



April 23, 2024

Honorable Laurie Pryor  
571 State Office Building  
St. Paul, MN 55155

Honorable Josiah Hill  
415 State Office Building  
St. Paul, MN 55155

Honorable Peggy Bennett  
307 State Office Building  
St. Paul, MN 55155

Honorable Steven Cwodzinski  
3207 Minnesota Senate Bldg  
St. Paul, MN 55155

Honorable Erin Maye-Quade  
3227 Minnesota Senate Bldg.  
St. Paul, MN 55155

Honorable Jim Abeler  
2207 Minnesota Senate Bldg.  
St. Paul, MN 55155

Dear Omnibus Education Policy Bill Conferees:

Thank you for meeting with us throughout the session and listening to our ideas and our concerns. We appreciate your commitment to our public schools and making sure that every student has the opportunity to reach their full potential.

As we have testified throughout the session, school boards, administrators, teachers, and other staff are working very hard to implement the new programs and requirements adopted in the 2023 session. The overriding message we hear from our collective memberships is that they need time to ensure the new programs are implemented successfully before adding new requirements.

As you carry out the work of reconciling the proposals offered by the Governor and reflected in the House and Senate Omnibus Education Policy Bills, we would like to highlight a few of our key priorities and areas of concern.

We support and appreciate:

- Flexible Learning Year Programs.
- Delaying the requirement that students complete a course in government and citizenship in grade 11 or 12 by one year.
- Assessment for developmental adapted physical education as a stand-alone evaluation without conducting a comprehensive evaluation.
- Special Education Licensure Reciprocity Working Group.
- Flexibility for Student Support Services.
- Allowing school districts to publish proceedings on the “official school district website”.

We respectfully oppose:

- Adding additional new performance measures in the World’s Best Workforce.

- The “on-track” for graduation provision. Minnesota Statute 120B.125 already requires school districts to assist all students by no later than grade 9 to explore their educational, college, and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment.
  - Additional rigorous course taking reporting. Current law requires the MDE commissioner to compile and make available comprehensive information on rigorous course taking, disaggregated by student group, school district, and postsecondary institution. This report is already required in 120B.13: Rigorous Course Taking: Advanced Placement, International Baccalaureate, Concurrent Enrollment and Postsecondary Enrollment Options Programs.
  - Renaming the World’s Best Workforce to Striving for Comprehensive Achievement and Civic Readiness and adding the “opportunity gap” as an additional performance measure.
- Requiring school districts to adopt special treatment for PSEO students. These include requiring same weighted grade point average policy for credits earned via PSEO as for credits earned via concurrent enrollment course work, and awards and offices. These items should all be subject to local determination. Teachers, principals, and school districts are perfectly positioned to establish criteria, rules and protocols governing grades, scholarships, awards and other aspects of student life.
  - Requiring school districts and charter schools to provide mental health instruction, physical abuse instruction, and health aging and dementia education. If passed, the supplemental budget bills include moving from locally developed health standards to state standards. These topics will likely be covered in the new state standards, and we believe it would be wise to allow the standards to be developed.
  - Requiring school personnel to notify a student’s parents if the student is pulled out of class under certain circumstances. This would be incredibly difficult to administer, and we do not believe it recognizes the day-to-day realities of the school day.

Our organizations believe the legislative report on definitions requires a hearing and a bill to fairly evaluate. We also believe the Minnesota School Boards Association Policy 605.5 on library materials provides a strong solution to the issue of book banning.

Again, thank you for your consideration and we stand ready to assist you in any way we can over the next weeks to pass legislation that meets the needs of our students and our communities.

Respectfully,  
 Minnesota School Boards Association (MSBA)  
 Minnesota Association of School Administrators (MASA)  
 Association of Metropolitan School Districts (AMSD)  
 Minnesota Association of Secondary School Principals (MASSP)  
 Minnesota Elementary School Principals Association (MESPA)  
 Minnesota Rural Education Association (MREA)