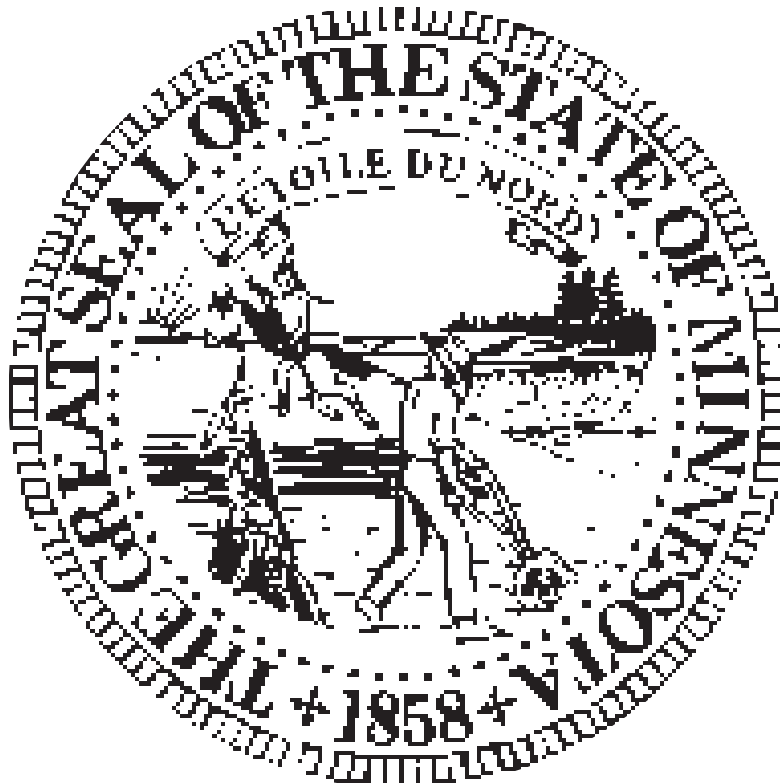


The Minnesota

State Register

Rules and Official Notices Edition



Published every Monday (Tuesday when Monday is a holiday) by the
Department of Administration – Communications Media Division

Monday 22 December 1997
Volume 22, Number 25
Pages 1063-1118

State Register

Judicial Notice Shall Be Taken of Material Published in the *State Register*

The *State Register* is the official publication of the State of Minnesota, containing executive and commissioners' orders, proposed and adopted rules, official and revenue notices, professional-technical-consulting contracts, non-state bids and public contracts and grants.

Printing Schedule and Submission Deadlines

Vol. 22 Issue Number	PUBLISH DATE	Deadline for both Adopted and Proposed RULES	Deadline for: Emergency Rules, Executive and Commissioner's Orders, Revenue and Official Notices, State Grants, Professional-Technical-Consulting Contracts, Non-State Bids and Public Contracts
# 25	Monday 22 December	Monday 8 December	Monday 15 December
# 26	Monday 29 December	Monday 15 December	Friday 19 December
# 27	Monday 5 January 1998	Friday 19 December	Friday 26 December
# 28	Monday 12 January 1998	Friday 26 December	Monday 5 January
Arne H. Carlson, Governor 612/296-3391		Hubert H. Humphrey III, Attorney General 612/297-4272	Joan Anderson Growe, Secretary of State 612/296-2079
Joanne E. Benson, Lt. Governor 612/296-3391		Judi Dutcher, State Auditor 612/297-3670	Michael A. McGrath, State Treasurer 612/296-7091
Department of Administration:		Communications Media Division	Robin PanLener, Editor 612/297-7963
Elaine S. Hansen, Commissioner 612/296-1424		Mary Mikes, Director 612/297-3979	Gretchen Stark, Assistant Editor 612/296-0929
Kent Allin, Asst. Commissioner 612/297-4261			Jessie Hill, Subscriptions 612/297-8774

