

PACER CENTER
Day at the Capitol
2023 LEGISLATIVE PRIORITIES

Ensuring Equitable Funding for Special Education

PACER CENTER seeks increased state funding to ensure that the nearly one of five or twenty percent of Minnesota students who qualify for and receive special education services are well prepared for community inclusion and participation in Minnesota’s future workforce. This includes permanently fulfilling the promise of fully funding special education and ensuring that this funding results in improved outcomes for students with disabilities.

Relevant Legislation:

[HF 18](#) (Wolgamott)/ [SF 28](#) (Westlin) School district special education services fully funded.

[HF 629](#) (Edelson)/ [SF 1273](#) (Quade) Read Act established, schools required to use approved literacy curriculum, literacy specialists required, report required, and money appropriated.

[SF 2684](#) (Kunesh) / [HF2497](#) (Youakim) Prekindergarten through grade 12 education funding provided; general education, education excellence, evidence based reading teacher training and instruction, special education, facilities, nutrition, libraries, early childhood, community education, and state agencies provisions modified; reports required; and money appropriated.

Access to Mental Health Resources

PACER CENTER supports increasing student access to equitable and appropriate mental health approaches, services, and supports in and out of school.

Relevant Legislation:

[SF 578](#) (Quade)/ [HF 564](#) (Bierman) Children's school-linked mental health grants appropriation

[HF 1198](#) (Hanson)/ [SF1174](#) (Morrison) Children's mental health provisions modifications and appropriations

[HF 8](#) (Berg)/ [SF56](#) (Hoffman) Funding for student personnel, such as counselors, social workers, and nurses.

[HF1175](#) (Youakim)/ [SF1028](#) (Hoffman) School social work therapeutic services eligible for medical assistance reimbursement.

Paid Training for Paraprofessionals

PACER CENTER supports increasing funding for paraprofessionals to ensure they receive paid time for trainings, professional development, meetings, and can sustain their important work as a career. Students with disabilities benefit from trained, consistent, experienced paraprofessional support.

Relevant Legislation:

[HF 620](#) (Youakim)/ [SF502](#) (Westlin) Paraprofessional paid orientation required, paraprofessional training funding provided.

Related:

[HF1348](#) (Tabke)/ [SF1318](#) (Mann) Employee health insurance provided, non-licensed school personnel minimum starting salary increased, paid orientation and professional development for paraprofessionals provided.

Decreasing Exclusionary Discipline Practices

PACER CENTER supports legislation that decreases the use of suspensions, exclusions, and expulsions and other disciplinary practices that neither meet the needs of students nor promote a positive school culture.

Relevant Legislation:

[HF 58](#) (Richardson)/ [SF69](#) (Mann) Dismissal of students in kindergarten through grade 3 prohibited.

[HF 271](#) (Edelson)/ [SF183](#) (Quade) Exclusion from recess prohibited as student discipline.

Reduction of Parental Fees for Medical Assistance TEFRA and Waiver Programs

PACER CENTER supports reduction of fees to families eligible for services under the Medical Assistance TEFRA and waiver programs. These high fees cause financial stress, resulting in many families not accessing important home and community-based services that are extremely beneficial to children's health and development.

Relevant Legislation:

[SF1201](#) (Quade)/[HF 1434](#) (Edelson) Parental contribution fees for services for children with disabilities eliminated.

Supporting Students and Young Adults to Transition to Adulthood

PACER CENTER supports enhancing services and resources to support students and young adults with disabilities to develop skills needed to successfully transition to adulthood in areas such as employment, education, independent living, and others.

[S.F. 0864](#) (Quade) relating to education finance; increasing funding for community education for adults with disabilities program; appropriating money.

PERSONAL LEGISLATIVE INTERESTS

Relevant Legislation:

NOTES: