

CHAPTER 3500

STATE BOARD OF EDUCATION

PUBLIC SCHOOL REQUIREMENTS

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3500.0500 [Repealed, L 1993 c 224 art 12 s 39]

INCLUSIVITY

3500.0550 INCLUSIVE EDUCATIONAL PROGRAM.

Subpart 1. **Establishment of a plan.** The school board in each district shall adopt a written plan to assure that the curriculum developed for use in district schools establishes and maintains an inclusive educational program. An inclusive educational program is one that employs a curriculum that is developed and delivered so that students and staff gain an understanding and appreciation of:

A. The cultural diversity of the United States. Special emphasis must be placed on American Indians/Alaskan natives, Asian Americans/Pacific Islanders, Black Americans, and Hispanic Americans. The program must reflect the wide range of contributions by and roles open to Americans of all races and cultures.

B. The historical and contemporary contributions of women and men to society. Special emphasis must be placed on the contributions of women. The program must reflect the wide range of contributions by and roles open to American women and men.

C. The historical and contemporary contributions to society by handicapped persons. The program must reflect the wide range of contributions by and roles open to handicapped Americans.

Subp. 2. **Specifications for the plan.** The current plan must:

A. address the manner in which the multicultural and gender fair concepts in subpart 1, items A, B, and C are to be incorporated into the curriculum goals, learner outcomes, and evaluation processes established in the district;

B. determine the extent to which the district curriculum advisory committee established by Minnesota Statutes, section 126.666, subdivision 2, will be involved in implementing this part;

C. include evidence of substantive involvement by women, persons of color, and handicapped persons in the development of the plan. In communities with no persons of col-

or, the district shall use resource people available in the region, state, or nation whenever the plan is developed, reviewed, or revised;

D. include specific goals, objectives, and implementation timelines for the curriculum processes, content, and materials needed for each of the areas in subpart 1;

E. include procedures for systematic monitoring and evaluation of the plan; and

F. include a description of the program planned to provide in-service training for all staff in the areas related to subpart 1, items A, B, and C, and subpart 2, items D and E.

Subp. 3. Filing, reports, review, and revision.

A. The current plan must be on file in the administrative offices of the district and with the commissioner of children, families, and learning.

B. The district shall submit status reports on implementing the plan as requested by the commissioner.

C. The current plan must be reviewed at least every six years and be revised as necessary.

Statutory Authority: *MS s 121.11 subds 7,12*

History: *13 SR 2859; L 1995 1Sp3 art 16 s 13*

TEACHERS' LUNCH

3500.0600 TEACHERS' DUTY FREE LUNCH.

Subpart 1. [Repealed, L 1993 c 224 art 12 s 39]

Subp. 2. [Repealed, L 1993 c 224 art 12 s 39]

Subp. 3. **Teachers' lunch period.** Each teacher shall be provided with a duty free lunch period, scheduled according to school board policy.

Statutory Authority: *MS s 121.11 subd 7*

3500.0605 [Repealed, L 1993 c 224 art 12 s 39]

3500.0700 [Repealed, 13 SR 2684]

LIBRARY MEDIA PROGRAM

3500.0710 LIBRARY MEDIA PROGRAM.

Subpart 1. **Description, components.** The library media program provides all users, including students, teachers, and administrators, with resources for learning and with instructional programs and services. The program utilizes all types of informational resources including, but not limited to, books, people, periodicals, slides, filmstrips, films, audio, video, computer formats, and corresponding equipment.

The program's components shall include:

A. instruction in locating and using information;

B. instruction in the production of resources, upon request;

C. guidance in reading, listening, and viewing;

D. participation in curriculum development;

E. provision for in-service programs relating to information and technology, upon request;

F. administration and management of the media program;

G. development of a comprehensive collection of informational resources;

H. evaluation and selection of all types of resources;

I. organization of all types of resources and equipment;

J. use of educational technology including electronic and nonelectronic resources and equipment;

K. production of instructional resources for teachers, upon request;

L. provision for reference services and resources;

M. participation in information networking and utilization of developing educational innovations and technologies; and

N. a written scope and sequence of library media learner outcomes based on, but not limited to, outcomes contained in Model Learner Outcomes for Educational Media and Technology (E730), written and published by the Minnesota Department of Education, Division of Instructional Effectiveness, in 1986. The publication is incorporated by reference. The publication is available at the Legislative Reference Library, 645 State Office Building, 100 Constitution Avenue, St. Paul, Minnesota 55155, and from local libraries through the interlibrary loan system. In this item, "scope" and "sequence" have the meanings given in part 3500.1150, subpart 7.

Subp. 2. **Personnel.** In all schools, library media service appropriate to the enrollment and educational program shall be given by persons licensed for their positions.

Subp. 3. **Resources.** There shall be provided for the curriculum of the school, up-to-date resources and the necessary equipment and technological systems to use these resources. The resources shall include a variety of formats such as books, periodicals, and projected and electronic resources, selected in accordance with a school board adopted selection policy. Each year a percentage of the resources shall be updated.

Subp. 4. **Facilities.** There shall be a well-equipped central library media room, of a size appropriate to the enrollment in every elementary, middle, and secondary school building plus; in all new school buildings, the auxiliary space and facilities needed for work storage, viewing, listening, and conference purposes. In one- and two-room elementary schools, provisions shall be made for a library media service.

Statutory Authority: *MS s 121.11 subd 12*

History: *13 SR 2684*

NOTE: This part is repealed effective August 1, 1996. See Laws 1993, chapter 224, article 12, sections 39 and 41.

3500.0800 [Repealed, L 1993 c 224 art 12 s 39]

RULES EXEMPTIONS

3500.1000 EXEMPTIONS FOR EXPERIMENTAL AND FLEXIBLE SCHOOL YEAR PROGRAMS.

Subpart 1. **Request.** A district may request approval from the State Board of Education for an experimental program of study, a four-day school week, or a flexible school year program. They shall be designed to accomplish at least one of the following:

- A. improve instructional quality;
- B. increase cost effectiveness;
- C. make better use of community resources or available technology; or
- D. establish an alternative eligibility criteria intended to identify pupils in need of special education services.

Subp. 2. **Exemption from state rules.** If the proposed program is approved, the State Board of Education shall provide an exemption to state rules that otherwise would apply.

Subp. 3. **Contents of proposal.** The proposal shall include: specific state rules from which the district requests exemption, the goals and objectives of the program, the activities to be used to accomplish the objectives, a definite time limit which may not exceed three years, and the evaluation procedures to be used.

Subp. 4. **Participation and approval.** The district shall provide evidence that the district staff, pupils, and parents who would be affected, participated in the development and will participate in the annual review of the proposal, and that the proposal has the approval of the district school board.

Parents whose children will be involved shall be fully informed at the IEP meeting and shall have the opportunity to approve or disapprove placement in the experimental program.

Subp. 5. **Criteria for continuation.** If the State Board of Education finds that the program has met the proposed goals and objectives, the board shall authorize continuation of the program and specify the state rules from which the program is exempt and the period of time the program will be continued.

Statutory Authority: *MS s 14.05; 121.11; L 1994 c 647 art 3 s 23*

History: *19 SR 2432*

PUPIL FEES

3500.1050 DEFINITIONS FOR PUPIL FEES.

Subpart 1. **Applicability.** For the purposes of Minnesota Statutes, sections 120.72 to 120.76 the following terms have the meanings given them.

Subp. 2. **Curricular.** "Curricular" means those portions of the school program for which credit is granted. This definition applies equally to required or elective curricular programs.

Subp. 3. **Cocurricular.** "Cocurricular" means those portions of the school sponsored and directed activities designed to provide opportunities for pupils to participate in such experiences on an individual basis or in groups, at school and at public events, for improvement of skills. Cocurricular activities have one or more of the following characteristics:

- A. are for credit or required for graduation;
- B. are conducted at regular and uniform times during school hours, or if at times other than school hours, are established by school authorities;
- C. are directed or supervised by instructional staff in a learning environment similar to that found in courses offered for credit; and
- D. are primarily or totally funded by public moneys for general instructional purposes under direction and control of the local board of education. Any deficits resulting from these activities are always subsidized by general school funds.

Subp. 4. **Noncurricular.** "Noncurricular" activities means those activities that include all direct and personal services for public school pupils for their enjoyment that are managed and generally operated under the guidance of an adult or staff member. Noncurricular activities have all of the following characteristics:

- A. are not for credit or required for graduation;
- B. are conducted for the most part during other than school hours, or if partly during school hours, at times agreed by the participants, and approved by school authorities;
- C. the content of the activities is determined primarily by the interests of the student participants and their parents with only the guidance of the staff member or other adult; and
- D. with the possible exception of direct costs of any salaries and indirect costs of the use of school facilities, the activity is self-sustaining as all other expenses are met by dues, admissions or other pupil fund raising events.

Subp. 5. **Extracurricular.** "Extracurricular" has the same meaning as noncurricular.

Subp. 6. **Supplementary.** "Supplementary" has the same meaning as noncurricular.

Subp. 7. **Regular school day.** "Regular school day" means that which is defined in part 3500.1500 for middle and secondary pupils and in part 3500.1200 for elementary pupils.

