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State of Minnesota
HOUSE OF REPRESENTATIVES

EIGHTY-EIGHTH SESSION

H. F. No. 3093

03/17/2014 Authored by Faust

The bill was read for the first time and referred to the Committee on Education Policy

1.1 A bill for an act
1.2 relating to education; removing redundant, obsolete, and superseded provisions;
1.3 making miscellaneous corrections to statutes; amending Minnesota Statutes
1.4 2012, sections 120A.22, subdivision 2; 120A.32; 121A.36; 122A.09, subdivision
1.5 7; 124D.141, subdivisions 2, 3; 127A.41, subdivision 7; repealing Minnesota
1.6 Statutes 2012, sections 119A.04, subdivision 3; 119A.08; 120A.30; 120B.19;
1.7 120B.24; 121A.17, subdivision 9; 122A.52; 122A.53; 122A.61, subdivision 2;
1.8 122A.71; 124D.24; 124D.25; 124D.26; 124D.27; 124D.28; 124D.29; 124D.30;
1.9 124D.31.

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

1.11 ARTICLE 1

1.12 UNSESSION CHANGES

1.13 Section 1. Minnesota Statutes 2012, section 121A.36, is amended to read:

1.14 **121A.36 MOTORCYCLE SAFETY EDUCATION PROGRAM.**

1.15 Subdivision 1. **Established; administration; rules.** A motorcycle safety education
1.16 program is established. The program shall be administered by the commissioners of
1.17 public safety ~~and education~~. The program shall include but is not limited to training and
1.18 coordination of motorcycle safety instructors, motorcycle safety promotion and public
1.19 information, and reimbursement for the cost of approved courses offered by schools
1.20 and organizations.

1.21 Subd. 2. **Reimbursements.** The commissioner of ~~education~~ public safety, to the
1.22 extent that funds are available, may reimburse schools and other approved organizations
1.23 offering approved motorcycle safety education courses for up to 50 percent of the actual
1.24 cost of the courses. If sufficient funds are not available, reimbursements shall be prorated.

2.1 The commissioner may conduct audits and otherwise examine the records and accounts of
 2.2 schools and approved organizations offering the courses to insure the accuracy of the costs.

2.3 Subd. 3. **Appropriation.** (a) All funds in the motorcycle safety fund created by
 2.4 section 171.06, subdivision 2a, are hereby annually appropriated to the commissioner of
 2.5 public safety to carry out the purposes of subdivisions 1 and 2. ~~The commissioner of~~
 2.6 ~~public safety may make grants from the fund to the commissioner of education at such~~
 2.7 ~~times and in such amounts as the commissioner deems necessary to carry out the purposes~~
 2.8 ~~of subdivisions 1 and 2.~~

2.9 (b) Of the money appropriated under paragraph (a):

2.10 (1) not more than five percent shall be expended to defray the administrative costs
 2.11 of carrying out the purposes of subdivisions 1 and 2; and

2.12 (2) not more than 65 percent shall be expended for the combined purpose of
 2.13 training and coordinating the activities of motorcycle safety instructors and making
 2.14 reimbursements to schools and other approved organizations.

2.15 Sec. 2. Minnesota Statutes 2012, section 124D.141, subdivision 2, is amended to read:

2.16 Subd. 2. **Additional duties.** The following duties are added to those assigned
 2.17 to the council under federal law:

2.18 (1) make recommendations on the most efficient and effective way to leverage state
 2.19 and federal funding streams for early childhood and child care programs;

2.20 ~~(2) make recommendations on how to coordinate or colocate early childhood and~~
 2.21 ~~child care programs in one state Office of Early Learning. The council shall establish a task~~
 2.22 ~~force to develop these recommendations. The task force shall include two nonexecutive~~
 2.23 ~~branch or nonlegislative branch representatives from the council; six representatives from~~
 2.24 ~~the early childhood caucus; two representatives each from the Departments of Education,~~
 2.25 ~~Human Services, and Health; one representative each from a local public health agency, a~~
 2.26 ~~local county human services agency, and a school district; and two representatives from~~
 2.27 ~~the private nonprofit organizations that support early childhood programs in Minnesota.~~
 2.28 ~~In developing recommendations in coordination with existing efforts of the council, the~~
 2.29 ~~task force shall consider how to:~~

