



Association of Metropolitan School Districts

# 2024 Session Preview



February 2, 2024

[www.amsd.org/preview2024](http://www.amsd.org/preview2024)

**\*Note: This meeting is being recorded**

Wifi: NEM-Guest  
Password: forest38



2024 Legislative Session Preview



**Marcus Hill**  
**Board Member**  
**School District 197**  
**Mendota Heights-West**  
**St. Paul-Eagan**



## 2024 Legislative Session Preview

### Minnesota Metro Area Public School Districts



## School District 197

- 5,073 E-12 enrollment
- 793 ESL Students
- 1,087 Special Education

### Learner Demographics

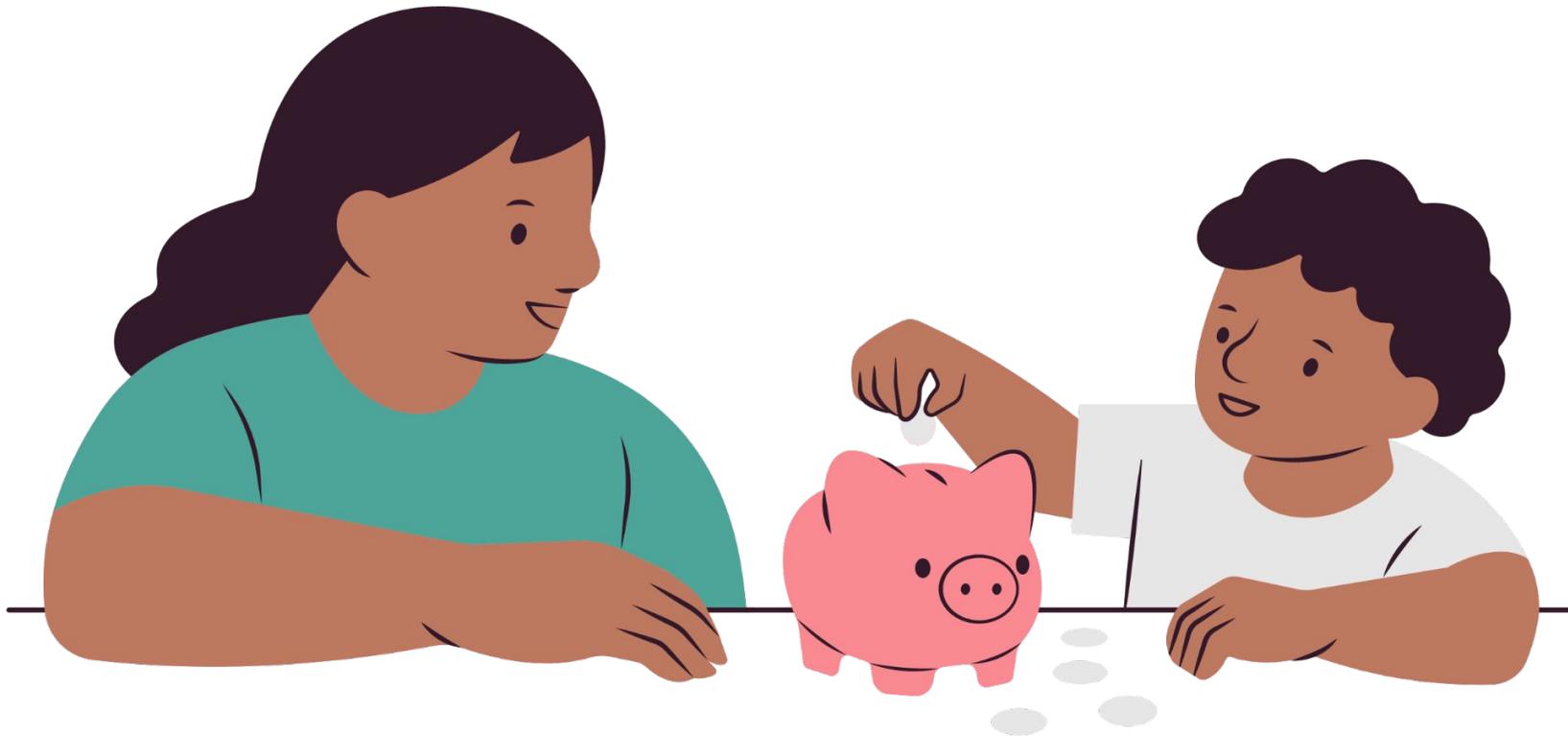
- Asian 3.4%
- Black or African American 13.4%
- Two or More Races 6.9%
- Hispanic or Latino 27.3%
- White 47%

School District 197 is committed to caring relationships, equitable practices, and high achievement for all.



