

180.20

ARTICLE 6

84.2

ARTICLE 5

180.21

HEALTH AND SAFETY

84.3

HEALTH AND SAFETY

180.22 Section 1. Minnesota Statutes 2020, section 120B.21, is amended to read:

180.23 **120B.21 MENTAL HEALTH EDUCATION.**

180.24 School districts and charter schools ~~are encouraged to~~ must provide mental health
 180.25 instruction for students in grades 4 through 12 aligned with local health education standards
 180.26 and integrated into existing programs, curriculum, or the general school environment
 180.27 activities of a district or charter school. The commissioner, in consultation with the
 180.28 commissioner of human services, commissioner of health, and mental health organizations,
 180.29 ~~must, by July 1, 2020, and July 1 of each even-numbered year thereafter,~~ provide districts
 180.30 and charter schools with resources gathered by Minnesota mental health advocates, including:

181.1 (1) age-appropriate model learning activities for grades 4 through 12 that encompass
 181.2 the mental health components of the National Health Education Standards and the
 181.3 benchmarks developed by the department's quality teaching network in health and best
 181.4 practices in mental health education; and

181.5 (2) a directory of resources for planning and implementing age-appropriate mental health
 181.6 curriculum and instruction in grades 4 through 12 that includes resources on suicide and
 181.7 self-harm prevention. A district or charter school providing instruction or presentations on
 181.8 preventing suicide or self-harm must use either the resources provided by the commissioner
 181.9 or other evidence-based instruction.

181.10 **EFFECTIVE DATE.** This section is effective July 1, 2022.

181.11 Sec. 2. Minnesota Statutes 2020, section 121A.031, subdivision 5, is amended to read:

181.12 Subd. 5. **Safe and supportive schools programming.** (a) Districts and schools ~~are~~
 181.13 ~~encouraged to~~ must provide developmentally appropriate programmatic instruction to help
 181.14 students identify, prevent, and reduce prohibited conduct; ~~value diversity in school and~~
 181.15 ~~society; develop and improve students' knowledge and skills for solving problems, managing~~
 181.16 ~~conflict, engaging in civil discourse, and recognizing, responding to, and reporting prohibited~~
 181.17 ~~conduct; and make effective prevention and intervention programs available to students.~~
 181.18 ~~Upon request, the school safety technical assistance center under section 127A.052 must~~
 181.19 ~~assist a district or school in helping students understand social media and cyberbullying.~~
 181.20 Districts and schools must establish by establishing strategies for creating a positive school
 181.21 climate and use evidence-based social-emotional learning to prevent and reduce
 181.22 discrimination and other improper conduct.

181.23 (b) Districts and schools ~~are encouraged to~~ must:

181.24 (1) engage all students in creating a safe and supportive school environment;

- 181.25 (2) partner with parents and other community members to develop and implement
181.26 prevention and intervention programs;
- 181.27 (3) engage all students and adults in integrating education, intervention, and other
181.28 remedial responses into the school environment;
- 181.29 (4) train student bystanders to intervene in and report incidents of prohibited conduct to
181.30 the school's primary contact person;
- 181.31 (5) teach students to advocate for themselves and others;
- 182.1 (6) prevent inappropriate referrals to special education of students who may engage in
182.2 prohibited conduct; and
- 182.3 (7) foster student collaborations that foster a safe and supportive school climate.
- 182.4 Sec. 3. Minnesota Statutes 2020, section 121A.031, subdivision 6, is amended to read:
- 182.5 Subd. 6. **State model policy.** (a) The commissioner, in consultation with the
182.6 commissioner of human rights, shall develop and maintain a state model policy. A district
182.7 or school that does not adopt and implement a local policy under subdivisions 3 to 5 must
182.8 implement and may supplement the provisions of the state model policy. The commissioner
182.9 must assist districts and schools under this subdivision to implement the state policy. The
182.10 state model policy must:
- 182.11 (1) define prohibited conduct, consistent with this section;
- 182.12 (2) apply the prohibited conduct policy components in this section;
- 182.13 (3) for a child with a disability, whenever an evaluation by an individualized education
182.14 program team or a section 504 team indicates that the child's disability affects the child's
182.15 social skills development or the child is vulnerable to prohibited conduct because of the
182.16 child's disability, the child's individualized education program or section 504 plan may
182.17 address the skills and proficiencies the child needs to not engage in and respond to such
182.18 conduct; and
- 182.19 (4) encourage violence prevention and character development education programs under
182.20 section 120B.232, subdivision 1.
- 182.21 (b) The commissioner shall develop and post departmental procedures for:
- 182.22 (1) periodically reviewing district and school programs and policies for compliance with
182.23 this section;
- 182.24 (2) investigating, reporting, and responding to noncompliance with this section, which
182.25 may include an annual review of plans to improve and provide a safe and supportive school
182.26 climate; and
- 182.27 (3) allowing students, parents, and educators to file a complaint about noncompliance
182.28 with the commissioner.

