MINNESOTA SCHOOL BOARDS ASSOCIATION

GOVERNMENT RELATIONS

Your statewide voice

DELEGATE ASSEMBLY GUIDEBOOK



December 4-5, 2026

2026 Delegate Assembly Guidebook Table of Contents

December 4 & 5, 2026

WELCOME DELEGATES **1**
2026 SUBMITTED REAFFIRMATIONS **2**
RULES GOVERNING DELEGATE ASSEMBLY **3**
AGENDA **5**

Resolutions:

1. Social Media Settlement Proceeds for School Safety 7
2. Modernize Minnesota School Safety Statutes 17
3. Repeal Proposed Special Education Cuts 27
4. Preserve ADSIS Funding 35
5. Streamline Medicaid Billing 39
6. Allow Free and Reduced-Price Forms 41
7. Food Service Balance for Student Debt 45
8. Special Education Funding 49
9. Process for Property Valuation 55
10. Funding for Replacement Fluorescent Lighting 57
11. Funding for Elevator Modernization 61
12. Funding for Property/Casualty Insurance 65
13. Commercial Data Requests 69
14. Non-Exclusionary Discipline 75
15. Safe Gun Storage 81
16. Amend Postsecondary Education Option (PSEO) Calculation 87
17. Establish Statewide K-12 Environmental Literacy 93
18. Criteria for Statewide School Employee Health Insurance 99
19. Summer Unemployment for Hourly Workers 105
20. Modify Paid Family Leave 107
21. School Trust Land Management and Oversight 113

DELEGATE ASSEMBLY ROSTER **119**
AMENDMENT TO RESOLUTION FORM **123**

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Dear Delegate,

On behalf of the Minnesota School Boards Association (MSBA) Board of Directors and the Government Relations team, thank you for serving as a Delegate for the 2026 Delegate Assembly.

Your leadership and participation play an essential role in shaping MSBA's legislative direction and strengthening the collective voice of Minnesota's public school boards. We hope you find the experience both rewarding and informative.

Enclosed in this Delegate Assembly Guidebook are key materials to help you prepare and participate fully, including:

- The Delegate Assembly Rules
- The Delegate Assembly Agenda
- The Proposed Resolutions submitted by school districts across Minnesota
- A Roster of Delegates (organized by Director District and Area)

Each resolution is organized into the following sections to help you review and deliberate effectively:

- Resolution Statement
- Background and Information by Submitter
- Current MSBA Position and Related Minnesota Statutes
- Background and Rationale Provided by MSBA

While these summaries provide valuable context, they are not exhaustive. Delegates are encouraged to consider the broader implications and share insights from their own districts during discussion.

Finally, we look forward to seeing you at the **Delegate Assembly on Friday, December 4, and Saturday, December 5**. This year's agenda promises engaging discussion and thoughtful debate.

Thank you again for your commitment to advocacy, governance, and public education.

Best Regards,

Denise Dittrich

Kim Lewis

2026 Submitted Reaffirmations

The following 16 resolutions, submitted by public school boards, reaffirm existing MSBA legislative positions. Thank you to these districts for submitting resolutions. They are a valuable part of the advocacy process.

Policy Area	Existing Position Statement	Existing Position	School District
Education Programs	Revise supplemental online learning law to better balance student choice with academic accountability and local school district responsibility. Changes should give districts reasonable authority over replacing locally available courses; require online providers to clearly demonstrate standards alignment and comparable rigor; require access to current grades and progress as necessary (for us, at least every three weeks); establish timely intervention requirements for struggling students; strengthen provider accountability; and review the current funding model and 50% course-load allowance. **(2025)**	4.25.17 & 4.25.18	Minneota Public Schools
School Board - Employee/ Employer Relations	Urges the legislature to amend the Earned Sick and Safe Time (ESST) mandate (Minnesota Statutes, sections 181.9445-181.9448) to redefine "family member" to include only immediate family (spouse, parents, grandparents, siblings, children), require reasonable verification (e.g., doctor's note or equivalent documentation when applicable), and mandate employer approval for voluntary shift swaps not using ESST, to ensure operational stability and support districts' ability to prioritize student learning. **(2025)**	3.25.29	Hastings Public Schools
	Urges the legislature to either repeal summer unemployment benefits for non instructional school employees between academic terms, or to fully and permanently fund those benefits and allow non-instructional employees to resign from their upcoming school term positions during the summer break without losing eligibility for unemployment benefits. **(2025)**	3.25.30	Hastings Public Schools
	Urges the legislature to allow public school district employers and district collective bargaining units the ability to opt out of MN Paid Leave or, if not able to bargain an opt out agreement, a 50/50 employer/employee contribution shall be implemented. **(2025)**	3.25.31	Hastings Public Schools
	Allow public school district employers and district collective bargaining units the ability to opt out of MN Paid Leave or, if not able to bargain an opt out agreement, a 50/50 employer/employee contribution shall be implemented. **(2025)**	3.25.31	Inver Grove Heights Public Schools
	Repeal OR permanently fund the Summer Unemployment Program. Fully repeal the provision OR reform the provision, establishing a permanent and fully funded state funding mechanism for these benefits. If the program remains in place, the legislature should reform eligibility and resignation timelines to eliminate incentives for employees to delay notice of resignation until after receiving summer benefits. Any solution must provide predictable, long-term state funding and prevent costs from being shifted to local school districts, resulting in reductions to educational programs and services. **(2025)**	3.25.30	Sauk Rapids-Rice Public Schools
	Full and permanently fund Unemployment Insurance for hourly school workers between school year breaks or repeal. **(2025)**	3.25.30	Springfield Public Schools
School Finance	Provide a Fund Reallocation Authority provision which would enable districts to transfer restricted, non-federally encumbered funds between internal restricted operating funds through formal school board resolutions, thereby granting local school boards the authority to address financial needs without requiring additional state aid or property tax authority. **(2025)**	1.25.1	Hastings Public Schools
	Urges the legislature to ensure school districts have adequate time to plan and prepare for the financial and operational impact of new laws and regulations. **(2025)**	1.25.3	Hastings Public Schools
	Urges the legislature to require that all proposed legislation creating new mandates on public school districts include a full fiscal note, as well as a local impact note when appropriate, and dedicated, sustainable funding source sufficient to cover all associated costs. **(2025)**	1.25.4	Hastings Public Schools
	Urges the legislature to fully and permanently fund Unemployment Insurance for hourly school workers between term breaks or repeal. **(2025)**	1.25.7	Hastings Public Schools
	Urges the legislature to invest in Career Pathways and Technical Education by Allocating Targeted Funds to Fully Implement Minnesota Statutes, Section 127A.70, Subdivision 2a. **(2025)**	1.25.6	Hastings Public Schools
	Require that all proposed legislation creating new mandates on public school districts include a full fiscal note and a dedicated, sustainable funding source sufficient to cover all associated costs. **(2025)**	1.25.4	Holdingford Public Schools
	Ensure school districts have adequate time to plan and prepare for the financial and operational impact of new laws and regulations. **(2025)**	1.25.3	Inver Grove Heights Public Schools
	Provide a Fund Reallocation Authority provision to enable districts to transfer restricted, non-federally encumbered funds between internal restricted operating funds through formal school board resolutions, thereby granting local school boards the authority to address financial needs without requiring additional state aid or property tax authority. **(2025)**	1.25.1	Moorhead Area Public Schools
Taxation	Through the annual levy process each District is able to Levy under the category of "Lease Levy" up to $212 per pupil unit and up to $65 per pupil unit for Intermediate (SpEd) leases (NLSEC/NLA). For the $212 portion, these are leases that the District has entered into.	2.011 & 2.013	Proctor Public Schools

RULES GOVERNING DELEGATE ASSEMBLY
December 5, 2026

The MSBA Board of Directors is responsible for establishing the rules for conducting business of the annual Delegate Assembly. These rules must be approved by the Delegate Assembly. Where these rules are not sufficient, the current edition of Robert's Rules of Order Newly Revised will be followed.

Outlined below are the rules for the conduct of the Delegate Assembly business meeting, as adopted by the MSBA Board of Directors and recommended for approval by the Delegate Assembly:

ATTENDANCE

- Attendance will be recorded at the official registration table.
- Delegates will receive name badges and meeting materials upon registration.
- Delegates should select a seat at a table marked with their Area/Director District.
- A quorum will be established and recorded at the start of the meeting.

GENERAL PROTOCOL

- MSBA's presiding officer will maintain order and ensure the proper conduct of the meeting.
- A roll call will be conducted where a voting auditor will read each Delegate name, School District name, Director District, and Area number from the official Delegate Roster. Upon hearing their name, each Delegate will stand, say "present," and accept a voting paddle from the Board of Director from their Director District.
- All questions and remarks must be directed through the presiding officer.
- The presiding officer will issue the final ruling on all procedural matters.

FLOOR DISCUSSION

- Delegates wishing to speak must address the presiding officer, and upon recognition, state their full name, School District, and Area represented.
- Delegates are expected to remain on topic and not interrupt others.
- Mutual respect is essential - side conversations are discouraged.
- Delegates should refer to each other by title, not by name (e.g., "The member from Area XX" or "The member who previously spoke").
- No Delegate may speak for more than three minutes at a time without the majority of consent of those present.
- No Delegate shall speak more than twice on the same issue until all other delegates have had an opportunity to speak on the question or resolution.
- Delegates may seek advice from MSBA staff during the Delegate Assembly.

VOTING PROCEDURES

- Each resolution will require a motion to move and a second to be considered before the Assembly.
- Votes will generally be conducted by a voice vote.
- Voting paddles for each Delegate will be provided upon roll call of the Delegate Assembly meeting.
- The presiding officer will call the result of a voice vote based on how the voice vote is perceived ("pass or "fail").
- Voting auditors will ensure the presiding officer's call is accurate.
- If the auditors find a vote too close to call or incorrect, a manual voting paddle process will be initiated, during which auditors will count the votes and report back to the presiding officer.
- During a paddle vote, Delegates should leave their paddle raised until their voting auditor instructs them to lower it.
- Any item requiring a two-thirds vote must be a paddle vote.

RULES FOR CONSIDERING AMENDMENTS AND RESOLUTIONS

- Rules of the Delegate Assembly must be suspended by a two-thirds vote to consider a resolution or amendment received by the Minnesota School Boards Association after the regular meeting of the MSBA Board of Directors on Sunday, November 8, 2026, but before 12:00 p.m. on Wednesday, December 2, 2026.
- All amendments must be directly related to the resolution under consideration and must not introduce a new subject, expand its scope, or substantially change the resolution's original purpose or intent. The President will determine whether an amendment is germane.
- No new resolutions or amendments will be accepted after 12:00 p.m. on Wednesday, December 2, 2026.

ADDITIONAL RULES

- No literature, background materials, or other promotional activity, including campaigning individual members, related to pending resolutions may be distributed or held at any time throughout the Delegate Assembly process and event without the consent of the MSBA Executive Director.
- Alternate Delegates are invited to attend all Delegate Assembly events at their own expense and must be seated and remain in the visitor section when the Delegate Assembly is in session. If an Alternate is called to serve, expenses will be reimbursed.
- Invited guests must be seated and remain in the visitor section when the Delegate Assembly is in session.
- No outside food items are permitted at the tables during the Delegate Assembly.
- No visitors are permitted on the floor of the Delegate Assembly.
- All announcements must have the approval of the Executive Director.
- News, publicity, and any social media postings shall be handled by only the MSBA communications division.
- No audio or video recordings are allowed during the Friday night program or Delegate Assembly.

These rules will ensure an orderly and efficient delegate assembly, fostering respectful and productive discourse.

2026 MSBA Delegate Assembly Agenda

Double Tree by Hilton Hotel Bloomington — Minneapolis South
7800 Normandale Blvd., Minneapolis, MN 55439
(952) 835-7800

Delegate Assembly Pre-Session
Friday, December 4

4:00 – 4:45 p.m. **Registration –** *Plaza: Foyer*

5:00 – 5:15 p.m. **Welcome and Introductions** – *Plaza 5 & 6*
MSBA President Kristi Peterson and MSBA Executive Director Kirk Schneidawind

5:15 – 6:00 p.m. **Plated Dinner** – *Plaza 5 & 6*

6:00 – 7:00 p.m. **Government Relations Team Presentations** – *Plaza 5 & 6*
MSBA Government Relations Team and Gary Lee
Topics include 2027 emerging topics, the Employee Group Insurance Program (EGIP). Presentation times and order may be adjusted.

7:00 – 8:00 p.m. **Guest Speaker: David Schultz** – *Plaza 5 & 6*
David Schultz is a Distinguished University Professor of Political Science and Legal Studies at Hamline University. He is a nationally recognized expert in government, campaign finance reform, law and politics, and the media and politics. Professor Schultz is one of Minnesota's most noted political commentators and is highly regarded in local and national political circles for his analysis and insights.

8:00 – 9:00 p.m. **Q & A and Networking** – *Plaza 5 & 6*

Delegate Assembly
Saturday, December 5

7:00 – 8:00 a.m. **Registration –** *Plaza: Foyer*

7:00 – 8:00 a.m. **Breakfast Buffet –** *Plaza 1 & 2*

8:00 a.m. **Call the Business Meeting to Order** – *Plaza 5 & 6*
Roll Call
Adoption of Rules of Procedure and Legislative Positions
Discussion and Adoption of Resolutions

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Resolution #1

2026 Delegate Assembly
Proposed Legislative Resolution

TITLE OF RESOLUTION # 1: Social Media Settlement Proceeds for School Safety

SUBMITTED BY: MSBA Board of Directors

RECOMMENDATION: Passage

BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO dedicate all proceeds received by the State of Minnesota from settlements, judgments, or other legal actions involving Meta Platforms, Inc. and other social media companies to Minnesota public schools for the purpose of enhancing school security, as well as student and staff health and safety.

BE IT FURTHER RESOLVED, that such funds should be distributed directly to our public school districts through a new and dedicated state aid allocation dedicated to meet the goals found in the Safe Schools Formula.

BE IT FURTHER RESOLVED, that school boards should have local discretion and flexibility to determine how best to utilize these funds to address the unique safety and security needs of their school districts, students, and staff.

BE IT FURTHER RESOLVED, that eligible uses of funding may include, but are not limited to:

a. Physical security improvements and facility safety enhancements;
b. School resource officers, security personnel, and threat assessment programs;
c. Student mental health supports and counseling services;
d. Cybersecurity and digital safety initiatives;
e. Digital literacy and digital citizenship programs, including phone-free school initiatives;
f. Violence prevention, bullying prevention, and cyberbullying intervention programs;
g. Staff training related to school safety, threat prevention, and crisis response;
h. Student support services and prevention programs designed to mitigate harms associated with social media use; and
i. Other locally determined safety and security measures that support safe and healthy learning environments.

CURRENT LAW:

126C.44 SAFE SCHOOLS REVENUE allows each school district to levy $36 per adjusted pupil unit for safe schools purposes, with additional levy authority of up to $15 per adjusted pupil unit for members of an intermediate school district. Safe schools revenue must be reserved and may be used for school resource officers, security, drug abuse and violence prevention, licensed school counselors, nurses, social workers, psychologists, and chemical dependency counselors, facility security enhancements, school climate, collaboration with outside mental health professionals, and cybersecurity. It is a local property tax levy; there is no dedicated state aid for these purposes.

121A.031 SCHOOL STUDENT BULLYING POLICY requires school districts to address bullying by students, including bullying through electronic technology and communications on school premises, at school activities, on school transportation, or off school premises when it substantially disrupts student learning or the school environment.

121A.038 STUDENT SAFETY DRILLS AT SCHOOL sets requirements for active shooter drills, including notice to parents and time for students to debrief and access mental health services. Districts that conduct active shooter drills must provide middle and high school students at least one hour of evidence-based violence prevention training each year, including how to recognize warning signs and report threats.

120B.22 VIOLENCE PREVENTION EDUCATION encourages districts to integrate violence prevention into the K–12 curriculum and to provide related training for staff and school board members, and allows districts to accept public and private funds for violence prevention programs.

BACKGROUND PROVIDED BY MSBA:

On August 26, 2026, Minnesota Attorney General Keith Ellison announced a nationwide settlement worth up to $17.1 billion with Meta Platforms, Inc., the parent company of Facebook and Instagram. The settlement resolves claims brought in 2023 by Minnesota and a bipartisan coalition of 47 states, the District of Columbia, and several territories that Meta designed its platforms with addictive features, knowingly exposed young users to serious mental health harms, and misled the public about the safety of its platforms. Meta has denied the allegations. Texas, Florida, and New Mexico did not join the national suit and are pursuing their own claims.

Meta will pay the settling states a minimum of $12.2 billion over 10 years, and up to $17.1 billion if Snapchat, TikTok, and YouTube agree to comparable terms. Minnesota will receive a guaranteed minimum of about $214 million, or roughly $21.4 million per year over 10 years, and could receive up to about $307 million if the additional payments are triggered. The settlement was reached in August 2026. Because Minnesota adopts a biennial budget, allocations are likely to be made every two years, with the first decisions expected in the 2027 session for the fiscal year 2028–29 biennium.

The settlement also requires Meta to make significant changes to Instagram and Facebook for users ages 13 to 17, including a combined two-hour daily time limit with mandatory pauses, a nighttime block from midnight to 6 a.m., no push notifications on weekdays from 8 a.m. to 3 p.m. during the school year, stronger age verification and parental controls, safeguards against bullying and harmful content, and limits on beauty filters and visible "like" counts. An independent auditor will monitor Meta's compliance.

The settlement does not automatically direct money to schools. MSBA would need to seek a specific state dedication of the proceeds. Three key questions and answers:

1. Who has authority to allocate Minnesota's money?

The settlement's Minnesota provision, paragraph 24, gives the Attorney General discretion to use the payment for lawful purposes in accordance with Minnesota Statutes §§ 8.31 and 8.37. That is not unrestricted spending authority. Under state law, recoveries of this kind generally go to the state's general fund, while § 8.37 sets separate rules for consumer restitution. The Legislature is the appropriate body to establish dedicated school aid from proceeds available for appropriation, with the Attorney General involved in confirming which funds are available.

2. What restrictions apply to its use?

Minnesota's settlement provision permits lawful purposes under those statutes; it does not specifically reserve the money for schools, mental health, or school security. Money placed in the consumer protection restitution account has narrower restrictions: it must compensate eligible consumers and cover permitted administrative costs. School funding is therefore a policy request, not an existing entitlement. The strongest case connects spending directly to the harms at issue in the lawsuit, including student mental health services, cyberbullying prevention, digital literacy, family education, and early intervention.

3. When will payments arrive?

- The initial guaranteed installment is due within 30 days of the settlement's effective date.
- Later guaranteed installments are due January 15 of each following year, beginning January 15, 2027.

Minnesota's guaranteed total is approximately $214 million, potentially increasing to about $307 million if conditions involving other social media companies are met. The higher amount should not be treated as guaranteed revenue.

Court documents list a broad set of suggested uses for settlement funds, including youth crisis and suicide intervention services, youth mental health programs, after-school and outdoor programs, digital literacy and phone-free zones, public awareness campaigns, training for providers, and grants to school districts and other local governments. Some states, including Delaware, Nevada, California, and Arizona, have agreed to spend at least some of their funds to address the effects of social media on children and teens.

Experience with past multistate settlements, such as the tobacco and opioid settlements, shows that funds can be absorbed into a state's general fund or spent on purposes only loosely related to the original harm unless the Legislature directs them otherwise. Advocates have recommended dedicated allocations, public reporting on how funds are spent, and requirements that settlement funds supplement rather than replace existing resources.

The state settlement is separate from the claims that school districts have filed on their own behalf. An estimated 1,200 school districts nationwide have filed youth social media claims against Meta and other companies, and nothing in the state settlement prevents those cases from moving forward.

Sources:

Minnesota Reformer: Minnesota wins $214M settlement from Meta in teen addiction case (August 2026)

NPR: Meta, states agree to $17 billion settlement in child safety trial (August 2026)

Meta multistate settlement agreement (2026), as posted by the Massachusetts Attorney General

Office of the Minnesota Attorney General, news release on the Meta settlement (August 26, 2026)

St. Paul Pioneer Press coverage of the Meta settlement (August 2026)

Bose Public Affairs Group, Meta Settlement Background, FAQ, & Advocacy Playbook, memo to the Consortium of State School Boards Associations (September 14, 2026)

RATIONALE:

The harms addressed by this settlement have been felt every day in Minnesota's public schools. Schools are on the front lines of the youth mental health crisis, cyberbullying, online threats, and the disruption that social media brings into classrooms. School counselors, social workers, nurses, teachers, and administrators respond to these harms, often with limited resources. It is fitting that resources recovered on behalf of Minnesota's young people be directed to the schools that serve them.

Nothing in the settlement requires the State of Minnesota to invest these funds in students. The settlement allows Minnesota's payment to be used for any lawful purpose, and without clear direction from the Legislature, the funds could be absorbed into the general fund or spent on purposes unrelated to the harms the lawsuit sought to address. MSBA believes the most effective use of Minnesota's share is direct aid to public school districts for safe schools purposes, which would reach students in every community in the state.

Directing the funds through a new, dedicated state aid allocation aligned with the purposes of the Safe Schools Formula would build on a structure districts already know and use. Today, safe schools revenue is raised entirely through a local property tax levy, so a dedicated state aid would provide new resources for safety without adding to local property taxes. The eligible uses in the resolution, including mental health supports, counseling, cyberbullying prevention, cybersecurity, digital literacy, threat assessment, physical security, and staff training, closely match both the purposes of safe schools revenue and the uses suggested in the settlement itself.

Local flexibility is essential. Safety and student support needs differ from district to district, and school boards are best positioned to determine whether their students most need additional counselors, security improvements, cybersecurity protections, or prevention programs. The resolution is also consistent with MSBA's existing positions supporting dedicated funding for

school-based mental health services, staff training on mental health, cybersecurity, and safe schools.

Minnesota will receive roughly $21.4 million per year over the next 10 years, and decisions about how to use the first installments are likely to be made in the 2027 legislative session. Acting now gives MSBA the opportunity to make the case for students before those decisions are made. Funds dedicated to schools should supplement, not replace, existing state education funding, and districts should be able to count on them for the full term of the settlement.

Therefore, MSBA recommends passage.

