Association of Metropolitan School Districts

2026 ELECTION

EDUCATION ISSUES GUIDE

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AUGUST 7, 2026

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2026 ELECTION EDUCATION ISSUES GUIDE

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AMSD

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A MESSAGE FROM THE AMSD BOARD CHAIR

Each election year AMSD develops a guide designed to help members engage in the electoral process and educate legislative candidates about the challenges facing our school districts. I encourage you to share it with your community members and your local legislative candidates. Your voice and engagement in the electoral process are critical to ensuring we have state policymakers who understand the importance of strong public schools and their role in supporting them.

These are challenging times for our school districts. A survey conducted in March 2026 showed members of the Association of Metropolitan School Districts projected more than $223 million in combined shortfalls for the 2026-27 school year. The Governor and Legislators did not take meaningful action to mitigate those shortfalls leaving many school districts no choice but to make painful cuts to balance their budgets.

What is even more alarming is that this is a trend that will continue unless state policymakers address the structural imbalance between school district revenues and the expenses associated with recently enacted state programs and requirements.

What caused this imbalance? Didn't the state make a historic investment in education in 2023?

State policymakers approved significant investments in the 2023 session such as linking the formula to inflation, reducing the special education and English learner funding shortfalls, and reforming literacy instruction. But they also approved historic new programs, requirements, and expectations for our schools. While the new programs and requirements were well intentioned, the funding for those new obligations didn't match the real cost of delivering them.

Consider the list:

- Literacy reform including mandatory statewide literacy instruction training for teachers and new curriculum requirements.
- Two new paid leave programs: MN Paid Leave Program and Earned Sick and Safe Time.
- Extended unemployment benefits to hourly school workers over the summer.

These initiatives were either partially funded, relied on temporary funding, or came with no funding at all.

That patchwork approach has created a structural mismatch between what schools are expected to do and the resources they actually have to do it.

Furthermore, in the 2025 session lawmakers retreated on the 2023 special education investment when they approved a $125 million annual reduction in special education funding effective in FY28.

State leaders must either provide additional funding or modify the new programs to lower the cost. If they don't act to align revenues and expenditures, school districts will be forced to make deep cuts including fewer program offerings and staff layoffs that result in larger class sizes directly affecting students' day-to-day experience.

There are also unintended consequences from recent policy changes. Universal meals, for example, altered how the state identifies students eligible for additional academic support. The new method leaves out a significant number of students who still need help. Schools will continue to serve those students but with fewer resources to do so.

Then there's staffing. New employee leave programs provide meaningful benefits, but they also create funding and operational challenges that haven't been addressed. When staff take leave, schools still have to fill those roles. Classrooms don't pause. Buses still run. Meals still get served. As a result, the costs for staff substitutes has skyrocketed and it's growing.

Minnesota has raised expectations for its public schools without providing a stable, long-term way to pay for them. The longer state leaders wait to address the imbalance, the harder and more expensive it will be to fix.

Thank you for your support and advocacy for public education. Your voice matters!

Alison Sherman, Chair, Association of Metropolitan School Districts and the Stillwater Area Public School Board.

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AMSD ELECTION RESOURCES

AMSD urges citizens concerned about public education to become familiar with the local issues and challenges in their school district.

AMSD is also available to political candidates to assist with answering questions related to education policy and funding issues. Please contact Scott Croonquist, AMSD executive director, at 612-430-7811 or scroonquist@amsd.org with questions.

CONSTITUTIONAL OBLIGATION FOR PUBLIC SCHOOLS

Since even before its founding, Minnesotans have seen the value of public education. Our state's commitment to public schools is enshrined in the state's founding document.

> *"The stability of a republican form of government depending mainly upon the intelligence of the people, it is the duty of the legislature to establish a general and uniform system of public schools. The legislature shall make such provisions by taxation or otherwise as will secure a thorough and efficient system of public schools throughout the state."*

— Minnesota State Constitution (1857), Article XIII, Section 1

WHAT'S ON MY BALLOT?

The general election ballot will include the following for all voters:

- U.S. Senate Seat
- U.S. House of Representatives
- Governor, Lt. Governor, Attorney General, Secretary of State, and State Auditor
- MN State Senate
- MN State House of Representatives
- Permanent School Fund Constitutional Amendment

In addition, many voters will have important local races on their ballot including school board, county, city, township, and judicial races. In addition, some voters will have important school referendum questions on their ballot.

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EDUCATION FUNDING & POLICY: THE IMPACT ON SCHOOLS

After approving significant investments and numerous new programs and requirements for school districts in the 2023-24 biennium, state policymakers retreated on some of those investments in the 2025 session to address a projected budget shortfall. The cuts adopted in the 2025 session were primarily for the 2028-29 biennium while the overall projected funding level for 2026-27 was unchanged. Some of the significant changes approved in the 2025-26 biennium included:

- The 2025 education bill included $420 million in cuts for the 2028-29 biennium with the bulk of the cuts in special education. The special education cuts included a reduction in special education transportation reimbursement and an additional $250 million to be identified by an 18 member Blue Ribbon Commission on Special Education. The bill included a contingent cut of $250 million to special education cross-subsidy reduction aid if the Commission does not identify sufficient reductions.

- The bill also included cuts to student support personnel aid, library aid, and some grant programs to cover the cost of one-time hold-harmless funding for compensatory revenue. Many school districts were facing major cuts in compensatory revenue following the change in how that revenue stream was calculated under the Universal School Meals legislation. An additional $10 million was approved in the 2026 session to partially offset the reductions in compensatory revenue.

- The 2026 education bill included modest grant funding to assist districts in implementing anonymous threat reporting systems.

