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State of Minnesota

HOUSE OF REPRESENTATIVES

NINETY-FOURTH SESSION

H. F. No. 3067

04/02/2025 Authored by Jordan and Rehrauer
The bill was read for the first time and referred to the Committee on Education Policy

1.1 A bill for an act
1.2 relating to education; defining paraprofessional qualifications; amending Minnesota
1.3 Statutes 2024, section 121A.642, by adding a subdivision.

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

1.5 Section 1. Minnesota Statutes 2024, section 121A.642, is amended by adding a subdivision
1.6 to read:

1.7 Subd. 4. Qualifications. Starting in the 2025-2026 school year, a paraprofessional meets
1.8 the federal personnel qualifications required in Code of Federal Regulations, title 34, sections
1.9 200.58 and 300.156, if the paraprofessional:

1.10 (1) has at least two years of college credits through an accredited institution of higher
1.11 education, or an associate's degree or higher;

1.12 (2) has received a score of 440 or higher on the ParaPro assessment, or a passing score
1.13 on a different assessment approved by the Department of Education; or

1.14 (3) demonstrates the following competencies, regardless of the number of hours of
1.15 training the paraprofessional has received:

1.16 (i) understanding the distinctions between roles and responsibilities of professionals,
1.17 paraprofessionals, and support personnel;

1.18 (ii) understanding the purposes and goals of education and instruction for all students;

1.19 (iii) knowledge of relevant laws, rules, regulations, and local district policies and
1.20 procedures to ensure paraprofessionals work within these parameters;

1.21 (iv) awareness of the challenges and expectations of various learning environments;

- 2.1 (v) the ability to establish and maintain rapport with students;
- 2.2 (vi) the ability to follow oral and written direction of licensed teachers, seeking
2.3 clarification as needed;
- 2.4 (vii) the ability to assist and reinforce elements that support a safe, healthy, and effective
2.5 teaching and learning environment;
- 2.6 (viii) understanding strategies for assisting with the inclusion of students in various
2.7 settings;
- 2.8 (ix) the ability to use strategies that promote the student's independence;
- 2.9 (x) understanding applicable laws, rules, and regulations, and procedural safeguards
2.10 regarding the management of student behaviors;
- 2.11 (xi) awareness of the primary factors that influence student behavior;
- 2.12 (xii) the ability to effectively employ a variety of strategies that reinforce positive
2.13 behavior;
- 2.14 (xiii) the ability to use ethical practices for confidential communication about students;
- 2.15 (xiv) the ability to follow teacher instructions while conferring and collaborating with
2.16 teachers about student schedules, instructional goals, and performance;
- 2.17 (xv) demonstrating a commitment to assisting students in reaching the students' highest
2.18 potential, including the modeling of positive behavior;
- 2.19 (xvi) showing respect for the diversity of students; and
- 2.20 (xvii) showing a willingness to participate in ongoing staff development and
2.21 self-evaluation and to apply constructive feedback.
- 2.22 **EFFECTIVE DATE.** This section is effective the day following final enactment.