182.29 (c) The commissioner must post on the department's website information indicating that
182.30 when districts and schools allow non-curriculum-related student groups access to school
182.31 facilities, the district or school must give all student groups equal access to the school
182.32 facilities regardless of the content of the group members' speech.

183.1 (d) The commissioner must develop and maintain resources to assist a district or school
183.2 in implementing strategies for creating a positive school climate and use evidence-based
183.3 social-emotional learning to prevent and reduce discrimination and other improper conduct.

183.4 (e) The commissioner must develop and adopt state-level social-emotional learning
183.5 standards.

183.6 Sec. 4. **[121A.20] SCHOOL MENTAL HEALTH SYSTEMS.**

183.7 Mental health is defined as the social, emotional, and behavioral well-being of students.
183.8 Comprehensive school mental health systems provide an array of supports and services that
183.9 promote positive school climate, social-emotional learning, and mental health and well-being,
183.10 while reducing the prevalence and severity of mental illness. School mental health systems
183.11 are built on a strong foundation of district and school professionals, including administrators,
183.12 educators, and specialized instructional support personnel including school psychologists,
183.13 school social workers, school counselors, school nurses, and other school health professionals,
183.14 all in strategic partnership with students and families, as well as community health and
183.15 mental health partners. School mental health systems also assess and address the social and
183.16 environmental factors that impact mental health, including public policies and social norms
183.17 that shape mental health outcomes.

183.18 Sec. 5. **[121A.201] MULTI-TIERED SYSTEM OF SUPPORTS.**

183.19 The Minnesota Multi-Tiered System of Supports is a systemic, continuous improvement
183.20 framework for ensuring positive social, emotional, behavioral, developmental, and academic
183.21 outcomes for every student. The Multi-Tiered System of Supports provides access to layered
183.22 tiers of culturally and linguistically responsive, evidence-based practices. The Multi-Tiered
183.23 System of Supports framework relies on the understanding and belief that every student
183.24 can learn and thrive, and it engages an anti-racist approach to examining policies and
183.25 practices and ensuring equitable distribution of resources and opportunity. This systemic
183.26 framework requires:

183.27 (1) design and delivery of culturally and linguistically responsive, effective,
183.28 standards-based core instruction in safe, supportive environments inclusive of every student
183.29 as a necessary foundation for tiered supports;

183.30 (2) layered tiers of culturally and linguistically responsive supplemental and intensive
183.31 supports to meet each student's needs;

184.1 (3) developing collective knowledge and experience through engagement in representative
184.2 partnerships with students, education professionals, families, and communities;

184.3 (4) multidisciplinary teams of education professionals that review and use data to prevent
184.4 and solve problems, inform instruction and supports, and ensure effective implementation
184.5 in partnership with students and families;

184.6 (5) effective and timely use of meaningful, culturally relevant data disaggregated by
184.7 student groups identified in section 121A.031 that includes but is not limited to universal
184.8 screening, frequent progress monitoring, implementation fidelity, and multiple qualitative
184.9 and quantitative sources; and

184.10 (6) ongoing professional learning on the Multi-Tiered System of Supports systemic
184.11 framework using anti-racist approaches to training and coaching.

184.12 **Sec. 6. [121A.24] SEIZURE TRAINING AND ACTION PLAN.**

184.13 Subdivision 1. Seizure action plan. (a) For purposes of this section, "seizure action
184.14 plan" means a written individualized health plan designed to acknowledge and prepare for
184.15 the health care needs of a student with a seizure disorder diagnosed by the student's treating
184.16 licensed health care provider.