SUPPLEMENTAL DOCUMENT: Minn. Stat. § 126C.44 Safe Schools Revenue

126C.44 SAFE SCHOOLS REVENUE.

Subdivision 1. **Safe schools revenue for school districts.** A school district's safe schools revenue equals its safe schools levy.

Subd. 2. **School district safe schools levy.** A school district's safe schools levy equals $36 times the district's adjusted pupil units for the school year.

Subd. 3. **Safe schools revenue for intermediate school districts.** A school district that is a member of an intermediate school district may include in its levy authority under this section the costs associated with safe schools activities authorized under this section for intermediate school district programs. This authority must not exceed the product of $15 and the adjusted pupil units of the member districts. This authority is in addition to any other authority authorized under this section. Revenue raised under this subdivision must be transferred to the intermediate school district.

Subd. 4. **Use of safe schools revenue.** (a) Safe schools revenue must be reserved and used for directly funding the following purposes or for reimbursing the cities and counties who contract with the district for the following purposes:

(1) to pay the costs incurred for the salaries, benefits, and transportation costs of peace officers and sheriffs for liaison in services in the district's schools;

(2) to pay the costs for a drug abuse prevention program as defined in section 609.101, subdivision 3, paragraph (e), in the elementary schools;

(3) to pay the costs for a gang resistance education training curriculum in the district's schools;

(4) to pay the costs for security in the district's schools and on school property;

(5) to pay the costs for other crime prevention, drug abuse, student and staff safety, voluntary opt-in suicide prevention tools, and violence prevention measures taken by the school district;

(6) to pay costs for licensed school counselors, licensed school nurses, licensed school social workers, licensed school psychologists, and licensed alcohol and substance use disorder counselors to help provide early responses to problems;

(7) to pay for facility security enhancements including laminated glass, public announcement systems, emergency communications devices, and equipment and facility modifications related to violence prevention and facility security;

(8) to pay for costs associated with improving the school climate;

(9) to pay costs for colocating and collaborating with mental health professionals who are not district employees or contractors; or

(10) to pay for the costs of cybersecurity measures, including updating computer hardware and software, other systems upgrades, and cybersecurity insurance costs.

(b) For expenditures under paragraph (a), clause (1), the district must initially attempt to contract for services to be provided by peace officers or sheriffs with the police department of each city or the sheriff's department of the county within the district containing the school receiving the services. If a local police department or a county sheriff's department does not wish to provide the necessary services, the district may

contract for these services with any other police or sheriff's department located entirely or partially within the school district's boundaries.

History: *1975 c 432 s 75; 1976 c 271 s 81; 1977 c 447 art 6 s 8; 1978 c 764 s 105; 1982 c 548 art 6 s 21; 1983 c 314 art 6 s 24; 1984 c 463 art 6 s 6; 1986 c 444; 1987 c 398 art 1 s 21; art 6 s 12; 1988 c 486 s 85; 1988 c 718 art 6 s 20,21; 1988 c 719 art 5 s 84; 1989 c 329 art 6 s 48; art 13 s 9-11,20; 1Sp1989 c 1 art 2 s 11; 1990 c 426 art 2 s 1; 1990 c 562 art 6 s 33; art 7 s 10; art 10 s 9-11; 1990 c 596 s 3; 1991 c 130 s 29; 1991 c 265 art 5 s 12; 1991 c 291 art 4 s 1; 1992 c 499 art 6 s 29; art 7 s 11,26; art 12 s 29; 1992 c 511 art 2 s 21; art 5 s 9; 1992 c 603 s 11; 1993 c 224 art 7 s 13; art 8 s 3,4; 1994 c 647 art 8 s 9; 1Sp1995 c 3 art 1 s 17; art 16 s 13; 1996 c 412 art 4 s 10; art 13 s 18; 1997 c 66 s 79; 1Sp1997 c 4 art 1 s 26-28; art 2 s 31; 1998 c 397 art 7 s 112,164; 1999 c 241 art 2 s 48; 2000 c 254 s 44; 2000 c 489 art 2 s 24; 2002 c 377 art 5 s 4; 1Sp2003 c 9 art 2 s 38; 2006 c 263 art 1 s 15; 2007 c 146 art 1 s 14; 2008 c 363 art 2 s 24; 2009 c 96 art 1 s 17; 1Sp2011 c 11 art 1 s 24; 2013 c 116 art 1 s 53; 2014 c 312 art 15 s 20; 2022 c 98 art 4 s 51; 2023 c 55 art 8 s 15*

SUPPLEMENTAL DOCUMENT: Meta Settlement Payments by State

Payments are made in annual installments over 10 years. The guaranteed installment is paid to each settling state regardless of other companies' actions. The contingent installment is paid only if Snapchat, TikTok, and YouTube each adopt comparable safety measures and reach their own settlements. Minnesota is highlighted.

State or Territory	Guaranteed Annual Installment	Contingent Annual Installment	Maximum Total Payment (10 Years)
Alabama	$11,734,540.91	$5,057,609.31	$167,921,502.24
Alaska	$1,665,969.26	$718,035.90	$23,840,051.61
American Samoa	$112,888.64	$48,655.22	$1,615,438.59
Arizona	$21,052,648.15	$9,073,731.15	$301,263,792.98
Arkansas	$17,245,993.63	$7,433,055.85	$246,790,494.82
California	$153,594,791.69	$66,199,645.57	$2,197,944,372.61
Colorado	$42,961,077.28	$18,516,305.52	$614,773,828.07
Connecticut	$17,518,422.57	$7,550,473.24	$250,688,958.09
Delaware	$6,936,927.44	$2,989,828.84	$99,267,562.75
District of Columbia	$9,039,594.05	$3,896,082.12	$129,356,761.71
Georgia	$9,577,578.80	$4,127,954.57	$137,055,333.72
Hawaii	$5,314,500.79	$2,290,559.88	$76,050,606.70
Idaho	$8,551,843.74	$3,685,860.82	$122,377,045.62
Illinois	$53,667,953.78	$23,130,989.53	$767,989,433.10
Indiana	$28,652,276.11	$12,349,185.17	$410,014,612.79
Iowa	$12,648,539.14	$5,451,544.28	$181,000,834.22
Kansas	$13,435,448.10	$5,790,703.53	$192,261,516.27
Kentucky	$35,816,010.72	$15,436,768.33	$512,527,790.52
Louisiana	$17,325,335.40	$7,467,252.31	$247,925,877.07
Maine	$5,268,880.23	$2,270,897.34	$75,397,775.63
Maryland	$22,908,326.56	$9,873,532.05	$327,818,586.13
Massachusetts	$34,805,364.98	$15,001,178.10	$498,065,430.80
Michigan	$17,164,074.99	$7,397,748.77	$245,618,237.52
Minnesota	**$21,434,104.09**	**$9,238,139.38**	**$306,722,434.66**
Mississippi	$18,897,725.88	$8,144,955.58	$270,426,814.55
Missouri	$10,626,902.51	$4,580,215.07	$152,071,175.85
Montana	$8,896,284.26	$3,834,315.34	$127,305,996.00
Nebraska	$14,052,534.38	$6,056,668.88	$201,092,032.56
Nevada	$17,813,380.59	$7,677,600.71	$254,909,812.95
New Hampshire	$15,354,076.24	$6,617,635.88	$219,717,121.20
New Jersey	$52,564,567.30	$22,655,427.87	$752,199,951.77
New York	$78,949,551.70	$34,027,406.03	$1,129,769,577.26
North Carolina	$45,167,732.01	$19,467,377.88	$646,351,098.91
North Dakota	$1,354,699.62	$583,878.10	$19,385,777.24

State or Territory	Guaranteed Annual Installment	Contingent Annual Installment	Maximum Total Payment (10 Years)
N. Mariana Islands	$107,481.52	$46,324.74	$1,538,062.63
Ohio	$31,924,434.72	$13,759,491.71	$456,839,264.34
Oklahoma	$22,860,449.12	$9,852,896.79	$327,133,459.06
Oregon	$12,536,017.24	$5,403,047.13	$179,390,643.69
Pennsylvania	$49,280,920.68	$21,240,169.97	$705,210,906.46
Puerto Rico	$12,467,026.29	$5,373,311.90	$178,403,381.90
Rhode Island	$4,505,352.31	$1,941,815.36	$64,471,676.78
South Carolina	$23,896,650.97	$10,299,501.74	$341,961,527.12
South Dakota	$4,841,598.67	$2,086,738.18	$69,283,368.42
Tennessee	$51,674,036.64	$22,271,607.48	$739,456,441.19
Utah	$20,617,667.79	$8,886,253.79	$295,039,215.83
Vermont	$8,873,571.07	$3,824,525.91	$126,980,969.79
Virginia	$35,377,257.50	$15,247,664.86	$506,249,223.56
Washington	$23,683,660.48	$10,207,702.44	$338,913,629.19
West Virginia	$7,658,427.14	$3,300,796.57	$109,592,237.12
Wisconsin	$21,916,703.48	$9,446,140.63	$313,628,441.06
Wyoming	$1,330,373.40	$573,393.45	$19,037,668.57
Total	**$1,165,662,174.56**	**$502,402,600.77**	**$16,680,647,753.22**

Source: Bose Public Affairs Group, Meta Settlement Background, FAQ, & Advocacy Playbook, memo to the Consortium of State School Boards Associations (September 14, 2026), Part 4. Texas, Florida, and New Mexico are not settling states and are not listed.

2026 Delegate Assembly
Proposed Legislative Resolution

TITLE OF RESOLUTION # 2: Modernize Minnesota School Safety Statutes

SUBMITTED BY: Bloomington Public Schools

RECOMMENDATION: Passage

BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO modernize and streamline Minnesota's school safety statutes by aligning emergency preparedness requirements with evidence-based response protocols; strengthening behavioral threat assessment, anonymous reporting, and timely information sharing among schools, law enforcement, and appropriate agencies; and providing sustainable funding for training, mental health services, and early intervention to improve school safety, prevention, response, and recovery.

BACKGROUND PROVIDED BY SCHOOL DISTRICT:

Together, these sources support shifting Minnesota school safety statutes and policies toward an integrated prevention, intervention, preparedness, and response framework:

- Research from The Violence Prevention Project demonstrates that targeted violence is frequently preceded by observable crisis behaviors and leakage of intent.
- U.S. Secret Service National Threat Assessment Center guidance supporting multidisciplinary behavioral threat assessment and intervention.
- Cybersecurity and Infrastructure Security Agency guidance emphasizing effective reporting, triage, and threat assessment.
- Emerging state legislative models, including Utah and Colorado, that recognize standardized, action-based emergency response protocols and trauma-informed school safety practices.

CURRENT LAW:

Minnesota's school safety laws are spread across several chapters; there is no single school safety statute. Below is a broad inventory of the statutes that directly address safety in public schools, followed by related laws governing health, facilities, transportation, and child protection.

1. Emergency planning, threats, weapons, and school security

Minnesota statute	What it addresses
§ 121A.035	**Crisis management policies.** Requires district and charter school policies developed with school and community partners. Includes at least five lockdown drills, five fire drills, and one tornado drill.
§ 121A.0361—2026 enactment	**Anonymous threat reporting systems.** Requires boards to adopt a policy and report their selected system by **June 30, 2027**, and implement a local or statewide system by **July 1, 2028**.
§ 121A.038	**Active shooter drills and simulations.** Establishes age-appropriate, accessible, trauma-informed procedures, parent notification and opt-out protections, and restrictions on student participation in simulations.
§ 299F.30	**School fire drills, doors, and exits.** Requires at least five fire drills and exits that can be opened from inside during school hours.
§ 121A.05	**Referral of firearm possessors.** Requires a school board policy for referring students who bring firearms to school to the criminal or juvenile justice system.
§ 121A.06	**Reporting dangerous weapon and active shooter incidents** in school zones.
§ 121A.44	**Firearm-related expulsion.** Establishes a one-year expulsion requirement, subject to case-by-case modification by the board.
§ 609.66, subd. 1d	**Dangerous weapons on school property.** Establishes criminal prohibitions and exceptions.
§ 609.605, subd. 4	**Trespass on school property.** Addresses unauthorized entry and refusal to leave.
§ 609.713	**Threats of violence.** Applies to threats involving schools as well as other settings.
§ 626.8482	**School resource officers.** Governs duties, training, agency policies, and limits on using police authority for school discipline.
§ 121A.72	**School locker inspections and searches**, including conditions for searching students' personal possessions.

Sources: crisis management and drills; 2026 threat-reporting law; weapons reporting; firearm expulsion; criminal provisions; and SRO requirements. revisor.mn.gov

§ 121A.037 is titled "School Safety Drills," but principally covers private schools and institutions not subject to § 121A.035. Public school district and charter school drill requirements are in § 121A.035. revisor.mn.gov

2. Violence prevention, bullying, harassment, and discipline

Minnesota statute	What it addresses
§ 121A.03	**Harassment and violence policies**, including reporting, investigation, and responses.
§ 121A.031	**School student bullying policies**, including prohibited conduct, investigations, responses, and staff training.
§ 121A.0311	**Notice of student and parent rights and responsibilities** under the Safe and Supportive Minnesota Schools Act.
§ 121A.0312	**Malicious and sadistic conduct**, including specified discriminatory conduct.
§ 121A.69	**Hazing prevention policies.**
§ 120B.22	**Violence prevention education.** The Revisor flags a 2026 amendment to subdivision 1.
§§ 121A.40–121A.56	**Pupil Fair Dismissal Act.** Governs suspension, exclusion, expulsion, procedural protections, reporting, and district policies. Particularly relevant are §§ 121A.43–.47 and .55.
§ 121A.575	**Alternatives to suspension.**
§ 121A.58	**Prohibitions on corporal punishment, prone restraint, and certain physical holds.**
§ 121A.582	**Reasonable force**, including circumstances for intervention and related reporting.
§§ 121A.60–121A.61	**Discipline and removal from class**, including district policy requirements.
§ 121A.612	**Unscheduled removal from class.** Encourages parent-notification policies and addresses child abuse prevention practices.
§ 121A.64	**Teacher notification about students with a history of violent behavior.**

Minnesota statute	What it addresses
§ 121A.65	**Annual review of school and district discipline policies.**
§§ 125A.0941–125A.0942	**Restrictive procedures for children with disabilities**, including definitions, limitations, training, documentation, and oversight.
§ 363A.13	**Discrimination in educational institutions** under the Minnesota Human Rights Act.

Sources: bullying and harassment laws; discipline and physical intervention provisions; special education restrictive procedures; and educational discrimination. revisor.mn.gov

3. Student health, medical emergencies, and mental health

Minnesota statute	What it addresses
§ 121A.15	**Student immunization and health standards**, including exemptions and records. Two subdivisions were amended in 2026.
§§ 121A.20–121A.21	**School health services and nursing support.**
§ 121A.22	**Administration of medication at school.**
§§ 121A.2205 and 121A.2207	**Epinephrine and life-threatening allergies**, including student access and authorization for stock supplies.
§ 121A.221	**Student possession and use of asthma inhalers.**
§ 121A.224	**Opiate antagonists.** Requires supplies at school sites, including at least two nasal doses per building.
§ 121A.24	**Seizure action plans and training.**
§ 121A.241	**Cardiac emergency response plans.** Required beginning in **2026–27**, including response teams, AED provisions, drills, and annual board review.
§ 121A.35	**Suicide prevention information** on specified student identification cards, handbooks, and planners.
§ 120B.21	**Mental health education.** Instruction becomes required beginning in **2026–27**.
§ 122A.187	**Teacher license renewal training**, including relevant mental health and suicide prevention requirements.

Minnesota statute	What it addresses
§§ 121A.25–121A.26; 121A.28–121A.29	**Chemical abuse preassessment teams, associated records, and reporting.**
§§ 121A.37–121A.38	**Youth sports concussion protections**, including training, removal from play, and return-to-play procedures.
§ 144.4165	**Tobacco and electronic delivery device restrictions in public schools.**

Sources: school health and medication provisions; emergency response plans; mental health instruction; concussion procedures; and tobacco restrictions. revisor.mn.gov

4. Building, environmental, laboratory, and fire safety

Minnesota statute	What it addresses
§ 123B.56	**Health, safety, and environmental management**, including hazard assessment, training, records, and compliance activities.
§ 123B.57	**Health and safety projects and policies**, including eligible facility-related work.
§ 123B.595	**Long-term facilities maintenance revenue and planning**, including eligible health and safety projects.
§ 123B.571	**Radon testing.** Provides a voluntary framework and requirements associated with testing and reporting.
§ 123B.572	**Solar panel fire safety.**
§ 123B.58	**Disability access and fire safety improvements** to school buildings.
§ 121A.30	**Pesticide application notices and related protections.**
§ 121A.31	**School laboratory safety.** Requires superintendent oversight of compliance with laboratory safety requirements.
§ 121A.32	**Eye protection** in specified instructional activities.
§ 121A.33	**Restrictions on mercury use in schools.**
§ 121A.335	**Lead in school drinking water**, including testing and related response requirements.
§ 121A.336	**Notification of environmental hazards.**

Sources: facilities statutes and school environmental and laboratory safety provisions. revisor.mn.gov

5. Transportation and travel to school

Minnesota statute	What it addresses
§ 123B.90	**Student school bus safety training.**
§ 123B.91	**District transportation safety policies** and designation of a transportation safety director.
§ 121A.34	**School safety patrols.**
§§ 121A.585–121A.59	**Bus recording-device notices and bus riding privileges.**
Chapter 169—school bus provisions	**Bus operations, equipment, inspections, loading and unloading, and other traffic safety protections.** Relevant provisions include §§ 169.44–169.45, 169.4501–169.451, and 169.454.
§ 171.321	**School bus driver qualifications and licensing.**
§ 171.3215	**School bus driver background checks.**

Sources: transportation policy and training laws, school bus traffic provisions, and driver qualifications. revisor.mn.gov

6. Safety funding, employee screening, child protection, and information sharing

Minnesota statute	What it addresses
§ 126C.44	**Safe Schools Revenue.** Authorizes funding for security, violence prevention, school support professionals, facility security improvements, school climate, mental health collaboration, and cybersecurity.
§ 123B.03	**School employee background checks** and related screening provisions.
Chapter 260E, particularly § 260E.06	**Reporting suspected child maltreatment.** Includes duties of education professionals who are mandated reporters.
§ 13.32	**Educational data privacy and permitted disclosures**, relevant to safety-related information sharing.

Minnesota statute	What it addresses
§ 182.653	**Employer workplace safety duties**, applicable to school districts as employers.

Sources: safety funding, screening, maltreatment reporting, educational records, and workplace safety. revisor.mn.gov

BACKGROUND PROVIDED BY MSBA:

These official state resources are the strongest starting points for current, comprehensive guidance. Guidance supports implementation; it does not replace statutory requirements.

Resource	Description
Minnesota School Safety Center — Department of Public Safety	Statewide starting point for emergency planning, facility assessments, threat assessment, crisis communication, training, and technical assistance. Services are available free to schools.
School Safety Resources — Department of Public Safety	Broad topic collection covering cybersecurity, bullying, de-escalation, emergency planning, drugs, reunification, facilities, and transportation.
Crisis Management — Minnesota Department of Education	Central collection of the state's model policy, emergency planning resources, crisis response supports, threat assessment resources, and alternative drill education.
Model Crisis Management Policy—PDF — Minnesota Department of Education	The version currently linked by MDE is **revised October 2024**. Covers building-specific plans, response procedures, communications, accessibility, visitor management, and recovery.
Safe and Supportive Schools — Minnesota Department of Education	Companion resource for prevention and school climate work.
Disaster and Emergency Preparedness — Minnesota Department of Health	Adds the school health perspective, including medical emergencies and cardiac emergency response planning.

The descriptions above reflect the agencies' current resource pages and the model policy presently linked by MDE. Minnesota Department of Public Safety

RATIONALE:

Minnesota's school safety framework has become a complex patchwork of laws, policies, mandates, and administrative requirements developed over **113 years—from fire safety provisions with roots in 1913 to anonymous threat reporting requirements enacted in 2026.** Although individual laws have been amended, new requirements have often been added without examining how they interact, whether they remain relevant, or whether they reflect current school safety best practices.

School districts must navigate requirements scattered across multiple statutory chapters, state agencies, administrative rules, mandatory policies, emergency planning obligations, reporting requirements, and training mandates. Responsibility is divided among education officials, public safety agencies, health authorities, fire officials, and other regulatory bodies. Each brings important expertise, but no coordinated statutory framework ensures these requirements work together.

The breadth of these obligations is evident in requirements for crisis management and bullying prevention policies, emergency drills, staff training, incident reporting, environmental safety procedures, and anonymous threat reporting systems. The 2026 law alone adds a policy adoption deadline of June 30, 2027, and a system implementation deadline of July 1, 2028.

The consequences of this fragmented approach are significant. School boards and administrators must understand, reconcile, implement, document, and monitor extensive legal obligations while fulfilling their primary responsibility: protecting students and staff. This complexity creates opportunities for inadvertent noncompliance, inconsistent implementation, duplication, and conflicts with evolving best practices. Failure to navigate these requirements correctly can threaten student safety, create legal liability, result in regulatory findings and financial costs, and undermine public trust. **Most importantly, confusion over procedures during an emergency can cost precious time when seconds matter.**

The evolution of school safety illustrates why modernization is urgently needed. **A century ago, the central concern was getting children safely out of a burning building. Today, schools must also prevent dangerous armed individuals from getting inside.** Fire safety laws emphasize evacuation and accessible exits, while modern security practices require controlled entrances, visitor screening, lockdown procedures, and protection against violent intruders. Depending on the threat, staff may need to evacuate, shelter in place, or secure

classrooms. These procedures must be coordinated so compliance with one requirement does not undermine another.

Schools also face threats unimaginable when many of these laws were written. A threatening social media post can disrupt an entire district before classes begin. Cyberbullying follows students beyond school grounds. Ransomware attacks can compromise confidential information and interrupt essential operations. Schools must now address behavioral threat assessment, cybersecurity, crisis communication, family reunification, and the psychological effects of emergencies—responsibilities extending far beyond traditional fire and severe weather drills.

Even longstanding protections demonstrate the need for review. Minnesota's school eye protection law originated in 1967 and continues to reference a 1968 safety standard. Protecting students' eyes remains essential, but decades-old references raise questions about whether statutory language reflects current equipment, technology, and nationally recognized safety standards.