Copyright © 1997 Communications Media Division, Department of Administration, State of Minnesota.
Publication Number: 326630. (ISSN 0146-7751)

PUBLISHING NOTICES IN THE *State Register*: Submit TWO COPIES of your notice, typed double-spaced. State agency submissions must include a "State Register Printing Order" form, and a "Certification/Internal Contract Negotiation" form with contracts for professional, technical and consulting services. Non-State Agencies should submit TWO COPIES, with a letter on your letterhead stationery requesting publication and date to be published. FAXED submissions to 612-297-8260 are received to meet deadline requirements, but must be followed by originals and applicable forms or letters to be accepted. The charge is \$84.00 per page, billed in tenths of a page (columns are seven inches wide). About 2-1/2 pages typed double-spaced on 8-1/2"x11" paper equal one typeset page in the *State Register*. Contact the editor if you have questions.

An "Affidavit of Publication" can be obtained at a cost of \$10.00 for notices published in the *State Register*. This service includes a notarized "Affidavit of Publication" and a copy of the issue of the *State Register* in which the notice appeared.

SUBSCRIPTION SERVICES: The *State Register* is published by Communications Media Division, Department of Administration, State of Minnesota, pursuant to *Minnesota Statutes* § 14.46 and is available at the main branch of county libraries in Minnesota and all "State Depository Libraries": State University and Community College libraries; the University of Minnesota libraries; St. Paul, Minneapolis and Duluth Public Libraries; the Legislative Reference Library; State Law Library; Minnesota Historical Society Library; and the Library Development Service at the State Department of Children, Families and Learning. Copies are available at Minnesota's Bookstore, 117 University Avenue, St. Paul, MN 55155. Order by phone: Metro area: 297-3000 Toll free 800-657-3757. TTY relay service phone number: 1-800-627-3529. **NO REFUNDS.** Subscribers who do not receive a copy of an issue should notify the *State Register* Subscription Office immediately at (612) 297-8774. Copies of back issues may not be available more than two weeks after publication. Both editions are delivered postpaid to points in the United States, Periodicals Postage Paid for the *State Register* at St. Paul, MN, first class for the *Contracts Supplement*. See the *State Register* "Table of Contents" on our website: <http://www.comm.media.state.mn.us>

- **State Register** (published every Monday, or Tuesday if Monday is a holiday) One year subscription: \$160.00; via Internet: \$185.00. Users agree not to redistribute without authorization. Internet subscribers to the *State Register* agree not to use their subscription at multiple offices in different cities. For example, a business or organization with branch offices in St. Paul, Minneapolis, Duluth, St. Louis, Chicago, New York and Washington, D.C. will use their subscription in only one city.
- **Contracts Supplement** (published every Tuesday, Wednesday, Friday) One year subscription: \$135.00 via first class mail, \$150.00 via fax or through our website. Users agree not to redistribute without authorization.
- **13-week trial subscription** which includes both the *State Register* and *Contracts Supplement*. \$65.00
- **Single issues** are available for a limited time: *State Register* \$5.00, *Contracts Supplement* \$1.00. Shipping is \$3.00 per order.
- **"Professional, Technical and Consulting Contracts Awards Reports,"** – published each month listing the previous month's awards of contracts and RFPs that appeared in the Monday edition of the "*State Register*." Appears monthly in hard copy format only. Single copies are \$15.00 per report, plus \$3.00 shipping if applicable. Order stock # 99-43. Six-month subscriptions cost \$75.00. Order stock #90-15.