- Lawmakers also approved a constitutional amendment to modernize distributions from the Permanent School Fund in the 2026 session. The proposed amendment would amend the distribution formula from the Permanent School Fund (PSF) and modestly increase the funding schools receive from the fund. Had the proposed formula been in effect for FY25, schools would have received approximately $33 more per student than under the current distribution method.

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CONSTITUTIONAL AMENDMENT TO MODERNIZE PERMANENT SCHOOL FUND DISTRIBUTIONS

Minnesota's Department of Natural Resources manages about 2.5 million acres of school trust land, with proceeds from land management activities such as timber sales, mining, and land leases added to the PSF. Revenues are invested by the State Board of Investment, and the Minnesota Department of Education annually distributes a portion to every public school district.

Minnesota's Constitution currently limits distributions to the net interest and dividends earned on the Fund, often resulting in small and unpredictable payments (2.5 percent). Passage of this amendment will provide a nominal funding increase for all public school districts in the state (increasing the distribution formula to 4.5 percent) without increasing taxes and without using revenue from the state general fund.

It's important to note that school districts will continue to rely on voter approved referendums to ensure their students have the resources and opportunities they need to be successful. For the amendment to be approved, the question must receive a majority of all votes cast in the election. **If a voter does not vote on the question, it has the effect of being a "no" vote.**

You can learn more about the Permanent School Fund here:

- AMSD WEBSITE: https://www.amsd.org/psf/
- MSBA Website and Toolkits: https://mnmsba.org/advocacy/permanent-school-fund/
- Minnesota Permanent School Fund Information Site: https://www.mnpsfamendment.org/
- Advocacy Website: https://voteyesmnstudents.org/

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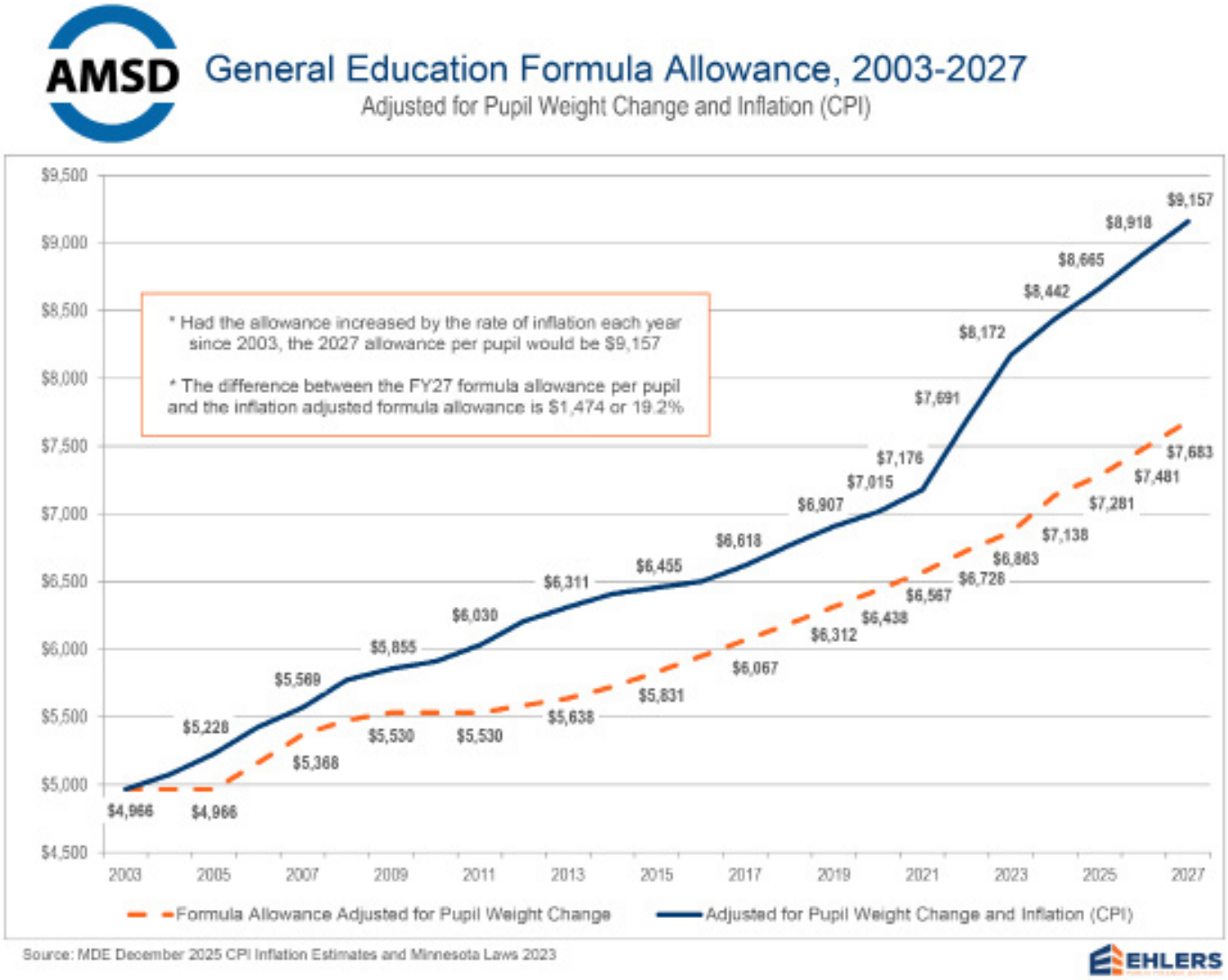
EDUCATION FUNDING & POLICY

Key funding streams continue to lag behind inflation



Lawmakers approved a long-time AMSD priority during the 2023 legislative session to link the basic education funding formula to inflation. This added some badly needed stability to the funding system. At the same time, it does not make up for the ground lost to inflation over the past few decades. As the graph above shows, the basic formula would be $1,474 per pupil higher in FY27 if it had simply kept pace with inflation since 2003 — the year the Legislature repealed the general education levy and committed to funding education with state income and sales taxes.

