

H. F. No. **341**

continuing responsibility of the school for the education of the pupil during the dismissal period. The alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress towards meeting the graduation standards adopted under section 120B.02 and help prepare the pupil for readmission.

(b) An area learning center under section 123A.05 may not prohibit an expelled or excluded pupil from enrolling solely because a district expelled or excluded the pupil. The board of the area learning center may use the provisions of the Pupil Fair Dismissal Act to exclude a pupil or to require an admission plan.

(c) Each school district shall develop a policy and report it to the commissioner on the appropriate use of peace officers and crisis teams to remove students who have an individualized education program from school grounds.

**EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and later.

Sec. 3. Minnesota Statutes 2016, section 122A.06, subdivision 4, is amended to read:

Subd. 4. **Comprehensive, scientifically based reading instruction.** (a) "Comprehensive, scientifically based reading instruction" includes a program or collection of instructional practices that is based on valid, replicable evidence showing that when these programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced, and culturally competent instruction in all five areas of reading, consistent with section 120B.30, subdivision 1, paragraph (q): phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension.

Comprehensive, scientifically based reading instruction also includes and integrates instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs in order to design and implement ongoing interventions so that students of all ages and proficiency levels can read and comprehend text, write, and apply higher level thinking skills. For English learners developing literacy skills, districts are encouraged to use strategies that teach reading and writing in the students' native language and English at the same time.

(b) "Fluency" is the ability of students to read text with speed, accuracy, and proper expression.

(c) "Phonemic awareness" is the ability of students to notice, think about, and manipulate individual sounds in spoken syllables and words.

(d) "Phonics" is the understanding that there are systematic and predictable relationships between written letters and spoken words. Phonics instruction is a way of teaching reading that stresses learning how letters correspond to sounds and how to apply this knowledge in reading and spelling.

(e) "Reading comprehension" is an active process that requires intentional thinking during which meaning is constructed through interactions between text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.

(f) "Vocabulary development" is the process of teaching vocabulary both directly and indirectly, with repetition and multiple exposures to vocabulary items. Learning in rich contexts, incidental learning, and use of computer technology enhance the acquiring of vocabulary.

(g) Nothing in this subdivision limits the authority of a school district to select a school's reading program or curriculum.

**EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and later.

Sec. 4. Minnesota Statutes 2016, section 125A.08, is amended to read:

**125A.08 INDIVIDUALIZED EDUCATION PROGRAMS.**

(a) At the beginning of each school year, each school district shall have in effect, for each child with a disability, an individualized education program.

(b) As defined in this section, every district must ensure the following:

(1) all students with disabilities are provided the special instruction and services which are appropriate to their needs. Where the culturally competent individualized education program team, consistent with section 120B.30, subdivision 1, paragraph (q), has determined appropriate goals and objectives based on the student's needs, including the extent to which the student can be included in the least restrictive environment, and where there are essentially equivalent and effective instruction, related services, or assistive technology devices available to meet the student's needs, cost to the district may be among the factors considered by the team in choosing how to provide the appropriate services, instruction, or devices that are to be made part of the student's individualized education program. The individualized education program team shall consider and may authorize services covered by medical assistance according to section 256B.0625, subdivision 26. Before a school district evaluation team makes a determination of other health disability under Minnesota

Rules, part 3525.1335, subparts 1 and 2, item A, subitem (1), the evaluation team must seek written documentation of the student's medically diagnosed chronic or acute health condition signed by a licensed physician or a licensed health care provider acting within the scope of the provider's practice. The student's needs and the special education instruction and services to be provided must be agreed upon through the development of an individualized education program. The program must address the student's need to develop skills to live and work as independently as possible within the community. The individualized education program team must consider positive behavioral interventions, strategies, and supports that address behavior needs for children. During grade 9, the program must address the student's needs for transition from secondary services to postsecondary education and training, employment, community participation, recreation, and leisure and home living. In developing the program, districts must inform parents of the full range of transitional goals and related services that should be considered. The program must include a statement of the needed transition services, including a statement of the interagency responsibilities or linkages or both before secondary services are concluded. If the individualized education program meets the plan components in section 120B.125, the individualized education program satisfies the requirement and no additional transition plan is needed;

(2) children with a disability under age five and their families are provided special instruction and services appropriate to the child's level of functioning and needs;

(3) children with a disability and their parents or guardians are guaranteed procedural safeguards and the right to participate in decisions involving identification, assessment including assistive technology assessment, and educational placement of children with a disability;

(4) eligibility and needs of children with a disability are determined by an initial evaluation or reevaluation, which may be completed using existing data under United States Code, title 20, section 33, et seq.;

(5) to the maximum extent appropriate, children with a disability, including those in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with a disability from the regular educational environment occurs only when and to the extent that the nature or severity of the disability is such that education in regular classes with the use of supplementary services cannot be achieved satisfactorily;

(6) in accordance with recognized professional standards, testing and evaluation materials, and procedures used for the purposes of classification and placement of children with a

5.1 disability are selected and administered so as not to be racially or culturally discriminatory;  
5.2 and

5.3 (7) the rights of the child are protected when the parents or guardians are not known or  
5.4 not available, or the child is a ward of the state.