184.17 (b) The requirements of this subdivision apply to a school district or charter school where
184.18 an enrolled student's parent or guardian has notified the school district or charter school that
184.19 the student has a diagnosed seizure disorder and has seizure rescue medication or medication
184.20 prescribed by the student's licensed health care provider to treat seizure disorder symptoms
184.21 approved by the United States Food and Drug Administration. The parent or guardian of a
184.22 student with a diagnosed seizure disorder must collaborate with school personnel to
184.23 implement the seizure action plan.

184.24 (c) A seizure action plan must:

184.25 (1) identify a school nurse or a designated individual at each school site who is on duty
184.26 during the regular school day and can administer or assist with the administration of seizure
184.27 rescue medication or medication prescribed to treat seizure disorder symptoms approved
184.28 by the United States Food and Drug Administration;

184.29 (2) require training on seizure medications for an employee identified under clause (1),
184.30 recognition of signs and symptoms of seizures, and appropriate steps to respond to seizures;

184.31 (3) be provided to the person identified under clause (1); and

185.1 (4) be filed in the office of the school principal or licensed school nurse or, in the absence
185.2 of a licensed school nurse, a professional nurse or designated individual.

185.3 (d) A school district or charter school employee or volunteer responsible for the
185.4 supervision or care of a student with a diagnosed seizure disorder must be given notice and
185.5 a copy of the seizure action plan, the name or position of the employee identified under

84.4 **Section 1. [121A.24] SEIZURE TRAINING AND ACTION PLAN.**

84.5 Subdivision 1. Seizure action plan. (a) For purposes of this section, "seizure action
84.6 plan" means a written individualized health plan designed to acknowledge and prepare for
84.7 the health care needs of a student with a seizure disorder diagnosed by the student's treating
84.8 licensed health care provider.

84.9 (b) The requirements of this subdivision apply to a school district or charter school where
84.10 an enrolled student's parent or guardian has notified the school district or charter school that
84.11 the student has a diagnosed seizure disorder and has seizure rescue medication or medication
84.12 prescribed by the student's licensed health care provider to treat seizure disorder symptoms
84.13 approved by the United States Food and Drug Administration. The parent or guardian of a
84.14 student with a diagnosed seizure disorder must collaborate with school personnel to
84.15 implement the seizure action plan.

84.16 (c) A seizure action plan must:

84.17 (1) identify at least one employee at each school site who is on duty during the entire
84.18 school day and can administer or assist with the administration of seizure rescue medication
84.19 or medication prescribed to treat seizure disorder symptoms approved by the United States
84.20 Food and Drug Administration;

84.21 (2) require training on seizure medications for an employee identified under clause (1),
84.22 recognition of signs and symptoms of seizures, and appropriate steps to respond to seizures;
84.23 and

84.24 (3) be filed in the office of the school principal or licensed school nurse or, in the absence
84.25 of a licensed school nurse, a professional nurse or designated individual.

84.26 (d) A school district or charter school employee or volunteer responsible for the
84.27 supervision or care of a student with a diagnosed seizure disorder must be given notice and
84.28 a copy of the seizure action plan, the name of the employee identified under paragraph (c),

185.6 paragraph (c), clause (1), and the method by which the trained school employee may be
185.7 contacted in an emergency.
185.8 Subd. 2. **Training requirements.** A school district or charter school must provide all
185.9 licensed school nurses or, in the absence of a licensed school nurse, a professional nurse or
185.10 designated individual, and other school staff working with students with self-study materials
185.11 on seizure disorder signs, symptoms, medications, and appropriate responses.

185.12 **EFFECTIVE DATE.** This section is effective for the 2022-2023 school year and later.
[SEE ARTICLE 7, SECTION 1 FOR HOUSE LANGUAGE]

185.13 Sec. 7. **[124D.901] STUDENT SUPPORT PERSONNEL AID.**

185.14 Subdivision 1. **Definitions.** For the purposes of this section, the following terms have
185.15 the meanings given:

185.16 (1) "new position" means a student support services personnel full-time or part-time
185.17 position not under contract by a school district, charter school, or cooperative unit at the
185.18 start of the 2021-2022 school year; and

185.19 (2) "student support services personnel" means an individual licensed to serve as a school
185.20 counselor, school psychologist, school social worker, school nurse, or chemical dependency
185.21 counselor in Minnesota.