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# Household Analogy - Budget



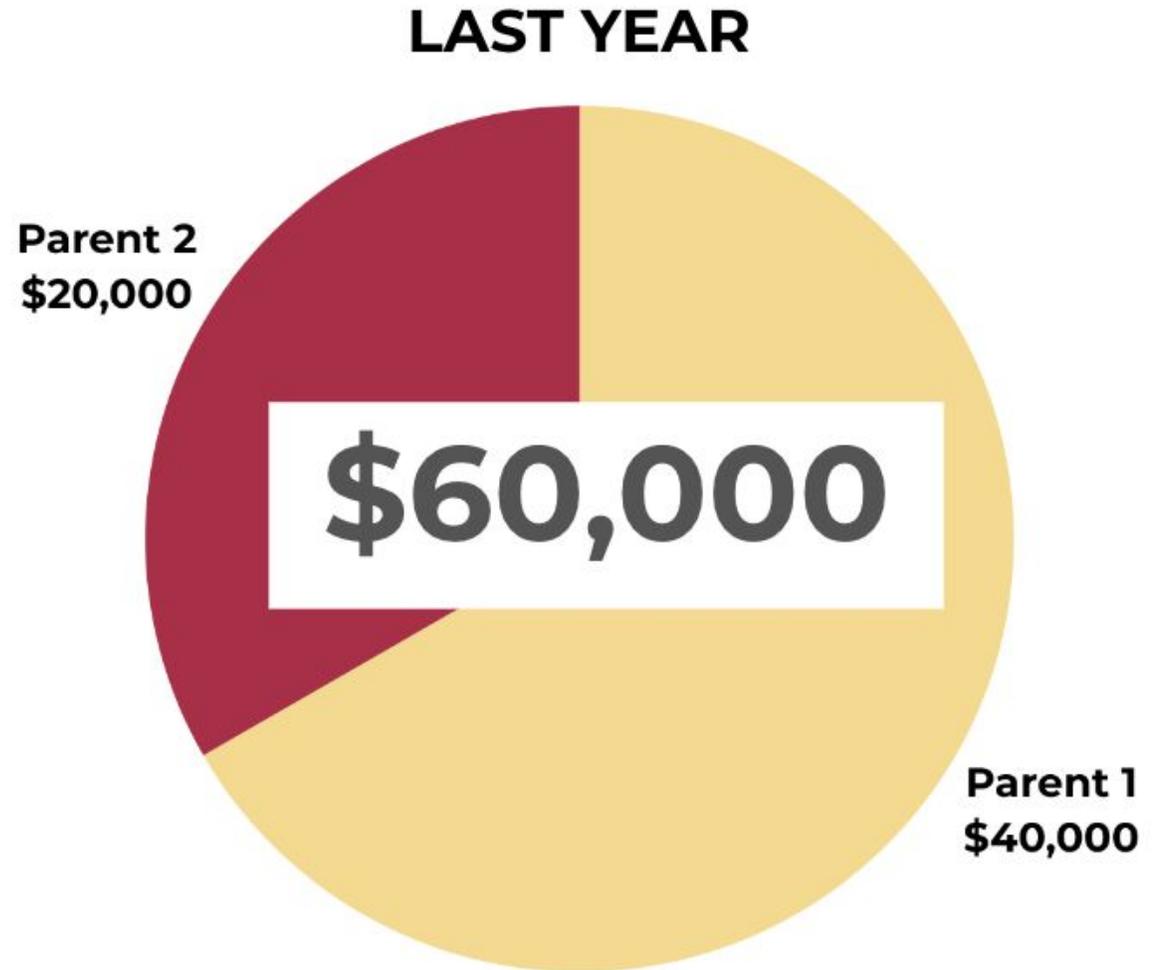


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# Our Family Budget

**Parent 1 =**  
State and local revenue

**Parent 2 =**  
Federal revenue





## LAST YEAR

# Our Family Expenses

In the 2022-2023 school year, we deficit spent by \$1.6 million and that was with COVID federal dollars in place.