Statutory Authority: *MS s 121.11 subd 7*

LEARNER GOALS, OUTCOMES**3500.1060 LEARNER GOALS.**

Subpart 1. **Definition.** Learner goals are a series of statements that describe the knowledge, skill, processes, values, and attitudes that a learner can expect to achieve as a result of active participation in K–12 public education. They are based on the presumed current and future intellectual, social, emotional, physical, and career/vocational needs of students and adults in contemporary society.

Subp. 2. **Learner goals.** Each district shall use the learner goals contained below as the basis for defining program level learner outcomes that are directly reflected in the district's course and program offerings.

- A. To effectively participate in learning activities, each learner will:
 - (1) master reading literacy to gather information and data, gain perspective and understanding, and as a leisure time activity;
 - (2) master writing to explain, describe, and express a point of view and feelings;

(3) master listening to gather information and data and gain perspective and understanding;

(4) master speaking to explain, describe, express a point of view and feelings, and to discuss an issue;

(5) master numerical literacy to apply mathematical functions to life situations;

(6) master the use of a variety of tools, including electronic technology to enhance learning;

(7) master viewing and observing to gather information and data and gain perspective and understanding; and

(8) apply skills in self-expression through visual and performing arts.

B. To provide a foundation for meaning in life, each learner will accumulate and apply knowledge and develop the understanding to:

(1) participate in lifelong learning;

(2) live within local, state, national, and world political and social structures;

(3) examine personal beliefs and values and their relationship to behavior;

(4) make ethical and moral decisions;

(5) be a responsible citizen of the community, nation, and world;

(6) practice stewardship of the land, natural resources, and environment;

(7) know the impact of human life on nature and the impact of natural phenomena on human life;

(8) express self through artistic creation;

(9) know career options and the general education requirements for each;

(10) know world and national economic conditions to make informed decisions on consumer products, occupations, and career needs and use of resources;

(11) select or prepare for a series of occupations that will personally satisfy and suit one's skills and interests;

(12) manage personal affairs;

(13) understand the physical world using systematic problem-solving strategies;

(14) communicate and relate effectively in a language and about a culture other than one's own; and

(15) know the importance of geographic location in the functioning of contemporary society.

C. To think, decide, resolve issues, and meet needs creatively, each learner will be able to:

(1) compare, differentiate, and relate information and facts and apply knowledge;

(2) combine various facts, situations, and theories to formulate new and original hypotheses or to develop new solutions;

(3) critique and make judgments about materials, conditions, theories, and solutions;

(4) generate and value creative alternatives; and

(5) apply the concepts and processes of sciences.

D. To value, understand, and accept human interdependence, each learner will be able to:

(1) seek interactions and feel comfortable with persons who are different in race, religion, social level, or personal attributes;

(2) understand the basic interdependence of the biological and physical resources of the environment;

(3) understand the interrelationships among complex organizations and agencies in modern society;

(4) understand society's responsibility for dependent persons of all ages in a manner consistent with both their growth and development needs and the needs of society; and

(5) understand how the citizens of the United States are geographically and socially connected to people and places in other parts of the world.

E. To value, understand, and accept the diversity of humankind, each learner will be able to:

(1) base actions and decisions on the knowledge that individuals differ in many ways;

(2) base actions and decisions on the knowledge that values and behaviors differ from one social group to another;

(3) base actions and decisions on the understanding that lifestyles and behaviors reflect the value system of the societies in which they were learned;

(4) judge other's actions with an understanding of the personal and social context of that action;

(5) accept that there is more than one way of being human;

(6) base actions and decisions on the understanding that as individuals move from one society to another they can learn lifestyles and can learn to behave appropriately in different social contexts; and

(7) act on the belief that human behavior is influenced by many factors and is best understood in terms of the context in which it occurred.

F. To address human problems through group effort, each learner will develop the knowledge, skills, values, and attitudes essential to:

(1) act in accordance with a basic ethical framework incorporating the values that contribute to successful community life such as honesty, fairness, compassion, and integrity;

(2) understand the importance of working in groups to achieve mutual goals; and

(3) be able to provide leadership in resolving personal and societal issues.

G. Each learner will be able to effectively resolve conflicts with and among others by:

(1) assuming responsibility to form productive and satisfying relationships with others based on respect, trust, cooperation, consideration, and caring for other persons;

(2) acting on the belief that each individual has value as a human being and should be respected as a worthwhile person; and

(3) resolving conflict in a manner most beneficial to society.

H. Each learner will be able to act on contemporary events and issues with a perspective of their historical origins:

(1) understanding the origins, interrelationships, and effects of beliefs, values, and behavior patterns in world cultures;

(2) understanding one's own culture and historical heritage through the literary, aesthetic, and scientific traditions of the past;

(3) being familiar with the ideas that have inspired and influenced humankind; and

(4) understanding the manner in which heritages and traditions of the past influence the direction and values of society.

I. Each learner will develop a positive attitude toward self, demonstrated through:

(1) a feeling of positive self-worth, security, and self-assurance;

(2) a willingness to live with one's strengths and weaknesses;

(3) a basic understanding of one's own body, its systems and physiology, and a positive attitude toward one's own physical appearance;

(4) understanding that efforts to develop a better self contribute to the development of a better society;

(5) understanding that self-concept is acquired by interaction with other people; and

(6) appropriate control or release of emotions.

J. To set and achieve personal goals, each learner will develop the ability to:

- (1) select appropriate personal learning goals;
- (2) make decisions about one's life;
- (3) plan, act, and organize to realize one's goals;
- (4) accept responsibility for personal decisions and actions;
- (5) work now for goals to be realized in the future; and
- (6) select viable alternatives for actions in changing circumstances.

K. To cope with change, each learner will develop the ability to:

(1) initiate appropriate change while respecting existing structures and concepts;

(2) tolerate ambiguity;

(3) understand that coping with change is a lifelong process;

(4) understand and accept the changing nature of work and the potential need to change careers several times;

(5) use career information and counseling services to make informed and satisfying vocational choices; and

(6) understand that all knowledge is tentative and that as new discoveries are made the knowledge base grows.

L. To lead a healthy and fulfilling life, each learner will:

(1) assume responsibility for one's own physical and mental health and safety by establishing a daily regime of health behaviors that will maintain mental and physical health and motor fitness;

(2) make informed decisions about health products and services;

(3) make a lifestyle that promotes healthful family living;

(4) understand public health measures and their effect on the individual, family, community, and environment; and

(5) be able to enjoy play-skill activities that include understanding, cooperation, accepting rules, controlling emotions, following group process, and acquiring self-satisfaction.

M. To lead a productive life and actively contribute to the economic well-being of our society, each learner will develop the work readiness skills of:

(1) applying the basic skills of communications, computation, and scientific principles to real-life situations in a technological society;

(2) defining and interpreting the nature of the work force in terms of one's own challenges and opportunities;

(3) leadership and citizenship necessary to succeed as an active agent in a changing work force;

(4) understanding employment opportunities, job seeking and keeping, and specific work as they relate to transition from school to economic productivity;

(5) developing pride in good work and expecting quality in products and services; and

(6) adopting a positive attitude toward work including the acceptance of the necessity of making a living and an appreciation of the value and dignity of work.

Statutory Authority: *MS s 121.11*

History: *14 SR 2000*

NOTE: This part is repealed effective August 1, 1996. See Laws 1993, chapter 224, article 12, sections 39 and 41.

3500.1075 PROGRAM LEVEL LEARNER OUTCOMES.

Subpart 1. **Definition.** Program level learner outcomes are a series of statements that define the scope and intended breadth of study of a subject area. They represent the contribution that the subject area makes to the full range of learner goals identified in part 3500.1060.

Subp. 2. **Applicability.** The program level learner outcomes included in this subpart apply to subject areas identified in chapter 3500. Each district shall:

A. develop K–12 learning experiences which are identified in parts 3500.1150, 3500.1600, 3500.1900, and 3500.2020, in a manner that will provide opportunities for student attainment of the program level learner outcomes in subparts 3 to 10;

B. integrate learning experiences into the programs developed under item A in a manner that will provide opportunities for student attainment of the program level learner outcomes in subpart 11; and

C. use the program level learner outcomes as the basis for identification of their course, unit, and lesson learner outcomes.

