



2023 LEGISLATIVE RECAP



2023 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.

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Executive Summary



With a historic state budget surplus in front of the legislature and executive branch, every sector of Minnesota's economy was excited about the funding opportunities it would provide, including those who make up the K-12 sector. As a budget-setting session with federal ESSER funds, unstable enrollments, and learning recovery on the minds of our school districts, our members were eager to seek a much needed stable and predictable funding boost.

With forty percent of the legislature new to their role and a sweep by the DFL in November, we understood there would be many challenges and opportunities.

Our legislative priorities were quite simple this budget-session; focus on increasing the general education formula by 5% each year of the biennium, eliminate the special education and English language cross-subsidies, include an inflationary growth factor in future years, and allow boards to renew existing operating referendums. The effort by the MSBA Government Relations team and our members grassroots advocacy pushed the envelope by seeking an unprecedented investment in our public schools. Our much needed, and big ask, on the funding side set a target for the legislature. We are proud of our accomplishment establishing an inflationary index for the general fund formula in future years. This will provide needed stability and predictability in the most important funding stream for our school districts. Another highlight is the ability for our school boards to renew once an operating referendum for the same amount and length of time. With 99.7% passage rate for our renewals, this only makes sense to restore discretionary authority to our school boards and reduce the cost of running an election.

Uncertainty of new legislation is normal. Sometimes in this business, you get things for which you did not ask. As a lobbyist for MSBA for 13 years, I cannot recall a time I felt completely satisfied after a legislative session. It may have been the smallest unfunded or underfunded mandate that made its way into law, or a change of "may" to "must," but I knew the change to the language was not consistent with local school boards' expectations. This year, we wanted the legislature to understand the on-the-ground experience of our school boards and administration. In the 2023 session, the legislature has added many new requirements for public school districts. We have seen new categorical spending requirements, teacher licensure modifications, and alterations to the collective bargaining process.

MSBA has already started to help and support our members with the implementation of all the new requirements. Over the next three to six months, your MSBA staff will be informing, supporting, and leading our districts with the implementation and operational phase of the new requirements.

Lastly, our members deserve a huge ovation for their advocacy efforts. It is not always enjoyable to accept new requirements, but your effort, fight, and persistence in your advocacy was remarkable this session. The collective voice of our school boards does matter.

While it is hard to imagine the 2024 session will be on our front doorstep in less than seven short months, we look forward to seeing you on the Advocacy Tour this fall as we prepare for the next session.

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

Kirk Schneidawind, Executive Director

2023 E-12 Education Budget*

	FY24-25	FY 26-27
GENERAL EDUCATION	\$ 2,564,100	\$ 3,300,000
Formula Allowance	\$ 709,142	\$ 1,358,589
English Learner Cross-Subsidy Reduction Aid	\$ 86,909	\$ 171,877
Compensatory Revenue Hold Harmless		\$ 20,658
Menstrual Products and Naloxone	\$ 3,500	\$ 3,700
Voluntary Pre-K	\$ 34,789	\$ 163,494
Transportation Sparsity Revenue	\$ 9,895	\$ 11,655
CTE Consortium	\$ 4,000	\$ 4,000
Unemployment	\$ 135,000	
EDUCATION EXCELLENCE		
Full Service Community Schools	\$ 15,000	\$ 10,000
Multi-Tiered Systems of Support (MTSS)	\$ 27,000	\$ 27,000
Non-Exclusionary Discipline	\$ 3,500	\$ 3,500
Paraprofessional Paid Orientation	\$ 7,200	\$ 16,600
Ethnic Studies	\$ 1,700	\$ 1,700
THE READ ACT		
Curriculum and Instructional Materials	\$ 35,000	
Professional Development	\$ 34,700	\$ 15,500
AMERICAN INDIAN EDUCATION		
American Indian Education Aid	\$ 12,974	\$ 14,751
Native Language Revitalization Grants	\$ 15,000	\$ 15,000
TEACHERS		
Grow Your Own	\$ 37,000	\$ 50,900
Licensure Shortage Areas	\$ 30,000	\$ 10,000
Student Support Personnel Aid	\$ 74,408	\$ 127,730
Teacher Residency Program	\$ 6,000	\$ 6,000
Teachers of Color - Mentoring and Retention	\$ 1,008	\$ 3,008
SPECIAL EDUCATION		
Special Education Cross Subsidy	\$ 662,823	\$ 821,218
Special Education Unemployment		\$ 128,000
LIBRARIES		
School Library Aid	\$ 45,234	\$ 47,594
COMMUNITY EDUCATION		
Community Education Aid	\$ 8,128	\$ 19,288
STATE AGENCIES		
Minnesota Department of Education, including Office of Inspector General	\$ 57,409	\$ 50,527

All dollars are in thousands

* all figures are from Minnesota Department of Education (MDE) 2023 Legislative Session Update

HF 2497 Education Finance and Policy Omnibus Bill

Finance Provisions*



An increase to general education basic formula of 4 percent for FY2024 and 2 percent for FY2025 and the formula will be linked to inflation beginning in FY2026. The formula is funded at \$709.142 million for the 2024-25 biennium and \$1,358,589 billion for the 2026-27 biennium. The rate of inflation is measured by the Consumer Price Index, within a minimum increase of 2 percent and a maximum increase of 3 percent.

- FY2024 - \$7,138 per pupil and FY2025 - \$7,281 per pupil
 - FY2026 - \$7,425 per pupil with inflation 2%* and FY2027 - \$7,586 per pupil with inflation 2.17%*
- * Estimates based on CPI



Special education cross-subsidy reduction aid is increased by \$662.8 million for the 2024-25 biennium and \$821.2 million for the 2026-27 biennium. This reduces the cross-subsidy by 44 percent for FY2024, FY2025 and FY2026 and 50 percent for FY2027 and beyond.

- FY2024 - \$304,172 and FY2025 - \$358,651
- FY2026 - \$375,312 and FY2027 - \$445,906



English learner aid and cross-subsidy reduction is funded at \$86.9 million over the next biennium and nearly doubles the per-pupil funding formula reducing this cross-subsidy in future years. The per pupil allowance will increase from \$704 to \$1,774 for FY2027 and beyond. Creates a new component of EL revenue that funds EL cross-subsidy at 25 percent in FY2027 and beyond.

- FY2024 - \$40,516 and FY2025 - \$46,393
- FY2026 - \$47,833 and FY2027 - \$124,044

Voluntary Pre-Kindergarten (VPK) is funded at \$182 million making the 4,000 expiring seats permanent in FY2024, adds an additional 3,000 seats for FY2025 and another 2,200 seats in FY2026-27 for a total of 12,360 permanent seats over the next two biennia.

- FY2024 - \$15,171 and FY2025 - \$16,576
- FY2026 - \$71,804 and FY2027 - \$77,531

Age limitations; the Pupil Fair Dismissal Act is funded at \$9.6 million for FY2024-25 and at \$10.1 million for FY2026-27. This adjusts the maximum age of service to all students with a disability to the pupil's 22nd birthday.

- FY2024 - \$4,567 and FY2025 - \$5,074
- FY2026 - \$5,074 and FY2027 - \$5,074



Compensatory revenue formula is set at \$20.658 million to off-set the new universal meals program for FY2025. Creates a new formula for fiscal years 2026 and later by multiplying a compensatory allowance by the number of pupils eligible at each site. Establishes a compensatory allowance inflator for fiscal years 2026 and later to link the growth in compensatory revenue to the growth in the general education basic formula allowance. Please see the Policy Provisions for more information.

- FY2026 - \$13,321 and FY2027 - \$7,337

* All Finance Provision Figures are from Minnesota House Research Change Item Spreadsheet dated 5.15.23



Student support personnel aid is a new program funded at \$64.4 million in FY2024-25 and \$117.7 million for FY2026-27. It funds additional full-time or part-time school counselors, school psychologists, school social workers, school nurses and chemical dependency counselors not under contract by a school district, charter school or cooperative unit at the start of the 2022-23 school year. The allowance equals \$11.94 per adjusted pupil unit for FY2024 and increases to \$17.08 for FY2025 and \$48.73 for FY2026 and beyond. For small school districts a minimum aid amount of \$40,000 and \$20,000 for charter schools. Report required.

EFFECTIVE DATE. This section is effective for revenue for FY2024 and later.

- FY2024 - \$29,138 and FY2025 - \$35,270
- FY2026 - \$57,640 and FY2027 - \$60,090

Multi-Tiered Systems of Support (MTSS) is funded at \$13.5 million each year. Requires districts and charter schools to be offered training in implementing MTSS by the Minnesota Department of Education (MDE).

- FY2024 - \$13,500 and FY2025 - \$13,500
- FY2026 - \$13,500 and FY2027 - \$13,500



Computer Science Education Advancement is funded at \$500,000 each year through FY2027. Please see the Policy Provisions for more information.

- FY2024 - \$500,000 and FY2025 - \$500,000
- FY2026 - \$500,000 and FY2027 - \$500,000

Nonexclusionary discipline is funded at \$1.750 million each year through FY2027.

- FY2024 - \$1,750,000 and FY2025 - \$1,750,000
- FY2026 - \$1,750,000 and FY2027 - \$1,750,000



Paraprofessional paid orientation is funded at \$7.2 million in FY2025 and increases slightly as it goes through FY2027. Provides annual, prior year reimbursement for up to eight hours. Please see the Policy Provisions for more information.

- FY2025 - \$7,230
- FY2026 - \$8,213 and FY2027 - \$8,418



The Read Act is new legislation to bring Minnesota's readers to proficiency using evidence-based reading methods. It is established and funded at \$74.6 million in FY2024-25 and \$15.5 million for FY2026-27. It provides one-time funding only for curriculum and staff training. Please see the Policy Provisions for more information.

- FY2024 - \$74,900
- FY2026 - \$7,750 and FY2027 - \$7,750

American Indian education funding is established at \$60.8 million over the next two biennia.

- FY2024 - \$15,357 and FY2025 - \$14,758
- FY2026 - \$15,215 and FY2027 - \$15,562



Programs and grants to Increase Teachers and Teachers of Color and for shortage areas are funded at:

- **Black Men Teach Twin Cities** - \$500,000 per year through FY2027.
- **Coalition to Increase Teachers of Color** - \$100,000 per year through FY2027.
- **Come Teach in MN** - \$200,000 per year through FY2027.
- **Grow Your Own** - \$37 million and \$50.908 in the next biennium.
- **Licensure Shortage Areas / SPED Pipeline** - \$30 million in FY2024-25 and over the next biennium. Please see the Policy Provisions for more information.
- **Teacher Residency Program** - \$3 million each year through FY2027.
- **Alternative Pathways to Licensure Support** - \$150,000 each year through FY2027.
- **Collaborative Urban and Greater Minnesota Educators of Color (CUGMEC)** - \$4.440 million each year through FY2027.
- **Heritage Language and Culture Teachers** - \$208,000 each year through FY2027.
- **Licensure via Portfolio Online Platform** - \$150,000 per year through FY2027.
- **Licensure Pathway Preparation Grants** - \$400,000 per year through FY 2027.
- **Teachers of Color – Mentoring and Retention** - \$1.008 million in the first biennium and \$1.504 million in the next biennium.
- **Recruitment and Marketing Campaign** - \$500,000 for each year through FY2027.



School unemployment aid is funded at \$135 million on a one-time basis for FY2024. An account is established in the special revenue fund known as the school unemployment aid account. Subject to availability of funds, the commissioner of education is to reimburse school district, charter school and cooperative unit for their unemployment costs associated with hourly workers over the summer.

If the amount in the account is insufficient, the commissioner must proportionately reduce the aid payment to each recipient. Aid payments must be paid 100 percent in the current year. This account expires on June 30, 2027, or until funds are depleted. Please see the Policy Provisions for more information.
EFFECTIVE DATE This section is effective May 28, 2023.



Special education unemployment costs is funded at \$64 million per year for special education summer unemployment insurance costs.
EFFECTIVE DATE. This section is effective starting FY2026.



Menstrual products and opiate antagonists is funded at \$2 per adjusted pupil unit to a district's operating capital revenue for these costs. Please see the Policy Provisions for more information.

Pupil transportation sparsity aid is funded at \$9.8 million for FY2024-25 and \$11.6 million for FY2026-27 and increases the portion of a qualifying school district's unfunded pupil transportation costs from 18.2 percent to 35 percent.

- FY2024 - \$4,809 and FY2025 - \$5,086
- FY2026 - \$5,533 and FY2027 - \$6,122

Area learning center (ALC) transportation aid creates a new categorical to reimburse school districts for the costs of transporting students to and from ALCs. Requires school districts to submit their costs to the commissioner of education in a form and manner established by the commissioner. Limits the total aid to not more than \$1,000,000 per year.

Special education homeless transportation aid creates a new categorical called “special education homeless pupil aid” for those districts not eligible for full reimbursement of their transportation costs for homeless and highly mobile students. Appropriates \$2.4 million for FY2024-25 and \$2.9 million for FY2026-27.

- FY2024 - \$1.121 and FY2025 - \$1.356
- FY2026 - \$1.443 and FY2027 - \$1.537

Career and Technical Education (CTE) Consortium is extended statewide, and funding is increased to \$4 million for FY2024-25 and \$4 million for FY2026-27. Please see the Policy Provisions for more information.

- FY2024 - \$2.0 and FY2025 - \$2.0
- FY2026 - \$2.0 and FY2027 - \$2.0

Career and Technical Education Emergency Medical Services (EMS) Course grants

- FY2024 - \$500,000 and FY2025 - \$500,000
- FY2026 - \$500,000 and FY2027 - \$500,000

School library aid is a new funding stream appropriated for FY2024-25 at \$45.2 million and \$47.5 million for FY2026-27. Please see the Policy Provisions for more information.

- FY2024 - \$21,435 and FY2025 - \$23,799
- FY2026 - \$23,797 and FY2027 - \$23,797

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2024 and later.

Building and Cyber Security grant program is funded at \$24.3 million for FY2024 only to pay for the costs of cybersecurity measures, including updating computer hardware and software, other systems upgrades, and cybersecurity insurance costs. Please see the Policy Provisions for more information.

- FY2024 - \$24,332

Extended time revenue for residential care and treatment facilities is funded at \$1.3 for FY2024-25 and \$1.4 for FY 2026-27 to expand extended time revenue to include summer services to students who are attending a day treatment program who are placed at a children’s residential facility.