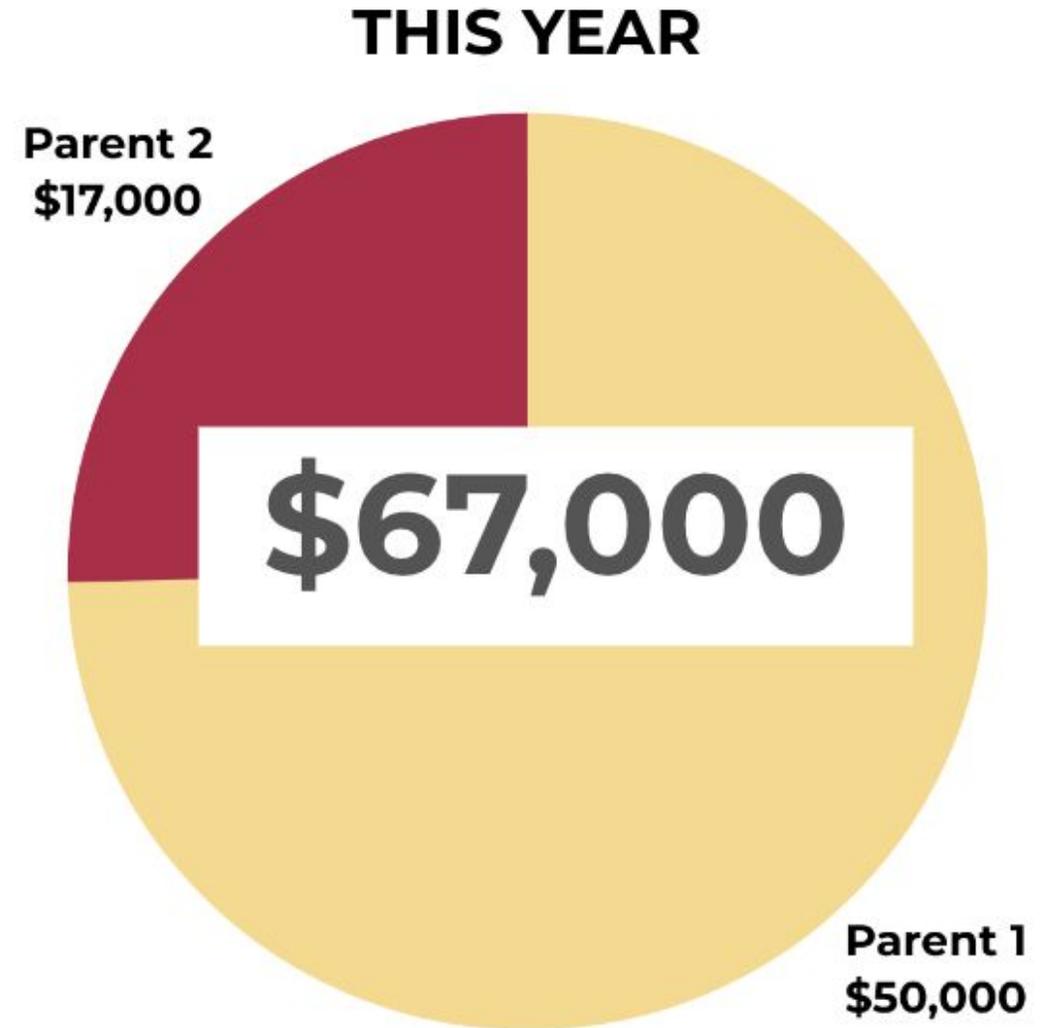


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# Our Family Budget

**Parent 1 =**  
Increases in state funding +  
operating levy

**Parent 2 =**  
Federal funding went down





## THIS YEAR



# Our Family Expenses

- Inflationary increases - groceries to childcare
- Grandpa's moving in

That leaves us with **\$2,000 per year (~3%)** we can spend, instead of \$10,000 some thought we might get from Parent 1's salary bump.



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### BEFORE COVID

**\$9,000**

We spent about the same amount we got in salary for four years in a row.

### COVID + INFLATION

**-\$3,000**

**-\$2,000**

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**\$4,000**

### NEW REALITY





# Budget Summary

- Our revenue went up—and we are grateful!—but...
- We lost federal revenue.
- We were deficit spending due to decades of under-investment.
- Doing what we are already doing will cost more again due to inflation.
- There are new things we are required to do with some of the new revenue, yet some new things aren't fully funded.

**The net new money we have to settle contracts is FAR less than some think we have.**



# Our Requests

- Please help us help others understand...
  - We are a public, non-profit, tax-funded institution. Our budget is public. We are not like the auto industry or any other for-profit.
  - We can't "hide" money
  - Most of the "new" money was needed to catch up.
- "Why haven't you settled yet?" Let's talk about this question.
- We are working in good faith to reach common ground, balancing our common desire to pay our staff more with the desire to avoid cuts to our programming for students.



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# Funding Stability — Thank you



Linking formula to inflation



Progress on cross-subsidies



Board renewal of operating referendum



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# Continue to Stabilize Ed Funding



Comp Ed hold harmless funding permanent



Fully fund Unemployment and ESST



Fully fund READ Act



Restore purchasing power of local optional revenue and link it to the formula



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# Continue to Stabilize Funding



Restore managerial rights: repeal requirement for boards to negotiate e-learning days and staff to student ratios



