

1.1 Senator ..... moves to amend S.F. No. .... as follows:

1.2 Page ..., after line ..., insert:

"Sec. .... Minnesota Statutes 2004, section 120B.024, is amended to read:

1.4 **120B.024 GRADUATION REQUIREMENTS; COURSE CREDITS.**

1.5 (a) Students beginning 9th grade in the 2004-2005 school year and later must  
1.6 successfully complete the following high school level course credits for graduation:

1.7 (1) four credits of language arts;

1.8 (2) three credits of mathematics, encompassing at least algebra, geometry, statistics,  
1.9 and probability sufficient to satisfy the academic standard;

1.10 (3) three credits of science, including at least one credit in biology;

1.11 (4) three and one-half credits of social studies, encompassing at least United  
1.12 States history, geography, government and citizenship, world history, and economics or  
1.13 three credits of social studies encompassing at least United States history, geography,  
1.14 government and citizenship, and world history, and one-half credit of economics taught in  
1.15 a school's social studies, agriculture education, or business department;

1.16 (5) one credit in the arts; and

1.17 (6) a minimum of seven elective course credits.

1.18 A course credit is equivalent to a student successfully completing an academic  
1.19 year of study or a student mastering the applicable subject matter, as determined by the  
1.20 local school district.

1.21 (b) An agriculture science course may fulfill a science credit requirement under  
1.22 this section."

1.1 Senator ..... moves to amend S.F. No. 2994 as follows:

Delete everything after the enacting clause and insert:

1.3 " **ARTICLE 1**  
1.4 **EDUCATION EXCELLENCE**

1.5 Section 1. Minnesota Statutes 2004, section 120A.22, subdivision 3, is amended to  
1.6 read:

1.7 Subd. 3. **Parent defined; residency determined.** (a) In this section and sections  
1.8 120A.24 and 120A.26, "parent" means a parent, guardian, or other person having legal  
1.9 custody of a child.

1.10 (b) In sections 125A.03 to 125A.24 and 125A.65, "parent" means a parent, guardian,  
1.11 or other person having legal custody of a child under age 18. For an unmarried pupil age  
1.12 18 or over, "parent" means the pupil unless a guardian or conservator has been appointed,  
1.13 in which case it means the guardian or conservator.

1.14 (c) For purposes of sections 125A.03 to 125A.24 and 125A.65, the school district of  
1.15 residence for an unmarried pupil age 18 or over who is a parent under paragraph (b) and  
1.16 who is placed in a center for care and treatment, shall be the school district in which the  
1.17 pupil's biological or adoptive parent or designated guardian resides.

1.18 (d) For a married pupil age 18 or over, the school district of residence is the school  
1.19 district in which the married pupil resides.

1.20 (e) If a district believes that a student does not meet the residency requirements of  
1.21 the school district in which the student is attending school, the student may be removed  
1.22 from the school only after receiving due process as determined by the district school  
1.23 board. The due process requirements must, at a minimum, include notice to the parent  
1.24 and an opportunity for the parent to be heard in a forum as determined by the policy  
1.25 of the school board.

1.26 Sec. 2. Minnesota Statutes 2005 Supplement, section 120B.131, subdivision 2, is  
1.27 amended to read:

1.28 Subd. 2. **Reimbursement for examination fees.** The state may reimburse,  
1.29 college-level examination program (CLEP) fees for a Minnesota public high school  
1.30 student who has successfully completed one or more college-level courses in high school  
1.31 ~~and earned a satisfactory score on one or more CLEP examinations~~ in the following  
1.32 subjects: composition and literature, mathematics and science, social sciences and history,  
1.33 foreign languages, and business and humanities. The state may reimburse each ~~successful~~  
1.34 student for up to six examination fees. The commissioner shall establish application  
1.35 procedures and a process and schedule for fee reimbursements. The commissioner must  
1.36 give priority to reimburse the CLEP examination fees of students of low-income families.

2.1 Sec. 3. Minnesota Statutes 2005 Supplement, section 121A.53, subdivision 1, is  
2.2 amended to read:

2.3 Subdivision 1. **Exclusions and expulsions.** The school board must report through  
2.4 the department electronic reporting system each exclusion ~~or~~ expulsion, or other removal  
2.5 for greater than 15 consecutive days taken in lieu of an exclusion or expulsion within 30  
2.6 days of the effective date of the action to the commissioner of education. This report must  
2.7 include a statement of alternative educational services given the pupil and the reason for,  
2.8 the effective date, and the duration of the exclusion or expulsion. The report must also  
2.9 include the student's age, grade, gender, race, and special education status.

2.10 Sec. 4. Minnesota Statutes 2005 Supplement, section 124D.095, subdivision 4, is  
2.11 amended to read:

2.12 Subd. 4. **Online learning parameters.** (a) An online learning student must receive  
2.13 academic credit for completing the requirements of an online learning course or program.  
2.14 Secondary credits granted to an online learning student must be counted toward the  
2.15 graduation and credit requirements of the enrolling district. The enrolling district must  
2.16 apply the same graduation requirements to all students, including online learning students,  
2.17 and must continue to provide nonacademic services to online learning students. If a  
2.18 student completes an online learning course or program that meets or exceeds a graduation  
2.19 standard or grade progression requirement at the enrolling district, that standard or  
2.20 requirement is met. The enrolling district must use the same criteria for accepting online  
2.21 learning credits or courses as it does for accepting credits or courses for transfer students  
2.22 under section 124D.03, subdivision 9. The enrolling district may reduce the teacher  
2.23 contact time of an online learning student in proportion to the number of online learning  
2.24 courses the student takes from an online learning provider that is not the enrolling district.

2.25 (b) An online learning student may:

2.26 (1) enroll during a single school year in a maximum of 12 semester-long courses or  
2.27 their equivalent delivered by an online learning provider or the enrolling district;

2.28 (2) complete course work at a grade level that is different from the student's current  
2.29 grade level; and

2.30 (3) enroll in additional courses with the online learning provider under a separate  
2.31 agreement that includes terms for payment of any tuition or course fees.

2.32 ~~(c) A student with a disability may enroll in an online learning course or program~~  
2.33 ~~if the student's IEP team determines that online learning is appropriate education for~~  
2.34 ~~the student.~~

2.35 ~~(d)~~ (c) An online learning student has the same access to the computer hardware  
2.36 and education software available in a school as all other students in the enrolling district.

3.1 An online learning provider must assist an online learning student whose family qualifies  
3.2 for the education tax credit under section 290.0674 to acquire computer hardware and  
3.3 educational software for online learning purposes.

3.4 (e) (d) An enrolling district may offer online learning to its enrolled students.  
3.5 Such online learning does not generate online learning funds under this section. An  
3.6 enrolling district that offers online learning only to its enrolled students is not subject  
3.7 to the reporting requirements or review criteria under subdivision 7. A teacher with a  
3.8 Minnesota license must assemble and deliver instruction to enrolled students receiving  
3.9 online learning from an enrolling district. The delivery of instruction occurs when the  
3.10 student interacts with the computer or the teacher and receives ongoing assistance and  
3.11 assessment of learning. The instruction may include curriculum developed by persons  
3.12 other than a teacher with a Minnesota license.

3.13 (f) (e) An online learning provider that is not the enrolling district is subject to  
3.14 the reporting requirements and review criteria under subdivision 7. A teacher with a  
3.15 Minnesota license must assemble and deliver instruction to online learning students. The  
3.16 delivery of instruction occurs when the student interacts with the computer or the teacher  
3.17 and receives ongoing assistance and assessment of learning. The instruction may include  
3.18 curriculum developed by persons other than a teacher with a Minnesota license. Unless  
3.19 the commissioner grants a waiver, a teacher providing online learning instruction must not  
3.20 instruct more than 40 students in any one online learning course or program.

3.21 Sec. 5. Minnesota Statutes 2004, section 124D.10, subdivision 16, is amended to read:

3.22 Subd. 16. **Transportation.** (a) By July 1 of each fiscal year, a charter school must  
3.23 notify the district in which the school is located and the Department of Education if it will  
3.24 provide ~~transportation for pupils enrolled in the school~~ its own transportation or use the  
3.25 transportation services of the district in which it is located for the fiscal year.

3.26 (b) If a charter school elects to provide transportation for pupils, the transportation  
3.27 must be provided by the charter school within the district in which the charter school is  
3.28 located. The state must pay transportation aid to the charter school according to section  
3.29 124D.11, subdivision 2.

3.30 For pupils who reside outside the district in which the charter school is located, the  
3.31 charter school is not required to provide or pay for transportation between the pupil's  
3.32 residence and the border of the district in which the charter school is located. A parent  
3.33 may be reimbursed by the charter school for costs of transportation from the pupil's  
3.34 residence to the border of the district in which the charter school is located if the pupil is  
3.35 from a family whose income is at or below the poverty level, as determined by the federal  
3.36 government. The reimbursement may not exceed the pupil's actual cost of transportation

4.1 or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for  
4.2 more than 250 miles per week.

4.3 At the time a pupil enrolls in a charter school, the charter school must provide the  
4.4 parent or guardian with information regarding the transportation.

4.5 (c) If a charter school does not elect to provide transportation, transportation for  
4.6 pupils enrolled at the school must be provided by the district in which the school is  
4.7 located, according to sections 123B.88, subdivision 6, and 124D.03, subdivision 8, for a  
4.8 pupil residing in the same district in which the charter school is located. Transportation  
4.9 may be provided by the district in which the school is located, according to sections  
4.10 123B.88, subdivision 6, and 124D.03, subdivision 8, for a pupil residing in a different  
4.11 district. If the district provides the transportation, the scheduling of routes, manner and  
4.12 method of transportation, control and discipline of the pupils, and any other matter relating  
4.13 to the transportation of pupils under this paragraph shall be within the sole discretion,  
4.14 control, and management of the district.

4.15 Sec. 6. Minnesota Statutes 2004, section 124D.61, is amended to read:

4.16 **124D.61 GENERAL REQUIREMENTS FOR PROGRAMS.**

4.17 A district ~~which receives aid pursuant to section 124D.65 must comply with that~~  
4.18 enrolls one or more children of limited English proficiency must implement an educational  
4.19 program that includes at a minimum the following program requirements:

4.20 (1) identification and reclassification criteria for children of limited English  
4.21 proficiency and program entrance and exit criteria for children with limited English  
4.22 proficiency must be documented by the district, applied uniformly to children of limited  
4.23 English proficiency, and made available to parents and other stakeholders upon request;

4.24 (2) a written plan of services that describes programming by English proficiency  
4.25 level made available to parents upon request. The plan must articulate the amount and  
4.26 scope of service offered to children of limited English proficiency through an educational  
4.27 program for children of limited English proficiency;

4.28 (3) professional development opportunities for ESL, bilingual education,  
4.29 mainstream, and all staff working with children of limited English proficiency which are:  
4.30 (i) coordinated with the district's professional development activities; (ii) related to the  
4.31 needs of children of limited English proficiency; and (iii) ongoing;

4.32 (4) to the extent possible, the district must avoid isolating children of limited English  
4.33 proficiency for a substantial part of the school day; and

4.34 ~~(2)~~ (5) in predominantly nonverbal subjects, such as art, music, and physical  
4.35 education, permit pupils of limited English proficiency shall be permitted to participate  
4.36 fully and on an equal basis with their contemporaries in public school classes provided

5.1 for these subjects. To the extent possible, the district must assure to pupils enrolled in a  
 5.2 program for limited English proficient students an equal and meaningful opportunity to  
 5.3 participate fully with other pupils in all extracurricular activities.

5.4 Sec. 7. Laws 2005, First Special Session chapter 5, article 2, section 81, is amended to  
 5.5 read:

5.6 **Sec. 81. BOARD OF SCHOOL ADMINISTRATORS; RULEMAKING**  
 5.7 **AUTHORITY.**

5.8 On or before June 30, 2007, the Board of School Administrators may adopt  
 5.9 ~~expedited rules under Minnesota Statutes, section 14.389,~~ to reflect the changes in duties,  
 5.10 responsibilities, and roles of school administrators, and to make technical revisions and  
 5.11 clarifications to Minnesota Rules, chapter 3512.

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

5.13 Sec. 8. Laws 2005, First Special Session chapter 5, article 2, section 84, subdivision  
 5.14 13, is amended to read:

5.15 **Subd. 13. Examination fees; teacher training and support programs.** (a) For  
 5.16 students' advanced placement and international baccalaureate examination fees under  
 5.17 Minnesota Statutes, section 120B.13, subdivision 3, and the training and related costs  
 5.18 for teachers and other interested educators under Minnesota Statutes, section 120B.13,  
 5.19 subdivision 1:

5.20	\$	4,500,000	.....	2006
5.21	\$	4,500,000	.....	2007

5.23 (b) The advanced placement program shall receive 75 percent of the appropriation  
 5.24 each year and the international baccalaureate program shall receive 25 percent of the  
 5.25 appropriation each year. The department, in consultation with representatives of the  
 5.26 advanced placement and international baccalaureate programs selected by the Advanced  
 5.27 Placement Advisory Council and IBMN, respectively, shall determine the amounts of  
 5.28 the expenditures each year for examination fees and training and support programs for  
 5.29 each program.

5.30  
 5.31 (c) ~~Notwithstanding Minnesota Statutes, section 120B.13, subdivision 1, at least~~  
 5.32 ~~\$500,000 each year is for teachers to attend subject matter summer training programs~~  
 5.33 ~~and follow-up support workshops approved by the advanced placement or international~~  
 5.34 ~~baccalaureate programs. The amount of the subsidy for each teacher attending an~~  
 5.35 ~~advanced placement or international baccalaureate summer training program or workshop~~

6.1 ~~shall be the same. The commissioner shall determine the payment process and the amount~~  
6.2 ~~of the subsidy. Teachers shall apply for teacher training scholarships to prepare for~~  
6.3 ~~teaching in the advanced placement or international baccalaureate program. Any reserved~~  
6.4 ~~funding not expended for teacher training may be used for exam fees and other support~~  
6.5 ~~programs for each program.~~

6.6  
6.7 (d) The commissioner shall pay all examination fees for all students of low-income  
6.8 families under Minnesota Statutes, section 120B.13, subdivision 3, and to the extent  
6.9 of available appropriations shall also pay examination fees for students sitting for an  
6.10 advanced placement examination, international baccalaureate examination, or both.

6.11 Any balance in the first year does not cancel but is available in the second year.

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

6.14 **Sec. 9. SCIENCE TEACHERS.**

6.15 **(a) A tenured science teacher or science teacher who has taught for three consecutive**  
6.16 **years in one public school holding a Minnesota professional license in grades 7 to 12 or**  
6.17 **9 to 12 who receives a qualifying score on the appropriate Praxis II test in a grade 9 to**  
6.18 **12 science field other than the currently licensed science field must be licensed to teach**  
6.19 **in the new subject area. The qualifying scores are the same scores used for new science**  
6.20 **teachers established by the Minnesota Board of Teaching. The science teacher who seeks**  
6.21 **licensure in another science subject area under this paragraph is responsible for the costs**  
6.22 **of the required testing.**

6.23 **(b) For the purposes of paragraph (a), science subject areas include chemistry,**  
6.24 **physics, biology, and earth and space science.**

6.25 **(c) By December 31, 2010, the Department of Education and Board of Teaching**  
6.26 **must submit a report, including at least the effects of this section on science teacher quality**  
6.27 **and developing highly qualified teachers, to the committees of the house of representatives**  
6.28 **and senate having jurisdiction over kindergarten through grade 12 education.**

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

6.30 **Sec. 10. 2006 SCHOOL ACCOUNTABILITY REPORT.**

6.31 **Notwithstanding Minnesota Statutes, section 120B.36, for 2006 reporting only, the**  
6.32 **Department of Education may delay the release to the public and the posting of the 2006**  
6.33 **school performance report cards and adequate yearly progress data on its public Web**  
6.34 **site to no later than November 30, 2006.**

6.35

**ARTICLE 2**

**EDUCATION FUNDING**

7.1

**Section 1. [120B.132] RAISED ACADEMIC ACHIEVEMENT; ADVANCED**

7.3

**PLACEMENT AND INTERNATIONAL BACCALAUREATE PROGRAMS.**

7.4

**Subdivision 1. Establishment; eligibility. A program is established to raise K-12 academic achievement through increased student participation in advanced placement and international baccalaureate programs, consistent with section 120B.13. Schools and charter schools eligible to participate under this section must:**

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**(1) be authorized by the international baccalaureate organization to teach the international baccalaureate curriculum; or**

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**(2) be a site approved by the college board to offer advanced placement courses and exams or must participate in the college board-sponsored preadvanced placement initiative; and**

**(3) propose to further raise students' academic achievement by:**

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**(i) increasing the availability of and all students' access to advanced placement or international baccalaureate courses or programs;**

**(ii) expanding the breadth of advanced placement or international baccalaureate courses or programs that are available to students;**

**(iii) increasing the number and the diversity of the students who participate in advanced placement or international baccalaureate courses or programs and succeed;**

**(iv) providing low-income and other disadvantaged students with increased access to advanced placement or international baccalaureate courses or programs; or**

**(v) increasing the number of high school students, including low-income and other disadvantaged students, who receive college credit by successfully completing advanced placement or international baccalaureate courses or programs and achieving satisfactory scores on related exams.**

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**Subd. 2. Application and review process; funding priority. (a) Charter schools and school districts in which eligible schools under subdivision 1 are located may apply to the commissioner, in the form and manner the commissioner determines, for competitive funding to further raise students' academic achievement. The application must detail the specific efforts the applicant intends to undertake in further raising students' academic achievement consistent with subdivision 1, and a proposed budget detailing the district or charter school's current and proposed expenditures for advanced placement, preadvanced placement, and international baccalaureate courses and programs. The proposed budget must demonstrate that the applicant's efforts will supplement but not supplant any expenditures for advanced placement, preadvanced placement, and international baccalaureate courses and programs the applicant currently makes available to students.**

8.1 Expenditures for administration must not exceed five percent of the proposed budget. The  
8.2 commissioner may require an applicant to provide additional information.

8.3 (b) When reviewing applications, the commissioner must determine whether  
8.4 the applicant satisfied all the requirements in this subdivision and subdivision 1.  
8.5 The commissioner may give funding priority to an otherwise qualified applicant that  
8.6 demonstrates:

8.7 (1) a focus on developing or expanding advanced placement or international  
8.8 baccalaureate courses or programs or increasing students' participation in, access to, or  
8.9 success with the courses or programs, including the participation, access, or success of  
8.10 low-income and other disadvantaged students;

8.11 (2) a compelling need for access to advanced placement or international  
8.12 baccalaureate courses or programs;

8.13 (3) an effective ability to actively involve local business and community  
8.14 organizations in student activities that are integral to advanced placement or international  
8.15 baccalaureate courses or programs;

8.16 (4) access to additional public or nonpublic funds or in-kind contributions that are  
8.17 available for advanced placement or international baccalaureate courses or programs; or

8.18 (5) an intent to implement activities that target low-income and other disadvantaged  
8.19 students.