- FY2024 - \$614,000 and FY2025 \$669,000
- FY2026 - \$687,000 and FY 2027 \$708,000

Gender-neutral, single-user restrooms grant is funded at \$2 million per biennium. Authorizes a school district to use Long-Term Facilities Maintenance (LTFM) revenue to remodel or construct a gender-neutral single-user restroom at each school site. Requires 10-year facility plans to address provisions for providing one at each school site. Added as an allowable use for operating capital revenue.

Policy Provisions

General Education – Article 1



Referendum renewal by school board – Authorizes a one-time renewal by the school board of an expiring referendum if:

- (1) the per pupil amount of the referendum is the same as the amount expiring;
- (2) the term of the renewed referendum is no longer than the initial term approved by the voters; and
- (3) the school board, having taken a recorded vote, has adopted a written resolution authorizing the renewal after holding a meeting and allowing public testimony on the proposed renewal.

The resolution must be adopted by the school board by June 15 of any calendar year and becomes effective 60 days after its adoption. A school board may renew an expiring referendum not more than two fiscal years before the referendum expires. A district renewing an expiring referendum must submit a copy of the adopted resolution to the commissioner and to the county auditor no later than September 1 of the calendar year in which the written resolution is adopted.

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

Unemployment between terms – Makes school district hourly employees eligible for unemployment benefits for the summer if they meet unemployment certain requirements. Prohibits a school district from using its unemployment levy to pay for the hourly employee unemployment insurance costs.



Access to menstrual products – A school district or charter school must provide students with access to menstrual products at no charge. The products must be available to all menstruating students in restrooms regularly used by students in grades 4 to 12 according to a plan developed by the school district.

EFFECTIVE DATE. This section is effective January 1, 2024.



Opiate antagonists – A school district or charter school must maintain a supply of opiate antagonists. Each school building must have two doses of nasal naloxone available on-site. The commissioner of health shall identify and make resources available, including at least one training video to help schools implement an opiate antagonist emergency response, and make the resources available for schools. A school board may adopt a model plan for use, storage, and administration of opiate antagonists.

EFFECTIVE DATE. This section is effective July 1, 2023.

Career and Technical Education Consortium grants – Adds career and technical education (CTE) consortia to state statute. “Career and technical education (CTE) consortium” means a voluntary collaboration of the Minnesota Service Cooperatives and other regional public and private partners, including school districts, intermediate school districts, vocational cooperatives, and higher education institutions, that work together to provide career and technical education opportunities for students.

EFFECTIVE DATE. This section is effective July 1, 2023.



Compensatory revenue - narrows acceptable uses – For FY2024 and later, a district's compensatory revenue must be used for:

- (1) remedial instruction and necessary materials in reading, language arts, mathematics, other content areas, or study skills to improve the achievement level of these learners;
- (2) additional teachers and teacher aides to provide more individualized instruction to these learners through individual tutoring, lower instructor-to-learner ratios, or team teaching;
- (3) a longer school day or week during the regular school year or through a summer program that may be offered directly by the site or under a performance-based contract with a community-based organization;
- (4) programs to reduce truancy; provide counseling services, guidance services, and social work services; and provide coordination for pupils receiving services from other governmental agencies;
- (5) bilingual programs, bicultural programs, and programs for English learners;
- (6) early education programs, parent-training programs, early childhood special education, school readiness programs, kindergarten programs for four-year-olds, voluntary home visits and other outreach efforts designed to prepare children for kindergarten;
- (7) transition programs operated by school districts for special education students until the age of 22;
- (8) substantial parent involvement in developing and implementing remedial education or intervention plans for a learner, including learning contracts between the school, the learner, and the parent that establish achievement goals and responsibilities of the learner and the learner's parent or guardian; and
- (9) professional development for teachers on meeting the needs of English learners, using assessment tools and data to monitor student progress, and reducing the use of exclusionary discipline, and training for tutors and staff in extended day programs to enhance staff's knowledge in content areas.

Building allocation for compensatory revenue – A district or cooperative must allocate at least 80 percent of its compensatory revenue to each school building in the district or cooperative where the children who have generated the revenue are served. Requires a school district to report whether programs funded with compensatory revenue are consistent with best practices demonstrated to raise student achievement. School districts must continue to collect free and reduced meal applications. The Minnesota Department of Education (MDE) must report to the legislature on whether paper meal eligibility forms can be eliminated.

Publication of review and comment – Increases the number of days from 20 to at least 48 days, but not more than 60 days before a referendum for bonds or solicitation of bids for a project that has received a positive or unfavorable review and comment. The school board shall publish a summary of the commissioner's review and comment of that project in the legal newspaper of the district.

EFFECTIVE DATE. This section is effective for elections conducted on or after August 9, 2023.

Nonpublic education transportation – A school board and a nonpublic school may mutually agree to a written plan for the board to provide nonpublic pupil transportation to nonpublic school students.

Education Excellence – Article 2



E-learning days – A school district or charter school that declares an e-learning day must continue to pay the full wages for scheduled work hours and benefits of all school employees for the duration of the e-learning period. During the e-learning period, school employees must be allowed to work from home to the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need.

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



Graduation requirements and academic standards –

- Requires state high school math standards to include algebra II, integrated math III, or an equivalent, and grade 8 standards to include completion of algebra.
- For sciences, one credit to satisfy all the earth and space science standards for grades 9 through 12, one credit to satisfy all the life science standards for grades 9 through 12, and one credit to satisfy all the chemistry or physics standards for grades 9 through 12.
- Students beginning grade 9 in the 2024-25 school year and later must complete a course for credit in government and citizenship in either grade 11 or 12 or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all the academic standards in social studies.
- Eliminates the civics test requirement from social studies standards.
- Students who begin grade 9 in the 2024-25 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.
- Adds media arts as a fifth arts area.
- Requires districts to adopt state arts standards.
- Requires an ethnic studies course by 2026-27 school year.



Credit for employment with health care providers – Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation at the discretion of the enrolling school district or charter school.

A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district or charter school, for elective credit to the school district or charter school in order to receive elective credit. The school district or charter school must verify the hours worked with the employer before awarding elective credit.

EFFECTIVE DATE. This section is effective for the 2023-24 school year and later.



Ethnic studies –

Definition – “Ethnic studies” means the interdisciplinary study of race, ethnicity, and indigeneity with a focus on the experiences and perspectives of people of color within and beyond the United States. Ethnic studies analyzes the ways in which race and racism have been and continue to be social, cultural, and political forces, and the connection of race to the stratification of other groups, including stratification based on the protected classes.

Requirements – Starting in the 2026-27 school year, a district or charter school high school must offer an ethnic studies course. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may focus specifically on a particular group of national or ethnic origin. An ethnic studies course may fulfill an elective credit.

Starting in 2027-28 school year, school districts and charter schools must provide ethnic studies instruction in elementary schools and middle schools. Ethnic studies instruction must meet statewide ethnic studies academic standards.

Working group – The Ethnic Studies Working Group is established to advise the commissioner of education on an ethnic studies framework and resources necessary to implement ethnic studies requirements. The commissioner must appoint members of the working group by April 1, 2024, with input from the Minnesota Ethnic Studies Coalition. The Ethnic Studies Working Group must have 25 members with a demonstrated commitment to ethnic studies, as follows:

- (1) five community members with a demonstrated commitment to ethnic studies;
- (2) four public school students in grades 11 and 12;
- (3) three parents or guardians of public kindergarten through grade 12 students;
- (4) three Minnesota-based, college-level faculty experts in ethnic studies;
- (5) three ethnic studies high school teachers;
- (6) four teachers with experience teaching ethnic studies to students in kindergarten to grade 8; and
- (7) three school board members or school administrators.

By October 31, 2024, the working group must provide the ethnic studies framework and other recommendations related to ethnic studies to the commissioner of education. The working group must convene on at least a bimonthly basis and must hold the first meeting no later than May 1, 2024.

Holocaust, genocide of Indigenous peoples, and other genocide education – A school district must offer Holocaust and genocide education in middle school and high school curriculum by the 2026-27 school year in accordance with rules on social studies standards and benchmarks.

Working group – The Working Group on Education on the Holocaust, Genocide of Indigenous Peoples, and Other Genocides is established to advise the commissioner of education and develop resources necessary to implement requirements for education on the Holocaust, genocide of Indigenous Peoples, and other genocides. The commissioner must appoint members of the working group by April 1, 2024, based on the guidance and recommendations from the co-chairs of the working group (minimum of 12 members, but no more than 21 members).

EFFECTIVE DATE. This section is effective July 1, 2023.



World's Best Workforce –

Definitions – “Antiracist” means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.

“Culturally sustaining” means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.

“Institutional racism” means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.

Adopting plans and budgets – Requires a school board’s World’s Best Workforce strategic plan to include education effectiveness practices that integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining; ensuring a learning and work environment that validates, affirms, embraces, and integrates cultural and community strengths for all students, families, and employees; and provides a collaborative professional culture that seeks to retain qualified, racially, and ethnically diverse staff effective at working with diverse students.

District Advisory Council – Must recommend strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population; strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups.

Closing educational opportunity gaps – Directs the commissioner to establish a grant program to support implementation of certain World’s Best Workforce strategies and collaborative efforts that address opportunity gaps. Encourages the commissioner to award grants equally between districts in greater Minnesota and those in the Twin Cities metro.

Requires grant recipients to annually report to the commissioner.

Literacy – Excludes literacy from World’s Best Workforce plan and reporting requirements.

EFFECTIVE DATE. This section is effective for all strategic plans reviewed and updated after June 30th, 2024.

School testing calendar – The calendar must be published at least one week prior to any eligible assessments being administered but no later than October 1.

Gifted and talented students’ programs – adds “services” to statute on gifted programs.

Malicious and sadistic conduct – “Malicious and sadistic conduct” means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

A school board of a district or charter school must adopt a written policy to address malicious and sadistic conduct and sexual exploitation by a district or school staff member, independent contractor, or student enrolled in a public school against a staff member, independent contractor, or student.

The policy must prohibit:

- (1) malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status,

- (2) status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity, and sexual exploitation.

Disciplinary actions must conform with collective bargaining agreements. The policy must be conspicuously posted throughout each school building, distributed to each district or school employee and independent contractor at the time of hiring or contracting, and included in each school's student handbook on school policies. Each school must develop a process for discussing with students, parents of students, independent contractors, and school employees the policy adopted under this section.

EFFECTIVE DATE. This section is effective August 1, 2023.



Students Safe at School –

Definitions – An “active shooter drill” is an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. Defines “active shooter simulation” as an emergency exercise including full-scale or functional exercises designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school.

Active Shooter Drill

If an active shooter drill is conducted with students in early childhood through grade 12 it must be:

- (1) accessible;
- (2) developmentally appropriate and age appropriate;
- (3) culturally aware;
- (4) trauma-informed; and
- (5) inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

Student mental health – Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill.

Notice – An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety. A school district or charter school must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.

Participation – If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record, nor may nonparticipation alone make a student ineligible to participate in or attend school activities. Any

student in early childhood through grade 12 must not be required to participate in an active shooter drill.

Violence prevention instruction – A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:

- (1) how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
- (2) the importance of taking threats seriously and seeking help; and
- (3) the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity.

Active Shooter Simulations

Participation – A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

School safety and violence prevention – A school district or charter school must ensure that students have the opportunity to contribute to their school’s safety and violence prevention planning, aligned with the recommendations for multi-hazard planning for schools, including but not limited to:

- (1) student opportunities for leadership related to prevention and safety;
- (2) support to students in establishing clubs and programs focused on safety; and
- (3) providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

Board meeting – At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following: (1) the effect of active shooter drills on the safety of students and staff; and (2) the effect of active shooter drills on the mental health and wellness of students and staff.

EFFECTIVE DATE. This section is effective August 1, 2023.

Suicide prevention information; identification cards – Requires that a school district or charter school that issues an identification card to students in middle school, junior high, or high school must provide contact information for the 988 Suicide and Crisis LifeLine (988 LifeLine), the Crisis Text line, and the county mobile crisis services. The contact information must also be included in the school’s student handbook and the student planner if a student planner is custom printed by the school for distribution to students in grades 6 through 12.



Paraprofessional training – A school district or charter school must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire. The orientation or professional development must be relevant to the employee’s occupation and may include collaboration time with classroom teachers and planning for the school year. A school administrator must provide an annual certification of compliance with this requirement to the commissioner.

Within five days of beginning to work alone with an individual student with a disability, the assigned paraprofessional must be either given paid time, or time during the school day, to review a student’s individualized education program or be briefed on the student’s specific needs by appropriate staff.
EFFECTIVE DATE. This section is effective July 1, 2023.

Post-secondary education option (PSEO) – An eligible institution must not require a faith statement from a secondary student seeking to enroll in a postsecondary course during the application process or base any part of the admission decision on a student’s race, creed, ethnicity, disability, gender, or sexual orientation or religious beliefs or affiliations.



Post-secondary enrollment notification (PSEO) – Requires a post-secondary institution to notify a secondary pupil’s school as soon as practicable if the pupil withdraws from the course or stops attending the course.



Post-secondary credit (PSEO) – Requires a student to provide to secondary school interim or non-final grades earned during the academic term.

Online Instruction Act – An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district’s own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools. Limits the number of students in any one course to 40.



Computer science education advancement program – Requires the department to create a full-time computer science supervisor position, to implement the computer science education strategic plan. The Department of Education shall establish a computer science education working group to develop a state strategic plan for long-term and sustained growth of computer science education in all kindergarten through grade 12 school districts and charter schools. The commissioner of education must appoint members of the working group by October 1, 2023, of which Minnesota School Boards Association shall be one. Requires a teacher preparation program to include computer science instruction, starting July 1, 2027. Requires the department to require all high schools to report computer science course offerings and enrollment data.

EFFECTIVE DATE. This section is effective August 1, 2023.



Recess detention and other breaks – A school district or charter school must not use recess detention unless:

- (1) a student causes or is likely to cause serious physical harm to other students or staff;
- (2) the student’s parent or guardian specifically consents to the use of recess detention; or

- (3) for students receiving special education services, the student’s individualized education program team has determined that withholding recess is appropriate.

A school district or charter school must not withhold recess from a student based on incomplete schoolwork. A school district or charter school must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention. A school district or charter school must compile information on each recess detention at the end of each school year, including the student’s age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. A school district or charter school is encouraged to use the data in professional development promoting the use of nonexclusionary discipline. A school district or charter school must not withhold or excessively delay a student’s participation in scheduled mealtimes.

