

**SENATE**  
**STATE OF MINNESOTA**  
**NINETY-SECOND SESSION**

**S.F. No. 1965**

(SENATE AUTHORS: KUNESH, Kent, Putnam, Isaacson and Dziedzic)

DATE	D-PG	OFFICIAL STATUS
03/10/2021	807	Introduction and first reading Referred to Education Finance and Policy
03/17/2022	5388	Authors added Kent; Putnam
03/21/2022	5481	Author added Isaacson
03/24/2022	5616	Author added Dziedzic

- 1.1 A bill for an act
- 1.2 relating to education; establishing student support personnel aid; appropriating
- 1.3 money; proposing coding for new law in Minnesota Statutes, chapter 124D.
- 1.4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:
- 1.5 Section 1. **[124D.901] STUDENT SUPPORT PERSONNEL AID.**
- 1.6 Subdivision 1. Definitions. For the purposes of this section, the following terms have
- 1.7 the meanings given:
- 1.8 (1) "new position" means a student support services personnel full-time or part-time
- 1.9 position not under contract by a school district, charter school, or cooperative unit at the
- 1.10 start of the 2020-2021 school year; and
- 1.11 (2) "student support services personnel" means an individual licensed to serve as a school
- 1.12 counselor, school psychologist, school social worker, school nurse, or chemical dependency
- 1.13 counselor in Minnesota.
- 1.14 Subd. 2. Purpose. The purpose of student support personnel aid is to:
- 1.15 (1) address shortages of student support services personnel within Minnesota schools;
- 1.16 (2) decrease caseloads for existing student support services personnel to ensure effective
- 1.17 services;
- 1.18 (3) ensure that students receive effective academic guidance and integrated and
- 1.19 comprehensive services to improve prekindergarten through grade 12 school outcomes and
- 1.20 career and college readiness;

2.1 (4) ensure that student support services personnel serve within the scope and practice  
2.2 of their training and licensure;

2.3 (5) fully integrate learning supports, instruction, and school management within a  
2.4 comprehensive approach that facilitates interdisciplinary collaboration; and

2.5 (6) improve school safety and school climate to support academic success and career  
2.6 and college readiness.

2.7 Subd. 3. **Aid eligibility and application.** A school district, charter school, intermediate  
2.8 school district, or other cooperative unit is eligible to apply for student support personnel  
2.9 aid under this section. The commissioner must prescribe the form and manner of the  
2.10 application, which must include a plan describing how the aid will be used.

2.11 Subd. 4. **Student support personnel aid.** (a) The initial student support personnel aid  
2.12 for a school district equals the greater of \$22 times the number of pupils enrolled at the  
2.13 district on October 1 of the previous fiscal year or \$35,000. The initial student support  
2.14 personnel aid for a charter school equals \$22 times the number of pupils enrolled at the  
2.15 charter school on October 1 of the previous fiscal year.

2.16 (b) The cooperative student support personnel aid for a school district that is a member  
2.17 of an intermediate school district or other cooperative unit that enrolls students equals \$4  
2.18 times the number of pupils enrolled at the district on October 1 of the previous fiscal year.  
2.19 If a district is a member of more than one cooperative unit that enrolls students, the revenue  
2.20 must be allocated among the cooperative units.

2.21 (c) Notwithstanding paragraphs (a) and (b), the student support personnel aid must not  
2.22 exceed the district or cooperative unit's actual expenditure according to the approved plan  
2.23 under subdivision 3.

2.24 Subd. 5. **Allowed uses; match requirements.** (a) Aid under this section must be used  
2.25 to hire new positions for student support services personnel.

2.26 (b) Cooperative student support personnel aid must be transferred to the intermediate  
2.27 district or other cooperative unit of which the district is a member and used to hire new  
2.28 positions for student support services personnel at the intermediate district or cooperative  
2.29 unit.

2.30 (c) If a school district, charter school, or cooperative unit is not able to hire a new full-time  
2.31 equivalent position with student support personnel aid, the aid may be used for contracted  
2.32 services from individuals licensed to serve as a school counselor, school psychologist, school  
2.33 social worker, school nurse, or chemical dependency counselor in Minnesota.

3.1 Subd. 6. Report required. By February 1 following any fiscal year in which student  
 3.2 support personnel aid was received, a school district, charter school, or cooperative unit  
 3.3 must submit a written report to the commissioner indicating how the new position affected  
 3.4 two or more of the following measures:

- 3.5 (1) school climate;
- 3.6 (2) attendance rates;
- 3.7 (3) academic achievement;
- 3.8 (4) career and college readiness; and
- 3.9 (5) postsecondary completion rates.

3.10 **Sec. 2. APPROPRIATIONS.**

3.11 Subdivision 1. Student support personnel aid. (a) For aid to support schools in  
 3.12 addressing students' social, emotional, and physical health under Minnesota Statutes, section  
 3.13 124D.901:

3.14	\$	<u>18,712,000</u>	<u>.....</u>	<u>2022</u>
3.15	\$	<u>23,152,000</u>	<u>.....</u>	<u>2023</u>

3.16 (b) The 2023 appropriation includes \$2,079,000 for 2022 and \$21,073,000 for 2023.

3.17 Subd. 2. Student support personnel. (a) For developing a student support personnel  
 3.18 workforce pipeline focused on workforce development strategies to increase providers of  
 3.19 color and Indigenous providers, professional re-specialization, recruitment, and retention;  
 3.20 to increase the number of student support personnel providing school-based services; and  
 3.21 to provide a school health services support position at the Department of Education:

3.22	\$	<u>2,550,000</u>	<u>.....</u>	<u>2022</u>
3.23	\$	<u>2,550,000</u>	<u>.....</u>	<u>2023</u>

3.24 (b) Any balance in the first year does not cancel but is available in the second year.