

1.1 Bennett and Jordan from the Committee on Education Policy to which was referred:

1.2 H. F. No. 3067, A bill for an act relating to education; defining paraprofessional
1.3 qualifications; amending Minnesota Statutes 2024, section 121A.642, by adding a
1.4 subdivision.

1.5 Reported the same back with the following amendments:

1.6 Delete everything after the enacting clause and insert:

1.7 "Section 1. Minnesota Statutes 2025 Supplement, section 121A.642, subdivision 4, is
1.8 amended to read:

1.9 Subd. 4. **Qualifications.** (a) Starting in the 2025-2026 school year, a paraprofessional
1.10 meets the federal personnel qualifications required in Code of Federal Regulations, title 34,
1.11 section 300.156, if the paraprofessional:

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

1.14 (2) has received a passing score on an assessment approved by the Department of
1.15 Education; or

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

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

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

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

1.23 (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;
- 2.20 (xvii) showing a willingness to participate in ongoing staff development and
2.21 self-evaluation and to apply constructive feedback;
- 2.22 (xviii) supporting and reinforcing the instruction of students in mathematics following
2.23 written and oral lesson plans developed by licensed teachers;
- 2.24 (xix) supporting and reinforcing the instruction of students in reading following written
2.25 and oral lesson plans developed by licensed teachers. Professional development required
2.26 under the Read Act in section 120B.123 exceeds this requirement; and
- 2.27 (xx) supporting and reinforcing the instruction of students in writing following written
2.28 and oral lesson plans developed by licensed teachers.
- 2.29 (b) Starting in the 2025-2026 school year, a paraprofessional meets the federal personnel
2.30 qualifications required in Code of Federal Regulations, title 34, section 200.58, if the
2.31 paraprofessional:

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

(2) met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing, as appropriate:

(i) reading or language arts, writing, and mathematics; or

(ii) reading readiness, writing readiness, and mathematics readiness.

(c) Upon request from a paraprofessional employed by a school district, charter school, or cooperative unit providing direct instructional services, the school district, charter school, or cooperative unit may provide administrative assistance to the paraprofessional when completing requirements related to the competencies required under this subdivision.

(d) A paraprofessional who demonstrates the competencies listed in paragraph (a), clause (3), must be deemed to have obtained a passing score on a formal state or local academic assessment in accordance with paragraph (a), clause (2). The department must take any steps necessary to ensure the paraprofessional meets federal qualification requirements, including but not limited to applying for a waiver under Code of Federal Regulations, title 20, section 5891b. A district or charter school must maintain the paraprofessional's completed assessment and documentation that the paraprofessional demonstrated the required competencies in the paraprofessional's personnel file.

EFFECTIVE DATE. This section is effective the day following final enactment."

Amend the title as follows:

Page 1, line 2, delete "defining" and insert "clarifying"

Correct the title numbers accordingly

With the recommendation that when so amended the bill be placed on the General Register.

This Committee action taken March 25, 2026

....., Co-Chair

....., Co-Chair