A school district or charter school is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.

Nonexclusionary Discipline



K-3 and early learning dismissal – Prohibits dismissals in kindergarten through grade 3 unless nonexclusionary discipline has been exhausted and there is an ongoing serious safety threat to the child or others. This provision does not prohibit a dismissal from school for less than one school day, except for a student receiving special education services.

EFFECTIVE DATE. This section is effective July 1, 2023.



Nonexclusionary disciplinary policies and practices – “Nonexclusionary disciplinary policies and practices” means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services.

Pupil withdrawal agreement – “Pupil withdrawal agreement” means a verbal or written agreement between a school administrator or district administrator and a pupil’s parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

Provision of alternative programs (Dismissals) – No school shall dismiss any pupil without attempting to provide alternative educational services, use nonexclusionary disciplinary policies and practices before dismissal proceedings or pupil withdrawal agreements, except where it appears that the pupil will create an immediate and substantial danger to self or to surrounding persons or property.

Provision of alternative education services (Suspension) – Alternative education services must be provided to a pupil who is suspended for more than five consecutive school days.

Minimum education services (Suspension) – School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil’s suspension and to receive full credit for satisfactorily completing the assignments. The school principal is encouraged to designate a district or school employee as a liaison to work with the pupil’s teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers’ feedback.

Written notice (Exclusion and expulsion) – Requires the written notice of intent to exclude or expel a student to describe the nonexclusionary disciplinary practices used to try to avoid the expulsion proceedings. The district must advise the pupil’s parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Department of Education and is posted on their website.

Admission or readmission plan – A school administrator must prepare and enforce an admission or readmission plan for any pupil who is excluded or expelled from school. The plan must include measures to improve the pupil’s behavior, which may include completing a character education program, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain parental involvement in the admission or readmission process and may indicate the consequences to the pupil of not improving the pupil’s behavior.

Awaiting new enrollment – For a pupil who remains enrolled in the district or is awaiting enrollment in a new district, a school district’s continuing responsibility includes reviewing the pupil’s schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil’s peers. A school district must communicate on a regular basis with the pupil’s parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services. These services are required until the pupil enrolls in another school or returns to the same school; (2) a pupil receiving school-based or school-linked mental health services in the district continues to be eligible for those services until the pupil is enrolled in a new district; and (3) a school district must provide to the pupil’s parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the district or charter school website.

School board discipline policy – Each school board must adopt a written districtwide school discipline policy which includes written rules of conduct for students, minimum consequences for violations of the rules, and grounds and procedures for removal of a student from class. The policy must contain the discipline complaint procedure that any member of the school community may use to file a complaint regarding the application of discipline policies and seek corrective action. A new policy component includes language that any procedures determined appropriate for ensuring victims of bullying who respond with behavior not allowed under the school’s behavior policies have access to a remedial response as well as a prohibition on the use of exclusionary practices for early learners and a prohibition on the use of exclusionary practices to address attendance and truancy issues.

Discipline complaint procedure – The discipline policy must contain procedures for students, parents and other guardians, and school staff to file a complaint and seek corrective action, including when the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied. Each district and school policy implemented under this section must, at a minimum: (1) provide procedures for communicating this policy including the ability for a parent to appeal a decision that contains explicit instructions for filing the complaint; (2) provide an opportunity for involved parties to submit additional information related to the complaint; (3) provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record; (4) provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions; (5) if the investigation finds any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student’s record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and (6) prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

School supports policy – A school board is strongly encouraged to adopt a policy that promotes the understanding in school staff that when a student is unable to meet adult expectations it is often because the student lacks the skills to respond to a situation appropriately. A school district must support school staff in using tiered interventions that teach students skills and prioritize relationships between students and teachers. A school board is strongly encouraged to adopt a policy that discourages teachers and staff from reacting to unwanted student behavior with approaches that take away the student’s opportunity to build skills for responding more appropriately.

EFFECTIVE DATE. These sections are effective for the 2023-24 school year and later.

Prone restraint and certain physical holds not allowed – An employee or agent of a district, including a school resource officer, security personnel, or police officer contracted with a district, shall not use prone restraint. An employee or agent of a district, including a school resource officer, security personnel, or police officer contracted with a district, shall not inflict any form of physical holding that restricts or impairs a pupil’s ability to breathe; restricts or impairs a pupil’s ability to communicate distress; places pressure or weight on a pupil’s head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a pupil’s torso.

EFFECTIVE DATE. These sections are effective August 1, 2023.



The Read Act – Article 3

Transforms the teaching methods used to teach reading in the State of Minnesota by replacing balanced literacy program and strategies with evidenced-based reading strategies. By the 2026-27 school year, districts must provide evidence-based reading instruction through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills. Students must receive evidence-based instruction that is proven to effectively teach children to read. Establishes the literacy goal of all students reading at grade level. Defines “evidence-based reading instruction,” “foundational reading skills,” and other terms.

The components to meet this goal:

- **Screener Identification** – Requires a district to administer an approved reading screener to students in kindergarten through grade 3 within the first six weeks of the school year and again within the last six weeks of the school year. Requires districts to screen students in grade 4 and above who are not demonstrating mastery of foundational reading skills.
- **Approved screeners** – Requires the commissioner to recommend to districts tools that may be used to both screen students for dyslexia and to assess reading proficiency.
- **Progress monitoring** – Requires a district to implement progress monitoring to a student not reading at grade level.
- **Intervention** – Requires by the 2025-26 school year, intervention programs to be taught by a certified or licensed reading specialist who has completed approved training.
- **Retention** – Prohibits retaining a student solely due to delays in literacy or not demonstrating grade-level proficiency.
- **Curriculum** – Requires a district to use evidence-based literacy curriculum and intervention materials.
- **Professional development** – Requires districts to provide evidence-based training on reading instruction to all reading intervention teachers, literacy specialists, and other specified teachers by July 1, 2025, and to particular teachers in the district, prioritizing teachers, by July 1, 2027, unless the commissioner grants an extension. Requires training for staff in early childhood programs.
- **Literacy lead** – Requires a district to employ or contract with a literacy lead by August 30, 2025, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead.
- **Local literacy plan** – Requires a literacy plan to be updated by June 15 each year and be submitted to the commissioner. Requires the plan to include screeners used by school site and grade level, the literacy curriculum used by school site and grade level, state whether the district has adopted MTSS, student data using measures of foundational literacy skills and mastery identified by the department, and the number of teachers and other staff that have completed approved training. Requires the commissioner to develop a literacy plan template, and report to the legislature on districts’ literacy plans.

- **Literacy incentive aid uses** – Requires districts to use literacy incentive aid to implement evidence-based reading instruction in specified ways.

Literacy incentive aid uses – Requires districts to use literacy incentive aid to implement evidence-based reading instruction in specified way.

Resources – Requires the department and Center for Applied Research and Educational Improvement (CAREI) to partner for two years to support the implementation of the Read Act in specified ways, including identifying at least five evidence-based literacy curricula, at least three professional development programs, and other resources. Requires the department and CAREI to establish a process for a district to request that additional curricula or professional development programs be approved.

American Indian Education – Article 4

Holiday – Replaces Columbus Day with Indigenous Peoples Day on the list of holidays that school may be conducted. On Indigenous Peoples Day, at least one hour of the school program must be devoted to observance of the day. As part of its observance of Indigenous Peoples Day, a district may provide professional development to teachers and staff, or instruction to students, on the following topics:

- (1) the history of treaties between the United States and Indigenous peoples;
- (2) the history of federal boarding schools for Indigenous children;
- (3) Indigenous languages;
- (4) Indigenous traditional medicines and cultural or spiritual practices;
- (5) the sovereignty of Tribal nations;
- (6) the contributions of Indigenous people to American culture, literature, and society; and
- (7) current issues affecting Indigenous communities.



Prohibition on American Indian mascots – Starting September 1, 2025, a public school may not have or adopt a name, symbol, or image that depicts or refers to an American Indian Tribe, individual, custom, or tradition to be used as a mascot, nickname, logo, letterhead, or team name of the school, district, or school within the district, unless the school has obtained an exemption.

A public school may seek an exemption by submitting a request in writing to all 11 federally recognized Tribal Nations in Minnesota and to the Tribal Nations Education Committee by September 1, 2023. The exemption is denied if any of the 11 Tribal Nations or the Tribal Nations Education Committee oppose the exemption by December 15, 2023. A public school whose request for an exemption is denied must comply by September 1, 2025.

The prohibition does not apply to a public school located within the reservation of a federally recognized Tribal Nation in Minnesota, where at least 95 percent of students meet the state definition of American Indian student.

EFFECTIVE DATE. This section is effective July 1, 2023.

Spiritual tobacco – An American Indian student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices.

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



Graduation ceremonies: tribal regalia and objects of cultural significance – A school district or charter school must not prohibit an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.

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

American Indian Parent Advisory Committee – The committee must meet to discuss whether they concur with the educational offerings that have been extended by the district to American Indian students. If the committee finds that the district, charter school, Tribal contract school, and the school board have been meeting the needs of American Indian students, they issue a vote and resolution of concurrence. If they find that the needs of American Indian students are not being met, they issue a vote and resolution of nonconcurrence. The vote and resolution must be presented to the school board by one or more members of the American Indian Parent Advisory Committee. The vote is formally reflected on documentation provided by the Department of Education and must be submitted annually on March 1. If the vote is one of nonconcurrence, the committee must provide written recommendations for improvement to the school board at the time of the presentation. In the case of nonconcurrence, the school board is given 60 days in which to respond, in writing, to the committee’s recommendations. The board response must be signed by the entire school board and submitted to both the American Indian Parent Advisory Committee and to the Department of Education. The resolution must be accompanied by Parent Advisory Committee meeting minutes.

American Indian culture and language classes – A district or participating school that conducts American Indian education programs must provide American Indian culture and language classes if: (1) at least five percent of students are American Indian students; or (2) 100 or more students are American Indian students. “American Indian students” means students identified by the state count of American Indian students on October 1 of the previous school year.

Teachers – Article 5



E-learning plan – A school board, including the board of a charter school, may adopt an e-learning day plan after meeting and negotiating with the exclusive representative of the teachers. If a charter school's teachers are not represented by an exclusive representative, the charter school may adopt an e-learning day plan after consulting with its teachers.

Teacher Licensure Assessment – Eliminates the following tests:

- Skills in reading, writing, and math for a Tier 4 license to provide direct instruction in elementary, secondary, or special education programs
- Pedagogy and content exams for an applicant that has completed a PELSB-approved preparation program, licensure via portfolio, or a state-approved teacher preparation program in another state and passed licensure exams in that state, if applicable.
- Reading instruction for Tier 3 and 4 licenses to teach elementary students

Requires testing centers to provide monthly opportunities for untimed content and pedagogy exams. Requires the exam vendor to: waive test fees for some test takers, provide free practice tests and study guides, and make content and pedagogy exams available in languages other than English for some teachers.



Probationary period – Reduces the number of days of teaching service a probationary teacher must complete from 120 to 90.

Probationary period; discharge or demotion – Modifies probationary period for a teacher who has taught for three consecutive years in a single district or charter school in Minnesota or another state by allowing the teacher to obtain tenure after serving a one-year probationary period in a subsequent district.

EFFECTIVE DATE. This section is effective for collective bargaining agreements effective July 1, 2023, and thereafter.

Teacher evaluation – Must include a rubric of performance standards for teacher practice that:

- is based on professional teaching standards established in rule;
- includes culturally responsive methodologies; and
- provides common descriptions of effectiveness using at least three levels of performance.

EFFECTIVE DATE. This section is effective July 1, 2025.

Principal evaluation – Requires a principal's annual evaluation to support and improve a principal's culturally responsive leadership practices and be linked to professional development that emphasizes culturally responsive leadership practices.

EFFECTIVE DATE. This section is effective July 1, 2024.



Special education teacher pipeline program – The commissioner of education must administer a grant program to develop a pipeline of trained, licensed Tier 3 or Tier 4 special education teachers. A school district, charter school, or cooperative unit may apply for a grant under this section. An applicant must partner with:

- a Professional Educator Licensing and Standards Board (PELSB) approved teacher preparation program;
- a Council for the Accreditation of Educator Preparation accredited teacher preparation program from a private, not for profit, institution of higher education; or
- an institution that has an articulated transfer pathway with a board approved teacher preparation program.

A grant recipient must use grant funds to support participants who are employed by the grant recipient as either a paraprofessional or other unlicensed staff, or a teacher with a Tier 1 or Tier 2 license and demonstrate a willingness to be a special education teacher after completing the program.

A grant recipient may use grant funds for:

- tuition assistance or stipends for participants;
- supports for participants, including mentoring, licensure test preparation, and technology support; or
- participant recruitment.

Within one year of receiving grant funds, and for each year that a recipient receives grant funds, a grant recipient must report to the commissioner in the form and manner determined by the commissioner the number of participants in the program and how grant funds were used.

EFFECTIVE DATE. This section is effective July 1, 2023.



Curriculum contributions – No school district or charter school may discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks.

License required – A teacher must hold a field license, or a permission aligned to the content area and scope of the teacher’s assignment to provide instruction in a public school, including a charter school.

Licensure via portfolio – Limits the licensure via portfolio process to initial Tier 3 licenses or to add a licensure field to a Tier 3 or Tier 4 license.

Community education teachers – Allows adult basic education (ABE) and early childhood family education (ECFE) teachers to obtain tenure or continuing contract.

American Indian history – PELSB must adopt rules that all licensed teachers renewing their license receive professional development in the cultural heritage and contemporary contributions of American Indians, particularly Minnesota Tribal Nations.

Reporting of hires and terminations – requires a school district to annual report to PELSB all new teacher hires and terminations, including layoffs, by race and ethnicity; and the reason for all teacher resignations and requested leaves of absence.



Short-call substitute teacher pilot program – A school district or charter school and applicant may jointly request PELSB approve an application for a short-call substitute teaching license. The application information must sufficiently demonstrate the following:

- (1) the applicant:
 - holds a minimum of an associate’s degree or equivalent and has or will receive substitute training from the school district or charter school; or
 - holds a minimum of a high school diploma or equivalent and has been employed as an education support personnel or paraprofessional within the district or charter school for at least one academic year; and
- (2) the school district or charter school has obtained the results of a background check.

