

SENATE
STATE OF MINNESOTA
NINETY-FOURTH SESSION

S.F. No. 2634

(SENATE AUTHORS: WESTLIN and Boldon)

DATE	D-PG	OFFICIAL STATUS
03/17/2025	863	Introduction and first reading Referred to Education Policy
03/02/2026	6464	Withdrawn and re-referred to Education Finance
04/09/2026	7944	Author added Boldon

1.1 A bill for an act

1.2 relating to education; requiring access to relationship-building and de-escalation

1.3 training in schools; appropriating money; proposing coding for new law in

1.4 Minnesota Statutes, chapter 121A.

1.5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.6 Section 1. 121A.036 SCHOOL DE-ESCALATION TRAINING.

1.7 Subdivision 1. Annual training opportunity. (a) All school personnel in Minnesota

1.8 public, private, and charter schools, including teachers, administrators, building staff, and

1.9 support staff, must have access to annual training on creating safe and inclusive environments

1.10 using evidence-based best practices on relationship-building and de-escalation strategies.

1.11 School personnel are encouraged but not required to complete the training. Schools are

1.12 encouraged to integrate the training into existing professional development programs and

1.13 schedules to maximize accessibility. Schools that implement the training may be eligible

1.14 for priority consideration for state professional development aid and other funding

1.15 opportunities, provided the training meets state-established requirements.

1.16 (b) The training must equip school personnel with the knowledge and skills necessary

1.17 to foster a positive school culture, prevent conflicts, and appropriately respond to escalated

1.18 situations. Schools are encouraged to adopt policies that support widespread participation

1.19 and ensure that all staff have access to ongoing learning on relationship-building and

1.20 de-escalation strategies.

1.21 Subd. 2. Recommended training components. (a) Training on relationship-building

1.22 may include but is not limited to the following components:

2.1 (1) professional learning to develop relational skills that strengthen positive interactions
2.2 with students, families, and colleagues;

2.3 (2) the role of positive relationships in student academic and social-emotional success;

2.4 (3) strategies to cultivate a positive school culture that is inclusive of family and
2.5 community engagement;

2.6 (4) commitment to fostering mutual respect, inclusion, and belonging among students
2.7 and staff;

2.8 (5) effective communication practices that emphasize open, honest, and culturally
2.9 responsive engagement;

2.10 (6) co-construction of school vision and mission in collaboration with families and the
2.11 broader school community;

2.12 (7) policies and practices that align with the diverse needs of the student population;
2.13 and

2.14 (8) school discipline practices that prioritize restorative approaches and learning
2.15 opportunities over punitive measures.

2.16 (b) Training on de-escalation strategies may include but is not limited to the following
2.17 components:

2.18 (1) an understanding of Multi-Tiered Systems of Supports in the school setting;

2.19 (2) training on self-regulation; and

2.20 (3) training on the phases of escalation including prevention, escalation, agitation,
2.21 acceleration, crisis, and recovery or restoration.

2.22 **Sec. 2. APPROPRIATION.**

2.23 \$...... in fiscal year 2026 is appropriated from the general fund to the commissioner of
2.24 education to provide grants to school districts, charter schools, and cooperative units to
2.25 support the implementation of school personnel relationship-building and de-escalation
2.26 training programs under section 121A.036.