Extend board renewal authority to capital project/tech levies



**THANK YOU**



St. Cloud Area School District 

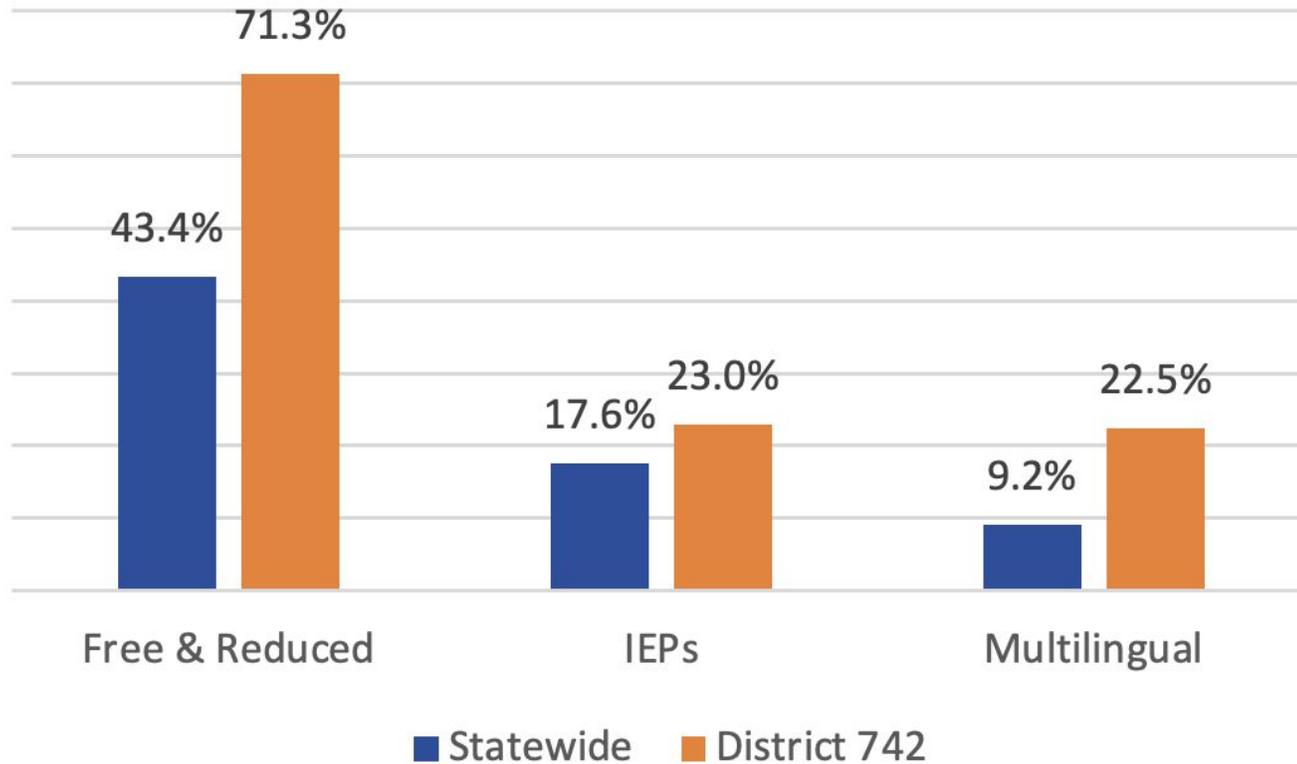




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### E-12 Students

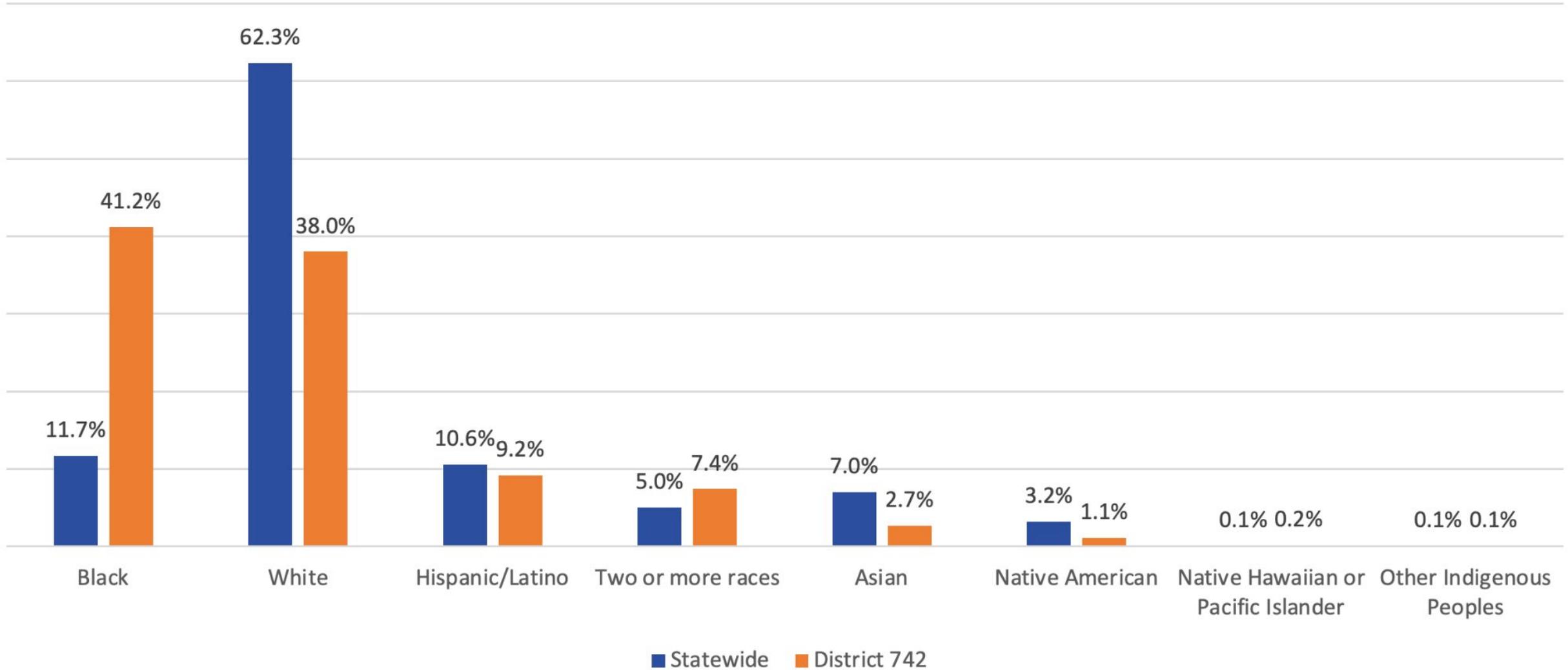
870,019 Statewide - 9,300 District 742





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### Race Ethnicity of Students Served





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# Financial Landscape

Projected SPED cross subsidy for 23-24 is \$7,025,351

Projected EL cross subsidy for 23-24 is \$2,936,369

- Increases in the per pupil formula allowance have not kept up with inflation
- Increased costs to continue existing programming
  - curriculum and instructional resources
  - transportation





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# Financial Landscape



## Unemployment Insurance & Paid Family Medical Leave

- 6th highest cost for UI in state - \$830,699 Paid to Date
- Paid Family Medical Leave



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# St. Cloud Area School District Agrees



Establish an ongoing funding stream for Unemployment Insurance costs and for Paid Family Medical Leave



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# LTFM and School Safety



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# St. Cloud Area School District Agrees



Remove the per pupil limit on in the LTFM revenue program



Expand allowable uses of revenue to include security modifications to buildings (including technology), and remodeling and additions to existing space