8.20 Subd. 3. Funding; permissible funding uses. (a) The commissioner shall award  
8.21 grants to applicant school districts and charter schools that meet the requirements of  
8.22 subdivisions 1 and 2. The commissioner must award grants on an equitable geographical  
8.23 basis to the extent feasible and consistent with this section. Grant awards must not exceed  
8.24 the lesser of: (1) \$85 times the number of pupils enrolled at the participating sites on  
8.25 October 1 of the previous fiscal year, or (2) the approved supplemental expenditures  
8.26 based on the budget submitted under subdivision 2. For charter schools in their first  
8.27 year of operation, the maximum grant award must be calculated using the number of  
8.28 pupils enrolled on October 1 of the current fiscal year. The commissioner may adjust  
8.29 the maximum grant award computed using prior year data for changes in enrollment  
8.30 attributable to school closings, school openings, grade level reconfigurations, or school  
8.31 district reorganizations between the prior fiscal year and the current fiscal year.

8.32 (b) School districts and charter schools that submit an application and receive  
8.33 funding under this section must use the funding, consistent with the application, to:

8.34 (1) provide teacher training and instruction to more effectively serve students,  
8.35 including low-income and other disadvantaged students, who participate in advanced  
8.36 placement or international baccalaureate courses or programs;

- 9.1           (2) further develop advanced placement or international baccalaureate courses or  
 9.2           programs;
- 9.3           (3) improve the transition between grade levels to better prepare students, including  
 9.4           low-income and other disadvantaged students, for succeeding in advanced placement or  
 9.5           international baccalaureate courses or programs;
- 9.6           (4) purchase books and supplies;
- 9.7           (5) pay course or program application fees;
- 9.8           (6) increase students' participation in and success with advanced placement or  
 9.9           international baccalaureate courses or programs;
- 9.10          (7) expand students' access to advanced placement or international baccalaureate  
 9.11          courses or programs through online learning;
- 9.12          (8) hire appropriately licensed personnel to teach additional advanced placement or  
 9.13          international baccalaureate courses or programs; or
- 9.14          (9) engage in other activity directly related to expanding students' access to,  
 9.15          participation in, and success with advanced placement or international baccalaureate  
 9.16          courses or programs, including low-income and other disadvantaged students.

9.17          Subd. 4. Annual reports. (a) Each school district and charter school that receives  
 9.18          a grant under this section annually must collect demographic and other student data to  
 9.19          demonstrate and measure the extent to which the district or charter school raised students'  
 9.20          academic achievement under this program and must report the data to the commissioner  
 9.21          in the form and manner the commissioner determines. The commissioner annually, by  
 9.22          February 15, must make summary data about this program available to the education  
 9.23          policy and finance committees of the legislature.

9.24          (b) Each school district and charter school that receives a grant under this section  
 9.25          annually must report to the commissioner, consistent with the uniform financial accounting  
 9.26          and reporting standards, its actual expenditures for advanced placement, preadvanced  
 9.27          placement, and international baccalaureate courses and programs. The report must  
 9.28          demonstrate that the school district or charter school has maintained its effort from other  
 9.29          sources for advanced placement, preadvanced placement, and international baccalaureate  
 9.30          courses and programs compared with the previous fiscal year, and the district or charter  
 9.31          school has expended all grant funds, consistent with its approved budget.

9.32          EFFECTIVE DATE. This section is effective the day following final enactment  
 9.33          and applies to the 2006-2007 school year and later.

9.34          Sec. 2. Minnesota Statutes 2004, section 122A.18, subdivision 2, is amended to read:

10.1           **Subd. 2. Teacher and support personnel qualifications. (a)** The Board of  
10.2 Teaching must issue licenses under its jurisdiction to persons the board finds to be  
10.3 qualified and competent for their respective positions.

10.4           **(b)** The board must require a person to successfully complete an examination of  
10.5 skills in reading, writing, and mathematics before being granted an initial teaching license  
10.6 to provide direct instruction to pupils in prekindergarten, elementary, secondary, or special  
10.7 education programs. The board must require colleges and universities offering a board  
10.8 approved teacher preparation program to provide remedial assistance that includes a  
10.9 formal diagnostic component to persons enrolled in their institution who did not achieve a  
10.10 qualifying score on the skills examination, including those for whom English is a second  
10.11 language. The colleges and universities must provide assistance in the specific academic  
10.12 areas of deficiency in which the person did not achieve a qualifying score. School  
10.13 districts must provide similar, appropriate, and timely remedial assistance that includes a  
10.14 formal diagnostic component and mentoring to those persons employed by the district  
10.15 who completed their teacher education program outside the state of Minnesota, received  
10.16 a one-year license to teach in Minnesota and did not achieve a qualifying score on the  
10.17 skills examination, including those persons for whom English is a second language. The  
10.18 Board of Teaching shall report annually to the education committees of the legislature  
10.19 on the total number of teacher candidates during the most recent school year taking the  
10.20 skills examination, the number who achieve a qualifying score on the examination, the  
10.21 number who do not achieve a qualifying score on the examination, the distribution of all  
10.22 candidates' scores, the number of candidates who have taken the examination at least once  
10.23 before, and the number of candidates who have taken the examination at least once before  
10.24 and achieve a qualifying score.

10.25           **(c)** A person who has completed an approved teacher preparation program and  
10.26 obtained a one-year license to teach, but has not successfully completed the skills  
10.27 examination, may renew the one-year license for two additional one-year periods. Each  
10.28 renewal of the one-year license is contingent upon the licensee:

10.29           **(1)** providing evidence of participating in an approved remedial assistance program  
10.30 provided by a school district or postsecondary institution that includes a formal diagnostic  
10.31 component in the specific areas in which the licensee did not obtain qualifying scores; and

10.32           **(2)** attempting to successfully complete the skills examination during the period  
10.33 of each one-year license.

10.34           **(d)** The Board of Teaching must grant continuing licenses only to those persons who  
10.35 have met board criteria for granting a continuing license, which includes successfully  
10.36 completing the skills examination in reading, writing, and mathematics.

11.1 (e) All colleges and universities approved by the board of teaching to prepare persons  
 11.2 for teacher licensure must include in their teacher preparation programs a common core  
 11.3 of teaching knowledge and skills to be acquired by all persons recommended for teacher  
 11.4 licensure. This common core shall meet the standards developed by the interstate new  
 11.5 teacher assessment and support consortium in its 1992 "model standards for beginning  
 11.6 teacher licensing and development," and must include technology and information  
 11.7 literacy standards that are consistent with recommendations from the department's  
 11.8 educator licensing and teacher quality division. The board must develop and implement a  
 11.9 system for reviewing on a seven-year cycle all standards of effective practice for teachers  
 11.10 beginning in the 2007-2008 school year. Amendments to standards adopted under this  
 11.11 paragraph are covered by chapter 14. The board of teaching shall report annually to  
 11.12 the education committees of the legislature on the performance of teacher candidates  
 11.13 on common core assessments of knowledge and skills under this paragraph during the  
 11.14 most recent school year.

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

11.16 **Sec. 3. [122A.245] TEACHER TRAINING PROGRAM FOR QUALIFIED**  
 11.17 **PROFESSIONALS.**

11.18 Subdivision 1. Scope and requirements. (a) As an alternative to postsecondary  
 11.19 teacher preparation programs, a teacher training program is established for qualified  
 11.20 professionals to acquire an entrance license. Program providers, approved by the Board of  
 11.21 Teaching under subdivision 3, may offer the program in the instructional fields of science,  
 11.22 mathematics, world languages, English as a second language, and special education.

11.23 (b) To participate in the teacher training program, the teacher applicant must:

11.24 (1) have, at a minimum, a bachelor's degree from an accredited four-year  
 11.25 postsecondary institution;

11.26 (2) have an undergraduate major or postbaccalaureate degree in the subject to be  
 11.27 taught or in an equivalent or related subject area in which the applicant is seeking licensure;

11.28 (3) pass a skills examination in reading, writing, and mathematics required under  
 11.29 section 122A.18;

11.30 (4) pass the Praxis II subject assessment for each subject area to be taught;

11.31 (5) have a cumulative grade point average of 2.75 or higher on a 4.0 scale for a  
 11.32 bachelor's degree;

11.33 (6) show employment related to the subject to be taught; and

11.34 (7) show a district offer for employment as a teacher contingent on participating in  
 11.35 an approved program described in subdivision 2.

12.1 Subd. 2. Program. A teacher training program under this section is one year in  
12.2 duration and must include:

12.3 (1) a nine-credit summer or preinduction preparation program that includes  
12.4 classroom management techniques and on-site classroom observation that are completed  
12.5 before the candidate is employed in the classroom;

12.6 (2) 200 clock hours of instruction in standards of effective practice and essential  
12.7 skills that include curriculum, instructional strategies, and classroom management  
12.8 presented after school or on Saturdays throughout the year leading to a teaching license  
12.9 and up to 15 graduate credits toward a master's degree in education;

12.10 (3) on-the-job mentoring, supervision, and evaluation arranged by the employing  
12.11 district that includes mentoring provided by an experienced teacher licensed in the subject  
12.12 taught by the applicant, and three evaluations by an evaluation team composed of the  
12.13 mentor, the principal, and a training program member that include at least three classroom  
12.14 observations where the third evaluation contains the team's recommendation for licensure  
12.15 and where a written report of each evaluation is prepared; and

12.16 (4) a one-week intensive workshop that includes analysis and reflection of the first  
12.17 year of teaching after completing the school year, which may be counted as part of 200  
12.18 clock hours required in clause (2).

12.19 Subd. 3. Program approval. An interested Minnesota public or private  
12.20 postsecondary institution must submit program proposals to the Board of Teaching for  
12.21 approval.

12.22 Notwithstanding any law to the contrary, the Board of Teaching must develop  
12.23 criteria for approving teacher training programs under this section after considering the  
12.24 recommendations of an advisory group appointed by the Board of Teaching composed of,  
12.25 at a minimum, the commissioner of education or designee, and representatives of school  
12.26 superintendents, principals, teachers, and postsecondary institutions, including those  
12.27 offering degrees in teaching preparation.

12.28 Subd. 4. Grants; permissible uses. (a) A Minnesota public or private  
12.29 postsecondary institution submitting a program proposal to the Board of Teaching under  
12.30 subdivision 3, or with a program approved by the Board of Teaching under subdivision  
12.31 3 or section 122A.246, subdivision 2, may submit a proposed budget to the Board of  
12.32 Teaching detailing the applicant's current and proposed expenditures to develop and  
12.33 implement programs under this section and section 122A.246. The proposed budget must  
12.34 demonstrate that the applicant's efforts will supplement but not supplant expenditures  
12.35 the applicant made for these purposes for the fiscal year prior to program approval.

13.1 Expenditures for administration must not exceed five percent of the proposed budget. The  
 13.2 Board of Teaching may require an applicant to provide additional information.

13.3 (b) The Board of Teaching, after consulting with the commissioner, may award  
 13.4 grants to applicants meeting the requirements of subdivision 2 or section 122A.246,  
 13.5 subdivision 2. The Board of Teaching must award grants on an equitable geographical  
 13.6 basis to the extent feasible and consistent with this section.

13.7 (c) Each grant recipient must expend all grant funds it receives consistent with  
 13.8 its approved application and budget, and must submit an annual report to the Board of  
 13.9 Teaching regarding the use of grant funds and the effectiveness of the program.

13.10 Subd. 5. Eligibility license. Notwithstanding any law to the contrary, the Board of  
 13.11 Teaching must issue to an applicant who successfully meets the criteria under subdivision  
 13.12 1, paragraph (b), a one-year eligibility license to teach at the employing district under  
 13.13 subdivision 1, paragraph (b), clause (7). During the one-year eligibility period, the  
 13.14 employing district must assign a mentor under subdivision 2, clause (3). The applicant  
 13.15 teacher and teacher mentor must meet at least weekly throughout the school year on  
 13.16 classroom and instructional issues.

13.17 The hiring district may deduct from the participant's salary the cost of providing the  
 13.18 mentor for the participant during the training year.

13.19 Subd. 6. Standard entrance license. Notwithstanding any law to the contrary, the  
 13.20 Board of Teaching must issue a standard entrance license to a training program licensee  
 13.21 who successfully completes the program under subdivision 2, successfully teaches in  
 13.22 a classroom for one complete school year, successfully passes the Praxis II principles  
 13.23 of learning and teaching, and receives a positive recommendation from the applicant's  
 13.24 evaluation team.

13.25 Subd. 7. Qualified teacher. A person with a valid eligibility license under  
 13.26 subdivision 5 is a qualified teacher under section 122A.16.

13.27 **Sec. 4. [122A.246] TEACH FOR MINNESOTA.**

13.28 Subdivision 1. Establishment; requirements. The teach for Minnesota program is  
 13.29 a teacher training program established to encourage college graduates to acquire a license  
 13.30 to teach in high-needs schools and hard-to-staff schools. To participate in the program,  
 13.31 an applicant must:

13.32 (1) have received a bachelor's degree from an accredited four-year postsecondary  
 13.33 institution received within one year prior to the date of the application;

13.34 (2) have an undergraduate major in the subject to be taught or in an equivalent or  
 13.35 related subject area in which the applicant is seeking licensure;

- 14.1 (3) pass a skills examination in reading, writing, and mathematics required under  
14.2 section 122A.18;
- 14.3 (4) pass the Praxis II subject assessment for each subject area to be taught;  
14.4 (5) have a cumulative grade point average of 3.0 or higher on a 4.0 scale; and  
14.5 (6) show a district offer for employment in a high-needs or hard-to-staff school  
14.6 contingent on participating in the program under this section.

14.7 Subd. 2. Program. A teacher training program must include the requirements  
14.8 under section 122A.245, subdivision 2. A teacher preparation program provider must be  
14.9 approved by the Board of Teaching and may offer the program in the instructional fields of  
14.10 science, mathematics, English as a second language, and special education. A Minnesota  
14.11 public or private postsecondary institution must submit program proposals to the Board of  
14.12 Teaching for approval. Notwithstanding any law to the contrary, the Board of Teaching, in  
14.13 consultation with the commissioner of education, postsecondary institutions, and school  
14.14 district administrators and teachers in districts with high-needs and hard-to-staff schools,  
14.15 must develop criteria for approving teacher training programs under this section.

14.16 Subd. 3. License. Notwithstanding any law to the contrary, the Board of Teaching  
14.17 must issue a standard entrance license to an applicant who successfully completes  
14.18 a training program under this section and successfully passes the Praxis II principles  
14.19 of learning and teaching.

14.20 **Sec. 5. [122A.416] ALTERNATIVE TEACHER COMPENSATION REVENUE**  
14.21 **FOR PERPICH CENTER FOR ARTS EDUCATION AND MULTIDISTRICT**  
14.22 **INTEGRATION COLLABORATIVES.**

14.23 Notwithstanding sections 122A.413, 122A.414, 122A.415, and 126C.10,  
14.24 multidistrict integration collaboratives and the Perpich Center for Arts Education are  
14.25 eligible to receive alternative teacher compensation revenue as if they were intermediate  
14.26 school districts. To qualify for alternative teacher compensation revenue, a multidistrict  
14.27 integration collaborative or the Perpich Center for Arts Education must meet all of the  
14.28 requirements of sections 122A.413, 122A.414, and 122A.415 that apply to intermediate  
14.29 school districts, must report its enrollment as of October 1 of each year to the department,  
14.30 and must annually report its expenditures for the alternative teacher professional pay  
14.31 system consistent with the uniform financial accounting and reporting standards to the  
14.32 department by November 30 of each year.

14.33 **EFFECTIVE DATE. This section is effective for revenue for fiscal year 2007.**

14.34 **Sec. 6. [124D.935] HIGH SCHOOL REDESIGN GRANTS.**

15.1            Subdivision 1. Establishment; eligibility. A ten-year grant program is established  
15.2            to improve student achievement in, improve teaching and learning of, and provide  
15.3            expanded access to science, technology, engineering, and mathematics in a high school  
15.4            through innovative strategies that better prepare students to succeed at postsecondary  
15.5            education or complex work. School districts, charter schools, intermediate districts,  
15.6            groups of districts that cooperate for a particular purpose, and other public educational  
15.7            institutions interested in participating in this grant program must:

15.8            (1) design new or improve and adapt existing courses, programs, or a series of  
15.9            aligned learning opportunities in science, technology, engineering, and mathematics to  
15.10           incorporate algebra I in grade 8 and algebra II in high school and to integrate algebra II  
15.11           into career and technical education programs where appropriate;

15.12           (2) use applied learning strategies to improve the quality of and access to science,  
15.13           technology, engineering, and mathematics courses, curricula, and laboratories for all  
15.14           students, with strategies to aggressively increase the number of low-income and other  
15.15           educationally at-risk students enrolling in these courses;

15.16           (3) improve science, technology, engineering, and mathematics instruction for  
15.17           students in underserved rural or urban areas or economically disadvantaged areas and for  
15.18           other students who are educationally at-risk;

15.19           (4) develop innovative ways to integrate technology into teaching and learning using  
15.20           modern computers, networking, high quality educational software, multimedia across  
15.21           curriculum, and affordable Internet connections;

15.22           (5) advance the use of new technology, assistive technology, and media and materials  
15.23           effective in educating youth with disabilities;

15.24           (6) improve the content, interdisciplinary, and pedagogical knowledge of teachers,  
15.25           administrators, and other educators who play a significant role in providing students with  
15.26           challenging science, technology, engineering, and mathematics education, and focus on  
15.27           teacher professional development;

15.28           (7) use the ACT explore and plan system in grades 8 and 10 or other appropriate  
15.29           education and career planning resources to identify the academic strengths and remedial  
15.30           needs of individual students and provide individual students with education and career  
15.31           planning information sufficient to select an appropriate planned high school course  
15.32           sequence and make a successful transition to postsecondary education or advanced work;

15.33           (8) enable teachers to individualize student instruction and allow students to  
15.34           experiment, acquire skills, and apply content knowledge in science, technology,  
15.35           engineering, and mathematics;

16.1 (9) sustain educational improvements in science, technology, engineering, and  
 16.2 mathematics by providing expert and peer advice and identifying, documenting, and  
 16.3 disseminating best practices and lessons to teachers and administrators statewide; and

16.4 (10) develop partnerships with postsecondary institutions, business organizations,  
 16.5 professional organizations, and community-based organizations interested in science,  
 16.6 technology, engineering, or mathematics.

16.7 Subd. 2. Application and review process; funding priority. (a) School districts,  
 16.8 charter schools, intermediate districts, groups of districts that cooperate for a particular  
 16.9 purpose, and other public educational institutions interested in participating in this grant  
 16.10 program may apply to the commissioner, in the form and manner the commissioner  
 16.11 determines, for competitive funding to improve student achievement in, improve teaching  
 16.12 and learning of, and provide expanded access to science, technology, engineering, and  
 16.13 mathematics in a high school, consistent with subdivision 1. The application must detail  
 16.14 the specific efforts the applicant intends to undertake to successfully implement innovative  
 16.15 strategies that affect the learning environment, academic content, and educational practices  
 16.16 in high school, and must include a proposed budget detailing the applicant's current and  
 16.17 proposed expenditures for these purposes. The proposed budget must demonstrate that the  
 16.18 applicant's efforts will supplement but not supplant expenditures the applicant currently  
 16.19 makes for science, technology, engineering, and mathematics teaching and learning.  
 16.20 Administrative expenditures must not exceed five percent of the proposed budget. The  
 16.21 commissioner may require an applicant to provide additional information.

