



2024 LEGISLATIVE RECAP



2024 Legislative Recap

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Indicates significant MSBA advocacy effort

MSBA has attempted to provide effective dates for each new law; however, occasionally the legislation may not specify an effective date. If no effective date is provided, Minn. Stat. § 645.02 specifies that each policy enacted finally at any session of the Legislature takes effect on Aug. 1, unless a different date is specified. An act making appropriations enacted at the end of any session of the Legislature takes effect on July 1, unless a different date is specified in the act. Each act takes effect at 12:01 a.m. on the day it becomes effective, unless a different time is specified in the act.

Executive Summary



The 2024 legislative session is now in our rearview mirror.

The second year of the biennial legislative session is often referred to as a “bonding session”. In addition to the demands associated with a bonding bill, the short session can also mean an opportunity for the legislature to “fix” or adjust bills passed in the previous year.

The 2023 legislature funded our schools with over \$2 billion in new revenue. Despite this record amount, our school districts are still experiencing financial hardship and more than not are facing deficits. With a tenuous and fragile forecast shared in February 2024, we understood the challenges of a supplemental budget request. Yet, we heard our members and prioritized a supplemental budget in MSBA’s 2024 legislative platform. Despite our school board members and superintendents’ pleas, early conversations with key leaders were clear that the likelihood of a supplemental budget allocation for our school districts was not to be.

MSBA’s advocacy efforts pivoted and capitalized on opportunities that were within reach with the DFL majority’s plan. One opportunity was to bring funding and flexibility with The READ Act to our districts. Another opportunity that presented itself with a DFL majority was to secure election provisions MSBA has been championing for several years to honor local control and contain costs for districts.

Another significant advocacy effort on behalf of MSBA and other education organizations was to minimize any new mandates. The Republican lawmakers heard our message on mandate relief and reiterated it throughout session in committee meetings and in their floor session debates.

Earned Safe and Sick Time was a new initiative from last year. I am proud of the work our team did over the interim trying to inform members of the new law and be a resource for members. This legislative session, a bill to fix technical issues was introduced. However, it expanded the new law, and consequently our school districts faced more mandates and expenses. MSBA, together with our education partners, were able to get the bill amended and avert some financial and workforce challenges for our districts.

We are proud of the influence, both seen and unseen that our MSBA staff, and you as advocates, have had on nearly every piece of new legislation.

I maintain that MSBA’s process in developing legislative positions is one of the best, if not the best. While we see the effective work the MSBA Government Relations team does during the legislative session, their work for the next session begins now. Central to that work is the voice of our school boards. MSBA’s approach starts with listening to its members. Your public school students, Minnesota’s public school students, need your passion and voice as we build our 2025 platform.

Advocacy is one of the essential responsibilities of our school boards. While MSBA's efforts focus on the state and federal policy and funding issues, we cannot do this alone. That is the reason we will be focused on offering opportunities to build and enhance your engagement and advocacy as a part of our larger strategic advocacy goal. There are four changes we want to share as we prepare for the 2025 session.

- To accommodate our school boards, we have extended the timeline by which your board can submit legislative resolutions. The MSBA Government Relations staff will accept legislative resolutions from June 1, 2024, through September 20, 2024.
- Legislative resolutions submitted to MSBA will require school board approval. MSBA will no longer accept legislative resolutions from individual school board members. The extended timeline will give our boards two additional months and the time needed for the school board to act on any proposed resolutions.
- At the 2025 Leadership Conference we will seek the entire membership's support in improving MSBA Delegate Assembly representation. More information will be shared in the coming months.
- Your MSBA Government Relations team will offer a new advocacy skills development course – Strategic Advocacy for Student Success - at MSBA's Summer Leadership Seminar.

Your MSBA staff will be traveling around the state in the next couple of weeks to share what happened at the 2024 session. In addition, we invite you to join us at MSBA's Third Thursday event on June 20, where we will share our legislative update and the next steps for your school board.

Strong School Boards, Stronger Minnesota

Thanks,

A handwritten signature in black ink that reads "Kirk Schneidawind". The signature is written in a cursive, flowing style.

Kirk Schneidawind, Executive Director

2024 E-12 Education Budget*

	FY24-25	FY 26-27
	\$ 43,000	\$ 18,046
VOLUNTARY PRE-KINDERGARTEN	\$ 29,806	\$ 3,311
Local Optional Revenue Levy Offset - Additional VPK Seats	\$ 3,894	\$ 432
Operating Capital Revenue Offset - Additional VPK Seats	\$ 826	\$ 92
Achievement and Integration - Additional VPK Seats	\$ 304	\$ 34
Charter School Lease Aid - Additional VPK Seats	\$ 328	\$ 37
Special Education - Additional VPK Seats	\$ 1,041	\$ 146
Long-Term Facilities Management - Additional VPK Seats	\$ 235	\$ 26
School Breakfast - Additional VPK Seats	\$ 413	
School Lunch - Additional VPK Seats	\$ 699	
THE READ ACT		
Professional Development	\$ 4,000	
CAREI Paraprofessional and Volunteer Training	\$ 375	
Culturally Responsive Materials	\$ 1,000	
Deaf, Deafblind, and Hard of Hearing Working Group	\$ 100	
Regional Literacy Networks Paraprofessional and Volunteer Training	\$ 375	
Teacher Compensation for READ Act Training	\$ 31,375	
WORK GROUPS		
Teacher and Paraprofessional Compensation Working Group	\$ 150	
Student Attendance Legislative Study Group	\$ 64	
TASK FORCES		
English Learner Task Force	\$ 117	
PILOT PROJECTS		
Student Attendance Pilot Program	\$ 4,687	
Paid Student Teaching Pilot	\$ 6,543	
AMERICAN INDIAN EDUCATION		
Permanent School Fund Supplemental Aid for American Indian Students	\$ 40	
STATE AGENCIES		
State School Librarian	\$ 130	
PELSB - Educator's Online Licensing System	\$ 2,757	

All dollars are in thousands

* all figures are from Minnesota Department of Education (MDE) 2024 Legislative Session Update

SF 3567 Education Policy Omnibus Bill

General Education



School cell phone policy – By March 15, 2025, school districts and charter schools must adopt a policy regarding students’ possession and use of cell phones while in school. The principals’ associations are tasked with providing schools with best practices for managing cell phone use to reduce its negative effects on student behavior, mental health, and academic performance.



Flexible learning year program – The education commissioner must develop criteria for approving district applications to adopt a four-day school week. Any approved four-day plan must remain effective for a minimum of six years.

Education Excellence

Directory information – School districts and charter schools can share certain student data with the Department of Employment and Economic Development (DEED) to better coordinate special education services and pre-employment transition services for students with disabilities.

World language proficiency certificates – Clarifies the proficiency levels required for Minnesota bilingual seals.

Civics graduation requirement – The government and citizenship course for graduation is postponed to the 2025-2026 school year.

World’s Best Workforce goals – The World’s Best Workforce statute is renamed “Striving for Comprehensive Achievement and Civic Readiness” to better reflect its goals.



Personal learning plans for 9th graders – Requires that the annual review and revision of a personal learning plan include the student’s progress and tracking towards graduation.

Minnesota Comprehensive Assessment (MCA) reporting – The reporting date for MCA school performance data is changed to October 1 in years with new performance standards, and to November 1 in years with new performance standards for English language proficiency assessments.

Paraprofessional training – A school district must consult with the paraprofessional’s exclusive representative regarding special education paraprofessional training.



Student journalism and expression – School districts must adopt and publish a student journalist policy affirming that student journalists have the right to freedom of speech and freedom of the press in school-sponsored media with exceptions for speech that:

- 1) is defamatory;
- 2) is profane, harassing, threatening, or intimidating;
- 3) constitutes an unwarranted invasion of privacy;

- 4) violates federal or state law;
- 5) causes a material and substantial disruption of school activities; or
- 6) is directed to inciting or producing imminent lawless action on school premises or the violation of lawful school policies or rules.

In addition, a student journalist has the right to determine the news, opinion, feature, and advertising content of school sponsored media. A school district or charter school must not retaliate or take adverse employment action against a media advisor or a student journalist for exercising rights or freedoms under this law.

EFFECTIVE DATE. Effective for the 2024-2025 school year and later.



Language Access Plan – Starting in the 2025-2026 school year, during a regularly scheduled public school board meeting, a school district must adopt a Language Access Plan outlining procedures for providing language assistance to students and adults who communicate in a language other than English. The plan must include:

- (1) how the district and its schools will use trained or certified spoken language interpreters for communication related to academic outcomes; and
- (2) how families and communities will be notified of their rights under this plan.

This plan must be publicly available and included in the school's handbook, with reviews every two years and updated as appropriate.



Access to library materials and rights protected – Public libraries, including school libraries, cannot ban, remove, or restrict access to a book or other material solely based on its viewpoint or the messages, ideas, or opinions it conveys. The governing body is prohibited from disciplining employees for complying with this section.

This does not limit a public library's authority to decline to purchase, lend, or shelve or to remove or restrict access to books or other materials legitimately based upon:

- (1) practical reasons, including but not limited to shelf space limitations, rare or antiquarian status, damage, or obsolescence;
- (2) legitimate pedagogical concerns, including but not limited to the appropriateness of potentially sensitive topics for the library's intended audience, the selection of books and materials for a curated collection, or the likelihood of causing a material and substantial disruption of the work and discipline of the school; or
- (3) compliance with state or federal law.

The rights of a parent, guardian, or an adult student are not limited as provided under section 120B.20.

The governing body of a public library must adopt a policy that:

- establishes procedures for selection of, challenges to, and reconsideration of library materials;
- must not impair or limit the rights of a parent, guardian, or adult student; and
- establishes that the procedures for selection and reconsideration will be administered by a

licensed library media specialist, an individual with a master's degree in library science or library and information science or a professional librarian.

Upon the completion of a content challenge or reconsideration process in accordance with the adopted policy, the governing body must submit a report of the challenge to the commissioner of education that includes:

- (1) the title, author, and other relevant identifying information about the material being challenged;
- (2) the date, time, and location of any public hearing held on the challenge in question, including minutes or transcripts;
- (3) the result of the challenge or reconsideration request; and
- (4) accurate and timely information on who from the governing body the Department of Education may contact.