185.22 Subd. 2. **Purpose.** The purpose of student support personnel aid is to:

185.23 (1) address shortages of student support services personnel within Minnesota schools;

185.24 (2) decrease caseloads for existing student support services personnel to ensure effective
185.25 services;

185.26 (3) ensure that students receive effective academic guidance and integrated and
185.27 comprehensive services to improve prekindergarten through grade 12 school outcomes and
185.28 career and college readiness;

84.29 clause (1), and the method by which the trained school employee may be contacted in an
84.30 emergency.

84.31 Subd. 2. **Training requirements.** A school district or charter school must provide all
84.32 licensed school nurses or, in the absence of a licensed school nurse, a professional nurse or
85.1 designated individual, and other school staff working with students with self-study materials
85.2 on seizure disorder signs, symptoms, medications, and appropriate responses.

85.3 Subd. 3. **Department of Health.** A school district or charter school may consult with
85.4 the commissioner of health regarding training resources to comply with the requirements
85.5 of this section.

85.6 **EFFECTIVE DATE.** This section is effective for the 2022-2023 school year and later.

85.7 Sec. 2. **[121A.336] NOTIFICATION OF ENVIRONMENTAL HAZARDS.**

85.8 Upon notification by the Department of Health or Pollution Control Agency to a school
85.9 district, charter school, or nonpublic school of environmental hazards that may affect the
85.10 health of students or school staff, the school must notify school staff, students, and parents
85.11 of the hazards as soon as practicable. The notice must include direction on how to obtain
85.12 additional information about the hazard, including any actions that may reduce potential
85.13 harm to those affected by the hazard.

- 185.29 (4) ensure that student support services personnel serve within the scope and practice
185.30 of their training and licensure;
- 186.1 (5) fully integrate learning supports, instruction, and school management within a
186.2 comprehensive approach that facilitates interdisciplinary collaboration; and
- 186.3 (6) improve school safety and school climate to support academic success and career
186.4 and college readiness.
- 186.5 Subd. 3. **Aid eligibility and application.** A school district, charter school, intermediate
186.6 school district, or other cooperative unit is eligible to apply for student support personnel
186.7 aid under this section. The commissioner must prescribe the form and manner of the
186.8 application, which must include a plan describing how the aid will be used.
- 186.9 Subd. 4. **Student support personnel aid.** (a) The initial student support personnel aid
186.10 for a school district equals the greater of \$20 times the number of pupils enrolled at the
186.11 district on October 1 of the previous fiscal year or \$31,500. The initial student support
186.12 personnel aid for a charter school equals \$20 times the number of pupils enrolled at the
186.13 charter school on October 1 of the previous fiscal year.
- 186.14 (b) The cooperative student support personnel aid for a school district that is a member
186.15 of an intermediate school district or other cooperative unit that enrolls students equals \$6
186.16 times the number of pupils enrolled at the district on October 1 of the previous fiscal year.
186.17 If a district is a member of more than one cooperative unit that enrolls students, the revenue
186.18 must be allocated among the cooperative units.
- 186.19 (c) Notwithstanding paragraphs (a) and (b), the student support personnel aid must not
186.20 exceed the district or cooperative unit's actual expenditure according to the approved plan
186.21 under subdivision 3.
- 186.22 Subd. 5. **Allowed uses; match requirements.** (a) Aid under this section must be used
186.23 to hire new positions for student support services personnel.
- 186.24 (b) Cooperative student support personnel aid must be transferred to the intermediate
186.25 district or other cooperative unit of which the district is a member and used to hire new
186.26 positions for student support services personnel at the intermediate district or cooperative
186.27 unit.
- 186.28 (c) If a school district, charter school, or cooperative unit is not able to hire a new full-time
186.29 equivalent position with student support personnel aid, the aid may be used for contracted
186.30 services from individuals licensed to serve as a school counselor, school psychologist, school
186.31 social worker, school nurse, or chemical dependency counselor in Minnesota.
- 187.1 (d) Student support personnel hired or contracted before the start of the 2021-2022 school
187.2 year with federal funding related to COVID-19, including the American Rescue Plan, Public
187.3 Law 117-2, is considered personnel hired for new positions.

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

- 187.8 (1) school climate;
- 187.9 (2) attendance rates;
- 187.10 (3) academic achievement;
- 187.11 (4) career and college readiness;
- 187.12 (5) postsecondary completion rates; and
- 187.13 (6) student health.

187.14 **EFFECTIVE DATE.** This section is effective for revenue in fiscal year 2023 and later.