Subp. 3. **Fine arts.** Fine arts includes music, theater, dance, visual art, and media arts. Opportunities will be provided for each student to learn to:

A. listen, observe, read, write, and move, especially in relation to symbolic and/or nonverbal visual and aural communications;

B. demonstrate artistic expression through production and performance in stages of problem formulation through solution;

C. analyze and understand the relationships among cultures, styles, and historical periods;

D. create, compose, arrange, and improvise through approaches or techniques using artistic media, the body, instruments, and/or the voice;

E. interpret, evaluate, and/or judge artistic works or expressions; and

F. understand and explore career opportunities in the fine arts.

Subp. 4. **Health.** Opportunities will be provided for each student to learn to:

A. understand the consequences of chemical abuse and tobacco use and apply prevention strategies;

B. apply prevention strategies to control accidents and injuries and demonstrate skills in first aid and cardiopulmonary resuscitation;

C. understand how and apply prevention strategies to control sexually transmitted diseases including human immunodeficiency virus infection and acquired immunity deficiency syndrome and other infectious diseases;

D. understand and apply prevention strategies that reduce the risk of cardiovascular disease, cancer, and other noninfectious diseases;

E. understand and apply behaviors that promote mental/emotional health including stress reduction, suicide prevention, and alternatives to violent and abusive behaviors;

F. understand and apply behaviors that promote positive sexual and reproductive practices;

G. understand and apply prevention and reduction strategies to the consequences of environmental health hazards;

H. understand and apply positive parenting skills;

I. understand individual responsibilities to the health of the community and society;

J. understand life cycle adaptations of humans; and

K. value and understand personal health, nutrition, and physical fitness practices.

Subp. 5. **Language arts.** Opportunities will be provided for each student to learn to:

A. understand the interrelatedness of receptive and expressive language through listening, speaking, reading, and writing;

B. apply active listening skills;

C. apply oral communication skills;

- D. read independently for a variety of purposes;
- E. write independently for a variety of purposes;
- F. expand one's view of the world through empathetic, ethical, and aesthetic explorations of a variety of literature; and

G. adjust one's communication mode for varied audiences and purposes.

Subp. 6. **Mathematics.** Opportunities will be provided for each student to learn to:

- A. apply mathematics in real life problem solving;
- B. apply mathematics as a means of communicating ideas and relationships;
- C. apply mathematical reasoning to follow and judge logical arguments;
- D. value mathematics as an integrated, connected body of knowledge;
- E. apply computation and estimation, when appropriate;
- F. apply number relationships and functions;
- G. apply patterns, relationships, and number operations in everyday situations;
- H. understand geometric and spatial relationships that involve commonly encountered shapes and their uses;
- I. apply measurement, statistical descriptions and analysis, and probabilistic thinking to make decisions; and
- J. apply technology, when appropriate.

Subp. 7. **Physical fitness and wellness.** Opportunities will be provided for each student to learn to:

- A. develop and maintain a personal optimal level of health-related physical fitness and wellness;
- B. acquire knowledge of health-related physical fitness and wellness and personal self-assessment in each;
- C. understand the significance of lifestyle to one's health-related physical fitness and wellness;
- D. acquire skills, knowledge, and motivation to incorporate a wide variety of physical activities that have lifelong appeal; and
- E. integrate and relate physical fitness and wellness knowledge and skills with knowledge and skills developed in other subject areas.

Subp. 8. **Science.** Opportunities will be provided for each student to learn to:

- A. apply the basic scientific concepts including cause-effect, change, cycles, energy/matter, equilibrium/homeostasis, interaction, fundamental entities, probability, patterns and symmetry, and system;
- B. apply skills related to higher order thinking including observing, inferring, classifying, using numbers, measuring, space/time relationships, predicting, communicating, formulating hypotheses, using common mathematical and scientific symbols, interpreting data, identifying and controlling variables, scientific model building, and conducting an experiment;
- C. understand the personal dimensions of science and technology and how to apply concepts and thinking skills to everyday life, to develop the ability to apply the basic scientific concepts to their technological world, to understand major issues facing society, and to use that ability to make intelligent decisions at the polls;
- D. develop an attitude toward science that includes a realistic perspective regarding scientists and their role in society;
- E. understand the nature of science as one way of knowing that includes commitment to the use of a particular approach to problem solving, rationality, open-mindedness, tentativeness, and ethical implications; and
- F. develop the necessary skills that allow each to use information resources to read and write about scientific topics.

Subp. 9. **World languages and culture.** Opportunities will be provided for each student to learn to:

- A. understand the culture, customs, and traditions of the countries in which the language is native in order to function in everyday situations recognizing similarities and differences with the student's own culture;

B. know and value the inseparable relationship of languages and culture and develop strategies for examining other cultures;

C. begin to create with language, both orally and in writing, producing recombinations, short messages, descriptions, and narrations;

D. listen to understand basic facts and main ideas and carry out directions in everyday situations related to school, home, and community;

E. ask and answer simple questions in areas of immediate personal need and begin to maintain simple face-to-face conversations on familiar topics;

F. read and understand common messages, such as directions, signs, advertisements, menus, schedules, and information presented in the simplest connected material dealing with familiar topics;

G. communicate in writing on familiar topics, such as forms, lists, questions/answers, and simple paragraphs in everyday situations;

H. make generalizations about how languages operate;

I. develop the necessary knowledge, skills, processes, values, and attitudes for language learning to make subsequent study even more successful and satisfying; and

J. value learning another language in order to interact with another culture.

Subp. 10. Vocational subject areas.

A. In agricultural occupations, opportunities will be provided for each student to learn to:

(1) evaluate alternative solutions to problems in agriculture;

(2) apply basic academic knowledge to practical agricultural applications;

(3) apply basic academic and specific agricultural occupational skills in agricultural experiences and entrepreneurial activities;

(4) develop positive feelings of self-worth through applications in agriculture;

(5) develop and explain a personal philosophy about the importance of the economic and social value of agriculture as an industry and as a force in a global society;

(6) explain the economic and social impacts of decision-making in agriculture with special emphasis on the local socioeconomic community;

(7) apply the concept that agricultural marketing involves the production, distribution, promotion, and pricing of agricultural products in the free enterprise system to satisfy customer needs in a profitable manner;

(8) value the importance of careers of choice;

(9) evaluate the role of agriculture in a changing environment, including the need to maintain the world's ecosystem; and

(10) create and value a safe environment for both work and leisure.

B. In business, opportunities will be provided for each student to learn to:

(1) understand economic principles, including consumer and personal economics;

(2) understand management principles and applications;

(3) understand business law concepts and applications;

(4) understand business operations, structure, and workflow in a changing business world;

(5) understand principles of international business;

(6) understand how to access and analyze information and make decisions based on this information;

(7) understand advanced business ownership principles, including business finance, risk taking, and entrepreneurship; and

(8) understand accounting principles.

C. In consumer home economics, opportunities will be provided for each student to learn to:

(1) recognize the nature and purpose of the family and parenting from a historical, political, and cultural perspective;

- (2) understand and appreciate the complexity and diversity of child development and parenting practices;
- (3) develop skills for positive family relationships;
- (4) analyze individual and family food and nutrition-related health needs throughout the life cycle;
- (5) identify and understand individual and family housing needs throughout the life cycle;
- (6) identify the process for managing family and community resources;
- (7) understand the impact of consumer behavior, individually and collectively, on the economic structure;
- (8) understand the role of the family from a historical, political, and cultural perspective;
- (9) assess the reciprocal nature and impact of science and technology on individuals and families;
- (10) engage in reasoned decision-making, make judgments, and take action to solve problems of the home and family; and
- (11) identify and assess sources of information and assistance that are available to individuals and families in society.

D. In health occupations, opportunities will be provided for each student to learn to:

- (1) understand the range of health industry occupations;
- (2) understand the health-illness continuum and relate motivating factors;
- (3) understand the difference between law and ethics as related to health occupations;
- (4) know the relationship between the structure and function of each body part to its area of specialty in health careers;
- (5) know the anatomy, physiology, and related medical terminology of the body systems;
- (6) know the common medical abbreviations and medical terminology used in health careers;
- (7) know patient and employee safety procedures as related to health careers; and
- (8) understand therapeutic verbal and nonverbal communication used by patients and caregivers.

E. In marketing occupations, opportunities will be provided for each student to learn to:

- (1) understand economic principles, including consumer and personal economics;
- (2) understand management principles and applications;
- (3) understand marketing concepts and applications;
- (4) understand marketing operations, structure, and workflow in a changing business world;
- (5) understand principles of international business;
- (6) access and analyze information and make marketing decisions;
- (7) understand advanced business ownership principles; and
- (8) understand accounting principles.

F. In service occupations, opportunities will be provided for each student to learn to:

- (1) understand accepted standards for entry level employment in the service business/industry;
- (2) understand business and industry standards for safety and sanitation in the individual service industry areas;
- (3) explore a variety of service industry careers;

- (4) experience the latest technology in the service industry;
- (5) recognize the mutual interdependence of national and global economy within the service business/industry;
- (6) develop customer relations skills appropriate to service business/industry;
- (7) develop an appreciation of serving and working with diverse populations; and
- (8) apply decision-making and problem solving skills.

G. In industrial technology occupations, opportunities will be provided for each student to learn to:

- (1) analyze applications of a variety of technologies to trade and industry;
- (2) apply the knowledge within one of the current or emerging occupations in trade and industry;
- (3) understand the interrelationships among communication, energy and power use, production, and transportation technologies;
- (4) understand industry as an organized structure that uses resources to produce goods, services, and information;
- (5) apply the concepts of science, mathematics, and communications to solve technological problems;
- (6) use industrial tools, materials, and equipment safely and effectively;
- (7) develop career plans through participation in a variety of industrial technology learning activities;
- (8) assess current and emerging industrial/technical occupations as they relate to business and entrepreneurial opportunities; and
- (9) assess the impact of industry and technology on the environment.

Subp. 11. Subject areas to be integrated into all courses and programs.

