

SENATE
STATE OF MINNESOTA
NINETY-SECOND SESSION

S.F. No. 4113

(SENATE AUTHORS: CHAMBERLAIN and by request)

DATE	D-PG	OFFICIAL STATUS
03/17/2022	5385	Introduction and first reading Referred to Education Finance and Policy
04/07/2022	6841a	Comm report: To pass as amended and re-refer to Finance
04/21/2022		Comm report: To pass as amended Second reading

1.1 A bill for an act

1.2 relating to education finance; promoting literacy; providing for a statewide reading

1.3 proficiency goal; requiring access to menstrual products in schools; providing for

1.4 operating capital revenue to fund school district purchases of menstrual products;

1.5 reorganizing the regional centers of excellence; requiring elementary education

1.6 teacher candidates to receive instruction in the Language Essentials for Teachers

1.7 of Reading and Spelling program; requiring a report; appropriating money;

1.8 amending Minnesota Statutes 2020, sections 120B.11, by adding a subdivision;

1.9 120B.115; 120B.122, by adding a subdivision; 121A.21; 122A.06, subdivision 4;

1.10 122A.092, subdivision 5; 124E.03, subdivision 2; 126C.10, subdivisions 13, 13a,

1.11 14; Laws 2021, First Special Session chapter 13, article 11, section 4; proposing

1.12 coding for new law in Minnesota Statutes, chapter 120B.

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

1.14 Section 1. Minnesota Statutes 2020, section 120B.11, is amended by adding a subdivision

1.15 to read:

1.16 Subd. 10. **Suspension.** Provisions under this section are suspended from the beginning

1.17 of the 2023-2024 school year through the end of the 2028-2029 school year. A school district

1.18 or school site must continue to fulfill federal reporting requirements under the provisions

1.19 of this section.

1.20 Sec. 2. [120B.111] READING PROFICIENCY GOAL.

1.21 Subdivision 1. **Adopting plans and budgets.** (a) For the 2023-2024 school year through

1.22 the 2028-2029 school year, a school board at a public meeting must adopt a comprehensive

1.23 plan to support and improve teaching and learning that is aligned with the goal of having

1.24 90 percent of third grade students achieve grade-level reading proficiency. The plan must

1.25 include:

2.1 (1) clearly defined district and school site goals and benchmarks for instruction and
 2.2 student achievement for all student subgroups identified in section 120B.35, subdivision 3,
 2.3 paragraph (b), clause (2);

2.4 (2) a process to assess and evaluate each student's progress toward meeting state reading
 2.5 standards; and

2.6 (3) strategies for improving instruction, curriculum, and student achievement in reading.

2.7 (b) For the purposes of this section, the following terms have the meanings given:

2.8 (1) "instruction" means methods of providing learning experiences that enable a student
 2.9 to meet state reading standards;

2.10 (2) "curriculum" means programs and written plans adopted by a district or school for
 2.11 providing students with learning experiences that lead to expected knowledge and skills
 2.12 and career and college readiness; and

2.13 (3) "reading proficiency goal" means to have 90 percent of third grade students achieve
 2.14 grade-level reading proficiency and to close the academic achievement gap among all racial
 2.15 and ethnic groups of students and between students living in poverty and students not living
 2.16 in poverty.

2.17 Subd. 2. **Performance measures.** Student performance on the third grade reading
 2.18 proficiency assessment as measured by a statewide or locally adopted reading assessment
 2.19 is the performance measure to determine school district or school site progress toward the
 2.20 goal of 90 percent of third grade students achieving grade-level reading proficiency.

2.21 Subd. 3. **Report.** (a) The school board must hold an annual public meeting to review
 2.22 and revise, where appropriate, student achievement goals, local assessment outcomes, plans,
 2.23 strategies, and practices. The school board must review district success in achieving the
 2.24 previously adopted grade-level reading proficiency goals, related benchmarks, and
 2.25 improvement plans for achieving grade-level reading proficiency goals. The school board
 2.26 must transmit an electronic summary of its report to the commissioner of education in the
 2.27 form and manner determined by the commissioner.