16.22 (b) When reviewing applications, the commissioner must determine whether  
 16.23 the applicant satisfied all the requirements in this subdivision and subdivision 1. The  
 16.24 commissioner may give funding priority to an otherwise qualified candidate that:

16.25 (1) combines day and evening programs;

16.26 (2) restructures grade 12 to allow students to complete out-of-school learning  
 16.27 experiences aligned with their in-school program;

16.28 (3) uses online learning options;

16.29 (4) embeds higher level science, technology, engineering, and mathematics into  
 16.30 redesigned career and technical programs;

16.31 (5) enables students to receive both high school and college credit for successfully  
 16.32 completing science, technology, engineering, and mathematics programs and meeting  
 16.33 postsecondary institution placement requirements;

16.34 (6) targets low-income and other educationally at-risk students to improve their  
 16.35 participation and performance in science, technology, engineering, and mathematics  
 16.36 courses and careers; or

17.1 (7) strongly supports all students in exploring and preparing for careers in science,  
2 technology, engineering, or mathematics.

17.3 The commissioner shall give funding priority to an otherwise qualified recipient  
17.4 that received a grant for the previous fiscal year if the annual reports the recipient  
17.5 submitted under subdivision 4 demonstrate that the recipient continues to improve student  
17.6 achievement in and teaching and learning of and provide expanded access to science,  
17.7 technology, engineering, and mathematics in a high school.

17.8 Subd. 3. Grants; permissible uses. (a) The commissioner may award grants to  
17.9 applicants meeting the requirements of subdivisions 1 and 2. The commissioner must  
17.10 award grants on an equitable geographical basis to the extent feasible and consistent  
17.11 with this section.

17.12 (b) Each grant recipient must expend all grant funds it receives consistent with its  
17.13 approved application and budget and this section.

17.14 Subd. 4. Annual reports. (a) Each recipient of a grant under this section must  
17.15 annually collect student and teacher data to demonstrate and measure the extent to which  
17.16 the grant recipient improves student achievement in, improves teaching and learning of,  
17.17 and provides expanded access to science, technology, engineering, and mathematics in  
17.18 a high school, and must report the data to the commissioner in the form and manner  
17.19 the commissioner determines. The commissioner must, annually by February 15, make  
17.20 summary data about this program available to the committees with jurisdiction over  
17.21 education policy and finance in the house of representatives and senate.

17.22 (b) Each grant recipient under this section must annually report to the commissioner,  
17.23 consistent with the Uniform Financial Accounting and Reporting System, its actual  
17.24 expenditures for the efforts it undertakes under this section. The report must demonstrate  
17.25 that the grant recipient has maintained its effort from other sources for science, technology,  
17.26 engineering, and mathematics teaching and learning efforts compared with the previous  
17.27 fiscal year, and that the grant recipient has expended all grant funds it received under this  
17.28 section consistent with its approved application and budget. Any unexpended grant funds  
17.29 remaining at the end of a fiscal year must be reserved and expended consistent with the  
17.30 grant recipient's approved budget for the subsequent fiscal year.

17.31 EFFECTIVE DATE. This section is effective the day following final enactment  
17.32 and applies to the 2006-2007 school year and later.

17.33 Sec. 7. GRANTS FOR INTENSIVE ENGLISH INSTRUCTION FOR ADULT  
17.34 IMMIGRANTS AND REFUGEES.

18.1 The commissioner of education shall establish a reimbursement grant program  
 18.2 to fund intensive English as a second language (ESL) programs for adult immigrants  
 18.3 and refugees. Intensive ESL programming must provide intensive instruction for adult  
 18.4 immigrants and refugees who are making inadequate literacy progress as measured by  
 18.5 a standard assessment test. The intensive instruction must be focused on participants  
 18.6 gaining sufficient literacy to achieve self-sufficiency through employment. Organizations  
 18.7 eligible for grants under this section include adult basic education programs, school  
 18.8 districts, postsecondary institutions, and nonprofit or community-based organizations or  
 18.9 other private organizations with experience in providing English language instruction  
 18.10 to non-English speaking immigrants and refugees. Grant applications must be in the  
 18.11 form and manner determined by the commissioner. At a minimum, the application must  
 18.12 document experience in literacy programs serving immigrants and refugees, describe fiscal  
 18.13 accounting systems and reporting capacity, ensure that administrative expenses are limited  
 18.14 to five percent of grant funds, and provide a description of the proposed instructional  
 18.15 services and training plans. Funds must be paid to programs on a reimbursement basis.

18.16 **Sec. 8. CHINESE LANGUAGE PROGRAMS; CURRICULUM**  
 18.17 **DEVELOPMENT PROJECT.**

18.18 Subdivision 1. Project parameters. (a) Notwithstanding other law to the contrary,  
 18.19 the commissioner of education may contract with the Board of Regents of the University  
 18.20 of Minnesota, the Center for Advanced Research on Language Acquisition (CARLA) or  
 18.21 other entity the commissioner determines is qualified to undertake the development of an  
 18.22 articulated K-12 Chinese curriculum for Minnesota schools that involves:

18.23 (1) creating a network of Chinese teachers and educators able to develop new and  
 18.24 modify or expand existing world languages K-12 curricula, materials, assessments, and  
 18.25 best practices needed to provide Chinese language instruction to students; and

18.26 (2) coordinating statewide efforts to develop and expand Chinese language  
 18.27 instruction so that it is uniformly available to students throughout the state, and making  
 18.28 innovative use of media and technology, including television, distance learning, and online  
 18.29 courses to broaden students' access to the instruction.

18.30 (b) The entity with which the commissioner contracts under paragraph (a) must have  
 18.31 sufficient knowledge and expertise to ensure the professional development of appropriate,  
 18.32 high quality curricula, supplementary materials, aligned assessments, and best practices  
 18.33 that accommodate different levels of student ability and types of programs.

18.34 (c) Project participants must:

18.35 (1) work throughout the project to develop curriculum, supplementary materials,  
 18.36 aligned assessments, and best practices; and

19.1 (2) make curriculum, supplementary materials, aligned assessments, and best  
2 practices equitably available to Minnesota schools and students.

19.3 Subd. 2. Project participants. The entity with which the commissioner contracts  
19.4 must work with the network of Chinese teachers and educators to:

19.5 (1) conduct an inventory of Chinese language curricula, supplementary materials,  
19.6 and professional development initiatives currently used in Minnesota or other states;

19.7 (2) develop Chinese language curricula and benchmarks aligned to local world  
19.8 language standards and classroom-based assessments; and

19.9 (3) review and recommend to the commissioner how best to build an educational  
19.10 infrastructure to provide more students with Chinese language instruction, including  
19.11 how to develop and provide: an adequate supply of Chinese language teachers; an  
19.12 adequate number of high quality school programs; appropriate curriculum, instructional  
19.13 materials, and aligned assessments that include technology-based delivery systems;  
19.14 teacher preparation programs to train Chinese language teachers; expedited licensing of  
19.15 Chinese language teachers; best practices in existing educational programs that can be  
19.16 used to establish K-12 Chinese language programs; and technical assistance resources.

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

19.18 **Sec. 9. APPROPRIATIONS.**

19.19 Subdivision 1. Department of Education. The sums indicated in this section are  
19.20 appropriated from the general fund to the Department of Education for the fiscal years  
19.21 designated.

19.22 Subd. 2. AP and IB increased student participation. For the increased  
19.23 participation of students in advanced placement and international baccalaureate programs  
19.24 under Minnesota Statutes, section 120B.132:

19.25 \$ 7,319,000 ..... 2007

19.26 Subd. 3. High school redesign grants. To implement the high school redesign  
19.27 grants under section 6:

19.28 \$ 5,000,000 ..... 2007

19.29 Subd. 4. Teach for Minnesota and alternative teacher training. For the teach for  
19.30 Minnesota program under Minnesota Statutes, section 122A.246, and alternative teacher  
19.31 training program for qualified professionals under Minnesota Statutes, section 122A.245:

19.32 \$ 500,000 ..... 2007

20.1            **Subd. 5. Intensive English instruction for immigrants and refugees. For a**  
 20.2 **grant program for intensive English instruction for adult immigrants and refugees under**  
 20.3 **section 7:**

20.4            \$ 1,000,000    .....    2007

20.5            **This appropriation does not cancel but is available to June 30, 2009. The base for**  
 20.6 **this program in fiscal year 2009 and later is \$0.**

20.7            **Subd. 6. Chinese language. For the Chinese language curriculum project under**  
 20.8 **section 8:**

20.9            \$ 250,000    .....    2007

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

20.11           **Sec. 10. REPEALER.**

20.12           **Minnesota Statutes 2004, section 122A.24, is repealed."**

20.13           **Amend the title accordingly**

1.1 Senator ..... moves to amend the delete everything amendment to S.F. No.  
1.2 2994 (SCS2994A-2), as follows:

1.3 Page 1, delete lines 20 to 25 and insert:

1.4 "(e) If a district reasonably believes that a student does not meet the residency  
1.5 requirements of the school district in which the student is attending school, the student  
1.6 may be removed from the school only after the district sends the student's parents written  
1.7 notice of the district's belief, including the facts upon which the belief is based, and an  
1.8 opportunity to provide documentary evidence of residency in person to the superintendent  
1.9 or designee, or, at the option of the parents, by sending the documentary evidence to the  
1.10 superintendent, or a designee, who will then make a determination as to the residency  
1.11 status of the student."

1.12 Page 1, after line 25, insert:

1.13 "Sec. 2. Minnesota Statutes 2004, section 120B.023, is amended to read:

1.14 **120B.023 BENCHMARKS.**

1.15 Subdivision 1. Benchmarks implement, supplement statewide academic  
1.16 standards. (a) The commissioner must supplement required state academic standards with  
1.17 grade-level benchmarks. High school benchmarks may cover more than one grade. The  
1.18 benchmarks must implement statewide academic standards by specifying the academic  
1.19 knowledge and skills that schools must offer and students must achieve to satisfactorily  
1.20 complete a state standard. The commissioner must publish benchmarks ~~are published~~ to  
1.21 inform and guide parents, teachers, school districts, and other interested persons and ~~for~~ to  
1.22 use in developing tests consistent with the benchmarks.

1.23 (b) The commissioner shall publish benchmarks in the State Register and transmit  
1.24 the benchmarks in any other manner that makes them accessible to the general public. The  
1.25 commissioner may charge a reasonable fee for publications.

1.26 (c) Once established, the commissioner may change the benchmarks only with  
1.27 specific legislative authorization and after completing a review under ~~paragraph (d)~~  
1.28 subdivision 2.

1.29 (d) The commissioner must develop and implement a system for reviewing ~~on~~  
1.30 ~~a four-year cycle~~ each of the required academic standards and related benchmarks and  
1.31 elective standards ~~beginning in the 2006-2007 school year~~ on a periodic cycle, consistent  
1.32 with subdivision 2.

1.33 (e) The benchmarks are not subject to chapter 14 and section 14.386 does not apply.

1.34 Subd. 2. Revisions and reviews required. (a) The commissioner of education  
1.35 must revise and appropriately embed technology and information literacy standards into

2.1 the state's academic standards and graduation requirements and implement a six-year  
2.2 review cycle for state academic standards and related benchmarks, consistent with this  
2.3 subdivision.

2.4 (b) The commissioner in the 2006-2007 school year must revise and align the state's  
2.5 academic standards and high school graduation requirements in mathematics to require  
2.6 that students satisfactorily complete the revised mathematics standards, beginning in the  
2.7 2008-2009 school year. Under the revised standards:

2.8 (1) students must satisfactorily complete an algebra I credit by the end of grade 8; and

2.9 (2) students scheduled to graduate in the 2012-2013 school year or later must  
2.10 satisfactorily complete an algebra II credit or its equivalent.

2.11 The commissioner also must ensure that the statewide mathematics assessments  
2.12 administered to students in grades 3 through 8 and 11 beginning in the 2008-2009 school  
2.13 year are aligned with the state academic standards in mathematics. The statewide grade 11  
2.14 mathematics test administered to students under clause (2) beginning in the 2011-2012  
2.15 school year must include algebra II test items that are aligned with corresponding state  
2.16 academic standards in mathematics. The commissioner must implement a six-year review  
2.17 cycle for the academic standards and related benchmarks in mathematics beginning in the  
2.18 2013-2014 school year.

2.19 (c) The commissioner in the 2007-2008 school year must revise and align the state's  
2.20 academic standards and high school graduation requirements in language arts to require  
2.21 that students satisfactorily complete the revised language arts standards beginning in  
2.22 the 2009-2010 school year. The commissioner must implement a six-year review cycle  
2.23 for the academic standards and related benchmarks in language arts beginning in the  
2.24 2014-2015 school year.

2.25 (d) The commissioner in the 2008-2009 school year must revise and align the  
2.26 state's academic standards and high school graduation requirements in science to require  
2.27 that students satisfactorily complete the revised science standards, beginning in the  
2.28 2010-2011 school year. Under the revised standards, students scheduled to graduate in  
2.29 the 2013-2014 school year or later must satisfactorily complete a chemistry credit. The  
2.30 commissioner must implement a six-year review cycle for the academic standards and  
2.31 related benchmarks in science beginning in the 2015-2016 school year.

2.32 (e) The commissioner in the 2009-2010 school year must revise and align the state's  
2.33 academic standards and high school graduation requirements in social studies to require  
2.34 that students satisfactorily complete the revised social studies standards beginning in  
2.35 the 2011-2012 school year. The commissioner must implement a six-year review cycle

3.1 for the academic standards and related benchmarks in social studies beginning in the  
3.2 2016-2017 school year.

3.3 (f) The commissioner in the 2010-2011 school year must revise and align the state's  
3.4 academic standards and high school graduation requirements in the arts to require that  
3.5 students satisfactorily complete the revised arts standards beginning in the 2012-2013  
3.6 school year. The commissioner must implement a six-year review cycle for the academic  
3.7 standards and related benchmarks in arts beginning in the 2017-2018 school year.

3.8 (g) School districts and charter schools must revise and align local academic  
3.9 standards and high school graduation requirements in health, physical education, world  
3.10 languages, and career and technical education to require students to complete the revised  
3.11 standards beginning in a school year determined by the school district or charter school.  
3.12 School districts and charter schools must formally establish a periodic review cycle for  
3.13 the academic standards and related benchmarks in health, physical education, world  
3.14 languages, and career and technical education.

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

3.16 Sec. 3. Minnesota Statutes 2004, section 120B.024, is amended to read:

3.17 **120B.024 GRADUATION REQUIREMENTS; COURSE CREDITS.**

3.18 Students beginning 9th grade in the 2004-2005 school year and later must  
3.19 successfully complete the following high school level course credits for graduation:

3.20 (1) four credits of language arts;

3.21 (2) three credits of mathematics, encompassing at least algebra, geometry, statistics,  
3.22 and probability sufficient to satisfy the academic standard and beginning in the 2008-2009  
3.23 school year for students scheduled to graduate in the 2012-2013 school year or later, one  
3.24 algebra II credit or its equivalent;

3.25 (3) three credits of science, including at least one credit in biology and for the  
3.26 2010-2011 school year and later, one credit in chemistry;

3.27 (4) three and one-half credits of social studies, encompassing at least United  
3.28 States history, geography, government and citizenship, world history, and economics or  
3.29 three credits of social studies encompassing at least United States history, geography,  
3.30 government and citizenship, and world history, and one-half credit of economics taught in  
3.31 a school's social studies or business department;

3.32 (5) one credit in the arts; and

3 (6) a minimum of seven elective course credits.

4.1 A course credit is equivalent to a student successfully completing an academic  
4.2 year of study or a student mastering the applicable subject matter, as determined by the  
4.3 local school district.

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

4.5 Page 3, line 22, strike "By July 1 of each" and delete "fiscal" and strike "year, a  
4.6 charter school" and insert "A charter school after its first fiscal year of operation by March  
4.7 1 of each fiscal year and a charter school by July 1 of its first fiscal year of operation"

4.8 Page 6, line 15, after "tenured" insert "or continuing contract"

4.9 Page 7, delete lines 8 to 12 and insert:

4.10 "(1) have a three-year plan approved by the local school board to establish a new  
4.11 international baccalaureate program leading to international baccalaureate authorization,  
4.12 or expand an existing program that leads to international baccalaureate authorization, or  
4.13 expand an existing authorized international baccalaureate program; or

4.14 (2) have a three-year plan approved by the local school board to create a new or  
4.15 expand an existing program to implement the college board advanced placement courses  
4.16 and exams or preadvanced placement initiative; and"

4.17 Page 9, line 7, delete "application"

4.18 Page 20, after line 12, insert:

4.19 **"ARTICLE 3**

4.20 **SPECIAL PROGRAMS**

4.21 Section 1. Minnesota Statutes 2005 Supplement, section 125A.11, subdivision 1,  
4.22 is amended to read:

4.23 Subdivision 1. **Nonresident tuition rate; other costs.** (a) For fiscal year 2006,  
4.24 when a school district provides instruction and services outside the district of residence,  
4.25 board and lodging, and any tuition to be paid, shall be paid by the district of residence. The  
4.26 tuition rate to be charged for any child with a disability, excluding a pupil for whom tuition  
4.27 is calculated according to section 127A.47, subdivision 7, paragraph (d), must be the sum  
4.28 of (1) the actual cost of providing special instruction and services to the child including  
4.29 a proportionate amount for special transportation and unreimbursed building lease and  
4.30 debt service costs for facilities used primarily for special education, plus (2) the amount  
4.31 of general education revenue and referendum aid attributable to the pupil, minus (3) the  
4.32 amount of special education aid for children with a disability received on behalf of that  
4.33 child, minus (4) if the pupil receives special instruction and services outside the regular  
4.34 classroom for more than 60 percent of the school day, the amount of general education

5.1 revenue and referendum aid, excluding portions attributable to district and school  
5.2 administration, district support services, operations and maintenance, capital expenditures,  
5.3 and pupil transportation, attributable to that pupil for the portion of time the pupil receives  
5.4 special instruction in and services outside the regular classroom. If the boards involved  
5.5 do not agree upon the tuition rate, either board may apply to the commissioner to fix the  
5.6 rate. Notwithstanding chapter 14, the commissioner must then set a date for a hearing or  
5.7 request a written statement from each board, giving each board at least ten days' notice,  
5.8 and after the hearing or review of the written statements the commissioner must make an  
5.9 order fixing the tuition rate, which is binding on both school districts. General education  
5.10 revenue and referendum aid attributable to a pupil must be calculated using the resident  
5.11 district's average general education and referendum revenue per adjusted pupil unit.

5.12 (b) For fiscal year 2007 and later, when a school district provides special instruction  
5.13 and services for a pupil with a disability as defined in section 125A.02 outside the district  
5.14 of residence, excluding a pupil for whom an adjustment to special education aid is  
5.15 calculated according to section 127A.47, subdivision 7, paragraph (e), special education  
5.16 aid paid to the resident district must be reduced by an amount equal to (1) the actual  
5.17 cost of providing special instruction and services to the pupil, including a proportionate  
5.18 amount for special transportation and unreimbursed building lease and debt service costs  
5.19 for facilities used primarily for special education, plus (2) the amount of general education  
5.20 revenue and referendum aid attributable to that pupil, minus (3) the amount of special  
5.21 education aid for children with a disability received on behalf of that child, minus (4) if the  
5.22 pupil receives special instruction and services outside the regular classroom for more than  
5.23 60 percent of the school day, the amount of general education revenue and referendum  
5.24 aid, excluding portions attributable to district and school administration, district support  
5.25 services, operations and maintenance, capital expenditures, and pupil transportation,  
5.26 attributable to that pupil for the portion of time the pupil receives special instruction in  
5.27 and services outside the regular classroom. General education revenue and referendum  
5.28 aid attributable to a pupil must be calculated using the resident district's average general  
5.29 education revenue and referendum aid per adjusted pupil unit. Special education aid  
5.30 paid to the district or cooperative providing special instruction and services for the pupil  
5.31 must be increased by the amount of the reduction in the aid paid to the resident district.  
5.32 Amounts paid to cooperatives under this subdivision and section 127A.47, subdivision  
5.33 7, shall be recognized and reported as revenues and expenditures on the resident school  
5.34 district's books of account under sections 123B.75 and 123B.76. If the resident district's  
5.35 special education aid is insufficient to make the full adjustment, the remaining adjustment  
5.36 shall be made to other state aid due to the district.