A. In career and work readiness, opportunities will be provided for each student to learn to:

- (1) understand the influence of a positive self-concept on career development;
- (2) develop interpersonal and social skills required for positive interaction with others;
- (3) understand the interrelationships of emotional and physical development and career decision making;
- (4) understand the relationship between educational achievement and career planning, training, and placement;
- (5) develop positive attitudes toward work and learning;
- (6) develop skills for locating, evaluating, and interpreting information about career opportunities;
- (7) develop work readiness and employability skills, including preparing, locating, obtaining, maintaining, and advancing in a job;
- (8) understand how societal needs and functions influence the nature and structure of work;
- (9) develop skills in making decisions and choosing alternatives in planning for and pursuing educational and career goals;
- (10) understand the interrelationship of life roles and careers;
- (11) understand the continuous changes in male/female roles and how they relate to career decisions; and
- (12) develop skills in career exploration, planning, and decision making.

B. In environmental issues, opportunities will be provided for each student to learn to:

- (1) understand ecological systems;
- (2) develop personal appreciation, sensitivity, and stewardship of the environment;

(3) understand cause and effect relationships between humans and the environment;

(4) evaluate alternative responses to environmental concerns or issues before deciding on a course of action or no action; and

(5) understand ways in which planning or no planning influences the future.

C. In family life and parenting, opportunities will be provided for each student to learn to:

(1) define and comprehend the meaning and significance of family and parenting from a personal, community, national, and global perspective;

(2) examine the responsibility of the family to the welfare of the community, society, and economy;

(3) understand and appreciate the diversity of parenting beliefs and practices;

(4) understand the roles of the family from a historical, political, and cultural perspective;

(5) understand the significance of the environment in fostering self-esteem, self-image, and identity;

(6) develop communication skills to promote satisfying family relationships and resolve conflicts;

(7) understand problem recognition and analysis in reference to individual and family beliefs and cultural values;

(8) identify personal and social attributes and skills of individuals that are critical to making appropriate parenting decisions and choices;

(9) identify and assess sources of information and community resources that are available to individuals and families;

(10) understand the interdependence between lifestyles and the career one chooses;

(11) understand the relationship of technological changes to family life and parenting;

(12) assess the reciprocal affect parenting practices have on the development of children and their parents;

(13) understand decision making, judgment, and action in regard to management of family and parenting roles; and

(14) understand the causes and effects of violence within the family in order that they not become abusers or victims of abuse in their future relationships.

D. In information technology, opportunities will be provided for each student to learn to:

(1) apply technology;

(2) know basic operations, terminology, and concepts of technology systems;

(3) apply technology in problem solving;

(4) understand ways in which working together with others using technology helps increase productivity;

(5) explain the social, economic, and political implications of technology;

(6) understand ways in which technology can enhance artistic expression;

(7) apply the ethical and legal principles regarding information and technology;

(8) understand the nature and process of change; and

(9) recognize the capabilities of various technologies to shape thought and opinions within and across a country's borders.

E. In international perspectives, opportunities will be provided for each student to learn to:

(1) understand diversity;

(2) understand the world as a series of emerging interdependent systems;

(3) develop the ability to maintain effective working relationships with people representing other cultures and points of view;

- (4) understand the nature and process of change;
- (5) understand prevailing world conditions; and
- (6) understand emerging international/global trends.

F. In media, opportunities will be provided for each student to learn to:

- (1) access information using a variety of resources and equipment;
- (2) process information by applying reading, listening, viewing, and thinking

skills;

(3) communicate information by designing, producing, presenting, and evaluating messages in a variety of formats; and

- (4) evaluate information presented by self and others.

G. In youth service, opportunities will be provided for each student to learn to:

- (1) increase sense of personal worth and competence;
- (2) develop better understanding of personal skills and abilities;
- (3) apply academic knowledge and skills to real life situations;
- (4) develop concern for the welfare of others and a commitment to social responsibility; and

(5) understand and appreciate people from diverse backgrounds and life situations.

Statutory Authority: *MS s 121.11*

History: *14 SR 2000*

NOTE: This part is repealed effective August 1, 1996. See Laws 1993, chapter 224, article 12, sections 39 and 41.

3500.1090 [Repealed, L 1993 c 224 art 12 s 39]

REQUIREMENTS FOR ELEMENTARY SCHOOLS

3500.1100 ELEMENTARY SCHOOL CURRICULUM.

Subpart 1. **Common branches.** The following common branches of learning, or subjects, shall be included in grades K to 6 or K to 8 in the elementary curriculum: art; health and safety; language arts, including media center skills, listening, oral communication, reading and children's literature, written communication, handwriting and spelling; mathematics; music; physical education; science and environmental education; and social studies.

Subp. 2. **Method of instruction.** The common branches may be taught separately, paired, or clustered for instructional purposes.

Subp. 3. **Physical education time requirements.** Physical education in elementary schools shall be scheduled as follows: grades one and two, one 10-minute period and one 25-minute period daily; grades three through eight, one 30-minute period daily.

Subp. 4. **Youth service-learning.** Youth service-learning must be integrated into the elementary school curriculum.

Subp. 5. **Youth service activities.** A school district must provide opportunities for students to participate in youth service activities. Participation in youth service activities outside of the school must be voluntary on the part of the student.

Statutory Authority: *MS s 121.11*

History: *14 SR 480*

NOTE: This part is repealed effective August 1, 1996. See Laws 1993, chapter 224, article 12, sections 39 and 41.

3500.1150 REQUIRED OFFERINGS FOR ELEMENTARY SCHOOLS.

Subpart 1. **Curriculum offerings.** The school board in each district, with teacher involvement, shall:

A. offer broad and balanced elementary school curriculum that is appropriate to the developmental levels of the learners in the physical, social, emotional, and cognitive areas;

B. base its curriculum on the philosophy and goals adopted by the school board to incorporate the learner goals in part 3500.1060 and adapted by the board for each elementary school to reflect the individual school needs;

C. design and implement its curriculum, including the course, unit, and lesson learner outcomes for each program and course, in a manner that assists student achievement of the program level learner outcomes in part 3500.1075; and

D. integrate program and unit level learner outcomes from several subject areas in all programs and courses, as appropriate.

Subp. 2. **Required curriculum offerings.** The curriculum offerings listed in this subpart are required curriculum offerings or common branches for kindergarten through the last elementary grade in each elementary school.

A. Communications/language arts, including:

- (1) listening/speaking;
- (2) reading/writing;
- (3) children's literature; and
- (4) language study: structure and meaning.

B. Mathematics.

C. Art, including:

- (1) observing;
- (2) producing; and
- (3) valuing and judging.

D. Music, including:

- (1) describing sounds;
- (2) producing sounds; and
- (3) organizing sounds.

E. Science, including:

- (1) earth science;
- (2) life science;
- (3) physical science; and
- (4) process skills.

F. Social studies from local to global, including:

- (1) anthropology;
- (2) economics;
- (3) geography;
- (4) history;
- (5) political science;
- (6) psychology; and
- (7) sociology.

G. Physical education, including:

- (1) body management;
- (2) motor and physical fitness; and
- (3) motor skills.

H. Health, including:

- (1) personal health;
- (2) mental health;
- (3) growth and development;
- (4) chemical and substances use and abuses;
- (5) nutrition; and
- (6) safety.

I. Environmental education, including:

- (1) natural context;
- (2) social context;
- (3) valuing context; and

(4) action context.

J. Media and technology, including:

- (1) equipment familiarity and use;
- (2) materials retrieval, selection, and use;
- (3) media production; and
- (4) viewing skills.

Subp. 3. **Optional curriculum offerings.** Other subjects as determined by the philosophy and goals of the district may be included in the curriculum, such as world languages and cultures, play in kindergarten, industrial arts, and home economics.

Subp. 4. **Balance among curriculum offerings.** A reasonable balance among required curriculum offerings shall consist of the following distribution at a minimum, yearly: one-third for communications/language arts; one-third for mathematics, art, and music; one-third for science, social studies, physical education, and health; provided that the curriculum balance may be adjusted to accommodate the needs of individual students. Optional curriculum offerings shall not alter the balance among required curriculum offerings.

Subp. 5. **Integration of required curriculum offerings.** Career and work readiness, environmental issues, information technology, international perspectives, family life and parenting, youth services, and media shall be taught in the context of the other required curriculum offerings. Although particular curriculum offerings in subpart 4 are clustered to indicate emphasis in a balanced elementary school curriculum, any curriculum offering may be taught in combination or cluster with any of the other offerings.