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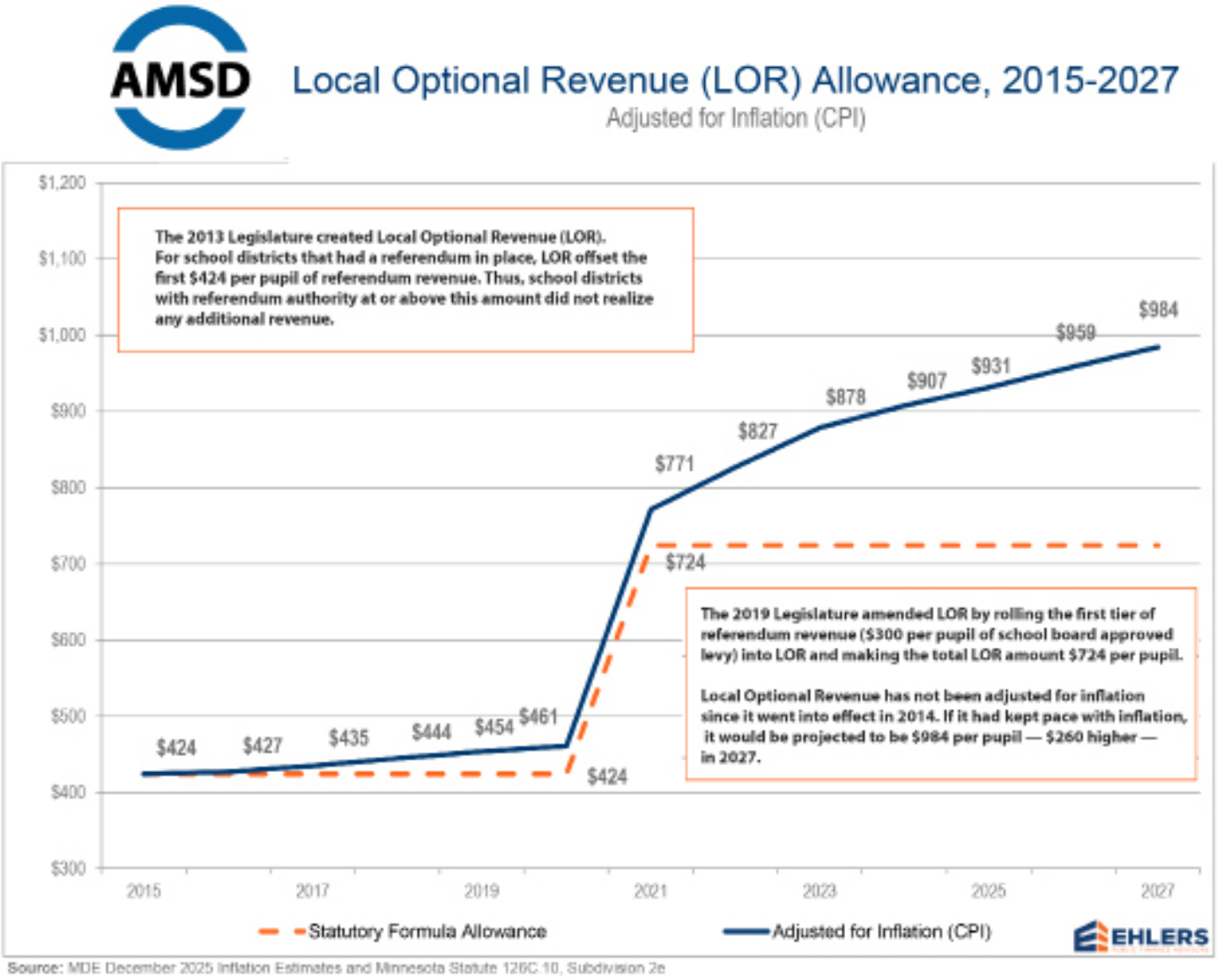
EDUCATION FUNDING & POLICY

Key funding streams continue to lag behind inflation



Local optional revenue (LOR), a critical funding stream, has lost considerable ground to inflation since it went into effect in 2014. The basic formula and LOR comprise nearly 75 percent of school districts' general education revenue — the funding stream that is the most flexible and is used to pay staff salaries, transportation, supplies, and other general operations. As the graph above shows, LOR would be $260 per pupil higher in the coming school year if it had kept pace with inflation.

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EDUCATION FUNDING

The following education funding facts provide some context to the school funding climate in Minnesota. The data highlights the funding trends and helps explain some of the cost drivers challenging school districts' budgets. It also helps explain why school districts have continued to face budget challenges.

Inflation, Staffing Shortages, and Enrollment Stress School Budgets

- While inflation has declined from historic highs in 2022, continued significant increases in utilities, transportation, fuel, food, supplies, insurance, and other costs have had a major impact on school district budgets. At the same time, school districts have had to respond to historic staff shortages by significantly increasing salaries in a number of job categories to fill vacancies and settle employment contracts.

  In addition, new state leave programs have drastically increased staff absences causing the cost for staff substitutes to skyrocket.

Enrollment fluctuations

- Demographics, immigration enforcement, and the pandemic have caused significant enrollment fluctuations for many school districts. With state education funding largely distributed through per pupil formulas, this can have a significant impact on school district revenue.