6.1 (c) Notwithstanding paragraphs (a) and (b) and section 127A.47, subdivision 7,  
 6.2 paragraphs (d) and (e), a charter school where more than 30 percent of enrolled students  
 6.3 receive special education and related services, an intermediate district, or a special  
 6.4 education cooperative may apply to the commissioner for authority to charge the resident  
 6.5 district an additional amount to recover any remaining unreimbursed costs of serving  
 6.6 pupils with a disability. The application must include a description of the costs and the  
 6.7 calculations used to determine the unreimbursed portion to be charged to the resident  
 6.8 district. Amounts approved by the commissioner under this paragraph must be included  
 6.9 in the tuition billings or aid adjustments under paragraph (a) or (b), or section 127A.47,  
 6.10 subdivision 7, paragraph (d) or (e), as applicable.

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

6.12 Sec. 2. Minnesota Statutes 2004, section 125A.27, subdivision 11, is amended to read:

6.13 Subd. 11. **Interagency child find systems.** "Interagency child find systems"  
 6.14 means activities developed on an interagency basis with the involvement of interagency  
 6.15 early intervention committees and other relevant community groups using rigorous  
 6.16 standards to actively seek out, identify, and refer infants and young children, with, or at  
 6.17 risk of, disabilities, and their families, including a child under the age of three who: (1)  
 6.18 is involved in a substantiated case of abuse or neglect, or (2) is identified as affected by  
 6.19 illegal substance abuse, or withdrawal symptoms resulting from prenatal drug exposure, to  
 6.20 reduce the need for future services.

6.21 Sec. 3. Minnesota Statutes 2005 Supplement, section 125A.28, is amended to read:

6.22 **125A.28 STATE INTERAGENCY COORDINATING COUNCIL.**

6.23 An Interagency Coordinating Council ~~of at least 17, but not more than 25 members~~  
 6.24 is established, in compliance with Public Law ~~102-119~~ 108-446, section ~~682~~ 641. The  
 6.25 members must be appointed by the governor. ~~Council members must elect the council~~  
 6.26 ~~chair. The representative of the commissioner may not serve as the chair. The council~~  
 6.27 ~~must be composed of at least five parents, including persons of color, of children with~~  
 6.28 ~~disabilities under age 12, including at least three parents of a child with a disability~~  
 6.29 ~~under age seven, five representatives of public or private providers of services for~~  
 6.30 ~~children with disabilities under age five, including a special education director, county~~  
 6.31 ~~social service director, local Head Start director, and a community health services or~~  
 6.32 ~~public health nursing administrator, one member of the senate, one member of the~~  
 6.33 ~~house of representatives, one representative of teacher preparation programs in early~~  
 6.34 ~~childhood-special education or other preparation programs in early childhood intervention,~~  
 6.35 ~~at least one representative of advocacy organizations for children with disabilities~~

7.1 ~~under age five, one physician who cares for young children with special health care~~  
 7.2 ~~needs, one representative each from the commissioners of commerce, education, health,~~  
 7.3 ~~human services, a representative from the state agency responsible for child care, and a~~  
 7.4 ~~representative from Indian health services or a tribal council. Section 15.059, subdivisions~~  
 7.5 ~~2 to 5, apply to the council. The council must meet at least quarterly.~~

7.6 ~~The council must address methods of implementing the state policy of developing~~  
 7.7 ~~and implementing comprehensive, coordinated, multidisciplinary interagency programs of~~  
 7.8 ~~early intervention services for children with disabilities and their families.~~

7.9 ~~The duties of the council include recommending policies to ensure a comprehensive~~  
 7.10 ~~and coordinated system of all state and local agency services for children under age five~~  
 7.11 ~~with disabilities and their families. The policies must address how to incorporate each~~  
 7.12 ~~agency's services into a unified state and local system of multidisciplinary assessment~~  
 7.13 ~~practices, individual intervention plans, comprehensive systems to find children in need of~~  
 7.14 ~~services, methods to improve public awareness, and assistance in determining the role of~~  
 7.15 ~~interagency early intervention committees.~~

7.16 On the date that Minnesota Part C Annual Performance Report is submitted to the  
 7.17 federal Office of Special Education, the council must recommend to the governor and the  
 7.18 commissioners of education, health, human services, commerce, and employment and  
 7.19 economic development policies for a comprehensive and coordinated system.

7.20 Notwithstanding any other law to the contrary, the State Interagency Coordinating  
 7.21 Council expires on June 30, 2009.

7.22 Sec. 4. Minnesota Statutes 2004, section 125A.29, is amended to read:

7.23 **125A.29 RESPONSIBILITIES OF COUNTY BOARDS AND SCHOOL**  
 7.24 **BOARDS.**

7.25 (a) It is the joint responsibility of county boards and school boards to coordinate,  
 7.26 provide, and pay for appropriate services, and to facilitate payment for services from public  
 7.27 and private sources. Appropriate services for children eligible under section 125A.02 must  
 7.28 be determined in consultation with parents, physicians, and other educational, medical,  
 7.29 health, and human services providers. The services provided must be in conformity with:

7.30 (1) an IFSP for each eligible infant and toddler from birth through age two and its  
 7.31 the infant's or toddler's family; including:

7.32 (i) Indian infants and toddlers with disabilities and their families residing on a  
 7.33 reservation geographically located in the state;

7.34 (ii) infants and toddlers with disabilities who are homeless children and their  
 7.35 families; and

7.36 (iii) infants and toddlers with disabilities who are wards of the state; or

8.1           (2) an individual education plan (IEP) or individual service plan (ISP) for each  
8.2 eligible child ages three through four.

8.3           (b) Appropriate services include family education and counseling, home visits,  
8.4 occupational and physical therapy, speech pathology, audiology, psychological services,  
8.5 special instruction, nursing, respite, nutrition, assistive technology, transportation  
8.6 and related costs, social work, vision services, case management including service  
8.7 coordination under section 125A.33, medical services for diagnostic and evaluation  
8.8 purposes, early identification, and screening, assessment, and health services necessary to  
8.9 enable children with disabilities to benefit from early intervention services.

8.10          (c) School and county boards shall coordinate early intervention services. In the  
8.11 absence of agreements established according to section 125A.39, service responsibilities  
8.12 for children birth through age two are as follows:

8.13           (1) school boards must provide, pay for, and facilitate payment for special education  
8.14 and related services required under sections 125A.05 and 125A.06;

8.15           (2) county boards must provide, pay for, and facilitate payment for noneducational  
8.16 services of social work, psychology, transportation and related costs, nursing, respite, and  
8.17 nutrition services not required under clause (1).

8.18           (d) School and county boards may develop an interagency agreement according  
8.19 to section 125A.39 to establish agency responsibility that assures early intervention  
8.20 services are coordinated, provided, paid for, and that payment is facilitated from public  
8.21 and private sources.

8.22           (e) County and school boards must jointly determine the primary agency in this  
8.23 cooperative effort and must notify the commissioner of the state lead agency of their  
8.24 decision.

8.25          Sec. 5. Minnesota Statutes 2004, section 125A.30, is amended to read:

8.26           **125A.30 INTERAGENCY EARLY INTERVENTION COMMITTEES.**

8.27           (a) A school district, group of districts, or special education cooperative, in  
8.28 cooperation with the health and human service agencies located in the county or counties  
8.29 in which the district or cooperative is located, must establish an Interagency Early  
8.30 Intervention Committee for children with disabilities under age five and their families  
8.31 under this section, and for children with disabilities ages three to 22 consistent with  
8.32 the requirements under sections 125A.023 and 125A.027. Committees must include  
8.33 representatives of local health, education, and county human service agencies, county  
8.34 boards, school boards, early childhood family education programs, Head Start, parents of  
8.35 young children with disabilities under age 12, child care resource and referral agencies,  
8.36 school readiness programs, current service providers, and may also include representatives

9.1 from other private or public agencies and school nurses. The committee must elect a chair  
9.2 from among its members and must meet at least quarterly.

9.3 (b) The committee must develop and implement interagency policies and procedures  
9.4 concerning the following ongoing duties:

9.5 (1) develop public awareness systems designed to inform potential recipient  
9.6 families, especially parents with premature infants, or infants with other physical risk  
9.7 factors associated with learning or development complications, of available programs  
9.8 and services;

9.9 (2) implement interagency child find systems designed to actively seek out, identify,  
9.10 and refer infants and young children with, or at risk of, disabilities, including a child under  
9.11 the age of three who: (i) is involved in a substantiated case of abuse or (ii) is identified  
9.12 as affected by illegal substance abuse, or withdrawal symptoms resulting from prenatal  
9.13 drug exposure; to reduce the need for future services; and their families, especially parents  
9.14 with premature infants, or infants with other physical risk factors associated with learning  
9.15 or development complications;

9.16 (3) establish and evaluate the identification, referral, child and family assessment  
9.17 systems, procedural safeguard process, and community learning systems to recommend,  
9.18 where necessary, alterations and improvements;

9.19 (4) assure the development of individualized family service plans for all eligible  
9.20 infants and toddlers with disabilities from birth through age two, and their families, and  
9.21 individual education plans and individual service plans when necessary to appropriately  
9.22 serve children with disabilities, age three and older, and their families and recommend  
9.23 assignment of financial responsibilities to the appropriate agencies;

9.24 ~~(5) encourage agencies to develop individual family service plans for children with~~  
9.25 ~~disabilities, age three and older;~~

9.26 ~~(6)~~ implement a process for assuring that services involve cooperating agencies at all  
9.27 steps leading to individualized programs;

9.28 ~~(7)~~ (6) facilitate the development of a transitional plan if a service provider is not  
9.29 recommended to continue to provide services;

9.30 ~~(8)~~ (7) identify the current services and funding being provided within the  
9.31 community for children with disabilities under age five and their families;

9.32 ~~(9)~~ (8) develop a plan for the allocation and expenditure of additional state and  
9.33 federal early intervention funds under United States Code, title 20, section 1471 et seq.  
9.34 (Part C, Public Law ~~102-119~~ 108-446) and United States Code, title 20, section 631, et  
9.35 seq. (Chapter I, Public Law 89-313); and

10.1 ~~(10)~~ (9) develop a policy that is consistent with section 13.05, subdivision 9, and  
 10.2 federal law to enable a member of an interagency early intervention committee to allow  
 10.3 another member access to data classified as not public.

10.4 (c) The local committee shall also:

10.5 (1) participate in needs assessments and program planning activities conducted by  
 10.6 local social service, health and education agencies for young children with disabilities and  
 10.7 their families; and

10.8 (2) review and comment on the early intervention section of the total special  
 10.9 education system for the district, the county social service plan, the section or sections of  
 10.10 the community health services plan that address needs of and service activities targeted  
 10.11 to children with special health care needs, the section on children with special needs in  
 10.12 the county child care fund plan, sections in Head Start plans on coordinated planning and  
 10.13 services for children with special needs, any relevant portions of early childhood education  
 10.14 plans, such as early childhood family education or school readiness, or other applicable  
 10.15 coordinated school and community plans for early childhood programs and services, and  
 10.16 the section of the maternal and child health special project grants that address needs of and  
 10.17 service activities targeted to children with chronic illness and disabilities.

10.18 Sec. 6. Minnesota Statutes 2004, section 125A.32, is amended to read:

10.19 **125A.32 INDIVIDUALIZED FAMILY SERVICE PLAN.**

10.20 (a) A team must participate in IFSP meetings to develop the IFSP. The team shall  
 10.21 include:

10.22 (1) a parent or parents of the child;

10.23 (2) other family members, as requested by the parent, if feasible to do so;

10.24 (3) an advocate or person outside of the family, if the parent requests that the  
 10.25 person participate;

10.26 (4) the service coordinator who has been working with the family since the  
 10.27 initial referral, or who has been designated by the public agency to be responsible for  
 10.28 implementation of the IFSP and coordination with other agencies including transition  
 10.29 services; and

10.30 (5) a person or persons involved in conducting evaluations and assessments.

10.31 (b) The IFSP must include:

10.32 (1) information about the child's developmental status;

10.33 (2) family information, with the consent of the family;

10.34 (3) measurable results or major outcomes expected to be achieved by the child and  
 10.35 the family that include preliteracy and language skills, as developmentally appropriate  
 10.36 for the child, and the criteria, procedures, and timelines;

11.1 (4) specific early intervention services based on peer-reviewed research, to the  
 11.2 extent practicable, necessary to meet the unique needs of the child and the family to  
 11 achieve the outcomes;

11.4 (5) payment arrangements, if any;

11.5 (6) medical and other services that the child needs, but that are not required under  
 11.6 the Individual with Disabilities Education Act, United States Code, title 20, section 1471  
 11.7 et seq. (Part C, Public Law ~~102-119~~ 108-446) including funding sources to be used in  
 11.8 paying for those services and the steps that will be taken to secure those services through  
 11.9 public or private sources;

11.10 (7) dates and duration of early intervention services;

11.11 (8) name of the service coordinator;

11.12 (9) steps to be taken to support a child's transition from early intervention services to  
 11.13 other appropriate services, including convening a transition conference at least 90 days, or  
 11.14 at the discretion of all parties, not more than nine months prior to the child's eligibility for  
 11.15 preschool services; and

11.16 (10) signature of the parent and authorized signatures of the agencies responsible  
 11.17 for providing, paying for, or facilitating payment, or any combination of these, for early  
 11.18 intervention services.

11.19 Sec. 7. Minnesota Statutes 2004, section 125A.33, is amended to read:

11.20 **125A.33 SERVICE COORDINATION.**

11.21 (a) The team developing the IFSP under section 125A.32 must select a service  
 11.22 coordinator to carry out service coordination activities on an interagency basis. Service  
 11.23 coordination must actively promote a family's capacity and competency to identify,  
 11.24 obtain, coordinate, monitor, and evaluate resources and services to meet the family's  
 11.25 needs. Service coordination activities include:

11.26 (1) coordinating the performance of evaluations and assessments;

11.27 (2) facilitating and participating in the development, review, and evaluation of  
 11.28 individualized family service plans;

11.29 (3) assisting families in identifying available service providers;

11.30 (4) coordinating and monitoring the delivery of available services;

11.31 (5) informing families of the availability of advocacy services;

11.32 (6) coordinating with medical, health, and other service providers;

11.33 (7) facilitating the development of a transition plan at least 90 days before the time  
 11.34 the child is no longer eligible for early intervention services, or at the discretion of all  
 11.35 parties, not more than nine months prior to the child's eligibility for preschool services,  
 11.36 if appropriate;

12.1 (8) managing the early intervention record and submitting additional information to  
 12.2 the local primary agency at the time of periodic review and annual evaluations; and  
 12.3 (9) notifying a local primary agency when disputes between agencies impact service  
 12.4 delivery required by an IFSP.

12.5 (b) A service coordinator must be knowledgeable about children and families  
 12.6 receiving services under this section, requirements of state and federal law, and services  
 12.7 available in the interagency early childhood intervention system.

12.8 Sec. 8. Minnesota Statutes 2004, section 125A.48, is amended to read:

12.9 **125A.48 STATE INTERAGENCY AGREEMENT.**

12.10 (a) The commissioners of the Departments of Education, Health, and Human  
 12.11 Services must enter into an agreement to implement this section and Part H C, Public  
 12.12 Law ~~102-119~~ 108-446, and as required by Code of Federal Regulations, title 34, section  
 12.13 303.523, to promote the development and implementation of interagency, coordinated,  
 12.14 multidisciplinary state and local early childhood intervention service systems for serving  
 12.15 eligible young children with disabilities, birth through age two, and their families and  
 12.16 to ensure the meaningful involvement of underserved groups, including minority,  
 12.17 low-income, homeless, and rural families and children with disabilities who are wards  
 12.18 of the state. The agreement must be reviewed annually.

12.19 (b) The state interagency agreement must outline at a minimum the conditions,  
 12.20 procedures, purposes, and responsibilities of the participating state and local agencies  
 12.21 for the following:

12.22 (1) membership, roles, and responsibilities of a state interagency committee for  
 12.23 the oversight of priorities and budget allocations under Part H C, Public Law ~~102-119~~  
 12.24 108-446, and other state allocations for this program;

12.25 (2) child find;

12.26 (3) establishment of local interagency agreements;

12.27 (4) review by a state interagency committee of the allocation of additional state and  
 12.28 federal early intervention funds by local agencies;

12.29 (5) fiscal responsibilities of the state and local agencies;

12.30 (6) intraagency and interagency dispute resolution;

12.31 (7) payor of last resort;

12.32 (8) maintenance of effort;

12.33 (9) procedural safeguards, including mediation;

12.34 (10) complaint resolution;

12.35 (11) quality assurance;

12.36 (12) data collection;

13.1 (13) an annual summary to the state Interagency Coordinating Council regarding  
 13.2 conflict resolution activities including disputes, due process hearings, and complaints; and

13.3 (14) other components of the state and local early intervention system consistent  
 13.4 with Public Law ~~102-119~~ 108-446.

13.5 Written materials must be developed for parents, IEIC's, and local service providers  
 13.6 that describe procedures developed under this section as required by Code of Federal  
 13.7 Regulations, title 34, section 303.

13.8 Sec. 9. Minnesota Statutes 2004, section 125A.515, subdivision 1, is amended to read:

13.9 Subdivision 1. **Approval of education programs.** The commissioner shall approve  
 13.10 education programs for placement of children and youth in care and treatment facilities  
 13.11 including detention centers, before being licensed by the Department of Human Services  
 13.12 ~~under Minnesota Rules, parts 9545.0905 to 9545.1125 and 9545.1400 to 9545.1480, or~~  
 13.13 ~~the Department of Corrections under Minnesota Rules, chapters 2925, 2930, 2935, and~~  
 13.14 ~~2950.~~ Education programs in these facilities shall conform to state and federal education  
 13.15 laws including the Individuals with Disabilities Education Act (IDEA). This section  
 13.16 applies only to placements in facilities licensed by the Department of Human Services or  
 13.17 the Department of Corrections.

13.18 Sec. 10. Minnesota Statutes 2004, section 125A.515, subdivision 3, is amended to read:

13.19 Subd. 3. **Responsibilities for providing education.** (a) The district in which the  
 13.20 facility is located must provide education services, including special education if eligible,  
 13.21 to all students placed in a facility for care and treatment.

13.22 (b) For education programs operated by the Department of Corrections, the  
 13.23 providing district shall be the Department of Corrections. For students remanded to the  
 13.24 commissioner of corrections, the providing and resident district shall be the Department  
 13.25 of Corrections.