Subp. 6. **Components.** A school district's elementary curriculum must include the components listed in this subpart for each curriculum offering:

A. a coordinated scope and sequence from kindergarten through the last grade in each elementary school with school district coordination through grade 12; and

B. a means of evaluation of each curriculum offering and its coordinated scope and sequence.

Subp. 7. **Definitions.** In subpart 6:

A. "Scope" means the breadth and depth of a curriculum offering as defined by its content and objectives.

B. "Sequence" means the arrangement of objectives in a logical and developmental order.

Statutory Authority: *L 1984 c 463 art 7 s 26 subd 2; MS s 121.11*

History: *10 SR 16; 14 SR 480; 14 SR 2000*

NOTE: This part is repealed effective August 1, 1996. See Laws 1993, chapter 224, article 12, sections 39 and 41

3500.1200 ELEMENTARY SCHOOL DAY AND ORGANIZATION.

Subpart 1. **Length of school day.** In an elementary school, the minimum number of instructional hours per day, not including noon intermission, shall be as follows:

A. kindergarten, 2-1/2 hours;

B. grades 1, 2, and 3, 5 hours; and

C. grades 4 through 8 in elementary schools, 5-1/2 hours.

Subp. 2. **Kindergarten.** Kindergarten may be scheduled separately or in combination with another grade. A licensed kindergarten teacher shall be assigned to teach kindergarten students whether the kindergarten is separate or combined with another grade.

Statutory Authority: *MS s 121.11 subd 7*

NOTE: This part is repealed effective August 1, 1996. See Laws 1993, chapter 224, article 12, sections 39 and 41

3500.1400 [Repealed, L 1993 c 224 art 12 s 39]

REQUIREMENTS FOR MIDDLE AND SECONDARY SCHOOLS

3500.1500 GENERAL PROVISIONS FOR MIDDLE AND SECONDARY SCHOOL.

Subpart 1. **Length of school day.** In all middle and secondary schools the minimum length of the school day for each pupil, exclusive of the noon intermission, shall be six hours.

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Subp. 2. **Required and elective subjects.** Each of the required subject hours set forth in parts 3500.1600 and 3500.1900 to 3500.2100 must equal 60 minutes of instruction. The remaining number of hours in a school year may be used to provide required or elective subjects. The length of actual class periods may be determined by the district.

Statutory Authority: *MS s 121.11 subd 7*

NOTE: This part is repealed effective August 1, 1996. See Laws 1993, chapter 224, article 12, sections 39 and 41.

3500.1600 MIDDLE SCHOOL CURRICULUM.

Subpart 1. **Common branches and hours.** The following common branches of learning, or subjects, shall be required for the hours specified in a middle school:

Subjects	Minimum hours			
	Grades 6–8	Grades 6–9	Grades 5–8	Grades 5–9
Art	120	120	150	150
Communication skills	480	600	760	880
Health	90	90	120	120
Home economics or Industrial education	120	160	120	160
Mathematics	360	480	480	600
Music	120	120	150	150
Physical education	240	320	320	400
Science	360	480	480	600
Social studies	360	480	480	600

Subp. 2. **Subjects required in grades.** Communication skills, mathematics, physical education, science and social studies shall be required each year. Physical education shall be scheduled throughout the academic year for grades 7, 8, and 9. Art, music, and health shall be required in grades 5 and 6.

Subp. 3. **Youth service–learning.** Youth service–learning must be integrated into the middle school curriculum.

Subp. 4. **Youth service activities.** A school district must provide opportunities for students to participate in youth service activities.

Subp. 5. **Applicability.** The school board in each district, with teacher involvement, shall:

A. design and implement its curriculum, including the course, unit, and lesson learner outcomes for each program and course, in a manner that assists student achievement of the program level learner outcomes in part 3500.1075; and

B. integrate program level learner outcomes from career and work–readiness, environmental issues, information technology, international perspectives, family life and parenting, youth services, and media in all programs and courses, as appropriate.

Statutory Authority: *MS s 121.11*

History: *14 SR 480; 14 SR 2000*

NOTE: This part is repealed effective August 1, 1996. See Laws 1993, chapter 224, article 12, sections 39 and 41.

3500.1800 [Repealed, L 1993 c 224 art 12 s 39]

3500.1900 CURRICULUM FOR JUNIOR SECONDARY SCHOOLS.

Subpart 1. **Common branches and hours.** The following common branches of learning, or subjects, shall be required for the hours specified in a secondary school composed of grades 7, 8, and 9:

- A. Art, minimum hours, 90;
- B. Communication skills, minimum hours, 360;
- C. Health, minimum hours, 60;
- D. Home economics or industrial education, minimum hours, 150;

- E. Mathematics, minimum hours, 360;
- F. Music, minimum hours, 90;
- G. Physical education, minimum hours, 240;
- H. Science, minimum hours, 240; and
- I. Social studies, minimum hours, 360.

Subp. 2. **Scheduling.** Period length and grade placement of required and elective hours are at the discretion of the school board. However, each pupil must take at least 80 hours of physical education each year. Physical education must be scheduled throughout the academic year.

Subp. 3. **Youth service-learning.** Youth service-learning must be integrated into the junior secondary school curriculum.

Subp. 4. **Youth service activities.** A school district must provide opportunities for students to participate in youth service activities.

Subp. 5. **Applicability.** The school board in each district, with teacher involvement, shall:

A. design and implement its curriculum, including the course, unit, and lesson learner outcomes for each program and course, in a manner that assists student achievement of the program level learner outcomes in part 3500.1075; and

B. integrate program level learner outcomes from career and work readiness, environmental issues, information technology, international perspectives, family life and parenting, youth services, and media in all programs and courses, as appropriate.

Statutory Authority: *MS s 121.11*

History: *14 SR 480; 14 SR 2000*

NOTE: This part is repealed effective August 1, 1996. See Laws 1993 chapter 224, article 12, sections 39 and 41.

3500.2000 CURRICULUM FOR THREE-YEAR SENIOR SECONDARY SCHOOLS.

Subpart 1. **Common branches and hours.** The following common branches of learning, or subjects, and credits shall be required in a secondary school composed of grades 10, 11, and 12:

Subjects	Minimum Hours	Credit
Communication skills	360	3
Health	60	1/2
Physical education in grade 10	60	1/2
Social studies	240	2

Subp. 2. **Social studies.** Social studies must consist of 120 hours or one credit of studies of America, which includes American history, and 120 hours or one credit of contemporary world problems.

Subp. 3. **Youth service-learning.** Youth service-learning must be integrated into the three-year senior secondary school curriculum.

Subp. 4. **Youth service activities; credit.** A school district must provide opportunities for students to participate in youth service activities. The district shall acknowledge student participation in youth service activities through awarding credit. The district shall determine the amount of credit awarded for the activities.

Statutory Authority: *MS s 121.11*

History: *14 SR 480*

NOTE: This part is repealed effective August 1, 1996. See Laws 1993 chapter 224, article 12, sections 39 and 41.

3500.2010 [Repealed, 14 SR 2000]

3500.2020 REQUIRED COURSE OFFERINGS FOR SENIOR SECONDARY SCHOOLS.

Subpart 1. **School district options.** The school board in each district shall designate each of its senior secondary schools as either a three- or four-year school.

A. Schools designated as four-year schools shall offer programs and courses cited in this part as required for: grade 9; grades 10, 11, and 12; and grades 9, 10, 11, and 12.

B. Schools designated as three-year schools shall offer programs and courses cited in this part as required for: grades 9, 10, 11, and 12; and those cited as required for grades 10, 11, and 12.

C. Districts may meet the course requirements in this chapter through any method in part 3500.2950.

Subp. 2. **Applicability.** The school board in each district, with teacher involvement, shall:

A. design and implement its curriculum, including the course, unit, and lesson learner outcomes for each program and course, in a manner that assists student achievement of the program level learner outcomes in part 3500.1075; and

B. integrate program and unit level learner outcomes from several subject areas in all programs and courses as appropriate.

Subp. 3. **Course and program requirements.** The school board in each district shall provide the opportunity for all students to enroll in programs and courses cited in items A to M.

A. Agriculture occupations, business, consumer home economics, health occupations, marketing occupations, service occupations, and industrial technology occupations:

(1) Grade 9, optional;

(2) Grades 10, 11, and 12, each district shall select at least four of these subject areas, one of which shall be business or marketing, and offer at least one, one credit course in each.

To qualify as one of the four vocational areas, the program course, or series of courses must: (a) equal at least one credit; (b) provide opportunities for students to achieve the outcomes specified in part 3500.1075, subpart 10; and (c) be taught by a teacher with an appropriate regular or vocational license.

B. Career and work readiness, environmental issues, information technology, international perspectives, and media: Grades 9, 10, 11, and 12, each district shall integrate instruction of the program level learner outcomes for these subjects into all appropriate programs and courses.

C. Family life and parenting:

(1) Grade 9, each district shall integrate instruction of the program level learner outcomes for this subject into all appropriate programs and courses.

(2) Grades 10, 11, and 12, each district shall offer a one-half credit course in family life and parenting. The course may be offered as:

(a) a separate course;

(b) part of the two course, one-half credit each, sequence in health;

(c) part of the consumer and homemaking occupations course; or

(d) any other arrangement that results in student attainment of the program outcomes for this subject area.

D. Fine arts:

(1) Grade 9, each district shall offer one, one-half credit course in each of music and visual arts, and one, one-half credit course selected from theater arts, dance, or media arts.

(2) Grades 10, 11, and 12, each district shall offer the equivalent of three, one-half credit courses in each of music and visual arts and in any one or more of theater arts, dance, or media arts.

(3) Districts may design a single course to meet the minimum program requirement in fine arts and physical fitness and wellness if it addresses the program level learner outcomes for both physical fitness and wellness and the dance portion of fine arts.