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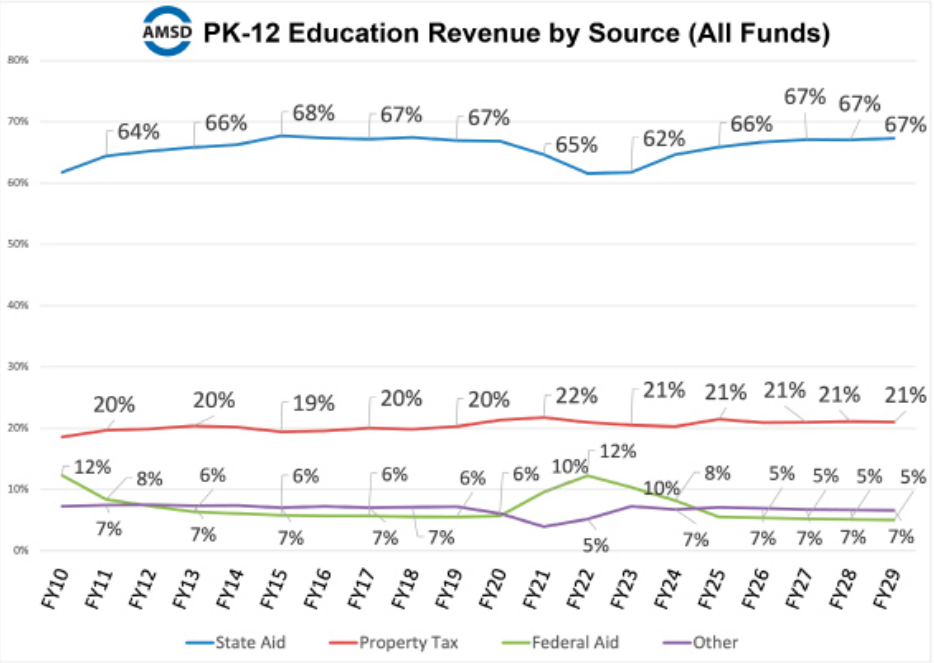
EDUCATION FUNDING

THE SCHOOL PROPERTY TAX SYSTEM IS INEQUITABLE

Minnesota's education funding system is based on a state/local partnership to provide resources and opportunities for students throughout the K–12 experience. This is what prepares them to graduate from high school ready for college or career.



Source: Minnesota Department of Education, July 2026

Local property taxes provide about 21 percent of the revenue for Minnesota school districts — a level that has been fairly constant for years. According to the Minnesota Department of Education, the State share of education revenue has remained somewhat steady between 62 to 68 percent since 2010.

Districts rely on levies just to maintain current programs or to reduce budget cuts. Operating referenda provide resources for basic, essential services and programs for students. School districts also rely on capital projects referenda to keep school buildings safe and secure and to provide the technology students need in today's digital world. Capital bond referenda are used to build and maintain facilities for students, staff and the public.

Unlike many other states, Minnesota's education funding system does not account for regional wage variations. As a result, AMSD member districts, which face significantly higher labor costs, are heavily dependent on voter-approved operating referendums. This reliance creates inequities for school districts, students and taxpayers.

Homeowners who live in comparably valued homes and pay similar amounts in property taxes do not always generate a similar level of funding for their school district. Some districts generate three and four times more than others due to variations in property tax base. Districts with more commercial/industrial property are able to spread out property taxes and reduce the tax burden on homeowners. It is vital that legislators address property tax disparities.

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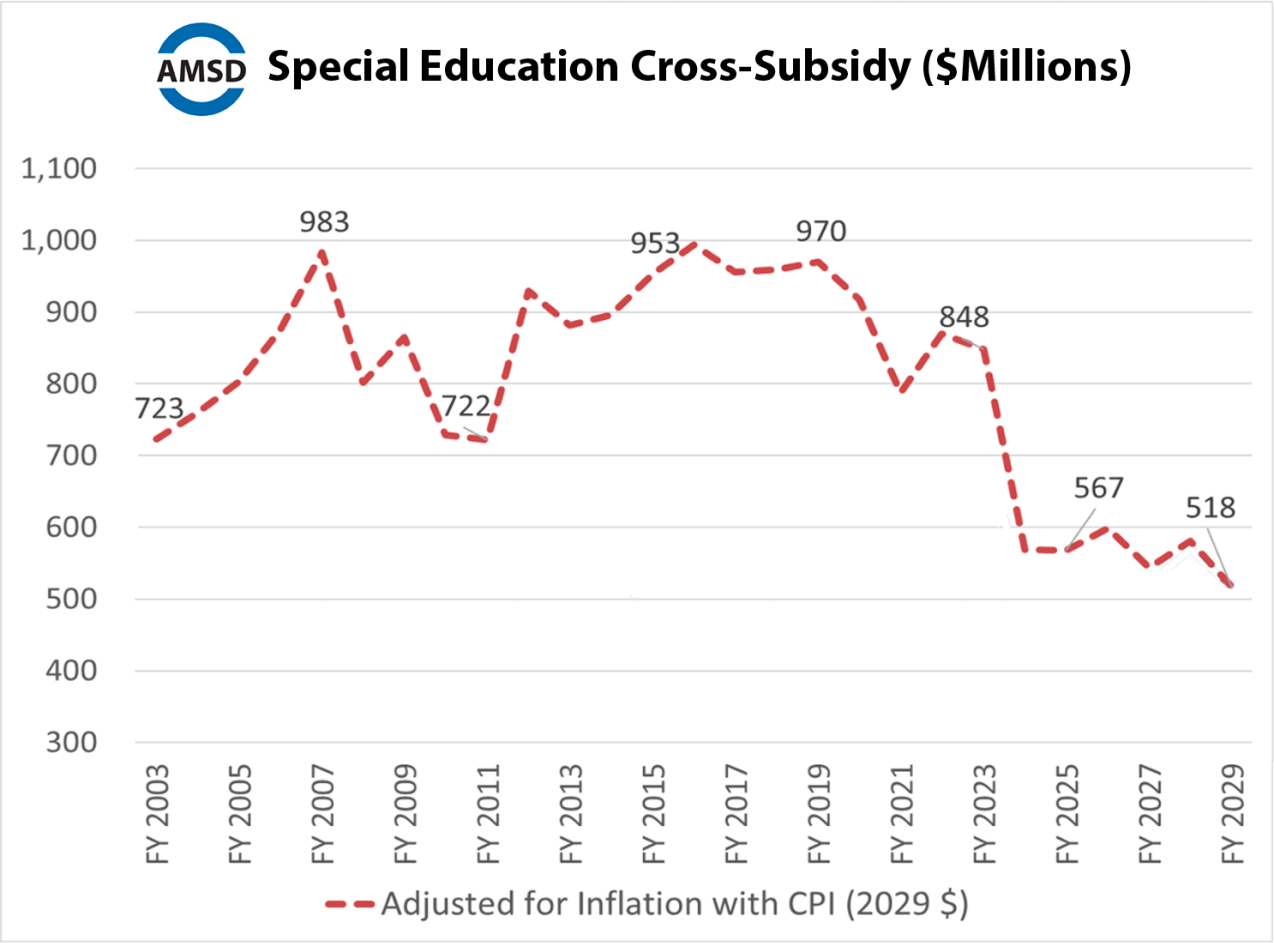
EDUCATION FUNDING