Our understanding of student needs has also changed dramatically. Current law recognizes that active shooter drills must be age-appropriate, accessible, and trauma-informed. Emergency procedures must account for students with disabilities, mobility limitations, hearing impairments, medical needs, and other circumstances requiring individualized assistance. Effective school safety must protect both physical security and emotional well-being before, during, and after an emergency.

A comprehensive legislative review would provide an opportunity to inventory existing requirements, eliminate outdated provisions, reconcile conflicting mandates, clarify agency responsibilities, streamline reporting and training, and align state law with evidence-based safety practices. The review should include school boards, administrators, educators, students, families, emergency responders, disability advocates, mental health professionals, and relevant state agencies.

The goal is not to weaken school safety protections, but to make them more effective, consistent, understandable, and achievable. A modernized, coordinated framework—supported by sustainable funding, clear guidance, practical training, and technical assistance—would reduce compliance burdens, strengthen accountability, preserve local decision-making, and allow districts to focus resources where they matter most: preventing harm, responding effectively to emergencies, and keeping Minnesota students and school employees safe.

About 850,000 Minnesota students attend school in 2026. Their safety should be supported by laws that work together for today's realities and can adapt to tomorrow's risks.

Therefore, MSBA recommends passage.

2026 Delegate Assembly
Proposed Legislative Resolution

TITLE OF RESOLUTION # 3: Repeal Proposed Special Education Cuts

SUBMITTED BY: Moorhead Area Public Schools and Rush City Public Schools

RECOMMENDATION: Passage

BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO reject all proposed cuts to state special education funding, including the $250,000,000 reduction, and commit to fully funding the special education cross-subsidy.

BACKGROUND PROVIDED BY SCHOOL DISTRICT:

The special education funding crisis stems from a persistent federal unfunded mandate paired with state-level budget pressures. Under the federal Individuals with Disabilities Education Act (IDEA)—originally passed in 1975 as the Education of the Handicapped Act—Congress pledged to cover 40% of the additional cost to educate students with disabilities. In practice, federal funding has historically hovered around 10% to 15%. Minnesota has attempted to cover more of this shortfall than most states, but local districts still face a massive gap known as the special education cross-subsidy—the unreimbursed cost of special education services that districts must pay out of their general funds.

Because federal IDEA mandates are legally non-negotiable, unreimbursed costs force school districts to siphon vital general education dollars to cover the deficit. The legislature must eliminate this cross-subsidy gap, index special education aid to inflation, and protect local operating budgets. Fully funding special education ensures every Minnesota student receives a Free Appropriate Public Education (FAPE) without compromising regular classroom resources, staffing, and core academic programming.

Directing a Blue Ribbon Commission to cut $250 million from state special education funding exacerbates this deficit, creating severe challenges for local school districts:

Legal Non-Negotiability: Federal law strictly mandates that districts provide a Free Appropriate Public Education (FAPE) and honor all Individualized Education Programs (IEPs). Districts cannot legally trim services, reduce required accommodations, or decline to serve students with complex needs to match reduced state funding.

Forced General Fund Siphoning: Because special education services are legally protected, any state funding loss forces districts to transfer millions of dollars out of their General Education budgets to cover the remaining cross-subsidy.

Erosion of General Education Programming: Expanding the cross-subsidy forces cuts to non-mandated general education programs. This directly causes larger class sizes, reduced course options (e.g., electives, advanced coursework, vocational training), and staff reductions among regular classroom teachers, counselors, and support staff.

Increased Deficits and Tax Burden: A $250 million funding drop threatens to push more Minnesota districts into statutory operating debt. To maintain baseline operations, districts are forced to repeatedly ask local voters for property tax operating levies, widening equity gaps between wealthier and lower-property-wealth communities.

Compounded Staffing Pressures: Special education relies heavily on specialized staff, including paraprofessionals, occupational therapists, and speech pathologists. Reduced funding hampers competitive pay and retention in high-demand roles, resulting in heavier caseloads, staff burnout, and potential compliance issues for districts.

CURRENT LAW:

2025 First Special Session, Chapter 10, Article 7, Section 8 directs a $250 million biennial reduction beginning FY 2028–29. If enacted recommendations do not achieve that amount, the shortfall is deducted from special education cross-subsidy aid.

125A.76 SPECIAL EDUCATION AID governs special education aid, including cross-subsidy aid.

BACKGROUND PROVIDED BY MSBA:

Blue Ribbon Commission on Special Education — Fiscal Recommendations

The 2025 Legislature directed the Blue Ribbon Commission on Special Education to identify $250 million in biennial spending reductions beginning in FY 2028–29. The Commission submitted its final report on October 1, 2026.

The Commission unanimously recommended that the Legislature repeal the statutory requirement for these reductions, recognizing the potential harm to students, schools, and families. To fulfill its legislative charge, the Commission also identified four specific funding changes totaling approximately $255.3 million in estimated biennial reductions.

Five Fiscal Recommendations

1. Repeal the $250 Million Special Education Funding Reduction

   The Commission unanimously recommended that the Legislature repeal the requirement to reduce special education funding by $250 million. Members recognized that both the proposed reductions and the automatic reduction in cross-subsidy aid could harm students, particularly those with significant needs. The Commission developed the remaining options to comply with its legislative charge, not because it supported reducing special education funding.

   Estimated spending reduction over biennium: Not applicable

2. Eliminate the Special Education Formula Hold-Harmless Provision

   This recommendation would eliminate a provision that protects school districts from certain reductions in special education formula funding. Removing the provision would reduce state expenditures but could result in funding losses for affected districts.

   Estimated spending reduction over biennium: $10.3 million

3. Restructure Alternative Delivery of Specialized Instructional Services (ADSIS) Funding

   The Commission proposed moving ADSIS funding from the special education formula to a per-pupil allocation within general education funding. ADSIS provides targeted academic and behavioral interventions intended to help students succeed before they require more intensive special education services. The proposal would change the funding structure and substantially reduce state expenditures.

   Estimated spending reduction over biennium: $130.5 million

4. Eliminate Special Education Charter School Tuition Aid

   The recommendation would eliminate the state's portion of charter school special education tuition aid from the special education formula. The change would reduce state expenditures but alter the funding available to support special education costs associated with charter school students.

   Estimated spending reduction over biennium: $15.1 million

5. Restructure FIN 728 Non-Special-Education Transportation Funding

   The Commission recommended moving certain transportation expenditures currently included in special education transportation funding into a separate, capped funding stream. The proposal would establish clearer eligibility requirements and prorate payments when eligible claims exceed available funding.

   Estimated spending reduction over biennium: $99.4 million

   Total estimated spending reduction over biennium: $255.3 million

Additional Recommendations

Beyond the fiscal recommendations, the Commission identified opportunities to improve special education services and reduce administrative costs. These include reviewing previous paperwork-reduction recommendations, strengthening teacher recruitment and licensure pathways, expanding Grow Your Own programs for related service providers, reducing barriers to third-party billing, and investing in Multi-Tiered Systems of Support (MTSS) outside the special education funding formula. The Commission also recommended expanding Full-Service Community Schools grants and studying dispute-resolution practices to identify ways to reduce legal and administrative costs. These recommendations offer opportunities to improve services and address cost pressures without requiring a predetermined reduction in special education funding.

Source: Blue Ribbon Commission on Special Education: Recommendations to the Minnesota Legislature, September 2026.

Minnesota Department of Education — FY 2025 Special Education Cross-Subsidies Report

The Minnesota Department of Education (MDE) annually reports to the Legislature on the amount of general education revenue school districts use to cover special education costs not reimbursed by state and federal funding. The report provides statewide and district-level data on the special education cross-subsidy, including historical trends and projections through FY 2029.

The report documents significant progress in reducing the special education cross-subsidy following the Legislature's 2023 investment in special education funding. Statewide, the adjusted net cross-subsidy declined from $724.4 million in FY2023 to $502.6 million in FY2024, a reduction of nearly $222 million, or 30.6%. It increased slightly to $513.7 million in FY2025 and is projected to remain near $518 million in FY2029 under current funding assumptions.

The report also shows that state and federal funding covered 74.8% of special education expenditures in FY2023. Following the 2023 legislative changes, that share is projected to reach 88.5% by FY2029. This represents substantial progress toward reducing the amount school districts must divert from general education to pay for required special education services.

The proposed $250 million biennial reduction threatens to reverse this progress. Reducing state special education aid would increase the amount districts must cover with general education revenue. Districts would still be required to provide special education services, but with fewer state resources to pay for them. The result would be a larger cross-subsidy, placing renewed pressure on classroom instruction, staffing, and other educational programs. The MDE projections do not separately model the full impact of the proposed $250 million reduction.

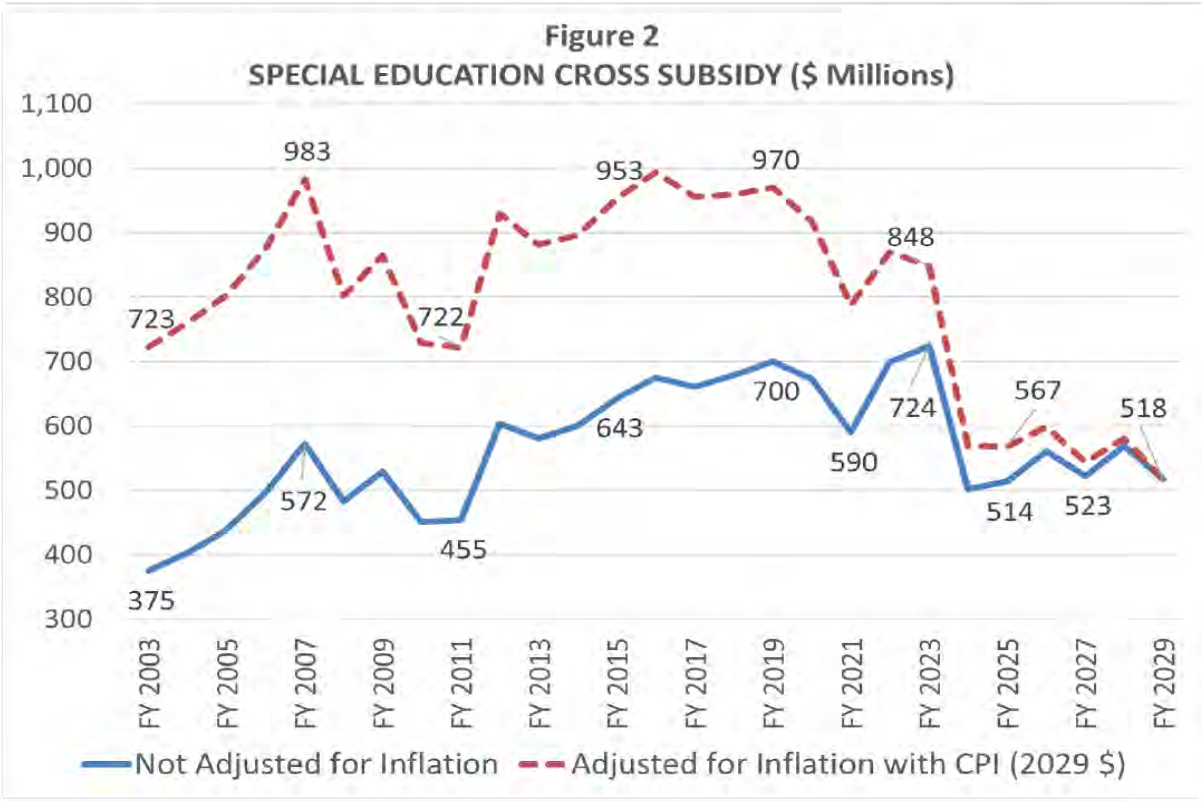
Figure 2: Special Education Cross-Subsidy Trend

The following is the original chart from page 10 of MDE's report, showing the historical cross-subsidy and projected amounts through FY2029.

Figure 2: Special Education Cross-Subsidies

Figure 2 shows the gap between special education expenditures and revenues, generally referred to as the special education cross-subsidy. Amounts are shown in current dollars (not adjusted for inflation) and in FY 2029 dollars (adjusted for inflation using Consumer Price Index).

The Adjusted Net Cross-Subsidy grew quickly between FY 2003 and FY 2007, reaching $572 million in FY 2007. As a result of the 2007 legislation, the cross-subsidy decreased to $484 million in FY 2008 but began to grow again in FY 2009 to $529 million. Due to federal stimulus funds in FY 2010 and carryover in FY 2011, the cross-subsidy dropped below the FY 2008 level in FY 2010 to $451 million and rose slightly in FY 2011 to $455 million. The expiration of federal stimulus funding created an increase in the cross-subsidy in FY 2012. The implementation of the new special education funding formula in FY 2016 slowed but did not eliminate the growth of the cross-subsidy. Changes to the formula beginning in FY 2020 are designed to hold the cross-subsidy per average daily membership (ADM) steady for FY 2020 and FY 2021. Further changes starting in FY 2024 have reduced the cross-subsidy in later years. It is projected to be $518 million in FY 2029.



Source: Minnesota Department of Education, Special Education Cross-Subsidies, FY2025, Figure 2, page 10. The solid line shows current dollar amounts; the dashed line adjusts for inflation in FY2029 dollars.

The chart illustrates the impact of legislative funding decisions. After years of increasing cross-subsidies, the 2023 legislative investment produced a sharp decline beginning in FY2024. Enacting the $250 million biennial reduction would undermine that improvement and shift addi tional special education costs back to school districts.

Reports referenced

- MDE Special Education Cross-Subsidies, FY 2025 — Report to the Legislature — especially pages 8, 10, 14, and Appendix B.
- Blue Ribbon Commission on Special Education — Final Legislative Report, October 2026 — the MDE page provides access to the commission's report and recommendations.

RATIONALE:

MSBA supports Moorhead Area Public Schools' resolution because **the proposed $250 million biennial reduction would reverse years of legislative progress toward reducing the special education cross-subsidy**. Minnesota has deliberately increased state support so that school districts do not have to divert as much general education revenue to pay for legally required special education services. Reducing that support—either directly through the cross-subsidy aid formula or indirectly through other funding reductions—would shift costs back onto local school districts and undermine that progress.

Special education obligations do not disappear when state aid is reduced. Districts must continue to provide services required by students' individualized education programs and federal law. Any resulting funding gap must be absorbed by local budgets, leaving fewer resources for general classroom instruction, staffing, student supports, and other educational priorities. The burden would vary among districts because student needs and unreimbursed costs differ substantially.

The Blue Ribbon Commission's unanimous first recommendation reinforces MSBA's position. Even the group specifically charged with identifying $250 million in savings urged the Legislature not to make the cuts because of the harm they would cause. **Its constructive recommendations on efficiency, early intervention, paperwork, and workforce capacity should be pursued independently** of a predetermined reduction target. Minnesota should continue closing the cross-subsidy, not reverse it.

Therefore, MSBA recommends passage.

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2026 Delegate Assembly
Proposed Legislative Resolution

TITLE OF RESOLUTION # 4: Preserve ADSIS Funding

SUBMITTED BY: Moorhead Area Public Schools

RECOMMENDATION: Passage

BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO preserve the Alternative Delivery of Specialized Instructional Services (ADSIS) program, which provides essential Tier III literacy, math, and behavior interventions that reduce unnecessary special education referrals and narrow achievement gaps for students of color.

BACKGROUND PROVIDED BY SCHOOL DISTRICT:

Eliminating this funding source will not eliminate student need — it will shift costs onto special education and leave thousands of Minnesota students without access to evidence-based, targeted intervention before more restrictive and costly services become necessary.

Minnesota districts lack sufficient Tier III intervention capacity to serve students who do not respond to core instruction and targeted Tier II supports. At Moorhead Area Public Schools, nearly 800 students across six buildings need this level of intensive, small-group intervention, yet current staffing — including a single part-time interventionist for 672 middle school students — falls far short of the need. Without dedicated Tier III capacity, students who could otherwise close their skill gaps are instead being routed toward special education evaluation, and disproportionately so for students of color.

This is a problem because ADSIS is currently the only funding source that supports Tier III intervention, and eliminating it would not eliminate student need — it would eliminate the response to it. Students who need intensive support before a special education evaluation would instead be pushed directly into referral, driving up special education identification rates, cost, and caseloads at a time when districts are already over-referring and over-identifying students, particularly students of color. The result is worse outcomes for students and higher long-term costs for the state, districts, and families than sustaining ADSIS would ever require.

CURRENT LAW:

Minnesota Statutes §125A.50 authorizes MDE-approved ADSIS prevention services for pupils needing academic or behavioral support who might otherwise be referred to special education. Section 125A.78 provides special education aid authority. The Blue Ribbon Commission was established by Laws 2025, First Special Session, chapter 10, article 7, section 7, to recommend reforms while maintaining a free appropriate public education. Section 8 directs an assumed $250 million biennial special education aid reduction beginning FY2028–29 and provides a cross-subsidy-aid reduction mechanism if enacted savings fall short.

ADSIS statute

Special education aid statute

Commission creation and reduction provisions

BACKGROUND PROVIDED BY MSBA:

MDE describes ADSIS as an early intervention program to help students succeed in general education and reduce inappropriate special education referrals. State education finance history identifies the program as established for FY2008. Districts and charter schools apply for approval and reimbursement through state special education aid; ADSIS is not a fixed annual line-item appropriation. MDE estimated $130–$150 million in requests for the FY2026–27 application cycle, actual expenditures may differ.

Sources:

MDE ADSIS program and 2026 fact sheet

MDE FY2026–27 application and funding estimates

MDE school finance history

Blue Ribbon Commission Final Report:

The September 2026 report is listed on MDE's legislative reports page. The commission's recommendations included shifting ADSIS funding to a per-pupil allocation in general education, rather than simply maintaining its existing special education aid mechanism. The commission also acknowledged potential harm from the required reductions and urged repeal of the underlying cuts.

MDE 2026 reports — Blue Ribbon Commission Final Report

RATIONALE:

MSBA supports preserving and adequately funding the **Alternative Delivery of Specialized Instructional Services (ADSIS)** program. Established by the Minnesota Legislature in **2007**, ADSIS serves as a vital general education alternative to special education, delivering proactive, tiered K-12 and preschool interventions in reading, math, and behavior. Its core purpose is to help struggling students succeed within the general education environment, thereby preventing unnecessary or inappropriate special education referrals and Individualized Education Program (IEP) placements.

Approved school districts and charter schools receive funding for ADSIS through the **state special education aid formula**, which subsidizes qualifying local program expenditures. Total state funding for the program is estimated at **$130 million to $150 million** for the SFY 2026–27 cycle. While demand for early intervention has risen with growing student participation across Minnesota, the program faces intense fiscal pressure.

A legislative Blue Ribbon task force has eyed reductions or the complete elimination of ADSIS funding to meet a statutory requirement of **$250 million in special education savings** for the upcoming biennium. Because of how the funding formulas interact, cutting ADSIS will automatically reduce the state's 50% special education cross-subsidy aid, deepening the financial strain on local school districts.

The Minnesota House Research Department and legislative task forces routinely evaluate ADSIS as part of broader K-12 education and special education funding discussions—including examining program growth, interaction with special education "hold harmless" provisions, and proposals to restructure aid formulas, such as evaluating per-student allocation models.

Cutting this program does not remove student needs; it risks shifting them to more intensive services, increasing district cross-subsidies, and weakening early intervention capacity.

- **Local Consequences:** Moorhead's reported need for intensive supports across six buildings illustrates the immediate local consequences if these services are diminished.
- **Commission Directives:** The Blue Ribbon Commission faced a statutory directive to identify savings while protecting a free appropriate public education. Its inclusion of an ADSIS funding change among the options should not be construed as a finding that eliminating early intervention is educationally sound. Indeed, the commission

acknowledged the potential harm of reductions and called for the repeal of the underlying cuts.

Preserving ADSIS aligns with MSBA's broader position that the state should fund special education adequately rather than transfer additional costs to school districts. Any funding redesign should maintain access, account for differing student needs, and avoid reducing the total resources available for intervention.

Therefore, MSBA recommends passage.

2026 Delegate Assembly
Proposed Legislative Resolution

TITLE OF RESOLUTION #5: Streamline Medicaid Billing

SUBMITTED BY: Moorhead Area Public Schools

RECOMMENDATION: Passage

BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO review and streamline school-based Medicaid and third-party billing by coordinating documentation, cost reporting, and audit requirements across agencies; eliminating unnecessary duplication; providing clear and consistent guidance, and fair appeal procedures; and addressing the administrative costs borne by school districts, while preserving federal Medicaid compliance, accountability, and reimbursement eligibility.

BACKGROUND PROVIDED BY SCHOOL DISTRICT:

Moorhead Area Public Schools reports that increasingly complex documentation and audit requirements make it more difficult for school districts to obtain Medicaid reimbursement for eligible health-related services included in students' individualized education programs (IEPs). The district seeks standardized documentation, transparent audits, and administrative requirements that reflect school service delivery.

CURRENT LAW:

125A.21 THIRD-PARTY PAYMENT states school districts must seek reimbursement when eligible services are covered by a child's health insurance. Districts bear the nonfederal share and responsibility for federal disallowances. The law includes family notice and consent protections and allows districts to retain reimbursements for administrative expenses, training, and services benefiting eligible students.

256B.0625 COVERED SERVICES states Medical Assistance covers qualifying IEP/IFSP health-related services, subject to federal Medicaid conditions and requirements for medical necessity, provider qualifications, orders, and documentation. Paragraph (e) calls for bundled or package payment methods to reduce administrative complexity; paragraph (f) establishes cost-based reimbursement and a 60-day appeal window for final rates.

https://www.revisor.mn.gov/statutes/cite/256B.0625

DHS IEP Services Provider Manual: Operational requirements include service-level records, documentation of encounters and time, and cost reporting. These administrative instructions must be distinguished from the statutes themselves.

BACKGROUND PROVIDED BY MSBA:

School-based Medicaid reimbursement involves overlapping educational, clinical, financial, and federal accountability requirements. A district must deliver services required by an IEP regardless of whether a claim ultimately qualifies for Medicaid reimbursement. The statute has long required third-party billing, while documentation and operational guidance have evolved. The Legislature has already expressed an interest in reducing administrative complexity through § 256B.0625, subdivision 26(e).