(4) Districts may design a single course to meet the minimum program requirements in fine arts and language arts if it addresses the program level learner outcomes for both the speech portion of language arts and the theater arts portion of fine arts.

E. Health: Grades 9, 10, 11, and 12, each district shall offer two, one-half credit courses in health.

F. Language arts:

(1) Grade 9, each district shall offer one, one credit course balanced among:

- (a) listening and speaking;
- (b) writing; and
- (c) reading.

(2) Grades 10, 11, and 12, each district shall offer two, one credit courses that are balanced among:

- (a) listening and speaking;
- (b) writing; and
- (c) reading;

the equivalent of four, one-half credit courses, each of which emphasizes one or more elements of listening, speaking, writing, or reading.

(3) In addition, each district shall offer courses, programs, or services sufficient to assist all students to meet the district's assurance-of-mastery criteria for communication skills.

G. Mathematics:

(1) Grade 9, each district shall offer one, one credit course in algebra I.

(2) Grades 9, 10, 11, and 12, each district shall offer one, one credit fundamental mathematics concepts course sufficient for students to make progress toward the mathematics program level learner outcomes specified in part 3500.1075, subpart 6.

(3) Grades 10, 11, and 12, each district shall offer at least one, one credit course in each of algebra I, geometry, advanced algebra, and one, one credit course in advanced topics such as probability and statistics, discrete mathematics, precalculus, or calculus. At least one of the courses shall include trigonometry. Districts may develop a scope and sequence, by any course titles, for a four-year curriculum in mathematics that integrates these and other mathematical concepts selected by the district.

(4) In addition, each district shall offer courses, programs, or services sufficient to assist students to meet the district's assurance-of-mastery criteria for mathematics.

H. Physical fitness and wellness:

(1) Grade 9, each district shall offer one, one-half credit course in physical fitness and wellness.

(2) Grades 10, 11, and 12, each district shall offer one, one-half credit course in physical fitness and wellness.

(3) In addition, each district may provide the opportunity for each student to replace participation in a required course in physical fitness and wellness with the development and implementation of a three-year personalized fitness and wellness plan. The system by which a district implements such plans must:

- (a) be initiated at the beginning of grade 10;
- (b) be operated and maintained by a teacher licensed in physical education;
- (c) screen the current fitness and wellness status of each participating student;
- (d) specify annual improvement plans; and
- (e) monitor each student's progress each semester.

I. Science:

(1) Grade 9, each district shall offer one, one credit course in physical science.

(2) Grades 10, 11, and 12, each district shall offer three, one credit courses that provide instruction in the science program level learner outcomes, part 3500.1075, subpart 8, through studies in biology, chemistry, and physics.

J. Social studies:

(1) Grade 9, each district shall offer one, one credit course from the list in subitem (2).

(2) Grades 10, 11, and 12, each district shall offer one, one credit course that integrates two or more of history, geography, political science, and economics, the equivalent of three, one-half credit courses in history and geography of the state, nation, western, and nonwestern world; two, one-half credit courses in political science and political problems of the state, nation, western, and nonwestern world; two, one-half credit courses in personal, national, and international economics; and one, one-half credit course that provides a survey of social sciences other than history, geography, political science, and economics and including at least anthropology, sociology, and psychology.

K. World languages:

(1) Each district shall offer at least three, one credit courses in at least one language in addition to English.

(2) Each district may elect to offer these courses in any three consecutive grades, 7 through 12. Districts that elect grades other than 10, 11, and 12 for this world language sequence must offer courses, programs, or services on a continuing basis through grade 12 for each student to practice and maintain proficiency in the language.

L. Youth services:

(1) Grades 9, 10, 11, and 12, each district shall integrate instruction of the program level learner outcomes for this subject into all appropriate programs and courses.

(2) Grades 9, 10, 11, and 12, each district shall:

(a) provide opportunities for students to participate in and reflect upon the experiences in youth service activities within the school or community;

(b) acknowledge student participation in youth service activities through awarding credit; and

(c) determine the amount of credit for the activities.

M. Electives:

(1) Each three-year senior secondary school shall offer at least five, one credit courses selected from any of the subject areas, in addition to the specific requirements in items A to K.

(2) Each four-year senior secondary school shall offer at least six, one credit courses selected from any of the subject areas, in addition to the specific requirements in items A to K.

Statutory Authority: *MS s 121.11*

History: *14 SR 2000*

NOTE: This part is repealed effective August 1, 1996. See Laws 1993, chapter 224, article 12, sections 39 and 41.

3500.2100 CURRICULUM FOR FOUR-YEAR SENIOR SECONDARY SCHOOLS.

Subpart 1. Common branches and hours. The following common branches of learning, or subjects, and credits shall be required in a secondary school composed of grades 9, 10, 11, and 12, in addition to any unmet requirements from part 3500.1900:

Subjects	Minimum Hours	Credit
Communication skills	480	4
Social studies	360	3
Mathematics	120	1
Science	120	1
Physical education		
in grade 9	80	2/3
in grade 10	60	1/2
Health	60	1/2

Subp. 2. Social studies. Social studies must consist of 120 hours or one credit of studies of America, which includes American history, and 120 hours or one credit of contemporary world problems. The remaining hours may be determined by the district.

Statutory Authority: *MS s 121.11 subd 7*

NOTE: This part is repealed effective August 1, 1996. See Laws 1993, chapter 224, article 12, sections 39 and 41.

3500.2110 [Repealed, 14 SR 2000]

3500.2900 BASIS FOR SECONDARY SCHOOL CREDIT.

Subpart 1. **Basic requirements.** Satisfactory completion of at least 120 hours is the basis for a credit course, or subject, in grades 9, 10, 11, and 12 in four-year secondary schools and in grades 10, 11, and 12 in three-year secondary schools. Length of periods and frequency of meeting may be determined by the district. A credit may be divided into semester, trimester, or quarter units by offering courses covering 60, 40, or 30 hours respectively.

Districts shall establish and maintain a system through which students can receive credit for any course offered by the district in any subject area if the student is able to demonstrate that the learner outcomes of the course are met by the student. A district may require an examination before awarding credit on a performance basis. Credit may be given on a performance basis when a school district determines a student has completed work on an independent basis that warrants the award of credit. This credit shall be noted on the student's transcript and count towards graduation requirements.

A district may accept the transfer of credit awarded by a postsecondary institution according to an agreement entered into under Minnesota Statutes, section 123.3511.

Subp. 2. **Summer school.** Credit toward graduation by secondary schools for subjects taken in summer school shall be on the same basis as a regular school program.

Subp. 3. **Private tutoring.** Credit toward graduation for work completed through any form of private tutoring by a licensed teacher may be granted by a secondary school.

Subp. 4. [Repealed, 14 SR 2000]

Statutory Authority: *MS s 121.11*

History: *14 SR 2000*

NOTE: This part is repealed effective August 1, 1996. See Laws 1993, chapter 224, article 12, sections 39 and 41.

3500.2950 [Repealed, L 1993 c 224 art 12 s 39]

3500.3100 COMPLETION OF SECONDARY SCHOOL REQUIREMENTS.

Subpart 1. [Repealed, L 1993 c 224 art 12 s 39]

Subp. 2. [Repealed, L 1993 c 224 art 12 s 39]

Subp. 3. [Repealed, L 1993 c 224 art 12 s 39]

Subp. 4. **Equivalency certificate.** A secondary school equivalency certificate may be issued by the State Board of Education to a resident of Minnesota 19 years of age or over who needs the certificate for advancement in an occupational field or for higher education if both of the following are met:

A. the person makes written application on forms, prepared and provided by the Department of Children, Families, and Learning, which are available on request from any of the approved General Educational Development Testing Centers, most secondary schools, or from the Department of Children, Families, and Learning; and

B. the person obtains a minimum standard score of 35 on each of the five General Educational Development Tests and an average standard score of at least 45 on all five tests.

General Educational Development tests shall be administered only by official agencies established by the American Council on Education and approved by the commissioner of children, families, and learning.

The minimum age requirement may be waived if supportive evidence of special need is provided by a recognized rehabilitative agency.

Statutory Authority: *MS s 120.80; 121.11 subd 7*

History: *L 1995 1Sp3 art 16 s 13*

3500.3500 [Repealed, L 1993 c 224 art 12 s 39]

3500.3600 [Repealed, L 1993 c 224 art 12 s 39]

3500.3700 [Repealed, L 1993 c 224 art 12 s 39]

SCHOOL BUILDINGS AND SITES

3500.3900 BUILDINGS AND SITES, COMPLIANCE.

To obtain the approval by the commissioner of children, families, and learning of plans and specifications, the following requirements of the State Board of Education shall be complied with.

Statutory Authority: *MS s 121.15*

History: *L 1995 1Sp3 art 16 s 13*

3500.4000 SCHOOLHOUSE PLANS; SUBMISSION AND APPROVAL.

Plans and specifications for the erection, betterment, enlargement, or remodeling of a school building required to be submitted to the commissioner of children, families, and learning in accordance with Minnesota Statutes, section 121.15 shall be submitted in accordance with the procedure set forth by the commissioner of children, families, and learning. When approved, one set of plans shall be placed on file in the Department of Children, Families, and Learning and the other returned to the school board concerned, with the approval endorsed thereon.