FOR LEGISLATIVE NEWS

Publications containing news and information from the Minnesota Senate and House of Representatives are available free to concerned citizens and the news media. To be placed on the mailing list, write or call the offices listed below:

Contact: Senate Public Information Office (612) 296-0504
Room 231 State Capitol, St. Paul, MN 55155

Contact: House Information Office (612) 296-2146
Room 175 State Office Building, St. Paul, MN 55155

Minnesota Rules: Amendments & Additions

Volume 22, issues #14-25 (issues #1-13 cumulative appeared in issue #13) 1066

Proposed Rules

Board of Education

Graduation rule, profile of learning 1068

Adopted Rules

Public Safety Department

Driver's license revocation for incidents involving alcohol or controlled substances 1103

Public Service Department

Minnesota Energy Code 1104

Official Notices

Agriculture Department

Minnesota Rural Finance Authority public hearing on agricultural development revenue bond issue for:
152 acres of bare farmland in Providence Township, Lac Qui Parle County 1105
a 6-acre building site in Otisco Township, Waseca County 1105
77.7 acres of bare farmland in Viola Township, Olmsted County 1106

Capitol Area Architectural and Planning Board

Public hearing on planned amendment to comprehensive plan governing the Capitol Area 1106

Emergency Medical Services Regulatory Board

Completed license applications received from:
Gold Cross Ambulance, Fairmont, Minnesota 1107
North St. Paul Ambulance, North St. Paul, Minnesota 1107

Health Department

Comments sought on planned amendment to rules for personal care attendant services, home care and hospice licensure 1108

Human Services Department

1997 Food Stamp policies will not be implemented due to department non-compliance in laws governing the program 1109

Labor and Industry Department

Addition to prevailing wage rates for highway/heavy prevailing wage rates in Region 6 1109
Pipelayer (water, sewer and gas) added to commercial prevailing wage rates in Ottertail County 1109

State Grants & Loans

Human Services Department

Proposals sought for chemical dependency programs for pregnant women and women with children 1110
Proposals sought for the establishment and administration of a revolving group home loan program 1111
Proposals sought for prepaid health plans 1111

Professional, Technical & Consulting Contracts

Housing Finance Agency

Proposals sought for housing development finance training services 1113

Iron Range Resources and Rehabilitation Board

Proposals sought for development of advanced information and telecommunications technology infrastructure 1113

Trade and Economic Development Department

Proposals for pricing agent sought by Minnesota Agricultural and Economic Development Board 1113

Transportation Department

Contract available for design of a human resource system 1115
Contract available for modification of an "Ithink System Dynamics model" and development of a "management flight simulator" 1115

Non-State Public Bids, Contracts & Grants

Dakota County

Deadline extension for proposals for probation monitoring services for low and medium risk adult offenders 1116

Metropolitan Council

Proposals sought for security guard service 1116

Commodity, Service and Construction contracts are published in a bulletin, the **State Register Contracts Supplement**, published Tuesday, Wednesday and Friday. Award results are available from the Materials Management Helpline 612/296-2600.

Professional, Technical and Consulting contract awards are published monthly in an **Awards Report**.

Individual copies and subscriptions for both publications are available through Minnesota's Bookstore, (612) 297-3000 or 1-800-657-3757.

Minnesota Rules: Amendments and Additions

NOTICE: How to Follow State Agency Rulemaking in the State Register

The *State Register* is the official source, and only complete listing, for all state agency rulemaking in its various stages. State agencies are required to publish notice of their rulemaking action in the *State Register*. Published every Monday, the *State Register* makes it easy to follow and participate in the important rulemaking process. Approximately 80 state agencies have the authority to issue rules. Each agency is assigned specific **Minnesota Rule** chapter numbers. Every odd-numbered year the **Minnesota Rules** are published. The current 1995 set is a 13-volume bound collection of all adopted rules in effect at the time. Supplements are published to update this set of rules. Generally speaking, proposed and adopted exempt rules do not appear in this set because of their short-term nature, but are published in the *State Register*.

An agency must first solicit **Comments on Planned Rules** or **Comments on Planned Rule Amendments** from the public on the subject matter of a possible rulemaking proposal under active consideration within the agency (*Minnesota Statutes* §§ 14.101). It does this by publishing a notice in the *State Register* at least 60 days before publication of a notice to adopt or a notice of hearing, or within 60 days of the effective date of any new statutory grant of required rulemaking.