2.28 (b) By January 25 of each year that this section is effective, the commissioner must
 2.29 report to the chairs and ranking minority members of the legislative committees with
 2.30 jurisdiction over kindergarten through grade 12 education:

2.31 (1) a list of school districts that have not submitted the required report to the commissioner
 2.32 under paragraph (a); and

3.1 (2) a list of school districts that have not met the performance goal of 90 percent of third
 3.2 grade students achieving grade-level reading proficiency, as established in the plan under
 3.3 subdivision 1.

3.4 Subd. 4. **Annual evaluation.** The commissioner must identify effective strategies,
 3.5 practices, and resources available to schools and districts to achieve the goal of 90 percent
 3.6 of third grade students achieving grade-level reading proficiency. The commissioner must
 3.7 assist schools and districts throughout the state in implementing effective strategies, practices,
 3.8 and use of resources.

3.9 Sec. 3. Minnesota Statutes 2020, section 120B.115, is amended to read:

3.10 **120B.115 REGIONAL CENTERS OF EXCELLENCE.**

3.11 Subdivision 1. **Establishment.** (a) Regional centers of excellence are established to
 3.12 assist and support school boards, school districts, school sites, and charter schools in
 3.13 implementing research-based interventions and practices to increase the students' achievement
 3.14 within a region. The centers must develop partnerships with local and regional service
 3.15 cooperatives, postsecondary institutions, integrated school districts, the department, children's
 3.16 mental health providers, or other local or regional entities interested in providing a cohesive
 3.17 and consistent regional delivery system that serves all schools equitably. Centers must assist
 3.18 school districts, school sites, and charter schools in developing similar partnerships. Center
 3.19 support may include assisting school districts, school sites, and charter schools with common
 3.20 principles of effective practice, including:

3.21 (1) defining measurable education goals under sections 120B.022, subdivisions 1a and
 3.22 1b, and 120B.11, subdivision 2;

3.23 (2) implementing evidence-based practices, including applied and experiential learning,
 3.24 contextualized learning, competency-based curricula and assessments, and other
 3.25 nontraditional learning opportunities, among other practices;

3.26 (3) engaging in data-driven decision-making;

3.27 (4) providing multilayered levels of support;

3.28 (5) supporting culturally responsive teaching and learning aligning the development of
 3.29 academic English proficiency, state and local academic standards, and career and college
 3.30 readiness benchmarks;

4.1 (6) engaging parents, families, youth, and local community members in programs and
 4.2 activities at the school district, school site, or charter school that foster collaboration and
 4.3 shared accountability for the achievement of all students; and

4.4 (7) translating district forms and other information such as a multilingual glossary of
 4.5 commonly used education terms and phrases.

4.6 Centers must work with school site leadership teams to build the expertise and experience
 4.7 to implement programs that close the achievement gap, provide effective and differentiated
 4.8 programs and instruction for different types of English learners, including English learners
 4.9 with limited or interrupted formal schooling and long-term English learners under section
 4.10 124D.59, subdivisions 2 and 2a, increase students' progress and growth toward career and
 4.11 college readiness, and increase student graduation rates.

4.12 (b) The department must assist the regional centers of excellence to meet staff, facilities,
 4.13 and technical needs, provide the centers with programmatic support, and work with the
 4.14 centers to establish a coherent statewide system of regional support, including consulting,
 4.15 training, and technical support, to help school boards, school districts, school sites, and
 4.16 charter schools effectively and efficiently implement the world's best workforce goals under
 4.17 section 120B.11 and other state and federal education initiatives, including secondary and
 4.18 postsecondary career pathways and technical education.