2.30 ~~(i) consolidate and coordinate resources and public funding streams for early~~
 2.31 ~~childhood education and child care, and ensure the accountability and coordinated~~
 2.32 ~~development of all early childhood education and child care services to children from birth~~
 2.33 ~~to kindergarten entrance;~~

2.34 ~~(ii) create a seamless transition from early childhood programs to kindergarten;~~

- 3.1 ~~(iii) encourage family choice by ensuring a mixed system of high-quality public and~~
 3.2 ~~private programs, with local points of entry, staffed by well-qualified professionals;~~
 3.3 ~~(iv) ensure parents a decisive role in the planning, operation, and evaluation of~~
 3.4 ~~programs that aid families in the care of children;~~
 3.5 ~~(v) provide consumer education and accessibility to early childhood education~~
 3.6 ~~and child care resources;~~
 3.7 ~~(vi) advance the quality of early childhood education and child care programs in order~~
 3.8 ~~to support the healthy development of children and preparation for their success in school;~~
 3.9 ~~(vii) develop a seamless service delivery system with local points of entry for early~~
 3.10 ~~childhood education and child care programs administered by local, state, and federal~~
 3.11 ~~agencies;~~
 3.12 ~~(viii) ensure effective collaboration between state and local child welfare programs~~
 3.13 ~~and early childhood mental health programs and the Office of Early Learning;~~
 3.14 ~~(ix) develop and manage an effective data collection system to support the necessary~~
 3.15 ~~functions of a coordinated system of early childhood education and child care in order to~~
 3.16 ~~enable accurate evaluation of its impact;~~
 3.17 ~~(x) respect and be sensitive to family values and cultural heritage; and~~
 3.18 ~~(xi) establish the administrative framework for and promote the development of~~
 3.19 ~~early childhood education and child care services in order to provide that these services,~~
 3.20 ~~staffed by well-qualified professionals, are available in every community for all families~~
 3.21 ~~that express a need for them.~~

3.22 ~~In addition, the task force must consider the following responsibilities for transfer~~
 3.23 ~~to the Office of Early Learning:~~

3.24 ~~(A) responsibilities of the commissioner of education for early childhood education~~
 3.25 ~~programs and financing under sections 119A.50 to 119A.535, 121A.16 to 121A.19, and~~
 3.26 ~~124D.129 to 124D.2211;~~

3.27 ~~(B) responsibilities of the commissioner of human services for child care assistance,~~
 3.28 ~~child care development, and early childhood learning and child protection facilities~~
 3.29 ~~programs and financing under chapter 119B and section 256E.37; and~~

3.30 ~~(C) responsibilities of the commissioner of health for family home visiting programs~~
 3.31 ~~and financing under section 145A.17.~~

3.32 ~~Any costs incurred by the council in making these recommendations must be paid~~
 3.33 ~~from private funds. If no private funds are received, the council must not proceed in~~
 3.34 ~~making these recommendations. The council must report its recommendations to the~~
 3.35 ~~governor and the legislature by January 15, 2011;~~

4.1 ~~(3)~~ (2) review program evaluations regarding high-quality early childhood programs;

4.2 and

4.3 ~~(4)~~ (3) make recommendations to the governor and legislature, including proposed

4.4 legislation on how to most effectively create a high-quality early childhood system in

4.5 Minnesota in order to improve the educational outcomes of children so that all children

4.6 are school-ready by 2020_;

4.7 ~~(5)~~ make recommendations to the governor and the legislature by March 1, 2011, on

4.8 the creation and implementation of a statewide school readiness report card to monitor

4.9 progress toward the goal of having all children ready for kindergarten by the year 2020.

4.10 The recommendations shall include what should be measured including both children and

4.11 system indicators, what benchmarks should be established to measure state progress

4.12 toward the goal, and how frequently the report card should be published. In making their

4.13 recommendations, the council shall consider the indicators and strategies for Minnesota's

4.14 early childhood system report, the Minnesota school readiness study, developmental

4.15 assessment at kindergarten entrance, and the work of the council's accountability

4.16 committee. Any costs incurred by the council in making these recommendations must be

4.17 paid from private funds. If no private funds are received, the council must not proceed in

4.18 making these recommendations; and

4.19 ~~(6)~~ make recommendations to the governor and the legislature on how to screen

4.20 earlier and comprehensively assess children for school readiness in order to provide

4.21 increased early interventions and increase the number of children ready for kindergarten.