A current review could identify duplicated records, inconsistent agency instructions, and opportunities for electronic data reuse without weakening the evidence required for federal reimbursement. The submitted district statement does not identify particular agency changes or quantify compliance costs; those matters warrant verification with DHS, MDE, and districts.

RATIONALE:

A streamlined, consistent process could reduce staff time devoted to paperwork and allow more time for student services. Better access to valid reimbursements could also offset eligible special education expenditures and affect the district cross-subsidy. At the same time,

Medicaid is a federal-state program: state agencies cannot simply waive federally required documentation, medical necessity standards, or audits. A more targeted legislative review could establish uniform guidance, predictable audit standards, an accessible dispute process, and transparent accounting of district administrative costs.

The proposal addresses administrative complexity in school-based Medicaid reimbursement. It **would encourage consistent documentation standards, coordination among agencies, transparent audits, and consideration of district compliance costs,** while maintaining federal program safeguards.

Therefore, MSBA recommends passage.

2026 Delegate Assembly
Proposed Legislative Resolution

TITLE OF RESOLUTION # 6: Allow Free and Reduced-Price Forms

SUBMITTED BY: Springfield Public Schools

RECOMMENDATION: Passage

BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO support the Compensatory Revenue Task Force recommendation to restore the application for Educational Benefits as an eligible data source for determining compensatory revenue, alongside direct certification and SUN Bucks applications, until a more accurate, reliable, and stable measure of student poverty is implemented.

BACKGROUND PROVIDED BY SCHOOL DISTRICT:

Springfield reports that moving to direct-certification-only eligibility could reduce its compensatory revenue from $564,835 under its FY2025 comparison to $333,085 under its FY2026 projection—a $231,750 reduction, approximately $375 per pupil. The district reports substantial differences between its October 1 and year-end eligibility counts, particularly for families affected by seasonal employment, delayed enrollment in assistance programs, and eligibility at the reduced-price income level. These are district-provided comparisons, not independently verified state aid entitlements.

CURRENT LAW:

126C.10 GENERAL EDUCATION REVENUE, subdivision 3, governs compensatory education revenue. The 2023 legislative changes moved toward direct-certification-based eligibility; subsequent hold-harmless provisions softened the transition in FY2025 and FY2026. For FY2027, the formula uses direct certification and a building concentration factor, with a statewide funding floor of $857.152 million and a one-time $10 million hold-harmless supplement. These protections do not necessarily prevent individual districts from losing funding.

Task force enabling law

BACKGROUND PROVIDED BY MSBA:

MSBA adopted a position in 2021 because free and reduced-price meal applications were an imperfect poverty proxy. Incomplete and inconsistent household participation could distort counts, and the same educational need could generate different funding depending on whether forms were returned. The intent was to find a better, more consistent, and dependable measure, not to stop counting students in need before a suitable replacement existed.

The Legislature established the 14-member Compensatory Revenue Task Force in 2025 to evaluate the purpose, calculation, distribution, and effectiveness of compensatory revenue. Its final report, released October 15, 2026, recommends retaining poverty as the proxy for educational need; combining direct certification, Application for Educational Benefits forms and SUN Bucks applications; weighting free and reduced-price-eligible students equally; and phasing in a four-year rolling average beginning FY2028 to reduce year-to-year volatility. In the longer term, it recommends adding state income tax data to identify students missed by other sources and reduce dependence on federal program rules. It also recommends maintaining a concentration factor and directing at least 70% of funds to the generating school site.

The report documents the unexpected volatility that followed elimination of forms from the calculation. It identifies statewide compensatory funding floors of $838.947 million for FY2026 and $857.152 million for FY2027 and beyond, plus a one-time $10 million FY2027 hold-harmless provision. The final report discusses fiscal scenario modeling but does not publish a single quantified statewide cost for implementing all recommendations; that figure should not be inferred from the existing funding floor.

Task Force Final Report (October 2026)

RATIONALE:

MSBA supports this resolution because it is a partial solution to address a longstanding problem with how Minnesota identifies students eligible for compensatory education revenue.

In 2021, MSBA adopted a position urging the Legislature to move away from free and reduced-price meal applications as the primary factor in calculating compensatory revenue. The concern was that collecting applications had become increasingly difficult, resulting in incomplete participation and artificially low student counts. The objective was to establish a more accurate, consistent, and dependable measure of student poverty.

The Legislature subsequently moved to direct certification, eliminating reliance on household applications in the compensatory revenue calculation. Unfortunately, the problem persists. Direct certification identifies students participating in certain public assistance programs but does not capture all students experiencing poverty. As a result, districts may report fewer eligible students even though the actual number of students needing additional educational support has not declined.

Compounding the problem is Minnesota's complex compensatory funding formula, which considers both the number and concentration of eligible students at individual school sites. When students are not accurately identified, the resulting funding losses can be magnified by the formula. Districts can experience substantial reductions in revenue without a corresponding reduction in student need.

The Compensatory Revenue Task Force recognized these shortcomings and recommended restoring the Application for Educational Benefits as one of several eligible data sources, alongside direct certification and SUN Bucks applications. The task force also recommended a four-year rolling average to stabilize funding and, eventually, incorporating state income tax data to improve identification of eligible students.

The experience with both household applications and direct certification demonstrates that relying on a single method does not produce an accurate or complete count of students experiencing poverty. Using multiple data sources offers a more comprehensive approach while the state develops a better long-term measure.

Springfield's resolution is consistent with MSBA's longstanding objective: ensuring that compensatory funding reflects the actual needs of students rather than the limitations of the method used to count them. The goal has not changed. **We need an accurate, reliable, and stable measure of student poverty so resources reach the students and schools that need them.**

Therefore, MSBA recommends passage.

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2026 Delegate Assembly
Proposed Legislative Resolution

TITLE OF RESOLUTION # 7: Food Service Balance for Student Debt

SUBMITTED BY: Hibbing Public Schools

RECOMMENDATION: Maintain Existing Position 1.25.1

BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO authorize school boards, by formal board resolution, to transfer available nonfederal funds between accounts for the purpose of paying down or eliminating existing school district debt, including outstanding bond obligations, provided the transfers comply with applicable legal restrictions and do not compromise the district's financial obligations or educational operations.

BACKGROUND PROVIDED BY SCHOOL DISTRICT:

See supplemental documentation submitted by the Hibbing Public School Board.

This is a problem for the Hibbing school district because we have old outstanding food service accounts receivable in excess of $70,000. This debt is old and has accumulated over time. The district has discussed writing off this old debt on several occasions and over time. With the district's limited general fund balance it is seemingly not in the interest of the district to write it off and use general fund resources to do this. In recent years, the use of the food service fund balance has been expanded. We are hoping to expand it to this use to clean up the old outstanding accounts receivables.

CURRENT POSITION:

1.25.1 Provide a Fund Reallocation Authority provision which would enable districts to transfer restricted, non-federally encumbered funds between internal restricted operating funds through formal school board resolutions, thereby granting local school boards the authority to address financial needs without requiring additional state aid or property tax authority. (2025)

CURRENT LAW:

The primary Minnesota law restricting school districts from transferring funds between accounts is Minnesota Statutes § 123B.79 — Permanent Fund Transfers.

A related statute, Minnesota Statutes § 123B.80 — Exceptions for Permanent Fund Transfers, establishes a limited process for obtaining permission to make otherwise prohibited transfers.

123B.79 PERMANENT FUND TRANSFERS generally prohibits school districts from permanently transferring money between operating and nonoperating funds, or between different nonoperating funds, unless specifically authorized by law.

The statute provides certain exceptions, including correcting prior-year accounting errors, addressing certain fund deficits, and transfers associated with district reorganization.

Impact on school districts: Even when a district has available resources, its school board cannot simply authorize a transfer between restricted funds by adopting a resolution. The transfer must be permitted under existing statutory authority.

123B.80 EXCEPTIONS FOR PERMANENT FUND TRANSFERS allows a school district to request permission from the Minnesota Commissioner of Education to transfer money between funds or accounts when the transfer would otherwise be prohibited.

However, the law establishes a significant limitation:

The commissioner may approve a transfer only when an unforeseen event has occurred in the district. That event must directly relate to the funds involved and the amount requested.

The superintendent must sign the application, and the school board must approve it.

Impact on school districts: A school board's determination that a transfer would improve financial efficiency, address changing student needs, or make better use of existing resources is not, by itself, sufficient grounds for approval.

BACKGROUND PROVIDED BY MSBA:

Supporting Reference: MDE UFARS Fund Classifications

The Minnesota Department of Education's 2024 UFARS Manual, Chapter 9 identifies both relevant classifications:

- Fund 02 – Food Service Fund
- Fund 07 – Debt Service Fund

The manual also identifies Account Group 99 – General Long-Term Debt Group, which is distinct from the Debt Service Fund.

Source: MDE UFARS Manual – Chapter 9, List of Codes.

These classifications reinforce why maintaining a broad position on fund transfer authority is preferable to developing individual positions for particular funds.

RATIONALE:

MSBA recommends maintaining its existing Position 1.25.1, which supports allowing school boards to authorize the transfer of eligible nonfederal, unencumbered funds through formal board resolution. This position provides broader authority and greater flexibility than adopting a new resolution addressing a single fund or specific financial circumstance.

The Hibbing School District's resolution provides a **compelling example of why this authority is important. The district has accumulated more than $70,000 in outstanding food service accounts receivable from prior years.** Under existing financial restrictions, addressing these uncollectible balances may require the district to use general fund resources, potentially diverting funding from educational priorities.

Rather than adopting separate legislative positions for individual funds, MSBA's existing position establishes a consistent statewide principle: Locally elected school boards should have reasonable authority to manage eligible district resources and make responsible financial decisions based on local circumstances, while maintaining appropriate legal and financial safeguards.

This approach recognizes that Hibbing's circumstances are not unique. Other districts may encounter similar challenges involving food service balances, debt obligations, or other restricted fund accounts. Maintaining the broader position allows MSBA to advocate for legislative changes that address multiple circumstances without limiting its advocacy to a particular fund, dollar amount, or type of financial obligation.

The existing position also preserves important protections by limiting transfers to eligible nonfederal, unencumbered funds, and recognizing applicable statutory and federal restrictions.

Therefore, MSBA recommends maintaining existing position.

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2026 Delegate Assembly
Proposed Legislative Resolution

TITLE OF RESOLUTION # 8: Special Education Funding

SUBMITTED BY: Holdingford Public Schools

RECOMMENDATION: Maintain Existing Position 1.022

BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO establish current-year Special Education Student-Based Aid of $600 per student receiving special education services, based on each district's current-year December 1 unduplicated special education child count. The per-student amount should be adjusted annually for inflation and provided in addition to, and not as an offset against, existing special education aid, cross-subsidy reduction aid, excess-cost aid, transportation aid, or other special education funding.

BACKGROUND REPORT BY MSBA

Minnesota's special education funding formula relies in part on prior-year expenditures and student data. Holdingford School District proposes providing an additional $600 in current-year aid for each student receiving special education services, based on the district's December 1 child count. This funding would be provided in addition to existing special education aid and would not replace or reduce other funding components.

For example, a district serving 106 special education students would receive an additional $63,600 in current-year aid. The intent is to provide districts with a modest, predictable source of funding that follows students when services are being provided.

While current-year funding could help districts respond to changes in enrollment, special education costs vary significantly based on individual student needs. Enrollment and service requirements can also change during the school year. Adding a separate per-student allocation may provide additional resources, but it does not necessarily improve how the formula reflects the actual costs districts incur.

What the MDE report tells us

The Minnesota Department of Education's Special Education Cross-Subsidies, FY 2025 Report to the Legislature documents the progress made through increased state funding. The

statewide adjusted net cross-subsidy declined from $724.4 million in FY 2023 to $502.6 million in FY 2024, a reduction of nearly $222 million. It increased slightly to $513.7 million in FY 2025.

Despite this progress, districts continue to use substantial general education resources to cover special education costs not fully funded by state and federal aid.

The following district comparisons from the report demonstrate why one uniform per-student amount cannot fully address differences in special education costs.

School district	FY 2025 adjusted net cross-subsidy	Cross-subsidy per weighted pupil unit
Minneapolis	$41,087,797	$1,302
St. Paul	$41,581,695	$1,187
Robbinsdale	$13,721,509	$1,189
Comfrey	$49,199	$484
Holdingford	$239,120	$204

Source: MDE FY 2025 Special Education Cross-Subsidies Report, Appendix B, Tables 3 and 4. These per-pupil figures use districtwide adjusted weighted pupil units, not special education student counts.

The variation is significant. Minneapolis has an adjusted net cross-subsidy of $1,302 per weighted pupil unit, compared with $204 in Holdingford. An additional $600 for each student receiving special education services would help districts offset costs, but it would not eliminate these differences or address the underlying cost of providing mandated services.

Blue Ribbon Commission and the $250 million reduction

The 2025 Legislature established the Blue Ribbon Commission on Special Education to identify opportunities to reduce expenditures and improve the delivery of special education services. Its recommendations provide a starting point for examining the costs of special education and potential changes to the funding system.

The Legislature also established a requirement to achieve $250 million in special education savings during the FY 2028–29 biennium. Unless the Legislature acts to repeal or modify the provision, the automatic funding reduction is scheduled to begin July 1, 2027.

This reduction threatens to reverse progress made in reducing the cross-subsidy and could require districts to redirect additional general education resources to meet their special education obligations.

Reports referenced

- MDE Special Education Cross-Subsidies, FY 2025 — Report to the Legislature — especially pages 8, 10, 14, and Appendix B.
- Blue Ribbon Commission on Special Education — Final Legislative Report, October 2026 — the MDE page provides access to the commission's report and recommendations.

CURRENT POSITION:

1.022 Urges the legislature to adequately fund special education. This can be accomplished by:

• Adopting one predictable and equitable special education funding formula.
• Fully fund special education transportation.
• Reducing special education paperwork and reporting.
• Opposing any special education mandates that exceed federal law.
• Creating a task force to study the special education cross-subsidy with timeline and funding recommendations.
• Treating special education costs similar to human services which are built into the state budget forecast.

CURRENT LAW:

125A.76 SPECIAL EDUCATION AID establishes the formula for calculating state special education aid to school districts, charter schools, and eligible cooperatives. Funding is based on eligible special education expenditures, student enrollment, disability categories, specialized transportation costs, and adjustments intended to reduce the special education cross-subsidy.

The statute provides several funding components:

- Initial Special Education Aid (Subd. 2a): Calculates aid using eligible expenditures, enrollment, and student disability categories, with additional reimbursement for specialized transportation.
- Cross-Subsidy Reduction Aid (Subd. 2e): Provides additional state funding to offset special education costs otherwise paid from school districts' general education resources. The statutory aid factor increases from 44% in FY2026 to 50% beginning in FY2027.

- Excess Cost Aid (Subd. 2c): Incorporates additional funding under § 125A.79 for districts experiencing high special education costs.
- Maintenance of Effort (Subd. 8): Requires adjustments to state special education funding when necessary to maintain compliance with federal special education maintenance-of-effort requirements.

Significance for School Districts: The statute recognizes that special education costs vary considerably among districts based on student needs and required services. Although the formula provides state reimbursement and cross-subsidy relief, it does not guarantee full reimbursement of all special education expenditures. Districts must use other available resources to cover remaining costs.

RATIONALE

MSBA appreciates Holdingford School District's effort to provide additional, predictable funding when students are receiving special education services. The proposed $600-per-student allocation would help districts respond to current-year enrollment and staffing needs without reducing existing special education aid.

However, the proposal would add another component to an already complex formula. While additional funding would help reduce the financial burden on districts, a uniform allocation does not account for differences in student needs, specialized services, transportation, or the actual costs of providing special education. It may bring districts closer to covering those costs, but it does not resolve the underlying funding inequities.

MSBA's existing Position 1.022 calls for one predictable and equitable special education funding formula. The Blue Ribbon Commission has completed its work and submitted recommendations addressing special education expenditures, administrative efficiencies, and program delivery. Those recommendations provide an important foundation for legislative discussions about improving the current system. The commission also recommended repealing the underlying legislation requiring $250 million in reductions.

This position supports Holdingford's goal of more predictable funding while allowing MSBA to focus on the Blue Ribbon Commission's recommendations, protecting existing special education funding, and improving the formula to better reflect actual student needs and costs.

The immediate legislative priority is preventing the scheduled $250 million reduction in special education funding. Unless the Legislature acts, this reduction will take effect

beginning July 1, 2027. It threatens to reverse progress in reducing the cross-subsidy and shift additional costs to school districts' general education budgets.

For these reasons, MSBA recommends maintaining Position 1.022.

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2026 Delegate Assembly
Proposed Legislative Resolution

TITLE OF RESOLUTION # 9: Process for Property Valuation

SUBMITTED BY: Marshall County Central Public Schools

RECOMMENDATION: Passage

BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO establish a fair, predictable, and permanent solution to state-assessed pipeline property tax disputes that protects school districts and other local taxing jurisdictions from retroactive repayment obligations arising from state-determined valuations.

BACKGROUND PROVIDED BY SCHOOL DISTRICT:

Counties, school districts, townships, and cities face difficult circumstances when state-assessed utility property valuations are appealed. Appeals may remain unresolved while subsequent tax years are assessed and appealed, compounding potential liabilities. Settlements and judgments can require refunds of taxes already collected and spent, creating significant financial uncertainty. Although the Legislature provided relief in 2021, the underlying issue persists.

See the attached District submitted board resolution.

CURRENT LAW:

273.33 EXPRESS, STAGE AND TRANSPORTATION COMPANIES; PIPELINES assigns the valuation of qualifying pipeline systems to the Minnesota Commissioner of Revenue, who certifies those values to counties. Local school districts do not set these state assessments. Minn. Stat. § 273.372 provides administrative and judicial appeal procedures for state-assessed utility and pipeline valuations. A successful challenge can lead to refunds of taxes previously distributed to local jurisdictions. The 2021 Legislature enacted a one-time appropriation of $29,354,688 to affected counties for Enbridge refunds related to assessment years 2012–2018; this was relief for those years, not an ongoing permanent protection.

273.372 PROCEEDINGS AND APPEALS; UTILITY OR RAILROAD VALUATIONS

2021 Special Session Laws, Chapter 14 (tax provisions)

BACKGROUND PROVIDED BY MSBA:

The state assesses pipeline property, while counties and local taxing jurisdictions rely on the resulting revenue.

When a state valuation is reduced through litigation, local governments may face refunds long after taxes have been budgeted and spent.

In 2021, the Legislature appropriated approximately $29.35 million to 13 affected counties, including $2,404,267 for Marshall County, to cover local refund obligations related to Enbridge assessments from 2012 through 2018.

The Minnesota Department of Education explained that the funding spared affected school districts from using abatement levy authority for their share. This precedent addressed past liabilities but did not permanently resolve the allocation of risk in future valuation disputes.

RATIONALE:

MSBA supports this resolution because school districts should not be held financially responsible for **valuation decisions they neither made nor controlled.** The Minnesota Department of Revenue determines the taxable value of pipeline property; school boards must then rely on those certified values when adopting budgets and providing educational services. **If a state assessment is subsequently overturned, requiring districts to repay revenue already collected and used effectively asks local taxpayers and students to pay again for a state-level determination that was not the district's fault.**

The Legislature recognized this fundamental inequity in 2021 when it stepped in with approximately $29.35 million in one-time state assistance to satisfy Enbridge-related local refund obligations. That action prevented school districts and other local governments from absorbing substantial liabilities arising from state assessments. Yet the one-time solution did not change the underlying structure, leaving districts exposed to renewed appeals, prolonged uncertainty, and potentially significant retroactive repayment demands.

A permanent statutory solution should preserve taxpayers' right to challenge inaccurate valuations while placing financial responsibility and risk with the level of government that establishes those values. It should also provide timely resolution of disputes, meaningful consultation with affected local taxing jurisdictions, and protection against unexpected repayment obligations that could disrupt classrooms, staffing, and local budgets. This is a matter of fairness, accountability, and fiscal stability—not an effort to deny legitimate tax refunds. **School districts should be able to rely on state-certified property values without facing repeated financial penalties for decisions outside their authority.**

Therefore, MSBA recommends passage.

2026 Delegate Assembly
Proposed Legislative Resolution

TITLE OF RESOLUTION # 10: Funding for Replacement Fluorescent Lighting

SUBMITTED BY: New Ulm Public Schools

RECOMMENDATION: Passage

BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO amend Minnesota Statutes, section 123B.595, to include commissioner-approved costs for replacing fluorescent lighting and related electrical components necessitated by state restrictions on fluorescent lamps in the LTFM revenue calculation, similar to qualifying roof projects.

BACKGROUND PROVIDED BY SCHOOL DISTRICT:

Minnesota law now prohibits the sale or distribution of most fluorescent lamps used in school facilities. The prohibition began January 1, 2025, for certain compact fluorescent lamps and expanded January 1, 2026, to include linear fluorescent lamps commonly used in schools. Districts with hundreds or thousands of fluorescent fixtures must transition to alternative lighting as lamps fail or supplies become unavailable, creating a significant facility cost resulting from a change in state law.

Districts must fund this state-created facility obligation while continuing to address roofs, HVAC, pavement, flooring, and other needs through limited LTFM resources. Absorbing lighting conversion costs within the existing LTFM allocation can delay other necessary projects. Similar to the additional LTFM revenue authority provided for qualifying roof projects, districts should receive additional levy authority for commissioner-approved lighting conversion costs resulting from state law rather than having to reprioritize existing ten-year facility plans.

This would provide districts additional LTFM levy authority for this state-created facility obligation rather than requiring the costs to be absorbed within existing LTFM revenue.

CURRENT LAW:

116.92 MERCURY EMISSIONS; REDUCTION prohibits the sale, offer for sale, or distribution as new manufactured products of specified compact fluorescent lamps beginning January 1, 2025, and pin-base compact and linear fluorescent lamps beginning January 1, 2026, subject to statutory exceptions. It does not directly require schools to replace every existing fixture by a specified date.

123B.595 LONG-TERM FACILITIES MAINTENANCE REVENUE establishes LTFM revenue and permitted uses. The regular allowance is up to $380 per adjusted pupil unit, adjusted for average building age. Beginning FY2027, commissioner-approved roof repair and replacement projects estimated at $100,000 or more per site are included as an additional component of the formula. Eligible deferred maintenance may be funded from LTFM, but lighting conversion is not separately named for additional revenue.

