



Association of Metropolitan School Districts

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2024 Omnibus Education Finance & Policy Bills

The House and Senate Omnibus Education Finance Bills have been developed and are now working their way through the legislative process before going to the House and Senate floors for full votes.

Senate and House Omnibus Education Finance Bills

- [HF5237](#)
 - [House Research Summary](#)
 - [House Fiscal tracking spreadsheet](#)
 - [Change Items in House Bill](#)

- [SF5252](#)
 - [Senate Research Summary](#)
 - [Change Items in Senate Bill](#)

- [Read Act District Runs](#)

Summary of Key Issues

Budget target

The House and Senate bills appropriate \$43 million in FY24-25 and \$18 million in FY26-27. The \$18 million in ongoing funding is for the additional VPK slots and to correct a drafting error in last year's bill related to compensatory revenue.

Voluntary Pre-Kindergarten

House: Increases the number of VPK slots in FY25 from 7,160 participants to 12,360.

Senate: Same

Read Act

The House and Senate provisions are similar with a few differences.

- Both bills modify the distribution of the \$35 million appropriation for curriculum and intervention materials included in last year's bill. Under the new language, the funds are distributed to districts, charter schools, and cooperatives at the greater of \$2,000 or \$39.91 times the number of students served. The aid can be used to implement the requirements of the Read Act or for literacy incentive aid uses.
- The House appropriates \$31.375 million, and the Senate appropriates \$25.3 million for school districts, charter schools, and cooperatives, to be allocated based on the number of teachers required to complete training, as reported in local literacy plans. The House bill directs funding to compensate staff who complete training outside of the workday, pay substitute teachers, or for teacher stipends for staff who completed evidence-based literacy professional development between July 1, 2021-July 1, 2027. The Senate directs funding to pay substitute teachers or for teacher stipends.
- Both bills expand eligible uses of literacy incentive aid to include stipends for teachers who complete Read Act training, employing intervention specialists, and paying for approved screeners.
- Establishes two phases for training to be completed. Phase one is for teachers and staff who must complete training by July 1, 2026, and phase two is for teachers who must complete training by July 1, 2027. Teachers and staff included in phase one are reading intervention teachers working with students K-12, classroom teachers of students in K-3 and in prekindergarten programs, special education teachers, curriculum directors, instructional support staff, contractors, volunteers who assist in providing Tier 2 interventions, employees who select literacy instructional materials for the district, and teachers licensed to teach English to multilingual learners. Phase two includes teachers who provide reading instruction to students in grades 4-12 and teachers who provide instruction in state-approved alternative programs.
- Requires districts to screen students, kindergarten through third grade three times each school year.
- Requires MDE to develop a data collection system for the local literacy plans and student screening data.
- Allows training provided by a department-approved certified trained facilitator to satisfy the professional development requirements.
- Lowers the hours of instruction for the 24-25 school year only, for students in grades 1 through 5 to 929-1/2 hours for a district that enters into an agreement with the exclusive

representative of the teachers that requires teachers to receive at least 5-1/2 hours of approved evidence-based training.

- Amends components of a local literacy plan to the number of teachers and other staff proposed for training, how the district uses funding provided to implement the Read Act requirements, the number of teachers and other staff required to complete the training who have not yet completed the training, and the number of teachers exempt from the training.
- Requires PELSB to conduct an audit that evaluates whether an approved teacher preparation program for candidates in a specified licensure area meets subject matter standards for reading. Requires PELSB to report its findings to the Legislature.
- Requires MDE and CAREI to identify or develop training for volunteers and other persons not employed by a district that provide Tier 2 intervention to students in Minnesota school districts by June 10, 2025.
- Clarifies that a district offering early childhood programs must provide early childhood staff with the approved training.

Student Attendance

House: Appropriates \$3.3 million in FY25 only for a pilot program for nine school districts to demonstrate and model ways to improve student attendance.

Senate: Appropriates \$5 million in FY25 only for a student connections pilot program and directs MDE to accept applications from school districts, charter schools, intermediate district and cooperative units.

Teachers

House: Appropriates \$6.8 million in FY25 only for a student-teacher pilot for seven identified higher education institutions.

Senate: Appropriates \$1 million in FY25 only for Collaborative Urban & Greater MN Teachers of Color grants and \$5 million for mentoring, induction, and retention incentive program grants for teachers of color.

