsive** leadership practices that create inclusive and respectful teaching and learning environments for all students, families, and employees *(Unfunded Mandate)*

4, 17, Subd 5 - 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 5

5, 7, Subd 7 - (c) A pupil who becomes age 21 after enrollment is eligible for continued free public school enrollment until at least one of the following occurs: (1) the first September 1 after the pupil's 21st birthday; (2) the pupil's completion of the graduation requirements; (3) the pupil's withdrawal with no subsequent enrollment within 21 calendar days; or (4) the end of the school year; or (5) in the case of a student with a disability as set forth in section 125A.02, the pupil's 22nd birthday. *(Funded Mandate)*

5, 8, Subd 2 - (2) before beginning 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)*

5, 8, Subd 4 - 4) a minimum of 16 hours of paid orientation or professional development **must** be provided annually to all paraprofessionals, Title I aides, and other instructional support staff. Eight of the 16 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. The annual certification **must** include the prior year expenses associated with the training provided under this clause; *(Funded Mandate)*

Article 7

7, 2 - 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. *(Mandate)*

7,6, Subd 2 - School library aid **must** be reserved and used for directly funding the costs of the following purposes within a library: (1) the salaries and benefits of a school library media specialist; (2) electronic, computer, and audiovisual equipment; (3) information technology infrastructure and digital tools; (4) electronic and material resources; or (5) furniture, equipment, or supplies. *(Funded Mandate)*

Article 10

10, 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. *(Unfunded Mandate)*