When rules are first drafted, state agencies publish them as **Proposed Rules**, along with a notice of hearing, or a notice of intent to adopt rules without a hearing in the case of noncontroversial rules. This notice asks for comment on the rules as proposed. Proposed emergency rules and withdrawn proposed rules are also published in the *State Register*. After proposed rules have gone through the comment period, and have been rewritten into their final form, they again appear in the *State Register* as **Adopted Rules**. These final adopted rules are not printed in their entirety in the *State Register*, only the changes made since their publication as Proposed Rules. To see the full rule, as adopted and in effect, a person simply needs two issues of the *State Register*, the issue the rule appeared in as proposed, and later as adopted. For a more detailed description of the rulemaking process, see the most current edition of the *Minnesota Guidebook to State Agency Services*.

The *State Register* features partial and cumulative listings of rules in this section on the following schedule: issues #1-13 inclusive; issues #14-25 inclusive; issue #26 cumulative for issues #1-26; issues #27-38 inclusive; issue #39, cumulative for issues #1-39; issues #40-51 inclusive; and issues #1-52 (or 53 in some years), cumulative for issues #1-52 (or 53). An annual subject matter index for rules was separately printed usually in August, but starting with Volume 19 now appears in the final issue of each volume. For copies or subscriptions to the *State Register*, contact Minnesota's Bookstore, 117 University Avenue, St. Paul, MN 55155 (612) 297-3000, or toll-free 1-800-657-3757.

Volume 22, issues #14-25

Agriculture Department

1510.0111 (adopted).....	973
1525.0010-.0460; .1630-.2020 (adopted exempt)	950
1555.6740; .6950 (proposed).....	970
1555.6950 (proposed repealer)	970

Commerce Department

2642.0010; .0100; .0110; .0120; .0140; .0180; .0190; .0200; .0210; .0220; .0300; .0310; .0320; .0330; .0350; .0370; .0380; .0390; .0450; .0510; .0650; 2644.0010; .0100; .0110; .0120; .0150; .0190; .0300; .0330; .0360; .0370; .0380; .0400; .0410; .0510; .0600; .0620; .0670; .0730; .0750 (adopted)	594
2642.0010 s.2, 3, 5, 6, 8, 10, 12, 18, 21; .0170; .0180 s.3; .0620; 2644.0010 s.18, 21; .0120 s.1; .0150 s.1, 2, 3; .0160; .0170; .0180; .0350 (repealed)	594

Dietetics and Nutrition Practice Board

3250.0100; .0110; .0120; .0125; .0130; .0135; .0140; .0145; .0150 (adopted) 595	
3250.0050 (proposed).....	595

Economic Security Department

3310.2901; .2902; .2913 (adopted).....	950
3305.0300 s.2; .0600 s.7; .0700 s.4; .1000; .1100 s.4,5,6; .1200; 3310.0200; .0300; .0600; .0700; .0800; .0900; .1000; .1100; .1200; .1300; .1400; .2300; .2400; .2500; .2600; .2700; .2800; .2927; .2928; .3000; .3100; .3200; .3300; .3400; .3700; .3800; .3900; .4000; .4500; .4600; .4700; .4800; .5200; .5400; .5500; .5600; .5700 (repealed)	950

Education Board

3501.0300 - .0469 (proposed)	1068
3525.1150 (adopted exempt).....	596

Health Department

4610.0420; .0600; .0650; .2800 (proposed).....	940
4717.7000; 4720.5100; .5110; .5120; .5130; .5200; .5205; .5210; .5220; .5230; .5240; .5250; .5270; .5280; .5290; .5300; .5310; .5320; .5330; .5340; .5350; .5360; .5400; .5500; .5510; .5520; .5530; .5540; .5550; .5555; .5560; .5570; .5580; .5590 (adopted).....	668

