

SENATE  
STATE OF MINNESOTA  
NINETY-FOURTH SESSION

S.F. No. 2634

(SENATE AUTHORS: WESTLIN)

DATE	D-PG	OFFICIAL STATUS
03/17/2025	863	Introduction and first reading Referred to Education Policy

1.1A bill for an act

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

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

1.4Minnesota Statutes, chapter 121A.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.20de-escalation strategies.

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

1.22may 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.