4.22 In formulating their recommendations, the council shall consider (i) ways to interface

4.23 with parents of children who are not participating in early childhood education or care

4.24 programs, (ii) ways to interface with family child care providers, child care centers, and

4.25 school-based early childhood and Head Start programs, (iii) if there are age-appropriate

4.26 and culturally sensitive screening and assessment tools for three-, four-, and five-year-olds,

4.27 (iv) the role of the medical community in screening, (v) incentives for parents to have

4.28 children screened at an earlier age, (vi) incentives for early education and care providers

4.29 to comprehensively assess children in order to improve instructional practice, (vii) how to

4.30 phase in increases in screening and assessment over time, (viii) how the screening and

4.31 assessment data will be collected and used and who will have access to the data, (ix)

4.32 how to monitor progress toward the goal of having 50 percent of three-year-old children

4.33 screened and 50 percent of entering kindergarteners assessed for school readiness by 2015

4.34 and 100 percent of three-year-old children screened and entering kindergarteners assessed

4.35 for school readiness by 2020, and (x) costs to meet these benchmarks. The council shall

4.36 consider the screening instruments and comprehensive assessment tools used in Minnesota

5.1 ~~early childhood education and care programs and kindergarten. The council may survey~~
 5.2 ~~early childhood education and care programs in the state to determine the screening and~~
 5.3 ~~assessment tools being used or rely on previously collected survey data, if available. For~~
 5.4 ~~purposes of this subdivision, "school readiness" is defined as the child's skills, knowledge,~~
 5.5 ~~and behaviors at kindergarten entrance in these areas of child development: social;~~
 5.6 ~~self-regulation; cognitive, including language, literacy, and mathematical thinking; and~~
 5.7 ~~physical. For purposes of this subdivision, "screening" is defined as the activities used to~~
 5.8 ~~identify a child who may need further evaluation to determine delay in development or~~
 5.9 ~~disability. For purposes of this subdivision, "assessment" is defined as the activities used~~
 5.10 ~~to determine a child's level of performance in order to promote the child's learning and~~
 5.11 ~~development. Work on this duty will begin in fiscal year 2012. Any costs incurred by the~~
 5.12 ~~council in making these recommendations must be paid from private funds. If no private~~
 5.13 ~~funds are received, the council must not proceed in making these recommendations. The~~
 5.14 ~~council must report its recommendations to the governor and legislature by January 15,~~
 5.15 ~~2013, with an interim report on February 15, 2011.~~

5.16 Sec. 3. Minnesota Statutes 2012, section 124D.141, subdivision 3, is amended to read:

5.17 Subd. 3. **Administration.** ~~An amount up to \$12,500 from federal child care and~~
 5.18 ~~development fund administrative funds and up to \$12,500 from prekindergarten exploratory~~
 5.19 ~~project funds appropriated under Laws 2007, chapter 147, article 19, section 3, may be~~
 5.20 ~~used to reimburse the parents on the council and for technical assistance and administrative~~
 5.21 ~~support of the State Advisory Council on Early Childhood Education and Care. This~~
 5.22 ~~funding stream is for fiscal year 2009. The council may pursue additional funds from state,~~
 5.23 ~~federal, and private sources. If additional operational funds are received, the council must~~
 5.24 ~~reduce the amount of prekindergarten exploratory project funds used in an equal amount.~~

5.25 Sec. 4. **REVISOR'S INSTRUCTION.**

5.26 The revisor of statutes shall renumber Minnesota Statutes, section 121A.36, as
 5.27 section 171.335. The revisor of statutes shall also make cross-reference changes in
 5.28 Minnesota Statutes and Minnesota Rules consistent with the renumbering.

5.29 Sec. 5. **REPEALER.**

5.30 Minnesota Statutes 2012, sections 119A.04, subdivision 3; 119A.08; 120A.30;
 5.31 120B.19; 120B.24; 121A.17, subdivision 9; 122A.52; 122A.53; 122A.61, subdivision
 5.32 2; 122A.71; 124D.24; 124D.25; 124D.26; 124D.27; 124D.28; 124D.29; 124D.30; and
 5.33 124D.31, are repealed.