THE STATE FALLS SHORT OF PAYING FOR SPECIAL EDUCATION SERVICES



Source: Minnesota Department of Education, August 2026

In 1975, the federal government passed landmark legislation requiring states to provide a "free and appropriate education to special education students." This historic legislation ended years of discrimination against students with physical and cognitive disabilities. However, the state and federal governments have never provided the funding necessary to serve our special education students. Consequently, school districts are forced to use money meant for regular classroom instruction to make up the difference. That difference is known as the "cross-subsidy."

MDE is required to annually submit a cross-subsidy report to the legislative committees having jurisdiction over K-12 Education showing the amount each district is subsidizing special education costs with general education revenue.

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EDUCATION FUNDING

THE STATE FALLS SHORT OF PAYING FOR SPECIAL EDUCATION SERVICES

The FY25 Special Education Cross-Subsidies report shows the impact of the investments included in the 2023 education bill.

The FY25 Special Education Cross-Subsidies report shows the impact of the investments included in the 2023 education bill. The FY24 cross-subsidy declined from $724.4 million to $502.6 million. The FY25 cross-subsidy increased to $513.7 million and then is projected to increase to $560.6 million in FY26 before dropping to $522.7 million in FY27 when cross-subsidy reduction aid increases to 50 percent. It is projected to reach $568.6 million in FY28.

The 2025 education bill lowered the reimbursement of special education pupil transportation expenditures from 100 percent of eligible costs to 95 percent of eligible costs for fiscal year 2026 and 90 percent of the eligible costs for fiscal years 2027 and later. This change is reflected in the updated cross-subsidy report. However, the bill also created a Blue Ribbon Commission on Special Education charged with identifying $250 million in cost savings in the 2028-29 biennium. If the commission fails to identify $250 million in savings, the cross-subsidy reimbursement percentage will be reduced proportionately to reach the $250 million target. This potential reduction in cross-subsidy reduction aid is not reflected in the recently released report.

Further complicating the challenge for school districts is the issue of "tuition billing," whereby a serving school district or charter school is allowed to bill back significant portions of special education costs to a student's resident school district. Insufficient special education funding has a tremendous financial impact on AMSD member school districts, ranging from $669 per pupil in outer-ring metro suburbs to more than $1,240 per pupil in Minneapolis and Saint Paul. In comparison, the average per pupil cross-subsidy for charter schools is just $307. In FY25-26, AMSD districts spent nearly $79 million of their general education revenue on special education costs for resident students attending charter schools.

The recent investments to address the special education cross-subsidy provided some financial relief for school districts. At the same time, the potential reduction in cross-subsidy aid included in the 2025 Education bill could result in significant cuts to special education funding and exacerbate school district budget challenges.

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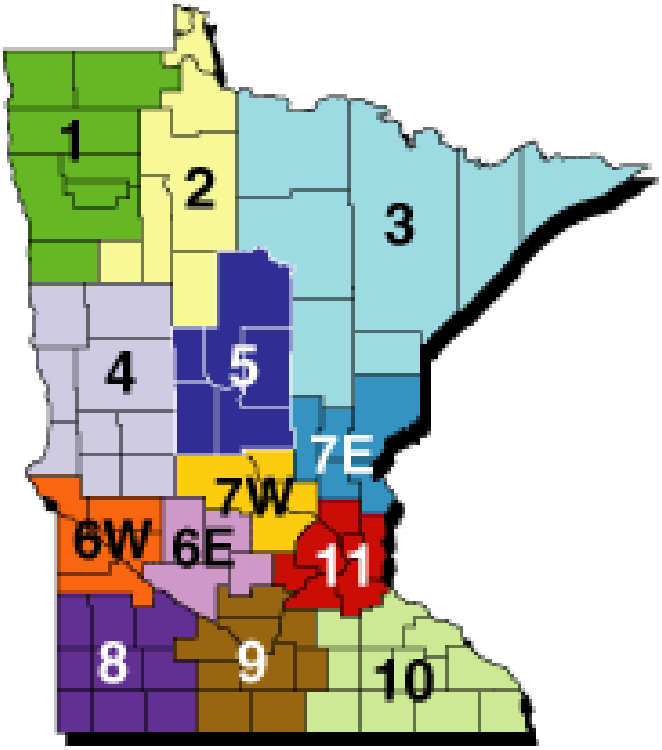
EDUCATION FUNDING

GEOGRAPHIC OPERATING COST DIFFERENTIALS

Metropolitan area and regional center school districts face significantly higher labor costs than their rural counterparts. Unlike many states, Minnesota's education funding formula does not recognize the geographic wage differentials.