5.5 (c) For all paraprofessionals employed to work in programs whose role in part is to  
5.6 provide direct support to students with disabilities, the school board in each district shall  
5.7 ensure that:

5.8 (1) before or beginning at the time of employment, each paraprofessional must develop  
5.9 sufficient knowledge and skills in emergency procedures, building orientation, roles and  
5.10 responsibilities, confidentiality, vulnerability, and reportability, among other things, to begin  
5.11 meeting the needs, especially disability-specific and behavioral needs, of the students with  
5.12 whom the paraprofessional works;

5.13 (2) annual training opportunities are required to enable the paraprofessional to continue  
5.14 to further develop the knowledge ~~and~~ skills, and cultural competency, consistent with  
5.15 section 120B.30, subdivision 1, paragraph (q), that are specific to the students with whom  
5.16 the paraprofessional works, including understanding disabilities, the unique and individual  
5.17 needs of each student according to the student's disability and how the disability affects the  
5.18 student's education and behavior, following lesson plans, and implementing follow-up  
5.19 instructional procedures and activities; and

5.20 (3) a districtwide process obligates each paraprofessional to work under the ongoing  
5.21 direction of a licensed teacher and, where appropriate and possible, the supervision of a  
5.22 school nurse.

5.23 **EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and later.

5.24 Sec. 5. Minnesota Statutes 2016, section 125A.56, is amended to read:

5.25 **125A.56 ALTERNATE INSTRUCTION REQUIRED BEFORE ASSESSMENT**  
5.26 **REFERRAL.**

5.27 Subdivision 1. **Requirement.** (a) Before a pupil is referred for a special education  
5.28 evaluation, ~~the~~ culturally competent district employees, consistent with section 120B.30,  
5.29 subdivision 1, paragraph (q), must conduct and document at least two instructional strategies,  
5.30 alternatives, or interventions using a system of scientific, research-based instruction and  
5.31 intervention in academics or behavior, based on the pupil's needs, while the pupil is in the  
5.32 regular classroom. The pupil's teacher must document the results. A special education  
5.33 evaluation team may waive this requirement when it determines the pupil's need for the

6.1 evaluation is urgent. This section may not be used to deny a pupil's right to a special  
6.2 education evaluation.

6.3 (b) A school district shall use alternative intervention services, including the assurance  
6.4 of mastery program under section 124D.66, or an early intervening services program under  
6.5 subdivision 2 to serve at-risk pupils who demonstrate a need for alternative instructional  
6.6 strategies or interventions.

6.7 (c) A student identified as being unable to read at grade level under section 120B.12,  
6.8 subdivision 2, paragraph (a), must be provided with alternate instruction under this  
6.9 subdivision.

6.10 Subd. 2. **Early intervening services program.** (a) A district may meet the requirement  
6.11 under subdivision 1 by establishing an early intervening services program that includes:

6.12 (1) a system of valid and reliable general outcome measures aligned to state academic  
6.13 standards that is administered at least three times per year to pupils in kindergarten through  
6.14 grade 8 who need additional academic or behavioral support to succeed in the general  
6.15 education environment. The school must provide interim assessments that measure pupils'  
6.16 performance three times per year and implement progress monitoring appropriate to the  
6.17 pupil. For purposes of this section, "progress monitoring" means the frequent and continuous  
6.18 measurement of a pupil's performance that includes these three interim assessments and  
6.19 other pupil assessments during the school year. A school, at its discretion, may allow pupils  
6.20 in grades 9 through 12 to participate in interim assessments;

6.21 (2) a system of scientific, research-based instruction and intervention; and

6.22 (3) an organizational plan that allows teachers, paraprofessionals, and volunteers funded  
6.23 through various sources to work as a grade-level team or use another configuration across  
6.24 grades and settings to deliver instruction. The team must be trained in scientific,  
6.25 research-based instruction and intervention. Teachers and paraprofessionals at a site operating  
6.26 under this paragraph must work collaboratively with those pupils who need additional  
6.27 academic or behavioral support to succeed in a general education environment.

6.28 (b) As an intervention under paragraph (a), clause (2), staff generating special education  
6.29 aid under section 125A.76 may provide small group instruction to pupils who need additional  
6.30 academic or behavioral support to succeed in the general education environment. Small  
6.31 group instruction that includes pupils with a disability may be provided in the general  
6.32 education environment if the needs of the pupils with a disability are met, consistent with  
6.33 their individualized education programs, and all pupils in the group receive the same level  
6.34 of instruction and make the same progress in the instruction or intervention. Culturally

competent teachers and paraprofessionals, consistent with section 120B.30, subdivision 1, paragraph (q), must ensure that the needs of pupils with a disability participating in small group instruction under this paragraph remain the focus of the instruction. Expenditures attributable to the time special education staff spends providing instruction to nondisabled pupils in this circumstance is eligible for special education aid under section 125A.76 as an incidental benefit if:

(1) the group consists primarily of disabled pupils;

(2) no special education staff are added to meet nondisabled pupils' needs; and

(3) the primary purpose of the instruction is to implement the individualized education programs of pupils with a disability in this group.

Expenditures attributable to the time special education staff spends providing small group instruction to nondisabled pupils that affords more than an incidental benefit to such pupils is not eligible for special education aid under section 125A.76, except that such expenditures may be included in the alternative delivery initial aid adjustment under section 125A.78 if the district has an approved program under section 125A.50. During each 60-day period that a nondisabled pupil participates in small group instruction under this paragraph, the pupil's progress monitoring data must be examined to determine whether the pupil is making progress and, if the pupil is not making progress, the pupil's intervention strategies must be changed or the pupil must be referred for a special education evaluation.

**EFFECTIVE DATE.** This section is effective for the 2017-2018 school year and later.