Higher Education Services Office

4830.7100; .7500; .7800 (proposed).....	617
4850.0014; .0015 (proposed).....	737

Housing Finance Agency

4900.2400; .2420; .2440; .2520; .2540 (proposed).....	905
---	-----

Labor and Industry Department

5205.0010; .0065 (proposed exempt).....	687
5207.0260 (proposed repealer)	687
5210.0007; .0060; .0150; .0160; .0310; .0420; .0530; .0532; .0536; .0539; .0542; .0551; .0554; .0596 (proposed)	944
5210.0554 s. 2, 3 (proposed repealer).....	944

Natural Resources Department

6102.0001; .0002; .0010; .0020; .0030; .0040; .0050; .0060; .0070 (adopted)	1026
6102.0010 s.6; .0050 s.4; .0060 s.2, 3, 4, 5, 6, 7, 8, 9 (repealed)	1026
6212 (planned proposed rules withdrawn).....	880
6216.0100; .0200; .0230; .0250; .0260; .0265; .0270; .0280; .0290; .0300; .0350; .0400; .0500; .0600 (proposed)	651
6216.0200 s.4 (proposed repealer).....	651
6216.0350 (superseding permanent rule proposed repealer).....	651

Nursing Board

6301.0600; 6305.0100; .0300; .0500; .0600; 6310.2800; .2900; .3100; .3200; .3500; .3600; .3700; 6330.0350 (adopted)	973
6330.0350 F (withdrawn)	973

Peace Officer Standards and Training Board

6700.0600; .0800; .1000; .1101 (proposed).....	589
--	-----

Pharmacy Board

6800.0400; .1150; .1250; .1300 (proposed).....	769
--	-----

Pollution Control Agency

7007.0501; .0801; .1400; 7011.0551; .0625; .1201; .1205; .1210; .1215; .1220; .1225; .1227; .1228; .1229; .1230; .1235; .1240; .1260; .1265; .1270; .1272; .1275; .1280; .1281; .1282; .1283; .1284; .1285; .1290 (proposed)	741
7011.1201 s.7, 10, 47; .1240 s.4, 6; .1265 s.9; .1285 s.4a (proposed repealer).....	741
7011.7340; .7360; .7380; .7400; .7420; .7440 (proposed).....	665

Minnesota Rules: Amendments and Additions

Public Safety Department

7408.0100; .0200; .0300; 7503.2100 (repealed)	1103
7503.0100; .0800; .1250; .1300; .1600; .1700; .2200 (adopted)	1103
7506.0100; .2100; .2200; .2300; .2500; .2600; .2700; .2900 (adopted)	711
7506.0120 (repealed)	711

Public Service Department

7670.0100; .0325; .0610; .0800; .1115; 7672.0100; .0200; .0300; .0400; .0500; .0600; .0700; .0800; .0900; .1000; .1100; .1200; .1300; 7674.0100; .0200; .0300; .0400; .0500; .0600; .0700; .0800; .0900; .1000; .1100; .1200; 7676.0100; .0200; .0300; .0400; .0500; .0600; .0700; .0800; .0900; .1000; .1100; .1200; .1300; .1300; .1400; 7678.0100; .0200; .0300; .0400; .0500; .0600; .0700; .0800 (proposed)	771
7670.0495; .0610 s.2, 5, 6, 9, 10, 11, 13; .0660; .0800 s. 4 (proposed repealer)	771
7670.1115 (proposed)	592
7670.1115 (adopted)	1104

Minnesota State Retirement System (MSRS)

7905.0100; .0300; .0600; .1200; .1600; .1700; .1800; .1900; .2100; .2200; .2300; .2400; .2600; .2900; .3000 (adopted Exempt)	713
---	-----

Revenue Department

8130.2700 (adopted)	1027
8130.2700 s.1,2,3,6,7 (repealed)	1027

Secretary of State

8205.1000; .2000; .2010; .2100; .2110; .2120 (proposed)	918
--	-----

Veterinary Medicine Board

9100.0500 (proposed)	922
-----------------------------------	-----

Human Services Department

9505.0280 (proposed)	943
9505.0501; .0505; .0515; .0520; .0530; .0540; .0545 (proposed)	908
9505.0500; .0510; .0520 s.4, 5, 6, 9a, 12, 13, 14; .0521; .0522; .0540 s.1, 2, 6 (proposed repealer)	908