BACKGROUND PROVIDED BY MSBA:

The 2024 Legislature enacted the fluorescent lamp sales restrictions. Districts may continue using existing fixtures, but the restrictions on purchasing replacement lamps can make conversion to alternative lighting unavoidable over time. A district with extensive fluorescent lighting may need to replace fixtures, wiring, or associated electrical components before its existing facilities plan anticipated those costs.

The 2025 Legislature recognized a comparable funding challenge for major roof projects by authorizing commissioner-approved roofing costs above the ordinary LTFM formula beginning in FY2027. MDE administers LTFM through approved ten-year facility plans and allowable-expenditure guidance. The available MDE program guidance does not establish that fluorescent-lighting conversion qualifies for the separate additional-revenue treatment available to roofing. Project-specific eligibility and coding should be confirmed with MDE. https://education.mn.gov/MDE/dse/schfin/fac/ltfm/

RATIONALE:

The state has restricted the sale of fluorescent replacement lamps without creating a corresponding dedicated funding source for school districts to convert existing lighting systems. While the statute does not require immediate replacement of all fixtures, districts will increasingly face conversion costs as existing lamps fail and replacements become unavailable.

Ordinary LTFM revenue already supports roofs, heating and ventilation, flooring, pavement, accessibility, and other essential facility work. Requiring districts to absorb substantial lighting conversions within that finite allowance could displace planned maintenance, delay needed repairs, and increase long-term costs. School boards should not have to choose between responding to a state-created constraint and protecting other public assets.

The Legislature established a useful precedent in 2025 by allowing qualifying roof repair and replacement costs to be recognized separately in the LTFM revenue formula. Extending comparable commissioner-approved authority to necessary fluorescent-lighting conversion and related electrical work would preserve local facility priorities and make the fiscal consequences of the state policy more transparent. Additional levy authority is not the same as a new state appropriation; policymakers should also consider taxpayer impacts and equitable access across districts.

Therefore, MSBA recommends passage.

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2026 Delegate Assembly
Proposed Legislative Resolution

TITLE OF RESOLUTION # 11: Funding for Elevator Modernization

SUBMITTED BY: New Ulm Public Schools

RECOMMENDATION: Passage

BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO amend Minnesota Statutes, section 123B.595, to include commissioner-approved costs for significant elevator repairs, modernization, controller replacement, and other upgrades required by newly adopted state elevator codes in the LTFM revenue calculation, similar to qualifying roof projects.

BACKGROUND PROVIDED BY SCHOOL DISTRICT:

Minnesota's adoption of updated elevator safety codes can require significant upgrades to elevators that were legally installed and compliant when constructed. For example, Minnesota's adoption of ASME A17.3-2015 included door-lock monitoring requirements affecting existing elevators. Compliance can require controller modifications, modernization, or other substantial work, creating unplanned capital expenses for school districts as a result of changes in state requirements.

Districts must comply with state elevator safety requirements while continuing to fund roofs, HVAC, pavement, flooring, and other needs through limited LTFM resources. When new state codes require substantial upgrades to previously compliant existing elevators, absorbing those costs within the existing LTFM allocation can delay other necessary projects. Similar to qualifying roof projects, districts should receive additional LTFM levy authority for commissioner-approved, state-mandated elevator upgrades rather than having to reprioritize existing ten-year facility plans.

This would provide districts additional LTFM levy authority for state-created facility obligations rather than requiring the costs to be absorbed within existing LTFM revenue.

CURRENT LAW:

123B.595 LONG-TERM FACILITIES MAINTENANCE REVENUE establishes Long-Term Facilities Maintenance (LTFM) revenue for eligible school facility maintenance and health and safety expenditures. The statute generally limits the per-pupil revenue calculation to $380 per

adjusted pupil unit (subject to statutory adjustments), while providing distinct treatment for certain qualifying projects, including approved roofing costs. An elevator-code modernization project is not expressly identified as a comparable separate revenue category.

BACKGROUND PROVIDED BY MSBA:

LTFM is intended to help school boards plan and finance ongoing maintenance through ten-year facility plans. School districts must balance roof replacements, HVAC systems, pavement, flooring, accessibility, and other facility obligations within limited resources. State elevator-code updates can impose substantial modernization costs on elevators that complied with requirements when installed. The district identifies ASME A17.3-2015 door-lock monitoring as one example. Unlike routine maintenance or discretionary improvements, a mandated upgrade may be unavoidable and was not anticipated when the district established its maintenance priorities.

The Legislature has recognized the extraordinary cost of certain roofing projects through special treatment in the LTFM statute; a narrowly defined approach for state-required elevator modernization merits similar consideration.

RATIONALE:

MSBA supports this resolution because **state-mandated elevator upgrades create new financial obligations without an accompanying funding source.** School districts should not be required to absorb significant, unplanned costs attributable to changes in state safety requirements at the expense of other necessary maintenance. **Charging these costs against existing LTFM resources can effectively crowd out roof repairs, HVAC replacements, and other projects in a district's ten-year plan.** Delaying those projects may increase long-term costs and undermine prudent facility management.

The Legislature established a useful precedent in 2025 by allowing qualifying roof repair and replacement costs to be recognized separately in the LTFM revenue formula. Extending comparable commissioner-approved authority to necessary elevator upgrades would preserve local facility priorities and make the fiscal consequences of the state policy more transparent. Additional levy authority is not the same as a new state appropriation; policymakers should also consider taxpayer impacts and equitable access across districts.

Providing additional, commissioner-approved **LTFM revenue authority for qualifying code-mandated elevator modernization would preserve local school board flexibility while**

ensuring compliance with safety requirements. Eligibility should be limited to substantial work directly attributable to newly applicable code requirements, with appropriate state review and safeguards against including routine maintenance or optional enhancements.

Therefore, MSBA recommends passage.

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2026 Delegate Assembly
Proposed Legislative Resolution

TITLE OF RESOLUTION # 12: Funding for Property/Casualty Insurance

SUBMITTED BY: Springfield Public Schools

RECOMMENDATION: No Recommendation

BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO allow school boards to levy for costs of property/casualty insurance under LTFM, safeguarding the community's investment in their school facility. Long-term Facility Maintenance was recently modified to allow school districts to levy roof repair projects more than $100k. This ability is essential for school districts to maintain public facilities under their care. Maintaining an adequate property/casualty (P&C) insurance plan is also essential to secure the public's investments. In addition, the costs incurred for a P&C plan are no longer an insignificant cost for the school district.

BACKGROUND PROVIDED BY SCHOOL DISTRICT:

Springfield School District reports significant increases in property/casualty insurance premiums, placing additional pressure on an already constrained operating budget.

The district's annual premiums increased from $78,000 in FY 2024 to $106,000 in FY 2025 and $130,000 in FY 2026. Insurance costs, which represented approximately 0.44% of the district's budget in 2012, now account for nearly 1.6%.

For a district employing approximately 52 teachers, the annual insurance premium represents nearly the equivalent of two teaching positions.

Springfield argues that school boards should have the authority to levy for these necessary expenses rather than continually diverting resources from classroom instruction.

CURRENT LAW:

123B.595 LONG-TERM FACILITIES MAINTENANCE REVENUE authorizes school districts to use Long-Term Facilities Maintenance (LTFM) revenue for eligible facility maintenance, health and safety improvements, and capital projects.

The Legislature expanded LTFM authority to include major roof repair and replacement projects costing $100,000 or more per site, effective for fiscal year 2027 and later. This change

recognizes the importance of maintaining school roofs and provides districts with an additional financing mechanism to address conditions that may affect their ability to obtain or maintain property insurance.

The law also requires qualifying districts to include roof maintenance and repair schedules in their facilities plans.

Importantly, the roofing legislation does not provide additional levy authority specifically for property/casualty insurance premiums. Insurance premiums remain recurring operating expenses generally paid from a school district's general fund.

The distinction is central to Springfield's resolution: While the Legislature has expanded financing options to help districts maintain and replace roofs, it has not established a comparable funding mechanism for escalating insurance premiums.

BACKGROUND PROVIDED BY MSBA:

Third Time's the Charm?

Springfield Public Schools has submitted this resolution for three consecutive years—2024, 2025, and now 2026. While the district has yet to persuade the Delegate Assembly, its persistence deserves recognition. More importantly, the district continues to raise a legitimate concern that has not gone away.

In 2024 and 2025, MSBA recommended opposition, primarily because authorizing a new property tax levy for an annual operating expense would depart from longstanding school finance principles and could increase disparities among school districts.

However, something has changed since Springfield first introduced this resolution.

The Legislature enacted legislation expanding Long-Term Facilities Maintenance (LTFM) authority for major roof replacement projects. This was an important step toward addressing one of the challenges districts face in obtaining and maintaining affordable property insurance coverage.

Insurance carriers increasingly consider roof age, condition, and replacement schedules when determining whether to insure school facilities and at what cost.

The new roofing authority provides school boards with an additional tool to protect their facilities and potentially improve their insurability.

But Springfield raises a reasonable follow-up question: If the Legislature recognizes the importance of maintaining school facilities to secure insurance coverage, should school boards also have additional authority to pay the insurance premiums necessary to protect those facilities?

The roofing legislation addresses a significant capital expense. It does not directly address the continuing increases in annual property/casualty insurance premiums.

RATIONALE:

Arguments Supporting the Resolution

Protecting classroom resources. Property/casualty insurance is not optional in practical terms. School districts must protect their buildings, equipment, and community investments. As premiums increase, districts must redirect general operating dollars that otherwise could support teachers, educational programs, and student services.

Local school board flexibility. School boards are responsible for maintaining and protecting district facilities. Providing specific levy authority for insurance premiums would give locally elected boards another financial tool to fulfill that responsibility without reducing instructional expenditures.

Recognizing changing insurance market conditions. Insurance premiums are influenced by severe weather, construction costs, property values, claims experience, and changes in insurance market practices. Even districts that responsibly maintain their buildings may experience substantial increases beyond their control.

Building on the roofing legislation. The Legislature has recognized that maintaining and replacing roofs is essential to protecting school facilities and securing insurance coverage. Springfield argues that funding the premiums necessary to insure those facilities is a logical extension of that policy.

Arguments Against the Resolution

Shifting operating costs to local property taxpayers. Insurance premiums are recurring operating expenses traditionally paid through a district's general fund. Creating a separate levy would shift additional responsibility for these expenses to local property taxpayers rather than addressing the adequacy of state education funding.

Property tax equity. School districts have significantly different property tax bases. Without equalization, a new insurance levy could impose disproportionate burdens on taxpayers in property-poor districts and contribute to inequities in school finance.

Setting a precedent. If the Legislature authorizes a separate levy for insurance premiums, other necessary operating expenses—utilities, transportation, technology, or employee benefits—could become candidates for similar levy authority. This raises a broader policy question about which school operating costs should be funded through state aid, and which should be supported by local property taxes.

Springfield School District deserves credit for bringing this issue forward for the third consecutive year. The district has **consistently demonstrated how escalating insurance premiums places pressure on classroom resources, and the problem remains unresolved.**

The Legislature's action on roof replacement provides a new dimension to the discussion. While districts now have additional authority to address certain facility conditions affecting insurability, they continue to face rising annual premiums.

The question before delegates is not whether property/casualty insurance is necessary—it clearly is. Rather, it is whether the appropriate solution is to provide school boards with additional local levy authority or to preserve the longstanding principle that recurring operating expenses should be funded through the state's general education funding system.

Therefore, MSBA makes no recommendation and leaves the decision to the delegates.

2026 Delegate Assembly
Proposed Legislative Resolution

TITLE OF RESOLUTION # 13: Commercial Data Requests

SUBMITTED BY: Hastings Public Schools; Moorhead Area Public Schools

RECOMMENDATION: Passage

BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO amend Minnesota Statutes section 13.03 to address repetitive public data requests made primarily for commercial or for-profit purposes that create a cumulative and disproportionate administrative burden on school districts and other governmental entities. Any amendment should preserve meaningful public access to government data for purposes of transparency and accountability while ensuring that taxpayer-funded staff and resources are not disproportionately diverted from governmental responsibilities to facilitate repetitive requests made primarily for private commercial gain.

BACKGROUND PROVIDED BY SCHOOL DISTRICT:

Minnesota Statutes § 13.03 establishes the public's right to access public government data and is an essential component of government transparency and accountability. School districts appropriately dedicate staff time and public resources to fulfilling requests for government information. However, the statute also allows private, for-profit companies to repeatedly request government data for the acknowledged purpose of using that information commercially.

Hastings Public Schools has experienced this issue firsthand. The district receives multiple public data requests each week from a single out-of-state, for-profit company seeking records related to individual vendors. The company expressly acknowledges the commercial nature of its requests, stating: "For full transparency, this request is for commercial purposes." Unlike other commercial entities that may request comprehensive accounts-payable information once annually, these requests are submitted repeatedly throughout the year for individual vendors. Each request requires district employees to receive and review the request, determine the location and scope of responsive records, seek clarification, when necessary, identify the staff and systems required to fulfill it, calculate the legally permissible charge, and communicate that cost to the requester. If the requester proceeds, staff must then retrieve, compile, review, reproduce, and transmit the responsive data. The district has begun calculating and providing

the allowable costs associated with these requests, which are frequently less than $25 per request. In some instances, the requester does not respond after receiving the cost estimate, leaving the district with staff time already expended and no reimbursement for that work. The result is a recurring administrative burden that existing cost-recovery provisions do not adequately address.

The Minnesota Government Data Practices Act exists to ensure that the government remains open, transparent, and accountable to the public. This resolution does not seek to diminish that important right. The concern is whether a law designed to promote government transparency should also require taxpayers to repeatedly subsidize administrative work performed primarily to support a private company's commercial activities.

The burden of an individual request may appear relatively small. The problem becomes significant when requests are considered cumulatively. Multiple requests each week create repeated administrative processes that require staff to review requests, identify and retrieve responsive records, determine whether any information is not public under state or federal law, calculate allowable charges, communicate with the requester, and prepare records for release.

Some requests may also require review by legal counsel to determine whether information is classified as private, confidential, or otherwise not public and must be redacted before disclosure. This creates additional staff time and potential legal expenses borne by the governmental entity. Even when a district charges the amount currently permitted by law, the amount recovered may not reflect the actual administrative cost of responding. When a requester does not proceed after receiving a cost estimate, the district may recover nothing for work already performed. This creates an important distinction between the right to access public data and an unlimited right to consume taxpayer-funded administrative resources. The issue is not whether a private company should be able to obtain public government data. Public data should remain accessible as required by law. The issue is whether the same commercial requester should be able to submit an effectively unlimited number of repetitive requests throughout the year while governmental entities have limited ability to manage the cumulative burden or recover the costs those requests impose.

For school districts, this burden directly affects resources intended to support educational and operational responsibilities. Time spent repeatedly processing commercial data requests is time employees cannot devote to their primary responsibilities.

Minnesota law should therefore recognize the cumulative number, frequency, scope, and administrative burden of repetitive commercial requests rather than evaluating each request entirely in isolation. A reasonable statutory solution could permit governmental entities to:

1. Establish reasonable periodic limits on the frequency or scope of substantially similar requests submitted by the same commercial requester when necessary to prevent an undue administrative burden;
2. Require substantially similar commercial requests to be consolidated into periodic requests when the information can reasonably be provided in that manner;
3. Recover reasonable and documented administrative costs associated with repetitive commercial requests, including staff time necessary to review requests and determine the applicable cost of fulfillment;
4. Consider the cumulative number, frequency, scope, and administrative burden of requests from the same commercial requester when establishing authorized fees or reasonable procedures for subsequent requests; and
5. Require a commercial requester to accept and pay an authorized cost estimate before additional staff resources are expended retrieving, compiling, reviewing, reproducing, or transmitting the requested data.

These provisions would preserve access to public data while providing reasonable guardrails against the disproportionate use of taxpayer-funded administrative resources for repetitive commercial purposes.

CURRENT LAW:

13.03 ACCESS TO GOVERNMENT DATA states all government data is public unless a law specifically classifies it otherwise, and anyone can inspect it for free. People who want copies can be charged 25 cents per page for 100 or fewer pages, or the actual cost of staff time and materials for larger requests. Districts cannot charge for the time spent separating public data from private data. The law also lets entities charge an extra fee for data with commercial value that took significant public money to develop, and lets them pause a response if a requester doesn't pick up the data within five business days of being told it is ready.

BACKGROUND PROVIDED BY MSBA:

The Minnesota Government Data Practices Act (Minn. Stat. chapter 13) gives anyone the right to inspect and obtain copies of public government data. A government entity generally may not require a requester to give a name, state a reason, or justify a request unless a statute specifically allows it (Minn. Stat. § 13.05, subd. 12). The Hastings requester has volunteered that its requests are commercial, but most requesters do not, and current law does not allow a district to ask.

Under Minn. Stat. § 13.03, subd. 3, inspecting data is free. For 100 or fewer black-and-white pages, a district may charge up to 25 cents per page. For larger requests or electronic copies, it may charge actual costs, including staff time to search for, retrieve, copy, certify, and send the data. No charge is allowed for the time spent separating public data from data that is not public, such as redacting private student or employee information. For data with commercial value that was developed through a significant expenditure of public funds, an additional reasonable fee is allowed, but it must relate to the actual cost of developing the data. This commercial-value fee recognizes that commercial use of public data can justify higher fees. It applies to the nature of the data, however, not to how often a requester asks, and routine records such as vendor payment information do not typically qualify.

Staff time spent reviewing a request, finding where records are kept, seeking clarification, and preparing a cost estimate is not recoverable if the requester never proceeds, and time spent redacting non-public data is never chargeable. Hastings reports that the allowable charge for each request from its commercial requester is often less than $25, while the district receives multiple requests each week. Other districts have described larger impacts. In 2025 testimony, Owatonna Public Schools reported that one large request cost the district more than $400,000 over three years. The district also received 12 anonymous requests over that period; 9 were abandoned after work began, at a cost of about $40,000.

School district concerns about data request costs have been before the Legislature recently. In 2025, a House bill that would have allowed entities to provide data on a rolling basis and to pause a response when a requester does not collect data that is ready was heard in two House committees, with Minnesotans for Open Government testifying in support. The bill was not enacted on its own, but a related provision became law effective July 1, 2025: if a requester does not inspect or collect data within five business days after being notified it is available, the entity may suspend further response to that request until the requester does. No current law

limits how often the same requester may submit similar requests, requires similar requests to be consolidated, or allows districts to recover the cost of preparing estimates that go unanswered.

The resolution proposes tools such as limits on the frequency of similar requests, consolidation of repeated requests into periodic ones, recovery of staff time spent reviewing requests and preparing estimates, and required payment before work begins. Supporters point to the cumulative cost of repeated small requests, the time diverted from educational and operational work, and the existing commercial-value fee as evidence that state law already allows commercial use to affect fees.

Because state law does not allow entities to require a name or a reason for a request, defining a "commercial requester" may be difficult in practice. A requester could stop disclosing its purpose or submit requests under different names. Many news organizations are also for-profit businesses, so the way "commercial" is defined could affect journalists and others who use data requests to report on government. Open-government advocates may view limits on the number or frequency of requests as restrictions on public access, although Minnesotans for Open Government did support the narrower 2025 approach.

The 2025 law allowing entities to pause a response when data goes uncollected addresses part of the abandoned-request problem. It does not address staff time spent before an estimate is accepted, or the frequency of repeated commercial requests.

Sources:

Session Daily: Bill aims to limit costly, time-intensive data requests to schools (HF 1999, 2025)

Hearing on school data requests bill laid over (March 2025)

Minnesota Department of Administration FYi Newsletter, July 2025

Hastings Public Schools, Supporting Documentation (2026)

RATIONALE:

MSBA supports meaningful public access to government data. The Minnesota Government Data Practices Act is essential to transparency and accountability, and school boards, as locally elected bodies, answer directly to the communities they serve. Responding to data requests is part of that responsibility, and districts take it seriously. This resolution does not ask the

Legislature to change what data is public or who may request it. Parents, residents, journalists, and businesses would continue to have access to public data as required by law.

MSBA does not agree, however, that the Act should require taxpayers to subsidize superfluous, repetitive requests made primarily for commercial or for-profit gain. Hastings receives multiple requests each week from a single out-of-state company that openly states its purpose is commercial, and each request requires staff to review it, locate records, and prepare a cost estimate, often for a charge of less than $25 and sometimes for no reimbursement at all when the requester does not proceed. Owatonna's experience shows how quickly these costs can grow. Every hour spent processing these requests is an hour taken from the educational and operational work that taxpayers fund districts to do. State law already recognizes, through the commercial-value fee, that commercial use of public data can warrant different treatment, and this resolution extends that principle to the cumulative burden of repeated commercial requests.

The resolution is also consistent with long-standing MSBA positions on data practices. Position 4.029 urges the Legislature to allow districts to recover all reasonable costs of fulfilling public data requests, including staff time, consultation with legal counsel, and redaction, and position 4.030 supports allowing a reasonable charge to inspect data. Position 4.24.23 calls for recovering the actual costs of searching for and retrieving data when a requester abandons a request, and for allowing districts to require a requester to identify themselves by full legal name, a step that would also help districts recognize repeated requests from the same commercial requester. Position 4.032 reflects MSBA's view that data released by school districts should not be used for selling or soliciting purposes.

The tools the resolution proposes, including consolidating similar requests, recovering documented administrative costs, and requiring payment before work begins, are reasonable guardrails that build on the change the Legislature made in 2025. MSBA recognizes that defining a commercial request must be done carefully so that journalists and the public are not affected, and it is prepared to work with legislators and open-government advocates on language that protects public access while ensuring that school district resources remain focused on students.

Therefore, MSBA recommends passage.

Resolution #14

2026 Delegate Assembly
Proposed Legislative Resolution

TITLE OF RESOLUTION # 14: Non-Exclusionary Discipline

SUBMITTED BY: Sauk Rapids-Rice Public Schools

RECOMMENDATION: Maintain Existing Positions 4.24.28 and 4.045

BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO give school administrators authority to temporarily remove a K–grade 3 student who poses a significant or ongoing safety threat to themselves, other students, or staff when nonexclusionary interventions have been exhausted or cannot immediately ensure safety.