6.1 **ARTICLE 2**

6.2 **CONFORMING CHANGES**

6.3 Section 1. Minnesota Statutes 2012, section 120A.22, subdivision 2, is amended to read:

6.4 Subd. 2. **Applicability.** This section and sections 120A.24; 120A.26; ~~120A.30;~~
 6.5 120A.32; and 120A.34 apply only to a child required to receive instruction according to
 6.6 subdivision 5 and to instruction that is intended to fulfill that requirement.

6.7 Sec. 2. Minnesota Statutes 2012, section 120A.32, is amended to read:

6.8 **120A.32 OFFICERS, TEACHERS; NEGLECT OF DUTY; PENALTY.**

6.9 Any school officer, truant officer, public or nonpublic school teacher, principal,
 6.10 district superintendent, or person providing instruction other than a parent refusing,
 6.11 willfully failing, or neglecting to perform any duty imposed by sections 120A.22 to
 6.12 ~~120A.30~~ 120A.26, 120A.35, 120A.41, and 123B.03 is guilty of a misdemeanor. All
 6.13 persons found guilty shall be punished for each offense by a fine of not more than \$10 or
 6.14 by imprisonment for not more than ten days. All fines, when collected, shall be paid into
 6.15 the county treasury for the benefit of the school district in which the offense is committed.

6.16 Sec. 3. Minnesota Statutes 2012, section 122A.09, subdivision 7, is amended to read:

6.17 Subd. 7. **Commissioner's assistance; board money.** The commissioner shall
 6.18 provide all necessary materials and assistance for the transaction of the business of the
 6.19 Board of Teaching and all moneys received by the Board of Teaching shall be paid into
 6.20 the state treasury as provided by law. The expenses of administering sections 122A.01,
 6.21 122A.05 to 122A.09, 122A.15, 122A.16, 122A.17, 122A.18, 122A.20, 122A.21, 122A.22,
 6.22 122A.23, 122A.26, 122A.30, 122A.40, 122A.41, 122A.42, 122A.45, 122A.49, ~~122A.52;~~
 6.23 ~~122A.53;~~ 122A.54, 122A.55, 122A.56, 122A.57, and 122A.58 which are incurred by the
 6.24 Board of Teaching shall be paid for from appropriations made to the Board of Teaching.

6.25 Sec. 4. Minnesota Statutes 2012, section 127A.41, subdivision 7, is amended to read:

6.26 Subd. 7. **Schedule adjustments.** (a) It is the intention of the legislature to encourage
 6.27 efficient and effective use of staff and facilities by districts. Districts are encouraged to
 6.28 consider both cost and energy saving measures.

6.29 (b) Any district operating a program pursuant to sections 124D.12 to 124D.127; or
 6.30 124D.128, ~~or 124D.25 to 124D.29;~~ or operating a commissioner-designated area learning
 6.31 center program under section 123A.09, or that otherwise receives the approval of the

- 7.1 commissioner to operate its instructional program to avoid an aid reduction in any year,
- 7.2 may adjust the annual school schedule for that program throughout the calendar year.

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119A.04 TRANSFERS FROM OTHER AGENCIES.

Subd. 3. **Office of Strategic and Long-Range Planning.** The powers and duties of the Office of Strategic and Long-Range Planning with respect to the following programs are transferred to the Department of Education under section 15.039. The programs needing federal approval to transfer shall be transferred when the federal government grants transfer authority to the commissioner:

- (1) the information redesign project under section 4A.01;
- (2) the action for children activity under section 4A.01;
- (3) the teen pregnancy prevention program under section 4A.01; and
- (4) the Minnesota children's initiative project under section 4A.01.

119A.08 NEIGHBORHOOD-BASED SERVICES FOR CHILDREN AND FAMILIES.

Subdivision 1. **Pilot projects authorized.** The commissioner may establish a pilot project for family services collaboratives to deliver and broker services through neighborhood-based community organizations.

Subd. 2. **Family service collaborative; pilot.** (a) A family services collaborative under section 124D.23 may apply to the commissioner to participate in the pilot project in specified geographic areas. The selected collaborative must implement the program through family service centers and eligible community groups that have strong ties to a local neighborhood and represent the diversity of residents and that have a history of providing services in the neighborhood.

(b) An eligible organization must submit an application to the sponsoring family services collaborative with a description of areas to be served, a neighborhood presence, the needs of the area, the services to be provided with associated costs and resources, the intended outcomes, and the proposed methods of delivering service through volunteers, including any reimbursement or incentive not to exceed \$200 for any service. Proposed services and amounts must be listed in an outcomes-based format.