13.26 ~~(c) Placement for care and treatment does not automatically make a student eligible~~  
 13.27 ~~for special education. A student placed in a care and treatment facility is eligible for~~  
 13.28 ~~special education under state and federal law including the Individuals with Disabilities~~  
 13.29 ~~Education Act under United States Code, title 20, chapter 33.~~

13.30 Sec. 11. Minnesota Statutes 2004, section 125A.515, subdivision 5, is amended to read:

13.31 Subd. 5. **Education programs for students placed in facilities for care and**  
 13.32 **treatment.** (a) When a student is placed in a ~~care and treatment~~ facility approved under  
 13.33 this section that has an on-site education program, the providing district, upon notice from  
 13.34 the care and treatment facility, must contact the resident district within one business day to  
 13.35 determine if a student has been identified as having a disability, and to request at least

14.1 the student's transcript, and for students with disabilities, the most recent individualized  
14.2 education plan (IEP) and evaluation report, and to determine if the student has been  
14.3 identified as a student with a disability. The resident district must send a facsimile copy to  
14.4 the providing district within two business days of receiving the request.

14.5 (b) If a student placed ~~for care and treatment~~ under this section has been identified as  
14.6 having a disability and has an individual education plan in the resident district:

14.7 (1) the providing agency must conduct an individualized education plan meeting  
14.8 to reach an agreement about continuing or modifying special education services in  
14.9 accordance with the current individualized education plan goals and objectives and to  
14.10 determine if additional evaluations are necessary; and

14.11 (2) at least the following people shall receive written notice or documented phone  
14.12 call to be followed with written notice to attend the individualized education plan meeting:

14.13 (i) the person or agency placing the student;

14.14 (ii) the resident district;

14.15 (iii) the appropriate teachers and related services staff from the providing district;

14.16 (iv) appropriate staff from the care and treatment facility;

14.17 (v) the parents or legal guardians of the student; and

14.18 (vi) when appropriate, the student.

14.19 (c) For a student who has not been identified as a student with a disability, a  
14.20 screening must be conducted by the providing districts as soon as possible to determine  
14.21 the student's educational and behavioral needs and must include a review of the student's  
14.22 educational records.

14.23 Sec. 12. Minnesota Statutes 2004, section 125A.515, subdivision 6, is amended to read:

14.24 Subd. 6. **Exit report summarizing educational progress.** If a student has been  
14.25 placed in a ~~care and treatment~~ facility under this section for 15 or more business days, the  
14.26 providing district must prepare an exit report summarizing the regular education, special  
14.27 education, evaluation, educational progress, and service information and must send the  
14.28 report to the resident district and the next providing district if different, the parent or  
14.29 legal guardian, and any appropriate social service agency. For students with disabilities,  
14.30 this report must include the student's IEP.

14.31 Sec. 13. Minnesota Statutes 2004, section 125A.515, subdivision 7, is amended to read:

14.32 Subd. 7. **Minimum educational services required.** When a student is placed in a  
14.33 facility approved under this section, at a minimum, the providing district is responsible for:

14.34 (1) the education necessary, including summer school services, for a student who is  
14.35 not performing at grade level as indicated in the education record or IEP; and

15.1 (2) a school day, of the same length as the school day of the providing district, unless  
 15.2 the unique needs of the student, as documented through the IEP or education record in  
 15.3 consultation with treatment providers, requires an alteration in the length of the school day.

15.4 Sec. 14. Minnesota Statutes 2004, section 125A.515, subdivision 9, is amended to read:

15.5 Subd. 9. **Reimbursement for education services.** (a) Education services  
 15.6 provided to students who have been placed ~~for care and treatment~~ under this section are  
 15.7 reimbursable in accordance with special education and general education statutes.

15.8 (b) Indirect or consultative services provided in conjunction with regular education  
 15.9 prereferral interventions and assessment provided to regular education students suspected  
 15.10 of being disabled and who have demonstrated learning or behavioral problems in a  
 15.11 screening are reimbursable with special education categorical aids.

15.12 (c) Regular education, including screening, provided to students with or without  
 15.13 disabilities is not reimbursable with special education categorical aids.

15.14 Sec. 15. Minnesota Statutes 2004, section 125A.515, subdivision 10, is amended to  
 15.15 read:

15.16 Subd. 10. **Students unable to attend school but not ~~placed in care and treatment~~**  
 15.17 **facilities covered under this section.** Students who are absent from, or predicted to be  
 15.18 absent from, school for 15 consecutive or intermittent days, at home or in facilities not  
 15.19 licensed by the Departments of Corrections or Human Services are ~~not students placed~~  
 15.20 ~~for care and treatment~~ entitled to services in accordance with Minnesota Rules, part  
 15.21 3525.2325. These students include students with and without disabilities who are home  
 15.22 due to accident or illness, in a hospital or other medical facility, or in a day treatment  
 15.23 center. ~~These students are entitled to education services through their district of residence.~~

15.24 Sec. 16. Minnesota Statutes 2004, section 125A.63, subdivision 4, is amended to read:

15.25 Subd. 4. **Advisory committees.** ~~The Special Education Advisory Council~~  
 15.26 commissioner shall establish an advisory committee for each resource center. The  
 15.27 advisory committees shall develop recommendations regarding the resource centers and  
 15.28 submit an annual report to the commissioner on the form and in the manner prescribed by  
 15.29 the commissioner.

15.30 Sec. 17. Minnesota Statutes 2004, section 125A.75, subdivision 1, is amended to read:

15.31 Subdivision 1. **Travel aid.** The state must pay each district one-half of the sum  
 15.32 actually expended by a district, based on mileage, for necessary travel of essential  
 15.33 personnel providing home-based services to children with a disability under age five  
 15.34 and their families.

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

16.1       Sec. 18. **DEPARTMENT OF EDUCATION RULES.**

16.2               Before July 1, 2007, the Department of Education shall amend Minnesota Rules,  
16.3 part 3525.2325, to conform with Minnesota Statutes, section 125A.515.

16.4       Sec. 19. **REPEALER.**

16.5               Minnesota Statutes 2004, sections 125A.10; and 125A.515, subdivision 2, are  
16.6 repealed."

16.7               Renumber the sections in sequence and correct the internal references

16.8               Amend the title accordingly

1.1 Senator ..... moves to amend the delete-everything amendment  
1.2 (SCS2994A-7) to S.F. No. 2994 as follows:

1.3 Page 3, line 27, before "Students" insert "(a) "

1.4 Page 4, line 2, after "studies" insert ", agriculture education,"

1.5 Page 4, after line 8, insert:"

1.6 (b) An agriculture science course may fulfill a science credit requirement under  
1.7 this section."

1.1 Senator ..... moves to amend S.F. No. 2994 as follows:

Delete everything after the enacting clause and insert:

1.3

"

**ARTICLE 1**

1.4

**EDUCATION EXCELLENCE**

1.5

Section 1. Minnesota Statutes 2004, section 120A.22, subdivision 3, is amended to

1.6

read:

1.7

Subd. 3. **Parent defined; residency determined.** (a) In this section and sections 120A.24 and 120A.26, "parent" means a parent, guardian, or other person having legal custody of a child.

1.8

1.9

1.10

(b) In sections 125A.03 to 125A.24 and 125A.65, "parent" means a parent, guardian, or other person having legal custody of a child under age 18. For an unmarried pupil age 18 or over, "parent" means the pupil unless a guardian or conservator has been appointed, in which case it means the guardian or conservator.

1.11

1.12

1.13

1.14

(c) For purposes of sections 125A.03 to 125A.24 and 125A.65, the school district of residence for an unmarried pupil age 18 or over who is a parent under paragraph (b) and who is placed in a center for care and treatment, shall be the school district in which the pupil's biological or adoptive parent or designated guardian resides.

1.15

1.16

1.17

1.18

(d) For a married pupil age 18 or over, the school district of residence is the school district in which the married pupil resides.

1.19

1.20

(e) If a district believes that a student does not meet the residency requirements of the school district in which the student is attending school, the student may be removed from the school only after receiving due process as determined by the district school board. The due process requirements must, at a minimum, include notice to the parent and an opportunity for the parent to be heard in a forum as determined by the policy of the school board.

1.21

1.22

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1.25

1.26

Sec. 2. Minnesota Statutes 2004, section 120B.021, subdivision 1, is amended to read:

1.27

Subdivision 1. **Required academic standards.** The following subject areas are required for statewide accountability:

1.28

1.29

(1) language arts;

1.30

(2) mathematics;

1.31

(3) science;

1.32

(4) social studies, including history, geography, economics, and government and citizenship;

1.34

(5) health and physical education, for which locally developed academic standards apply; and

1.35

2.1 (6) the arts, for which statewide or locally developed academic standards apply, as  
2.2 determined by the school district. Public elementary and middle schools must offer at least  
2.3 three and require at least two of the following four arts areas: dance; music; theater; and  
2.4 visual arts. Public high schools must offer at least three and require at least one of the  
2.5 following five arts areas: media arts; dance; music; theater; and visual arts.

2.6 The commissioner must submit proposed standards in science and social studies to  
2.7 the legislature by February 1, 2004.

2.8 For purposes of applicable federal law, the academic standards for language arts,  
2.9 mathematics, and science apply to all public school students, except the very few students  
2.10 with extreme cognitive or physical impairments for whom an individualized education  
2.11 plan team has determined that the required academic standards are inappropriate.

2.12 An individualized education plan team that makes this determination must establish  
2.13 alternative standards.

2.14 A school district, no later than the 2007-2008 school year, must adopt graduation  
2.15 requirements that meet or exceed state graduation requirements established in law or  
2.16 rule. A school district that incorporates these state graduation requirements before the  
2.17 2007-2008 school year must provide students who enter the 9th grade in or before  
2.18 the 2003-2004 school year the opportunity to earn a diploma based on existing locally  
2.19 established graduation requirements in effect when the students entered the 9th grade.  
2.20 District efforts to develop, implement, or improve instruction or curriculum as a result  
2.21 of the provisions of this section must be consistent with sections 120B.10, 120B.11,  
2.22 and 120B.20.

2.23 At a minimum, school districts must maintain the same physical education and  
2.24 health education requirements for students in kindergarten through grade 8 adopted for the  
2.25 2005-2006 school year through the 2008-2009 school year. Before a revision of the local  
2.26 health and physical education standards, a school district must consult the grade-specific  
2.27 benchmarks developed by the Department of Education's health and physical education  
2.28 quality teaching network for the six national physical education standards and the seven  
2.29 national health standards.

2.30 Sec. 3. Minnesota Statutes 2005 Supplement, section 120B.021, subdivision 1a,  
2.31 is amended to read:

2.32 Subd. 1a. **Rigorous course of study; waiver.** (a) Upon receiving a student's  
2.33 application signed by the student's parent or guardian, a school district, area learning  
2.34 center, or charter school must declare that a student meets or exceeds a specific academic  
2.35 standard required for graduation under this section if the local school board, the school

3.1 board of the school district in which the area learning center is located, or the charter  
3.2 school board of directors determines that the student:

3.3 (1) is participating in a course of study, including an advanced placement or  
3.4 international baccalaureate course or program; a learning opportunity outside the  
3.5 curriculum of the district, area learning center, or charter school; or an approved  
3.6 preparatory program for employment or postsecondary education that is equally or more  
3.7 rigorous than the corresponding state or local academic standard required by the district,  
3.8 area learning center, or charter school;

3.9 (2) would be precluded from participating in the rigorous course of study, learning  
3.10 opportunity, or preparatory employment or postsecondary education program if the student  
3.11 were required to achieve the academic standard to be waived; and

3.12 (3) satisfactorily completes the requirements for the rigorous course of study,  
3.13 learning opportunity, or preparatory employment or postsecondary education program.  
3.14 Consistent with the requirements of this section, the local school board, the school board  
3.15 of the school district in which the area learning center is located, or the charter school  
3.16 board of directors also may formally determine other circumstances in which to declare  
3.17 that a student meets or exceeds a specific academic standard that the site requires for  
3.18 graduation under this section.

3.19 (b) A student who satisfactorily completes a postsecondary enrollment options  
3.20 course or program under section 124D.09, or an advanced placement or international  
3.21 baccalaureate course or program under section 120B.13 is not required to complete other  
3.22 requirements of the academic standards corresponding to that specific rigorous course  
of study.

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

3.25 Sec. 4. Minnesota Statutes 2004, section 120B.024, is amended to read:

3.26 **120B.024 GRADUATION REQUIREMENTS; COURSE CREDITS.**

3.27 Students beginning 9th grade in the 2004-2005 school year and later must  
3.28 successfully complete the following high school level course credits for graduation:

3.29 (1) four credits of language arts;

3.30 (2) three credits of mathematics, encompassing at least algebra, geometry, statistics,  
3.31 and probability sufficient to satisfy the academic standard;

3.32 (3) three credits of science, including at least one credit in biology;

3.33 (4) three and one-half credits of social studies, encompassing at least United  
3.34 States history, geography, government and citizenship, world history, and economics or  
3.35 three credits of social studies encompassing at least United States history, geography,

4.1 government and citizenship, and world history, and one-half credit of economics taught in  
4.2 a school's social studies or business department;

4.3 (5) one credit in the arts; ~~and~~

4.4 (6) one-half credit in physical education and one-half credit in health education; and

4.5 (7) a minimum of ~~seven~~ six elective course credits.

4.6 A course credit is equivalent to a student successfully completing an academic  
4.7 year of study or a student mastering the applicable subject matter, as determined by the  
4.8 local school district.

4.9 Sec. 5. Minnesota Statutes 2005 Supplement, section 120B.131, subdivision 2, is  
4.10 amended to read:

4.11 Subd. 2. **Reimbursement for examination fees.** The state may reimburse  
4.12 college-level examination program (CLEP) fees for a Minnesota public or nonpublic  
4.13 high school student who has successfully completed one or more college-level courses  
4.14 in high school ~~and earned a satisfactory score on one or more CLEP examinations in the~~  
4.15 subject matter of each examination in the following subjects: composition and literature,  
4.16 mathematics and science, social sciences and history, foreign languages, and business and  
4.17 humanities. The state may reimburse each ~~successful~~ student for up to six examination  
4.18 fees. The commissioner shall establish application procedures and a process and schedule  
4.19 for fee reimbursements. The commissioner must give priority to reimburse the CLEP  
4.20 examination fees of students of low-income families.

4.21 Sec. 6. Minnesota Statutes 2004, section 121A.035, is amended to read:

4.22 **121A.035 CRISIS MANAGEMENT POLICY.**

4.23 Subdivision 1. **Model policy.** ~~By December 1, 1999,~~ The commissioner shall  
4.24 maintain and make available to school boards and charter schools a model crisis  
4.25 management policy that includes, among other items, school lock-down and tornado drills,  
4.26 consistent with subdivision 2, and school fire drills under section 299F.30.

4.27 Subd. 2. **School district and charter school policy.** ~~By July 1, 2000,~~ A school  
4.28 board and a charter school must adopt a ~~district~~ crisis management policy to address  
4.29 potential violent crisis situations in the district or charter school. The policy must be  
4.30 developed ~~in consultation~~ cooperatively with administrators, teachers, employees,  
4.31 students, parents, community members, law enforcement agencies, other emergency  
4.32 management officials, county attorney offices, social service agencies, emergency medical  
4.33 responders, and any other appropriate individuals or organizations. The policy must  
4.34 include at least five school lock-down drills, five school fire drills consistent with section  
4.35 299F.30, and one tornado drill.

5.1 EFFECTIVE DATE. This section is effective for the 2006-2007 school year and  
5.2 later.

5.3 Sec. 7. [121A.231] COMPREHENSIVE FAMILY LIFE AND SEXUALITY  
5.4 EDUCATION PROGRAMS.

5.5 Subdivision 1. Definitions. (a) "Comprehensive family life and sexuality education"  
5.6 means education in grades 7 through 12 that:

5.7 (1) respects community values and encourages family communication;

5.8 (2) develops skills in communication, decision making, and conflict resolution;

5.9 (3) contributes to healthy relationships;

5.10 (4) provides human development and sexuality education that is age appropriate  
5.11 and medically accurate;

5.12 (5) includes an abstinence-first approach to delaying initiation of sexual activity that  
5.13 emphasizes abstinence while also including education about the use of protection and  
5.14 contraception; and

5.15 (6) promotes individual responsibility.

5.16 (b) "Age appropriate" refers to topics, messages, and teaching methods suitable to  
5.17 particular ages or age groups of children and adolescents, based on developing cognitive,  
5.18 emotional, and behavioral capacity typical for the age or age group.

5.19 (c) "Medically accurate" means verified or supported by research conducted in  
5.20 compliance with scientific methods and published in peer-reviewed journals, where  
5.21 appropriate, and recognized as accurate and objective by professional organizations  
5.22 and agencies in the relevant field, such as the federal Centers for Disease Control  
5.23 and Prevention, the American Public Health Association, the American Academy of  
5.24 Pediatrics, or the American College of Obstetricians and Gynecologists.

5.25 Subd. 2. Curriculum requirements. (a) A school district may offer and may  
5.26 independently establish policies, procedures, curriculum, and services for providing  
5.27 comprehensive family life and sexuality education that is age appropriate and medically  
5.28 accurate for kindergarten through grade 6.

5.29 (b) A school district must offer and may independently establish policies, procedures,  
5.30 curriculum, and services for providing comprehensive family life and sexuality education  
5.31 that is age appropriate and medically accurate for grades 7 through 12.

5.32 Subd. 3. Notice and parental options. (a) It is the legislature's intent to encourage  
5.33 pupils to communicate with their parents or guardians about human sexuality and to respect  
5.34 rights of parents or guardians to supervise their children's education on these subjects.

6.1 (b) Parents or guardians may excuse their children from all or part of a  
6.2 comprehensive family life and sexuality education program.

6.3 (c) A school district must establish procedures for providing parents or guardians  
6.4 reasonable notice with the following information:

6.5 (1) if the district is offering a comprehensive family life and sexuality education  
6.6 program to the parents' or guardians' child during the course of the year;

6.7 (2) how the parents or guardians may inspect the written and audio/visual  
6.8 educational materials used in the program and the process for inspection;

6.9 (3) if the program is presented by school district personnel or outside consultants,  
6.10 and if outside consultants are used, who they may be; and

6.11 (4) parents' or guardians' right to choose not to have their child participate in the  
6.12 program and the procedure for exercising that right.

6.13 (d) A school district must establish procedures for reasonably restricting the  
6.14 availability of written and audio/visual educational materials from public view of students  
6.15 who have been excused from all or part of a comprehensive family life and sexuality  
6.16 education program at the request of a parent or guardian.

6.17 Subd. 4. Assistance to school districts. (a) The Department of Education may  
6.18 offer services to school districts to help them implement effective comprehensive family  
6.19 life and sexuality education programs. In providing these services, the department may  
6.20 contract with a school district, or a school district in partnership with a local health agency  
6.21 or a nonprofit organization, to establish up to eight regional training sites, taking into  
6.22 account geographical balance, to provide:

6.23 (1) training for teachers, parents, and community members in the development of  
6.24 comprehensive family life and sexuality education curriculum or services and in planning  
6.25 for monitoring and evaluation activities;

6.26 (2) resource staff persons to provide expert training, curriculum development and  
6.27 implementation, and evaluation services;

6.28 (3) technical assistance to promote and coordinate community, parent, and youth  
6.29 forums in communities identified as having high needs for comprehensive family life  
6.30 and sexuality education;

6.31 (4) technical assistance for issue management and policy development training for  
6.32 school boards, superintendents, principals, and administrators across the state; and

6.33 (5) funding for grants to school-based comprehensive family life and sexuality  
6.34 education programs to promote innovation and to recognize outstanding performance and  
6.35 promote replication of demonstrably effective strategies.