BACKGROUND PROVIDED BY SCHOOL DISTRICT:

Minnesota's current non-exclusionary discipline requirements create a significant challenge for school administrators when a student in Kindergarten through grade 3 engages in severe or escalating behavior that creates a safety risk. While the law appropriately emphasizes keeping young students in school and using supportive interventions, it provides limited flexibility when those interventions are ineffective or when a serious incident requires temporary separation to restore safety and stabilize the situation. At Sauk Rapids-Rice Public Schools, principals are reporting increasingly serious incidents involving severe dysregulation, throwing objects, physical aggression, and injuries to educators and staff. In one incident, an entire classroom had to be cleared after a student became severely dysregulated. The student required continuous adult supervision and ultimately struck a staff member in the head, resulting in significant head trauma, and weeks of medical treatment for the staff member. In another incident, a staff member suffered a fractured nose after being struck by an object thrown by a student. These incidents demonstrate the need for a temporary separation option following serious or violent behavior. Immediate return to the same classroom or school environment may place the student, classmates, and staff at continued risk before the situation has been stabilized, assessed, and addressed. Temporary separation is not intended as punishment or to deny a student an education. It provides time to engage parents or guardians, assess the student's needs, identify appropriate interventions, and establish a safe and structured plan for re-entry. The problem is that administrators may be responsible for protecting everyone in the school while lacking reasonable authority to temporarily remove a K–3 student when serious

behavior has occurred and non-exclusionary interventions are insufficient to immediately ensure safety.

The current law places school administrators in the difficult position of being responsible for maintaining a safe learning environment while limiting their ability to respond when a young student presents a serious or ongoing safety threat. When a K–3 student becomes physically aggressive or otherwise presents an immediate safety concern, keeping the student in the building can require administrators to clear classrooms, redirect multiple staff members, provide continuous one-to-one supervision, or reassign personnel from other students. This affects the safety, supervision, and education of the entire school community. It also may not serve the student who is exhibiting the behavior. A student experiencing significant dysregulation or a behavioral crisis may need time away from the immediate school environment to stabilize, involve parents and professionals, assess needs, and develop an appropriate plan for a successful return. Requiring an immediate return without sufficient time to stabilize and plan may increase the likelihood of another incident. Sauk Rapids-Rice educators are already using proactive, non-exclusionary strategies, including behavioral supports, reteaching expectations, family collaboration, intervention teams, support providers, and individualized plans. The concern is not a desire to remove students more frequently. The concern is the lack of a narrowly defined option when those interventions have been exhausted or are insufficient to address an immediate and serious safety threat. A one-size-fits-all restriction does not account for the severity or circumstances of individual incidents. Administrators need the ability to make professional, case-specific decisions when safety requires temporary separation, with appropriate safeguards to prevent unnecessary removal. For Sauk Rapids-Rice, the goal should be safe access to education—not exclusion for exclusion's sake. Legislative reform should allow administrators, when necessary, to temporarily remove a student following a serious safety incident, immediately engage the parent or guardian, connect the student with appropriate supports, document the circumstances, and establish a clear plan for re-entry. Students deserve access to education, but so do their classmates. Educators deserve a safe workplace, and schools have a responsibility to protect everyone in the building. Temporary separation, when necessary and appropriately safeguarded, is not a failure of non-exclusionary discipline—it is a necessary safety tool when non-exclusionary interventions are no longer sufficient.

CURRENT POSITION:

4.24.28 Urges the legislature to rescind the K-3 exclusive discipline law and allow for dismissals and suspensions of K-3 students in certain cases. (2024)

4.045 Urges the legislature to maintain the status of school provided transportation as a student privilege and not a student right. Furthermore, MSBA urges the legislature to not adopt any law that restricts a school district to provide a safe transportation service for students and drivers and maintains the school district's ability to discipline students in accordance with school district policies. (2023)

CURRENT LAW:

121A.425 FULL AND EQUITABLE PARTICIPATION IN EARLY LEARNING bars schools from suspending students in preschool through grade 3, though removals of less than one school day are still allowed. Expulsion or exclusion may be used only for an ongoing serious safety threat to the child or others, and only after nonexclusionary options have been used up. Those options must include at least one of the following: working with the family or support providers, writing a support plan with the parent, or referring the student for services, such as a special education evaluation.

BACKGROUND PROVIDED BY MSBA:

Minn. Stat. § 121A.425 prohibits disciplinary dismissals for students in preschool and prekindergarten programs and in kindergarten through grade 3. Under the Pupil Fair Dismissal Act, a "dismissal" includes suspension, exclusion, and expulsion (Minn. Stat. § 121A.41). The law was first enacted in 2020 for preschool and prekindergarten students and was extended to kindergarten through grade 3 in 2023.

The law leaves schools three options for these students. A removal of less than one school day is not covered by the ban, although special education law governs these removals for students receiving special education services. Removing a student from a classroom is not considered a dismissal, so the student may be supervised elsewhere in the building. A school board may expel or exclude a student as a last resort, only after nonexclusionary interventions have been exhausted and only when there is an ongoing serious safety threat to the child or others; expulsion and exclusion are formal school board actions with hearing requirements. What the law does not allow is a short-term suspension of one to ten school days, which an administrator can use for older students. The resolution seeks a narrowly defined temporary

removal option to fill the gap between a same-day removal and a formal expulsion or exclusion.

Before considering expulsion or exclusion, schools must use at least one nonexclusionary intervention: collaborating with the family, a child mental health consultant, or other community supports; writing a plan with the parent or guardian that sets out the actions and supports the student needs; or referring the student for support services, including an evaluation for special education or Section 504 services.

Sauk Rapids-Rice reports increasingly serious incidents among its youngest students, including a classroom that had to be cleared and two staff injuries: a head injury that required weeks of medical treatment, and a fractured nose. Other districts have reported similar concerns. In 2026 legislative testimony, Anoka-Hennepin reported 142 K–3 classroom clearings and 157 staff injuries during the 2025–26 school year, with about 70 percent of injuries involving K–3 students. Statewide data from the Minnesota Department of Education show that reported assaults on K–5 school employees fell from 611 in 2022–23 to 349 in 2023–24.

The current law was adopted in part because of disparities in how young students were disciplined. A 2022 Solutions Not Suspensions report covering the 2018–19 school year found that students of color received 79 percent of exclusionary discipline while making up 49 percent of students, and students with disabilities received 43 percent of suspensions and expulsions while making up 14 percent of students. In 2017, the Minnesota Department of Human Rights reached agreements with 41 school districts and charter schools over disproportionate suspensions and expulsions of students of color and students with disabilities.

Efforts to change the K–3 dismissal ban have been introduced in each of the last two sessions, and none has been enacted. In 2025, amendments to roll back the K–3 suspension limits failed on tie votes during House floor debate on the education policy bill. In 2026, a bill allowing a short dismissal for K–3 students after serious incidents (SF 4023/HF 4027) was heard in March and laid over for possible inclusion in an omnibus bill. A 2026 Senate Education Policy amendment would have allowed a K–3 student to be dismissed for up to one partial day and one full day after an incident that caused, or was reasonably likely to cause, bodily harm, but not for disruptive behavior, property damage, or verbal conduct. After a second dismissal, the school would have had to hold a meeting within five school days with the teacher, counseling staff, parents, and, if applicable, the IEP team. That amendment was not enacted.

Supporters of a change, including elementary principals and superintendents who testified in 2025 and 2026, describe the time a short removal provides to protect staff and classmates and to plan supports for the student. Opponents, including disability and equity advocates and, in 2025, Education Minnesota and the Minnesota Department of Education, have argued that removing young children from school does not address the causes of their behavior, may fall disproportionately on students of color and students with disabilities, and that more funding for counselors, behavioral supports, and staff training is the better approach.

The resolution itself does not specify a length of removal or particular safeguards, such as those included in the 2026 Senate proposal. Students receiving special education services are also covered by state and federal special education law, which would continue to apply to any removal.

Sources:

The 74: Minnesota bills would roll back bans on seclusion and expulsion for K-3 students (2025)

House passes education policy bill; discipline rollbacks fail (May 2025)

Bill to allow one-day K-3 suspensions draws divided testimony (March 2026)

Hoodline: Minnesota lawmakers consider K-3 suspensions after incidents (March 2026)

Sauk Rapids-Rice Public Schools, Supporting Documentation (2026)

RATIONALE:

MSBA's existing position 4.24.28, adopted by the Delegate Assembly in 2024, already urges the Legislature to rescind the K–3 discipline restrictions in current law and allow for dismissals and suspensions of K–3 students in certain cases. The Sauk Rapids-Rice resolution seeks a narrower version of that same outcome: authority for administrators to temporarily remove a young student who poses a significant or ongoing safety threat when nonexclusionary interventions have been exhausted or cannot immediately ensure safety. Because the request falls within the scope of the current position, a new resolution is not needed for MSBA to advocate on the district's behalf.

The existing position also gives MSBA the flexibility it has needed at the Capitol. Over the last two sessions, proposals have ranged from full repeal of the ban to narrowly drawn options with limits on the length of removal, a requirement that the incident involve likely physical harm,

and required follow-up meetings with families. Maintaining the broader position allows MSBA to support workable compromises like these without being tied to specific language that may not match the bills under discussion. Position 4.045 further reflects MSBA's long-standing support for a school district's ability to maintain safety and discipline students in accordance with district policy.

The concerns raised by Sauk Rapids-Rice are real and shared by districts across the state. Cleared classrooms and injured staff, including the incidents described by the district and the data Anoka-Hennepin shared in 2026 testimony, illustrate the strain current law places on administrators who are responsible for the safety of everyone in the building. MSBA will continue to use these experiences to make the case that a narrowly defined, appropriately safeguarded temporary removal option is a safety tool rather than a substitute for the nonexclusionary supports districts already provide, and that any removal should be paired with family engagement, documentation, and a clear plan for the student's return. MSBA will also continue to advocate for the funding needed for counselors, behavioral supports, and staff training so that removal is needed as rarely as possible.

Therefore, MSBA recommends maintaining existing positions.

2026 Delegate Assembly
Proposed Legislative Resolution

TITLE OF RESOLUTION # 15: Safe Gun Storage

SUBMITTED BY: Wayzata Public Schools

RECOMMENDATION: Opposition

BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO require updated information on safe/secure firearm storage to be easily accessible and shared with families through School Districts at least once a calendar year, in an effort to support comprehensive school safety funding & plans, and current firearm storage legislation. Districts maintain full local control on how to implement.

BACKGROUND PROVIDED BY SCHOOL DISTRICT:

Firearm deaths, school shootings, suicide, and the associated social and emotional impacts continue to plague Minnesota. The 2025 Annunciation Catholic School shooting is a tragedy that should propel us towards preventative actions that limit avoidable harm to the youth of our communities. Teen and young adult firearm violence continue to be a serious and burdensome problem in the state of Minnesota (MN). In 2023, firearms were the fourth leading cause of death of kids aged 1-17 in MN. Additionally, the gun death rate in MN has increased 35% over the past decade. These statistics include unintentional shootings, school shootings, and suicides. Both firearm homicide and suicide rates have increased over the past decade. Johns Hopkins reports that over half of all US gun owners do not securely store their firearms. Additionally, thousands of guns are stolen from homes and cars which fuel violence rates across the nation. During a moment of crisis, unauthorized access to firearms leads to deadly weapons being accessible to Minnesota youth. While safe/secure storage is not the only preventative strategy needed to limit the avoidable harms of firearm injury and death, it has been named in every risk mitigation strategy. A few of the organizations that name it as important are - Everytown for Gun Safety, The National Education Association, The American Federation of Teachers, Be SMART for Kids, and Children's Hospital of MN. Dr. Gorelick was Children's Hospital of MN Former President and CEO. He names safe/secure storage as an environmental method as an effective intervention. Firearm ownership is a constitutional right for individuals. And, the responsibility towards safety that goes along with that right is shared

amongst communities. However, there is no obligatory method that information on safe/secure firearm storage is shared out to school communities.

School districts are charged with creating safe and secure spaces for all students, teachers, staff, and visitors. School budgets include dedicated resourcing to ensure safety and security, however these dollar amounts are not nearly enough to cover full risk mitigation strategies. Educating communities on issues of safety is a proven (evidence based) prevention strategy to reduce risk factors - in this case unauthorized access to firearms. Providing resources and information on the harms of leaving firearms unsecured, along with how to safely/securely store firearms will lead to productive, positive, and proactive community actions and ongoing prevention conversations. Firearm violence is a public health crisis that, without intervention, will continue to severely and negatively impact our communities. The prestigious and rigorous Journal of the American Medical Association thoroughly studied firearm storage strategies and their impact. This study reported that storage practices were, " … associated with a protective effect and suggest a feasible strategy to reduce these types of injuries in homes with children and teenagers where guns are stored."

Supporting documentation provided by the district:

1. https://www.revisor.mn.gov/statutes/cite/609.666
2. https://www.amsd.org/shared-files/12310/?SchoolSafety.Position-Paper.2024.pdf
3. https://jamanetwork.com/journals/jama/fullarticle/200330
4. https://publichealth.jhu.edu/center-for-gun-violence-solutions/solutions/safe-and-secure-gun-storage
5. https://publichealth.jhu.edu/sites/default/files/2025-07/Gun-Violence-in-Minnesota-2023-Factsheet.pdf
6. https://www.childrenshospitals.org/content/child-health/report/keeping-kids-safe
7. https://besmartforkids.org/
8. https://everytownresearch.org/solution/responsible-gun-storage/
9. https://everytownresearch.org/issue/child-and-teens/
10. https://everytownresearch.org/report/how-to-stop-shootings-and-gun-violence-in-schools/#solutions-to-prevent-school-gun-violence

11. Gorelick, Marc. Saving Our Kids: An ER Doc's Common Sense Solution to the Gun Crisis.

CURRENT LAW:

609.666 NEGLIGENT STORAGE OF FIREARMS makes it a gross misdemeanor to carelessly leave a loaded firearm where a person knows, or should know, that a child under 18 is likely to get to it, unless reasonable steps are taken to secure it. A firearm counts as "loaded" if there is ammunition in the chamber or in an attached magazine, unless a child could not fire it. The law does not apply if the child got the firearm through an unlawful entry, such as a break-in.

BACKGROUND PROVIDED BY MSBA:

School boards share a deep commitment to the safety of students, staff, and families. Gun violence, whether intentional or accidental, has had a profound effect on Minnesota school communities, and many districts are looking at what more they can do to help prevent it. One approach that has received attention nationally is sharing information with families about the secure storage of firearms in the home, so that children and teens cannot gain access to them.

Minn. Stat. § 609.666 makes it a gross misdemeanor to negligently store or leave a loaded firearm where a person knows, or reasonably should know, that a child is likely to gain access, unless reasonable action is taken to secure it. The law has not been substantively changed since 1996. Minnesota law does not otherwise specify how firearms must be stored and does not require schools to provide storage information to families.

No state law prohibits or limits a school district from sharing firearm storage information with families. A school board may choose to do so now, under its own authority, in whatever way fits its community. Districts could, for example, include information in back-to-school materials or newsletters, share resources through school nurses or counselors, or point families to the free gun lock program offered by the Minnesota Department of Public Safety and the Department of Natural Resources through SafeandSecureMN.org. A range of other free educational materials on secure storage is also available from state agencies, health organizations, and national safety programs, allowing each district to select resources that fit its community.

Some states have chosen to require schools to share storage information. California and Michigan, for example, have enacted laws requiring schools to inform families about the state's firearm storage laws each year. Michigan's requirement took effect in the 2025–26 school year, using materials prepared by the state health department.

Firearm storage proposals have been introduced in recent sessions, including HF 396 in 2023. In 2026, the Senate passed an omnibus firearms bill (SF 4067) on a 34–33 vote that included storage provisions along with other measures; it did not receive a vote in the House, and no changes to firearm storage law were enacted.

A similar resolution came before the 2023 Delegate Assembly. Submitted by Bloomington Public Schools, it asked MSBA to urge the Legislature to strongly encourage districts to develop a plan to share information with families about safe and secure firearm storage. That resolution did not pass. MSBA's background at the time recognized educators' shared concern for the wellness of students and families, and noted that districts can exercise local control to share this information without a state directive. It also observed that legislation that begins by encouraging districts to take an action can later become an unfunded mandate.

The proposed resolution addresses a goal that school boards broadly share: keeping students safe and supporting families. Because districts already have the authority to share firearm storage information with families, delegates may wish to consider what the resolution would add beyond what boards can do on their own today.

MSBA understands and respects the values behind this proposal. Supporters want every family to have accurate, current information on secure firearm storage, and school boards share that goal. There are multiple pathways to achieve this outcome without enacting legislation. Districts can share materials from state agencies, health organizations, and national safety programs; post information on their websites or link to existing resources; host family information nights; and send materials home in electronic or physical backpacks. State agencies can also continue reaching families directly through programs such as the free gun lock program at SafeandSecureMN.org.

Delegates may also consider that a vote on this resolution concerns the role of state law in a decision districts can already make. It is not a vote on the importance of preventing gun violence or protecting students, which school boards across Minnesota share.

Sources:

MSBA 2023 Delegate Assembly resolution, Firearm Storage Safety Education (Bloomington Public Schools)

Minnesota offering free gun locks to all Minnesota gun owners (2023)

KSTP: After Annunciation, legislature took no action on gun laws (2026)

OSV News: Minnesota Senate passes omnibus firearms bill (May 2026)

Michigan Advance: New law requiring schools to distribute safe storage information (2025)

Davis Vanguard: California schools to inform families of firearm storage laws (2022)

RATIONALE:

School boards are deeply concerned for the safety of their students and share Wayzata Public Schools' goal of preventing firearm injuries and deaths among young people. Secure storage of firearms in the home is an important part of that effort. MSBA's opposition to this resolution is not a judgment on the importance of the issue, but on whether a new state law is the right way to address it.

This is the third time in four years that a similar proposal has been submitted. A 2023 resolution did not pass, and a 2024 resolution that would have required districts to share this information was withdrawn before the Delegate Assembly. Districts can already do what this resolution asks without the Legislature creating a law around it. No state law prevents a school board from sharing firearm storage information with families, and multiple organizations, including state agencies, health organizations, and national safety programs, offer free support and materials. A district can create its own webpage or link to existing materials, host information nights for families, and send materials home in electronic or physical backpacks. Each board can choose the approach and timing that best fits its community.

State law already requires that firearms be stored safely. Under Minn. Stat. § 609.666, it is a gross misdemeanor to negligently store a loaded firearm where a child is likely to gain access to it. Requiring schools to distribute information about that law would not change the law itself or the responsibility of gun owners to follow it.

MSBA has a long-standing principle of local control and opposes new mandates on school districts. Although the resolution states that districts would maintain full local control over how to implement it, a requirement to share information every year is still a state mandate. As MSBA noted when a similar resolution came before the Delegate Assembly in 2023, legislation that begins by encouraging districts to act can later become an unfunded mandate. There would also be a cost to districts to implement this proposal, including staff time to select, update, translate, and distribute materials each year, and to document compliance, without any state funding to support it.

Therefore, MSBA recommends opposition.

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2026 Delegate Assembly
Proposed Legislative Resolution

TITLE OF RESOLUTION # 16: Amend Postsecondary Education Option (PSEO) Calculation

SUBMITTED BY: Holdingford Public Schools

RECOMMENDATION: Maintain Existing Positions 1.001 and 5.001

BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO replace the current 0.12 minimum ADM for PSEO students with a 0.50 minimum ADM, so that a resident district's PSEO pupil ADM is the greater of the existing statutory calculation or 0.50.

BACKGROUND PROVIDED BY SCHOOL DISTRICT:

Minnesota's PSEO funding formula can reduce a resident school district's ADM substantially when a student participates in PSEO, even though many of the district's costs and responsibilities for that student remain. The current statutory minimum of 0.12 ADM does not adequately recognize these continuing costs.

PSEO participation does not proportionately reduce district costs. Districts continue to incur fixed costs for administration, facilities, technology, staffing, and other operations while also remaining responsible for counseling, graduation planning, student records, credit tracking, and student support. The current 0.12 ADM floor can therefore create a financial disincentive for districts to encourage an otherwise valuable educational opportunity. A 0.50 ADM floor would allow instructional funding to continue following the student to the postsecondary institution while more reasonably recognizing the costs and responsibilities that remain with the resident district.

See supplemental documentation provided by the Holdingford Public School Board for full background information.

CURRENT POSITION:

1.001 Urges the legislature to fully fund public education. (2021)

5.001 We urge the legislature to support dual enrollment options including Post-Secondary Enrollment (PSEO) pathways, Concurrent Enrollment and Career Technical Education (CTE) that are accessible and affordable to all students. These opportunities prepare students for post-secondary success by providing opportunities to earn college credits while still in high school,

thereby reducing the time and cost of obtaining a degree. To ensure affordable and equitable access to all students we encourage the legislature to:

- Provide the necessary revenue to school districts to adequately fund all post-secondary programs.
- Require Minnesota PSEO institutions and school districts to collaborate on student success by sharing timely, relevant educational data including but not limited to: Mid-term progress, final grades, and attendance. (2022)
- Realign K-12 postsecondary educational programs in a uniform and consistent manner. (2014)
- Continue to engage the Higher Learning Commission (HLC) in discussions to explore and find alternative approaches to the current HLC policy related to high school CE/CIS instructors and to provide financial assistance to mitigate the effect of the policy requirements put forth by the HLC to maintain the structure and high standards for CE/CIS instructors. (2015)
- Create a regional task force to resolve the faculty requirements for Concurrent Enrollment Program. (2015)
- Eliminate the roadblocks for high school students to access postsecondary credits. (2013)

CURRENT LAW:

126C.05 DEFINITION OF PUPIL UNITS sets how students are counted as "pupil units," the basis for most state school funding. It weights students by grade level: grades 1–6 count as 1.0, grades 7–12 and PSEO count as 1.2, and kindergarten and pre-K count less depending on program type and hours. Enrollment is measured by average daily membership, and no student can count as more than 1.2. The law also adds weighted counts for English learners, sets special rules for groups like alternative learning, online, PSEO, and project-based students, and repeals the free and reduced-price meal count starting in fiscal year 2027.