4.19 Subd. 2. **Reading focus.** Regional centers of excellence must prioritize reading using
 4.20 scientifically based research that includes fluency, phonemic awareness, phonics, reading
 4.21 comprehension, vocabulary development, and Language Essentials for Teachers of Reading
 4.22 and Spelling (LETRS) training.

4.23 Subd. 3. **Leadership.** Regional centers of excellence must be led by LETRS-certified
 4.24 reading professionals, including at least: (1) two literacy specialists; and (2) a dyslexia
 4.25 specialist under section 120B.122 who is employed by the Department of Education.

4.26 Subd. 4. **Regional literacy support directors.** Regional centers of excellence must
 4.27 work with LETRS-certified regional literacy support directors to assist schools with
 4.28 improving low reading scores. A director is an independent contractor and not an employee
 4.29 of the Department of Education. A regional literacy support director must:

4.30 (1) effectively monitor student reading growth and achievement data;

4.31 (2) assist with districtwide and schoolwide professional development and planning to
 4.32 establish scientifically based practices among school administrators and instructional
 4.33 personnel; and

5.1 (3) evaluate implementation of scientifically based practices.

5.2 Sec. 4. Minnesota Statutes 2020, section 120B.122, is amended by adding a subdivision
5.3 to read:

5.4 Subd. 4. **Leadership.** A dyslexia specialist must help provide leadership for the regional
5.5 centers of excellence under section 120B.115.

5.6 Sec. 5. Minnesota Statutes 2020, section 121A.21, is amended to read:

5.7 **121A.21 SCHOOL HEALTH SERVICES.**

5.8 Subdivision 1. **School health services required.** (a) Every school board must provide
5.9 services to promote the health of its pupils.

5.10 (b) The board of a district with 1,000 pupils or more in average daily membership in
5.11 early childhood family education, preschool disabled, elementary, and secondary programs
5.12 must comply with the requirements of this paragraph. It may use one or a combination of
5.13 the following methods:

5.14 (1) employ personnel, including at least one full-time equivalent licensed school nurse;

5.15 (2) contract with a public or private health organization or another public agency for
5.16 personnel during the regular school year, determined appropriate by the board, who are
5.17 currently licensed under chapter 148 and who are certified public health nurses; or

5.18 (3) enter into another arrangement approved by the commissioner.

5.19 Subd. 2. **Access to menstrual products.** A school district or charter school must provide
5.20 students access to menstrual products at no charge. The products must be available in
5.21 restrooms used by students in grades 4 to 12. For purposes of this section, "menstrual
5.22 products" means pads, tampons, or other similar products used in connection with the
5.23 menstrual cycle.

5.24 **EFFECTIVE DATE.** This section is effective July 1, 2022.

5.25 Sec. 6. Minnesota Statutes 2020, section 122A.06, subdivision 4, is amended to read:

5.26 Subd. 4. **Comprehensive, scientifically based reading instruction.** (a) "Comprehensive,
5.27 scientifically based reading instruction" includes a program or collection of instructional
5.28 practices that is based on valid, replicable evidence showing that when these programs or
5.29 practices are used, students can be expected to achieve, at a minimum, satisfactory reading
5.30 progress. The program or collection of practices must include, at a minimum, effective;

6.1 ~~balanced~~ instruction in all five areas of reading: phonemic awareness, phonics, fluency,
6.2 vocabulary development, and reading comprehension.

6.3 Comprehensive, scientifically based reading instruction also includes and integrates
6.4 instructional strategies for continuously assessing, evaluating, and communicating the
6.5 student's reading progress and needs in order to design and implement ongoing interventions
6.6 so that students of all ages and proficiency levels can read and comprehend text, write, and
6.7 apply higher level thinking skills. For English learners developing literacy skills, districts
6.8 are encouraged to use strategies that teach reading and writing in the students' native language
6.9 and English at the same time.

6.10 (b) "Fluency" is the ability of students to read text with speed, accuracy, and proper
6.11 expression.

6.12 (c) "Phonemic awareness" is the ability of students to notice, think about, and manipulate
6.13 individual sounds in spoken syllables and words.

