

**SENATE
STATE OF MINNESOTA
NINETY-THIRD SESSION**

S.F. No. 4647

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DATE	D-PG	OFFICIAL STATUS
03/07/2024	12038	Introduction and first reading Referred to Education Policy

1.1 A bill for an act

1.2 relating to education; providing for culturally responsive assessment of certain

1.3 students; amending Laws 2023, chapter 55, article 2, section 64, subdivision 8.

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

1.5 Section 1. Laws 2023, chapter 55, article 2, section 64, subdivision 8, is amended to read:

1.6 Subd. 8. **COMPASS and MTSS.** (a) To support the development and implementation

1.7 of the MTSS framework and the Collaborative Minnesota Partnerships to Advance Student

1.8 Success (COMPASS) school improvement model:

1.9 \$ 13,500,000 2024

1.10 \$ 13,500,000 2025

1.11 (b) Of this amount, \$5,000,000 each year is to support implementation of MTSS and

1.12 COMPASS. Funds must be used to support increased capacity at the Department of Education

1.13 and the Minnesota Service Cooperatives for implementation supports.

1.14 (c) Of this amount, \$5,000,000 each year is reserved for grants to school districts, charter

1.15 schools, and cooperative units as defined in Minnesota Statutes, section 123A.24, subdivision

1.16 2, for implementation of MTSS, including: hiring local MTSS coordinators; deferring costs

1.17 for personnel to participate in cohort activities and professional learning; and piloting a

1.18 Department of Education One Plan, the consolidation of multiple reporting structures to

1.19 streamline various applications, reports, and submissions by school districts and charter

1.20 schools. Up to five percent of this amount is available for program and grant administration.

1.21 (d) Of this amount, \$3,000,000 each year must be used to develop a regional network

1.22 focusing on mathematics to provide dedicated mathematics trainers and coaches to train

2.1 regional support staff from the Minnesota Service Cooperatives to support school leaders
2.2 and teachers to implement evidence-based instructional strategies in mathematics. Funds
2.3 may also be used to host an annual Mathematics Standards-Based Instructional Institute.

2.4 (e) Of this amount, \$500,000 each year is for the University of Minnesota Center for
2.5 Applied Research and Educational Improvement to support implementation and evaluation
2.6 of the MTSS framework.

2.7 (f) Support for school districts, charter schools, and cooperative units under this
2.8 subdivision may include but is not limited to:

2.9 (1) partnering with the Minnesota Service Cooperatives to support districts in
2.10 implementing COMPASS to support schools in the areas of literacy, math, social-emotional
2.11 learning, and mental health using the MTSS framework;

2.12 (2) providing support to districts and charter schools identified under Minnesota Statutes,
2.13 section 120B.11;

2.14 (3) providing support to districts and charter schools in streamlining various applications,
2.15 reports, and submissions to the Department of Education through One Plan;

2.16 (4) providing training, guidance, and implementation resources for MTSS, including a
2.17 universal screening process approved by the Department of Education to identify students
2.18 who may be at risk of experiencing academic, behavioral, and social-emotional development
2.19 difficulties;

2.20 (5) providing guidance to convene school-based teams to analyze data provided by
2.21 screenings and resources for related identification, instruction, and intervention methods;

2.22 (6) dyslexia screening and intervention that are evidence-based;

2.23 (7) requiring school districts and charter schools to provide parents of students identified
2.24 in screenings with notice of screening findings and related support information, including
2.25 providing parents with a list of resources from organizations that provide culturally responsive
2.26 assessments of identified students;

2.27 (8) requiring districts and charter schools to provide at-risk students with interventions
2.28 and to monitor the effectiveness of these interventions and student progress; and

2.29 (9) developing and annually reporting findings regarding the implementation of MTSS.

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