7.1 (b) Technical assistance provided by the department to school districts or regional  
7.2 training sites may:

7.3 (1) promote instruction and use of materials that are age appropriate;

7.4 (2) provide information that is medically accurate and objective;

7.5 (3) provide instruction and promote use of materials that are respectful of marriage  
7.6 and commitments in relationships;

7.7 (4) provide instruction and promote use of materials that are appropriate for use  
7.8 with pupils and family experiences based on race, gender, sexual orientation, ethnic  
7.9 and cultural background, and appropriately accommodate alternative learning based on  
7.10 language or disability;

7.11 (5) provide instruction and promote use of materials that encourage pupils to  
7.12 communicate with their parents or guardians about human sexuality;

(6) provide instruction and promote use of age-appropriate materials that teach  
7.14 abstinence from sexual intercourse as the only certain way to prevent unintended  
7.15 pregnancy or sexually transmitted infections, including HIV, and provide information  
7.16 about the role and value of abstinence while also providing medically accurate information  
7.17 on other methods of preventing and reducing risk for unintended pregnancy and sexually  
7.18 transmitted infections;

7.19 (7) provide instruction and promote use of age-appropriate materials that are  
7.20 medically accurate in explaining transmission modes, risks, symptoms, and treatments for  
7.21 sexually transmitted infections, including HIV;

7.22 (8) provide instruction and promote use of age-appropriate materials that address  
varied societal views on sexuality, sexual behaviors, pregnancy, and sexually transmitted  
7.24 infections, including HIV, in an age-appropriate manner;

7.25 (9) provide instruction and promote use of age-appropriate materials that provide  
7.26 information about the effectiveness and safety of all FDA-approved methods for  
7.27 preventing and reducing risk for unintended pregnancy and sexually transmitted  
7.28 infections, including HIV;

7.29 (10) provide instruction and promote use of age-appropriate materials that provide  
7.30 instruction in skills for making and implementing responsible decisions about sexuality;

7.31 (11) provide instruction and promote use of age-appropriate materials that provide  
7.32 instruction in skills for making and implementing responsible decisions about finding and  
using health services; and

7.34 (12) provide instruction and promote use of age-appropriate materials that do not  
7.35 teach or promote religious doctrine nor reflect or promote bias against any person on the  
7.36 basis of any category protected under the Minnesota Human Rights Act, chapter 363A.

8.1       Sec. 8. Minnesota Statutes 2005 Supplement, section 122A.414, subdivision 2b,  
8.2 is amended to read:

8.3           **Subd. 2b. Approval process.** (a) Consistent with the requirements of this section  
8.4 and sections 122A.413 and 122A.415, the department must prepare and transmit to  
8.5 interested school districts, intermediate school districts, school sites, and charter schools  
8.6 a standard form for applying to participate in the alternative teacher professional pay  
8.7 system. An interested school district, intermediate school district, school site, or charter  
8.8 school must submit to the commissioner a completed application executed by the district  
8.9 superintendent and the exclusive bargaining representative of the teachers if the applicant  
8.10 is a school district, intermediate school district, or school site, or executed by the charter  
8.11 school board of directors if the applicant is a charter school. The application must include  
8.12 the proposed alternative teacher professional pay system agreement under subdivision  
8.13 2. The department must convene a review committee that at least includes teachers and  
8.14 administrators within 30 days of receiving a completed application to recommend to  
8.15 the commissioner whether to approve or disapprove the application. The commissioner  
8.16 must approve applications on a first-come, first-served basis. The applicant's alternative  
8.17 teacher professional pay system agreement must be legally binding on the applicant  
8.18 and the collective bargaining representative before the applicant receives alternative  
8.19 compensation revenue. The commissioner must approve or disapprove an application  
8.20 based solely on the explicit requirements under subdivisions 2 and 2a and may not impose  
8.21 any other conditions for approval.

8.22           (b) If the commissioner disapproves an application, the commissioner must give the  
8.23 applicant timely notice of the specific reasons in detail for disapproving the application.  
8.24 The applicant may revise and resubmit its application and related documents to the  
8.25 commissioner within 30 days of receiving notice of the commissioner's disapproval and  
8.26 the commissioner must approve or disapprove the revised application, consistent with this  
8.27 subdivision. Applications that are revised and then approved are considered submitted on  
8.28 the date the applicant initially submitted the application.

8.29       Sec. 9. Minnesota Statutes 2005 Supplement, section 122A.414, subdivision 3, is  
8.30 amended to read:

8.31           **Subd. 3. Report; continued funding.** (a) Participating districts, intermediate  
8.32 school districts, school sites, and charter schools must report on the implementation and  
8.33 effectiveness of the alternative teacher professional pay system, particularly addressing  
8.34 each requirement under subdivision 2 and make annual recommendations by June 15 to  
8.35 their school boards. The school board or board of directors shall transmit a copy of the

9.1 report with a summary of the findings and recommendations of the district, intermediate  
9.2 school district, school site, or charter school to the commissioner.

9.3 (b) If the commissioner determines that a school district, intermediate school district,  
9.4 school site, or charter school that receives alternative teacher compensation revenue is not  
9.5 complying with the requirements of this section, the commissioner may withhold funding  
9.6 from that participant. Before making the determination, the commissioner must notify the  
9.7 participant of any deficiencies and provide the participant an opportunity to comply.

9.8 (c) The commissioner's review and evaluation of an alternative teacher professional  
9.9 pay system must be judged relative to the participant's approved plan and may not impose  
9.10 any criteria other than are contained in the plan or the explicit requirements of this section.

9.11 Sec. 10. Minnesota Statutes 2005 Supplement, section 124D.095, subdivision 4,  
9.12 is amended to read:

9.13 Subd. 4. **Online learning parameters.** (a) An online learning student must receive  
9.14 academic credit for completing the requirements of an online learning course or program.  
9.15 Secondary credits granted to an online learning student must be counted toward the  
9.16 graduation and credit requirements of the enrolling district. The enrolling district must  
9.17 apply the same graduation requirements to all students, including online learning students,  
9.18 and must continue to provide nonacademic services to online learning students. If a  
9.19 student completes an online learning course or program that meets or exceeds a graduation  
9.20 standard or grade progression requirement at the enrolling district, that standard or  
9.21 requirement is met. The enrolling district must use the same criteria for accepting online  
9.22 learning credits or courses as it does for accepting credits or courses for transfer students  
9.23 under section 124D.03, subdivision 9. The enrolling district may reduce the teacher  
9.24 contact time of an online learning student in proportion to the number of online learning  
9.25 courses the student takes from an online learning provider that is not the enrolling district.

9.26 (b) An online learning student may:

9.27 (1) enroll during a single school year in a maximum of 12 semester-long courses or  
9.28 their equivalent delivered by an online learning provider or the enrolling district;

9.29 (2) complete course work at a grade level that is different from the student's current  
9.30 grade level; and

9.31 (3) enroll in additional courses with the online learning provider under a separate  
9.32 agreement that includes terms for payment of any tuition or course fees.

9.33 ~~(c) A student with a disability may enroll in an online learning course or program~~  
9.34 ~~if the student's IEP team determines that online learning is appropriate education for~~  
9.35 ~~the student.~~

10.1            ~~(d)~~ (c) An online learning student has the same access to the computer hardware  
10.2 and education software available in a school as all other students in the enrolling district.  
10.3 An online learning provider must assist an online learning student whose family qualifies  
10.4 for the education tax credit under section 290.0674 to acquire computer hardware and  
10.5 educational software for online learning purposes.

10.6            ~~(e)~~ (d) An enrolling district may offer online learning to its enrolled students.  
10.7 Such online learning does not generate online learning funds under this section. An  
10.8 enrolling district that offers online learning only to its enrolled students is not subject  
10.9 to the reporting requirements or review criteria under subdivision 7. A teacher with a  
10.10 Minnesota license must assemble and deliver instruction to enrolled students receiving  
10.11 online learning from an enrolling district. The delivery of instruction occurs when the  
10.12 student interacts with the computer or the teacher and receives ongoing assistance and  
10.13 assessment of learning. The instruction may include curriculum developed by persons  
10.14 other than a teacher with a Minnesota license.

10.15           ~~(f)~~ (e) An online learning provider that is not the enrolling district is subject to  
10.16 the reporting requirements and review criteria under subdivision 7. A teacher with a  
10.17 Minnesota license must assemble and deliver instruction to online learning students. The  
10.18 delivery of instruction occurs when the student interacts with the computer or the teacher  
10.19 and receives ongoing assistance and assessment of learning. The instruction may include  
10.20 curriculum developed by persons other than a teacher with a Minnesota license. Unless  
10.21 the commissioner grants a waiver, a teacher providing online learning instruction must not  
10.22 instruct more than 40 students in any one online learning course or program.

10.23            Sec. 11. Minnesota Statutes 2004, section 124D.10, subdivision 16, is amended to read:

10.24            Subd. 16. **Transportation.** (a) By July 1 of each fiscal year, a charter school must  
10.25 notify the district in which the school is located and the Department of Education if it will  
10.26 provide ~~transportation for pupils enrolled in the school~~ its own transportation or use the  
10.27 transportation services of the district in which it is located for the fiscal year.

10.28            (b) If a charter school elects to provide transportation for pupils, the transportation  
10.29 must be provided by the charter school within the district in which the charter school is  
10.30 located. The state must pay transportation aid to the charter school according to section  
10.31 124D.11, subdivision 2.

10.32            For pupils who reside outside the district in which the charter school is located, the  
10.33 charter school is not required to provide or pay for transportation between the pupil's  
10.34 residence and the border of the district in which the charter school is located. A parent  
10.35 may be reimbursed by the charter school for costs of transportation from the pupil's  
10.36 residence to the border of the district in which the charter school is located if the pupil is

11.1 from a family whose income is at or below the poverty level, as determined by the federal  
11.2 government. The reimbursement may not exceed the pupil's actual cost of transportation  
11.3 or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for  
11.4 more than 250 miles per week.

11.5 At the time a pupil enrolls in a charter school, the charter school must provide the  
11.6 parent or guardian with information regarding the transportation.

11.7 (c) If a charter school does not elect to provide transportation, transportation for  
11.8 pupils enrolled at the school must be provided by the district in which the school is  
11.9 located, according to sections 123B.88, subdivision 6, and 124D.03, subdivision 8, for a  
11.10 pupil residing in the same district in which the charter school is located. Transportation  
11.11 may be provided by the district in which the school is located, according to sections  
11.12 123B.88, subdivision 6, and 124D.03, subdivision 8, for a pupil residing in a different  
11.13 district. If the district provides the transportation, the scheduling of routes, manner and  
11.14 method of transportation, control and discipline of the pupils, and any other matter relating  
11.15 to the transportation of pupils under this paragraph shall be within the sole discretion,  
11.16 control, and management of the district.

11.17 Sec. 12. Minnesota Statutes 2004, section 124D.61, is amended to read:

11.18 **124D.61 GENERAL REQUIREMENTS FOR PROGRAMS.**

11.19 A district ~~which receives aid pursuant to section 124D.65 must comply with that~~  
11.20 enrolls one or more children of limited English proficiency must implement an educational  
11.21 program that includes at a minimum the following program requirements:

11.22 (1) identification and reclassification criteria for children of limited English  
11.23 proficiency and program entrance and exit criteria for children with limited English  
11.24 proficiency must be documented by the district, applied uniformly to children of limited  
11.25 English proficiency, and made available to parents and other stakeholders upon request;

11.26 (2) a written plan of services that describes programming by English proficiency  
11.27 level made available to parents upon request. The plan must articulate the amount and  
11.28 scope of service offered to children of limited English proficiency through an educational  
11.29 program for children of limited English proficiency;

11.30 (3) professional development opportunities for ESL, bilingual education,  
11.31 mainstream, and all staff working with children of limited English proficiency which are:  
11.32 (i) coordinated with the district's professional development activities; (ii) related to the  
11.33 needs of children of limited English proficiency; and (iii) ongoing;

11.34 (4) to the extent possible, the district must avoid isolating children of limited English  
11.35 proficiency for a substantial part of the school day; and

12.1           (2) (5) in predominantly nonverbal subjects, such as art, music, and physical  
12.2 education, permit pupils of limited English proficiency ~~shall be permitted~~ to participate  
12.3 fully and on an equal basis with their contemporaries in public school classes provided  
12.4 for these subjects. To the extent possible, the district must assure to pupils enrolled in a  
12.5 program for limited English proficient students an equal and meaningful opportunity to  
12.6 participate fully with other pupils in all extracurricular activities.

12.7           Sec. 13. Minnesota Statutes 2004, section 299F.30, is amended to read:

12.8           **299F.30 FIRE DRILL IN SCHOOL; DOORS AND EXITS.**

12.9           Subdivision 1. **Duties of fire marshal.** Consistent with section 121A.035 and this  
12.10 section, it shall be the duty of the state fire marshal, deputies and assistants, to require  
12.11 public and private schools and educational institutions to have ~~at least nine~~ fire drills each  
12.12 school year and to keep all doors and exits unlocked from the inside of the building during  
12.13 school hours. The fire marshal must require private schools and educational institutions  
12.14 not subject to section 121A.035 to have at least one fire drill each month during the school  
12.15 year.

12.16           Subd. 2. **Fire drill.** Each superintendent, principal or other person in charge of a  
12.17 public or private school, educational institution, children's home or orphanage housing 20  
12.18 or more students or other persons, shall instruct and train such students or other persons to  
12.19 quickly and expeditiously quit the premises in case of fire or other emergency by means of  
12.20 drills or rapid dismissals ~~at least once each month~~ while such school, institution, home or  
12.21 orphanage is in operation. Records of such drills shall be posted so that such records are  
12.22 available for review by the state fire marshal at all times and shall include the drill date  
12.23 and the time required to evacuate the building.

12.24           Subd. 3. **School doors and exits.** Consistent with section 121A.035 and this  
12.25 section, each superintendent, principal or other person in charge of a public or private  
12.26 school, educational institution, children's home or orphanage shall keep all doors and exits  
12.27 of such school, institution, home or orphanage unlocked so that persons can leave by such  
12.28 doors or exits at any time during the hours of normal operation.

12.29           **EFFECTIVE DATE.** This section is effective for the 2006-2007 school year and  
12.30 later.

12.31           Sec. 14. Laws 2005, First Special Session chapter 5, article 2, section 84, subdivision  
12.32 13, is amended to read:

12.33           Subd. 13. **Examination fees; teacher training and support programs.** (a) For  
12.34 students' advanced placement and international baccalaureate examination fees under  
12.35 Minnesota Statutes, section 120B.13, subdivision 3, and the training and related costs

13.1 for teachers and other interested educators under Minnesota Statutes, section 120B.13,  
13.2 subdivision 1:

13.3	\$	4,500,000	.....	2006
13.4	\$	4,500,000	.....	2007

13.5 (b) The advanced placement program shall receive 75 percent of the appropriation  
13.6 each year and the international baccalaureate program shall receive 25 percent of the  
13.7 appropriation each year. The department, in consultation with representatives of the  
13.8 advanced placement and international baccalaureate programs selected by the Advanced  
13.9 Placement Advisory Council and IBMN, respectively, shall determine the amounts of  
13.10 the expenditures each year for examination fees and training and support programs for  
13.11 each program.

13.12 (c) ~~Notwithstanding Minnesota Statutes, section 120B.13, subdivision 1, at least~~  
13.13 ~~\$500,000 each year is for teachers to attend subject matter summer training programs~~  
13.14 ~~and follow-up support workshops approved by the advanced placement or international~~  
13.15 ~~baccalaureate programs. The amount of the subsidy for each teacher attending an~~  
13.16 ~~advanced placement or international baccalaureate summer training program or workshop~~  
13.17 ~~shall be the same. The commissioner shall determine the payment process and the amount~~  
13.18 ~~of the subsidy. Teachers shall apply for teacher training scholarships to prepare for~~  
13.19 ~~teaching in the advanced placement or international baccalaureate program. Any reserved~~  
13.20 ~~funding not expended for teacher training may be used for exam fees and other support~~  
13.21 ~~programs for each program.~~

13.22 (d) The commissioner shall pay all examination fees for all students of low-income  
13.23 families under Minnesota Statutes, section 120B.13, subdivision 3, and to the extent  
13.24 of available appropriations shall also pay examination fees for students sitting for an  
13.25 advanced placement examination, international baccalaureate examination, or both.

13.26 Any balance in the first year does not cancel but is available in the second year.

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

13.28 **Sec. 15. ADVISORY TASK FORCE ON SCHOOL AND STAFF**

13.29 **EMERGENCY/ALL HAZARD PREPAREDNESS.**

13.30 (a) An advisory task force on school and staff emergency/all hazard preparedness is  
13.31 established to consider and recommend to the legislature proposals for strengthening K-12  
13.32 crisis management and school safety efforts including, at least, whether or not to:

- 13.33 (1) develop specific K-12 teacher and school administrator competencies related to
- 13.34 emergency/all hazard preparedness;

- 14.1 (2) provide emergency/all hazard preparedness training to currently licensed K-12  
14.2 teachers and school administrators;
- 14.3 (3) incorporate emergency/all hazard preparedness competencies into existing  
14.4 teacher and school administrator preparation curriculum;
- 14.5 (4) identify key emergency/all hazard preparedness competencies appropriate to  
14.6 teacher and school administrator preparation curriculum and ongoing teacher and school  
14.7 administrator training; and
- 14.8 (5) expect federal funds to supplement state emergency/all hazard preparedness  
14.9 initiatives.
- 14.10 (b) The commissioner of education shall appoint an advisory task force on school  
14.11 and staff emergency/all hazard preparedness that is composed of a representative from  
14.12 each of the following entities: the state Board of Teaching; the state Board of School  
14.13 Administrators; the state fire marshal; law enforcement agencies; emergency responders;  
14.14 school principals; school counselors; other school employees; the Minnesota Association  
14.15 of School Administrators; the Minnesota School Boards Association; Education  
14.16 Minnesota; the Minnesota Department of Education; the Minnesota Department of  
14.17 Health; the Minnesota Department of Public Safety; and others recommended by task  
14.18 force members. Task force members' terms and other task force matters are subject to  
14.19 Minnesota Statutes, section 15.059. The task force must submit by February 15, 2007, to  
14.20 the education policy and finance committees of the legislature a written report that includes  
14.21 recommendations on strengthening K-12 crisis management and school safety efforts.
- 14.22 (c) Upon request, the commissioner of education must provide the task force on  
14.23 strengthening K-12 crisis management and school safety efforts with technical, fiscal,  
14.24 and other support services.
- 14.25 (d) The task force expires February 16, 2007.

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

14.27 **Sec. 16. CHARACTER DEVELOPMENT EDUCATION REVENUE; PILOT**  
14.28 **PROGRAM.**

14.29 **Subdivision 1. Pilot program created.** A pilot program is created to allow school  
14.30 **districts to receive character development education revenue to purchase curriculum for**  
14.31 **the purposes of Minnesota Statutes, section 120B.232. Character development education**  
14.32 **revenue for school districts equals \$30 times the district's adjusted marginal cost pupil**  
14.33 **units.**

14.34 **Subd. 2. Approved provider list.** The commissioner of education shall maintain  
14.35 **a character development education curriculum approved provider list. The character**

15.1 development education curriculum of approved providers shall be research based and  
15.2 evaluated by an independent party. Approved character development education curriculum  
15.3 must include:

15.4 (1) age appropriate character development for the classroom in elementary or  
15.5 secondary grades;

15.6 (2) teacher training workshops and in-service training;

15.7 (3) midyear consulting between the school district and the provider; and

15.8 (4) an assessment program.