Subd. 3. **Eligible activities.** A participating center or group may deliver, or arrange for the delivery of, needed services listed in the application including assisting family members to achieve the GED requirements; assisting with English as a second language or citizenship classes and tests; assisting with access to early childhood programs, childhood immunizations, suitable child care, and home visits; and assisting in crime prevention through after-school enrichment activities, truancy prevention, and tutoring for academically underachieving children.

A collaborative that receives a grant under this section shall establish procedures to ensure the quality of the services paid for with grant funds and to monitor the delivery of services.

120A.30 ATTENDANCE OFFICERS.

The board of any district may authorize the employment of attendance officers, who must investigate truancy or nonattendance at school, make complaints, serve notice and process, and attend to the enforcement of all laws and district rules regarding school attendance. When any attendance officer learns of any case of habitual truancy or continued nonattendance of any child required to attend school the officer must immediately notify the person having control of the child to send and keep the child in school. The attendance officer must also refer a habitual truant child as defined in section 260C.007, subdivision 19, and the child's parent or legal guardian to appropriate services and procedures under chapter 260A, if available within the school district. Attendance officers or other designated school officials must ensure that the notice required by section 260A.03 for a child who is a continuing truant is sent. The officer must act under the general supervision of the superintendent.

120B.19 CHINESE LANGUAGE PROGRAMS; CURRICULUM DEVELOPMENT PROJECT.

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

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

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

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

(c) Project participants must:

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

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

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

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

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

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

120B.24 ENDOWED CHAIR.

Subdivision 1. **Purpose.** The purpose of the endowed chair program is to increase curriculum offerings and learning experiences available to students.

Subd. 2. **Eligibility.** A school site, represented by the school site council or, if no site council exists, the principal or lead teacher, and the party interested in endowing a chair may enter into an agreement for an endowed chair for no longer than one year in length. The party endowing the chair and the school site may, at their discretion, renew annually.

Subd. 3. **Program.** An endowed chair program may be for a semester, a summer session, or a full school year. Curriculum developed or provided under the endowed chair program must supplement the existing curriculum offerings available at the school in the particular subject chosen.

Subd. 4. **Agreement.** The agreement must make available funds sufficient for the salary and benefit costs of the instructor, and necessary supplies for the course. The participating site must provide the classroom space and administer the program. The parties, in consultation with the school district and the exclusive representative of the teachers, jointly select the instructor for the endowed chair.

121A.17 SCHOOL BOARD RESPONSIBILITIES.

Subd. 9. **Health care provider societies.** A board may consult with local societies of health care providers.

122A.52 TEACHERS' REPORTS.

An order must not be issued for the payment of the wages of any teacher while the teacher is in default in making reports or in returning the teacher's register. The teachers, principals, and superintendents shall make such reports as may be required by law or the rules of the state or local board under like penalty.

122A.53 KEEPING OF REGISTERS.

Each teacher shall keep a register, furnished by the clerk, showing the daily attendance of each pupil, and such other matters as may be required in such register. Each teacher shall also keep such record of department and scholarship as may be required by the board. The register

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shall show the names and ages of all pupils, the names and number of days' attendance of all pupils between the ages of five and eight years, between eight and 15 years, and between 15 and 21 years, and the names of all paying tuition. The teacher shall return such register, properly kept, to the clerk within ten days after the close of the school year.

122A.61 RESERVED REVENUE FOR STAFF DEVELOPMENT.

Subd. 2. **Career teacher staff development.** Of a district's basic revenue under section 126C.10, subdivision 2, an amount equal to \$5 times the number of resident pupil units must be reserved by a district operating a career teacher program according to sections 124D.25 to 124D.29. The revenue may be used only to provide staff development for the career teacher program.

122A.71 RESEARCH ON PROGRAM EFFECTIVENESS.

Subdivision 1. **Purpose.** The legislature recognizes a growing and substantial concern about the effectiveness and breadth of the existing undergraduate curriculum for teacher education students. It also recognizes the absence of definitive research about the most effective curricula to adequately prepare teachers for entrance into the teaching profession. The purpose of this section is to support research on the comparative effectiveness of different teacher education program structures, after new programs have been designed and implemented, and the first graduates are in service.