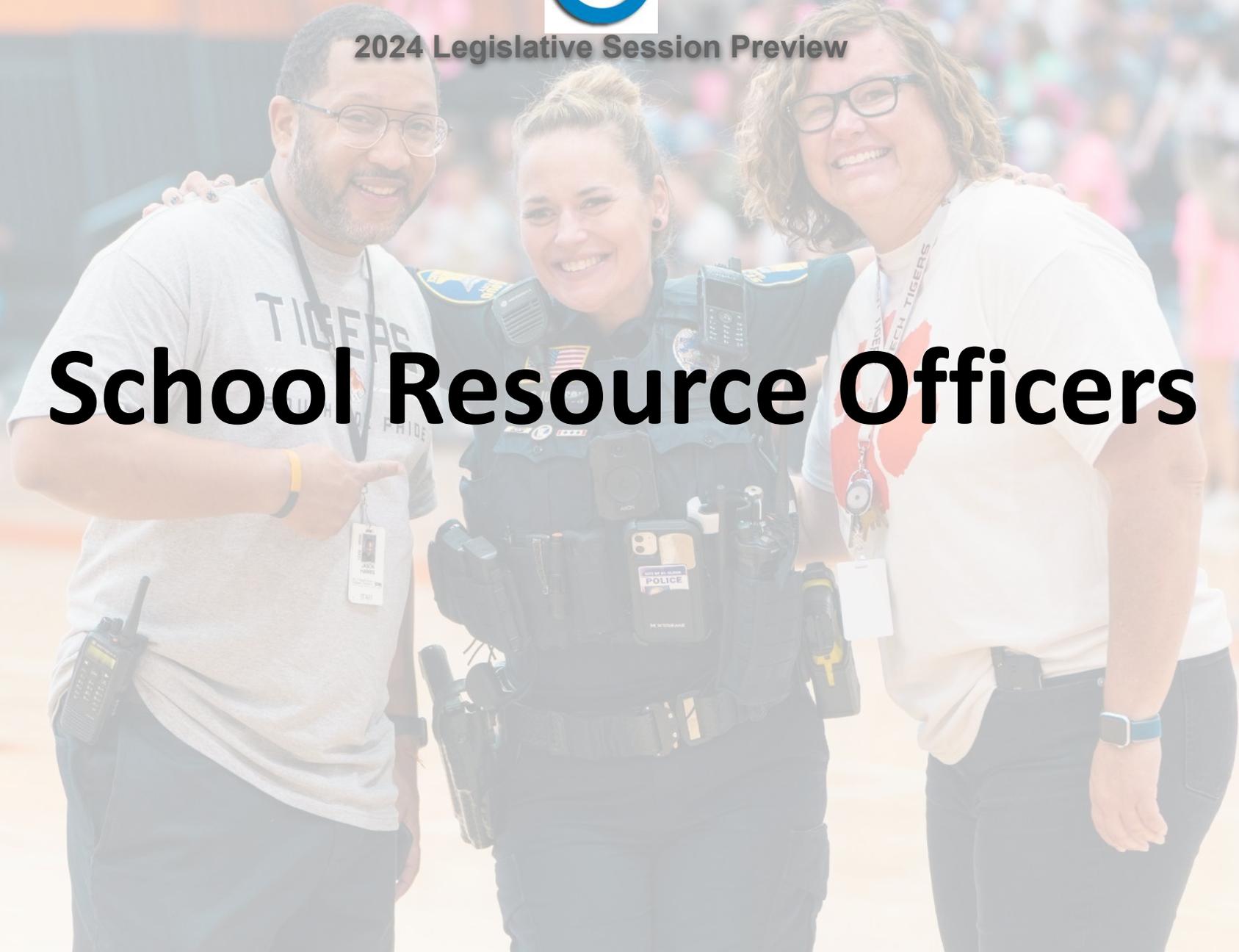


Increase the Safe Schools levy from \$36 to \$108 per pupil



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# School Resource Officers





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# Student Perceptions about SROs

Aware that there is  
an SRO is at their  
school

85%

If know of unsafe  
or illegal activity,  
would tell the  
school SRO

68%

If needed help,  
would feel  
comfortable  
going to SRO

61%

Think it is a good  
idea to have an  
SRO at their  
school

93%

*Source: 2022 Minnesota Student Survey*



