

Senator Saxhaug introduced--

S.F. No. 345: Referred to the Committee on Education.

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A bill for an act

relating to education; providing for employee
recognition programs; amending Minnesota Statutes
2004, section 123B.02, by adding a subdivision.

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

Section 1. Minnesota Statutes 2004, section 123B.02, is
amended by adding a subdivision to read:

Subd. 14a. [EMPLOYEE RECOGNITION.] A school board may
establish and operate an employee recognition program for
district employees, including teachers, and may expend funds as
necessary to achieve the objectives of the program.

Senators Reiter and Kiscaden introduced--

S.F. No. 232: Referred to the Committee on Education.

1 A bill for an act

2 relating to education; permitting secondary students
3 to carry and use nonprescription pain relief;
4 proposing coding for new law in Minnesota Statutes,
5 chapter 121A.

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

7 Section 1. [121A.222] [POSSESSION AND USE OF
8 NONPRESCRIPTION PAIN RELIEVERS BY SECONDARY STUDENTS.]

9 A secondary student may possess and use nonprescription
10 pain relief in a manner consistent with the labeling, if the
11 district has received a written authorization from the student's
12 parent permitting the student to self-administer the
13 medication. The parent must submit written authorization for
14 the student to self-administer the medication each school year.
15 The district may revoke a student's privilege to possess and use
16 nonprescription pain relievers if the district determines that
17 the student is abusing the privilege.

Senators Dille, Kelley, Skoe, Michel and Sparks introduced—

S. F. No. 457 Referred to the Committee on Education

1 A bill for an act

2 relating to education; providing for opportunity to
3 respond to nonrenewal of certain coaching contracts;
4 amending Minnesota Statutes 2004, section 122A.33.

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

6 Section 1. Minnesota Statutes 2004, section 122A.33, is
7 amended to read:

8 122A.33 [LICENSE AND DEGREE EXEMPTION FOR HEAD COACH.]

9 Subdivision 1. [EMPLOYMENT.] Notwithstanding section
10 122A.15, subdivision 1, a school district may employ as a head
11 varsity coach of an interscholastic sport at its secondary
12 school a person who does not have a license as head varsity
13 coach of interscholastic sports and who does not have a
14 bachelor's degree if:

15 (1) in the judgment of the school board, the person has the
16 knowledge and experience necessary to coach the sport;

17 (2) can verify completion of six quarter credits, or the
18 equivalent, or 60 clock hours of instruction in first aid and
19 the care and prevention of athletic injuries; and

20 (3) can verify completion of a coaching methods or theory
21 course.

22 Subd. 2. [ANNUAL CONTRACT.] Notwithstanding section
23 122A.58, a person employed as a head varsity coach ~~under this~~
24 ~~section~~ has an annual contract as a coach that the school board
25 may or may not renew as the board sees fit.

1 Subd. 3. [NOTICE OF NONRENEWAL; OPPORTUNITY TO RESPOND.] A
2 school board that declines to renew the coaching contract of a
3 licensed or nonlicensed head varsity coach must give the coach
4 timely notice to that effect. If the coach requests reasons for
5 not renewing the coaching contract, the board must give the
6 coach its reasons in writing within ten days of receiving the
7 request and provide the coach with a reasonable opportunity to
8 respond to the reasons at a public board meeting.

9 [EFFECTIVE DATE.] This section is effective October 1, 2005.

The New IDEIA

Rollie Morud, Ed.D.
Assistant Commissioner
Minnesota Department of Education

Nancy W. Larson, Ph.D.
Special Education Policy
Minnesota Department of Education

January 25, 2005 1

The New IDEIA

Individuals With Disabilities
Education Improvement Act
(IDEIA) of 2004

January 25, 2005 2

THE NEW IDEIA

HR 1350

- Passed By Congress
Nov 19, 2004
- President Bush Signed On
Dec 3, 2004

January 25, 2005 3

The New IDEIA

- Most sections will be effective July 1, 2005
- Highly Qualified is effective immediately and follows NCLB (2005-2006)

January 25, 2005

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The New IDEIA

Next steps:

- Promulgate IDEIA regulations (federal)
- Review/amend state statutes as appropriate (state)
- Promulgate state rules (MR chapter 3525)
- Heed federal non-regulatory guidance

January 25, 2005

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IDEIA Main Changes

- Funding Changes
- Highly Qualified & Special Education
- Private School Placement
- IEP Process Changes