Minor changes in approved plans and specifications made either before or after contracts are let, shall conform to the recommendations of the State Board of Education stated in the Guide for Educational Planning of Public School Buildings and Sites; all major changes shall be approved by the commissioner of children, families, and learning before they become effective.

Approval of plans and specifications by the commissioner of children, families, and learning shall be held as effective for a period of one year only, after the date of approval, provided a construction contract has not been awarded.

Upon the completion and acceptance of a new school building, repair, enlargement, or remodeling thereof, the school board shall certify to the commissioner of children, families, and learning, in a manner set forth by the commissioner, that said new building, repair, enlargement, or remodeling thereof, was constructed and completed in accordance with the approved plans and specifications.

Statutory Authority: *MS s 121.15*

History: *L 1995 1Sp3 art 16 s 13*

3500.4100 SITES.

In the selection of a school site, the school board shall be guided by the suggested criteria for school site selection stated in the Guide for Educational Planning of Public School Buildings and Sites; and during the period of consideration of a site, before a contract for its purchase is made, the school board or its representative(s) shall confer with the commissioner, in a manner set forth by the commissioner, on the educational adequacy of the site and its suitability for sound school construction and maintenance.

Statutory Authority: *MS s 121.15*

History: *17 SR 1279*

3500.4200 FACILITIES.

There shall be provision for instructional areas adequate and sufficient to carry out the educational requirements mandated by statute or by the rules of the State Board of Education, such as standards for classification.

Statutory Authority: *MS s 121.15*

3500.4300 CONSTRUCTION.

Construction details shall conform to accepted good practice for public school buildings. Structural design, plumbing and sanitary facilities, heating and ventilation, electrical work, and provision for visual and auditory comfort and efficiency shall reasonably conform to the recommendations of the State Board of Education stated in the Guide for Educational Planning of Public School Buildings and Sites.

Statutory Authority: *MS s 121.15*

3500.4400 [Repealed, L 1993 c 224 art 12 s 39]

3500.4500 [Repealed, 9 SR 834]

AUTO AND MOTORCYCLE DRIVER EDUCATION

NOTE: Minnesota Statutes, section 121.11, subdivision 7a was repealed by Laws of Minnesota 1985, First Special Session, chapter 12, article 7, section 33, subdivision 1, however subdivision 2 reads:

"Subd. 2 [EFFECT OF CERTAIN REPEALS] Rules adopted according to provisions of Minnesota Statutes that are repealed in subdivision 1 remain in effect, under Minnesota Statutes, section 121.11, until amended or repealed by the state board of education."

3500.5000 AUTOMOBILE DRIVER EDUCATION PROGRAMS.

A school district, for the purpose of Minnesota Statutes, section 171.04, offering automobile driver education programs, directly or indirectly, shall comply with parts 3500.5010 to 3500.5030.

Statutory Authority: *MS s 169.974 subd 2*

History: 9 SR 834

3500.5010 INSTRUCTION REQUIREMENTS FOR AUTO DRIVER EDUCATION.

Subpart 1. **Classroom curriculum.** A written classroom curriculum guide must be available to and used by an instructor conducting classroom instruction. The curriculum presented to the students must include at least the following opportunities:

A. to analyze and assess several decision-making models and factors influencing highway-user decisions;

B. to analyze and simulate making decisions about the effect of alcohol and other drugs on behavior and driving performance;

C. to analyze and practice making decisions about using occupant restraints;

D. to identify and analyze a variety of driving decisions about highway users and roadway characteristics;

E. to analyze and practice making decisions about a vehicle's speed under different driving conditions;

F. to know the content and purpose of motor vehicle and traffic laws and rules for safe driving performance;

G. to identify, analyze, and describe proper procedures for a variety of driving situations;

H. to gather information and practice making decisions about automobile ownership and maintenance;

I. to identify, analyze, and practice making decisions related to drivers' attitudes and emotions; and

J. to explore alternative ways to become better drivers and to improve the highway transportation system.

Subp. 2. **Laboratory curriculum.** A written laboratory curriculum guide must be available to and used by each instructor conducting laboratory instruction. The curriculum presented to the students must include at least the following:

A. orientation to the purpose, content, and procedures for laboratory instruction;

B. orientation to gauges and instruments, and preparing to move the vehicle;

C. basic skills in speed control and tracking on forward and backward paths;

D. orientation to driving and initial techniques in scanning for, recognizing, and responding to obstacles;

E. basic skills in parking, turning, backing, turning around, lane changing, crossing intersections, and passing;

F. reduced-risk city driving, highway driving, freeway driving, and interacting with other highway users;

G. strategies for perceiving and responding to adverse and special conditions and emergencies; and

H. formal evaluation, self-evaluation, and planning for future improvement.

Subp. 3. **Place for on-street instruction.** On-street instruction must be conducted on a planned practice driving route. It may not be conducted on actual routes used for road tests for state driver licenses.

Subp. 4. **Classroom instruction.** At least 30 hours of classroom instruction must be scheduled over no less than one week and not more than 36 weeks. No more than three clock hours of classroom instruction may be scheduled per day for any student.

Subp. 5. **Laboratory instruction.** At least six hours of laboratory instruction, or the equivalent, must be scheduled over no less than one week and not more than 12 weeks. No more than two clock hours of laboratory instruction or the equivalent may be scheduled per day for any student.

A. If automobile-driving simulator instruction is provided and is not counted as classroom time, four clock hours of simulator instruction may be substituted for one clock hour of on-street instruction.

B. If off-street driving range instruction is provided, two clock hours of driving range instruction may be substituted for one clock hour of on-street instruction.

C. When simulator or driving range instruction is substituted for on-street instruction, the on-street instruction time may not be reduced to less than three clock hours. However, when both simulator and driving range instruction are substituted, on-street instruction time may not be reduced to less than two clock hours.

D. The student-instructor ratio for on-street laboratory instruction scheduled may not be less than two students per instructor or more than three students per instructor during a single class period.

Subp. 6. **Sequence when simultaneous instruction.** When both phases of the program are conducted during the same time period, at least five clock hours of classroom instruction must be completed before beginning laboratory instruction. The laboratory instruction must be dispersed throughout the classroom instruction.

Subp. 7. **Sequence when successive instruction.** Successful completion of classroom instruction is mandatory for enrollment in laboratory instruction, when the two phases of the program are conducted during separate time periods. The time period between the phases of instruction may not exceed six months.

Subp. 8. **Occupant restraints.** Instructors must ensure that all vehicle occupants use restraints at all times during laboratory instruction.

Subp. 9. **Permit or driver's license.** Instructors must ensure that a student is in actual possession of a valid Minnesota driver instruction permit or driver's license before giving on-street driving instruction.

Subp. 10. **Course credit.** Driver education courses may carry credit toward graduation for students, whether offered directly or indirectly, as a separate course or part of another course. Credit for driver education must be granted under the same standards that credit is granted for satisfactory completion of other courses.

Subp. 11. **Program modification.** A school district which does not provide the complete laboratory instruction may offer classroom instruction only after it has consulted with an approved on-street provider within the immediate area. The district must modify its program to minimize duplication of training and ensure coordination of classroom and laboratory instruction.

Subp. 12. **Authorized school official.** A school district must identify an authorized school official to be responsible for certifying satisfactory completion of the program. The official need not be licensed under part 8700.4900 unless that person also is an instructor in the program.

A. When a student satisfactorily completes the driver education program, including both classroom and on-street instruction, the authorized school official must furnish the student a certificate of course completion within 15 calendar days.

B. When a student satisfactorily completes classroom instruction and intends to complete the program with another provider, the authorized school official must furnish the student a verification statement of completion of classroom instruction within 15 calendar days.

C. When a student under 16 years of age fails to continue or successfully complete the driver education course, including on-street instruction, the authorized school official must immediately notify the Department of Public Safety, Driver and Vehicle Services Division.

Subp. 13. **Student record.** A permanent record must be maintained for each student completing either the classroom or laboratory phase of the automobile driver education course. The record must contain the student's legal name, including first, middle, and last; birthdate; and the completion date for each phase of the course.

Subp. 14. **Annual report.** A school district desiring approval for its automobile driver education program must submit an annual report to the Department of Children, Families, and Learning, on forms supplied by it, before conducting the course. The annual report must identify the authorized school official and all instructors who will be teaching students and each instructor's driver's license number.

Statutory Authority: *MS s 169.974 subd 2*

History: 9 SR 834; L 1995 1Sp3 art 16 s 13

NOTE: This part is repealed effective August 1, 1996. See Laws 1993, chapter 224, article 12, sections 39 and 41

3500.5020 VEHICLE REQUIREMENTS FOR AUTOMOBILE DRIVER EDUCATION.

Subpart 1. **Safety standards.** A vehicle used for laboratory instruction for automobile driver education must comply with federal and state motor vehicle safety standards for the model year of the vehicle.