Student Support Personnel Aid

House: Delays the impact of a fund balance penalty for school districts, charter schools, and cooperatives for FY24. Limits future years' fund balances to no more than the previous year's student support personnel aid.

Senate: Expands the definition of "student support services personnel" to include individuals working to reduce chronic student absenteeism. Requires school districts and charter schools to reserve student support personnel aid in a restricted fund balance. Authorizes a district to carry

unspent aid forward for use in subsequent fiscal years subject to certain reserve balance limits. Effective for FY24 and later.

Special Education Teacher Pipeline Grant

House: Expands the individuals who may participate in the special education teacher pipeline program to any school employee who demonstrates a willingness to be a special education teacher.

Senate: Same

Food Service Fund — Expanded Uses

House: Authorizes a school district with a three-year surplus in its school food service fund to charge the costs of lunchroom furniture (tables and chairs) to its food service fund instead of recording the costs as general fund expenditures.

Senate: Same.

Compensatory Revenue

House: Extends the statewide compensatory revenue hold harmless beyond fiscal year 2027.

Senate: Same.

Unemployment Insurance Aid Payment Schedule

House: Makes school district unemployment aid for summer employment for hourly workers payable to school districts on a 90 percent/10 percent basis.

Senate: Same.

Paid Leave for School Closures

House: Requires that when a scheduled instructional day is canceled for any or all of that school day, all school employees must be paid their full wage for that day if the school day is counted as an instructional day.

Senate: Same.

Paraprofessionals

House:

- Requires schools to work with their paraprofessionals when developing required paraprofessional training.
- Assessments: For the 24-25 school year only, reduces the annual required hours of training from eight to six hours; requires schools to pay the fees for paraprofessional training and testing for the 2024- 2025 school year and allows districts to use paraprofessional training aid; creates a process for MDE and PELSB to work with

interested parties to adjust the paraprofessional test cut scores and the paraprofessional competency grid.

Senate: Requires schools to work with their paraprofessionals when developing the training programs.

School-age Care Programs

House: No comparable provision.

Senate: Authorizes a school district school-age care program to provide services to prekindergarten students enrolled in the district.

Statewide Health Standards

House: Adds health as a required statewide academic standard, instead of a locally adopted standard, but maintains local standards until the end of the 26-27 school year or when statewide rules implementing state standards go into effect, whichever is later.

Senate: Same.

Crisis Management

House: No comparable provision.

Senate:

- Requires the commissioner to make available a model cardiac emergency response plan.
- Reduces the number of school lock down drills from five to three.
- Requires districts and charter schools to conduct one cardiac emergency response drill annually. Clarifies that an active shooter drill is equivalent to a school lock down drill.
- Requires a school district or charter school to develop a cardiac emergency response plan.
- Requires that AEDs be available for use within proximity of school-sponsored events. Appropriates \$1 million to reimburse school districts for these costs.

Task Forces/Working Groups/Legislative Study Groups

House:

- Establishes a task force on English learner programs to analyze how public schools use EL revenue at the site level and the administrative level.
- Establishes a student attendance and truancy legislative study group to evaluate ways to increase student attendance and reduce truancy.
- Directs the MDE commissioner to contract with an external consultant to review special education delivery and costs and recommend changes to reduce costs, consult with stakeholders, and report recommendations to the commissioner.

- Establishes a working group to make recommendations on literacy training, screeners, and curriculum for students who are deaf, deaf-blind, and hard of hearing.

Senate:

- Establishes the Digital Citizenship, Internet Safety, and Media Literacy Advisory Council to make a report to the Legislature on guidelines to assist stakeholders with instructional practices and methods regarding digital citizenship, Internet safety, and media literacy.
- Establishes the Teacher and Paraprofessional Compensation Working Group to advise the Legislature on strategies and recommendations to provide competitive compensation to teachers and paraprofessionals in Minnesota elementary, middle, and secondary schools.
- Establishes a working group to make recommendations on literacy training, screeners, and curriculum for students who are deaf, deaf-blind, and hard of hearing.
- Establishes a task force to examine the distribution of earnings from the permanent school fund.

The 2024 Omnibus Education Policy Bill

The Omnibus Education Policy Bill is in conference committee to reconcile the differences between the House and Senate bills.