The board may prioritize short-call substitute teaching license applications to expedite the review process.

A school district or charter school must provide a substitute teacher who receives a substitute teaching license through the pilot program with substitute teacher training. The board may remove a school district or charter school from the pilot program for failure to provide the required training.

A school district or charter school must not require an employee to apply for a substitute teaching license or retaliate against an employee that does not apply for a substitute teaching license under the pilot program.

A school district or charter school must compensate an employee working as a short-call substitute teacher under the pilot program with the greater of \$200 per day or the employee’s regular rate of pay.

This section expires on June 30, 2025.

EFFECTIVE DATE. This section is effective for the 2023-24 and 2024-25 school years only.

Professional Educator Licensing and Standards Board composition – Modifies the composition of PELSB. Expands the board from 11 to 13 members; increases the number of teachers and modifies the required qualifications. The Governor must name 13 members to PELSB by July 15, 2023. Removes the human resources director position from the board; the Governor is required to name a new member by January 1, 2024.

Tiered Licensure

Tier 1 License

Application requirement – Requires an application to be submitted jointly by an applicant in a district and to be paid for by the district or the applicant.

Exemptions from a bachelor's degree – Expands list of applicants exempt from requirement to hold a bachelor's degree for a Tier 1 license to include persons of teaching world languages and culture, and the performing or visual arts, and five years of relevant work experience.

Career and technical requirements – allows an applicant to teach career and technical education or Career Pathways courses of study if the applicant has:

- An associate's degree;
- A professional certification; or
- Five years of relevant work experience.

Bargaining unit – Allows a Tier 1 teacher to be part of the teacher bargaining unit.

Terms and conditions – PELSB no longer needs to submit written comments to the district or charter school that requested a Tier 1 license. Allows PELSB to review applications for Tier 1 license before July 1st and removes the 30-day deadline for issuing or denying the license.

Tier 2 License

Application requirement – Requires an application to be submitted jointly by an applicant in a district and to be paid for by the district or the applicant.

Temporary eligibility – Maintains eligibility for a Tier 2 license for applicants meeting coursework requirements until June 30, 2024.

Exemptions from a bachelor's degree – Expands list of applicants exempt from the requirement to hold a bachelor's degree for a Tier 2 license to include persons teaching world languages and culture, and the performing or visual arts, and five years of relevant work experience.

Career and technical requirements – allows an applicant to teach career and technical education or Career Pathways courses of study if the applicant has:

- An associate's degree;
- A professional certification; or
- Five years of relevant work experience.

Terms and conditions – Allows PELSB to review applications for Tier 2 license before July 1st and removes the 30-day deadline for issuing or denying the license.

Temporary eligibility for renewal – Allows a Tier 2 teacher who would otherwise be ineligible to renew the license based on changes in the bill, to renew the license for the 2023-24, 2024-25, and 2025-26 school years only.

Requirements – Strikes all previous pathway requirements. PELSB must approve an application for a Tier 2 license in a specified content area if:

- the application has been submitted jointly by the applicant and the district;
- the application has been paid for by the district or the applicant;
- the applicant holds a bachelor’s degree, unless specifically exempt by statute or rule;
- the district demonstrates that a criminal background check has been completed; and
- the applicant:
 - has completed a state approved teacher preparation program;
 - is enrolled in a Minnesota approved teacher preparation program; or
 - has a master’s degree in the specified content area.

Tier 3 License

Exemptions from a bachelor’s degree – Expands list of applicants exempt from the requirement to hold a bachelor’s degree for a Tier 3 license to include persons teaching world languages and culture, and the performing or visual arts.

Career and technical requirements – allows an applicant to teach career and technical education or Career Pathways courses of study if the applicant has:

- An associate’s degree;
- A professional certification; or
- Five years of relevant work experience.

Coursework – requires teaching experience to be field-specific.

Requirements – Strikes the provision allowing a candidate to obtain a Tier 3 license without a bachelor’s degree. PELSB must issue a Tier 3 license to an applicant who provides information sufficient to demonstrate all of the following:

- the applicant has obtained a passing score on the required licensure exams;
- the applicant holds a bachelor’s degree; and
- the board must issue a license to an applicant that has:
 - (1) completed student teaching comparable to the student teaching in Minnesota.
 - (2) obtained a passing score on required licensure exams.
 - (3) has completed either:
 - a teacher preparation program from a culturally specific minority serving institution and is eligible for a teacher license in another state; or
 - a university teacher preparation program in another country.

Tier 4 License

Requirements – An applicant must have field-specific teaching experience from any state, rather than only Minnesota, and complete Tier 3 renewal requirements if the applicant previously held a Tier 3 license. Strikes requirement that candidate’s most recent summative evaluation not have placed the candidate on an improvement process.

Charter Schools – Article 6

Definitions – “Charter Management Organization” (CMO) is defined as a nonprofit or for-profit entity that contracts with a charter school board to manage or oversee the school’s education program or administrative functions. Defines “educational management organization” (EMO) as a nonprofit or for-profit entity that provides, manages, or oversees the education program or the school’s administrative functions. Defines “market need and demand study.”

Certain federal, state, and local requirements – Requires charter schools to comply with statute on alternatives to suspension.

English learners – Requires charter schools to comply with the Education for English Learners Act.

Application content – Clarifies that the length of a charter authorizer’s term is until they formally withdraw, or the commissioner revokes the organization’s ability to authorize charter schools.

Withdrawal – Clarifies authorizer withdrawal requirements.

Individuals eligible to organize – Requires a charter school developer’s application to the authorizer for approval to establish a charter school to include a market need and demand study.

Authorizer’s affidavit; approval process – Requires an authorizer’s affidavit filed with the commissioner to include a market need and demand study.

Adding grades or sites – Requires an authorizer approving a school’s application to add grades or primary enrollment sites to include a market need and demand study in the supplemental affidavit filed with the commissioner.

Contents – Requires a charter school to include a statement of the specific school’s admission policies and procedures in the charter school contract.

Admissions requirements and enrollment – Requires that admission to a charter school be free to an eligible pupil residing in Minnesota and requires an enrollment preference for Minnesota residents over out-of-state residents. Eliminates enrollment preference for children enrolled in a charter school’s fee-based preschool or prekindergarten program to enroll the following year.

Modifies admissions preferences for charter schools that serve at least 90 percent of enrolled students who are eligible for special education services and have a primary disability of deaf, deafblind, or hard-of-hearing.

Teachers – Corrects the definition of teacher to indicate that a teacher is either directly employed by the school or under contract with a cooperative.

Leased space – Requires a charter school to lease space from the owner of the space instead of subleasing the space.

Affiliated nonprofit building corporation – Prohibits an affiliated building corporation from supporting more than one charter school.

Audit report – Requires a charter school to include in its annual audit report a copy of a new management agreement or an amendment to a current agreement with a CMO or EMO.

Public accounting and reporting CMO and EMO agreements – Requires a charter school that enters an agreement with a CMO or an EMO to:

- (1) publish on the charter school website the proposed final agreement for public review and comment;
- (2) annually publish on the school website a statement of assurance that no member of the school board, staff, or any agent of the schools has been promised or received compensation or gifts from the CMO or EMO; and
- (3) conduct an independent review and evaluation of the services provided by the CMO or EMO.

Requires the management agreement to contain specific provisions.

Requires the CMO or EMO to annually provide the charter school board with a financial report that accounts for income and expenditures for the previous fiscal year.

Nullifies an agreement with a CMO or EMO if it contains any of the following:

- (1) restrictions on the charter school's ability to operate a school upon termination of the agreement;
- (2) restrictions on the annual or total amount of the school's operating surplus or fund balance;
- (3) authorization to allow a CMO or EMO to withdraw funds from a charter school account; or
- (4) authorization to allow a CMO or EMO to loan funds to the charter school.

Prohibits a CMO or EMO, its employees, agents, or affiliates from contracting with, being employed by, or serving on the board of a charter school authorizer. Prohibits an authorizer, its affiliates, employees, or agents from contracting with, being employed by, serving as a paid consultant for, or serving as a board member of a CMO or EMO.

Age limitations; Pupil Fair Dismissal Act – Extends admission for public school to all students with a disability to the pupil's 22nd birthday.

Requirements for American Sign Language/English interpreters – A person employed by a school district to provide American sign language/English interpretation or transliteration must hold one of two statutorily required certifications and have completed an accredited training program.

Make employees with the required certifications or credentials for American sign language/English interpreters "essential personnel".

Special Education – Article 7

Requirements for American Sign Language/English interpreters – A person employed by a school district to provide American sign language/English interpretation or transliteration must hold one of two statutorily required certifications and have completed an accredited training program. Make employees with the required certifications or credentials for American sign language/English interpreters “essential personnel”.



School social work services – School social work services provided by a mental health professional or a clinical trainee under the supervision of a mental health professional, or mental health practitioner, under the supervision of a mental health professional, are eligible for medical assistance payment. Covered mental health services provided by a school social worker under paragraph include but are not limited to:

- (1) administering and reporting standardized measures;
- (2) care coordination;
- (3) children’s mental health crisis assistance, planning, and response services;
- (4) children’s mental health clinical care consultation;
- (5) dialectical behavioral therapy for adolescents;
- (6) direction of mental health behavioral aides;
- (7) family psychoeducation;
- (8) individual, family, and group psychotherapy;
- (9) mental health behavioral aide services;
- (10) skills training; and
- (11) treatment plan development and review.

EFFECTIVE DATE. This section is effective January 1, 2024, or upon federal approval, whichever is later. The commissioner shall notify the revisor of statutes when federal approval has been obtained.

Standards for restrictive procedures – Establishes additional requirements related to a school's use of restrictive procedures, including review of disproportionate use of the procedures and the role of school resource officers in the use of restrictive procedures. Requires documentation of a restrictive procedure to describe the post-use debriefing that occurred because of the use of the physical hold or seclusion. Prohibits the use of seclusion on children from birth through grade 3 by December 31, 2024. Modifies requirements to report the use of restrictive procedures to the Department of Education. Requires the commissioner of education, in cooperation with stakeholders, to report recommendations to the legislature for ending seclusion in Minnesota schools by February 1, 2024. Requires the commissioner to consult with interested stakeholders and representatives of groups disproportionately affected by restrictive procedures.

Facilities – Article 8



Long-term facilities maintenance revenue adjustment (LTFM) – Includes the costs of updating a school facility's air handling systems in the district's LTFM costs if the district can demonstrate that the overall construction costs are less than those associated with a newly constructed facility.



Allowed uses for LTFM revenue – Authorizes a school district to use LTFM revenue to remodel or construct a gender-neutral, single-user restroom at each school site.



Safe schools revenue – Makes cyber security expenditures, including costs for updating computer hardware and software, and cyber security insurance an eligible use of safe schools revenue.

Nutrition and Libraries – Article 9



School Libraries and Media Centers – Requires a school library or media center to have the following characteristics:

- (1) ensures every student has equitable access to resources and the ability to locate, access, and use organized and catalogued resources;
- (2) has a collection development plan that includes materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement;
- (3) is housed in a central location;
- (4) has technology and internet access; and
- (5) is served by a licensed school library media specialist or licensed school librarian.

Early Childhood Education – Article 10

Voluntary Pre-Kindergarten (VPK) – is funded at \$182 million making the 4,000 expiring seats permanent in FY2024, adds an additional 3,000 seats for FY2025 and another 2,200 seats in FY2026-27 for a total of 12,360 permanent seats over the next two biennia.

Pupil Application Procedure – Requires a district to allow a student in a voluntary pre-kindergarten or school readiness plus program to be automatically enrolled in kindergarten. Allows a district to require a nonresident student in an early childhood special education, or in a preschool program other than a voluntary pre-kindergarten or school readiness plus program, to follow application procedures to enroll in kindergarten.

Community Education – Article 11

After-school community learning programs – Increases funding and amends the purpose of the after-school community learning grant program to include supporting eligible organizations that provide culturally affirming and enriching after-school and summer learning programs. Requires that grants be used to offer a broad array of academic enrichment activities that promote positive after-school and summer learning activities.

SF3035 Omnibus Jobs, Economic Development, Labor, and Industry

Public Employees Labor Relations Act (PELRA)

E-learning day plan – A school board, including the board of a charter school, may adopt an e-learning day plan after meeting and negotiating with the exclusive representative of the teachers. If a charter school's teachers are not represented by an exclusive representative, the charter school may adopt an e-learning day plan after consulting with its teachers.

Probationary period – Reduces the number of days of teaching service a probationary teacher must complete from 120 to 90.

Probationary period; discharge or demotion – The first three consecutive years of a teacher's first teaching experience in Minnesota in a single district is deemed to be a probationary period of employment and the probationary period in each district in which the teacher is thereafter employed shall be one year.

EFFECTIVE DATE. This section is effective for collective bargaining agreements effective July 1, 2023, and thereafter.

Public employee – Modifies the definition of "public employee" for purposes of PELRA, which allows a temporary or seasonal school district or charter school employee to be counted as a "public employee," for purposes of collective bargaining.

Teacher – Modifies the definition of "teacher" for purposes of PELRA, which determines what individuals can be in the teacher bargaining unit. Includes in the definition of teacher, a person creating and delivering instruction to children in a prekindergarten or early learning program but allows these teachers to stay in a different bargaining unit certified before January 1, 2023, with some exceptions.

EFFECTIVE DATE. This section is effective July 1, 2023.

Terms and conditions of employment – Adds, staff ratios, "adult-to-student ratios in classrooms", "student testing", and "student-to-personnel ratios" to be required terms and conditions in collective bargaining.

Inherent managerial policy – Removes "the number of personnel" from the matters of inherent managerial policy.

Bargaining unit information – Within 20 calendar days from the date of hire of a bargaining unit employee, a public employer must provide the following contact information to an exclusive representative in an Excel file format or other format agreed to by the exclusive representative: name; job title; worksite location, including location within a facility when appropriate; home address; work telephone number; home and personal cell phone numbers on file with the public employer; date of hire; and work email address and personal email address on file with the public employer. Every 120 calendar days beginning on January 1, 2024, a public employer must provide to an exclusive

representative in an Excel file or similar format agreed to by the exclusive representative.. A public employer must notify an exclusive representative within 20 calendar days of the separation of employment or transfer out of the bargaining unit of a bargaining unit employee.