15.9 Subd. 3. Application and selection process. A school district may submit to  
15.10 the commissioner an application for funding in the form and manner specified by the  
15.11 commissioner. The commissioner shall approve applications that propose to use an  
15.12 approved provider and that agree to use the program as recommended by the provider.  
15.13 The commissioner must approve or disapprove an application within 30 days of receipt on  
15.14 a first-come, first-served basis.

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

15.16 **Sec. 17. 2006 SCHOOL ACCOUNTABILITY REPORT.**

15.17 Notwithstanding Minnesota Statutes, section 120B.36, for 2006 reporting only, the  
15.18 Department of Education may delay the release to the public and the posting of the 2006  
15.19 school performance report cards and adequate yearly progress data on its public Web  
15.20 site to no later than November 30, 2006.

15.21 **Sec. 18. APPROPRIATION.**

15.22 Subdivision 1. Department of Education. The sum indicated in this section is  
15.23 appropriated from the general fund to the Department of Education for the fiscal years  
15.24 designated.

15.25 Subd. 2. Character development education revenue. For the character  
15.26 development education revenue pilot program:

15.27 \$ ..... 2007

15.28 **Sec. 19. REPEALER.**

15.29 Minnesota Statutes 2004, section 121A.23, is repealed.

15.30 **ARTICLE 2**  
15.31 **EDUCATION FUNDING**

15.32 **Section 1. [120B.132] RAISED ACADEMIC ACHIEVEMENT; ADVANCED**  
15.33 **PLACEMENT, INTERNATIONAL BACCALAUREATE, AND CONCURRENT**  
15.34 **ENROLLMENT PROGRAMS.**

16.1 Subdivision 1. Establishment; eligibility. A program is established to raise K-12  
16.2 academic achievement through increased student participation in advanced placement,  
16.3 international baccalaureate, and concurrent enrollment programs, consistent with sections  
16.4 120B.13 and 124D.04. Schools and charter schools eligible to participate under this  
16.5 section must:

16.6 (1) be authorized by the international baccalaureate organization to teach the  
16.7 international baccalaureate curriculum; or

16.8 (2) be a site approved by the college board to offer advanced placement courses  
16.9 and exams or must participate in the college board-sponsored preadvanced placement  
16.10 initiative; or

16.11 (3) have entered into an agreement to provide courses under section 124D.09,  
16.12 subdivision 10; and

16.13 (4) propose to further raise students' academic achievement by:

16.14 (i) increasing the availability of and all students' access to advanced placement,  
16.15 international baccalaureate, or concurrent enrollment courses or programs;

16.16 (ii) expanding the breadth of advanced placement, international baccalaureate, or  
16.17 concurrent enrollment courses or programs that are available to students;

16.18 (iii) increasing the number and the diversity of the students who participate in  
16.19 advanced placement, international baccalaureate, or concurrent enrollment courses or  
16.20 programs and succeed;

16.21 (iv) providing low-income and other disadvantaged students with increased access  
16.22 to advanced placement, international baccalaureate, or concurrent enrollment courses  
16.23 or programs; or

16.24 (v) increasing the number of high school students, including low-income and other  
16.25 disadvantaged students, who receive college credit by successfully completing advanced  
16.26 placement, international baccalaureate, or concurrent enrollment courses or programs and  
16.27 achieving satisfactory grades or scores on related exams.

16.28 Subd. 2. Application and review process; funding priority. (a) Charter schools  
16.29 and school districts in which eligible schools under subdivision 1 are located may apply to  
16.30 the commissioner, in the form and manner the commissioner determines, for competitive  
16.31 funding to further raise students' academic achievement. The application must detail the  
16.32 specific efforts the applicant intends to undertake in further raising students' academic  
16.33 achievement consistent with subdivision 1, and a proposed budget detailing the district or  
16.34 charter school's current and proposed expenditures for advanced placement, preadvanced  
16.35 placement, international baccalaureate, and concurrent enrollment courses and programs.  
16.36 The proposed budget must demonstrate that the applicant's efforts will supplement but not

17.1 supplant any expenditures for advanced placement, preadvanced placement, international  
17.2 baccalaureate, and concurrent enrollment courses and programs the applicant currently  
17.3 makes available to students. Expenditures for administration must not exceed five percent  
17.4 of the proposed budget. The commissioner may require an applicant to provide additional  
17.5 information.

17.6 (b) When reviewing applications, the commissioner must determine whether  
17.7 the applicant satisfied all the requirements in this subdivision and subdivision 1.  
17.8 The commissioner may give funding priority to an otherwise qualified applicant that  
17.9 demonstrates:

17.10 (1) a focus on developing or expanding advanced placement, international  
17.11 baccalaureate, or concurrent enrollment courses or programs or increasing students'  
17.12 participation in, access to, or success with the courses or programs, including the  
17.13 participation, access, or success of low-income and other disadvantaged students;

17.14 (2) a compelling need for access to advanced placement, international baccalaureate,  
17.15 or concurrent enrollment courses or programs;

17.16 (3) an effective ability to actively involve local business and community  
17.17 organizations in student activities that are integral to advanced placement, international  
17.18 baccalaureate, or concurrent enrollment courses or programs;

17.19 (4) access to additional public or nonpublic funds or in-kind contributions that are  
17.20 available for advanced placement, international baccalaureate, or concurrent enrollment  
17.21 courses or programs; or

17.22 (5) an intent to implement activities that target low-income and other disadvantaged  
17.23 students.

17.24 Subd. 3. Funding; permissible funding uses. (a) The commissioner shall award  
17.25 grants to applicant school districts and charter schools that meet the requirements of  
17.26 subdivisions 1 and 2. The commissioner must award grants on an equitable geographical  
17.27 basis to the extent feasible and consistent with this section. Grant awards must not exceed  
17.28 the lesser of: (1) \$85 times the number of pupils enrolled at the participating sites on  
17.29 October 1 of the previous fiscal year, or (2) the approved supplemental expenditures  
17.30 based on the budget submitted under subdivision 2. For charter schools in their first  
17.31 year of operation, the maximum grant award must be calculated using the number of  
17.32 pupils enrolled on October 1 of the current fiscal year. The commissioner may adjust  
17.33 the maximum grant award computed using prior year data for changes in enrollment  
17.34 attributable to school closings, school openings, grade level reconfigurations, or school  
17.35 district reorganizations between the prior fiscal year and the current fiscal year.

- 18.1        (b) School districts and charter schools that submit an application and receive  
 18.2 funding under this section must use the funding, consistent with the application, to:  
 18.3        (1) provide teacher training and instruction to more effectively serve students,  
 18.4 including low-income and other disadvantaged students, who participate in advanced  
 18.5 placement, international baccalaureate, or concurrent enrollment courses or programs;  
 18.6        (2) further develop advanced placement, international baccalaureate, or concurrent  
 18.7 enrollment courses or programs;  
 18.8        (3) improve the transition between grade levels to better prepare students, including  
 18.9 low-income and other disadvantaged students, for succeeding in advanced placement,  
 18.10 international baccalaureate, or concurrent enrollment courses or programs;  
 18.11        (4) purchase books and supplies;  
 18.12        (5) pay course or program application fees;  
 18.13        (6) increase students participation in and success with advanced placement,  
 18.14 international baccalaureate, or concurrent enrollment courses or programs;  
 18.15        (7) expand students' access to advanced placement, international baccalaureate, or  
 18.16 concurrent enrollment courses or programs through online learning;  
 18.17        (8) hire appropriately licensed personnel to teach additional advanced placement,  
 18.18 international baccalaureate, or concurrent enrollment courses or programs; or  
 18.19        (9) engage in other activity directly related to expanding students' access to,  
 18.20 participation in, and success with advanced placement, international baccalaureate,  
 18.21 or concurrent enrollment courses or programs, including low-income and other  
 18.22 disadvantaged students.

18.23        Subd. 4. Annual reports. (a) Each school district and charter school that receives  
 18.24 a grant under this section annually must collect demographic and other student data to  
 18.25 demonstrate and measure the extent to which the district or charter school raised students'  
 18.26 academic achievement under this program and must report the data to the commissioner  
 18.27 in the form and manner the commissioner determines. The commissioner annually, by  
 18.28 February 15, must make summary data about this program available to the education  
 18.29 policy and finance committees of the legislature.

18.30        (b) Each school district and charter school that receives a grant under this section  
 18.31 annually must report to the commissioner, consistent with the uniform financial accounting  
 18.32 and reporting standards, its actual expenditures for advanced placement, preadvanced  
 18.33 placement, international baccalaureate, and concurrent enrollment courses and programs.  
 18.34 The report must demonstrate that the school district or charter school has maintained its  
 18.35 effort from other sources for advanced placement, preadvanced placement, international  
 18.36 baccalaureate, and concurrent enrollment courses and programs compared with the

19.1 previous fiscal year, and the district or charter school has expended all grant funds,  
19.2 consistent with its approved budget.

19.3 **EFFECTIVE DATE.** This section is effective the day following final enactment  
19.4 and applies to the 2006-2007 school year and later.

19.5 Sec. 2. Minnesota Statutes 2004, section 122A.18, subdivision 2, is amended to read:

19.6 **Subd. 2. Teacher and support personnel qualifications.** (a) The Board of  
19.7 Teaching must issue licenses under its jurisdiction to persons the board finds to be  
19.8 qualified and competent for their respective positions.

19.9 (b) The board must require a person to successfully complete an examination of  
19.10 skills in reading, writing, and mathematics before being granted an initial teaching license  
19.11 to provide direct instruction to pupils in prekindergarten, elementary, secondary, or special  
19.12 education programs. The board must require colleges and universities offering a board  
19.13 approved teacher preparation program to provide remedial assistance that includes a  
19.14 formal diagnostic component to persons enrolled in their institution who did not achieve a  
19.15 qualifying score on the skills examination, including those for whom English is a second  
19.16 language. The colleges and universities must provide assistance in the specific academic  
19.17 areas of deficiency in which the person did not achieve a qualifying score. School  
19.18 districts must provide similar, appropriate, and timely remedial assistance that includes a  
19.19 formal diagnostic component and mentoring to those persons employed by the district  
19.20 who completed their teacher education program outside the state of Minnesota, received  
19.21 a one-year license to teach in Minnesota and did not achieve a qualifying score on the  
19.22 skills examination, including those persons for whom English is a second language. The  
19.23 Board of Teaching shall report annually to the education committees of the legislature  
19.24 on the total number of teacher candidates during the most recent school year taking the  
19.25 skills examination, the number who achieve a qualifying score on the examination, the  
19.26 number who do not achieve a qualifying score on the examination, the distribution of all  
19.27 candidates' scores, the number of candidates who have taken the examination at least once  
19.28 before, and the number of candidates who have taken the examination at least once before  
19.29 and achieve a qualifying score.

19.30 (c) A person who has completed an approved teacher preparation program and  
19.31 obtained a one-year license to teach, but has not successfully completed the skills  
19.32 examination, may renew the one-year license for two additional one-year periods. Each  
renewal of the one-year license is contingent upon the licensee:

20.1 (1) providing evidence of participating in an approved remedial assistance program  
20.2 provided by a school district or postsecondary institution that includes a formal diagnostic  
20.3 component in the specific areas in which the licensee did not obtain qualifying scores; and

20.4 (2) attempting to successfully complete the skills examination during the period  
20.5 of each one-year license.

20.6 (d) The Board of Teaching must grant continuing licenses only to those persons who  
20.7 have met board criteria for granting a continuing license, which includes successfully  
20.8 completing the skills examination in reading, writing, and mathematics.

20.9 (e) All colleges and universities approved by the board of teaching to prepare  
20.10 persons for teacher licensure must include in their teacher preparation programs a common  
20.11 core of teaching knowledge and skills to be acquired by all persons recommended  
20.12 for teacher licensure. This common core shall meet the standards developed by the  
20.13 interstate new teacher assessment and support consortium in its 1992 "model standards  
20.14 for beginning teacher licensing and development;" and must include technology and  
20.15 information literacy standards that are consistent with recommendations from media  
20.16 specialists and the department's educator licensing and teacher quality division. The board  
20.17 must develop and implement a system for reviewing on a seven-year cycle all standards of  
20.18 effective practice for teachers beginning in the 2007-2008 school year. Amendments to  
20.19 standards adopted under this paragraph are covered by chapter 14. The board of teaching  
20.20 shall report annually to the education committees of the legislature on the performance  
20.21 of teacher candidates on common core assessments of knowledge and skills under this  
20.22 paragraph during the most recent school year.

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

20.24 Sec. 3. Minnesota Statutes 2004, section 122A.31, subdivision 1, is amended to read:

20.25 Subdivision 1. **Requirements for American sign language/English interpreters.**

20.26 (a) Except as provided under subdivision 1a and in addition to any other requirements  
20.27 that a school district establishes, any person employed to provide American sign  
20.28 language/English interpreting or sign transliterating services on a full-time or part-time  
20.29 basis for a school district after July 1, 2000, must:

20.30 (1) hold current interpreter and transliterator certificates awarded by the Registry  
20.31 of Interpreters for the Deaf (RID), or the general level interpreter proficiency certificate  
20.32 awarded by the National Association of the Deaf (NAD), or a comparable state  
20.33 certification from the commissioner of education; and

20.34 (2) satisfactorily complete an interpreter/transliterator training program affiliated  
20.35 with an accredited educational institution.

21.1 (b) New graduates of an interpreter/transliterators program affiliated with an  
21.2 accredited education institution shall be granted a two-year provisional certificate by  
21.3 the commissioner. During the two-year provisional period, the interpreter/transliterators  
21.4 must develop and implement an education plan in collaboration with a mentor under  
21.5 paragraph (c).

21.6 (c) A mentor of a provisionally certified interpreter/transliterators must be an  
21.7 interpreter/transliterators who has either NAD level IV or V certification or RID  
21.8 certified interpreter and certified transliterators certification and have at least three  
21.9 years interpreting/transliterating experience in any educational setting. The mentor, in  
21.10 collaboration with the provisionally certified interpreter/transliterators, shall develop and  
21.11 implement an education plan designed to meet the requirements of paragraph (a), clause  
21.12 (1), and include a weekly on-site mentoring process.

(d) Consistent with the requirements of this paragraph, a person holding a  
21.14 provisional certificate may apply to the commissioner for one time-limited extension. The  
21.15 commissioner, in consultation with the Commission Serving Deaf and Hard-of-Hearing  
21.16 People, must grant the person a time-limited extension of the provisional certificate based  
21.17 on the following documentation:

21.18 (1) letters of support from the person's mentor, a parent of a pupil the person serves,  
21.19 the special education director of the district in which the person is employed, and a  
21.20 representative from the regional service center of the deaf and hard-of-hearing;

21.21 (2) records of the person's formal education, training, experience, and progress on  
21.22 the person's education plan; and

(3) an explanation of why the extension is needed.

21.24 As a condition of receiving the extension, the person must comply with a plan  
21.25 and the accompanying time line for meeting the requirements of this subdivision. A  
21.26 committee composed of the director of the Minnesota Resource Center Serving Deaf and  
21.27 Hard-of-Hearing, or the director's designee, a representative of the Minnesota Association  
21.28 of Deaf Citizens, a representative of the Minnesota Registry of Interpreters of the Deaf,  
21.29 and other appropriate persons selected by the commissioner must develop the plan and  
21.30 time line for the person receiving the extension.

21.31 (e) A school district may employ only an interpreter/transliterators who has been  
21.32 certified under paragraph (a) or (b), or for whom a time-limited extension has been  
21.33 granted under paragraph (d), or a person qualified as an interpreter/transliterators under  
21.34 subdivision 1a.

21.35 **EFFECTIVE DATE.** This section is effective for the 2006-2007 school year and  
21.36 later.

22.1 Sec. 4. Minnesota Statutes 2004, section 122A.31, is amended by adding a subdivision  
22.2 to read:

22.3 Subd. 1a. Qualified deaf and hard-of-hearing interpreters/transliterators. In  
22.4 addition to employing a qualified interpreter/transliterater under subdivision 1, a school  
22.5 district or charter school also may employ as an interpreter/transliterater a person who is  
22.6 deaf or hard of hearing and holds a current reverse skills certificate (RSC) or a certified  
22.7 deaf interpreter (CDI) certificate awarded by the Registry of Interpreters for the Deaf  
22.8 (RID). The qualified deaf or hard-of-hearing person must be able to interpret between  
22.9 American sign language and English-based sign language or transliterate between spoken  
22.10 English and a signed code for English. The district or charter school may employ a  
22.11 qualified person under this subdivision for a broad range of interpreting or transliterating  
22.12 assignments.

22.13 EFFECTIVE DATE. This section is effective for the 2006-2007 school year and  
22.14 later.

22.15 Sec. 5. [122A.416] ALTERNATIVE TEACHER COMPENSATION REVENUE  
22.16 FOR PERPICH CENTER FOR ARTS EDUCATION AND MULTIDISTRICT  
22.17 INTEGRATION COLLABORATIVES.

22.18 Notwithstanding sections 122A.413, 122A.414, 122A.415, and 126C.10,  
22.19 multidistrict integration collaboratives and the Perpich Center for Arts Education are  
22.20 eligible to receive alternative teacher compensation revenue as if they were intermediate  
22.21 school districts. To qualify for alternative teacher compensation revenue, a multidistrict  
22.22 integration collaborative or the Perpich Center for Arts Education must meet all of the  
22.23 requirements of sections 122A.413, 122A.414, and 122A.415 that apply to intermediate  
22.24 school districts, must report its enrollment as of October 1 of each year to the department,  
22.25 and must annually report its expenditures for the alternative teacher professional pay  
22.26 system consistent with the uniform financial accounting and reporting standards to the  
22.27 department by November 30 of each year.

22.28 EFFECTIVE DATE. This section is effective for revenue for fiscal year 2007.

22.29 Sec. 6. Minnesota Statutes 2004, section 123B.77, is amended by adding a subdivision  
22.30 to read:

22.31 Subd. 1a. School district consolidated financial statement. The commissioner,  
22.32 in consultation with the consolidated financial statement task force, shall develop and  
22.33 maintain a school district consolidated financial statement format that converts uniform  
22.34 financial accounting and reporting standards data under subdivision 1 into a more  
22.35 understandable format.

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

Sec. 7. Minnesota Statutes 2004, section 123B.77, subdivision 3, is amended to read:

23.3 Subd. 3. **Statement for comparison and correction.** (a) By November 30 of the  
23.4 calendar year of the submission of the unaudited financial data, the district must provide to  
23.5 the commissioner audited financial data for the preceding fiscal year. The audit must be  
23.6 conducted in compliance with generally accepted governmental auditing standards, the  
23.7 federal Single Audit Act, and the Minnesota legal compliance guide issued by the Office  
23.8 of the State Auditor. An audited financial statement prepared in a form which will allow  
23.9 comparison with and correction of material differences in the unaudited financial data  
23.10 shall be submitted to the commissioner and the state auditor by December 31. The audited  
23.11 financial statement must also provide a statement of assurance pertaining to uniform  
23.12 financial accounting and reporting standards compliance and a copy of the management  
23.13 letter submitted to the district by the school district's auditor.