Alternative to publishing public notices – Authorizes certain school districts (Independent School District No. 720, Shakopee; Independent School District No. 717, Jordan; Independent School District No. 719, Prior Lake-Savage; and Independent School District No. 112, Eastern Carver County) to publish their official proceedings on the district website instead of publishing them in a newspaper. Expires the special authority August 1, 2026.

English language learner notification – Parents of English language learners must be notified within 30 calendar days of the school year starting or within two weeks of a student being identified as an English learner during the school year.

Mental health education – Beginning in the 2026-2027 school year, districts and charter schools must offer mental health instruction for students in grades 4 through 12.



Access to space for mental health care through telehealth – Starting October 1, 2024, a school district or charter school must provide high school students with access to private space, to the extent space is available, for telehealth care from a licensed mental health provider. This includes during regular school hours and outside regular school hours if the site is available to other people. Also required is that every secondary school develop a plan with procedures to receive requests for access to space that provides student privacy.

EFFECTIVE DATE. Effective for the 2024-2025 school year and later.



Unscheduled student removal from class – Encourages a public school to adopt a policy on parental notification if a student was removed from class under unscheduled circumstances.

EFFECTIVE DATE. Effective for the 2024-2025 school year and later.

Eating disorder awareness – The Minnesota State High School League (MSHSL) must provide school coaches with eating disorder prevention education resources.

Post-Secondary Education Options (PSEO)

Notification of intent to enroll – Students must notify their district by October 30th if they plan to enroll in post-secondary courses.

Courses according to agreements – Requires secondary schools and postsecondary institutions that enroll students in PSEO courses to report to the commissioner the participation rates of students, including the number of students enrolled and the number of courses taken for postsecondary credit.

Grade point average weighting policy – Districts must adopt the same policy for weighted grade point average for credits earned as earned through concurrent enrollment.

American Indian Education

Absences from school for religious and cultural observances – Permits approved absences from school for instruction conducted by tribal spiritual or cultural advisors.

Prohibition on American Indian mascots – Grants school districts with an American Indian mascot, nickname, logo, letterhead, or team name, until September 1, 2026, to comply with the prohibition on American Indian mascots. Requires districts with a prohibited mascot, and no exemption, to report to the legislature on their progress to comply with this regulation and other items by February 14, 2025, and again February 1, 2026.

Smudging permitted – Permits an American Indian student or staff member to use tobacco, sage, sweetgrass, or cedar to conduct smudging in a public school. The process for conducting smudging is determined by the building or site administrator and must be conducted under the direct supervision of a designated staff member.

Teachers

Special education teacher licensure – The Professional Educator Licensing and Standards Board (PELSB) must approve an application for a Tier 1 and Tier 2 license in special education if the applicant meets the requirements for a Tier 1 license. In addition, the district must affirm:

- the applicant will receive high-quality professional development,
- the participation in a program of intensive supervision, or a teacher mentoring program, and
- the applicant demonstrates satisfactory progress toward professional licensure.

A teacher with a Tier 1 license in a special education field may assume the function as a teacher for a period of time not to exceed three years.

Tier 3 and Tier 4 license – Allows a teacher certified by National Board for Professional Teaching Standards to obtain a Tier 3 or 4 license without taking the pedagogy or content exams.

Tier 4 license – Allows a teacher who has completed licensure via portfolio or holds a National Board Certification to qualify for a Tier 4 license.

Prohibition on teacher assignment – Requires a school district or charter school to place a teacher in a noninstructional assignment if the teacher is criminally charged with certain offenses.



Coaches contract – Requires a school board to provide written notification to a head varsity coach if his or her contract will not be renewed for the next school year, within 60 days after the conclusion of the regular season for the activity unless the nonrenewal is due to misconduct, failure to perform duties, or the district's financial constraints.

Heritage language and culture teachers – Modifies the definition of “heritage language and culture teachers” to require the teacher to be proficient in the language and engaged in the culture. Includes certain American Sign Language teachers.

Ableism and disability justice recommendations – Teacher preparation programs and public schools are encouraged to include training on ableism and disability justice by a person with a disability and expertise related to ableism.

Charter Schools

Goal and purposes – Requires charter schools to identify its purpose(s) within the charter contract, document the implementation of these purposes in the annual report, and include this documentation as a component of the authorizer's performance review of the school.

The primary purpose of charter schools is to improve the learning and achievement of all students. Additional purposes were clarified and expanded to include:

- (1) increasing quality learning opportunities for all students;
- (2) encouraging the use of different and innovative teaching methods;
- (3) measure learning outcomes and create different and innovative forms of measuring outcomes;
- (4) establish new forms of accountability for schools; or
- (5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

Definitions – Aligns the definitions of “charter management organization” (CMO) and “educational management organization” (EMO) to the United States Department of Education framework.

Charter Management Organization (CMO) – A nonprofit entity or organization that operates or manages a charter school or a network of charter schools or can control all or substantially all of school's education program or a school's administrative, financial, business, or operational functions.

Education Management Organization (EMO) – A for-profit entity or organization that operates or manages a charter school or a network of charter schools or can control all or substantially all of school's education program or a school's administrative, financial, business, or operational functions.

Definition – Clarifies the definition of “immediate family” to mean any relationship by blood, marriage, adoption, or partnership of spouses, parents, grandparents, siblings, children, first cousins, aunts, uncles, grandchildren, nieces, and nephews.

Certain federal, state, and local requirements – Provides that charter schools must now comply with the following additional sections of the Pupil Fair Dismissal Act related to a discipline policy.

English learners – Requires a charter school to adopt a language access plan.

Roles, responsibilities, and requirements of authorizers – Provides that an authorizer’s role is to ensure that authorized schools have autonomy, fulfill their purposes, and are accountable to the charter contract, ensuring quality education and public trust. Responsibilities include reviewing applications for new schools, expansions, and authorizer changes; negotiating and executing performance contracts; monitoring and evaluating academic, operational, and financial performance; and complying with chapter 124E requirements. Authorizers must participate in department-approved training and document that the completion in such training their annual report.

Application process – Technical change to clarify that the application process applies to organizations not yet approved as authorizers.

Review by commissioner – The commissioner is required to review the performance of charter school authorizers every five years. This review must follow specific criteria and processes developed in consultation with stakeholders, including authorizers, school administrators, and charter school boards. The review process must use existing department data to minimize duplicate reporting and must not penalize authorizers for not chartering additional schools or for a lack of complaints against their current portfolio. The commissioner must publish the review criteria at least 12 months before any changes take effect and must solicit feedback from relevant stakeholders before finalizing the review.

Individuals eligible to organize – Removes the “statement of assurances” requirement from the application a charter school developer submits to an authorizer for approval to establish a charter school.

Forming a school – Authorizer’s affidavit; approval process – Eliminates duplicate information in the authorizer’s affidavit that the commissioner already receives from other materials submitted by the authorizer. Specifies that the grades and number of primary enrollment sites in an approved affidavit are final and can only be altered through the supplemental affidavit statutory process.

Adding grades or sites – Clarifies the information that an authorizer is required to submit to the commissioner when a charter school seeks to add additional grades or sites.

Initial board of directors – Technical change clarifying the initial board of directors must be composed of at least five members who are not related parties. The initial board members must also meet the training requirements outlined upon the school’s incorporation.

Ongoing board of directors – The initial board must transition to the ongoing board starting by the end of the first year and completing by the end of the second year. The terms of board members begin on July 1 and last for at least two years. The charter’s bylaws must set the number of terms an individual can serve on the board and as an officer of the board.

Membership criteria – The ongoing board must have at least five non-related members, including at least one licensed teacher, one parent or guardian of a student enrolled in the school, and one community member.

The teacher member must: (1) be employed by the school or provide at least 720 hours of service under a contract between the charter school and a teacher cooperative, (2) be a qualified teacher, either serving as a teacher of record in a field in which the individual has a field license, or providing services to students the individual is licensed to provide; and (3) not serve in an administrative or supervisory capacity for more than 240 hours in a school calendar year.

The community member must: (1) reside in Minnesota, (2) cannot be employed by the school, and (3) cannot have a child enrolled in the school.

The board may have a majority of teachers, parents/guardians, or community members, or may have no clear majority. The chief administrator may only serve as nonvoting, ex-officio members. Contractors providing services to the school cannot serve on the board. The board structure must be defined in the charter's bylaws.

The statute also prohibits anyone from serving on more than one charter school board at the same time, either in an elected or ex-officio capacity.

Board structure – Technical change clarifying any changes to the board's governance structure must be approved by a majority vote of the board of directors, a majority vote of the licensed teachers employed by the school, and after authorizer approval.

Board elections – Elections must involve staff, board members, and parents or guardians of enrolled students. The board must establish and publish election policies and procedures on the school's website and notify eligible voters of election dates, voting procedures, and candidate information before the election and post the information on the school's website.

Duties – The board is responsible for policy decisions related to school operations, including budgeting, curriculum, programming, and personnel. The board must create a nepotism policy that prohibits the hiring of immediate family members of board members, school employees, or teachers who work under a contract with a cooperative. However, the board can make exceptions if the job is publicly advertised for 20 business days and two-thirds of the remaining board members (who are not related to the applicant) vote in favor of the hiring. Additionally, any board member, school employee, or contracted teacher cannot take part in the hiring process, supervision, or evaluation of an immediate family member.

Training – All charter school board members and nonvoting ex-officio members must attend board training. The training provider must certify completion, and the charter school covers the costs related to training. The school must report the training each board member completed in the annual report and conduct an annual performance assessment of the board, with results included in the report.

New board members must complete training on their roles, responsibilities, open meeting law, and data practices law before starting their term. Ex-officio members must finish this training within three months of starting their job.

Within 12 months, new board members must also complete training on employment policies, public school funding, financial management, and their roles in student success. Failure to do so makes them ineligible to continue serving and bars them from being re-elected or appointed for 18 months.

All board members must undergo annual training tailored to their needs and the board's requirements. This ongoing training covers a wide range of topics, including budgeting, financial management, hiring and evaluating school leaders, governance, student support, cultural diversity, strategic planning, legal issues, and school health and safety.

Meetings and information – The school must publish meeting and committee minutes within 30 days following the earlier of the date of board approval or the next regularly scheduled meeting.