Data from the Professional Educator Licensing and Standards Board shows that there is a 25.3 percent difference in costs faced by school districts in regions that command the highest and lowest teacher wages. Consequently, AMSD school districts are heavily reliant on passing operating referendums to cover their higher labor costs and provide basic programs and services for their students. Compounding the challenge, these referenda have a widely different impact on local property taxpayers depending on the property tax wealth of the school district. State equalization aid, meant to address disparities in property tax wealth, has been badly eroded by inflation over the last decade.



2024-2025 Public School District Teachers

Economic Development Region	Avg. Teacher Salary	% Under Metro
EDR 11 - Seven County Metro Area	$80,531	
EDR 3 - Arrowhead	$70,177	-12.85%
EDR 10 - Southeast	$69,587	-13.58%
EDR 7W - Central	$68,649	-14.75%
EDR 6E - Southwest Central	$68,446	-15%
EDR 4 - West Central	$68,288	-15.20%
EDR 7E - East Central	$68,055	-15.49%
EDR 9 - South Central	$66,488	-17.43%
EDR 2 - Headwaters	$66,321	-17.64%
EDR 1 - Northwest	$64,155	-20.33%
EDR 5 - North Central	$63,788	-20.79%
EDR 6W - Upper Minnesota Valley	$63,486	-21.16%
EDR 8 - Southwest	$60,096	-25.37%

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EDUCATION FUNDING

INSUFFICIENT RESOURCES TO EDUCATE OUR ENGLISH LEARNERS

Students who are English learners or who do not speak English as their primary language often need translation or other resources in classrooms where English is the primary language.

According to MDE, more than 92,000 students, or more than 10 percent of students statewide identified as English learners. Data indicates enrollment of ELs continued to increase consistently 2020-21 through 2025-26.

Growth in the number of English learners has increased significantly in AMSD Districts, increasing from just under 50,000 in 2020 to nearly 60,000 in 2025, while rising more modestly outside the seven-country metro area. Several AMSD districts report more than 20 percent of their students eligible for English learner services including Minneapolis, Saint Paul, Richfield, Burnsville, St. Cloud, Fridley and Columbia Heights — which reported nearly half (47.4 percent) of its student population in 2025-26 as eligible for EL services

According to the MDE 2024-25 English Learners in Minnesota Report, nearly 350 different languages were being spoken in Minnesota school communities. An estimated 250 languages are spoken in AMSD districts, including 90 different languages in Minneapolis Public Schools, and more than 125 languages and dialects in Saint Paul Public Schools. Of the top languages spoken in Minnesota schools, most English learners speak Spanish, Somali or Hmong.

In FY25, AMSD school districts spent nearly $256 million on services for English learners but received just $71.5 million in English learner funding. In other words, **AMSD districts redirected more than $184 million in general education revenue to provide services to English learners.**

The 2023 Education Bill included significant investment in the English Learner program. The English learning basic formula was increased from $704 to $1,228 per qualifying EL student for FY24-26 and $1,775 per qualifying EL student for FY27 and later. The EL concentration formula was increased from $250 to $436 per qualifying EL student for FY 24-26 and $630 per EL student for FY27 and later. In addition, a new component of EL revenue was established to cover 25 percent of the difference of a school district's spending and its revenue effective in FY27 and later.

Still, a funding gap will remain, with districts needing to divert general fund dollars to cover the difference.

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EDUCATION FUNDING

MORE STUDENTS HAVE SIGNIFICANT NEEDS AND CHALLENGES

Economic disparity.

- In the 2025-26 school year, more than 340,000 of Minnesota students were eligible for the national free or reduced-price lunch program — of which more than half resided in an AMSD District. Minnesota provides free lunches to all students, but for context, in FY26, in order for a student in a family of four to qualify for the national free lunch program, the family income must be at or below 130 percent of the federal poverty level — $41,795.

Free or reduced price meals eligibility.

- Several AMSD districts report more than 60 percent of their students eligible for free or reduced price meals including Minneapolis, Saint Paul, Richfield, Burnsville, St. Cloud, and Fridley. Columbia Heights and Brooklyn Center both reported more than 75 percent of its student population in 2025-26 was eligible for free or reduced price meals.

Homelessness.

- Nearly 10,000 students in Minnesota are homeless, and nearly 70 percent of these students attend in an AMSD member district.

Special education IEPs.

- Special education students have an Individualized Education Plan (IEP) and receive individualized instruction based on unique goals and objectives. More than 170,000 students statewide identify as requiring specialized education services; more than half of these students reside in an AMSD district.

Mental Health.

- According to the 2025 Minnesota Student Survey, 28 percent of 11th graders and 24 percent of 9th graders reported long-term mental health problems, compared to 29 percent of students in 2022, 23 percent in 2019 and 18 percent in 2016.