- *Due Process* waiting for interpretations
- *Part C* waiting for interpretations

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Highlights

- More regulatory relief for districts
- More flexible funding
- More inclusive
- More focused on performance
- Clearer definitions and procedures
- Increased federal oversight & increased sanctions

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The New IDEIA Funding

- Base year changed from 1998 to 1999
- May use up to 50% of increase from previous year as local funds
 - If state determines that the district can maintain FAPE

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The New IDEIA Funding

LEA may use up to 15% IDEIA funds for K-12 early intervening services

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The New IDEIA Funding

Early intervening services focus on student support systems:

- Interagency
- Supplement not supplant NCLB
- Professional development
 - To deliver scientifically based academic instruction (including literacy instruction)
 - Behavioral interventions
 - Use of adaptive & instructional software

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Highly Qualified Special Education Teacher

Provisions Effective Now!
Follows NCLB

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NCLB Core Academic Subject Areas

ESEA Sec. 9101:

- English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography

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HQ Requirements for Special Education Teachers

A special education teacher must:

- Hold at least a bachelor's degree
- Have not had special education licensure requirements waived on an emergency, temporary, or provisional basis
- Hold a license to teach in the state as a special education teacher

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HQ Multiple Subjects

- If a special education teacher is teaching 2 or more core academic subjects exclusively to students with disabilities, a teacher must meet the HQ requirements for any teacher; or
- A current special education teacher must demonstrate competency in all core academic subjects as described in NCLB, with HOUSSE as an option; or

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HQ cont.

- A new special education teacher must meet HQ standards in at least 1 core academic subject area (lang. arts, math, or science) and will have 2 years from date of employment to demonstrate HQ in other core academic areas.

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Parent Placement in Private Schools

- Requires districts to provide Child Find, special education services and the same funding as for public school children.
- Increases requirements for communication between private and public schools.
- Funding flows through public schools

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Statewide Testing

All decisions about state or district wide testing must be made by the IEP team, including whether a child has:

- A standard administration of the test
- A standard administration of the test with accommodations
- An Alternate Assessment

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Alternate Assessment

- State must have accommodations guidelines
- Must be aligned with state's "challenging student academic achievement standards"
- The state develops alternate assessments
- Districts must report to the public alternate assessment information on district-wide assessments

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Migratory Children

LEA shall cooperate with federal efforts to ensure the linkage of records pertaining to migratory children with a disability for the purpose of electronically exchanging, among the States, health and educational information

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Ward of State

LEA is not required to obtain informed consent if:

- the agency cannot find the parent or child,
- parent rights have been terminated,
- or parent rights have been subrogated by a judge and consent is given by a judge's appointee

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SLD

- LEA shall not be required to take into consideration whether a child has a severe discrepancy between achievement and ability
- LEA may use a process that determines if a child responds to scientific, research-based intervention as a part of the evaluation procedure

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IEP

- Eases some regulatory requirements for districts
- More clearly defines some procedural issues

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IEP Team

- Increased communication and coordination between general and special education
- Meeting requirements more flexible

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New Model Forms from OSEP

- Model IEP and IFSP Forms
- Model "Procedural Rights"
- Model "Prior written notice"

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The New IDEIA

Next Steps:

- Promulgate IDEIA regulations
- Review/amend state statutes as appropriate
- Promulgate State Rules (MR chapter 3525)
- Heed federal non-regulatory guidance

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To Recap IDEIA

- Increased flexibility
- Increased federal oversight (compliance)
- Regulations may take a year or more
- IDEIA goes into full effect July 1, 2005
- Between July, 2005 until federal regulations are promulgated, we need to implement IDEIA the best we can

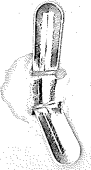
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Welcome to
**Positive Behavioral
Interventions & Supports:**
Improving Outcomes for Students
with Challenging Behavior

Minnesota
**Department
of Education**

Minimum Operating
System Required:
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Windows 98 or later

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5 pain relief; proposing coding for new law in Minnesota Statutes,
6 chapter 121A.

7 Reports the same back with the recommendation that the bill
8 do pass. Report adopted.

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Steve Kelley
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(Committee Chair)

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January 25, 2005.....
(Date of Committee recommendation)

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5 Statutes 2004, section 123B.02, by adding a subdivision.

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7 do pass and be placed on the Consent Calendar. Report adopted.

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(Committee Chair)

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January 25, 2005.....
(Date of Committee recommendation)