Limits on charter school agreements – Extends certain conflict of interest provisions to apply to contracts, leases, or purchases between a charter school and the school's authorizer or a board member, employee, contractor, volunteer, or agent of the school's authorizer. Clarifies that this limitation does not apply to contracts for legal services from a lawyer who is subject to the Minnesota Rules of Professional Conduct.

Causes for nonrenewal or termination of charter school contract – Requires that a hearing regarding the nonrenewal or termination of the contract between the charter school and authorizer must be recorded by audio recording, video recording, or a court reporter, and that the authorizer must preserve the recording for three years and make the recording available to the public.

Mutual nonrenewal – Prohibits a pre-operational charter school from changing its authorizer.

Admission requirements and enrollment – Requires that a school staff member be employed for at least 480 hours in a school year for that staff member's children to receive enrollment preference. Prohibits the school or its agent from distributing goods, payments, or other incentives of value to students, parents, or guardians as an inducement to enroll a student in the school. Modifies the conditions under which a student's enrollment in a charter school is discontinued to include (1) the student formally withdrawing, (2) the school receives a request for the transfer of educational records, (3) the school receives a written election by the parent/guardian to withdraw the student, or (4) the student is expelled.

Teachers – Prohibits a charter school from contracting with a CMO or EMO to provide necessary teachers.

Administrator qualifications – Charter school boards must set qualifications for administrative, academic supervision, and instructional leadership roles, requiring at least a four-year degree or equivalent experience. Additional qualifications include skills in instruction, curriculum design, human resource management, ethics, child development, financial management, legal compliance, special education, contract management, communication, cultural competency, and community partnerships. These qualifications must be used for job descriptions, hiring, and performance evaluations.

Training for non-licensed administrators – Those without an administrator's license must complete 25 hours of annual training in areas like instruction, curriculum, state standards, staff hiring and

development, social-emotional learning, data usage, assessment methods, technology, charter school law, ethics, financial management, grant management, legal compliance, special education, health and safety laws, restorative justice, cultural competencies, communication, and public accountability.

Training for licensed administrators – Charter school directors and licensed chief administrators must complete 10 hours of training in their first year on charter school law, board and management relationships, and charter contract and authorizer relationships.

Certification and documentation – Training must be certified by the provider, and certifications must be submitted to the board and kept in personnel files. Completion of training is part of annual performance evaluations. All professional development must be reported in the school's annual report.

Restrictions – Charter school administrators cannot work as paid administrators or consultants for another charter school without approval from both boards and notifying the authorizers. They also cannot serve on another charter school's board, except as an ex-officio member if serving multiple schools.

Conflicts of interest – Prohibits a charter school employee or board member from serving on the board or decision-making committee of the school's authorizer. Requires a school employee or board member to disclose any paid compensation they receive from the school's authorizer.

Dissemination of information – Requires a charter school to disseminate the school's offerings and enrollment procedures to various targeted groups including low-income families and communities, students of color, students at risk of academic failure, and students underrepresented in the school's student body relative to Minnesota's population. Requires that these information-sharing activities be documented in the school's annual report and in the authorizer's performance review. Provides that an authorizer must provide certain authorizer financial statements upon request.

Use of state money – Requires a charter school to adopt a procurement policy. This policy must include (1) conflict of interest provisions consistent with section 124E.14; (2) thresholds for purchases by employees without board approval; (3) thresholds for purchases that require competitive bidding processes, except that a competitive bidding process must occur for any procurement estimated to exceed \$25,000; and (4) a prohibition on breaking up a procurement into smaller components to avoid the thresholds established in clauses (2) and (3). All purchases using state funds must be consistent with the school's procurement policy. Authorizes the commissioner to reduce a charter school's aid if the school violates its procurement policy. Recodifies certain provisions relating to financial management.

Health and Safety

Drug administration in schools – Clarifies when drugs or medicine may be administered in emergency school situations, including in the judgement of a licensed nurse. Clarifies that a school may consult with a licensed nurse in developing its policy relating to administration of drugs or medicine. Authorizes registered nurses and licensed practical nurses to administer epinephrine auto-injectors in school settings.

Early Learning

Voluntary Prekindergarten (VPK) program for eligible four-year-olds – Makes programmatic changes to merge the VPK and School Readiness Plus (SRP) programs. Provides that the commissioner receives applications for participation every four years. Authorizes the commissioner to reallocate seats in nonapplication years as necessary.

Divides the Minneapolis and Saint Paul school districts into distinct seat allocation groups.

EFFECTIVE DATE. The provisions relating to allocation of VPK seats are effective immediately. Other changes are effective July 1, 2025.

Family eligibility; applications; priorities for an early learning scholarship – Extends eligibility for an early learning scholarship to a child whose parent or guardian needs child protection or is in foster care. Gives application priority to children who are in a substance use or mental health treatment program, or who have an individualized education program (IEP) or individualized family service plan (IFSP).

Education Partnerships and Compacts

Military Interstate Children's Compact State Council – Establishes a state council.

Intrastate student transfers for children of military service members – Grants specific rights and protections to children of Minnesota Army National Guard and Air National Guard members when transferring between Minnesota public schools.

Purple Star School designation – Directs the department to designate Purple Star Schools. To earn this designation, schools must apply and meet criteria, such as designating a staff member as a military liaison, maintaining relevant information on the school's website, and offering programs to assist new military-connected students in transitioning. Authorizes the department to start awarding Purple Star School designations in the 2026-2027 school year.



The READ Act – HF 5237 and SF 3567

The READ Act (Reading to Ensure Academic Development) was signed into law in May 2023 with the goal of having every Minnesota child reading at or above grade level every year – beginning in kindergarten through grade three.

The Minnesota School Boards Association (MSBA) believes effective implementation of The READ Act is critical for the future literacy outcomes of all Minnesota students. The READ Act will serve as a transformational change in how reading is taught in Minnesota public schools.

Beginning July 1, 2024, each school district must provide teachers with training on evidence-based reading instruction.

The READ Act 2.0 builds upon last year's legislation providing additional funding and flexibility for districts to implement the program. This includes phased professional development, increased student screenings, and the use of evidence-based literacy interventions.

Professional development

- Clarifies that phase one training requires K-12 reading intervention instructors, all classroom teachers K-3 and pre-k teachers, special education teachers, curriculum directors, instructional support staff, employees that select instructional materials, and English learner teachers must complete training by July 1, 2026.
- Clarifies that phase two training requires grades 4-12 reading teachers and state-approved alternative program teachers must complete training by July 1, 2027.
- Training provided by a department-approved certified trained facilitator meets the professional development requirements.
- For the 2024-2025 school year only, elementary schools may reduce instructional hours by 5.5 hours to allow teachers to receive required evidence-based training.

New requirements

- The number of screenings for kindergarten through grade 3 increases from two to three times per school year.
- Beginning with the 2024-2025 school year, district staff may only use screeners approved by the Minnesota Department of Education (MDE).
- Parents must be notified of screening by February 15 each year and again within the final six weeks of the school year.
- Districts must use only evidence-based literacy interventions starting in the 2025-2026 school year.
- Beginning in the 2026-2027 school year, paraprofessionals or unlicensed persons providing Tier 2 literacy interventions must be supervised by a licensed teacher trained in evidence-based reading instruction.
- Minnesota Reading Corps programs must use evidence-based reading instruction and interventions.

Local literacy plan

- Expands uses of literacy incentive aid to include employing an intervention specialist, screeners, and stipends for teachers completing training required under The READ Act.
- Beginning in the 2025-2026 school year, the district literacy plan must include the timeline and plan for adopting approved curricula and materials, the number of teachers and staff proposed for training, and how the district used funding under The READ Act.

Partnership requirements

- Requires MDE and CAREI (Center for Applied Research and Education Improvement) to develop and provide training for volunteers and other unlicensed persons that provide Tier 2 intervention to students in school districts on a regular basis by June 10, 2025.
- Requires the regional literacy networks to develop and provide the same type of training at no cost.
- Requires the Professional Educator Licensing and Standards Board (PELSB) to conduct an audit that evaluates if and how approved teacher training programs for candidates meet subject matter standards for reading.
- Develop a coaching and mentorship program for certified trained facilitators.
- Identify at least 15 evidence-based literacy intervention models by November 1, 2025.
- Partner with a third party to develop and review culturally and linguistically responsive supplemental materials on an ongoing basis.
- Starting in 2033, MDE and an institute of higher education may partner to provide a comprehensive review of curriculum and provide the approved list.

Curriculum and intervention materials funding – Reallocates the distribution of the \$34,950,000.00 appropriation for curriculum and intervention materials. Under the 2024 legislation, these funds are to be distributed to districts at a rate of \$39.91 per student or a minimum of \$2,000.00 as aid to districts, charter schools, and cooperatives. This aid should be placed in a reserved account and is to be used to implement the requirements of The Read Act or for the expanded literacy incentive aid uses.

Teacher compensation for The Read Act training – Appropriates \$31,375,000.00 million for teacher compensation to be distributed at \$36.06 per student or a minimum of \$2,000.00. Districts must use this funding only to compensate eligible teachers for completing approved training required under The READ Act. Districts must enter a memorandum of understanding with the exclusive representative of teachers detailing the use of this funding. Compensation of eligible teachers may include but is not limited to:

1. Stipends;
2. Payments based on teacher's regularly hourly rate; and
3. Full or partial reimbursement for training that the teacher paid for and was later approved under The READ Act.

Memorandum of understanding administrative process

- Within 30 days of finalizing a memorandum of understanding or adopting a plan, a district must compensate eligible teachers according to the agreement.
- The Minnesota School Boards Association and Education Minnesota are encouraged to collaborate to develop and provide a model memorandum of understanding to districts by July 1, 2024.
- Stipends are not considered income for certain purposes.
- The Bureau of Mediation Services will provide mediators to assist in reaching agreement on the memoranda of understanding.