BACKGROUND PROVIDED BY MSBA:

When a high school student takes college courses through PSEO, the state sends most of the funding for that student directly to the college, and the resident district keeps funding only for the time the student spends at the high school. State law (Minn. Stat. § 126C.05, subd. 13) sets a floor of 0.12, so a student taking all classes at the college still counts as 12% of a student for the district.

For FY2027, an 11th or 12th grader counts as 1.2 pupil units, worth $9,246 in basic revenue. For one student taking all classes at the college:

	District keeps	Change for the district
Student remains in high school full time	$9,246.00	—
Current law (0.12 floor)	$1,109.52	Loss of $8,136.48
Proposed (0.50 floor)	$4,623.00	Loss of $4,623.00, or $3,513.48 more than current law

The college receives about $256.26 per semester credit, or about $7,688 for a full 30-credit year. Under current law, the state pays a combined $8,797 for that student, which is less than the $9,246 the student generates in high school. Under the proposal, the state would pay about $12,311, roughly one-third more, than for a student who remains in high school.

For example, a district with 20 full-time PSEO students keeps about $22,190 under current law. Under a 0.50 floor, the district would keep about $92,460, a difference of roughly $70,270 per year. These figures reflect basic revenue only. Other formulas tied to pupil units, such as operating capital and equity revenue, follow the same pattern. The higher floor applies only to students who spend more than half the day at the college. A student who splits time evenly already counts as about 0.50, so the change makes no difference for that student.

State law requires the district to continue serving PSEO students in several ways, including providing counseling before enrollment, publishing PSEO information annually, granting credit and maintaining records, allowing students to remain in the building and use school technology, allowing participation in school activities, negotiating special education services with the college, and administering transportation reimbursement for low-income families. Districts also note that staffing decisions are made in the spring, and PSEO notifications due in May and October can change enrollment after budgets and staffing are set.

The 0.12 floor has remained in law despite several efforts to change it or to provide relief to districts. A 2015 proposal would have changed PSEO payments to remove the disincentive for districts, and a 2017 proposal would have created “PSEO impact revenue” for districts losing students to PSEO. Neither proposal was enacted.

The Office of the Legislative Auditor (OLA) is currently evaluating PSEO, its first review of the program since 1996. OLA is in the data-gathering stage, and its report is expected in early

2027. The questions OLA has outlined include the financial impact of PSEO on school districts, postsecondary institutions, and the state budget, as well as compliance with legal requirements, equitable access, and how well the program meets students' needs.

The proposal would not change the 88% share paid to colleges, so the state would pay more than the value of one full student for each full-time PSEO participant. The state currently pays postsecondary institutions tens of millions of dollars each year for PSEO courses, and based on that level of spending, the proposal could add an estimated $15–20 million or more per year. This is a rough estimate, not an official fiscal note, and the actual cost would depend on how many students spend more than half of the school day at a college.

A Minnesota Department of Education report found that the funding formula gives high schools a reason to limit PSEO participation, because districts lose revenue when students enroll. Supporters of a higher floor see this finding as evidence that the formula should better reflect the costs districts continue to carry. PSEO advocates have used the same finding to raise concerns about district compliance with PSEO information requirements, and may view the proposal differently. Districts that partner with a college to offer courses at the high school through concurrent enrollment keep full funding for those students. Concurrent enrollment is one way districts provide college credit opportunities under current law, alongside traditional PSEO.

Sources:

Office of the Legislative Auditor, Postsecondary Enrollment Options topic background (May 2026)

People for PSEO / MDE report coverage

District PSEO legislative presentation

Holdingford Public Schools, Supplemental Documentation (2026)

RATIONALE:

Position 1.001 urges the Legislature to fully fund public education, and position 5.001 calls on the Legislature to provide the necessary revenue to school districts to adequately fund all postsecondary programs. The current 0.12 floor for PSEO students falls well short of that standard. When a student takes all of their courses at a college, the resident district keeps about 12% of that student’s funding, yet it remains responsible for counseling, graduation

planning, credit and records, building and technology access, activities, special education coordination, and transportation reimbursement. Districts also set staffing and budgets in the spring, before PSEO enrollment is final, so many of these costs cannot be reduced when a student leaves. Passage of this resolution is consistent with MSBA's call for funding that reflects what districts are actually required to provide.

A 0.50 floor is a sound direction for the Legislature to move toward. It would continue to send instructional funding with the student to the postsecondary institution, while more reasonably recognizing the share of costs that stays with the resident district. The change would apply only to students who spend more than half of the school day at a college, and it would reduce the financial disincentive that a Minnesota Department of Education report found can discourage districts from promoting PSEO. Removing that disincentive advances position 5.001's goals of dual enrollment options that are accessible to all students and of eliminating roadblocks to postsecondary credit. Districts should be able to encourage students to pursue college coursework without weighing that opportunity against their own budgets. MSBA recognizes that the proposal carries a state cost and is prepared to work with legislators on the details of moving the floor toward 0.50.

The request is also timely. OLA is currently gathering data for its evaluation of PSEO, including the program's financial impact on school districts, and its report is expected in early 2027. OLA is a highly respected, nonpartisan office whose evaluations are widely relied on by legislators, and its findings are likely to shape the next conversation about how PSEO is funded.

Therefore, MSBA recommends maintaining existing positions.

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2026 Delegate Assembly
Proposed Legislative Resolution

TITLE OF RESOLUTION # 17: Establish statewide K-12 Environmental Literacy

SUBMITTED BY: Wayzata Public Schools

RECOMMENDATION: Opposition

BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO:

A. Establish statewide K–12 environmental-literacy expectations on ecosystems, climate, energy, water, waste, biodiversity, natural resources, sustainable consumption, environmental health, justice, and civic engagement;

B. Integrate sustainability across subjects: science, social studies, math, language arts, and CTE;

C. Fund implementation on curriculum, teacher training, outdoor learning, and partnerships;

D. Strengthen teacher professional development with statewide training and instructional materials;

E. Expand experiential and outdoor learning: gardens, energy/water projects, waste reduction, habitat restoration, citizen science, and field studies;

F. Advance equity and prioritize underserved schools; and

G. Measure progress: periodic reporting.

BACKGROUND PROVIDED BY SCHOOL DISTRICT:

Minnesota has a strong tradition of environmental education, but environmental sustainability education is not yet provided to K–12 students in a systematic, consistent, statewide manner. Minnesota law already establishes environmental-education goals: students should understand ecological systems, understand the relationship between human behavior and the environment, evaluate responses to environmental problems, and be able to make informed decisions that support a sustainable lifestyle. The law also directs the state to develop and implement environmental-education programs. However, these goals do not translate into a uniform K–12 sustainability education program with clear learning expectations, dedicated resources, teacher training, implementation requirements, and statewide measures of student outcomes. In other words, Minnesota has many excellent environmental-education programs,

but having many programs is not the same as having a coherent statewide environmental sustainability education system.

Minnesota faces significant environmental challenges (e.g., climate change, drought, water pollution, agricultural runoff and soil health, declining biodiversity, air pollution, PFAS and other emerging contaminants). One example this year https://www.fox9.com/weather/twin-cities-experiences-5th-warmest-summer-record. But many people don't receive consistent, practical education about how their everyday decisions affect the environment. Educating adults is not practical, however, if we start from young kids, they can bring the knowledge back home and grow up with environmental literacy and stewardship. Their influence is immeasurable.

A. People may not know what to do: Minnesota has relatively strong recycling and waste-management systems, but rules are confusing. For example, what belongs in recycling, organics, trash, or special collection varies by material and sometimes by location. Without consistent education, people often "wish-cycle" or throw recyclable/compostable materials in the landfill trash.

B. Environmental knowledge is inconsistent: Environmental education may depend heavily on a student's school, teacher, community, or family. Some young people receive hands-on experiences with conservation, gardening, climate, or waste reduction, while others receive very little. This creates an uneven level of environmental literacy across Minnesota.

C. Minnesota's natural resources need informed citizens: Minnesota is one of the top three states in the nation for the number of nature-based early childhood education programs. It is also home to a nationally recognized park system including 10,000+ lakes, rivers, forests, wetlands, and agricultural land. There are all the things we should all be proud of. In the meantime, pride comes with responsibility: issues such as water pollution, invasive species, habitat loss, soil degradation, and biodiversity require public understanding and participation.

D. Everyday behavior has a cumulative effect: Decisions about food waste, plastics, energy, transportation, lawn care, consumption, and disposal may seem small individually. But when millions of people make those decisions every day, the environmental impact becomes substantial.

E. It limits young people's ability to become environmental problem-solvers: Environmental education isn't simply about teaching children to "protect nature." It can teach

critical thinking, systems thinking, problem-solving, civic engagement, and practical skills. These are important for preparing Minnesota's future workforce and community leaders.

F. It makes environmental policies harder to implement: Good environmental policies can fail to achieve their full potential if residents don't understand why they exist or how to participate. Education helps turn policies into everyday practices.

G. Minnesota has already recognized the need for stronger climate and sustainability education, calling for a comprehensive and cohesive approach. Minnesota legislators have repeatedly introduced proposals addressing climate and environmental education. For example, the: Legislature has considered proposals for climate-change instruction and model curriculum resources (SF 476). More recently, 2026 legislation proposed a Climate Literacy Seal, which would recognize students completing qualifying climate-literacy coursework and experiential learning (HF 3557). These proposals demonstrate that there is already legislative recognition of the need to strengthen environmental and climate literacy. The next step should be to build a comprehensive K–12 framework rather than relying primarily on individual initiatives.

1. **https://www.revisor.mn.gov/laws/2025/1/Session+Law/Chapter/1/**
2. **https://climateliteracy.umn.edu/**
3. **https://www.revisor.mn.gov/statutes/cite/115a.073**
4. **https://www.fox9.com/weather/twin-cities-experiences-5th-warmest-summer-record**
5. **https://www.revisor.mn.gov/bills/93/2023/0/SF/476/versions/latest/**
6. **https://www.revisor.mn.gov/bills/94/2026/0/HF/3557/versions/0/**

CURRENT POSITION:

4.005 Urges the legislature to preserve local decision making by allowing school boards to have the flexibility to address the most pressing needs of their school districts, including but not limited to curriculum, budgeting, school calendar, structure, and local innovation. (2022)

4.007 Urges the legislature to retain a school district's local authority in determining curriculum, course offerings, graduation requirements, and other locally developed standards, where applicable. (2019)

CURRENT LAW:

115A.073 ENVIRONMENTAL EDUCATION GOALS AND PLAN sets the state's environmental education goals for students and citizens. Learners should understand how ecosystems work, how human behavior affects the environment, and the effects of using the environment in multiple ways, so they can weigh options and make informed decisions that support sustainable living. The law also says students and citizens should have access to the information and experiences they need to make those decisions. The state's guiding plan for this work is "Greenprint for Minnesota: A State Plan for Environmental Education." The statute sets goals only and does not require schools to provide specific instruction.

BACKGROUND PROVIDED BY MSBA:

Minnesota law already sets environmental education goals for students and citizens and directs the state to maintain a plan for environmental education, known as the Greenprint for Minnesota. The statute sets goals but does not require schools to provide specific instruction. Environmental and climate content is also already part of the state's academic standards. The 2019 Minnesota Academic Standards in Science, fully implemented in the 2024–25 school year, include climate change and its impacts, and students who began ninth grade in 2024–25 must earn one credit each in earth and space science, life science, and chemistry or physics to graduate. Within that framework, school boards decide locally how to deliver environmental education, and many districts offer environmental science courses, outdoor learning, school gardens, and partnerships with local organizations.

Proposals to expand climate and environmental instruction have been introduced in recent sessions. In 2023, legislation was introduced to require climate change instruction and develop model curriculum resources (SF 476). In 2026, companion bills would have created a Climate Literacy Seal for graduates who demonstrate climate literacy and earn green or technical skills (HF 3557/SF 3659). Neither was enacted, and the 2026 bills did not advance past the committee deadline.

At the same time, the Legislature has added a number of new requirements to the high school experience. Students who began ninth grade in 2024–25 must complete a personal finance credit in grade 10, 11, or 12, and students who began ninth grade in 2025–26 must complete a government and citizenship course in grade 11 or 12. Mental health instruction becomes required beginning in 2026–27. Minnesota students must earn 21.5 required credits, plus credit

to meet state physical education and health standards, which leaves roughly seven credits for electives over four years.

MSBA has testified repeatedly against mandated courses and curriculum. In 2023, MSBA and the Minnesota Association of School Administrators jointly opposed bills that would have required credits in civics, personal finance, and ethnic studies, noting that while the subjects have value, curriculum decisions belong with locally elected school boards working with staff, students, parents, and the community, and that multiple required courses crowd out electives such as career and technical education and advanced language, math, and science courses.

The resolution would establish statewide environmental-literacy expectations across all grades, integrate sustainability into multiple subjects, and require periodic reporting. It also calls for state funding for curriculum, teacher training, outdoor learning, and partnerships, but does not identify an amount or source of funding.

Sources:

CBS Minnesota: Minnesota teachers now required to teach climate change (November 2024)

National Center for Science Education: Climate literacy seal bills die in Minnesota (2026)

MSBA and MASA letter to the Senate Education Policy Committee on required civics, personal finance, and ethnic studies credits (February 2023)

RATIONALE:

MSBA recognizes the value of environmental education and appreciates Wayzata Public Schools' commitment to helping students understand and care for Minnesota's natural resources. However, this resolution conflicts directly with MSBA's existing positions. Position 4.005 urges the Legislature to preserve local decision-making and give school boards flexibility over curriculum, and position 4.007 urges the Legislature to retain a school district's local authority over curriculum, course offerings, and graduation requirements. Establishing statewide K–12 expectations and requiring sustainability to be integrated across subjects would move those decisions from local school boards to the state.

MSBA has testified many times in recent years against similar requests to mandate new curriculum and courses. Mandates can hurt students. Every required class takes a place in a student's schedule that could otherwise go to something the student has chosen: a music or band class the student has studied for years and hopes to pursue as a career, a world language

that may allow the student to test out of a college requirement, a career and technical education course, or another class that sparks the student's interest. The Legislature continues to add mandatory requirements to students' schedules, and with each addition, there is less time for anything else.

Environmental education can be a good idea, and districts can offer it now. School boards are free to add environmental science courses, outdoor learning, and community partnerships based on the needs and interests of their students and communities, and many already do. MSBA opposes mandated curriculum and believes these decisions are best made locally.

Therefore, MSBA recommends opposition.

2026 Delegate Assembly
Proposed Legislative Resolution

TITLE OF RESOLUTION # 18: Criteria for Statewide School Employee Health Insurance

SUBMITTED BY: Rosemount-Apple Valley-Eagan Public Schools, Inver Grove Heights Public Schools, and Centennial Public Schools

RECOMMENDATION: Passage

BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO address the rising cost of health care for school districts and their employees. MSBA opposes the 2025 proposed Employee Group Insurance Program (EGIP) legislation because it shifts costs to school districts rather than reducing overall health care costs. Before the Legislature passes EGIP or any other legislation establishing a statewide school employee health insurance program, particularly one requiring school district participation, the proposal must meet the following conditions:

- Financial Sustainability: Require an independent actuarial analysis using actual claims experience that demonstrates long-term financial sustainability and measurable cost savings for participating school districts.
- Equal Representation: Provide equal employer and employee representation in program governance and administration.
- Protection of District Assets: Protect school district reserves, fund balances, and existing assets from transfer, forfeiture, or financial disadvantage.
- Financial Transparency: Require full disclosure of governance structures, financial assumptions, administrative costs, reserve requirements, long-term fiscal impacts and any requirement would be fully funded by the state.
- Demonstrated Value: Establish measurable cost savings and improved outcomes for school districts and employees.
- Protection of Existing Health Care Benefits: Ensure that requiring school districts to participate in a statewide health insurance program does not reduce existing employee health care coverage, benefits, or provider access, or increase employee out-of-pocket costs.
- Local Authority: Preserve local school board decision-making, fiscal accountability, and effective collective bargaining, when determining employee health insurance coverage. Participation in the program should not be mandatory.

BACKGROUND PROVIDED BY SCHOOL DISTRICT:

Proposed legislation, supported by Education Minnesota, would establish a mandatory Educator Group Insurance Program (EGIP) that replaces locally managed health insurance plans with a single statewide system. The proposed legislation removes local control, mandates high employer contributions/costs, and limits input on plan design, which is the most effective way to control healthcare costs (including deductibles, out-of-pocket costs, coverage options, and administrative costs).

The mandatory EGIP creates several significant issues for local districts:

Loss of Local Control: It removes local control over employee health insurance and transfers it to a small board that controls plan design changes (In Rosemount-Apple Valley-Eagan, with 4,000 employees, our insurance committee has 14 members, with all bargaining groups). We urge the Legislature to ensure equal representation of management (Board and administration) and employees.

Financial Penalties: It unfairly penalizes districts with historically well-managed, responsible self-insurance funds by requiring them to deplete their local reserves to fund the statewide plan before utilizing the state pool.

Employer Contributions & Healthcare Consumer Awareness: This legislation requires school districts to contribute at least 95% of the premium for single coverage and 85% for family coverage. By capping the employee's contribution, employees are largely insulated from the true cost of their healthcare and may not shop around, compare costs, ask for generic drug alternatives, or apply market-driven pressure to control healthcare costs.

Lack of State Funding Strategy: The state currently has no clear, long-term funding strategy to sustain the EGIP or support the mandated premium contributions. This compounds the financial and operational hardships caused by recent state employment law changes.

Fails to Address Negotiated Benefits: Many districts have current negotiated agreements that continue health insurance coverage for different bargaining groups, including some benefits that extend to retirees until age 65. In addition, agreements may include retirement severance language in which a portion of employees' accrued time is converted to dollars deposited into Healthcare Reimbursement Accounts for future medical expenses. A statewide insurance plan may not address these various nuances in contract language, which may pose

additional financial burdens on school districts to cover these negotiated costs in addition to funding the statewide plan.

CURRENT LAW:

471.6161 GROUP INSURANCE; GOVERNMENTAL UNITS requires school districts to seek proposals for employee group health coverage from at least three sources, including the state-administered Public Employees Insurance Program (PEIP), no more than once every 24 months. Districts must share claims data with bidders and must consult with representatives of the largest employee bargaining group during the process. Self-insured districts follow similar rules, and larger or long-established self-insured districts are not required to seek a proposal from PEIP. Health benefits for employees covered by a collective bargaining agreement cannot be reduced unless the employer and the union agree. Today, each district decides through this process and through bargaining whether to buy insurance, self-insure, join an insurance pool, or participate in PEIP.

2025 SF 2909 Educator Group Insurance Program (EGIP) would create a mandatory Educator Group Insurance Program (EGIP), a single statewide health insurance pool for school employees administered by the commissioner of management and budget. School districts, charter schools, service cooperatives, intermediate districts, and other school employers would be required to move their employees into the pool beginning January 1, 2028, or when existing insurance contracts expire. Premiums would be set by the commissioner and would be the same for all school employers. A 12-member labor-management committee would oversee the program: seven members appointed by Education Minnesota, one each by SEIU, AFSCME, and the Minnesota School Employees Association, and one each by the Minnesota Association of School Administrators and the Minnesota Association of School Business Officials. Changes to cost sharing would require agreement between the commissioner and the committee. Districts would have to pay 85% of family premiums and 95% of single premiums for the highest-value plan, with remaining costs paid by employees unless otherwise negotiated. Districts with self-insured plans would dissolve them, and any unused reserves would be negotiated with employee unions or, without agreement, used to pay employees' share of premiums until the reserves are depleted. The commissioner could impose a reserve surcharge during the first three years, and districts that can show added premium costs could apply for state aid, although the bill leaves the aid amounts blank. Districts that fail to pay premiums could have state aid withheld. The bill also requires employers to keep paying premiums during a strike and prohibits school employers from paying broker commissions.

Resolution #18

BACKGROUND PROVIDED BY MSBA:

Minnesota's more than 500 school districts and charter schools each provide employee health insurance through their own arrangements, which may include fully insured plans, self-insured plans, joint purchasing pools, or the state-administered Public Employees Insurance Program. Plan design and contribution levels are typically negotiated with employee bargaining units. Minnesota schools paid nearly $1.4 billion last year for employee health and dental insurance and related health accounts. Costs continue to rise. Anoka-Hennepin reported a 22% premium increase, and Kasson-Mantorville has averaged 11% annual increases over the past six years. Educators have testified about rising premiums and high deductibles, and the cost of health insurance has become a central issue in bargaining.

Legislation creating EGIP, supported by Education Minnesota, was introduced in both the Senate and the House. In the Senate, SF 2909 was approved by the Education Policy Committee in March 2026 and re-referred to the Commerce and Consumer Protection Committee. In the House, a version that combined the insurance pool with new minimum teacher salaries (HF 3119) was laid over in the Education Finance Committee in April 2026 for possible inclusion in an omnibus bill. Neither bill was enacted.

MSBA, together with the Minnesota Association of School Administrators, the Association of Metropolitan School Districts, the Minnesota Association of School Business Officials, and the Minnesota Community Education Association, submitted a joint letter supporting higher teacher pay but raising concerns that the proposal would shift decision-making authority away from local communities and toward the state without sustainable funding.

The issue is expected to return. At the end of the 2026 session, the Legislature funded what supporters describe as the first comprehensive study of school district health insurance costs, and the bill's House author has indicated plans to bring the full proposal forward in 2027. A statewide school employee insurance pool is not a new idea; the Legislature passed one in 2010, which was vetoed.

Sources:

Minnesota House Session Daily: House Education Finance Committee hearing on HF 3119 (April 2026)

KAXE: Minnesota educators ask Legislature to help lower health insurance costs (April 2026)

Education Minnesota: EGIP reporting bill passes as legislative session ends (2026)

Workday Minnesota: Veto of statewide health insurance wastes opportunity, union says (May 2010)

RATIONALE:

MSBA understands, and is empathetic to, the rising cost of health insurance. School employees are facing higher premiums and deductibles, and districts are absorbing double-digit premium increases that strain budgets and bargaining alike. MSBA shares the goal of making quality health coverage more affordable for the people who serve Minnesota's students.