Subd. 2. **Responsibility.** By July 1, 1989, the Board of Teaching must begin to evaluate the effectiveness of prebaccalaureate, postbaccalaureate, and other alternative program structures for preparing candidates for entrance into the teaching profession. The evaluation shall be conducted by independent research centers or evaluators who are not associated with a Minnesota teacher education institution and shall be longitudinal in nature.

124D.24 CITATION; MINNESOTA FAMILY CONNECTIONS ACT.

Sections 124D.25 to 124D.29 may be cited as the "Minnesota Family Connections Act."

124D.25 PURPOSE OF FAMILY CONNECTIONS ACT.

The legislature recognizes the unique and lifelong learning and development process of all human beings. The legislature is committed to the goal of maximizing the individual growth potential of all learners. The purposes of the Family Connections Act are:

- (1) to offer family connections programs which emphasize learning and development based on learner outcomes;
- (2) to recognize and utilize the unique skills that teachers, students, family, and the community have in both the teaching process and the learning and development process; and
- (3) to provide an opportunity for maximum use of teachers, principals, and counselors.

124D.26 IMPROVED LEARNING PROGRAM.

Subdivision 1. **Authorization.** A district or group of districts may establish an improved learning program.

Subd. 2. **Rules and rights.** The commissioner of education may waive district compliance with its rules which would prevent implementation of an improved learning program. Participation in an improved learning program as a principal-teacher, counselor-teacher, or career teacher must not affect seniority in the district or rights under the applicable collective bargaining agreement.

Subd. 3. **Additional funding.** A district providing an improved learning program may receive funds for the program from private sources and governmental agencies, including state or federal funds.

124D.27 ADVISORY COUNCIL.

The board of a district providing a family connections program must appoint an advisory council. Council members must be selected from the school attendance area in which programs are provided. Members of the council may include students, teachers, principals, administrators and community members. A majority of the members must be parents with children participating in the local program. The local advisory council must advise the board in the development, coordination, supervision, and review of the career teacher program. The council must meet at

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least two times each year with any established community education advisory council in the district. Members of the council may be members of the community education advisory council. The council must report to the school board.

124D.28 FAMILY CONNECTIONS PROGRAM COMPONENTS.

Subdivision 1. **Mandatory components.** A family connections program must include:

- (1) participation by a designated individual as a career teacher, principal-teacher, or counselor teacher;
- (2) an emphasis on each individual child's unique learning and development needs;
- (3) procedures to give the career teacher a major responsibility for leadership of the instructional and noninstructional activities of each child beginning with early childhood family education;
- (4) procedures to involve parents in the learning and development experiences of their children;
- (5) procedures to implement outcome-based education by focusing on the needs of the learner;
- (6) procedures to coordinate and integrate the instructional program with all community education programs;
- (7) procedures to concentrate career teacher programs at sites that provide early childhood family education and subsequent learning and development programs; and
- (8) procedures for the district to fund the program.

Subd. 2. **Optional components.** A family connections program may include:

- (1) efforts to improve curricula strategies, instructional strategies, and use of materials that respond to the individual educational needs and learning styles of each pupil in order to enable each pupil to make continuous progress and to learn at a rate appropriate to that pupil's abilities;
- (2) efforts to develop student abilities in basic skills; applied learning skills; and, when appropriate, arts; humanities; physical, natural, and social sciences; multicultural education; physical, emotional, and mental health; consumer economics; and career education;
- (3) use of community resources and communications media to pursue learning and development opportunities for pupils;
- (4) staff development for teachers and other school personnel;
- (5) improvements to the learning and development environment, including use of the community in general, to enhance the learning and development process;
- (6) cooperative efforts with other agencies involved with human services or child development and development of alternative community based learning and development experiences;
- (7) postsecondary education components for pupils who are able to accelerate or programs for pupils with special abilities and interests who are given advanced learning and development opportunities within existing programs;
- (8) use of volunteers in the learning and development program;
- (9) flexible attendance schedules for pupils;
- (10) adult education component;
- (11) coordination with early childhood family education and community education programs;
- (12) variable student/faculty ratios for special education students to provide for special programming;
- (13) inclusion of nonpublic pupils as part of the ratio in the career teacher, principal-teacher, and counselor teacher component;
- (14) application of educational research findings;
- (15) summer learning and development experiences for students as recommended by the career teacher, principal-teacher, and counselor teacher;
- (16) use of education assistants, teacher aides, or paraprofessionals as part of the career teacher program;
- (17) establishment of alternative criteria for high school graduation; and
- (18) variable age and learning size groupings of students.