Subp. 2. **Required equipment.** A vehicle used for on-street instruction must have the following equipment:

- A. dual control brakes;
- B. outside and rearview mirror for the driver's use and separate rearview mirror for the instructor's use;
- C. sunvisors for both the driver and the front seat passenger;
- D. windshield washers, wipers, and defroster; and
- E. occupant restraints for each occupant of the vehicle.

Subp. 3. **Display of sign.** A vehicle used for on-street instruction must conspicuously display a sign on the rear that reads "Student Driver." The background and letters of the sign must be of contrasting colors. The lettering must be at least two but not more than five inches high. The sign must be removed when the vehicle is used for purposes other than driver education instruction.

Subp. 4. **Required maintenance.** A vehicle used for laboratory instruction must be maintained in safe operating condition through routine care and servicing.

Subp. 5. **Firearms, hazardous or toxic substances prohibited.** Firearms or hazardous or toxic substances may not be transported in a driver education vehicle. For the purpose of this subpart, "firearms" has the definition given it in Minnesota Statutes, section 97A.015, subdivision 20; "hazardous substances" and "toxic substances" have the definitions given them in Minnesota Statutes, section 24.33, clauses (d) and (e). This subpart does not apply to fuel carried in the vehicle's fuel tank or any other substance normally being used by the vehicle while it is in motion.

Subp. 6. **Insurance or self-insurance required.** The district shall provide a plan of reparation security covering each vehicle used and complying with the Minnesota No-Fault Automobile Insurance Act, Minnesota Statutes, sections 65B.41 to 65B.71. However, residual liability coverage and uninsured motorist coverage must be provided in the following amounts: not less than \$100,000 because of bodily injury to or death of any one person in any one accident; not less than \$300,000 because of bodily injury to or death of two or more persons in any one accident; and not less than \$50,000 because of damage to or destruction of property of others in any one accident.

Statutory Authority: *MS s 169.974 subd 2*

History: 9 SR 834; L 1986 c 386 art 1 s 2

NOTE: This part is repealed effective August 1, 1996. See Laws 1993, chapter 224, article 12, sections 39 and 41

3500.5030 EXEMPTION FOR EXPERIMENTAL PROGRAM.

A school district desiring an exemption from parts 3500.5010 to 3500.5020 must follow the procedures contained in part 3500.1000.

Statutory Authority: *MS s 169.974 subd 2*

History: 9 SR 834

NOTE: This part is repealed effective August 1, 1996. See Laws 1993, chapter 224, article 12, sections 39 and 41.

3500.5040 MOTORCYCLE DRIVER EDUCATION PROGRAMS.

A school district, for the purpose of Minnesota Statutes, section 169.974, subdivision 2, offering motorcycle driver education programs, directly or indirectly, shall comply with parts 3500.5050 to 3500.5070.

Statutory Authority: *MS s 169.974 subd 2*

History: 9 SR 834

NOTE: This part is repealed effective August 1, 1996. See Laws 1993, chapter 224, article 12, sections 39 and 41.

3500.5050 INSTRUCTION FOR MOTORCYCLE DRIVER EDUCATION.

Subpart 1. **Classroom curriculum.** A written classroom curriculum guide must be available to and used by an instructor conducting classroom instruction. The curriculum presented to the students must include at least the following opportunities:

A. to become familiar with the purpose, content, and procedures for classroom instruction;

B. to learn the location and operation of motorcycle controls and indicators;

C. to identify, analyze, and practice making decisions about proper protective gear;

D. to identify and become familiar with the procedures for starting, riding, and stopping a motorcycle;

E. to learn procedures for turning, changing gears, and using both brakes to stop a motorcycle;

F. to identify basic riding strategies and prepare to ride safely in traffic;

G. to become familiar with the various methods used to minimize, separate, and compromise riding hazards;

H. to learn procedures for passing, group riding, and night riding;

I. to prepare for handling unusual or emergency situations; and

J. to gather information and practice making decisions about selecting, insuring, and maintaining a motorcycle.

Subp. 2. **Laboratory curriculum.** A written laboratory curriculum guide must be available to and used by an instructor conducting laboratory instruction. The curriculum presented to the students must include at least the following:

A. orientation to the purpose, content, and procedures for laboratory instruction;

B. mounting, dismounting, starting, stopping, walking the cycle, clutch friction point, and riding in a straight line;

C. circles, weaving, sharp turns, and straight line shifting;

D. braking, turning, adjusting speed, shifting, and accelerating in a turn;

E. simulated on-street riding and initial scanning techniques for recognizing and responding to obstacles;

F. passing, rear wheel skids, and quick stops;

G. riding on pegs, lane changing, and stopping on a curve;

H. reduced-risk urban, suburban, and rural riding techniques; and

I. formal evaluation, self-evaluation, and planning for future improvement.

Subp. 3. **Place for on-street instruction.** On-street instruction must be conducted on a planned practice driving route. It may not be on actual routes used for road tests for state driver licenses.

Subp. 4. **Classroom instruction.** At least eight clock hours of classroom instruction must be scheduled. No more than three clock hours of classroom instruction may be scheduled per day for any student.

Subp. 5. **Laboratory instruction.** Laboratory instruction must include at least six clock hours of instruction. No more than two clock hours of laboratory instruction may be scheduled per day for a student.

Subp. 6. **Sequence when simultaneous instruction.** When both phases of the program are conducted during the same time period, at least two clock hours of classroom instruction must be completed before beginning laboratory instruction. The laboratory instruction must be dispersed throughout the classroom instruction.

Subp. 7. **Sequence when successive instruction.** Successful completion of the classroom phase is mandatory for enrollment in the laboratory phase, when the two phases of the program are conducted during separate time periods. The time period between the phases of instruction may not exceed one month.

Subp. 8. **Student-instructor ratio.** The student-instructor ratio may not exceed three students per instructor for on-street instruction and eight students per instructor for off-street driving range instruction.

Subp. 9. **Protective clothing.** Instructors must ensure that all students, during laboratory instruction, wear helmets, eye protective devices, and protective clothing, including gloves, jackets or long-sleeved shirts, long pants, and leather shoes or boots which cover the foot.

Subp. 10. **Driver's license.** Instructors must ensure that a student is in actual possession of a valid standard Minnesota driver's license before giving classroom instruction and a valid two-wheeled vehicle instruction permit before giving on-street instruction.

Subp. 11. **Program modification.** A school district that does not provide the complete laboratory instruction may offer classroom instruction only after it has consulted with an approved on-street provider within the immediate area. The district must modify its program to minimize duplication of training and ensure coordination of classroom and laboratory instruction.

Subp. 12. **Authorized school official.** A school district must identify an authorized school official to be responsible for certifying satisfactory completion of the program. The official need not be licensed under part 8700.4900 unless that person also is an instructor in the program.

A. When a student satisfactorily completes the motorcycle driver education program, including both classroom and laboratory instruction, the authorized school official must furnish the student a certificate of course completion within 15 calendar days.

B. When a student satisfactorily completes classroom instruction and intends to complete the program with another provider, the authorized school official must furnish the student a verification statement of completion of classroom instruction within 15 calendar days.

Subp. 13. **Student record.** A permanent record must be maintained for a student completing either the classroom or laboratory phase of the motorcycle driver education course. The record must contain the student's legal name, including first, middle, and last; birthdate; and the completion date for the phase of the course.

Subp. 14. **Annual report.** A school district desiring approval for its motorcycle driver education program must submit an annual report to the Department of Children, Families, and Learning, on forms supplied by it, before conducting the course. The annual report must identify the authorized school official and the instructors who will be teaching students and each instructor's driver's license number.

Statutory Authority: *MS s 169.974 subd 2*

History: *9 SR 834; L 1995 1Sp3 art 16 s 13*

NOTE: This part is repealed effective August 1, 1996. See Laws 1993, chapter 224, article 12, sections 39 and 41

3500.5060 MOTORCYCLES FOR MOTORCYCLE DRIVER EDUCATION.

Subpart 1. **Safety standards.** A motorcycle used for laboratory instruction for motorcycle driver education must comply with all federal and state motor vehicle safety standards for the model year of the motorcycle.

Subp. 2. **Required maintenance.** A motorcycle used for laboratory instruction must be maintained in safe operating condition through routine care and servicing.

Subp. 3. **Insurance or self-insurance required.** The school district must provide a plan of reparation security covering each vehicle used. Residual liability coverage and uninsured motorist coverage must be provided in the following amounts: not less than \$100,000 because of bodily injury to or death of any one person in any one accident; not less than \$300,000 because of bodily injury to or death of two or more persons in any one accident; and not less than \$50,000 because of damage to or destruction of property of others in any one accident.

Statutory Authority: *MS s 169.974 subd 2*

History: *9 SR 834*

NOTE: This part is repealed effective August 1, 1996. See Laws 1993, chapter 224, article 12, sections 39 and 41.

3500.5070 EXEMPTION FOR EXPERIMENTAL PROGRAM.

A school district desiring an exemption from parts 3500.5050 to 3500.5060 must follow the procedures contained in part 3500.1000.

Statutory Authority: *MS s 169.974 subd 2*

History: *9 SR 834*

NOTE: This part is repealed effective August 1, 1996. See Laws 1993, chapter 224, article 12, sections 39 and 41.