Proposed Rules

Pursuant to Minn. Stat. §14.22, an agency may propose to adopt, amend, suspend or repeal rules without first holding a public hearing, as long as the agency determines that the rules will be noncontroversial in nature. The agency must first publish a notice of intent to adopt rules without a public hearing, together with the proposed rules, in the *State Register*. The notice must advise the public:

1. that they have 30 days in which to submit comment on the proposed rules;
2. that no public hearing will be held unless 25 or more persons make a written request for a hearing within the 30-day comment period;
3. of the manner in which persons shall request a hearing on the proposed rules; and
4. that the rule may be modified if the modifications are supported by the data and views submitted

If, during the 30-day comment period, 25 or more persons submit to the agency a written request for a hearing of the proposed rules, the agency must proceed under the provisions of §§14.14-14.20, which state that if an agency decides to hold a public hearing, it must publish a notice of intent in the *State Register*.

Pursuant to Minn. Stat. §§14.29 and 14.30, agencies may propose emergency rules under certain circumstances. Proposed emergency rules are published in the *State Register* and, for at least 25 days thereafter, interested persons may submit data and views in writing to the proposing agency.

Board of Education

Proposed Permanent Rules Relating to Graduation Rule, Profile of Learning

Notice of Hearing

In the Matter of the Proposed Adoption of Rules of the State Board of Education Rules Relating to Graduation Standards Profile of Learning, *Minnesota Rules* Parts 3501.0300 to 3501.0469.

Introduction. The State Board of Education intends to adopt rules after a public hearing following the procedures set forth in the Administrative Procedure Act, *Minnesota Statutes*, section 14.131 to 14.20. The Agency will hold a public hearing on the above-entitled rules in the Auditorium of the Capitol View Conference Center, 70 West County Road B-2, Little Canada, Minnesota, 55117, on February 5, 1998, starting at 9 a.m. and reconvening at 7 p.m. for an evening session on February 5. The agency witnesses will testify the morning of February 5. The hearing will continue until all interested persons have had an opportunity to be heard; additional days of hearing will be scheduled if necessary. All interested or affected persons will have an opportunity to participate by submitting either oral or written data, statements or arguments. Statements may be submitted without appearing at the hearing to the Administrative Law Judge.

Administrative Law Judge. The hearing will be conducted by:

George A. Beck, Administrative Law Judge
Office of Administrative Hearings
100 Washington Square, Suite 1700
Minneapolis, Minnesota 55401-2138
Telephone: 612.341.7601
FAX 612.349.2665
TTY 612.341.7346

The rule hearing procedure is governed by *Minnesota Statutes* sections 14.131 to 14.20 and by the rules of the Office of Administrative Hearings, *Minnesota Rules* 1400.2000 to 1400.2240. Questions concerning the rule hearing procedure should be directed to the Administrative Law Judge.

Subject of Rules, Statutory Authority, and Agency Contact Person. The subject of the hearing will be the proposed rules relating to Graduation Standards Profile of Learning proposed *Minnesota Rules* Parts 3501.0300 to 3501.0469, which would require students entering 9th grade in 1998 and thereafter to complete 24 required content standards in order to be eligible for a high school diploma. The statutory authority to adopt the rules is *Minnesota Statutes*, section 121.11, 7c. The proposed rules are published in the *State Register* and attached to this Notice as mailed. Additional copies will be available at the door on the date of the hearing. The agency contact person is:

Mary Lynne McAlonie, Rulemaking Coordinator
Department of Children, Families and Learning
731 Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101
Telephone: 612.297.7820 or 1.800.657.3927
FAX: 612.282.6779
TTY: 612.297.2094

Statement of Need and Reasonableness. A Statement of Need and Reasonableness is now available for review at the Department of Children, Families and Learning and at the Office of Administrative Hearings. This statement contains a summary of the justification for the pro-

posed rules, including a description of who will be affected by the proposed rules and an estimate of the probable cost of the proposed rules. The Department of Children, Families and Learning will provide one copy per request at no charge. Additional copies will be available at the hearing. The statement may be viewed and copies obtained at the cost of reproduction from the Office of Administrative Hearings.