Supplemental one-time funding

- \$4,000,000.00 for statewide professional development for training fourth and fifth grade teachers and literacy professors (in addition to the \$34,950,000.00 from 2023).
- \$1,000,000.00 for MDE to issue a request for proposal to contract to develop supplemental culturally responsive materials for approved curricula.
- \$375,000.00 for the regional literacy networks to develop training for paraprofessionals and volunteers.
- \$375,000.00 for CAREI to develop training for paraprofessionals and volunteers.
- \$100,000.00 for the deaf, deafblind, and hard of hearing working group.
- \$31,375,000.00 for teacher compensation.

HF 5237 Education Finance Omnibus Bill

General Education

English learner (EL) cross subsidy aid – Defines “qualifying English learner services” as the services necessary to implement the Language Instruction Education Program.

Task force on English learner (EL) programs – A task force is established to analyze the use of English learner revenue in schools, how micro credentials or other certifications might enhance collaboration between teachers, and how revenue can be used more effectively. Members and duties of the task force are defined. MSBA will appoint one of the 15 members. The Minnesota Department of Education (MDE) will provide administrative support until the expiration of February 15, 2025, or upon submission of the required report.

- \$117,000

Unemployment benefits aid program – The payment schedule for the school unemployment aid is adjusted to distribute 90 percent of the aid in the current fiscal year and 10 percent in the following fiscal year.

EFFECTIVE DATE. Effective for fiscal year 2024 and beyond.

Compensatory education revenue – Extends the statewide compensatory revenue “hold harmless” provision beyond fiscal year 2027.

EFFECTIVE DATE. Effective for revenue in fiscal year 2025 and beyond.

Pupil transportation – A district’s area learning center transportation aid is now included in the calculation of the pupil transportation adjustment.

EFFECTIVE DATE. Effective for revenue in fiscal year 2025 and beyond.



Student attendance pilot program – A pilot program is created to improve student attendance. The 12 participating school districts are Minneapolis, Columbia Heights, Red Lake, Sauk Rapids-Rice, Mankato Area, Moorhead Area, Cook County, Windom Area, Burnsville-Eagan-Savage, Rochester, Northfield, and Chisholm. The program requires participating districts to report their activities and absenteeism data to the legislature. The lead school district must submit reports to the chairs and the minority leaders of the education legislative committees by December 31, 2024, July 1, 2025, July 1, 2026, and September 1, 2027, including individual reports from each district.

- \$4.687 million



Student attendance and truancy legislative study group – A study group consisting of four House members and four Senate members is established to evaluate methods for increasing student attendance and reducing truancy. The group will review current laws, attendance data, existing attendance programs, and the roles of school principals, MDE, and county officials. The study group will examine how data is transferred when students move among counties. The study group shall submit a report to the legislature by December 31, 2024.

- \$64,000

Education Excellence



Statewide health academic standards – Health is added to the list of content areas for which statewide standards are required; locally developed health standards will remain in place until the statewide rules are required to be implemented in the classroom. Students must complete sufficient credits to meet these state health standards.

Required health-related subject areas – The commissioner must include specific expectations, as currently outlined in statute, in the health standards:

- (1) cardiopulmonary resuscitation and automatic external defibrillator (AED) education that allows districts to provide instruction to students in grades 7 through 12;
- (2) vaping awareness and prevention education that allows districts to provide instruction to students in grades 6 through 8;
- (3) cannabis use and substance use education that allows districts to provide instruction to students in grades 6 through 12;
- (4) sexually transmitted infections and diseases education; and
- (5) mental health education for students in grades 4 through 12.

Other health-related subject areas – Allows the commissioner to include listed expectations in the health standards which are currently required or encouraged under other statutes. The commission may include other expectations for learning identified through the standards development process. The commissioner may include:

- (1) child sexual abuse prevention education.
 - (2) violence prevention education.
 - (3) character development education; and
 - (4) safe and supportive schools education.
- \$627,000 to MDE



Cardiac emergency plan – The commissioner is required to provide a model cardiac emergency response plan, which districts, and charter schools may adopt.

P-TECH grants – Authorizes P-TECH schools to partner with schools in other districts. Starting in year 2026, P-TECH support grants are capped at \$500,000 per year while start-up or mentoring/technical assistance grants are capped at \$50,000. Administrative costs are authorized.

- \$791,000

Minnesota Youth Council – Eligibility for the Minnesota Youth Council is updated to include students in grades 8 through 12.

- \$750,000

Emergency medical training – A grant is provided in fiscal year 2025 to the St. Cloud School District for an emergency medical services education facility.

- \$250,000

Computer science education advancement – Transfers computer science education appropriation to PELSB for computer science teacher licensure activities.



Alternative to publishing public notices – School districts may publish official notices on their website if the community's newspaper ceases to exist. The district must request that the same information be posted at each public library in the district. Additional circumstances apply if a newspaper does become available before the sunset date. This authority sunsets on August 1, 2026.

American Indian Education

Indigenous education for all students – Requires MDE to consult with Tribal Nations and the Tribal Nations Education Committee about the need for additional funding and report to the legislature.

Indigenous education funds – Extends the availability of any unspent funds carried forward from a previous fiscal year.

School endowment supplemental aid – Provides certain American Indian Schools with one-time general fund aid.

- \$40,000

Tribal Grow Your Own district programs – Authorizes the Tribal contract schools to apply for a teacher preparation program grant.

Teachers

Paid leave for school closures – Provides that a school district that alters its calendar due to a weather event, public health emergency, or any other circumstance, to pay full wages and benefits to all school employees for their scheduled work hours if the day is counted as an instructional day for any students. Clarifies other remote work authority and pay arrangements. Requires schools to pay employees of school fee-based programs when altering a day while collecting fees for the program.

EFFECTIVE DATE. 2024-2025 school year and later.

Student support personnel aid expansion – Expands the definition of "student support services personnel" to include certain individuals working to reduce chronic student absenteeism.

EFFECTIVE DATE. Fiscal year 2025 and later.

Statewide teacher mentoring program – Expands the allowable uses of mentoring program grant funds to include mentorships for Tier 2 licensed special education teachers.

Pathway preparation grants – Modifies eligibility for pathway preparation grants to include teachers holding Tier 1 or 2 licenses who are seeking a Tier 3 or 4 license.



Student teacher stipend pilot program – Creates a pilot program providing stipends for student teachers placed in a public school for a 12-week teaching experience. Participating institutions include Saint Cloud State University, Bemidji State University, Minnesota State University - Mankato, Winona State University, Fond du Lac Tribal and Community College, University of Minnesota - Duluth, University of Minnesota - Crookston and Augsburg University.

PELSB will issue a preliminary report to the legislature by February 1, 2025, and a final report by July 1, 2025, summarizing quantitative and qualitative information about the stipend program.

- \$6,543,000

Paraprofessional training – For the 2024-2025 school year only, reduces the annual required minimum hours of training for paraprofessionals from 8 to 6 hours. Requires schools to pay the fees for paraprofessional training and testing for that school year.

Paraprofessional qualifications examined – Requires MDE and PELSB, in consultation with school administrators and groups representing paraprofessionals, to examine and revise the test cut scores and competency grid. The new cut scores and a revised competency grid must be implemented by September 1, 2024. MDE and PELSB will notify schools of the new standards.

Teacher and Paraprofessional Compensation Working Group – Establishes the Teacher and Paraprofessional Compensation Working Group and provides for its membership and duties. MSBA will appoint a member of the working group. The group must report their findings to the legislature.

- \$150,000

Special education registered apprenticeship program – Appropriates one-time grants to the four intermediate school districts for their special education registered apprenticeship program.

- \$1,030,000

Charter Schools

Leased space – Clarifies that the commissioner approves or disapproves applications to receive lease aid, not the leases themselves.

Building lease aid – Authorizes the commissioner to establish additional criteria to evaluate components of individual charter school building leases.

Charter school building lease aid – Increases the building lease aid appropriation in fiscal year 2025 to pay the state aid costs attributable to additional voluntary prekindergarten (VPK) seats.

Special Education

Adults with disabilities program – Simplifies the approval process for adults with disabilities program. Requires each school district to describe its program in its annual community education plan submitted to MDE. Mandates that the local community education advisory council evaluate their adults with disabilities program at least once every five years.

Medical assistance third-party billing – Clarifies the 2023 law to include certain school social work in third-party billing to the state’s medical assistance program. Includes psychotherapy for crisis as eligible for medical assistance when the recipient needs an immediate response due to specific mental illness symptoms.

School Facilities

Review and comment – Modifies the exemption criteria from review and comment for projects involving new construction, expansion, or remodeling of an educational facility. Clarifies that the review and comment requirement begins after the school district decides to enter into a contract or agreement.

Publication of review and comment – Extends the requirement for a school board to publish a summary of the commissioner’s review and comments 70 days before a referendum. The publication and public meeting requirements do not apply where no referendum is required.

Lease purchase – Clarifies that the review and comment requirements apply to projects exceeding \$500,000 per school site if the school district has a capital loan outstanding, or \$2,000,000 per school site if there is no outstanding capital loan.

Board meeting requirement – Requires the school board to discuss the commissioner’s review and comment, and if applicable, the district’s approved integration and achievement plan at a school board meeting for facility financing options that do not require voter approval.

Nutrition and Libraries



School food service fund – Authorizes a school district to purchase lunchroom furniture using the food service fund if a surplus exists in the fund for three successive fiscal years. Defines “lunchroom furniture” as tables and chairs used by pupils in a lunchroom from which they may consume meals, snacks, or milk in connection with schools.

EFFECTIVE DATE: Fiscal year 2024 and later.

State school librarian – Requires the Department of Education to employ a state school librarian within the State Library Services Division of the department. The librarian must be or have been previously licensed as a school library media specialist. Establishes statutory duties of the state school librarian.

Report – Requires the commissioner to annually report to the legislature on how school districts use school library aid.