[SEE ARTICLE 7, SECTION 4 FOR HOUSE LANGUAGE]

85.14 Sec. 3. Minnesota Statutes 2020, section 126C.44, is amended to read:

85.15 **126C.44 SAFE SCHOOLS LEVY REVENUE.**

85.16 Subdivision 1. **Safe schools revenue.** ~~(a) Each district may make a levy on all taxable~~
85.17 ~~property located within the district for the purposes specified in this section. The maximum~~
85.18 ~~amount which may be levied for all costs under this section shall be equal to \$36 multiplied~~
85.19 ~~by~~ For fiscal year 2022 and fiscal year 2023, the safe schools revenue for a school district
85.20 equals \$37 times the district's adjusted pupil units for the school year. For fiscal year 2024
85.21 and later, the safe schools revenue for a school district equals \$47 times the district's adjusted
85.22 pupil units for the school year.

85.23 Subd. 2. **Safe schools levy.** (a) For fiscal year 2022, a district's safe schools levy equals
85.24 \$36 times the district's adjusted pupil units for the school year.

85.25 (b) To obtain safe schools revenue for fiscal year 2023 and later, a district may levy an
85.26 amount not more than \$37 times the district's adjusted pupil units for the school year, times
85.27 the lesser of one or the ratio of its adjusted net tax capacity per adjusted pupil unit to the
85.28 safe schools equalizing factor. The safe schools equalizing factor equals 60 percent of the
85.29 state average net tax capacity per adjusted pupil unit for all school districts.

85.30 Subd. 3. **Safe schools aid.** (a) Basic safe schools aid equals safe schools revenue minus
85.31 the permitted safe schools levy.

86.1 (b) Safe schools equalization aid equals the safe schools revenue minus the basic safe
86.2 schools aid minus the safe schools levy. If a school district does not levy the entire amount
86.3 permitted, the safe schools equalization aid must be reduced in proportion to the actual
86.4 amount levied.

86.5 (c) For fiscal year 2022, a district's safe schools aid equals basic safe schools aid. For
86.6 fiscal year 2023 and later, a district's safe schools aid equals basic safe schools aid plus safe
86.7 schools equalization aid.

86.8 Subd. 4. **Cooperative safe schools revenue.** In addition to the amounts in subdivision
86.9 1, the cooperative safe schools revenue for a school district that is a member of a cooperative
86.10 unit that enrolls students equals the district's adjusted pupil units for the school year, times
86.11 \$16 for fiscal year 2022, \$20 for fiscal year 2023, and \$26 for fiscal year 2024 and later.
86.12 Revenue raised under this subdivision must be transferred to the cooperative unit and be
86.13 reserved and used only for costs associated with safe schools activities authorized under
86.14 subdivision 10. For purposes of this section, "cooperative unit" has the meaning given under
86.15 section 123A.24, subdivision 2.

86.16 Subd. 5. **Cooperative safe schools levy.** (a) For fiscal year 2022, the cooperative safe
86.17 schools levy for a school district that is a member of an intermediate district may not exceed
86.18 \$15 times the adjusted pupil units of the member district. The cooperative safe schools levy
86.19 authority is in addition to a district's safe schools levy authority under subdivision 2.

86.20 (b) For fiscal year 2023 and later, the cooperative safe schools levy for a school district
86.21 that is a member of a cooperative unit that enrolls students may not exceed \$20 times the
86.22 adjusted pupil units of the member district times the lesser of one or the ratio of its adjusted
86.23 net tax capacity per adjusted pupil unit to the safe schools equalizing factor. The cooperative
86.24 safe schools levy authority is in addition to a district's safe schools levy authority under
86.25 subdivision 2.

86.26 Subd. 6. **Cooperative safe schools aid.** (a) Basic cooperative safe schools aid equals
86.27 cooperative safe schools revenue minus the permitted cooperative safe schools levy.

86.28 (b) Cooperative safe schools equalization aid equals cooperative safe schools revenue
86.29 minus basic cooperative safe schools aid minus the cooperative safe schools levy. If a school
86.30 district does not levy the entire amount permitted, the cooperative safe schools equalization
86.31 aid must be reduced in proportion to the actual amount levied.