6.14 (d) "Phonics" is the understanding that there are systematic and predictable relationships
6.15 between written letters and spoken words. Phonics instruction is a way of teaching reading
6.16 that stresses learning how letters correspond to sounds and how to apply this knowledge in
6.17 reading and spelling.

6.18 (e) "Reading comprehension" is an active process that requires intentional thinking
6.19 during which meaning is constructed through interactions between text and reader.
6.20 Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and
6.21 implementing specific cognitive strategies to help beginning readers derive meaning through
6.22 intentional, problem-solving thinking processes.

6.23 (f) "Vocabulary development" is the process of teaching vocabulary both directly and
6.24 indirectly, with repetition and multiple exposures to vocabulary items. Learning in rich
6.25 contexts, incidental learning, and use of computer technology enhance the acquiring of
6.26 vocabulary.

6.27 (g) Nothing in this subdivision limits the authority of a school district to select a school's
6.28 reading program or curriculum.

6.29 **EFFECTIVE DATE.** This section is effective July 1, 2022.

6.30 Sec. 7. Minnesota Statutes 2020, section 122A.092, subdivision 5, is amended to read:

6.31 Subd. 5. **Reading strategies.** (a) A teacher preparation provider approved by the
6.32 Professional Educator Licensing and Standards Board to prepare persons for classroom

7.1 teacher licensure must include in its teacher preparation programs research-based best
7.2 practices in reading, consistent with section 122A.06, subdivision 4, that enable the licensure
7.3 candidate to teach reading in the candidate's content areas. Teacher candidates must be
7.4 instructed in using students' native languages as a resource in creating effective differentiated
7.5 instructional strategies for English learners developing literacy skills. A teacher preparation
7.6 provider also must prepare early childhood and elementary teacher candidates for Tier 3
7.7 and Tier 4 teaching licenses under sections 122A.183 and 122A.184, respectively, for the
7.8 portion of the examination under section 122A.185, subdivision 1, paragraph (c), covering
7.9 assessment of reading instruction.

7.10 (b) Board-approved teacher preparation programs for teachers of elementary education
7.11 must require instruction in applying comprehensive, scientifically based or evidence-based,
7.12 and structured reading instruction programs that:

7.13 (1) teach students to read using foundational knowledge, practices, and strategies
7.14 consistent with section 122A.06, subdivision 4, so that all students achieve continuous
7.15 progress in reading; ~~and~~

7.16 (2) teach specialized instruction in reading strategies, interventions, and remediations
7.17 that enable students of all ages and proficiency levels to become proficient readers; and

7.18 (3) beginning February 1, 2026, require teacher candidates to receive instruction using
7.19 the Language Essentials for Teachers of Reading and Spelling program.

7.20 (c) Board-approved teacher preparation programs for teachers of elementary education,
7.21 early childhood education, special education, and reading intervention must include
7.22 instruction on dyslexia, as defined in section 125A.01, subdivision 2. Teacher preparation
7.23 programs may consult with the Department of Education, including the dyslexia specialist
7.24 under section 120B.122, to develop instruction under this paragraph. Instruction on dyslexia
7.25 must be modeled on practice standards of the International Dyslexia Association, and must
7.26 address:

7.27 (1) the nature and symptoms of dyslexia;

7.28 (2) resources available for students who show characteristics of dyslexia;

7.29 (3) evidence-based instructional strategies for students who show characteristics of
7.30 dyslexia, including the structured literacy approach; and

7.31 (4) outcomes of intervention and lack of intervention for students who show
7.32 characteristics of dyslexia.

8.1 (d) Nothing in this section limits the authority of a school district to select a school's
8.2 reading program or curriculum.

8.3 **EFFECTIVE DATE.** This section is effective the day following final enactment.