House Conferees named are: Rep. Laurie Pryor (DFL-Minnetonka), Rep. Josiah Hill (DFL-Stillwater) and Rep. Peggy Bennett (R-Albert Lea).

Senate Conferees named are: Sen. Steve Cwodzinski (DFL-Eden Prairie), Sen. Erin Maye Quade (DFL-Apple Valley) and Sen. Jim Abeler (R-Anoka).

- [LINK: View the Conference Committee Page](#)
- [Side by Side Summary](#)
- [LINK: Conference Committee Member Contact Information](#)

- [House Omnibus Education Policy Bill \(HF3782\)](#)
- [House Omnibus Education Policy Bill \(Bill Summary\)](#)

- [Senate Omnibus Education Policy Bill \(SF3567\)](#)

- [Senate Omnibus Education Policy Bill \(Bill Summary\)](#)

Key Issues

Newspapers

House:

- Allows several school districts to post their official proceedings on their district website instead of publishing them in the newspaper.

Senate:

- Extends this authority to all school districts.

Coach Contract Renewals

House:

- Requires school boards to provide written notice to a coach whose contract the school board declines to renew for the following school year no more than 60 days after the end of the regular season for the activity as established by the high school league. The notice requirement does not apply if the school board declines to renew the contract based on the coach's misconduct or failure to perform duties or the district's financial limitations.

Assessment Data

House:

- Schools may notify parents on student assessment data when available to school.

Private Image Dissemination

House:

- Requires MDE to develop a model notice that districts can provide to students and parents or guardians about the implications of and impact to students and their families regarding the dissemination of private sexual images.

Cell phones

House:

- Requires districts and charter schools to adopt a policy on students' possession and use of cellphones in school by March 15, 2025. Requires the principals' associations to collaborate to make best practices available to schools on strategies to minimize the impact of cell phones on student behavior, mental health, and academic attainment.

Four-day school weeks

House:

- Requires MDE to establish clear criteria for evaluating a district's application to use a four-day school week plan, accept applications for a four-day week plan, and determine whether an application meets the criteria. Requires approval of a four-day plan to remain in effect for at least six years.

Citizenship Courses

House:

- Delays requirement that students complete a course in government and citizenship in grade 11 or 12 by one year — the 2025-26 school year.

Senate:

- Same.

Book Banning

Senate:

- Prohibits book banning by public libraries and school libraries and creates uniformity in materials available.

World's Best Workforce

House:

- Adds performance measures for the 2025-2026 school year and later in a district's World's Best Workforce plan to include (1) participation in honors or gifted and talented programming and (2) students on track for graduation. Requires districts to report on participation and performance on advanced placement, international baccalaureate, and dual enrollment programs starting in the 2025-2026 school year. Requires reporting on performance measures for student subgroups.
- Requires a district's World's Best Workforce plan to include a language access plan to provide effective language assistance to students and adults who communicate in a language other than English, starting in the 2025-2026 school year. Requires the plan to include how the district and schools use trained or certified spoken language interpreters, how families and communities will be notified of their rights under the plan, and a language access continuous improvement training plan for leadership and staff.
- Requires districts to adopt a language access policy as part of its World's Best Workforce plan.

Senate:

- Renames the world's best workforce statute. School district process for reviewing curriculum, instruction, and student achievement goals; striving for comprehensive achievement and civic readiness. Directs school districts to include goals for closing opportunity gaps.
- Requires districts to adopt a language access policy as part of its World's Best Workforce plan.

Adaptive Physical Education

House:

- Allows a district to conduct an assessment for developmental adapted physical education as a stand-alone evaluation without conducting a comprehensive evaluation of

the student. Allows a parent to request that the district conduct a comprehensive evaluation.

Senate:

- Same

Special Education Licensure

House:

- Establishes a working group on special education licensure reciprocity.

Senate:

- Same.

Health Care

House:

- Requires districts to provide students space to receive mental health care through telehealth appointments.
- Modifies current requirements for administration of drugs and medicine such as epinephrine in schools.

Senate:

- Same provisions as the House. Senate bill also requires that parents be notified any time their child has been removed from a classroom for more than 10 minutes and that High School League coaches receive resources and training on eating disorder prevention.