86.32 (c) For fiscal year 2022, the cooperative safe schools aid for a school district that is a
86.33 member of a cooperative unit that enrolls students equals basic cooperative safe schools
86.34 aid. For fiscal year 2023 and later, the cooperative safe schools aid for a school district that
87.1 is a member of a cooperative unit that enrolls students equals basic cooperative safe schools
87.2 aid plus cooperative safe schools equalization aid.

87.3 Subd. 7. **Safe schools aid for charter schools.** (a) For fiscal year 2022 and fiscal year
87.4 2023, safe schools aid for a charter school equals \$37 times the adjusted pupil units for the
87.5 school year. For fiscal year 2024 and later, safe schools aid for a charter school equals \$47
87.6 times the adjusted pupil units for the school year.

- 87.7 (b) Safe schools aid must be reserved and used only for costs associated with safe schools
 87.8 activities authorized under subdivision 10.
- 87.9 **Subd. 8. Safe schools aid for nonpublic schools.** (a) For fiscal year 2022 and fiscal
 87.10 year 2023, safe schools aid for a nonpublic school, excluding a home school, equals \$37
 87.11 times enrollment for the school year. For fiscal year 2024 and later, safe schools aid for a
 87.12 nonpublic school, excluding a home school, equals \$47 times enrollment for the school
 87.13 year.
- 87.14 (b) Safe schools aid must be reserved and used only for costs associated with safe schools
 87.15 activities authorized under subdivision 10.
- 87.16 **Subd. 9. Safe schools aid for American Indian tribal contract or grant schools.** (a)
 87.17 For fiscal year 2022 and fiscal year 2023, safe schools aid for an American Indian tribal
 87.18 contract or grant school equals \$37 times enrollment for the school year. For fiscal year
 87.19 2024 and later, safe schools aid for an American Indian tribal contract or grant school equals
 87.20 \$47 times enrollment for the school year.
- 87.21 (b) Safe schools aid must be reserved and used only for costs associated with safe schools
 87.22 activities authorized under subdivision 10.
- 87.23 **Subd. 10. Uses of safe schools revenue.** ~~The proceeds of the levy~~ (a) For fiscal year
 87.24 2021 and later, safe schools revenue must be reserved and used for directly funding the
 87.25 following purposes or for reimbursing the cities and counties who contract with the district
 87.26 for the following purposes:
- 87.27 (1) to pay the costs incurred for the salaries, benefits, and transportation costs of peace
 87.28 officers and sheriffs for liaison in services in the district's schools;
- 87.29 (2) to pay the costs for a drug abuse prevention program as defined in section 609.101,
 87.30 subdivision 3, paragraph (e), in the elementary schools;
- 87.31 (3) to pay the costs for a gang resistance education training curriculum in the district's
 87.32 schools;
- 88.1 (4) to pay the costs for security in the district's schools and on school property;
- 88.2 (5) to pay the costs for other crime prevention, drug abuse, student and staff safety,
 88.3 voluntary opt-in suicide prevention tools, and violence prevention measures taken by the
 88.4 school district;
- 88.5 (6) to pay costs for licensed school counselors, licensed school nurses, licensed school
 88.6 social workers, licensed school psychologists, and licensed alcohol and chemical dependency
 88.7 counselors to help provide early responses to problems;

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

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

88.12 (9) to pay costs for colocating and collaborating with mental health professionals who
 88.13 are not district employees or contractors or for school-linked mental health services delivered
 88.14 by telemedicine; or

88.15 (10) to pay for the costs of enhancing cybersecurity in the district's information system.

88.16 (b) For expenditures under paragraph (a), clause (1), the district must initially attempt
 88.17 to contract for services to be provided by peace officers or sheriffs with the police department
 88.18 of each city or the sheriff's department of the county within the district containing the school
 88.19 receiving the services. If a local police department or a county sheriff's department does
 88.20 not wish to provide the necessary services, the district may contract for these services with
 88.21 any other police or sheriff's department located entirely or partially within the school district's
 88.22 boundaries.

88.23 (c) ~~A school district that is a member of an intermediate school district may include in~~
 88.24 ~~its authority under this section the costs associated with safe schools activities authorized~~
 88.25 ~~under paragraph (a) for intermediate school district programs. This authority must not exceed~~
 88.26 ~~\$15 times the adjusted pupil units of the member districts. This authority is in addition to~~
 88.27 ~~any other authority authorized under this section. Revenue raised under this paragraph must~~
 88.28 ~~be transferred to the intermediate school district. A school district, charter school, or~~
 88.29 ~~cooperative unit receiving revenue under this section must annually report safe schools~~
 88.30 ~~expenditures to the commissioner, in the form and manner specified by the commissioner.~~
 88.31 The report must conform to uniform financial and reporting standards established for this
 88.32 purpose and provide a breakdown by functional area.