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# St. Cloud Area School District Agrees



Clarify language related to the use of physical restraints to ensure the safety of students and staff.



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**FARMINGTON**  
AREA PUBLIC SCHOOLS

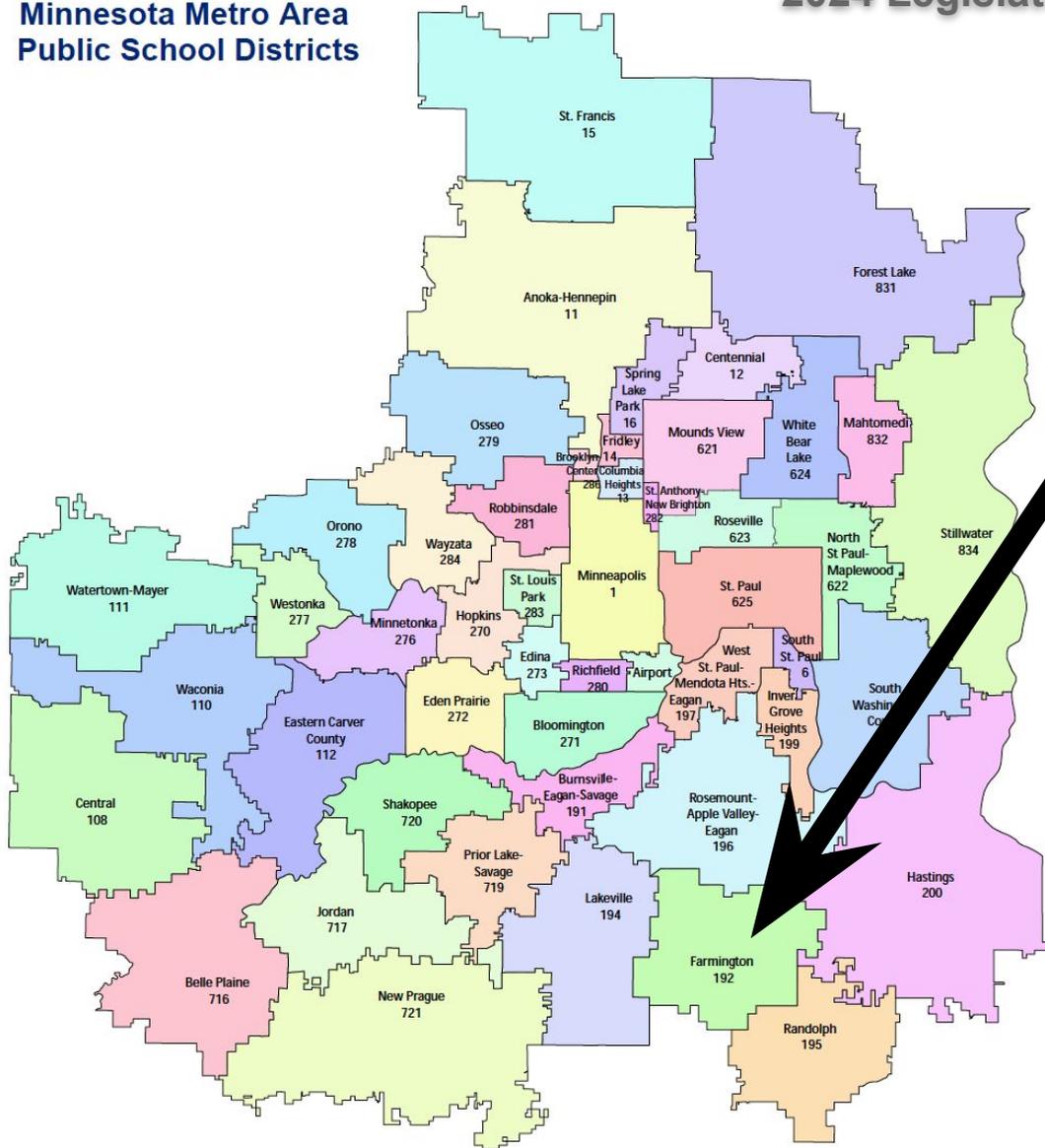
*A learner-centric culture prioritizes individual aspirations and interests through personalized learning experiences that value agency, foster belonging, and celebrate growth, equipping each learner with the ability to visualize their own future by creating it - Farmington Area Public Schools Strategic Framework*