Access – A public employer must allow an exclusive representative to meet in person with newly hired employees, without charge to the pay or leave time of the employees, for 30 minutes, within 30 calendar days from the date of hire, during new employee orientations or, if the employer does not conduct new employee orientations, at individual or group meetings. An exclusive representative shall receive no less than ten days’ notice in advance of an orientation, except that a shorter notice may be provided where there is an urgent need critical to the operations of the public employer that was not reasonably foreseeable. Notice of and attendance at new employee orientations and other meetings under this paragraph must be limited to the public employer, the employees, the exclusive representative, and any vendor contracted to provide a service for purposes of the meeting. Meetings may be held virtually or for longer than 30 minutes only by mutual agreement of the public employer and exclusive representative. A public employer must allow an exclusive representative to communicate with bargaining unit members using their employer-issued email addresses regarding collective bargaining, the administration of collective bargaining agreements, the investigation of grievances, other workplace-related complaints and issues, and internal matters involving the governance or business of the exclusive representative, consistent with the employer’s generally applicable technology use policies. A public employer must allow an exclusive representative to meet with bargaining unit members in facilities owned or leased by the public employer.

Retaliation – An employer shall not discharge, discipline, penalize, interfere with, threaten, restrain, coerce, or otherwise retaliate or discriminate against an employee for asserting rights or remedies. Retaliation language is modified to clarify types of prohibited retaliatory action an employer shall not take against an employee for asserting rights under:

- 181.03 (Certain Acts Relating to Payment of Wages Unlawful)
- 177.21 177.44 (Minnesota Fair Labor Standards Act and Prevailing Wage Act),
- 181.01 181.723 (Payment of Wages Act and other employment-related laws), and
- 181.79 (Wage Deductions).

EFFECTIVE DATE. This section is effective July 1, 2023.

Tier 1 teacher licenses – Allows a teacher with a Tier 1 license to be in the teacher bargaining unit under PELRA.

Community education teachers; licensure requirements – Allows community education and early childhood family education teachers to obtain tenure or continuing contract.

Payroll deduction, authorization, and remittance – Clarifies existing law to allow a payroll deduction for a union based on the union’s certification of a public employee’s signed authorization for the deduction. A public employee’s authorization may be made by electronic signature and remains in effect until the union notifies the employer of a change or cancellation.

Authorization signatures – Provides that a public employee’s authorization signature is valid for one year and may be electronically signed.

Time off – Requires a public employer to give reasonable time off to elected or appointed officials of a union affiliate to conduct union duties.

Employer sponsored meetings or communication – Modifies the definition of “taking action against” to clarify the types of action that are included. Prohibits an employer from firing, disciplining, or otherwise penalizing an employee because the employee declines to attend, participate, or listen to an employer-sponsored meeting or communication on religious or political matters, to compel the employee’s involvement in those activities, or for reporting a violation of this section in good faith. Allows an aggrieved employee to bring a civil action in district court and provides the relief that may be granted. Requires an employer to post notice of the requirements under this section within 30 days of its enactment. Specifies that this section does not prohibit employer communications that are required by law, employer-sponsored meetings, or communications on religious or political matters or speech where the employee’s participation is wholly voluntary, or providing information to employees that is necessary to their job duties. Provides definitions of “political matters” and “religious matters.”

EFFECTIVE DATE. This section is effective August 1, 2023, and applies to causes of action accruing on or after that date

Nursing mothers, lactating employees, and pregnancy accommodations – Removes language limiting the right to reasonable break times to express milk to the twelve months following the birth of the employee’s child. Clarifies that break times may run concurrently with break times already provided. Removes the ability of the employer to not provide break times if it would unduly disrupt the operations of the employer. Clarifies that the location provided to employees to express milk needs to be clean, private, and secure. Modifies retaliation language to clarify types of prohibited retaliatory action an employer shall not take against an employee for asserting rights under the subdivision governing nursing mothers.

Notice to employees – An employer shall inform employees of their rights at the time of hire and when an employee makes an inquiry about or requests parental leave. Information must be provided in English and the primary language of the employee as identified by the employee. An employer that provides an employee handbook to its employees must include in the handbook notice of employee rights and remedies under this section. The commissioner shall make available to employers the text to be included in the notice required by this section in English and the five most common languages spoken in Minnesota.

EFFECTIVE DATE. This section is effective July 1, 2023

Earned Safe and Sick Time

Definitions relevant to the new Earned Safe and Sick Time policy

Earned sick and safe time – “Earned sick and safe time” means leave, including paid time off and other paid leave systems, that is paid at the same hourly rate as an employee earns from employment.

Family member – “Family member” means:

(1) an employee’s:

- child, foster child, adult child, legal ward, child for whom the employee is legal guardian, or child to whom the employee stands or stood in loco parentis;
- spouse or registered domestic partner;
- sibling, stepsibling, or foster sibling;
- biological, adoptive, or foster parent, stepparent, or a person who stood in loco parentis when the employee was a minor child;
- grandchild, foster grandchild, or stepgrandchild;
- grandparent or stepgrandparent;
- a child of a sibling of the employee;
- a sibling of the parents of the employee; or
- a child-in-law or sibling-in-law;

(2) any of the family members of a spouse or registered domestic partner;

(3) any other individual related by blood or whose close association with the employee is the equivalent of a family relationship; and

(4) up to one individual annually designated by the employee.

Benefits Overview

The notice to employee must include the total number of earned sick and safe time hours accrued and available for use and the total number of earned sick and safe time hours used during the pay period. An employee accrues a minimum of one hour of earned sick and safe time for every 30 hours worked up to a maximum of 48 hours of earned sick and safe time in a year. Employees may not accrue more than 48 hours of earned sick and safe time in a year unless the employer agrees to a higher amount. Employers must permit an employee to carry over accrued but unused sick and safe time into the following year. The total amount of accrued but unused earned sick and safe time for an employee must not exceed 80 hours at any time, unless an employer agrees to a higher amount.

Employees who are exempt from overtime requirements as amended through the effective date of this section, are deemed to work 40 hours in each workweek for purposes of accruing earned sick and safe time, except that an employee whose normal workweek is less than 40 hours will accrue earned sick and safe time based on the normal workweek.

Earned sick and safe time under this section begins to accrue at the commencement of employment of the employee.

Employees may use earned sick and safe time as it is accrued.

Allowable Uses

An employee may use accrued earned sick and safe time for:

- (1) an employee's:
 - mental or physical illness, injury, or other health condition;
 - need for medical diagnosis, care, or treatment of a mental or physical illness, injury, or health condition; or
 - need for preventive medical or health care;
- (2) care of a family member:
 - with a mental or physical illness, injury, or other health condition;
 - who needs medical diagnosis, care, or treatment of a mental or physical illness, injury, or other health condition; or
 - who needs preventive medical or health care;
- (3) absence due to domestic abuse, sexual assault, or stalking of the employee or employee's family member, provided the absence is to:
 - seek medical attention related to physical or psychological injury or disability caused by domestic abuse, sexual assault, or stalking;
 - obtain services from a victim services organization;
 - obtain psychological or other counseling;
 - seek relocation or take steps to secure an existing home due to domestic abuse, sexual assault, or stalking; or
 - seek legal advice or take legal action, including preparing for or participating in any civil or criminal legal proceeding related to or resulting from domestic abuse, sexual assault, or stalking;
- (4) closure of the employee's place of business due to weather or other public emergency or an employee's need to care for a family member whose school or place of care has been closed due to weather or other public emergency;
- (5) the employee's inability to work or telework because the employee is:
 - prohibited from working by the employer due to health concerns related to the potential transmission of a communicable illness related to a public emergency; or
 - seeking or awaiting the results of a diagnostic test for, or a medical diagnosis of, a communicable disease related to a public emergency and such employee has been exposed to a communicable disease or the employee's employer has requested a test or diagnosis; and
- (6) when it has been determined by the health authorities having jurisdiction or by a health care professional that the presence of the employee or family member of the employee in the community would jeopardize the health of others.

An employer may require notice of the need for use of earned sick and safe time. If the need for use is foreseeable, an employer may require advance notice of the intention to use earned sick and safe time but must not require more than seven days' advance notice. If the need is unforeseeable, an employer may require an employee to give notice of the need for earned sick and safe time as soon as practicable.

Documentation – When an employee uses earned sick and safe time for more than three consecutive days, an employer may require reasonable documentation that the earned sick and safe time is covered. Reasonable documentation may include a signed statement by a health care professional indicating the need for use of earned sick and safe time. An employer must accept a court record or documentation signed by a volunteer or employee of a victims services organization, an attorney, a police officer, or an antiviolence counselor as reasonable documentation. For earned sick and safe time to care for a family member, an employer must accept as reasonable documentation a written statement from the employee indicating that the employee is using or used earned sick and safe time for a qualifying purpose as reasonable documentation.

An employer must not require disclosure of details relating to domestic abuse, sexual assault, or stalking or the details of an employee's or an employee's family member's medical condition as related to an employee's request to use earned sick and safe time.

Written statements by an employee may be written in the employee's first language and need not be notarized or in any particular format.

Replacement worker – An employer may not require, as a condition of an employee using earned sick and safe time, that the employee seek or find a replacement worker to cover the hours the employee uses as earned sick and safe time.

Increment of time used – Earned sick and safe time may be used in the smallest increment of time tracked by the employer's payroll system, provided such increment is not more than four hours.

Pay and benefits – During any use of earned sick and safe time, the employer must maintain coverage under any group insurance policy, group subscriber contract, or health care plan for the employee and any dependents, as if the employee was not using earned sick and safe time, provided, however, that the employee must continue to pay any employee share of the cost of such benefits.

An employee returning from a leave is entitled to return to employment at the same rate of pay the employee had been receiving when the leave commenced, plus any automatic adjustments in the employee's pay scale that occurred during the leave period. The employee returning from a leave is entitled to retain all accrued preleave benefits of employment and seniority as if there had been no interruption in service.

Part-time return from leave – An employee, by agreement with the employer, may return to work part time during the leave period without forfeiting the right to return to employment at the end of the leave.

Notice and posting by employer – Employers must give notice to all employees that they are entitled to earned sick and safe time, including the amount of earned sick and safe time, the accrual year for the employee, the terms of its use under this section, and a copy of the written policy for providing notice; that retaliation against employees who request or use earned sick and safe time is prohibited; and that each employee has the right to file a complaint or bring a civil action if earned sick and safe time is denied by the employer or the employee is retaliated against for requesting or using earned sick and safe time.

Employers must supply employees with a notice in English and the primary language of the employee, as identified by the employee, at commencement of employment or the effective date of this section, whichever is later. The means used by the employer must be at least as effective as the following options for providing notice:

- (1) posting a copy of the notice at each location where employees perform work and where the notice must be readily observed and easily reviewed by all employees performing work;
- (2) providing a paper or electronic copy of the notice to employees; or
- (3) a conspicuous posting in a web-based or app-based platform through which an employee performs work.

An employer that provides an employee handbook to its employees must include in the handbook notice of employee rights and remedies under this section.

Employer records – Employers shall retain accurate records documenting hours worked by employees and earned sick and safe time taken. An employer must allow an employee to inspect records relating to that employee at a reasonable time and place.

EFFECTIVE DATE. This section is effective January 1, 2024, except that the commissioner is authorized to begin rulemaking the day following final enactment, and the commissioner is authorized to begin the grant-making process the day following final enactment.

Grants

High School Robotics Teams and Prepare Youth for Careers in STEM Fields – \$3,000,000 the first year is for competitive grants to support a high school robotics teams and prepare youth for careers in Science, Technology, Engineering and Math (STEM) fields. Of this amount, \$2,000,000 is for creating internships for high school students to work at private companies in STEM fields, including the payment of student stipends. This is a onetime appropriation and is available until June 30, 2028.

Sanneh Foundation – \$750,000 each year is for grants to the nonprofit Sanneh Foundation to fund out-of-school summer programs focused on mentoring and behavioral, social, and emotional learning interventions and enrichment activities directed toward low-income students of color. This is a onetime appropriation and available until June 30, 2026.

Greater Twin Cities United Way – \$500,000 each year is for a grant to Greater Twin Cities United Way to make grants to partner organizations to provide workforce training using the career pathways model that helps students gain work experience, earn experience in high-demand fields, and transition into family-sustaining careers. This is a onetime appropriation.

American Indian Opportunities and Industrialization Center – \$500,000 each year is for a grant to the American Indian Opportunities and Industrialization Center for workforce development programming, including reducing academic disparities for American Indian students and adults. This is a onetime appropriation.

Minnesota Grocers Association Foundation – \$100,000 each year is for grants to the Minnesota Grocers Association Foundation for Carts to Careers, a statewide initiative to promote careers, conduct outreach, provide job skills training, and award scholarships for students pursuing careers in the food industry. This is a onetime appropriation.

Big Brothers Big Sisters of Greater Twin Cities – \$500,000 each year is for a grant to Big Brothers Big Sisters of the Greater Twin Cities to provide disadvantaged youth ages 12 to 21 with job-seeking skills, connections to job training and education opportunities, and mentorship while exploring careers. The grant shall serve youth in the Big Brothers Big Sisters chapters in the Twin Cities, central Minnesota, and southern Minnesota. This is a onetime appropriation.

YMCA of the North – \$300,000 each year is for a grant to YMCA of the North to provide career exploration, job training, and workforce development services for underserved youth and young adults. This is a onetime appropriation.

Early Adopted Bills

HF 5 - Universal meals program

A school district, charter school, nonpublic school, or other participant in the national school lunch program must apply to the department for school meals payments in the manner provided by the department.

- (a) The free school meals program is created within the Department of Education.
- (b) Each school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage below the federal percentage determined for all meals to be reimbursed at the free rate via the Community Eligibility Provision must participate in the free school meals program.
- (c) Each school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.
- (d) Each school that participates in the free school meals program must:
 - (1) participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and
 - (2) provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch.

For school lunch aid including the amounts for the free school meals program:

FY2024 - \$190,863,000 and FY2025 \$197,902,000

For school breakfast aid under Minnesota Statutes, section 124D.1158:

FY2024 - \$25,731,000 and FY2025 - \$26,538,000

EFFECTIVE DATE. This section is effective for meals provided on or after July 1, 2023.

HF 37 - Race definition modified relating to hair styles and textures within the Minnesota Human Rights Act

“Race” is inclusive of traits associated with race, including but not limited to hair texture and hair styles such as braids, locs, and twists.