8.4 Sec. 8. Minnesota Statutes 2020, section 124E.03, subdivision 2, is amended to read:

8.5 Subd. 2. **Certain federal, state, and local requirements.** (a) A charter school shall
8.6 meet all federal, state, and local health and safety requirements applicable to school districts.

8.7 (b) A school must comply with statewide accountability requirements governing standards
8.8 and assessments in chapter 120B.

8.9 (c) A charter school must comply with the Minnesota Public School Fee Law, sections
8.10 123B.34 to 123B.39.

8.11 (d) A charter school is a district for the purposes of tort liability under chapter 466.

8.12 (e) A charter school must comply with the Pledge of Allegiance requirement under
8.13 section 121A.11, subdivision 3.

8.14 (f) A charter school and charter school board of directors must comply with chapter 181
8.15 governing requirements for employment.

8.16 (g) A charter school must comply with continuing truant notification under section
8.17 260A.03.

8.18 (h) A charter school must develop and implement a teacher evaluation and peer review
8.19 process under section 122A.40, subdivision 8, paragraph (b), clauses (2) to (13), and place
8.20 students in classrooms in accordance with section 122A.40, subdivision 8, paragraph (d).
8.21 The teacher evaluation process in this paragraph does not create any additional employment
8.22 rights for teachers.

8.23 (i) A charter school must adopt a policy, plan, budget, and process, consistent with
8.24 section 120B.11, to review curriculum, instruction, and student achievement and strive for
8.25 the world's best workforce. For the 2023-2024 school year through the end of the 2028-2029
8.26 school year, a charter school must adopt a policy, plan, budget, and process consistent with
8.27 section 120B.111 to review curriculum, instruction, and student achievement that is aligned
8.28 with the goal of having 90 percent of third grade students achieve grade-level reading
8.29 proficiency.

8.30 (j) A charter school is subject to and must comply with the Pupil Fair Dismissal Act,
8.31 sections 121A.40 to 121A.56.

9.1 Sec. 9. Minnesota Statutes 2020, section 126C.10, subdivision 13, is amended to read:

9.2 Subd. 13. **Total operating capital revenue.** (a) Total operating capital revenue for a
9.3 district equals the ~~amount determined under paragraph (b) or (c), plus~~ sum of:

9.4 (1) \$79 times the adjusted pupil units for the school year;

9.5 (2) the product of \$109, the district's maintenance cost index, and its adjusted pupil units
9.6 for the school year plus the amount computed under paragraph (c); and

9.7 (3) \$2 times the adjusted pupil units for the school year for the purposes of supplying
9.8 menstrual products under subdivision 14, clause (26).

9.9 (b) The revenue under this subdivision must be placed in a reserved account in the
9.10 general fund and may only be used according to subdivision 14.

9.11 ~~(b) Capital revenue for a district equals \$109 times the district's maintenance cost index~~
9.12 ~~times its adjusted pupil units for the school year.~~

9.13 (c) The revenue under paragraph (a), clause (2), for a district that operates a program
9.14 under section 124D.128, is increased by an amount equal to \$31 times the number of adjusted
9.15 pupil units served at the site where the program is implemented.

9.16 **EFFECTIVE DATE.** This section is effective July 1, 2022.

9.17 Sec. 10. Minnesota Statutes 2020, section 126C.10, subdivision 13a, is amended to read:

9.18 Subd. 13a. **Operating capital levy.** To obtain operating capital revenue, a district may
9.19 levy an amount not more than the product of its operating capital revenue for the fiscal year
9.20 times the lesser of one or the ratio of its adjusted net tax capacity per adjusted pupil unit to
9.21 the operating capital equalizing factor. The operating capital equalizing factor equals ~~\$23,902~~
9.22 ~~for fiscal year 2020, \$23,885 for fiscal year 2021, and \$22,912 for fiscal year 2022 and~~
9.23 \$23,145 for fiscal year 2023 and later.

9.24 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2023 and later.