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### Minnesota Metro Area Public School Districts



### Farmington Area Public Schools

- 6673 E-12 enrollment
- 18% Special Education
- 27% Educational Benefits
- 7% Multilingual
- Learner Demographics
  - Asian 5%
  - Black or African American 6%
  - Two or More Races 6%
  - Hispanic or Latino 10%
  - White 72%



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### **Non-Negotiable Costs Continue to Rise (almost 5 percent year over year the last 5 years)**

- Transportation
- Utilities
- Insurance
- Learning Resources

### **Added Costs**

- Unemployment Insurance
- Paid Family Medical Leave
- Read Act

### **Recurring Cost**

- Contract Roll-Up
- Staffing



# Financial Reality

## FY24

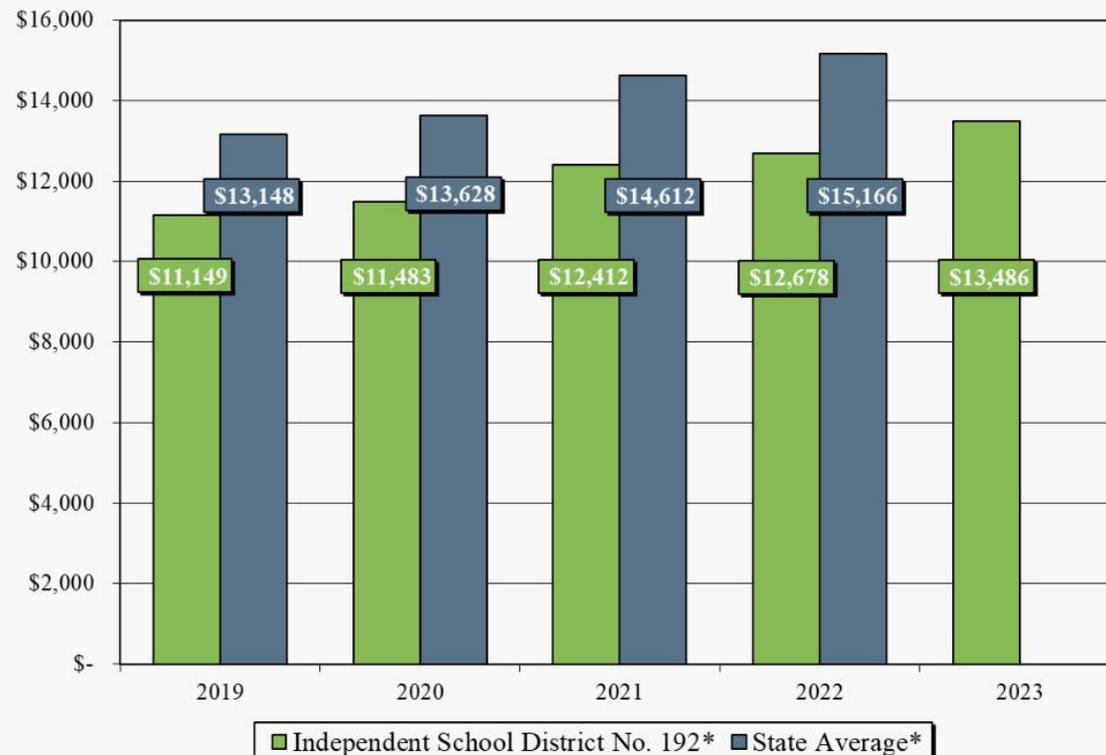
- 4 percent — approximately **\$2 million**
- FY25 employee roll up costs — approximately **\$1.5 million**
- Special Education Cross Sub Increase — approximately **\$3.7 million**
- FY23 utilized approximately **\$3.5 million** in federal funds