SF 13 - Juneteenth

June 19 of each year is designated Juneteenth in recognition of the historical pronouncement of the abolition of slavery on June 19, 1865, when the Emancipation Proclamation was said to have been first publicly read in Texas by Union soldiers led by General Granger. The announcement came 2-1/2 years after President Abraham Lincoln's Emancipation Proclamation and two months after General Lee's surrender in April 1865. Juneteenth and emancipation celebrations have been commonplace in Minnesota since 1889 as a result of community-based grassroots efforts. Each year the governor shall issue a proclamation honoring this observance and recognizing the important contributions African-Americans have made to Minnesota's communities, culture, and economy.

Juneteenth is now added to the other holidays defined in Minnesota Session Laws 2023 Chapter 5. Public business cannot be conducted on this holiday. This means schools cannot hold classes or programs, school board meetings, athletic practices and competitions, and other school-associated events.

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

HF 112 - Physical education standards delay

The commissioner must implement a review of the academic standards and related benchmarks in physical education beginning in the 2026-2027 school year and every ten years thereafter.

Other Bills of Interest

HF 2 Paid Family and Medical (PFML)

Paid Family Medical Leave (PFML) is a self-funding family and medical insurance benefit account modeled after Minnesota's unemployment insurance fund. As this is a new program, a new division, Family and Medical Benefits Insurance Division, will be created within the Department of Employment and Economic Development.

A new tax on employers and employees will fund the account; the premium rate will be 0.7% of the employee's wages, a minimum of one-half paid by the employer and the remainder by the employee. Both employees and employers will begin paying into the program fund on January 1, 2026. Beginning January 1, 2027, and by July 31 of each year thereafter, the commissioner must adjust the annual premium rates and the rate of the annual premium rate shall not exceed 1.2 percent.

A \$122.3 million appropriation in the 2024-25 biennium will go to the department to start up and manage the paid leave program, including hiring additional staff and acquiring new computers and other technology. An additional \$648.3 million was provided by the conferees to use as start-up funds.

Employees will be able to take up to 20 weeks of Paid Family Medical Leave for qualifying events of at least seven days that include illness for oneself or loved ones, pregnancy and parental leave or bonding, safety leave, or qualifying exigencies leave. Employees are eligible for this benefit after 90 days of hire.

Leave based on a serious health condition may be taken intermittently if such leave is reasonable and appropriate to the needs of the individual with the serious health condition. Intermittent leave is leave taken in separate blocks of time due to a single, seven-day qualifying event. An employee requesting leave taken intermittently shall provide the employer with a schedule of needed workdays off as soon as practicable and must make a reasonable effort to schedule the intermittent leave so as not to disrupt unduly the operations of the employer. If this cannot be done to the satisfaction of both employer and employee, the employer cannot require the employee to change their leave schedule in order to accommodate the employer.

The commissioner of employment and economic development must contract with a qualified independent actuarial consultant to conduct an actuarial study of the family and medical leave premium rate, premium rate structure, weekly benefit formula, duration of benefits, fund reserve, and other components as necessary to determine an actuarially sound rate and future rate-setting mechanism of the family and medical benefit insurance program created in this act.

If the actuarial study indicates that the premium rate is not actuarially sound, the commissioner, in consultation with the commissioner of management and budget, must adjust the premium rate to make the program actuarially sound, subject to the limitations. A copy of the actuarial study must be provided to the majority and minority leaders in the senate and the house of representatives no later than October 31, 2023. The actuarial study must also be filed with the Legislative Reference Library.

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

HF 100 - Cannabis finance and policy bill

Education on cannabis use and substance use – Requires the commissioner of education to identify model programs to educate middle and high school students about the health effects of cannabis use and substance use, and requires school districts and charter schools to implement an education program on cannabis use and substance use for middle and high school students beginning in the 2026-27 school year.

Local Control – Establishes that reasonable restrictions can prohibit operating a cannabis business within 1,000 feet of places that include schools, day care facilities, and certain parks.

Limitations – Establishes limitations on the times and places medical cannabis flower and medical cannabinoid products may be consumed, including allowing penalties for undertaking certain tasks while under the influence of cannabis; possession or consumption on a school bus or in a correctional facility; and vaporizing or smoking medical cannabis flower or medical cannabis products in a place where smoking is prohibited under the Clean Indoor Air Act.

School enrollment; rental property – Prohibits a school from refusing to enroll a patient as a student, or a landlord from refusing to lease to a patient, because the patient is enrolled in the registry program, unless one of the listed conditions is met.

Sale crimes – Makes a conforming change, eliminating the controlled substance offense in the fourth degree related to the sale of marijuana in a school zone, park zone, public housing zone, or a drug treatment center.

Crime – Establishes a crime for operating a school bus or Head Start bus with any amount of cannabis, cannabis product, artificially derived cannabinoid, or THC in the person's system.

HF 1830 - State government finance bill

Hmong Special Guerrilla Units Remembrance Day – Schools are encouraged to offer instruction about Hmong history or read the passage to students in honor of this day on May 14 or, if May 14 falls on a Saturday or Sunday, on the Friday preceding May 14.

Multiple affidavits of candidacy – a candidate for school board member may also have on file an affidavit of candidacy for town board supervisor, unless that town board is exercising the powers of a statutory city.

Write-in candidate – The governing body of a township, school board, hospital district, park district, soil and water district, or other ancillary elected district may adopt a resolution governing the counting of write-in votes for local elective office. The resolution may require that write-in votes for an individual candidate only be individually recorded if the total number of write-in votes for that office is equal to or greater than the fewest number of non-write-in votes for a ballot candidate.

Holiday – Juneteenth, June 19 - Please see the stand-alone bill above (SF 13) which describes Juneteenth. This provision included in the State Government Finance bill, changes the effective date. EFFECTIVE DATE. This section is effective the day following final enactment.

Indigenous Peoples Day – Any agreement between a public employer and an employee organization citing “Christopher Columbus Day” or “Columbus Day” shall be amended to cite “Indigenous Peoples Day.”

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

HF 1938 - Tax finance and policy bill

Teacher Retirement Association (TRA) – Lowers the normal retirement age from 66 to 65 for Tier 2 employees – those hired after July 1, 1989; this change is effective July 1, 2025. The benefit enhancement is funded through an increase in the employer contribution of 0.75 percent and the employee contribution of 0.25 percent. The increased cost for school districts will be covered by the state with an increase in Pension Adjustment Revenue at a cost of \$101.9 million in FY 2026-27.

HF 3100 - Pensions

Pensions bill – \$500 million in one-time funding. A onetime 2.5 percent cost of living adjustment (COLA) to all members of the statewide pension plans. Reduces the rate of actuarial assumption for investment return from 7.5 percent to 7 percent for all state pension plans.

HF 1999 - Legacy finance and policy bill

Arts Education – \$7,263,000 the first year and \$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.

Science Museum of Minnesota – \$825,000 each year is to the Science Museum of Minnesota for arts, arts education, and arts access and to preserve Minnesota’s history and cultural heritage, including student and teacher outreach, statewide educational initiatives, and community-based exhibits that preserve Minnesota’s history and cultural heritage.

Hong De Wu Guan – \$25,000 the first year is for a grant to Hong De Wu Guan to create cultural arts projects like Lion Dance for after-school programs for youth.

Sepak Takraw of USA – \$50,000 the first year is for a grant to the Sepak Takraw of USA to work with youth and after-school programs in the community to teach the cultural games of tuj lub and speak takraw.

Community Identity and Heritage Grant Program – Administration and Capacity-Building Grants (1) \$75,000 the first year is for outreach and education on the humanities center grant program with a focus on reaching diverse community organizations and providing assistance with grant opportunities, qualifications, and reporting requirements, and specifically providing technical assistance and a nontraditional application process to improve access to grant funding for diverse communities.

\$8,850,000 the first year is for a competitive grant program to provide grants to organizations or individuals working to create, celebrate, and teach the art, culture, and heritage of diverse Minnesota communities, including but not limited to Asian and Pacific Island communities, the Somali diaspora and other African immigrant communities, Indigenous communities with a focus on the 11 Tribes in Minnesota, the African American community, the Latinx community, the LGBTQIA+ community, and other underrepresented cultural groups, including communities of Black, Indigenous, and people of color, to celebrate the cultural diversity of Minnesota. At least \$2,000,000 of the grant funding in this clause must be for grants greater than \$150,000. An individual or organization that receives a grant under this clause must do at least one of the following:

- preserve and honor the cultural heritage of Minnesota;
- provide education and student outreach on cultural diversity;
- support the development of culturally diverse humanities programming, including arts programming, by individuals and organizations; or
- empower communities in building identity and culture, including preserving and honoring communities whose Indigenous cultures are endangered or disappearing.

HF 2073 – Higher education finance and policy bill

Direct Admissions Program – The commissioner shall administer the direct admissions program in consultation with stakeholders, including Minnesota State Colleges and Universities, the University of Minnesota, the Student Advisory Council, the Minnesota Department of Education, the Minnesota Association of Secondary School Principals, and the Minnesota School Board Association, to automatically offer conditional admission into an eligible public or nonprofit institution, located in Minnesota, to Minnesota high school seniors based on a student’s high school grade point average, high school and college transcript information, standardized tests, statewide assessments, and other measures as determined by stakeholders.

Get Ready! – Appropriates one time additional funding of \$180K per year to OHE’s Get Ready initiative, a college and career readiness program.

College Possible – One-time additional funding of \$550K per year for a pass-through grant to College Possible. College Possible is a nonprofit organization that supports programs encouraging low-income students to attend and graduate from college. The appropriation must be allocated proportionally to students from greater Minnesota and the seven-county metropolitan area and must only be used for supporting students who plan to attend colleges and universities in Minnesota. A report is required.

Grants to student teachers in shortage areas – Appropriates a one-time additional funding of \$1.3 per year for grants to low-income teacher candidates who intend to teach in a license shortage area or rural school district after graduation. This increase will allow the program to provide grants to more eligible students.

Grants to underrepresented student teachers – Appropriates one time funding of \$1.9M per year for grants to student teachers from underrepresented racial or ethnic groups. This increase will allow the program to provide grants to more eligible students.

Teacher shortage loan repayment – Appropriates a one-time additional funding of \$1M per year for teacher shortage loan repayment program.

HF 2292 - Early learning scholarships, Head Start, and early education

Licensure requirement – A school district or charter school must employ a qualified teacher, to provide instruction in a preschool, school readiness, school readiness plus, or prekindergarten program or other school district or charter school-based early education program. Any teacher who has taught in a preschool, school readiness, school readiness plus, or prekindergarten program, or other early learning program for at least five years prior to September 1, 2028, may continue to teach without obtaining a license. Notwithstanding this exemption from the licensure requirement, these individuals are teachers under section 179A.03, subdivision 18.

EFFECTIVE DATE. This section is effective July 1, 2028.

Kindergarten Entry Assessment – School districts and charter schools must choose a kindergarten entry assessment tool from a menu of valid and reliable measurement instruments approved by the department that: (1) are aligned to the state early childhood indicators of progress and kindergarten standards and are based on the criteria to be an early learning assessment approved by the department; (2) support the world's best workforce goals; and (3) are based, in part, on information collected from teachers, early learning professionals, families, and other partners. School districts and charter schools must annually report the results of kindergarten entry assessments to the department in a form and manner determined by the commissioner that is concurrent with a district's and charter school's world's best workforce report.

- **Implementation.** The requirements under this section must be phased in over three school years with all school districts and charter schools complying beginning with the 2025-26 school year.

HF 2310 - Environment, natural resources, climate, and energy finance and policy bill

Electric school bus grant program – \$6 million one-time funding. Requires the Department of Commerce to operate a program to award grants to school districts to purchase electric school buses and associated infrastructure. Grant amounts are based on the commissioner's determination of the school district's need for financial assistance, and may pay up to 75 percent of purchase and installation costs, or up to 95 percent for school districts with a high proportion of students from low-income families.

Solar for Schools program – \$15 million one-time funding. Transfers responsibility for the Solar for Schools program operating within the electric service area of Xcel Energy from the utility to the Department of Commerce. Expands program eligibility to include Tribal contract schools and cooperative units. Increases the maximum capacity of solar energy systems that may be funded under the program in non-Xcel territory from 40 to 1,000 kW, provided the interconnecting utility consents, and the system is no greater than 120 percent of the building's annual electricity consumption

Air ventilation pilot program – \$1 million is funded. Establishes a program in the Department of Commerce to award grants to school boards to have school HVAC systems assessed and equipment upgrades purchased and installed.

HF 2335 - Housing finance and policy bill

Challenge Grant funding to schools – A school district; a cooperative unit, or a charter school may receive funding under this section in the form of a grant less than \$100,000. A school district, intermediate district, or charter school that uses a grant under this section to construct a home for owner occupancy must require the future occupant to participate in the homeownership education counseling and training program.

HF 2887 - Transportation finance and policy bill

Stop-signal bus arms – \$2,000,000 in fiscal year 2024 is appropriated from the general fund to the commissioner of public safety for grants to school districts, nonpublic schools, charter schools, and companies that provide school bus services for the purchase and installation of school bus stop-signal arm camera systems. In awarding grants, the commissioner must follow the same requirements as under Laws 2021, First Special Session chapter 5, article 1, section 35.21 4, subdivision 5. This is a onetime appropriation and is available until June 30, 2025.

Active transportation safety training – Each district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads. Each district must provide public school pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:

- (1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique; and
- (2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques.

Students who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the third week of school. (b) Students who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the sixth week of school. (c) Students who enroll in a school after the second week of school and have not received the appropriate active transportation safety training in their previous school district must undergo the training or receive active transportation safety instructional materials within four weeks of the first day of attendance. (d) A district and a nonpublic school may provide kindergarten pupils with active transportation safety training before the first day of school.

A district may provide active transportation safety training through distance learning. (b) A district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

The commissioner of transportation must maintain a comprehensive collection of active transportation safety training materials that meets the requirements under this section.

EFFECTIVE DATE. This section is effective August 1, 2023.

Type III vehicles – Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard.

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

Safe Routes to School – \$15.297 million in FY2024 and \$10.5 million in FY2025 for the Safe Routes to School program. Of the amount made available in each fiscal year, the first \$500,000 is for grants to develop, maintain, and implement active transportation safety curriculum for youth ages five to 14 years old, and if remaining funds are available, for (1) youth ages 15 to 17 years old, (2) adult active transportation safety programs, and (3) adult learn-to-ride programs. The curriculum must include resources for teachers and must meet the model training materials requirements.