State Agencies



Office of the Inspector General (OIG) – role and responsibilities

- Requires the inspector general to report directly to the commissioner.
- Requires discipline for inspector general to be for just cause only.
- Prohibits an employee from interfering with an investigation of the OIG.
- Defines “abuse,” “department program,” “fraud,” “investigation,” “program participant,” and “waste.”
- Authorizes the OIG to issue subpoenas and compel testimony related to OIG audits or investigations. Requires that a subpoena recipient may not disclose the fact that the subpoena was issued.
- Gives the OIG access to certain government data and other documents and records related to department programs.
- Requires records requested by the OIG to be provided in a format, place, and timeframe reasonably requested by the OIG.
- Allows the OIG to recommend the commissioner impose temporary sanctions in certain circumstances. Allows the OIG to recommend the commissioner impose appropriate sanctions if an investigation finds, by clear and convincing evidence, fraud, waste, or abuse by a program participant. Authorizes the commissioner to implement the OIG recommendations and provides examples of allowable sanctions.
- Requires the commissioner to notify a program participant within seven business days of imposing the sanction unless a law enforcement agency requests otherwise.
- Establishes an appeal process for the sanctions.
- Requires the commissioner to lift the sanctions if the OIG determines there is insufficient evidence of fraud, waste, or abuse.

Retaliation prohibited – Protects an employee who discloses information to the OIG about fraud, waste, or abuse in department programs under whistleblower statute.



Permanent School Fund (PSF) task force – Establishes a task force to examine the distribution of earnings from the Permanent School Fund outlining its membership and duties. Requires a report to the legislature.

- \$64,000

Professional Educator Licensing and Standards Board (PELSB) – Allocates one-time appropriation for information technology costs for a teacher licensure system to be spent over three years.

- \$2,767,000

Early Childhood Education

Additional Voluntary Prekindergarten (VPK) seats – Applies the 2023 appropriated funding for additional fiscal year 2025 VPK program seats, increasing from 7,160 to 12,360 seats for fiscal year 2025.

Early learning scholarships – Starting January 1, 2026, directs the commissioner to make scholarship payments to early care and learning programs prior to or at the beginning of the delivery of services, rather than after. Implements a process for transferring scholarship awards between programs when initiated by a scholarship recipient.

Early learning scholarship account – Allows the commissioner to use up to \$12,000,000 in scholarship funds to create information technology systems for the program, and, beginning in fiscal year 2026, allows the commissioner to use up to \$2,400,000 annually in scholarship funds for information technology maintenance. Directs the commissioner to annually report to the legislature on the use of scholarship funds for any activities other than providing scholarships to children.

Head Start programs – Allows up to 2 percent of the Head Start state appropriation for administrative costs starting in fiscal year 2025.

Early childhood curriculum grants – Extends the availability of the fiscal year 2024 appropriation for the grants.

Adjusting Voluntary Prekindergarten (VPK) participation limits – Directs the commissioner to retroactively adjust the prekindergarten seat allocation established for fiscal year 2025 to assign the additional seats.

Technical adjustments – Increases in the voluntary prekindergarten (VPK) participation where adjustments are made to the following programs: general education aid, local optional revenue program, achievement and integration aid operating capital levy, alternative teacher compensation, school lunch and breakfast aid, special education aid, and long-term facilities maintenance equalization aid.

Child Welfare and Protection

Child abuse – Adds cross reference to labor trafficking in “child abuse” definition throughout statute to be in federal compliance.

Child maltreatment reporting systems review and recommendations – Directs the commissioner of children, youth, and families (DCYF) to review and evaluate child maltreatment reporting processes and systems in other states, and work with stakeholders to develop recommendations on implementing a statewide system for reporting child maltreatment in Minnesota.

Housing and Homelessness

Pregnant and parenting homeless youth study – Requires the commissioner of Human Services to contact contract with the Wilder foundation to conduct a study on the number and needs of pregnant and parenting youth experiencing homelessness, and best practices for supporting such youth across settings. Requires the Wilder foundation to submit a final report to the commissioner and requires the commissioner to submit that report to the legislature.

Department of Children, Youth, and Families (DCYF)

Statewide hearing loss early education intervention coordinator – Requires that the statewide hearing loss early education intervention coordinator provides support to the department of children youth and families early hearing detection and intervention teams as they will administer early childhood special education programs for infants and toddlers.

Transfer to commissioner of children, youth, and families – Amends the list of programs and responsibilities that transfer from department of human services to commissioner of children, youth, and families to include:

- the American Indian food sovereignty program;
- capital for emergency food distribution facilities;
- community resource centers;
- the diaper distribution grant program;
- the Family First Prevention Services Act support and development grant;
- the Family First Prevention Services Act kinship navigator program;
- the Family First Prevention and Early Intervention Allocation program;
- grants for prepared meals food relief;
- independent living skills for foster youth;
- legacy adoption assistance;
- the quality parenting initiative grant program;
- relative custody assistance; reimbursement to counties and Tribes for certain out-of-home placements; and
- Supplemental Nutrition Assistance Program outreach.

Coordination of services for children with disabilities and mental health.

Directs the DCYF commissioner to designate a department leader responsible for coordinating services and outcomes around children's mental health and children with or at risk for disabilities among DCYF, DHS, and related agencies.

Exemptions from immunizations – Provides that the exemption to immunization based on the conscientiously held beliefs of a parent or guardian does not apply to a child enrolling or enrolled in a licensed childcare center or a licensed family childcare program if the center or program adopts an immunization policy.

Childcare programs – Allows a licensed childcare center or a licensed family childcare program to adopt an immunization policy that prohibits a child over two months of age from enrolling in or remaining enrolled in the center or program if the child is not immunized or exempt from immunization as specified.

Parent Aware – Provides that the requirement for all licensed childcare programs to receive at least a one-star rating under Parent Aware (unless a program opts out) goes into effect on July 1, 2026.



HF 4772 Elections Policy bill

Filling a vacancy – Any vacancy on a school board must be filled by board appointment. If the vacancy occurs less than two years before the end of the term, no special election is required, and the appointed board member shall serve for the remainder of the term. This provision is effective July 1, 2024, and applies to vacancies occurring on or after that date.

If a school board vacancy occurs because a board member was removed for just cause (123B.09, subdivision 9), a special election must be held to fill the vacancy as soon as possible on a uniform election date.

Vacancy 90-days before end of term – If a school board vacancy occurs less than 90 days prior to the end of the term, the board may, but is not required to, fill the board vacancy with an appointment. This provision is effective July 1, 2024, and applies to vacancies occurring on or after that date.

Combined polling place resolution – When no other election is being held in a school district, the school board may designate combined polling places. By December 31 of each year, school boards must designate, by resolution, any changes to the combined polling places. Instead of an annual combined polling place resolution, the resolution is now only required when changes are made.

Voter registration forms – In the 2023 legislative session, a bill was passed allowing 16- and 17-year-old eligible Minnesotans to complete a voter pre-registration form and then become an active registered voter as soon as they turn 18. The new 2024 provision clarifies and expands which students a school district must provide the opportunity to register or pre-register.

School districts must make available paper or electronic voter registration applications each May and September to all students who are eligible to register or pre-register to vote. School districts may request these forms from the Secretary of State. School districts must advise students that completion of the voter registration application is not a school district requirement.

Current address required for Affidavit of Candidacy – When filing the affidavit to run for school board, candidates must present the filing officer with a valid driver's license or state identification card that contains the candidate's current address, or documentation of proof of residence.

Notices and timeline requirements changes

- At least 84 days before every school district election, the school district clerk shall provide a written notice to the county auditor of each county in which the school district is located.
- When a school district is submitting questions to the voters at a special election by mail with no polling place other than the office of the auditor or clerk, notice of the election must be given to the county auditor at least 84 days prior to the election.
- For the cancellation of a school district special election, a special election ordered by a school board on its own motion may be canceled by motion of the school board, but not less than 84 days before any election.

Early Adopted Bills



HF 3489 – School Resource Officers

Overview

Lawmakers promised to make adjustments and bring back the school resource bill that passed in 2023. Several groups that were impacted by the legislation worked with legislators over the summer months on changes to the bill. As promised, the House and Senate held hearings in the first days of session to present proposed changes to the bill.

Definitions - States that the term “employee or agent of a district” does not include a school resource officer (SRO).

Prone restraint and certain physical holds not allowed - An employee or agent of a district shall not use prone restraint. Excludes a school resource officer, security personnel, or police officer contracted with a district.

Reasonable force standard - Removes the word “imminent,” providing that a teacher or school principal may use reasonable force when it is necessary to correct or restrain a student to prevent bodily harm or death to the student or to another. Makes conforming changes related to required reports on the use of force on students.

School resource officers - Provides that a school board and charter school that contracts for a school resource officer must ensure that the contract meets requirements.

School resource officers; duties; training; model policy. - States that a school resource officer’s contractual duties with a school district include seven specified items, including:

1. fostering a positive school climate through relationship building and open communication;
2. protecting students, staff, and visitors to the school grounds from criminal activity;
3. serving as a liaison from law enforcement to school officials;
4. providing advice on safety drills;
5. identifying vulnerabilities in school facilities and safety procedures;
6. educating and advising students and staff on law enforcement topics; and
7. enforcing criminal laws.

Provides that a school may contract with the employer of an SRO for the officer to perform additional duties. States that an SRO must not use force or the authority of the SRO’s office to enforce school rules or policies or participate in the enforcement of discipline for violation of school rules. States that nothing limits any other duties imposed on peace officers, limits the expectation that peace officers will exercise discretion when carrying out their duties, or creates a duty for school resource officers to protect students and others on school grounds that is different from the duty to protect the public as a whole.

Instruction required - Beginning on September 1, 2025, and except as otherwise provided, any peace officer assigned to serve as an SRO must complete a training course that meets the requirements of the law prior to assuming the duties of an SRO. Provides that a peace officer who has completed either the School Safety Center standardized Basic School Resource Officer Training or the National School Resource Officer Basic School Resource Officer course prior to September 1, 2025, must complete the mandated training by June 1, 2027, and may complete a supplemental training course to satisfy the training requirement.

Establishes that, in cases where an officer's employer is unable to provide the required training prior to the officer assuming the duties of an SRO, that officer must complete the training within six months of assuming the duties of an SRO. Until the officer completes that training, the officer is not required to perform the duties that include providing advice on safety drills and identifying vulnerabilities in school facilities and safety procedures. The officer must review and comply with any policy on school resource officers adopted by the officer's employer before assuming the duties.

Further provides that an officer serving as a substitute SRO for fewer than 60 student contact days within a school year is not obligated to complete training or perform the duties that include providing advice on safety drills and identifying vulnerabilities in school facilities and safety procedures.

Requires employers of an SRO to retain a copy of the most recent training certificate issued to the officer for completing the training mandated under this section.