9.25 Sec. 11. Minnesota Statutes 2020, section 126C.10, subdivision 14, is amended to read:

9.26 Subd. 14. **Uses of total operating capital revenue.** Total operating capital revenue may
9.27 be used only for the following purposes:

9.28 (1) to acquire land for school purposes;

9.29 (2) to acquire or construct buildings for school purposes;

- 10.1 (3) to rent or lease buildings, including the costs of building repair or improvement that
10.2 are part of a lease agreement;
- 10.3 (4) to improve and repair school sites and buildings, and equip or reequip school buildings
10.4 with permanent attached fixtures, including library media centers;
- 10.5 (5) for a surplus school building that is used substantially for a public nonschool purpose;
- 10.6 (6) to eliminate barriers or increase access to school buildings by individuals with a
10.7 disability;
- 10.8 (7) to bring school buildings into compliance with the State Fire Code adopted according
10.9 to chapter 299F;
- 10.10 (8) to remove asbestos from school buildings, encapsulate asbestos, or make
10.11 asbestos-related repairs;
- 10.12 (9) to clean up and dispose of polychlorinated biphenyls found in school buildings;
- 10.13 (10) to clean up, remove, dispose of, and make repairs related to storing heating fuel or
10.14 transportation fuels such as alcohol, gasoline, fuel oil, and special fuel, as defined in section
10.15 296A.01;
- 10.16 (11) for energy audits for school buildings and to modify buildings if the audit indicates
10.17 the cost of the modification can be recovered within ten years;
- 10.18 (12) to improve buildings that are leased according to section 123B.51, subdivision 4;
- 10.19 (13) to pay special assessments levied against school property but not to pay assessments
10.20 for service charges;
- 10.21 (14) to pay principal and interest on state loans for energy conservation according to
10.22 section 216C.37 or loans made under the Douglas J. Johnson Economic Protection Trust
10.23 Fund Act according to sections 298.292 to ~~298.298~~ 298.297;
- 10.24 (15) to purchase or lease interactive telecommunications equipment;
- 10.25 (16) by board resolution, to transfer money into the debt redemption fund to: (i) pay the
10.26 amounts needed to meet, when due, principal and interest payments on certain obligations
10.27 issued according to chapter 475; or (ii) pay principal and interest on debt service loans or
10.28 capital loans according to section 126C.70;
- 10.29 (17) to pay operating capital-related assessments of any entity formed under a cooperative
10.30 agreement between two or more districts;

11.1 (18) to purchase or lease computers and related hardware, software, and annual licensing
 11.2 fees, copying machines, telecommunications equipment, and other noninstructional
 11.3 equipment;

11.4 (19) to purchase or lease assistive technology or equipment for instructional programs;

11.5 (20) to purchase textbooks as defined in section 123B.41, subdivision 2;

11.6 (21) to purchase new and replacement library media resources or technology;

11.7 (22) to lease or purchase vehicles;

11.8 (23) to purchase or lease telecommunications equipment, computers, and related
 11.9 equipment for integrated information management systems for:

11.10 (i) managing and reporting learner outcome information for all students under a
 11.11 results-oriented graduation rule;

11.12 (ii) managing student assessment, services, and achievement information required for
 11.13 students with individualized education programs; and

11.14 (iii) other classroom information management needs;

11.15 (24) to pay personnel costs directly related to the acquisition, operation, and maintenance
 11.16 of telecommunications systems, computers, related equipment, and network and applications
 11.17 software; ~~and~~

11.18 (25) to pay the costs directly associated with closing a school facility, including moving
 11.19 and storage costs; and

11.20 (26) to pay the costs of supplies and equipment necessary to provide access to menstrual
 11.21 products at no charge to students in restrooms and as otherwise needed in school facilities.

11.22 **EFFECTIVE DATE.** This section is effective July 1, 2022.