The statewide proposal considered by the Legislature last session, however, does not address the total cost of health care. Rather, it shifts the burden to school districts. By mandating that districts pay at least 95% of single premiums and 85% of family premiums, requiring self-insured districts to dissolve their plans and spend down reserves they have built through careful management, and leaving state aid amounts and long-term funding undefined, the proposal changes who pays without reducing what is paid. Costs that are shifted onto district budgets ultimately come out of classrooms, staff, and programs for students.

Health care is not just a matter of cost, and it cannot be fixed with a single bill or law. The conditions in this resolution reflect real issues that must be addressed for any statewide program to work—full state funding, protection of local reserves, the ability of large systems and districts with successful self-funded plans to keep them, and a governing board that fairly represents both labor and management and is focused on responsible fiscal management. Other issues will need attention as well, including negotiated retiree coverage and health care reimbursement accounts built into existing contracts.

Governance matters as much as funding. Under SF 2909, Education Minnesota would appoint 7 of the 12 committee members, administrators, and business officials would hold just two seats; and school boards, which are accountable to local taxpayers for district budgets, would have no seat at all. A committee that must agree to any change in cost sharing should fairly balance labor and management, and include the elected officials responsible for paying the bills.

With a state study underway and the proposal expected to return in 2027, adopting this resolution gives MSBA clear, constructive conditions for any proposal, so that a statewide approach, if pursued, is comprehensive and, most importantly, sustainable, especially in how it is funded.

Therefore, MSBA recommends passage.

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2026 Delegate Assembly
Proposed Legislative Resolution

TITLE OF RESOLUTION # 19: Summer Unemployment for Hourly Workers

SUBMITTED BY: St. Francis Area Schools

RECOMMENDATION: Maintain Existing Position 3.25.30

BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO provide that a non-instructional employee of an educational institution who resigns effective at or after the end of the school year or academic term is not disqualified from unemployment benefits between terms.

BACKGROUND PROVIDED BY SCHOOL DISTRICT:

Hourly school employees may be waiting to submit a resignation or retirement until the end of the summer so that they do not lose eligibility for unemployment benefits during the summer.

The later notice makes it more difficult for schools to start the school year fully staffed.

CURRENT POSITION:

3.25.30 Urges the legislature to either repeal summer unemployment benefits for non-instructional school employees between academic terms, or to fully and permanently fund those benefits and allow non-instructional employees to resign from their upcoming school term positions during the summer break without losing eligibility for unemployment benefits. (2025)

CURRENT LAW:

268.085 ELIGIBILITY REQUIREMENTS; PAYMENTS THAT AFFECT BENEFITS Subdivision 7 governs when school employees can collect unemployment between school years or terms. Teachers, researchers, and principal administrators can't collect benefits over the summer or between terms if they have a reasonable assurance of returning, which can be written, spoken or implied by past practice. Since 2023, that restriction no longer applies to non-instructional staff such as paraprofessionals, bus drivers, custodians, and food service workers, so they can collect summer benefits even if they plan to return in the fall. All school employees, non-instructional staff included, are still barred from collecting during shorter breaks like winter and spring break if they're expected back afterward. The rules also cover people who work in schools through service cooperatives, local governments, or nonprofits.

268.095 INELIGIBILITY BECAUSE OF QUIT OR DISCHARGE sets out when people who quit or are fired lose their unemployment benefits. Someone who quits is generally ineligible unless one of a limited set of exceptions applies, such as a good reason caused by the employer, a medical necessity, loss of childcare, domestic abuse, or a spouse's military or job relocation. Someone who is fired is ineligible only if the firing was for employment misconduct, meaning a serious violation of the standards an employer can reasonably expect. Things like simple poor performance, honest mistakes or properly reported illness don't count as misconduct. A person found ineligible stays that way until they earn enough wages in a new job to requalify, and for aggravated misconduct (conduct amounting to a gross misdemeanor or felony) the wages from that job can't be used toward benefits at all.

BACKGROUND PROVIDED BY MSBA:

In 2023, the Legislature made non-instructional school employees, including paraprofessionals, bus drivers, custodians, and food service workers, eligible for unemployment benefits during the summer and other breaks between academic terms. Teachers and other instructional staff remain ineligible when they have reasonable assurance of returning. Districts are responsible for reimbursing the state for these unemployment costs. To help, the Legislature appropriated $135 million in supplemental aid, intended to last through 2027 or until the money ran out. Claims grew quickly, and that funding was expected to be exhausted by summer 2025 claims. The 2025 Legislature provided additional one-time funding, which is expected to last only until 2027. No ongoing funding source has been identified, and once the one-time money is spent, the cost is projected to fall on district budgets.

At the 2025 Delegate Assembly, Grand Rapids Area Schools submitted Resolution 30, Summer Unemployment Funding/Timeline, which raised the same resignation concern now raised by St. Francis Area Schools. In support of that resolution, MSBA surveyed all 331 member districts in October and November 2024. The 161 districts that responded, representing 43% of student enrollment across urban, suburban, and rural regions, reported a growing number of late resignations from staff who collected summer unemployment benefits and then took jobs outside the district. Those late resignations left districts filling 467 critical student-support positions after the school year had already started. The Delegate Assembly adopted Resolution 30, which became position 3.25.30.

The resignation issue raised by St. Francis Area Schools grows out of how the eligibility rules interact. An employee who quits is generally ineligible for unemployment benefits. As a result,

a non-instructional employee who resigns or retires in the spring, effective at the end of the school year, gives up summer benefits, while an employee who waits until late summer to give notice keeps them. Districts have reported that employees are waiting until late summer to give notice, which makes it harder to hire and to start the school year fully staffed.

The resolution would add a new exception allowing a non-instructional employee who resigns effective at the end of the school year to remain eligible and would make clear that the between-terms rules do not apply to non-instructional employees regardless of reasonable assurance or resignation. This would encourage earlier notice. It would also extend summer benefits to employees who are leaving the district permanently, which would likely increase the number of claims, and it does not address how those benefits would be funded.

Sources:

MSBA 2025 Delegate Assembly Guidebook, Resolution 30: Summer Unemployment Funding/Timeline, p. 305

Minnesota School Boards Association, Member District Survey (October–November 2024)

RATIONALE:

MSBA shares the concern raised by St. Francis Area Schools. When non-instructional employees wait until late summer to resign or retire, districts lose valuable time to recruit and hire, and too often begin the school year short of paraprofessionals, bus drivers, and other essential staff. MSBA's survey of member districts found that late resignations left 467 critical student-support positions unfilled after the 2024–25 school year began. MSBA's existing position 3.25.30, adopted by the Delegate Assembly just last year, already addresses this problem directly. It urges the Legislature to allow non-instructional employees to resign from their upcoming school term positions during the summer break without losing eligibility for unemployment benefits, which is the outcome St. Francis is seeking.

Position 3.25.30 is also the stronger position because it does not address resignation timing in isolation. Summer unemployment benefits for non-instructional employees have exhausted the state's original $135 million appropriation, and the state has met those costs only with time-limited funding that is expected to run out by 2027. Without permanent funding, districts could face cuts to staff and programs or the need for local levies, which would fall hardest on less-wealthy communities. The current position calls on the Legislature either to repeal these benefits, or to fully and permanently fund them, and it ties any change to resignation rules to

full and permanent state funding. Adopting the St. Francis Area resolution on its own would expand eligibility to employees who are leaving the district permanently, likely increasing claims and costs, without any assurance of how those costs would be paid. MSBA should not ask the Legislature for a change that could add to the burden on district budgets that are already stretched.

Maintaining position 3.25.30 keeps MSBA's advocacy focused on the full solution: earlier and more predictable notice for districts, paired with a sustainable answer on funding. It gives MSBA the flexibility to support legislation that addresses resignation timing as part of a fully funded program, or to pursue repeal, and it avoids adopting a narrower position that could be read as accepting an unfunded expansion of the program.

Therefore, MSBA recommends maintaining existing position.

2026 Delegate Assembly
Proposed Legislative Resolution

TITLE OF RESOLUTION # 20: Modify Paid Family Leave

SUBMITTED BY: Walker-Hackensack-Akeley Public Schools

RECOMMENDATION: Maintain Existing Position 3.25.31

BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO allow school districts to opt out of Paid Leave.

BACKGROUND PROVIDED BY SCHOOL DISTRICT:

Whereas, Paid Family Medical Leave has replaced the need for employees to accrue more than 30 days of employer provided medical leave to reach the 90 day requirement to access long term disability benefits.

Employees can accrue in many districts up to 120 days of medical leave. The original intent was to have this for catastrophic medical issues and get to long term disability insurance. There is no longer a need. This leaves a significant liability to the district. It also leaves a risk of being abused by employees who view it as an entitlement. This also leaves the districts with a long-term liability of significant potential costs.

CURRENT POSITION:

3.25.31 Urges the legislature to allow public school district employers and district collective bargaining units the ability to opt out of MN Paid Leave or, if not able to bargain an opt out agreement, a 50/50 employer/employee contribution shall be implemented. (2025)

CURRENT LAW:

268B FAMILY AND MEDICAL BENEFIT INSURANCE (MINNESOTA PAID LEAVE) provides partial wage replacement to employees who take leave for their own serious health condition, to care for a family member, to bond with a new child, and for certain military and safety-related reasons. Employees may receive up to 12 weeks of medical leave and up to 12 weeks of family leave, with a combined maximum of 20 weeks in a benefit year. The program applies to nearly all public and private employers, including school districts, and is funded through a premium on wages. Employers must pay at least half of the premium and may deduct the rest

from employees' wages. Employers may not require employees to use accrued sick, vacation, or personal leave before or during Paid Leave, but may allow it to supplement Paid Leave benefits. Employers may offer leave benefits that exceed the program, and parties to a collective bargaining agreement may negotiate leave terms that meet or exceed its minimums. Employers may also apply to use an approved private plan that provides equal or greater benefits.

BACKGROUND PROVIDED BY MSBA:

Minnesota Paid Leave was enacted in 2023, and premium collection and benefits began on January 1, 2026. The program is administered by the Department of Employment and Economic Development (DEED). The premium rate for 2026 is 0.88% of wages, and the state has announced that the rate will remain at 0.88% for 2027. Employers must pay at least half, and may collect up to 0.44% of wages from employees. Based on FY2024 payroll, MSBA estimated that premiums for Minnesota public schools would total about $74.8 million per year, or about $37.4 million each for employers and employees under an even split.

Paid Leave operates alongside the leave benefits districts already provide. Many school district contracts allow employees to accumulate large balances of sick leave, in some districts up to 120 days. Walker-Hackensack-Akeley notes that these balances have historically served as a bridge for employees with catastrophic medical issues to reach the waiting period for long-term disability insurance, typically 90 days. With Paid Leave now providing up to 12 weeks of paid medical leave, the district believes that much of this accrued leave is no longer needed, while it continues to represent a significant long-term liability for districts. Because employers may not require employees to use accrued leave before or during Paid Leave, districts are in effect funding two overlapping benefits.

At the 2025 Delegate Assembly, Inver Grove Heights and Hastings submitted Resolution 31, which asked that school districts and their bargaining units be allowed to opt out of Paid Leave or, if an opt-out cannot be bargained, that premiums be split evenly between employers and employees. The Delegate Assembly adopted that resolution as position 3.25.31. Other states have taken this approach. Massachusetts excludes public employers unless they choose to opt in, and Colorado includes local governments, including school districts, but allows their governing bodies to vote to opt out.

Sources:

MSBA 2025 Delegate Assembly Guidebook, Resolution 31: Paid Leave – Allow Opt-Out or 50/50 Employer Contribution, p. 309

Minnesota Department of Employment and Economic Development: Paid Leave Premium Rate Unchanged for 2027

RATIONALE:

MSBA appreciates Walker-Hackensack-Akeley bringing forward a concern that many districts share. Paid Leave added a new, mandatory benefit, on top of the leave districts already provide through locally bargained contracts, including sick leave balances that were built up in large part to carry employees to long-term disability coverage. The result is overlapping benefits and long-term liabilities that districts must fund from already tight budgets.

MSBA's existing position 3.25.31, adopted by the Delegate Assembly just last year, already addresses this concern. It urges the Legislature to allow school districts and their bargaining units to opt out of Paid Leave. An opt-out would let each district and its employees decide locally how best to provide medical and family leave, whether through Paid Leave, through district sick leave and long-term disability coverage, or through a combination, rather than requiring districts to fund both. Other states, including Massachusetts and Colorado, already give public employers this choice.

Position 3.25.31 also goes further by providing a fallback. When an opt-out cannot be bargained, it calls for an even 50/50 split of premiums between employers and employees, which would bring predictability to district budgets and consistency across bargaining units. Maintaining 3.25.31 keeps MSBA's advocacy focused on a single, clear position that gives districts the flexibility to address overlapping leave benefits through local decision-making and bargaining.

Therefore, MSBA recommends maintaining existing position.

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2026 Delegate Assembly
Proposed Legislative Resolution

TITLE OF RESOLUTION # 21: School Trust Land Management and Oversight

SUBMITTED BY: Rock Ridge Public Schools

RECOMMENDATION: Passage

BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO establish the Office and Director of School Trust Land Management as the entity responsible for the management, administration, and oversight of Minnesota's school trust lands on behalf of the trust beneficiaries, Minnesota's public school districts. Provide the Director with the statutory authority necessary to fulfill these responsibilities and establish a School Trust Land Board to provide policy direction, fiduciary oversight, and accountability. Require annual financial reporting and independent audits to ensure transparency in trust land revenues, expenditures, asset values, and management performance. The Office shall continue to work collaboratively with the Department of Natural Resources (DNR) and federal, tribal, and local units of government to ensure responsible land management and maximize long-term benefits to Minnesota's public schools.

BACKGROUND PROVIDED BY SCHOOL DISTRICT:

Duties of a Trustee: Lincoln Institute of Land Policy for national expertise and Washington State's trustee duties for a practical list.

The Lincoln Institute published *State Trust Lands in the West: Fiduciary Duty in a Changing Landscape*, by **Peter W. Culp, Andy Laurenzi, Cynthia C. Tuell, and Alison Berry**. Culp's background includes serving as attorney and project manager for the Sonoran Institute's State Trust Lands Project. This is a strong source for the broader research behind school trust land management. Lincoln Institute of Land Policy

For the actual list, **Washington State Department of Natural Resources identifies six trustee obligations**. Here they are in plain language:

Trustee duty	What it means
Undivided loyalty to beneficiaries	Make decisions for the beneficiaries. Other interests must not take priority over the trust's interests.

Generate benefits in perpetuity	Manage the trust to provide ongoing revenue and benefits, generation after generation.
Preserve the trust's assets	Protect the underlying lands, money, and other assets that make future benefits possible.
Exercise reasonable care and skill	Make informed decisions using appropriate expertise and careful management.
Act prudently to reduce risk	Consider potential losses and manage risks responsibly.
Treat current and future beneficiaries impartially	Balance today's benefits with the needs of future generations.

Adapted into plain language from Washington DNR's April 2023 "Trust Obligations" presentation, slide 3; the presentation is marked draft. dnr.wa.gov

Why "undivided loyalty" carries weight: The Washington Attorney General's 1996 Opinion No. 11 identifies it as a chief trustee duty in land-grant cases and draws on the American Law Institute's *Restatement of Trusts*. That gives you a legal foundation as well as a practical explanation. The opinion addresses Washington's legal framework. Washington State

CURRENT LAW:

127A.353 SCHOOL TRUST LANDS DIRECTOR establishes the School Trust Lands Director and describes the Director's duties, including planning, oversight, recommendations, and coordination with the DNR. The DNR continues to exercise substantial operational authority over school trust land management. Minnesota also has a Legislative Permanent School Fund Commission, which provides legislative oversight; it is not an operational trust land governing board.

127A.351 POLICY AND PURPOSE establishes the state's fiduciary policy for school trust lands. The proposed resolution would require legislation defining the Director's additional authority, the Board's composition and responsibilities, reporting standards, audit arrangements, and coordination with existing agencies.

127A.30 LEGISLATIVE PERMANENT SCHOOL FUND COMMISSION

BACKGROUND PROVIDED BY MSBA:

Background Information Collected by Aaron VandeLinde, Director of the Office of School Trust Lands

Aaron VandeLinde, Director of Minnesota's Office of School Trust Lands (OSTL), reviewed the management and oversight structure of school trust lands in other states, focusing on Colorado. Colorado provides a useful comparison because its State Land Board operates within the Department of Natural Resources but has clearly defined management authority, fiduciary responsibilities, and independent oversight.

Minnesota's current structure differs significantly. Under Minn. Stat. § 127A.353, the Office of School Trust Lands primarily serves in an advisory and oversight capacity, while the Department of Natural Resources (DNR) retains management authority over school trust lands. The Director can recommend management actions but does not have direct authority to implement many of those recommendations.

The review identified five areas where Colorado's structure provides greater authority and accountability:

1. **Independent oversight through a Trust Land Board.** Colorado has a five-member State Land Board appointed by the governor and confirmed by the Senate. The board establishes trust land policies, hires the Director, and approves significant transactions. Minnesota does not have an equivalent trust-focused governing board to provide independent policy oversight and accountability.
2. **Financial reporting, recordkeeping, and audits.** Colorado requires comprehensive records and annual reporting on trust land revenues, leases, land inventory, and stewardship. Minnesota law requires the OSTL Director to prepare annual budget plans, while Minn. Stat. § 84.027, subd. 18 establishes reporting responsibilities for the DNR. However, Minnesota does not provide the OSTL Director with comparable comprehensive financial reporting and audit authority. At the time of the review, the most recent DNR school trust lands financial report identified was from 2019.
3. **Direct authority over leasing and land management.** Colorado's State Land Board has statutory authority to issue and approve leases, including planning and production leases, and make land-use decisions. Minnesota's OSTL Director primarily advises and

makes recommendations rather than directly negotiating, approving, or administering leases.

4. **Commercial development and financing authority.** Colorado law authorizes certain commercial real estate transactions, property improvements, and financing arrangements, subject to board approval. Minnesota's OSTL Director does not have comparable statutory authority to undertake commercial development or financing activities that could generate additional revenue for the trust.
5. **Land exchanges, acquisitions, and property management.** Colorado's State Land Board has authority to reclassify and appraise lands, conduct land exchanges, approve rights-of-way, manage lease renewals, and undertake other real estate transactions. In Minnesota, the OSTL Director may recommend these actions but generally lacks the executive authority to carry them out.

An Additional Governance Option

The review also identified a broader approach for legislative consideration: establishing a State Trust Land Management Office responsible for coordinating the management of multiple categories of state trust lands, including school trust lands. Minnesota historically maintained a State Land Office within the Office of the State Auditor. A modernized structure could provide coordinated management while maintaining the distinct legal and fiduciary obligations associated with each category of land.

Relevance to the Proposed Resolution

This comparison illustrates opportunities to strengthen Minnesota's management of school trust lands by establishing clearer lines of authority, independent oversight, financial accountability, and greater flexibility in managing trust assets.

The proposed resolution would establish the Office and Director of School Trust Land Management as the entity responsible for managing school trust lands on behalf of the trust beneficiaries, Minnesota's public school districts. It would also establish a Trust Land Board to provide oversight while maintaining collaborative relationships with the DNR and federal, tribal, and local governments.

The intent is to move beyond an advisory structure toward a management model with clearly defined fiduciary responsibilities, operational authority, and accountability for maximizing the long-term benefit of school trust lands for Minnesota school districts.

RATIONALE:

Minnesota's school trust lands are held in trust for the benefit of public education. The state has a fiduciary responsibility to manage these lands prudently, protect trust assets, and generate long-term financial benefits for public school districts.

Minnesota has taken important steps to strengthen school trust land management, including establishing the Office of School Trust Lands and appointing a Director. However, the Director's role remains largely advisory, while the DNR retains primary responsibility for land management decisions. This division of authority limits the Office's ability to act directly on behalf of the beneficiaries and makes clear accountability more difficult.

Other states demonstrate the value of dedicated trust governance. Colorado, for example, uses a State Land Board to establish policy and oversee significant trust land decisions. Minnesota can draw on that model while designing a structure appropriate to its own laws and agencies.

Giving Minnesota's Office of School Trust Lands meaningful management authority and establishing a School Trust Land Board would clarify responsibility for decisions affecting trust assets. It would also improve the state's ability to evaluate leases, land exchanges, development opportunities, and other activities for their long-term benefit to public schools.

Annual financial reporting and independent audits would provide school districts, policymakers, and the public with consistent information on trust land revenues, expenditures, asset values, and management performance. **These safeguards would reinforce the fiduciary obligations owed to beneficiaries and strengthen confidence in trust management.**

The proposal does not eliminate the DNR's role. It calls for a clearer division of responsibilities and continued collaboration with the DNR and federal, tribal, and local governments, while placing the interests of trust beneficiaries at the center of school trust land decisions.

Therefore, MSBA recommends passage.

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Area 26 Delegate:
Kim McLaughlin, Hibbing
Area 27 Delegate:
Rosie Loeffler-Kemp, Duluth

Director District 11 Delegates:
1. David Marty, Grand Rapids Area
2. Walter Hautala, Mesabi East
3. Brenda Heikkila, Moose Lake
4. Ann Marie Lubovich, Mountain Iron-Buhl
5. Amy Pocrnich, Proctor
6. Mary Carlson, Carlton-Wrenshall

Director District 11 Alternate Delegate:
1. Ashley McFarland, Hermantown

Director District 12 (Northwest MN)

Board Director:
Tyler Brekken, Win-E-Mac

Area 28 Delegate:
Jenny Frenzel, Bemidji Area
Area 29 Delegate:
Lindsay Gregory, Thief River Falls
Area 30 Delegate:
Mark Koland, Tri-County

Director District 12 Delegates:
1. Ann Long Voelkner, Bemidji Area
2. Vance Thoreson, Climax-Shelly
3. Vacant
4. Vacant
5. Vacant

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Amendment to Resolution _____, on page_____

Presented by:_____

A delegate must submit the proposed amendment in written form to MSBA Government Relations staff using this document. Please indicate the language in the existing proposed resolution you would like deleted, and/or the language you would like edited, and/or the language you would like added.*

Staff will review the amendment and contact you if they have questions.

Proposed Change:

Signature:_____

Please return the completed form, no later than December 4, 2026, via email to teamgr@mnmsba.org

**** Parliamentary Procedure requires a motion and a second to propose an amendment to a resolution.***

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