Training course - Requires the Board of Peace Officer Standards and Training (POST Board) to consult with the Department of Public Safety's School Safety Center to prepare learning objectives for training courses to instruct peace officers serving as SROs. Establishes 14 learning objectives that, at a minimum, an approved course must include. Authorizes the POST Board to approve supplemental training courses for peace officers who completed SRO training before the board established the learning objectives.

Model policy - Requires the POST Board to convene at least three meetings with:

1. the Department of Public Safety's School Safety Center, the Minnesota School Boards Association, the Minnesota Association of Secondary School Principals, Education Minnesota, the Minnesota Sheriffs' Association, the Minnesota Chiefs of Police Association, the Minnesota Police; and
2. Peace Officers Association, the Minnesota Juvenile Officers Association, the National Association of School Resource Officers, Solutions Not Suspensions, the Minnesota Youth Council, the Minnesota Council on Disability; and
3. one community organization supporting the rights of special education students to develop a model school resource officer policy.

Establishes seven items that a policy must, at a minimum, cover. Requires completion of the model policy by December 31, 2024.

Policies required - Requires each law enforcement agency with a school resource officer program to adopt and implement policies regarding SROs that are identical or substantially similar to the model policy by September 1, 2025.

Licensing sanctions; injunctive relief - States that the POST Board may impose licensing sanctions and seek injunctive relief for failure to comply with the requirements.

Department of Public Safety; appropriation - Appropriates \$150,000 in fiscal year 2024 and \$490,000 in fiscal year 2025 to the commissioner of public safety to increase staffing in the department's School Safety Center and perform the duties required by the act. The ongoing funding is \$490,000 each year.

Other Bills of Interest

HF 3377- Environment and Natural Resources Trust Fund

Environmental learning classroom with trails - \$82,000 is appropriated for the second year from the trust fund to the commissioner of natural resources for an agreement with Mountain Iron-Buhl Public Schools to build an outdoor classroom pavilion, accessible trails, and a footbridge within the Mountain Iron-Buhl School Forest to conduct environmental education that cultivates a lasting conservation ethic.

Supporting Minnesota teachers to implement culturally sustaining environmental education - \$295,000 is appropriated for the second year from the trust fund to the Board of Regents of the University of Minnesota to provide workshops across Minnesota to train middle school and high school teachers in how to meet new state science standards by integrating western science and Indigenous perspectives in sustainability and water conservation education.

Phenology investigations in Minnesota schools - \$392,000 is appropriated the second year from the trust fund to the Board of Regents of the University of Minnesota to provide professional development workshops in greater Minnesota for teachers to use phenology curriculum and community science resources in environmental education.

Outdoor pathways to environmental education, recreation, and careers - \$1,500,000 is appropriated the second year from the trust fund to the commissioner of natural resources for an agreement with Wilderness Inquiry to promote equity in access to outdoor activities, places, and careers by providing Minnesotans with a continuum of outdoor experiences from the backyard to the backcountry, implementing environmental education curriculum for youth, and delivering professional development workshops for educators.

Launching environmental education at Shepard Farm - \$639,000 the second year is from the trust fund to the commissioner of natural resources for an agreement with the Dodge Nature Center to build partnerships with South Washington County Schools and provide standards-aligned, outdoor experiences and hands-on learning at Shepard Farm for Minnesota K-6 youth to increase their environmental skills and knowledge.

Season Watch: Cultivating young naturalists with phenology education - \$180,000 is appropriated the second year from the trust fund to the commissioner of natural resources for an agreement with Northern Community Radio, Inc. to continue to build the next generation of Minnesota conservationists by delivering engaging environmental programming to northern Minnesota through radio and podcasts, hosting phenology training and interactive nature events for K-12 students, and expanding KAXE coverage of environmental topics to a digital audience.

Building resilient urban forests for climate change - \$752,000 is appropriated the second year from the trust fund to the commissioner of natural resources for an agreement with Great River Greening to partner with municipalities and school districts to create gravel-bed nurseries, conduct tree assessments and mapping, and plant climate-resilient tree species on public lands in St. Cloud, Mankato, and the Twin Cities region. This appropriation is available until June 30, 2028, by which time the project must be completed and final products delivered.

SF 2904 - Omnibus Environmental Policy

The commissioner may acquire native prairie for conservation purposes by entering into easements with landowners or with the land administrator of state school trust lands. Before acquiring easements under this subdivision on school trust lands, the commissioner must receive advice from the school trust lands director.

SF 3204 – Public Employee Insurance Program Modifications

Changes the term for participation in the Public Employees Insurance Program (PEIP) from two years to four years. Changes the term for automatic renewal for participation in the program from two years to four.

HF 5040 – Pensions



Extending the suspension of the earnings limitation for re-employed teachers – If a retired teacher returns to employment after the social security normal retirement age the earnings limitation does not apply, and the teacher will continue to receive the retirement annuity with no reduction. This section expires effective January 1, 2029.

Normal retirement age - Reduces the start date by one year from 2025 to 2024 to take retirement. At age 65 from the “Normal retirement age” means age 65 for a person who first became a member of the association, or a member of a pension before July 1, 1989. Through June 30, 2024, for a person who first becomes a member of the association after June 30, 1989, normal retirement age means the higher of age 65 or “retirement age,” as defined in United States Code but not to exceed age 66. Beginning July 1, 2024, normal retirement age for all members means age 65.

EFFECTIVE DATE: This section is effective retroactively from May 24, 2023, and applies to members and any former teacher if the former teacher is not receiving a retirement annuity, has returned to covered service, and has earned at least one-half year of credited service following the return to covered service.

Employee contributions - The contribution required to be paid by each member is the percentage of total salary specified below for the applicable program:

Program	Percentage of Total Salary
Basic program after June 30, 2016, through June 30, 2023	10
Basic program after June 30, 2023, through June 30, 2024	10.25
Basic program after June 30, 2024, through June 30, 2025	10
Basic program after June 30, 2025, through June 30, 2026	11.25
Basic program after June 30, 2026	11.5
Coordinated program after June 30, 2016, through June 30, 2023	7.5
Coordinated program after June 30, 2023, through June 30, 2024	7.75
Coordinated program after June 30, 2024, through June 30, 2025	7.5
Coordinated program after June 30, 2025, through June 30, 2026	8.75
Coordinated program after June 30, 2026	9

Work group on amortization established - The executive director of the Legislative Commission on Pensions and Retirement must convene a work group for the purpose of recommending legislation that will update the statute to conform to current actuarial best practices for amortizing liabilities. The executive director of the Teachers Retirement Association or the executive director's designee and a second member of the Teachers Retirement Association staff designated by the executive director will be one of the members of the work group. In arriving at the work group's recommendation for legislation or alternatives for legislation, the work group must consider:

- (1) layered amortization;
- (2) whether amortization policy should be regulated by statute, addressed in an appendix to the commission's standards for actuarial work, or documented elsewhere;
- (3) whether all pension plans must employ the same approach to amortization;
- (4) whether the proposed legislation will result in any cost to the pension funds and, if so, estimates of the cost; and
- (5) whether changes to amortization will require the approval of the Legislative Commission on Pensions and Retirement.

The commission executive director must submit the recommendation of the work group to the chair of the Legislative Commission on Pensions and Retirement by January 10, 2025. The work group expires June 30, 2025.

HF 3436 – Transportation Policy Omnibus

Officer to report accident to commissioner - An accident involving a school bus must be reported.

HF 4124 - Outdoor Heritage Fund

Urban Debate League - \$180,000 is appropriated the second year for a grant to the Minnesota Urban Debate League to expand the Minnesota Urban Debate League program to serve additional school districts throughout Minnesota.

Arts Education - \$6,269,000 the second year are for high-quality, age-appropriate arts education for Minnesotans of all ages to develop knowledge, skills, and understanding of the arts. Priority in the award of grants under this paragraph must be given to providing educational opportunities to underserved communities with grants for organizations or entities providing opportunities to K-12 students throughout the state for arts education, including access to arts instruction, arts programming, museums, and arts presentations.

SF 3852 – Omnibus Labor and Industry Policy bill

Salary ranges in job postings required - An employer must disclose in each posting for each job opening with the employer the starting salary range, and a general description of all of the benefits and other compensation, including but not limited to any health or retirement benefits, to be offered to a hired job applicant. If an employer does not plan to offer a salary range for a position it must list a fixed pay rate. A salary range may not be open ended.

EFFECTIVE DATE. January 1, 2025

Oral fluid testing - "Oral fluid test" means analysis of a saliva sample for the purpose of measuring the presence of the same substances as drug and alcohol testing and cannabis testing that: (1) can detect drugs, alcohol, cannabis, or their metabolites in levels at or above the threshold detection levels contained in the standards of one of the programs listed in statute, (2) does not require the services of a testing laboratory.

When drug and alcohol testing or cannabis testing is otherwise authorized, an employer may request an employee or job applicant to undergo oral fluid testing as an alternative to using the services of a testing laboratory. The employee must be informed of the test result at the time of the oral fluid test. Within 48 hours of an oral fluid test that indicates a positive test result or that is inconclusive or invalid, the employee or job applicant may request drug or alcohol testing or cannabis testing at no cost to the employee or job applicant using the services of a testing laboratory and according to the existing laboratory testing standards. The rights, notice, and limitations apply to an employee or job applicant and a laboratory test conducted. If the laboratory test indicates a positive result, any subsequent confirmatory retest, if requested by the employee or job applicant, must be conducted following the retest procedures at the employee's or job applicant's own expense.

SF 4097 Omnibus Commerce

School districts; group health insurance coverage - All proposals for group health insurance coverage must include the information described in this paragraph for each separate health plan being proposed. The information must be on the first page of each proposal in a summary section and in a separate tabular format. The information must use a uniform set of assumptions, including but not limited to enrollment projections by plan, enrollment projections by tier, and number of members. Proposals that do not include all of the following information are not eligible to be selected by a school district. All proposals must include the:

- (1) structure of the health plan, designating either exclusive provider organization, preferred provider organization, point of service, or health maintenance organization;
- (2) health plan actuarial value, using the minimum value calculator described in Code of Federal Regulations;
- (3) type of provider network, designating either narrow network, broad network, narrow tiered network, or broad tiered network;
- (4) agent or broker commissions paid as part of the premium, as requested by the proposal, displayed in dollars per member per month;
- (5) total premium dollars in the first 12-month period of the quote, not including commissions;
- (6) total premium dollars, per member per month, not including commissions; and
- (7) number of expected members used for the premium quote calculation.