23.14 (b) By December 15 of the calendar year of the submission of the unaudited financial  
23.15 data, the commissioner shall convert the audited financial data required by this subdivision  
23.16 into the consolidated financial statement format required under subdivision 1a and publish  
23.17 the information on the department's Web site.

23.18 **EFFECTIVE DATE. This section is effective for financial statements prepared in**  
23.19 **2006 and later.**

23.20 Sec. 8. **[124D.935] HIGH SCHOOL REDESIGN GRANTS.**

23.21 **Subdivision 1. Establishment; eligibility. A ten-year grant program is established**  
23.22 **to improve student achievement in, improve teaching and learning of, and provide**  
23.23 **expanded access to science, technology, engineering, and mathematics in a high school**  
23.24 **through innovative strategies that better prepare students to succeed at postsecondary**  
23.25 **education or complex work. School districts, charter schools, intermediate districts,**  
23.26 **groups of districts that cooperate for a particular purpose, and other public educational**  
23.27 **institutions interested in participating in this grant program must:**

23.28 (1) **design new or improve and adapt existing courses, programs, or a series of**  
23.29 **aligned learning opportunities in science, technology, engineering, and mathematics to**  
23.30 **incorporate algebra I in grade 8 and algebra II in high school and to integrate algebra II**  
23.31 **into career and technical education programs where appropriate;**

23.32 (2) **use applied learning strategies to improve the quality of and access to science,**  
23.33 **technology, engineering, and mathematics courses, curricula, and laboratories for all**  
23.34 **students, with strategies to aggressively increase the number of low-income and other**  
23.35 **educationally at-risk students enrolling in these courses;**

- 24.1 (3) improve science, technology, engineering, and mathematics instruction for  
24.2 students in underserved rural or urban areas or economically disadvantaged areas and for  
24.3 other students who are educationally at-risk;
- 24.4 (4) develop innovative ways to integrate technology into teaching and learning using  
24.5 modern computers, networking, high quality educational software, multimedia across  
24.6 curriculum, and affordable Internet connections;
- 24.7 (5) advance the use of new technology, assistive technology, and media and materials  
24.8 effective in educating youth with disabilities;
- 24.9 (6) improve the content, interdisciplinary, and pedagogical knowledge of teachers,  
24.10 administrators, and other educators who play a significant role in providing students with  
24.11 challenging science, technology, engineering, and mathematics education, and focus on  
24.12 teacher professional development;
- 24.13 (7) use the ACT explore and plan system in grades 8 and 10 or other appropriate  
24.14 education and career planning resources to identify the academic strengths and remedial  
24.15 needs of individual students and provide individual students with education and career  
24.16 planning information sufficient to select an appropriate planned high school course  
24.17 sequence and make a successful transition to postsecondary education or advanced work;
- 24.18 (8) enable teachers to individualize student instruction and allow students to  
24.19 experiment, acquire skills, and apply content knowledge in science, technology,  
24.20 engineering, and mathematics;
- 24.21 (9) sustain educational improvements in science, technology, engineering, and  
24.22 mathematics by providing expert and peer advice and identifying, documenting, and  
24.23 disseminating best practices and lessons to teachers and administrators statewide; and
- 24.24 (10) develop partnerships with postsecondary institutions, business organizations,  
24.25 professional organizations, and community-based organizations interested in science,  
24.26 technology, engineering, or mathematics.
- 24.27 Subd. 2. Application and review process; funding priority. (a) School districts,  
24.28 charter schools, intermediate districts, groups of districts that cooperate for a particular  
24.29 purpose, and other public educational institutions interested in participating in this grant  
24.30 program may apply to the commissioner, in the form and manner the commissioner  
24.31 determines, for competitive funding to improve student achievement in, improve teaching  
24.32 and learning of, and provide expanded access to science, technology, engineering, and  
24.33 mathematics in a high school, consistent with subdivision 1. The application must detail  
24.34 the specific efforts the applicant intends to undertake to successfully implement innovative  
24.35 strategies that affect the learning environment, academic content, and educational practices  
24.36 in high school, and must include a proposed budget detailing the applicant's current and

25.1 proposed expenditures for these purposes. The proposed budget must demonstrate that the  
 25.2 applicant's efforts will supplement but not supplant expenditures the applicant currently  
 25.3 makes for science, technology, engineering, and mathematics teaching and learning.  
 25.4 Administrative expenditures must not exceed five percent of the proposed budget. The  
 25.5 commissioner may require an applicant to provide additional information.

25.6 (b) When reviewing applications, the commissioner must determine whether  
 25.7 the applicant satisfied all the requirements in this subdivision and subdivision 1. The  
 25.8 commissioner may give funding priority to an otherwise qualified candidate that:

25.9 (1) combines day and evening programs;

25.10 (2) restructures grade 12 to allow students to complete out-of-school learning  
 25.11 experiences aligned with their in-school program;

25.12 (3) uses online learning options;

25.13 (4) embeds higher level science, technology, engineering, and mathematics into  
 25.14 redesigned career and technical programs;

25.15 (5) enables students to receive both high school and college credit for successfully  
 25.16 completing science, technology, engineering, and mathematics programs and meeting  
 25.17 postsecondary institution placement requirements;

25.18 (6) targets low-income and other educationally at-risk students to improve their  
 25.19 participation and performance in science, technology, engineering, and mathematics  
 25.20 courses and careers; or

25.21 (7) strongly supports all students in exploring and preparing for careers in science,  
 25.22 technology, engineering, or mathematics.

25.23 The commissioner shall give funding priority to an otherwise qualified recipient  
 25.24 that received a grant for the previous fiscal year if the annual reports the recipient  
 25.25 submitted under subdivision 4 demonstrate that the recipient continues to improve student  
 25.26 achievement in and teaching and learning of and provide expanded access to science,  
 25.27 technology, engineering, and mathematics in a high school.

25.28 Subd. 3. Grants; permissible uses. (a) The commissioner may award grants to  
 25.29 applicants meeting the requirements of subdivisions 1 and 2. The commissioner must  
 25.30 award grants on an equitable geographical basis to the extent feasible and consistent  
 25.31 with this section.

25.32 (b) Each grant recipient must expend all grant funds it receives consistent with its  
 7 approved application and budget and this section.

25.34 Subd. 4. Annual reports. (a) Each recipient of a grant under this section must  
 25.35 annually collect student and teacher data to demonstrate and measure the extent to which  
 25.36 the grant recipient improves student achievement in, improves teaching and learning of,

25.1 proposed expenditures for these purposes. The proposed budget must demonstrate that the  
25.2 applicant's efforts will supplement but not supplant expenditures the applicant currently  
25.3 makes for science, technology, engineering, and mathematics teaching and learning.  
25.4 Administrative expenditures must not exceed five percent of the proposed budget. The  
25.5 commissioner may require an applicant to provide additional information.

25.6 (b) When reviewing applications, the commissioner must determine whether  
25.7 the applicant satisfied all the requirements in this subdivision and subdivision 1. The  
25.8 commissioner may give funding priority to an otherwise qualified candidate that:

25.9 (1) combines day and evening programs;

25.10 (2) restructures grade 12 to allow students to complete out-of-school learning  
25.11 experiences aligned with their in-school program;

25.12 (3) uses online learning options;

25.13 (4) embeds higher level science, technology, engineering, and mathematics into  
25.14 redesigned career and technical programs;

25.15 (5) enables students to receive both high school and college credit for successfully  
25.16 completing science, technology, engineering, and mathematics programs and meeting  
25.17 postsecondary institution placement requirements;

25.18 (6) targets low-income and other educationally at-risk students to improve their  
25.19 participation and performance in science, technology, engineering, and mathematics  
25.20 courses and careers; or

25.21 (7) strongly supports all students in exploring and preparing for careers in science,  
25.22 technology, engineering, or mathematics.

25.23 The commissioner shall give funding priority to an otherwise qualified recipient  
25.24 that received a grant for the previous fiscal year if the annual reports the recipient  
25.25 submitted under subdivision 4 demonstrate that the recipient continues to improve student  
25.26 achievement in and teaching and learning of and provide expanded access to science,  
25.27 technology, engineering, and mathematics in a high school.

25.28 Subd. 3. Grants; permissible uses. (a) The commissioner may award grants to  
25.29 applicants meeting the requirements of subdivisions 1 and 2. The commissioner must  
25.30 award grants on an equitable geographical basis to the extent feasible and consistent  
25.31 with this section.

25.32 (b) Each grant recipient must expend all grant funds it receives consistent with its  
25.33 approved application and budget and this section.

25.34 Subd. 4. Annual reports. (a) Each recipient of a grant under this section must  
25.35 annually collect student and teacher data to demonstrate and measure the extent to which  
25.36 the grant recipient improves student achievement in, improves teaching and learning of,

27.1 (b) By January 15 of each year, the commissioner shall report school district special  
 27.2 education litigation costs to the house of representatives and the senate committees having  
 27.3 jurisdiction over kindergarten through grade 12 education finance.

27.4 **Sec. 11. RULE ON VISUALLY IMPAIRED TO INCLUDE REFERENCES TO**  
 27.5 **"BLIND" AND "BLINDNESS."**

27.6 The commissioner of education, where appropriate, must incorporate references to  
 27.7 "blind" and "blindness" into the definition of visually impaired under Minnesota Rules,  
 27.8 part 3525.1345, and amend the rule title to include the word "blind."

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

27.10 **Sec. 12. PILOT PROGRAM TO FACILITATE YOUNG CHILDREN'S SECOND**  
 27.11 **LANGUAGE LEARNING AND STRONGER LITERACY AND VERBAL SKILLS.**

27.12 (a) A pilot program for fiscal year 2007 is established to allow school districts to  
 27.13 use child-relevant American sign language to encourage children in kindergarten through  
 27.14 third grade to learn a second language and develop stronger literacy and verbal skills and  
 27.15 better classroom attention. School districts that have (i) child care centers or Head Start  
 27.16 classrooms, (ii) English language learners, foreign language classrooms or language  
 27.17 immersion programs, (iii) resident families with internationally adopted children or (iv)  
 27.18 classrooms in which children with special needs are served may apply to the education  
 27.19 commissioner, in the form and manner the commissioner determines, for a pilot program  
 27.20 grant. School districts that receive a grant under this section must use the grant to train  
 27.21 education staff who work with children in kindergarten through grade three, including  
 27.22 at least classroom teachers, teachers' assistants, ESL teachers and special education  
 27.23 teachers, to use 600 child-relevant signs in sign language to help hearing students  
 27.24 acquire vocabulary quickly and easily, become better problem solvers, creative thinkers  
 27.25 and communicators and better prepared academically, and to use effective strategies to  
 27.26 incorporate sign language into classroom instruction.

27.27 (b) The commissioner may awards grants to qualified school districts on a  
 27.28 first-come-first-served basis to allow training for 1000 education staff under this section.

27.29 (c) The commissioner shall provide for an independent evaluation of the efficacy  
 27.30 of the pilot program under this section and shall recommend to the education policy and  
 27.31 finance committees of the legislature by February 15, 2008, whether or not the program  
 27.32 should be continued and expanded.

27.33 **EFFECTIVE DATE.** This section is effective for the 2006-2007 school year and  
 27.34 later.

28.1        **Sec. 13. GRANTS FOR INTENSIVE ENGLISH INSTRUCTION FOR ADULT**  
28.2 **IMMIGRANTS AND REFUGEES.**

28.3        The commissioner of education shall establish a reimbursement grant program  
28.4 to fund intensive English as a second language (ESL) programs for adult immigrants  
28.5 and refugees. Intensive ESL programming must provide intensive instruction for adult  
28.6 immigrants and refugees who are making inadequate literacy progress as measured by  
28.7 a standard assessment test. The intensive instruction must be focused on participants  
28.8 gaining sufficient literacy to achieve self-sufficiency through employment. Organizations  
28.9 eligible for grants under this section include adult basic education programs, school  
28.10 districts, postsecondary institutions, and nonprofit or community-based organizations or  
28.11 other private organizations with experience in providing English language instruction  
28.12 to non-English speaking immigrants and refugees. Grant applications must be in the  
28.13 form and manner determined by the commissioner. At a minimum, the application must  
28.14 document experience in literacy programs serving immigrants and refugees, describe fiscal  
28.15 accounting systems and reporting capacity, ensure that administrative expenses are limited  
28.16 to five percent of grant funds, and provide a description of the proposed instructional  
28.17 services and training plans. Funds must be paid to programs on a reimbursement basis.

28.18        **Sec. 14. CHINESE LANGUAGE PROGRAMS; CURRICULUM**  
28.19 **DEVELOPMENT PROJECT.**

28.20        Subdivision 1. Project parameters. (a) Notwithstanding other law to the contrary,  
28.21 the commissioner of education may contract with the Board of Regents of the University  
28.22 of Minnesota or other Minnesota public entity the commissioner determines is qualified  
28.23 to undertake the development of an articulated K-12 Chinese curriculum for Minnesota  
28.24 schools that involves:

28.25        (1) creating a network of Chinese teachers and educators able to develop new and  
28.26 modify or expand existing world languages K-12 curricula, materials, assessments, and  
28.27 best practices needed to provide Chinese language instruction to students; and

28.28        (2) coordinating statewide efforts to develop and expand Chinese language  
28.29 instruction so that it is uniformly available to students throughout the state, and making  
28.30 innovative use of media and technology, including television, distance learning, and online  
28.31 courses to broaden students' access to the instruction.

28.32        (b) The entity with which the commissioner contracts under paragraph (a) must have  
28.33 sufficient knowledge and expertise to ensure the professional development of appropriate,  
28.34 high quality curricula, supplementary materials, aligned assessments, and best practices  
28.35 that accommodate different levels of student ability and types of programs.

28.36        (c) Project participants must:

29.1 (1) work throughout the project to develop curriculum, supplementary materials,  
aligned assessments, and best practices; and

29.3 (2) make curriculum, supplementary materials, aligned assessments, and best  
29.4 practices equitably available to Minnesota schools and students.

29.5 Subd. 2. Project participants. The entity with which the commissioner contracts  
29.6 must work with the network of Chinese teachers and educators to:

29.7 (1) conduct an inventory of Chinese language curricula, supplementary materials,  
29.8 and professional development initiatives currently used in Minnesota or other states;

29.9 (2) develop Chinese language curricula and benchmarks aligned to local world  
29.10 language standards and classroom-based assessments; and

29.11 (3) review and recommend to the commissioner how best to build an educational  
29.12 infrastructure to provide more students with Chinese language instruction, including  
29.13 how to develop and provide: an adequate supply of Chinese language teachers; an  
29.14 adequate number of high quality school programs; appropriate curriculum, instructional  
29.15 materials, and aligned assessments that include technology-based delivery systems;  
29.16 teacher preparation programs to train Chinese language teachers; expedited licensing of  
29.17 Chinese language teachers; best practices in existing educational programs that can be  
29.18 used to establish K-12 Chinese language programs; and technical assistance resources.

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

29.20 **Sec. 15. APPROPRIATIONS.**

29.21 Subdivision 1. Department of Education. The sums indicated in this section are  
appropriated from the general fund to the Department of Education for the fiscal years  
29.23 designated.

29.24 Subd. 2. AP, IB, and concurrent enrollment increased student participation. For  
29.25 the increased participation of students in advanced placement, international baccalaureate,  
29.26 and concurrent enrollment programs under Minnesota Statutes, section 120B.132:

29.27 \$ 7,319,000 ..... 2007

29.28 This appropriation includes \$0 for fiscal year 2006 and \$7,319,000 for fiscal year  
29.29 2007.

2 Subd. 3. High school redesign grants. To implement the high school redesign  
29.31 grants under section 8:

29.32 \$ 5,000,000 ..... 2007

30.1 Subd. 4. Intensive English instruction for immigrants and refugees. For a  
 30.2 grant program for intensive English instruction for adult immigrants and refugees under  
 30.3 section 13:

30.4 \$ 1,000,000 ..... 2007

30.5 This appropriation does not cancel but is available to June 30, 2009. The base for  
 30.6 this program in fiscal year 2008 is \$1,000,000. The base for this program in fiscal year  
 30.7 2009 and later is \$0.

30.8 Subd. 5. Chinese language. For the Chinese language curriculum project under  
 30.9 section 14:

30.10 \$ 250,000 ..... 2007

30.11 The commissioner must report to the house of representatives and senate committees  
 30.12 having jurisdiction over kindergarten through grade 12 education policy and finance on  
 30.13 the range of the program by February 15, 2007. The report shall address the applicability  
 30.14 of the Chinese language curriculum project to other world languages and include the  
 30.15 availability of instructors, curriculum, high-quality school programs, assessments, and  
 30.16 best practices as they apply to world languages.

30.17 This is a onetime appropriation.

30.18 Subd. 6. Child-relevant American sign language. For a contract with a qualified  
 30.19 provider to train education staff to use child-relevant American sign language to facilitate  
 30.20 young children's development of second language learning and stronger literacy and  
 30.21 verbal skills.

30.22 \$ 225,000 ..... 2007

30.23 Of this appropriation, \$150,000 is for actual training costs, \$35,000 is for  
 30.24 an independent evaluation of the efficacy of the pilot program and \$40,000 is for  
 30.25 administrative and marketing costs incurred by the Education Department.

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

30.27 Sec. 16. REPEALER.

30.28 Minnesota Statutes 2004, section 123B.749, is repealed."

30.29 Amend the title accordingly



## Position on Science Teacher Licenses with Particular Reference to HF 2689

March 20, 2006

This statement represents the position of the Executive Committee of the Board of Directors of the Minnesota Science Teachers Association, Inc. (MnSTA) and a consensus of the Board of Directors concerning House File 2689.

**We oppose any attempt to reduce the qualifications of science teachers by providing licenses based only on the Praxis test as proposed in HF 2689.**

- We acknowledge the difficulties of providing qualified and licensed science teachers for all of the science classes in Minnesota. Many science classes are being taught by teachers who may lack qualifications and who are not licensed to teach the subject.
- Effective science teaching and learning requires that teachers have deep understanding in science teaching practices, the nature of science and subject area content. There are skills that are specific to the science discipline. For example, science safety and laboratory/field techniques are quite different for chemistry and geology.
- The science teaching standards of the Minnesota Board of Teaching (MnBOT) are effective guidelines for the preparation for science teachers and the evaluation of licensure candidates. These standards define the specific teaching skills and content knowledge needed for each of the current license areas: General Science 5-8, Chemistry 9-12, Earth and Space 9-12, Life Science 9-12 and Physics 9-12. We encourage provisions that would allow teachers to gain licenses in more than one licensure area through teacher preparation programs.
- In addition to the college preparation programs for science licensure, several programs have emerged to help teachers become qualified for licensure in additional science disciplines. Many of these programs involve targeted classes for teachers in the summer and on-line instruction during the school year. These are aligned with the MnBOT standards in science.
- The MnBOT has developed a thorough portfolio process that allows teachers to demonstrate their qualifications for additional licenses by providing evidence of meeting the teaching standards through course work, professional development activities and teaching experience.
- The Praxis content test only provides a narrow assessment of some of the content knowledge needed for that license. It does not evaluate the deep understanding of unifying principles of the discipline, the ability to translate that knowledge to students, the teaching strategies specific to that discipline, understandings of misconceptions that block student learning and methods of assessing student understanding.

Minnesota is a national leader in quality science education. Maintaining high standards for its science teachers is critical for producing high-quality graduates.

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*The Minnesota Science Teachers Assn. fosters excellent science education in Minnesota for all*