

This Document can be made available  
in alternative formats upon request

State of Minnesota  
**HOUSE OF REPRESENTATIVES**

EIGHTY-NINTH SESSION

**H. F. No. 1209**

02/25/2015 Authored by Barrett; Fischer; Johnson, C.; Yarusso; Baker and others  
The bill was read for the first time and referred to the Committee on Education Innovation Policy  
03/05/2015 Adoption of Report: Amended and re-referred to the Committee on Education Finance  
03/11/2015 Adoption of Report: Re-referred to the Committee on Health and Human Services Reform  
03/18/2015 Adoption of Report: Amended and re-referred to the Committee on Civil Law and Data Practices  
03/23/2015 Adoption of Report: Re-referred to the Committee on Health and Human Services Finance

1.1 A bill for an act  
1.2 relating to health; requiring suicide prevention training; requiring a report;  
1.3 appropriating money; amending Minnesota Statutes 2014, sections 122A.09,  
1.4 subdivision 4; 145.56, subdivisions 2, 4.  
1.5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.6 Section 1. Minnesota Statutes 2014, section 122A.09, subdivision 4, is amended to read:

1.7 Subd. 4. **License and rules.** (a) The board must adopt rules to license public school  
1.8 teachers and interns subject to chapter 14.

1.9 (b) The board must adopt rules requiring a person to pass a skills examination in  
1.10 reading, writing, and mathematics or attain either a composite score composed of the  
1.11 average of the scores in English and writing, reading, and mathematics on the ACT  
1.12 Plus Writing recommended by the board, or an equivalent composite score composed  
1.13 of the average of the scores in critical reading, mathematics, and writing on the SAT  
1.14 recommended by the board, as a requirement for initial teacher licensure, except that the  
1.15 board may issue up to two temporary, one-year teaching licenses to an otherwise qualified  
1.16 candidate who has not yet passed the skills exam or attained the requisite composite score  
1.17 on the ACT Plus Writing or SAT. Such rules must require college and universities offering  
1.18 a board-approved teacher preparation program to provide remedial assistance to persons  
1.19 who did not achieve a qualifying score on the skills examination or attain the requisite  
1.20 composite score on the ACT Plus Writing or SAT, including those for whom English is  
1.21 a second language. The requirement to pass a reading, writing, and mathematics skills  
1.22 examination or attain the requisite composite score on the ACT Plus Writing or SAT does  
1.23 not apply to nonnative English speakers, as verified by qualified Minnesota school district  
1.24 personnel or Minnesota higher education faculty, who, after meeting the content and

pedagogy requirements under this subdivision, apply for a teaching license to provide direct instruction in their native language or world language instruction under section 120B.022, subdivision 1. A teacher candidate's official ACT Plus Writing or SAT composite score report to the board must not be more than ten years old at the time of licensure.

(c) The board must adopt rules to approve teacher preparation programs. The board, upon the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution's recommendation for licensure affecting the person or the person's credentials. At the board's discretion, assistance may include the application of chapter 14.

(d) The board must provide the leadership and adopt rules for the redesign of teacher education programs to implement a research based, results-oriented curriculum that focuses on the skills teachers need in order to be effective. The board shall implement new systems of teacher preparation program evaluation to assure program effectiveness based on proficiency of graduates in demonstrating attainment of program outcomes. Teacher preparation programs including alternative teacher preparation programs under section 122A.245, among other programs, must include a content-specific, board-approved, performance-based assessment that measures teacher candidates in three areas: planning for instruction and assessment; engaging students and supporting learning; and assessing student learning. The board's redesign rules must include creating flexible, specialized teaching licenses, credentials, and other endorsement forms to increase students' participation in language immersion programs, world language instruction, career development opportunities, work-based learning, early college courses and careers, career and technical programs, Montessori schools, and project and place-based learning, among other career and college ready learning offerings.

(e) The board must adopt rules requiring candidates for initial licenses to pass an examination of general pedagogical knowledge and examinations of licensure-specific teaching skills. The rules shall be effective by September 1, 2001. The rules under this paragraph also must require candidates for initial licenses to teach prekindergarten or elementary students to pass, as part of the examination of licensure-specific teaching skills, test items assessing the candidates' knowledge, skill, and ability in comprehensive, scientifically based reading instruction under section 122A.06, subdivision 4, and their knowledge and understanding of the foundations of reading development, the development of reading comprehension, and reading assessment and instruction, and their ability to integrate that knowledge and understanding.

(f) The board must adopt rules requiring teacher educators to work directly with elementary or secondary school teachers in elementary or secondary schools to obtain periodic exposure to the elementary or secondary teaching environment.

(g) The board must grant licenses to interns and to candidates for initial licenses based on appropriate professional competencies that are aligned with the board's licensing system and students' diverse learning needs. All teacher candidates must have preparation in English language development and content instruction for English learners in order to be able to effectively instruct the English learners in their classrooms. The board must include these licenses in a statewide differentiated licensing system that creates new leadership roles for successful experienced teachers premised on a collaborative professional culture dedicated to meeting students' diverse learning needs in the 21st century, recognizes the importance of cultural and linguistic competencies, including the ability to teach and communicate in culturally competent and aware ways, and formalizes mentoring and induction for newly licensed teachers provided through a teacher support framework.

(h) The board must design and implement an assessment system which requires a candidate for an initial license and first continuing license to demonstrate the abilities necessary to perform selected, representative teaching tasks at appropriate levels.

(i) The board must receive recommendations from local committees as established by the board for the renewal of teaching licenses. The board must require licensed teachers who are renewing a continuing license to include in the renewal requirements further preparation in English language development and specially designed content instruction in English for English learners.