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# Financial Reality

## General Fund Revenues Per ADM Served





## 2024 Legislative Session Preview



# Student Centered Learning



## 2024 Legislative Session Preview

# Profiles of a Lifelong Learner

### PROFILE OF A LIFELONG LEARNER

#### Objective 1

*All learners possess the capacity and resiliency to create opportunities and master challenges through:*

##### COLLABORATION

- Respectfully working with others in meaningful and productive ways
- Flexible, open minded, confident and adaptable when working with and receiving feedback from others
- Ability to understand oneself and others in a way that will allow for growth

##### SELF-DIRECTION AND RESILIENCY

- Accept feedback; both positive and constructive. Use of feedback to reflect and chart a new course of where you are going.
- Self-directed learner with effective time management skills
- Overcome adversity through persistence, perseverance, self-advocacy and a growth mindset
- See failure as an opportunity to grow
- Ownership of choices and the resulting outcomes

##### CREATIVE AND CRITICAL THINKING

- Develop and implement solutions to unique challenges
- Reflect on past learning experiences when faced with new situations and challenges
- Questions, reasons and weighs evidence to reach conclusions
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas

##### EFFECTIVE COMMUNICATION

- Remains open to communicating with a variety of people, familiar and unfamiliar
- Articulate thoughts and ideas effectively using verbal, written, electronic, and visual skills in a variety of forms and contexts

### PROFILE OF A LIFELONG LEARNER

#### Objective 2

*All Learners Continuously Achieve Their Academic and Personal Goals through:*

##### AGENCY

- Create advantageous goals
- Initiate action towards goals
- Utilize self-assessment and reflection as part of the learning process
- Understand the locus of control is inside them

##### FLEXIBILITY AND ADAPTABILITY

- Accept feedback; both positive and constructive. Use of feedback to reflect and chart a new course of where you are going.
- Self-directed learner with effective time management skills
- Overcome adversity through persistence, perseverance, self-advocacy and a growth mindset
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- Ownership of choices and the resulting outcomes

##### SELF-DIRECTION AND RESILIENCY

- Accept feedback; both positive and constructive. Use of feedback to reflect and chart a new course of where you are going.
- Self-directed learner with effective time management skills
- Overcome adversity through persistence, perseverance, self-advocacy and a growth mindset
- See failure as an opportunity to grow
- Ownership of choices and the resulting outcomes

##### BALANCE

- Create time to engage in activities that spark interest
- Proactively manage energy
- Seek happiness and joy
- Prioritize healthy nutrition and appropriate rest

### PROFILE OF A LIFELONG LEARNER

#### Objective 3

*Each learner leads beneficial change locally and globally through:*

##### AUTHENTIC APPLICATION

- Apply their skills/passions/interests to serve others
- Awareness of the world around them
- Ability to respond empathetically
- Strong sense of self worth
- Understands their intrinsic motivations

##### COLLABORATION

- Respectfully working with others in meaningful and productive ways
- Flexible, open minded, confident and adaptable when working with and receiving feedback from others
- Ability to understand oneself and others in a way that will allow for growth

##### SERVICE

- Embrace the civic responsibility as a member of their communities
- Recognize where things can be better and take action
- Ability to respond empathetically
- Awareness of the world around you
- Problem solving skills infused with optimism

##### PROBLEM SOLVING

- Develop and implement solutions to unique challenges
- Reflect on past learning experiences when faced with new situations and challenges
- Questions, reasons and weighs evidence to reach conclusions
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas



# Student Centered Learning

## Reimagine Minnesota (2016)

- Excellence for each student
  - See All
  - Serve All
  - Support All
- Barriers to this work
  - Inequitable resources
  - Rigidity at all levels of the current system
  - Assessment system
  - Gaps in alignment between policy and action





# Student Centered Learning

## Recommendations ([KnowledgeWorks Report 12.2023](#))

- Codify a definition of personalized, competency based learning by specifically modifying 120B.018
- Expand the state's statutory definition of "seat time" in 120A.41 to include experiences taking place outside of traditional classroom settings
- MDE should develop a model statewide portrait of a graduate to serve as a resource for districts
- MDE should evolve MN system of assessment to better support deeper learning



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# Thank You

for attending!

More information about the 2024 Legislative Session  
can be found on the AMS D website at:

<https://www.amsd.org/2024session/>