2025-2026 AMSD School Districts | Enrollment Percentages

	Statewide	Percent of Statewide	AMSD Districts	AMSD Percent of Statewide
Enrollment	873,175	100%	478,331	54.7%
Free and Reduced Price Lunch	340,772	39%	178,759	52.4%
English Learner Population	92,396	10.6%	58,986	63.8%
Special Education	170,535	19.5%	91,344	53.5%
Homeless	9,942	1.1%	6,558	65.9%

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QUESTIONS FOR LEGISLATIVE CANDIDATES

EDUCATION FUNDING

- What are your education funding priorities for the upcoming budget session?

- Do you support repealing the $250 million cut to special education funding that was approved in the 2025 session and is scheduled to go into effect in FY28?

- Local Optional Revenue has not been increased since it went into effect in 2014. It would be $260 per pupil higher today if it had kept pace with inflation. Do you support increasing Local Optional Revenue to recoup ground lost to inflation over the past decade?

- When state policymakers approved the Universal Meals program in the 2023 session, they changed the compensatory formula which provides funding for students in need of additional support. The new formula fails to account for many students from low-income families in need of additional support. Will you support amending the compensatory formula to ensure all students in need of academic support receive it?

- In the 2023 session, the Governor and Legislature made school hourly workers eligible to collect unemployment over the summer months. Funding has been provided through the 2026-27 school year but the cost will fall on school districts after that if funding is not extended. Will you support establishing a permanent funding stream for unemployment insurance costs? If funding is not available, will you support repealing or establishing parameters around this program?

- Do you support increasing equalization of school property tax levies to address property tax inequities?

- Do you believe the education funding formula should recognize the higher cost of labor in Metropolitan and regional center school districts?

EDUCATION POLICY

- Legislation introduced in the 2026 session would create a mandatory statewide health insurance pool for all school employees. All school districts, including those that are currently self-insured, would be required to join the state pool. Do you support this proposal mandating all school districts to join a statewide health insurance pool? If so, what will you do to ensure the cost is not passed on to school districts?

- The Minnesota Paid Leave Program was approved in the 2023 session and went into effect in 2026. Under the program, employees are eligible to take up to 12 weeks of paid family leave and 12 weeks of paid medical leave up to a total of 20 weeks in

a year. The program is funded by a .88 percent payroll tax with the cost split between the employer and employees. Do you support state funding to cover the employer cost for school districts?

- Under the Paid Leave program, employees have the option to take the leave continuously or intermittently. This creates significant staffing challenges for school districts. Do you support establishing parameters around how leave can be taken to address staffing challenges?

- Do you support greater flexibility for students to earn credit in programs such as apprenticeships and experiential learning opportunities?

- AMSD supports allowing locally-elected school boards to renew an existing capital projects referendum at the same level by a majority of the school board after a public hearing. Do you support enhancing local control and granting school boards this authority?

- Would you be willing to vote against your caucus' position if it is in the best interest of your local school district(s)?

- Do you support reducing mandates and allowing greater local control for locally elected school boards?

- Do you support allowing locally-elected boards to establish the school calendar, including starting the year before Labor Day, that best meets the needs of their students and families?

TAXPAYER SUBSIDIES FOR NONPUBLIC SCHOOLS

- AMSD has a long standing position in opposition to vouchers, expanded tax credits, or other taxpayer subsidies for nonpublic schools. A new federal tax credit for scholarship granting organizations (SGOs) offers individual taxpayers a dollar-for-dollar credit up to $1,700 annually for cash contributions starting Jan. 1, 2027. States must voluntarily choose to participate and submit approved lists of SGOs to the Internal Revenue Service.

- Do you support Minnesota opting into this federal tax credit program?

- Should non-public schools that receive taxpayer funding, or enroll students from families receiving state or federal public subsidies, be required to comply with state requirements related to academic standards, open records transparency, nondiscrimination policies, and be held accountable for how taxpayer dollars are spent?

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GET INVOLVED

WHERE DO YOU START?

- Volunteer with a campaign.
- Meet with school board candidates.
- Review the AMSD resources included in this guide.
- Attend community candidate forums.
- When candidates call or knock on your door, ask questions.
- Write or call local candidates and ask them about their position on education issues that matter to you.
- Become involved with your local Legislative Action Coalition or Parent Teacher Organization.
- Stay active during the legislative session and contact your local leaders on issues that impact your school district.

MOST IMPORTANTLY: **VOTE**

Association of Metropolitan School Districts

ELECTION RESOURCES

LEGISLATIVE RESOURCES

- **Minnesota House of Representatives:** http://www.house.leg.state.mn.us/
- **Minnesota Senate:** http://www.senate.mn/
- Republican House Caucus: https://www.house.leg.state.mn.us/Caucus/Home/GOP
- Republican Senate Caucus: https://www.senate.mn/caucus/republican
- DFL House Caucus: https://www.house.leg.state.mn.us/Caucus/Home/DFL
- DFL Senate Caucus: https:www.senate.mn/caucus/dfl

CANDIDATE INFORMATION

- League of Women Voters: http://www.lwvmn.org/
- MN Secretary of State: http://www.sos.state.mn.us/
- Candidate Filings: http://candidates.sos.state.mn.us

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ADDITIONAL RESOURCES

AMSD WEB RESOURCES

- **AMSD Legislative Session Information:** https://www.amsd.org/legislature/
- **AMSD Research & Charts:** https://www.amsd.org/research/
- **Education Reports:** https://www.amsd.org/research/#education-funding