HF 3911 – Omnibus Environment and Natural Resources



Report on recreational use of permanent school land – The school trust lands director must conduct a study of the recreational use of school trust lands in the state. The study must be used to determine the amount of money to be allocated to the permanent school fund for fees paid to the state for outdoor recreation purposes. The study must include the following:

- (1) the estimated annual number of daily visits by individuals with a Minnesota hunting license accessing school trust lands and as a percentage of annual days hunted by all individuals with a Minnesota hunting license;
- (2) the estimated annual number of daily visits by individuals with a Minnesota fishing license using a public water access site that contains school trust lands and as a percentage of annual days fishing by all individuals with a Minnesota fishing license;
- (3) the estimated annual visits by Minnesota-licensed watercrafts to state-owned public water access sites that contain school trust lands and as a percentage of all visits by Minnesota-licensed watercrafts using public water access sites;
- (4) the total number of miles of state-maintained snowmobile trails and all-terrain vehicle trails that are on school trust lands and as a percentage of total miles of state-operated trails for each purpose;
- (5) the total amount of acres of school trust lands located within state parks and recreation areas and as a percentage of all acres of land in state parks and recreation areas;

- (6) any other uses of school trust lands for outdoor recreation that include individuals purchasing a permit or paying a fee for access to the school trust lands and the percentage of the total permits or fees for that purpose;
- (7) the estimated cost of posting signage near entrances to school trust lands declaring that certain portions of the public land that are being used for outdoor recreation is school trust land; and
- (8) the estimated cost of updating recreational use maps and other electronic and printed documents to distinctly label school trust lands that are contained within or are part of state recreational areas, parks, and trails.

By January 15 findings to the chairs and ranking minority members of the legislative committees with jurisdiction over environment and natural resources.

\$417,000 the second year is transferred from the forest suspense account to the permanent school fund and is appropriated from the permanent school fund for the Office of School Trust Lands for conducting the study of the recreational use of school trust lands. This is a onetime transfer.

HF 5247 - Omnibus Tax bill

(The Mega bill also contains the following bills: transportation, housing and labor (HF5242); the health scope of practice bill (HF4247); higher education (HF4024); an increase in penalties for straw firearm purchases and a ban on binary triggers (HF2609); energy and agriculture (SF4942); human services appropriations (SF5335); health and human services appropriations (SF4699); and paid leave provisions (HF5363).)

Driver education; vulnerable road users - Commissioner must adopt rules for persons enrolled in driver education programs offered at public schools, private schools, and commercial driver training schools to require inclusion of a section on vulnerable road users in the course of instruction.

Behavior analyst licensure; exceptions to license requirement – It must not be construed to prohibit or restrict an individual who is employed by a school district from providing behavior analysis services as part of the individual’s employment with the school district, so long as the individual does not provide behavior analysis services to any person or entity other than as an employee of the school district or accept remuneration for the provision of behavior analysis services outside of the individual’s employment with the school district.

Public Employees Labor Relations Act

Public employee or employee - “Public employee” or “employee” included part-time employees whose service does not exceed the lesser of 14 hours per week or 35 percent of the normal work week in the employee’s appropriate unit; and employees, other than those working in a school as a paraprofessional or other noninstructional position, whose positions are basically temporary or seasonal in character and: are not for more than 67 working days in any calendar year.

Teacher – “Teacher” means any public employee other than a superintendent or assistant superintendent, principal, assistant principal, or a supervisory or confidential employee, employed by a school district: in a position creating and delivering instruction to children in a preschool, school readiness, school readiness plus, or prekindergarten program or other school district or charter school-based early education program, except that an employees in a bargaining unit certified before January 1, 2023, may remain in a bargaining unit that does not include teachers unless an exclusive representative files a petition for a unit clarification on the status of a preschool, school readiness, school readiness plus, or prekindergarten program or other school district or charter school-based early education program position. This section eliminates transferring exclusive representative status as a basis for the exclusive representative to petition to preclude these employees from staying in a unit that does not include teachers.



Earned Sick and Safe Time

Remedies – Provides remedies available as enforcement against an employer that does not follow Earned Sick and Safe Time (ESST) requirements. Sets damages at the full amount of ESST that was not provided or allowed to be used, plus an amount equal to that amount as liquidated damages.

Required statement of earnings by employer; notice to employee – Earnings statement no longer requires the total number of earned sick and safe time hours accrued and available for use or the total number of earned sick and safe time hours used during the pay period.

Definition of base rate – Base rate means:

- (1) for employees paid on an hourly basis, the same rate received per hour of work;
- (2) for employees paid on an hourly basis who receive multiple hourly rates, the rate the employee would have been paid for the period of time in which leave was taken;
- (3) for employees paid on a salary basis, the same rate guaranteed to the employee as if the employee had not taken the leave; and
- (4) for employees paid solely on a commission, piecework, or any basis other than hourly or salary, a rate no less than the applicable local, state, or federal minimum wage, whichever is greater.

Base rate does not include commissions; shift differentials that are in addition to an hourly rate; premium payments for overtime work; premium payments for work on Saturdays, Sundays, holidays, or scheduled days off; bonuses; or gratuities.

Eligible uses – Adds an additional eligible use for the need to make arrangements for or attend funeral services or a memorial, or address financial or legal matters that arise after the death of a family member.

Documentation - When an employee uses Earned Sick and Safe Time for more than three consecutive scheduled workdays, an employer may require reasonable documentation that the Earned Sick and Safe Time is covered by. If documentation cannot be obtained in a reasonable time or without added expense, then reasonable documentation may include a written statement from the employee indicating that the employee is using or used Earned Sick and safe Time for a qualifying purpose.

Increment of time used - Earned Sick and Safe Time may be used in the same increment of time for which employees are paid, provided an employer is not required to provide leave in less than 15-minute increments nor can the employer require use of Earned Sick and Safe Time in more than four-hour increments.

Employer records and required statement to employees - At the end of each pay period, the employer shall provide, in writing or electronically, information stating the employee's current amount of:

- the total number of Earned Sick and Safe Time hours available to the employee for use; and
- the total number of Earned Sick and Safe Time hours used during the pay period.

Employers may choose a reasonable system for providing this information, including but not limited to listing information on or attached to each earnings statement or an electronic system where employees can access this information. An employer who chooses to provide this information by electronic means must provide employee access to an employer-owned computer during an employee's regular working hours to review and print.

The records required by this section must be kept for three years. In addition to an employee being able to review records, all records required to be kept under this section must be readily available for inspection by the commissioner upon demand. The records must be either kept at the place where employees are working or kept in a manner that allows the employer to comply with this paragraph within 72 hours.

Effect on more generous sick and safe time policies - All paid time off and other paid leave made available to an employee by an employer in excess of the minimum amount required for absences from work due to personal illness or injury, but not including short-term or long-term disability or other salary continuation benefits, must meet or exceed the minimum standards and requirements.

For paid leave accrued prior to January 1, 2024, for absences from work due to personal illness or injury, an employer may require an employee who uses such leave to follow the written notice and documentation requirements in the employer's applicable policy or applicable collective bargaining agreement as of December 31, 2023, provided that an employer does not require an employee to use leave accrued on or after January 1, 2024, before using leave accrued prior to that date.

EFFECTIVE DATE. This section is effective the day following final enactment, except the paragraph on effect on more generous sick and safe time policies is effective January 1, 2025

Paid Leave

Premium rate adjustments - The commissioner may adjust the annual premium rates prior to January 1, 2026. By July 31, 2026, and then by July 31 of each year thereafter, the commissioner must adjust the annual premium rates for the following calendar year based on program historical experience and sound actuarial principles and so that the projected fund balance as a percentage of total program expenditure does not fall below 25 percent. Increases the annual premium rate of 0.7% to 0.88% payroll tax on an employee's wages, at least half of which must be paid by the employer.

The commissioner shall contract with a qualified independent actuarial consultant to conduct an actuarial study for this purpose no less than every year. A copy of all actuarial studies, and any revisions or other documents received that relate to an actuarial study, must be provided promptly to the chairs and ranking minority members of the committees with jurisdiction over this chapter. All actuarial studies, and any revisions or other documents received that relate to an actuarial study, must also be filed with the Legislative Reference Library.

A qualified independent actuarial consultant is one who is a Fellow of the Society of Actuaries (FSA) and a Member of the American Academy of Actuaries (MAAA) and who has experience directly relevant to the analysis required. In no year shall the annual premium rate exceed 1.2 percent of taxable wages paid to each employee.

Initial paid week - "Initial paid week" means the first seven days of a leave, which must be paid and is a payable period for leave types including family care, medical care related to pregnancy, serious health condition, qualifying exigency, or safety leave. For intermittent leave, initial paid week means seven consecutive or nonconsecutive, or a combination of consecutive and nonconsecutive, calendar days from the effective date of leave, of which only days when leave is taken are payable. The initial week must be paid retroactively after the applicant has met the seven-day qualifying event. A retroactive payment must be included in the first benefit payment to the applicant.

Minimum increment of leave - Intermittent leave must be taken in increments consistent with the established policy of the employer to account for use of other forms of leave, so long as such employer's policy permits a minimum increment of at most one calendar day of intermittent leave. An applicant is not permitted to apply for payment for benefits associated with intermittent leave until the applicant has eight hours of accumulated leave time, unless more than 30 calendar days have lapsed since the initial taking of the leave.

Limitations on applications and leaves - If the applicant was unable to apply in a timely manner due to incapacitation or due to no fault of their own, the commissioner may backdate the claim beyond one calendar week to the effective date of leave. The commissioner may require the employee to prove the circumstances that prevented timely filing.

EFFECTIVE DATE: November 1, 2025.

