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State of Minnesota

HOUSE OF REPRESENTATIVES

NINETY-FOURTH SESSION

H. F. No. 2194

03/12/2025 Authored by Clardy
The bill was read for the first time and referred to the Committee on Education Policy

1.1 A bill for an act
1.2 relating to education; codifying the framework for MTSS and COMPASS from
1.3 session law to statutes; amending Minnesota Statutes 2024, section 121A.201.

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

1.5 Section 1. Minnesota Statutes 2024, section 121A.201, is amended to read:

1.6 121A.201 MTSS AND COLLABORATIVE MINNESOTA PARTNERSHIPS TO
1.7 ADVANCE STUDENT SUCCESS (COMPASS).

1.8 Subdivision 1. Definitions. For the purposes of this section, the following terms have
1.9 the meanings given:

1.10 (1) "COMPASS" means the Collaborative Minnesota Partnership to Advance Student
1.11 Success; and

1.12 (2) "MTSS" means Multitiered System of Support.

1.13 Subd. 2. COMPASS. Beginning July 1, 2023, all Minnesota school districts and charter
1.14 schools must be offered training and support in implementing MTSS through the Department
1.15 of Education COMPASS team and the Department of Education's regional partners, the
1.16 Minnesota Service Cooperatives. COMPASS is the state Minnesota's school improvement
1.17 model providing a statewide system through which all districts and schools may receive
1.18 support in the areas of literacy, math, social-emotional learning, and mental health within
1.19 the MTSS framework.

1.20 Subd. 3. MTSS. The MTSS framework is the state's systemic, continuous school
1.21 improvement framework for ensuring positive social, emotional, behavioral, developmental,
1.22 and academic outcomes for every student. MTSS provides access to layered tiers of culturally

2.1 and linguistically responsive, evidence-based practices. The MTSS framework relies on the
 2.2 understanding and belief that every student can learn and thrive, and it engages an anti-bias
 2.3 and socially just approach to examining policies and practices and ensuring equitable
 2.4 distribution of resources and opportunity. The MTSS systemic framework requires:

2.5 (1) a district-wide infrastructure consisting of effective leaders, collective efficacy among
 2.6 staff, positive school climate, linked teams, and professional learning that supports continuous
 2.7 improvement;

2.8 (2) authentic engagement with families and communities to develop reciprocal
 2.9 relationships and build new opportunities for students together;

2.10 (3) multilayered tiers of culturally and linguistically responsive instruction and support
 2.11 that allows every student the support they need to reach meaningful and rigorous learning
 2.12 standards. Tiers of support include core (Tier 1), supplemental (Tier 2), and intensive (Tier
 2.13 3) instruction levels;

2.14 (4) valid and reliable assessment tools and processes to assess student and system
 2.15 performance and inform necessary changes; and

2.16 (5) a data-based decision-making approach in which problems are precisely defined and
 2.17 analyzed, solutions address root causes, and implementation is monitored to ensure success.
 2.18 The data-based problem-solving component of the MTSS framework consists of three major
 2.19 subcomponents: accessible and integrated data, decision-making process, and system
 2.20 performance.

2.21 Subd. 4. **Training and support provided.** The Department of Education COMPASS
 2.22 team and the department's regional partners, the Minnesota Service Cooperatives, must
 2.23 offer Minnesota school districts and charter schools training and support in implementing
 2.24 MTSS.

2.25 Subd. 5. **COMPASS and MTSS support.** Support for school districts, charter schools,
 2.26 and cooperative units under this subdivision may include but is not limited to:

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

2.30 (2) providing support to districts and charter schools identified under section 120B.11;

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

3.1 (4) providing training, guidance, and implementation resources for MTSS, including a
3.2 universal screening process approved by the Department of Education to identify students
3.3 who may be at risk of experiencing academic, behavioral, and social-emotional development
3.4 difficulties, including an early warning indicator of being off track for graduation by the
3.5 end of grade 9;

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

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

3.9 (7) requiring school districts and charter schools to provide parents of students identified
3.10 in screenings with notice of screening findings and related support information;

3.11 (8) requiring districts and charter schools to provide at-risk students with interventions
3.12 and to monitor the effectiveness of these interventions and student progress, including
3.13 progress toward graduation; and

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

3.15 Subd. 6. **Funding.** State funding for COMPASS must be used for the following purposes:

3.16 (1) to support implementation of MTSS and COMPASS. Funding must be used to support
3.17 increased capacity at the Department of Education and the Minnesota Service Cooperatives
3.18 for implementation supports;

3.19 (2) to provide grants to school districts, charter schools, and cooperative units as defined
3.20 in section 123A.24, subdivision 2, for implementation of MTSS, including: (i) hiring local
3.21 MTSS coordinators; (ii) deferring costs for personnel to participate in cohort activities and
3.22 professional learning; and (iii) piloting a Department of Education One Plan, the
3.23 consolidation of multiple reporting structures to streamline various applications, reports,
3.24 and submissions by school districts and charter schools;

3.25 (3) to develop a regional network focusing on mathematics to provide dedicated
3.26 mathematics trainers and coaches to train regional support staff from the Minnesota Service
3.27 Cooperatives to support school leaders and teachers to implement evidence-based
3.28 instructional strategies in mathematics. Funding may also be used to host an annual
3.29 Mathematics Standards-Based Instructional Institute; and

3.30 (4) for the University of Minnesota Center for Applied Research and Educational
3.31 Improvement to support implementation and evaluation of the MTSS framework.