EFFECTIVE DATE. This section is effective August 1, 2023.

SF 1955 - Omnibus Agriculture, Broadband and Rural Development bill

Farm to School – \$1,150,000 the first year and \$1,150,000 the second year are for providing more fruits, vegetables, meat, poultry, grain, and dairy for children in school and early childhood education centers, including, at the commissioner's discretion, providing grants to reimburse schools and early childhood education centers for purchasing equipment and agricultural products. Of the amount appropriated, \$150,000 each year is for a statewide coordinator of farm-to-institution strategy and programming. The coordinator must consult with relevant stakeholders and provide technical assistance and training for participating farmers and eligible grant recipients. The base under this clause is \$1,294,000 in FY2026 and each year thereafter.

SF 2909 - Judiciary and Public Safety bill

Private data; when disclosure is permitted – a student's name, home address, telephone number, email address, or other personal contact information may be disclosed to a public library for purposes of issuing a library card to the student.

Directory information – Educational data designated as directory information is public data on individuals to the extent required under federal law. When conducting the directory information designation and notice process required by federal law, an educational agency or institution shall give parents and students notice of the right to refuse to let the agency or institution designate specified data about the student as directory information. This notice may be given by any means reasonably likely to inform the parents and students of the right. An educational agency or institution may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under this subdivision. This paragraph does not apply to a postsecondary institution. When requested, educational agencies or institutions must share personal student contact

information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

EFFECTIVE DATE. This section is effective the day following final enactment. Beginning upon the effective date of this section, a student's personal contact information subject to this section must be treated by an educational agency or institution as private educational data, regardless of whether that contact information was previously designated as directory information.

SF 2995 - Health and Human Services bill

Opiate antagonist – A licensed practical nurse is authorized to possess and administer an opiate antagonist in a school setting. Other personnel employed by, or under contract with a charter, public, or private school can also administer, if authorized and trained.

Lead in school drinking water – Model plan. The commissioners of health and education shall jointly develop a model plan to require school districts to accurately and efficiently test for the presence of lead in water in public school buildings serving students in kindergarten through grade 12. To the extent possible, the commissioners shall base the plan on the standards established by the United States Environmental Protection Agency. The plan may be based on the technical guidance in the Department of Health's document, "Reducing Lead in Drinking Water: A Technical Guidance for Minnesota's School and Child Care Facilities." The plan must include recommendations for remediation efforts when testing reveals the presence of lead at or above five parts per billion.

By July 1, 2018, the board of each school district or charter school must adopt the commissioners' model plan or develop and adopt an alternative plan to accurately and efficiently test for the presence of lead in water in school buildings serving prekindergarten students and students in kindergarten through grade 12.

By July 1, 2024, a school district or charter school must revise its plan to include its policies and procedures for ensuring consistent water quality throughout the district's or charter school's facilities. The plan must document the routine water management strategies and procedures used in each building or facility to maintain water quality and reduce exposure to lead. A district or charter school must base the plan on the United States Environmental Protection Agency's "Ensuring Drinking Water Quality in Schools During and After Extended Closures" fact sheet and the United States Environmental Protection Agency's "3Ts Toolkit for Reducing Lead in Drinking Water in Schools and Child Care Facilities" manual. A district or charter school's plan must be publicly available upon request.

A school district or charter school that finds lead at a specific location providing cooking or drinking water within a facility must formulate, make publicly available, and implement a plan that is consistent with established guidelines and recommendations to ensure that student exposure to lead is reduced to below five parts per billion as verified by a retest. This includes, when a school district or charter school finds the presence of lead at or above five parts per billion in any water fixture that can provide cooking or drinking water, immediately shutting off the water source fixture or making it unavailable until the hazard has been remediated as verified by a retest.

A school district or charter school must test for the presence of lead after completing remediation activities required under this section to confirm that the water contains lead at a level below five parts per billion.

A school district or charter school must send parents an annual notice that includes the district's or charter school's annual testing and remediation plan, information about how to find test results, and a description of remediation efforts on the district website. The district or charter school must update the lead testing and remediation information on its website at least annually. In addition to the annual notice, the district or charter school must include in an official school handbook or official school policy guide information on how parents may find the test results and a description of remediation efforts on the district or charter school website and how often this information is updated.

If a test conducted reveals the presence of lead at or above five parts per billion, the school district or charter school must, within 30 days of receiving the test result, either remediate the presence of lead to below five parts per billion, verified by retest, or directly notify parents of the test result. The school district or charter school must make the water source unavailable until the hazard has been minimized.

Starting July 1, 2024, school districts and charter schools must report their test results and remediation activities to the commissioner of health in the form and manner determined by the commissioner in consultation with school districts and charter schools, by July 1 of each year. The commissioner of health must post and annually update the test results and remediation efforts on the department website by school site.

A district or charter school must maintain a record of lead testing results and remediation activities for at least 15 years.

A district or charter school is not financially responsible for remediation of documented elevated lead levels in drinking water caused by the presence of lead infrastructure owned by a public water supply utility providing water to the school facility, such as lead service lines, meters, galvanized service lines downstream of lead, or lead connectors. The district or charter school must communicate with the public water system regarding its documented significant contribution to lead contamination in school drinking water and request from the public water system a plan for reducing the lead contamination.

If the infrastructure is jointly owned by a district or charter school and a public water supply utility, the district or charter school must attempt to coordinate any needed replacements of lead service lines with the public water supply utility.

A district or charter school may defer its remediation activities until after the elevated lead level in the public water system's infrastructure is remediated and post remediation testing does not detect an elevated lead level in the drinking water that passes through that infrastructure. A district or charter school may also defer its remediation activities if the public water supply exceeds the federal Safe Drinking Water Act lead action level or is in violation of the Safe Drinking Water Act Lead and Copper Rule.

Labor trafficking services grant program – A school district is eligible to apply for a labor trafficking services grant from the commissioner of health.

School-based health centers – “School-based health center” or “comprehensive school-based health center” means a safety net health care delivery model that is located in or near a school facility and that offers comprehensive health care, including preventive and behavioral health services, provided by licensed and qualified health professionals in accordance with federal, state, and local law. When not located on school property, the school-based health center must have an established relationship with one or more schools in the community and operate to primarily serve those student groups.

The commissioner of health shall administer a program to provide grants to school districts and school-based health centers to support existing centers and facilitate the growth of school-based health centers in Minnesota.

Services provided by a school-based health center must not replace the daily student support provided in the school by educational student service providers, including but not limited to licensed school nurses, educational psychologists, school social workers, and school counselors.

Creation of the Department of Children, Youth, and Families – To the extent that departmental changes affect the operations of any school district or charter school, employers have the obligation to bargain about any changes affecting or relating to employees’ terms and conditions of employment if the changes are necessary during or after the term of an existing collective bargaining agreement.

EFFECTIVE DATE. This section is effective July 1, 2024.

New Reports Due

K-12 Education Reporting Requirements

Nonpublic school students – The school district must report the number of nonpublic school students transported and the nonpublic pupil transportation expenditures incurred in the form and manner specified by the commissioner.

EFFECTIVE DATE. This section is effective for fiscal year 2024 and later

CTE Consortium – By January 15 of each year, a CTE consortium receiving funding under this section must submit an annual report on the progress of its activities to the commissioner of education and the chairs and ranking minority members of the legislative committees with jurisdiction over secondary and postsecondary education. The annual report must contain a financial report for the preceding fiscal year.

Class size ratios – A school district must annually report the district's class size ratios by each grade to the commissioner of education in the form and manner specified by the commissioner. The department must annually submit a report beginning December 1, 2024, to the chairs and ranking minority members of the legislative committees with jurisdiction over kindergarten through grade 12 education detailing the statewide ratios by grade starting with the 2023-24 school year.

Annual expenditure report – By February 1 annually, the commissioner of education must report to the legislature the expenditures of each district that receives received basic skills revenue must submit a report identifying the expenditures it incurred to meet the needs of eligible learners in the previous fiscal year under subdivision. The report must conform to uniform financial and reporting standards established for this purpose and provide a breakdown by functional area. Using valid and reliable data and measurement criteria, the report also must determine whether increased expenditures raised student achievement levels.

A district must also report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement. The Department of Education and regional centers of excellence must identify and provide to schools best practices for implementing programs for each use of revenue.

Compensatory revenue – A district must also report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

Online instruction – Courses that include blended instruction and online instruction must be reported in the manner determined by the commissioner of education.

Computer science education data collection – The Department of Education shall require all high schools to report data and information about computer science course offerings and enrollment.

Reading proficiency – A district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to the Department of Education in the annual local literacy plan submission due on June 15.

Staff automated reporting – PELSB shall collect data on educators’ employment and assignments from all school districts and charter schools. The report may include data on educators’ demographics and licensure.

Annual district teacher report – A school district must annually report to PELSB (1) all new teacher hires and terminations, including layoffs, by race and ethnicity; and (2) the reasons for all teacher resignations and requested leaves of absence. The report must not include data that would personally identify individuals.

Student support aid report – Requires each school district to report annually to the commissioner of education on the impact of the funds and how the money has affected at least two of the following measures: (1) school climate; (2) student health; (3) attendance rates; (4) academic achievement; (5) career and college readiness; and (6) postsecondary completion rates.

Reasonable force – Any reasonable force used which intends to hold a child immobile or limit a child’s movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person. Districts must report data on their use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding.

Other Bills Reporting Requirements

SF 2995 Omnibus Health and Human Services

Lead in water – A school district or charter school must send parents an annual notice that includes the district’s or charter school’s annual testing and remediation plan, information about how to find test results, and a description of remediation efforts on the district website. The district or charter school must update the lead testing and remediation information on its website at least annually. In addition to the annual notice, the district or charter school must include in an official school handbook or official school policy guide information on how parents may find the test results and a description of remediation efforts on the district or charter school website and how often this information is updated.

New Requirements

Access to menstrual products – A school district or charter school must provide students with access to menstrual products at no charge. The products must be available to all menstruating students in restrooms regularly used by students in grades 4 to 12 according to a plan developed by the school district.

EFFECTIVE DATE. This section is effective January 1, 2024.

Opiate antagonists – A school district or charter school must maintain a supply of opiate antagonists at each school site to be administered. Each school building must have two doses of nasal naloxone available on-site.

EFFECTIVE DATE. This section is effective July 1, 2023.

Career and Technical Education Consortium Grants – A CTE consortium must: (1) develop career pathways for students; (2) develop new career and technical programs that focus on the industry sectors that fuel the regional economy; (3) facilitate the development of highly trained and knowledgeable students who are equipped with technical and workplace skills needed by regional employers; (4) improve access to career and technical education programs for students by developing public and private partnerships with labor, business, and industry leaders and by increasing coordination of high school and postsecondary program options; (5) increase family and student awareness of the availability and benefit of career and technical education courses and training opportunities; and (6) provide industry-level equipment and technologies supporting skill development as identified by CTE consortia partners.

EFFECTIVE DATE. This section is effective July 1, 2023.

Basic skills revenue – For FY2024 and later, a district's basic skills revenue must be used for:

- (1) remedial instruction and necessary materials in reading, language arts, mathematics, other content areas, or study skills to improve the achievement level of these learners;
- (2) additional teachers and teacher aides to provide more individualized instruction to these learners through individual tutoring, lower instructor-to-learner ratios, or team teaching;
- (3) a longer school day or week during the regular school year or through a summer program that may be offered directly by the site or under a performance-based contract with a community-based organization;
- (4) programs to reduce truancy; provide counseling services, guidance services, and social work services; and provide coordination for pupils receiving services from other governmental agencies;
- (5) bilingual programs, bicultural programs, and programs for English learners;
- (6) early education programs, parent-training programs, early childhood special education, school readiness programs, kindergarten programs for four-year-olds, voluntary home visits and other outreach efforts designed to prepare children for kindergarten;
- (7) transition programs operated by school districts for special education students until the age of 22;

- (8) substantial parent involvement in developing and implementing remedial education or intervention plans for a learner, including learning contracts between the school, the learner, and the parent that establish achievement goals and responsibilities of the learner and the learner's parent or guardian; and
- (9) professional development for teachers on meeting the needs of English learners, using assessment tools and data to monitor student progress, and reducing the use of exclusionary discipline, and training for tutors and staff in extended day programs to enhance staff's knowledge in content areas.

Building allocation for compensatory revenue – A district or cooperative must allocate at least 80 percent of its compensatory revenue to each school building in the district or cooperative where the children who have generated the revenue are served.

Referendum renewal by school board – A district renewing an expiring referendum must adopt a resolution by the school board by June 15 of any calendar year and becomes effective 60 days after its adoption. A district renewing an expiring referendum under this subdivision must submit a copy of the adopted resolution to the commissioner and to the county auditor no later than September 1 of the calendar year in which the written resolution is adopted.

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

E-learning days - other school personnel – A school district or charter school that declares an e-learning day must continue to pay the full wages for scheduled work hours and benefits of all school employees for the duration of the e-learning period. During the e-learning period, school employees must be allowed to work from home to the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need.

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

Required academic standards – Students who begin grade 9 in the 2024-25 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.

EFFECTIVE DATE. This section is effective for the 2024-25 school year and later.

District Advisory Council – Must now adopt strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population; strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups.

Ethnic studies requirements – Starting in the 2026-27 school year, a district or charter school high school must offer an ethnic studies course. School districts and charter schools must provide ethnic studies instruction in elementary schools and middle schools by the 2027-28 school year. Ethnic studies instruction must meet statewide ethnic studies academic standards.

EFFECTIVE DATE. This section is effective July 1, 2023

Holocaust, genocide of Indigenous peoples, and other genocide education – A school district must, at a minimum, offer as part of its social studies curriculum for middle and high school education on the Holocaust, genocide of Indigenous Peoples, and other genocides. Curriculum must:

- (1) examine the history of the genocide of Indigenous Peoples and Indigenous removal from Minnesota, including the genocide, dispossession, and forced removal of the Dakota, Ojibwe, and Ho-Chunk;
- (2) analyze the connections between World War II, nationalism, fascism, antisemitism, and the Holocaust;
- (3) analyze how individuals, groups, and societies around the world have been affected by genocide and mass violence, especially those experienced by communities expelled from, resettled in, migrated to, or living in Minnesota; and
- (4) describe and evaluate different responses to genocides and other human rights violations.