AMSD POSITION PAPERS

- **Position on Assessment:** https://www.amsd.org/assessments
- **Position on Charter Schools:** https://www.amsd.org/charters
- **Position on Compensatory Revenue:** https://www.amsd.org/compensatory
- **Position on Early Childhood Education:** https://www.amsd.org/earlyeducation
- **Position on English Learner Funding:** https://www.amsd.org/englishlearner
- **Position on Facilities Funding:** https://www.amsd.org/facilities
- **Position on School Safety:** https://www.amsd.org/safety
- **Position on Mandates and Local Control:** https://www.amsd.org/mandates
- **Position on Special Education:** https://www.amsd.org/specialeducation
- **Position on Taxpayer Subsidies for Nonpublic K-12 Education:** https://www.amsd.org/vouchers
- **Position on Teacher Licensure:** https://www.amsd.org/licensure
- **Position on Referendum Renewals of Capital Projects:** https://www.amsd.org/referendums
- **Position on Student-Centered Learning** https://www.amsd.org/learning
- **Position on Student Mental Health** https://www.amsd.org/mentalhealth

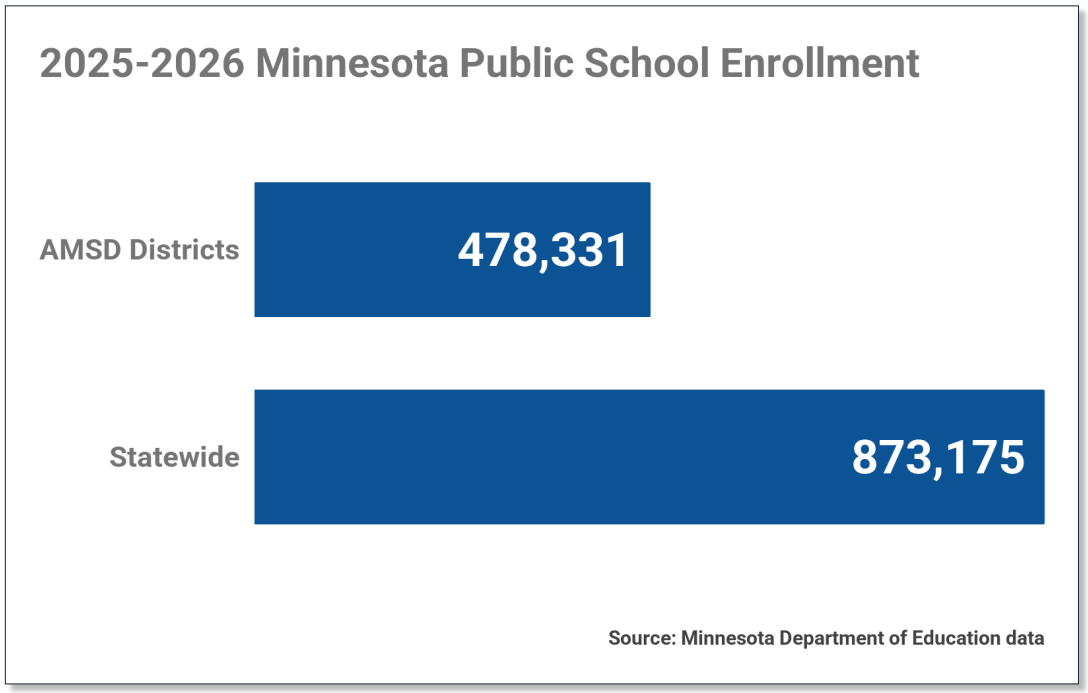
Association of Metropolitan School Districts

MEMBER DISTRICTS

Anoka-Hennepin School District • Bloomington Public Schools • BrightWorks • Brooklyn Center Community Schools • Buffalo-Hanover-Montrose • Burnsville-Eagan-Savage School District 191 • Centennial School District • Columbia Heights Public Schools • Duluth Public Schools • Eastern Carver County Schools • Eden Prairie Schools • Edina Public Schools • Elk River School District ISD #728 • Farmington Area Public Schools • Forest Lake Area Schools • Fridley Public Schools • Hastings Public Schools • Hopkins Public Schools • Intermediate School District #287 • Intermediate School District #917 • Inver Grove Heights Schools • Lakeville Area Public Schools • Mahtomedi Public Schools • Mankato Area Public Schools • Minneapolis Public Schools • Minnetonka Public Schools • Mounds View Public Schools • North St. Paul-Maplewood-Oakdale School District • Northeast Metro Intermediate School District #916 • Northwest Suburban Integration District • Orono Schools • Osseo Area Schools • Perpich Center for Arts Education • Prior Lake-Savage Area Schools • Richfield Public Schools • Robbinsdale Area Schools • Rochester Public Schools • Rockford Area Schools • Rosemount-Apple Valley-Eagan Public Schools • Roseville Area Schools • Shakopee Public Schools • South St. Paul Public Schools • South Washington County Schools • SouthWest Metro Intermediate District • Spring Lake Park Schools • St. Anthony-New Brighton Independent School District • St. Cloud Area School District 742 • St. Louis Park Public Schools • St. Michael Albertville Schools • Saint Paul Public Schools • Stillwater Area Public Schools • Wayzata Public Schools • West St. Paul-Mendota Heights-Eagan School District • Westonka Public Schools • White Bear Lake Area Schools

ABOUT AMSD

The Association of Metropolitan School Districts represents more than 50 K-12 school districts and intermediate/cooperative districts. In existence since 1974, AMSD member school districts enroll more than one-half of all public school students in Minnesota, with the mission to lead the transformation of public education.

AMSD helps member districts articulate challenges and needs to state policymakers. Because of its broad-based membership, AMSD is in a unique position to advocate for the needs of its member school districts and seek meaningful policy changes to help districts meet the needs of their students and communities.

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