124D.29 CAREER TEACHER.

Subdivision 1. **Status.** A family connections program may include a career teacher, principal-teacher, and counselor teacher component. The career teacher, principal-teacher, and counselor teacher must not be the exclusive teacher for students assigned to them but shall serve

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as a primary teacher and perform the function of developing and implementing a student's overall learning and development program. The career teacher, principal-teacher, and counselor teacher may be responsible for regular assignments as well as learning and development programs for other assigned students.

Subd. 2. **Qualifications.** (a) An individual employed as a career teacher must be licensed as a teacher and shall be considered a teacher as defined in section 179A.03, subdivision 18, for purposes of chapter 179A.

(b) An individual employed as a principal teacher must be licensed as a principal and shall be considered a principal, as defined in section 179A.03, subdivision 12, for purposes of chapter 179A.

(c) An individual employed as a counselor teacher must be licensed as a counselor and shall be considered a teacher, as defined in section 179A.03, subdivision 18, for purposes of chapter 179A.

Subd. 3. **Staff/student ratio.** (a) Except as provided in paragraph (b), one career teacher, principal-teacher, or counselor teacher shall be assigned for every 125 students. For each special education student included in the assignment, the 1:125 ratio must be reduced by one.

(b) One principal-teacher shall be assigned for every 50 students when the principal-teacher is also the principal of the school.

Subd. 4. **Selection; renewal.** (a) The board must establish procedures for teachers, principals, and counselors to apply for the position of career teacher, principal-teacher, or counselor teacher. The authority for selection of career teachers, principal-teachers, and counselor teachers is vested in the board and no individual shall have a right to employment as a career teacher, principal-teacher, or counselor teacher based on seniority or order of employment in the district.

(b) Employment of the career teacher, principal-teacher, and counselor teacher may be on a 12-month basis with vacation time negotiated individually with the board. The annual contract of a career teacher, principal-teacher, or counselor teacher may not be renewed, as the board shall see fit. The board must give any teacher whose contract as a career teacher, principal-teacher, or counselor teacher it declines to renew for the following year written notice to that effect before April 15. If the board fails to renew the contract of a career teacher, principal-teacher, or counselor teacher, that individual must be reinstated to another position in the district if eligible pursuant to section 122A.40 or 122A.41.

Subd. 5. **Duties.** The career teacher, principal-teacher, and counselor teacher is responsible for:

(1) the overall education, learning, and development plan of assigned students. The career teacher, principal-teacher, and counselor teacher must design this plan with the student, parents, and other faculty, and must seek to maximize the learning and development potential and maturation level of each pupil;

(2) measuring the proficiency of the assigned students and assisting other staff in identifying pupil needs and making appropriate educational and subject groupings;

(3) when part of the district's plan, taking responsibility for the parent and early childhood education of assigned students;

(4) designing and being responsible for program components which meet special learning needs of high potential and talented students;

(5) coordinating the ongoing, year-to-year learning and development program for assigned students; and

(6) developing learning and development portfolios.

124D.30 FAMILY CONNECTIONS AID.

Subdivision 1. **Eligibility.** A district that has a family connections program, according to sections 124D.24 to 124D.29, for one or more of its teachers is eligible for aid to extend the teaching contract of a family connections teacher.

Subd. 2. **Aid.** A district with an approved plan shall receive \$30 per pupil served at the school site with the family connections program. The district must provide a match of \$15 per pupil served at the school site with the family connections program.

Subd. 3. **Commissioner approval.** The commissioner may approve plans and applications for districts throughout the state for family connections aid. The commissioner shall establish application procedures and deadlines.

APPENDIX

Repealed Minnesota Statutes: 14-5598

Subd. 4. **Use of aid.** Family connections aid may be used only to implement a family connections program.

124D.31 RESERVED REVENUE FOR CERTAIN TEACHER PROGRAM.

A district that has a family connections program or a mentor-teacher program may reserve part of the basic revenue under section 126C.10, subdivision 2, for the district's share, of the portion of the teaching contract that is in addition to the standard teaching contract of the district.