89.1 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2022 and later,
 89.2 except that subdivision 10 is effective the day following final enactment.

89.3 Sec. 4. **APPROPRIATIONS.**

89.4 Subdivision 1. **Department of Education.** The sums indicated in this section are
 89.5 appropriated from the general fund to the Department of Education for the fiscal years
 89.6 designated.

187.15 Sec. 8. **APPROPRIATIONS.**

187.16 Subdivision 1. **Department of Education.** The sums indicated in this section are
 187.17 appropriated from the general fund to the Department of Education in the fiscal years
 187.18 designated.

187.19 Subd. 2. **Student support personnel aid.** For aid to support schools in addressing
 187.20 students' social, emotional, and physical health under Minnesota Statutes, section 124D.901:

187.21 \$ 17,223,000 2023

187.22 Subd. 3. **Subd. 3. Suicide prevention training for teachers.** (a) For transfer to the commissioner
187.23 of health for a grant to a nationally recognized provider of evidence-based online training
187.24 on suicide prevention and engagement of students experiencing mental distress:

187.25 \$ 265,000 2022

187.26 (b) Training funded by the grant must be accessible to teachers in every school district,
187.27 charter school, intermediate school district, service cooperative, and Tribal school in
187.28 Minnesota.

187.29 (c) The grant recipient must report to the commissioner of health the number of teachers
187.30 completing the online training, average length of time to complete training, and length of
188.1 average stay using the online training. The commissioner must survey online training users
188.2 to determine their perception of the online training. By January 8, 2023, the commissioner
188.3 must report the grant recipient's information and the survey results to the chairs and ranking
188.4 minority members of the legislative committees with jurisdiction over kindergarten through
188.5 grade 12 education and suicide prevention.

188.6 (d) This is a onetime appropriation and is available until June 30, 2023.

188.7 Subd. 4. **Subd. 4. Equity diversity and inclusion trauma-informed grants.** (a) For grants to
188.8 districts and charter schools to implement professional development for staff focused on
188.9 trauma-informed practices:

188.10 \$ 6,000,000 2022

188.11 \$ 6,000,000 2023

188.12 (b) The department must develop best practices and other resources for trauma-informed
188.13 practices.

188.14 (c) Eligible grantees include school districts, charter schools, intermediate school districts,
188.15 and cooperative units as defined in Minnesota Statutes, section 123A.24, subdivision 2.

188.16 (d) The department may retain up to five percent of the appropriation for the
188.17 administration of the program and grants.

89.7 Subd. 2. **Subd. 2. Safe schools aid.** For safe schools aid under Minnesota Statutes, section
89.8 126C.44:

89.9 \$ 9,489,000 2022

89.10 \$ 6,935,000 2023

89.11 The fiscal year 2022 appropriation includes \$0 for 2021 and \$9,489,000 for 2022. The
89.12 fiscal year 2023 appropriation includes \$1,055,000 for 2022 and \$5,880,000 for 2023.

89.13 Subd. 3. **Subd. 3. Suicide prevention training for teachers.** (a) For a grant to a nationally
89.14 recognized provider of evidence-based online training on suicide prevention and engagement
89.15 of students experiencing mental distress:

89.16 \$ 265,000 2022

89.17 (b) Training funded by the grant must be accessible to teachers in every school district,
89.18 charter school, intermediate school district, service cooperative, and tribal school in
89.19 Minnesota.

89.20 (c) The grant recipient must report to the commissioner of education the number of
89.21 teachers completing the online training, average length of time to complete training, and
89.22 length of average stay using the online training. The commissioner must survey online
89.23 training users to determine their perception of the online training. By January 8, 2023, the
89.24 commissioner must report the grant recipient's information and the survey results to the
89.25 chairs and ranking minority members of the legislative committees having jurisdiction over
89.26 kindergarten through grade 12 education.

89.27 (d) This is a onetime appropriation and is available until June 30, 2023.

188.18 (e) This is a onetime appropriation.

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