11.23 Sec. 12. Laws 2021, First Special Session chapter 13, article 11, section 4, is amended to
 11.24 read:

11.25 Sec. 4. **APPROPRIATIONS; DEPARTMENT OF EDUCATION.**

11.26 Subdivision 1. **Department of Education.** Unless otherwise indicated, the sums indicated
 11.27 in this section are appropriated from the general fund to the Department of Education for
 11.28 the fiscal years designated. Any balance in the first year does not cancel but is available in
 11.29 the second year.

11.30 Subd. 2. **Department.** (a) For the Department of Education:

12.1 \$ 30,837,000 2022

12.2 ~~26,287,000~~

12.3 \$ 26,987,000 2023

12.4 Of these amounts:

12.5 (1) \$319,000 each year is for the Board of School Administrators;

12.6 (2) ~~\$1,000,000 each~~ in fiscal year 2022 and \$1,700,000 in fiscal year 2023 are for
12.7 regional centers of excellence under Minnesota Statutes, section 120B.115; Of the amount
12.8 in fiscal year 2023, \$700,000 is for providing grants to each regional center of excellence
12.9 to contract with one full-time equivalent regional literacy support director;

12.10 (3) \$250,000 each year is for the School Finance Division to enhance financial data
12.11 analysis;

12.12 (4) \$720,000 each year is for implementing Minnesota's Learning for English Academic
12.13 Proficiency and Success Act under Laws 2014, chapter 272, article 1, as amended;

12.14 (5) \$123,000 each year is for a dyslexia specialist;

12.15 (6) \$480,000 each year is for the Department of Education's mainframe update;

12.16 (7) \$4,500,000 in fiscal year 2022 only is for legal fees and costs associated with
12.17 litigation; and

12.18 (8) \$340,000 in fiscal years 2022 and 2023 only are for voluntary prekindergarten
12.19 programs.

12.20 (b) None of the amounts appropriated under this subdivision may be used for Minnesota's
12.21 Washington, D.C., office.

12.22 (c) The expenditures of federal grants and aids as shown in the biennial budget document
12.23 and its supplements are approved and appropriated and must be spent as indicated.

12.24 (d) This appropriation includes funds for information technology project services and
12.25 support subject to the provisions of Minnesota Statutes, section 16E.21. Any ongoing
12.26 information technology costs will be incorporated into the service level agreement and will
12.27 be paid to the Office of MN.IT Services by the Department of Education under the rates
12.28 and mechanisms specified in that agreement.

12.29 (e) To account for the base adjustments provided in Laws 2018, chapter 211, article 21,
12.30 section 1, paragraph (a), and section 3, paragraph (a), the base for fiscal year 2024 and later
12.31 is ~~\$25,965,000~~ \$26,665,000.

12.32 **EFFECTIVE DATE.** This section is effective July 1, 2022.

13.1 Sec. 13. **APPROPRIATION; LANGUAGE ESSENTIALS FOR TEACHERS OF**
13.2 **READING AND SPELLING.**

13.3 Subdivision 1. Department of Education. The sums indicated in this section are
13.4 appropriated from the general fund to the Department of Education for the fiscal years
13.5 designated.

13.6 Subd. 2. Language Essentials for Teachers of Reading and Spelling. (a) To provide
13.7 the Language Essentials for Teachers of Reading and Spelling (LETRS) program to licensed
13.8 teachers who teach in kindergarten through grade five:

13.9 \$ 30,000,000 2023

13.10 (b) The commissioner may partner with the regional centers of excellence to administer
13.11 the program.

13.12 (c) This appropriation is available until June 30, 2025.

13.13 (d) The base for fiscal year 2024 and later is \$0.

13.14 Sec. 14. **APPROPRIATION; ADDITIONAL GENERAL EDUCATION AID FOR**
13.15 **MENSTRUAL PRODUCTS.**

13.16 \$1,737,000 in fiscal year 2023 is appropriated from the general fund to the Department
13.17 of Education for additional general education aid for the amounts required under section 9.

13.18 **EFFECTIVE DATE.** This section is effective July 1, 2022.