HF 5216 - Judiciary, public safety, and corrections supplemental budget bill

Digital geographic information system mapping for school facilities - \$7,000,000 appropriated and the commissioner of public safety shall issue grants to regional emergency communications boards to map school facilities. If awarded a grant, a regional emergency communications board must use the grant funds exclusively to create digital geographic information system mapping data of facilities managed by a school district; a charter school; an intermediate school district or cooperative unit; the Perpich Center for Arts Education; the Minnesota State Academies; private schools; or a Tribal contract school that serves children in early childhood or prekindergarten programs or students enrolled in kindergarten through grade 12 within the regional emergency communications board's jurisdiction.

At the conclusion of work completed, the regional emergency communications board must deliver a copy of the data created, collected, or maintained to the school that manages the facility that was mapped without payment, and in a manner that the school may use and access the data without limitation. The data must be provided in a form that permits the school to share the data with a law enforcement agency.

Regional emergency communications boards and schools must report any breach of the security of the data to the superintendent of the Bureau of Criminal Apprehension. Each regional emergency communications board that receives a grant must complete the mapping project and report completion to the commissioner on or before July 1, 2026.

Any data created under this section are classified as nonpublic data.

Mandatory reporters - A corporation, school, nonprofit organization, religious organization, facility or similar entity must not have any policies, written or otherwise, that prevent or discourage a mandatory or voluntary reporter from reporting suspected or alleged maltreatment of a child in accordance with the law.

Report on cybersecurity incidents - Beginning December 1, 2024, the head of or the decision-making body for a school district must report a cybersecurity incident that impacts the school district to the commissioner. A government contractor or vendor that provides goods or services must report a cybersecurity incident to the school district if the incident impacts it.

The report must be made within 72 hours of when the school district or government contractor reasonably identifies or believes that a cybersecurity incident has occurred. The commissioner of education must promptly share reported cybersecurity incidents with the Bureau of Criminal Apprehension.

HF 4942 - Omnibus Agriculture, Commerce, Energy, Utilities, Environment and Climate

Farm-to-School - \$1,275,000 is appropriated the second year for providing more fruits, vegetables, meat, poultry, grain, and dairy for children in school and early childhood education settings, including, at the commissioner's discretion, providing grants to reimburse schools and early childhood education and childcare providers for purchasing equipment and agricultural products. Organizations must participate in the National School Lunch Program or the Child and Adult Care Food Program to be eligible. Of the amount appropriated, \$150,000 is for a statewide coordinator of farm-to-institution strategy and programming.

Things That Did Not Become Law or Changed Significantly

- HF 3556 – Minimum Time for School Lunch Required – Requires a participant in the national school lunch program to schedule a minimum of 15 minutes for a child to eat lunch after receiving a meal.
- HF 1220 – Modifying the World’s Best Workforce performance measures to include “on-track for graduation.” Adding criteria to measure if a student is on-track or off-track graduation.
 - o Requires district to report on participation and performance on student sub-groups:
 - Advanced Placement
 - International Baccalaureate and
 - Dual Enrollment programs
- HF 3446 and SF 3588 – makes an employee eligible for unemployment when on strike or involved in a labor dispute.
- HF 1348 and SF 1318 – Paraprofessional bill of rights. Authorizes statewide increases for school employee health insurance paid for by employer, and non-licensed school personnel minimum starting salary increase.
- HF 4136 and SF 4132 – Open meeting law non-compliance and sanctions increase.
- HF 4120 and SF 4297 - Mandatory broadcast of public comments and open meeting law.
- HF 3960 and SF 3974 – Lincoln’s Law – required that no child be alone with an adult in a room with a closed door. The bill morphed into parental notice of an unscheduled “pull-out” of a child from class.
- HF 3742 and SF 1468 – Mental health screening requirement for students.
- HF 1195 and SF 1275 - High school students required to complete the FAFSA or state financial aid application for graduation.
- HF 4655 and SF 4703 – Prohibits bird hatching projects as a part of lessons or experimental study in a class or a program.
- HF 4008 and SF 4293 - Requires cardiac emergency response plans and additional equipment.
- HF 4512 and SF 4669 - School counselor ratio 1:250 and duties.
- HF 3827 and SF 4908 - Student attendance required reporting.
- HF 4173 and SF 3918 - Establishing a refundable tax credit of \$15,000 for certain teachers.
- HF 5476 and SF 5470 - Establishing minimum compensation rates for teachers (\$80,000 and \$60,000); establishing aid programs to support teacher base compensation and unlicensed staff \$25.00 minimum wage requirements.
- HF 3827 and SF 4908 – Extensive school district reporting on student attendance.

New Reports Due

K-12 Education Reporting Requirements

American Indian mascot report - A school district with a prohibited American Indian mascot that has not received an exemption must report to the chairs and ranking minority members of the legislative committees having jurisdiction over kindergarten through grade 12 education policy by February 14, 2025, and again by February 1, 2026, on the district's progress to comply with this section; and the district must submit copies of the reports to the Legislative Reference Library.

The reports must include the following:

- (1) confirmation that the district has removed the American Indian mascot, nickname, logo, letterhead, or team name from the district website;
- (2) confirmation that the board of the district has approved a new mascot, nickname, logo, letterhead, or team name;
- (3) a summary of the district's progress on removing the American Indian mascot, nickname, logo, letterhead, or team name from uniforms, equipment, signs, elements of facilities, and other district items; and
- (4) a summary of resources necessary to comply with the prohibition and the district's plan to raise and allocate any necessary funds.

Courses according to agreements - A secondary school and a postsecondary institution that enrolls eligible pupils in courses according to agreements must annually report to the commissioner the participation rates of pupils enrolled in courses according to agreements, including the number of pupils enrolled and the number of courses taken for postsecondary or dual credit.

Voluntary prekindergarten program for eligible four-year-old children; program requirements - A voluntary prekindergarten program provider must assess each child's progress toward the state's early learning standards when the child enters and again before the child leaves the program using a commissioner-approved formative, developmentally appropriate assessment and report results and demographic data to the department in a form and manner prescribed by the commissioner.

New Working Groups, Task Forces, Pilot Programs, and Legislative Study Groups

- Special Education Licensure Reciprocity Working Group
- Read Act Deaf, Deafblind, and Hard of Hearing Working Group
- Teacher and Paraprofessional Compensation Working Group
- Permanent School Fund; Distribution of Endowment Fund Earnings Task Force
- Task Force on English Learner Programs
- Student Attendance Pilot Program
- Student Attendance and Truancy Legislative Study Group
- Legislative Commission on Pensions and Retirement Actuarial Best Practices Working Group

Looking Ahead

Issues to Watch in 2025

Finance Items

- General education per pupil formula funding
- Equalization
- Special education and English learner cross-subsidies
- Workforce shortage
- Declining enrollment
- Compensatory funding
- Pension reform
- Education savings accounts
- Vouchers or tax credits for private education
- Career and technical education funding
- Long-term Facilities funding allowable to replace school roofs
- Minimum compensation for teachers and non-licensed staff
- Ongoing funding for nonlicensed unemployment insurance
- Striking workers unemployment
- Earned Safe and Sick Time
- Paid Leave
- School Trust Lands
- The READ Act 3.0
- Paid student teaching

Policy Items

- Nonexclusionary discipline, Pre-K Fair Pupil Dismissal Act
- High school innovation and redesign
- School board member make-up – moving from six-member board to seven-member board
- New coursework requirements for graduation
- Food allergen policies
- Cell phones in schools
- Requirements for student discipline and returning to class after a removal
- School safety and reporting of student behavior
- Statewide health standards
- Earned Safe and Sick Time expansion
- Paid Leave expansion
- School attendance and truancy
- Special education reporting and teacher licensure
- Computer science
- School counselor ratios
- The READ Act 3.0



2024-2025 Advocacy Schedule

Third Thursday Webinar

Thursday, June 20, 1:00 pm - Join MSBA staff to get a recap of the 2024 legislative session and how it impacts school boards.

Summer Seminar

MSBA Summer Seminar will be held on August 4-5 at the Marriott Northwest in Brooklyn Park, MN.

- “Strategic Advocacy for Student Success” – Join the MSBA Government Relations team for the Early Bird Session on Sunday, August 4 from 7:00 to 9:00 pm.

Advocacy Tour – Meetings will be held virtually

Thursday, August 29 - 6:30 to 7:30 pm

Thursday, September 5 – 6:30 to 7:30 pm

Thursday, September 12 – 6:30 to 7:30 pm

Friday, September 13 – 9:00 to 10:00 am

Pre-Delegate Assembly – Meetings will be held virtually

Wednesday, November 13 – 6:30 to 8:00 pm

Thursday, November 14 – 6:30 to 8:00 pm

Friday, November 15 - 9:00 to 10:30 am

Saturday, November 16 – 9:00 to 10:30 am

Delegate Assembly Elections

The 2024 Delegate Assembly will be held on Friday, December 6 and Saturday, December 7. The event will be held at the DoubleTree by Hilton Bloomington

- NEW! Resolutions for the Delegate Assembly will be accepted June 1 – September 20. Watch for the Resolution submission form in your email and on-line.

2025 Legislative Session Begins

Tuesday, January 14, 2025

Friday Chat Room with Denise and Kim

9:00 a.m. every Friday during the legislative session.



Friday Chat Room Plus with Denise and Kim

9:30 am the first Friday of each month during the legislative session

Weekly Advocate

The Weekly Advocate – GR Dashboard - a weekly email each Monday during the legislative session with a link to the GR Dashboard that includes updates on bill introductions, bills of interest, hearings on important issues, and legislative alerts on how you can get involved and make a difference.

Acknowledgments

Thank you to Senate and House Research staff for the documents used to complete this summary.

Photo Credit

Thank you to Minnesota House of Representatives for our cover photo - The new Minnesota state flag flies alongside the Quadriga May 13. | Photo by Andrew VonBank

Thank You

We hope you found our MSBA 2024 Legislative Summary helpful in your key role as a school board member. We appreciate your advocacy throughout the session.

Contact Us

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Stay Informed

- **The Friday Chat Room** - a 30-minute weekly update during the legislative session.
- **The Friday Chat Room Plus** - a 30-minute monthly opportunity for more in-depth dialogue and questions.
- **The Weekly Advocate/ GR Dashboard** - a weekly email with updates on bill introductions, bills of interest, hearings on important issues, and legislative alerts on how you can get involved and make a difference.

To sign-up, please contact Bruce Lombard at blombard@mnmsba.org.



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