Public schools are strongly encouraged to include in middle and high school social studies curriculum context about the history, culture, and traditions of the communities devastated by the Holocaust, genocide of Indigenous Peoples, other genocides, and incidents of mass violence.

A school district must provide Holocaust and genocide education as part of its curriculum in middle and high school by the 2026-27 school year.

EFFECTIVE DATE. This section is effective July 1, 2023

School testing calendar – The calendar must be published at least one week prior to any eligible assessments being administered but no later than October 1.

Malicious and sadistic conduct – A school board of a district or charter school must adopt a written policy to address malicious and sadistic conduct and sexual exploitation by a district or school staff member, independent contractor, or student enrolled in a public school against a staff member, independent contractor, or student.

The policy must prohibit: (1) malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity, and (2) sexual exploitation. The policy must apply to students, independent contractors, teachers, administrators, and other school personnel and must include disciplinary actions for each violation of the policy. Disciplinary actions must conform with collective bargaining agreements. The policy must be conspicuously posted throughout each school building, distributed to each district or school employee and independent contractor at the time of hiring or contracting, and included in each school's student handbook on school policies. Each school must develop a process for discussing with students, parents of students, independent contractors, and school employees the policy adopted under this section.

Active shooter drills and simulations – An active shooter drill conducted with students in early childhood through grade 12 must be:

- (1) accessible;
- (2) developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;
- (3) culturally aware;
- (4) trauma-informed; and
- (5) inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill.

An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety. A school district or charter school must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record, nor may nonparticipation alone make a student ineligible to participate in or attend school activities. Any student in early childhood through grade 12 must not be required to participate in an active shooter drill.

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following: (1) how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others; (2) the importance of taking threats seriously and seeking help; and (3) the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity.

A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multi-hazard planning for schools, including but not limited to: (1) student opportunities for leadership related to

prevention and safety; (2) encouragement and support to students in establishing clubs and programs focused on safety; and (3) providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following: (1) the effect of active shooter drills on the safety of students and staff; and (2) the effect of active shooter drills on the mental health and wellness of students and staff.

MTSS and Collaborative Minnesota Partnerships to Advance Student Success (COMPASS) –

Beginning July 1, 2023, all Minnesota school districts and charter schools must be offered training and support in implementing MTSS through the Department of Education COMPASS team and the Department of Education’s regional partners, the Minnesota Service Cooperatives.

Suicide prevention information; identification cards – A school district or charter school that issues an identification card to students in middle school, junior high, or high school must provide contact information for the 988 Suicide and Crisis LifeLine (988 LifeLine), the Crisis Text line, and the county mobile crisis services. The contact information must also be included in the school’s student handbook and the student planner if a student planner is custom printed by the school for distribution to students in grades 6 through 12.

Provision of alternative education services – Alternative education services must be provided to a pupil who is suspended for more than five consecutive school days.

EFFECTIVE DATE. This section is effective for the 2023-24 school year and later.

Minimum education services – School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil’s suspension and to receive full credit for satisfactorily completing the assignments.

EFFECTIVE DATE. This section is effective for the 2023-24 school year and later.

Written notice – The district must advise the pupil’s parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Department of Education and is posted on their website.

EFFECTIVE DATE. This section is effective for the 2023-24 school year and later.

Admission or readmission plan – A school administrator must prepare and enforce an admission or readmission plan for any pupil who is excluded or expelled from school. The plan must include measures to improve the pupil’s behavior. The plan must include reasonable attempts to obtain parental involvement in the admission or readmission process.

EFFECTIVE DATE. This section is effective for the 2023-24 school year and later.

Policies to be established – A school district must communicate on a regular basis with the pupil’s parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services. A school district must provide to the pupil’s parent or guardian information on

accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the district or charter school website.

EFFECTIVE DATE. This section is effective for the 2023-24 school year and later.

School discipline policy – Each school board must adopt a written districtwide school discipline policy which includes written rules of conduct for students, minimum consequences for violations of the rules, and grounds and procedures for removal of a student from class. The policy must contain the discipline complaint procedure that any member of the school community may use to file a complaint regarding the application of discipline policies and seek corrective action.

Discipline complaint procedure – The discipline policy must contain procedures for students, parents and other guardians, and school staff to file a complaint and seek corrective action, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied. Each district and school policy implemented under this section must, at a minimum: (1) provide procedures for communicating this policy including the ability for a parent to appeal a decision that contains explicit instructions for filing the complaint; (2) provide an opportunity for involved parties to submit additional information related to the complaint; (3) provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record; (4) provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions; (5) if the investigation finds any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student’s record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and (6) prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

School supports – A school district must support school staff in using tiered interventions that teach students skills and prioritize relationships between students and teachers.

Recess and other breaks – A school district or charter school must not use recess detention unless:

- (1) a student causes or is likely to cause serious physical harm to other students or staff;
- (2) the student’s parent or guardian specifically consents to the use of recess detention; or
- (3) for students receiving special education services, the student’s individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student. A school district or charter school must not withhold recess from a student based on incomplete schoolwork. A school district or charter school must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention. A school district or charter school must compile information on each recess detention at the end of each school year, including the student’s age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. A school district or charter school must not withhold or excessively delay a student’s participation in scheduled mealtimes.

Paraprofessional training – A school district or charter school must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire. The orientation or professional development must be relevant to the employee’s occupation and may include collaboration time with classroom teachers and planning for the school year. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. A school administrator must provide an annual certification of compliance with this requirement to the commissioner.

Within five days of beginning to work alone with an individual student with a disability, the assigned paraprofessional must be either given paid time, or time during the school day, to review a student’s individualized education program or be briefed on the student’s specific needs by appropriate staff;
EFFECTIVE DATE. This section is effective July 1, 2023.

Nonresident preschool student – A district must allow a nonresident student enrolled to remain enrolled in the district when the student enters kindergarten without submitting annual or periodic applications.

Post Secondary Education Option (PSEO) – An eligible institution must not require a faith statement from a secondary student seeking to enroll in a postsecondary course during the application process or base any part of the admission decision on a student’s race, creed, ethnicity, disability, gender, or sexual orientation or religious beliefs or affiliations.

Credit for employment with health care providers – A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district or charter school, for elective credit to the school district or charter school in order to receive elective credit. The school district or charter school must verify the hours worked with the employer before awarding elective credit.

EFFECTIVE DATE. This section is effective for the 2023-24 school year and later.

Ethnic studies working group – The Ethnic Studies Working Group is established to advise the commissioner of education on an ethnic studies framework and resources necessary to implement ethnic studies requirements. The commissioner must appoint members of the working group by April 1, 2024, with input from the Minnesota Ethnic Studies Coalition. The Ethnic Studies Working Group must have 25 members with a demonstrated commitment to ethnic studies. Demographics of the working group must be inclusive and represent the diversity of the state, including racial, ethnic, and geographic diversity, and diversity related to gender and sexual orientation, immigrant status, disability status, and religious and linguistic background. The working group must review available ethnic studies instructional resources.

By October 31, 2024, the working group must provide the ethnic studies framework and other recommendations related to ethnic studies to the commissioner of education. The working group must convene on at least a bimonthly basis and must hold the first meeting no later than May 1, 2024.

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

Indigenous Peoples Day – On Indigenous Peoples Day, at least one hour of the school program must be devoted to observance of the day.

Prohibition on American Indian mascots – Starting September 1, 2025, a public school may not have or adopt a name, symbol, or image that depicts or refers to an American Indian Tribe, individual, custom, or tradition to be used as a mascot, nickname, logo, letterhead, or team name of the school, district, or school within the district, unless the school has obtained an exemption. A public school whose request for an exemption is denied must comply with subdivision 2 by September 1, 2025.

EFFECTIVE DATE. This section is effective July 1, 2023.

American Indian culture and language classes – A district or participating school that conducts American Indian education programs must provide American Indian culture and language classes.

American Indian Parent – Advisory Committee must meet to discuss whether or not they concur with the educational offerings that have been extended by the district to American Indian students. The vote and resolution must be presented to the school board by one or more members of the American Indian Parent Advisory Committee. The vote is formally reflected on documentation provided by the Department of Education and must be submitted annually on March 1. If the vote is one of nonconcurrency, the committee must provide written recommendations for improvement to the school board at the time of the presentation. In the case of nonconcurrency, the school board is given 60 days in which to respond, in writing, to the committee's recommendations. The board response must be signed by the entire school board and submitted to both the American Indian Parent Advisory Committee and to the Department of Education. The resolution must be accompanied by Parent Advisory Committee meeting minutes that show they have been appraised by the district on the goals of the Indian Education Program Plan and the measurement of progress toward those goals.

Graduation ceremonies; tribal regalia and objects of cultural significance - A school district or charter school must not prohibit an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.

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

Carry forward of funds – The district must report if a school district or Tribal contract school does not expend the full amount of the American Indian education aid in accordance with the plan in the designated fiscal year.

License required – A teacher must hold a field license, or a permission aligned to the content area and scope of the teacher's assignment to provide instruction in a public school, including a charter school.

Probationary period – A probationary teacher must complete at least 90 days (reduced from 120) of teaching service each year during the probationary period. A teacher who has taught for three consecutive years in a single school district or single charter school in Minnesota or another state must serve a probationary period of no longer than one year in a Minnesota school district.

EFFECTIVE DATE. This section is effective for collective bargaining agreements effective July 1, 2023, and thereafter.

Development, evaluation, and peer coaching for continuing contract teachers – must include a rubric of performance standards for teacher practice that: (i) is based on professional teaching standards established in rule; (ii) includes culturally responsive methodologies; and (iii) provides common descriptions of effectiveness using at least three levels of performance.

EFFECTIVE DATE. This section is effective July 1, 2025.

Short-call substitute teacher pilot program – A short-call substitute teaching license application information must sufficiently demonstrate the following:

- (1) the applicant: (i) holds a minimum of an associate’s degree or equivalent and has or will receive substitute training from the school district or charter school; or (ii) holds a minimum of a high school diploma or equivalent and has been employed as an education support personnel or paraprofessional within the district or charter school for at least one academic year; and
- (2) the school district or charter school has obtained the results of a background check.

An applicant submitting an application for a short-call substitute teaching license must not be required to complete a joint application with a district and must not be issued a license pending a background check. A school district or charter school must provide a substitute teacher who receives a substitute teaching license through the pilot program with substitute teacher training. A school district or charter school must not require an employee to apply for a substitute teaching license, or retaliate against an employee that does not apply for a substitute teaching license under the pilot program. A school district or charter school must compensate an employee working as a short-call substitute teacher under the pilot program with the greater of \$200 per day or the employee’s regular rate of pay.

EFFECTIVE DATE. This section is effective for the 2023-24 and 2024-25 school years only.

Grow Your Own district programs – If a school district applies and is awarded a grant to establish a Grow Your Own pathway for adults to obtain their first professional teaching license, the grant recipient must use at least 80 percent of grant funds to provide tuition scholarships or stipends to enable school district employees or community members affiliated with a school district, who are of color or American Indian and who seek a teaching license, to participate in the teacher preparation program.

EFFECTIVE DATE. This section is effective July 1, 2024.

Special education teacher pipeline program – If a school district, charter school, or cooperative unit applies for a grant and is awarded a grant, an applicant must partner with:

- (1) a PELSB approved teacher preparation program;
- (2) a Council for the Accreditation of Educator Preparation-accredited teacher preparation program from a private, not for profit, institution of higher education; or
- (3) an institution that has an articulated transfer pathway with a board-approved teacher preparation program.

A grant recipient must use grant funds to support participants who are employed by the grant recipient as either a paraprofessional or other unlicensed staff, or a teacher with a Tier 1 or Tier 2 license, and demonstrate a willingness to be a special education teacher after completing the program.

Within one year of receiving grant funds, and for each year that a recipient receives grant funds, a grant recipient must report to the commissioner in the form and manner determined by the commissioner the number of participants in the program and how grant funds were used. The commissioner must publish an annual report that identifies the grant recipients and summarizes how grant funds are used.

EFFECTIVE DATE. This section is effective July 1, 2023.

Requirements for American sign language/English interpreters – A person employed by a school district to provide American sign language/English interpretation or transliteration must hold one of two statutorily required certifications and have completed an accredited training program.

School social work services – A mental health practitioner performing school social work services under this section must provide services within the mental health practitioner’s licensure scope of practice, if applicable, and within the mental health practitioner scope of practice.

Uses of school library aid – School library aid must be reserved and used for directly funding the costs of the following purposes within a library:

- (1) the salaries and benefits of a school library media specialist;
- (2) electronic, computer, and audiovisual equipment;
- (3) information technology infrastructure and digital tools;
- (4) electronic and material resources; or
- (5) furniture, equipment, or supplies.

EFFECTIVE DATE. This section is effective for revenue for fiscal year 2024 and later.



2023 Advocacy Schedule

Summer Seminar

MSBA Summer Seminar will be held on August 7-8 at the Marriott Northwest in Brooklyn Park, MN.

Advocacy Tour – Meetings will be held virtually

Tuesday, September 12 – Metro Areas

Wednesday, September 13 – South Areas

Thursday, September 14 – Central Areas and North Areas

Friday, September 15 – Open Meeting for All Areas

Delegate Assembly Elections

The next MSBA Delegate Assembly election process for school board members — for two-year terms covering 2023 and 2024 — will get underway in August. The Delegate Assembly is responsible for adopting MSBA’s legislative policies.

Elected school board Delegates meet in December to vote on legislative resolutions submitted by school boards and individual school board members. The resolutions receiving a majority vote at the Delegate Assembly are the basis for MSBA’s legislative platform and policies.

Pre-Delegate Assembly – Meetings will be held virtually

Tuesday, November 14

Wednesday, November 15

Thursday, November 16

Saturday, November 18

Delegate Assembly

The 2023 Delegate Assembly will be held on Friday, December 1 and Saturday, December 2.

2024 Legislative Session Begins

Monday, February 12, 2024

Friday Chat Room with Denise and Kim

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

Weekly Advocate

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



*mark your
calendars*



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 moon rises over the Capitol Quadriga. | Photo by Andrew VonBank

Thank You

We hope you found our MSBA 2023 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 Weekly Advocate - a weekly email with updates on bill introductions, bills of interest and 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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