(j) The board must grant life licenses to those who qualify according to requirements established by the board, and suspend or revoke licenses pursuant to sections 122A.20 and 214.10. The board must not establish any expiration date for application for life licenses.

(k) The board must adopt rules that require all licensed teachers who are renewing their continuing license to include in their renewal requirements further preparation in the areas of using positive behavior interventions and in accommodating, modifying, and adapting curricula, materials, and strategies to appropriately meet the needs of individual students and ensure adequate progress toward the state's graduation rule.

(l) In adopting rules to license public school teachers who provide health-related services for disabled children, the board shall adopt rules consistent with license or registration requirements of the commissioner of health and the health-related boards who license personnel who perform similar services outside of the school.

(m) The board must adopt rules that require all licensed teachers who are renewing their continuing license to include in their renewal requirements further reading

preparation, consistent with section 122A.06, subdivision 4. The rules do not take effect until they are approved by law. Teachers who do not provide direct instruction including, at least, counselors, school psychologists, school nurses, school social workers, audiovisual directors and coordinators, and recreation personnel are exempt from this section.

(n) The board must adopt rules that require all licensed teachers who are renewing their continuing license to include in their renewal requirements further preparation, first, in understanding the key warning signs of early-onset mental illness in children and adolescents and then, during subsequent licensure renewal periods, preparation may include providing a more in-depth understanding of students' mental illness trauma, accommodations for students' mental illness, parents' role in addressing students' mental illness, Fetal Alcohol Spectrum Disorders, autism, the requirements of section 125A.0942 governing restrictive procedures, and de-escalation methods, or best practice for suicide prevention training, among other similar topics.

Sec. 2. Minnesota Statutes 2014, section 145.56, subdivision 2, is amended to read:

Subd. 2. **Community-based programs.** To the extent funds are appropriated for the purposes of this subdivision, the commissioner shall establish a grant program to fund:

(1) community-based programs to provide education, outreach, and advocacy services to populations who may be at risk for suicide;

(2) community-based programs that educate community helpers and gatekeepers, such as family members, spiritual leaders, coaches, and business owners, employers, and coworkers on how to prevent suicide by encouraging help-seeking behaviors;

(3) community-based programs that educate populations at risk for suicide and community helpers and gatekeepers that must include information on the symptoms of depression and other psychiatric illnesses, the warning signs of suicide, skills for preventing suicides, and making or seeking effective referrals to intervention and community resources; ~~and~~

(4) community-based programs to provide evidence-based suicide prevention and intervention education to school staff, parents, and students in grades kindergarten through 12, and for students attending Minnesota colleges and universities;

(5) community-based programs to provide evidence-based suicide prevention and intervention to public school nurses, teachers, administrators, coaches, school social workers, peace officers, firefighters, emergency medical technicians, advanced emergency medical technicians, paramedics, primary care providers, and others; and

(6) community-based, evidence-based postvention training to mental health professionals and practitioners in order to provide technical assistance to communities after a suicide and to prevent suicide clusters and contagion.

Sec. 3. Minnesota Statutes 2014, section 145.56, subdivision 4, is amended to read:

Subd. 4. **Collection and reporting suicide data.** (a) The commissioner shall coordinate with federal, regional, local, and other state agencies to collect, analyze, and annually issue a public report on Minnesota-specific data on suicide and suicidal behaviors.

(b) The commissioner, in consultation with stakeholders, shall submit a detailed plan identifying proposed methods to improve the timeliness, usefulness, and quality of suicide-related data so that the data can help identify the scope of the suicide problem, identify high-risk groups, set priority prevention activities, and monitor the effects of suicide prevention programs. The report shall include how to improve external cause of injury coding, progress on implementing the Minnesota Violent Death Reporting System, how to obtain and release data in a timely manner, and how to support the use of psychological autopsies.

(c) The written report must be provided to the chairs and ranking minority members of the house of representatives and senate finance and policy divisions and committees with jurisdiction over health and human services by February 1, 2016.

Sec. 4. **APPROPRIATIONS; COMMISSIONER OF HEALTH.**

(a) \$100,000 in fiscal year 2016 and \$100,000 in fiscal year 2017 are appropriated from the general fund to the commissioner of health to provide training as required in Minnesota Statutes, section 145.56, subdivision 2, clause (5).

(b) \$50,000 in fiscal year 2016 and \$50,000 in fiscal year 2017 are appropriated from the general fund to the commissioner of health to provide training as required in Minnesota Statutes, section 145.56, subdivision 2, clause (6).

Sec. 5. **APPROPRIATIONS; TEXT MESSAGE SUICIDE PREVENTION PROGRAM.**

\$1,500,000 in fiscal year 2016 and \$1,500,000 in fiscal year 2017 are appropriated from the general fund to the commissioner of health for a grant to a nonprofit organization to establish and implement a statewide text message suicide prevention program. The program shall implement a suicide prevention counseling text line designed to use text messaging to connect with crisis counselors, to obtain emergency information, and to

6.1 make referrals to local resources within the community. The program shall include  
6.2 training in schools and communities to encourage use of the program.

6.3 Sec. 6. **APPROPRIATIONS; MENTAL HEALTH FIRST AID TRAINING.**

6.4 \$22,000 in fiscal year 2016 and \$23,000 in fiscal year 2017 are appropriated from  
6.5 the general fund to the commissioner of health to provide children and adolescents mental  
6.6 health first aid training to teachers, social service personnel, law enforcement, and others  
6.7 who come into contact with children with mental illnesses.