Public Comment. You and all interested or affected persons including representatives of associations and other interested groups, will have an opportunity to participate. You may present your views either orally at the hearing or in writing at any time before the close of the hearing record. All evidence presented should relate to the proposed rule. You may also submit written material to the administrative law judge to be recorded in the hearing record for five working days after the public hearing ends. This five-day comment period may be extended for a longer period not to exceed 20 calendar days if ordered by the administrative law judge at the hearing. Following the comment period, there is a five working day response period during which the agency and any interested persons may respond in writing to any new information submitted. No additional evidence may be submitted during the five-day response period. All comments and responses submitted to the administrative law judge must be received at the Office of Administrative Hearings no later than 4:30 p.m. on the due date. All comments or responses received will be available for review at the Office of Administrative Hearings.

The Agency requests that any person submitting written views or data to the administrative law judge prior to the hearing or during the comment period also submit a copy of the views or written data to the Agency contact person at the address stated above.

Accommodations. If you need an accommodation to make this hearing accessible, please contact one of the contact persons at the address or telephone number listed above.

Modifications. The proposed rules may be modified as a result of the rule hearing process. Modifications must be supported by data and views presented during the rule hearing process, and the adopted rules may not be substantially different than the proposed rules. If the proposed rules affect you in any way, you are encouraged to participate.

Adoption Procedure After Hearing. After the close of the hearing record, the administrative law judge will issue a report on the proposed rule. You may ask to be notified of the date when the judge's report will become available. You can make this request at the hearing or in writing to the administrative law judge. You may also ask to be notified of the date on which the agency adopts the rule and files it with the secretary of state, and can make this request at the hearing or in writing to the agency contact person stated above. If you want to be so notified, or want to receive a copy of the adopted rules, or want to register with the agency to receive notice of future rule proceedings, submit your request to the agency contact person listed above.

Lobbyist Registration. *Minnesota Statutes*, chapter 10A requires each lobbyist to register with the Campaign Finance and Public Disclosure Board. Questions regarding this requirement may be directed to the Campaign Finance and Public Disclosure Board: First Floor South, Centennial Building, 658 Cedar Street, St. Paul, Minnesota, 55155, telephone: 612.296.5148.

Order. I order that the rulemaking hearing be held at the date, time and location listed above.

Dated: 8 December 1997

State of Minnesota
President
State Board of Education

3501.0300 PURPOSE.

The purpose of parts 3501.0300 to 3501.0469 is to establish the profile of learning requirements for a high school diploma.

3501.0310 SCOPE.

Parts 3501.0300 to 3501.0469 govern the minimum requirements that public school districts shall establish for earning a high school diploma for all students who enter ninth grade for the first time in the fall of 1998 or a subsequent year.

3501.0320 DEFINITIONS.

Subpart 1. Scope. For the purposes of parts 3501.0300 to 3501.0469, the terms defined in part 3501.0030 have the same meaning unless otherwise indicated in subpart 2.

Subp. 2. Definitions for the profile of learning. For the purposes of parts 3501.0300 to 3501.0469, the terms in items A to J have the meanings given them.

A. "Graduation requirements" means the number and distribution of high school content standards that a district must offer and certify that a student has completed to be eligible for a high school diploma.

<p>KEY: PROPOSED RULES SECTION — <u>Underlining</u> indicates additions to existing rule language. Strike outs indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." ADOPTED RULES SECTION — <u>Underlining</u> indicates additions to proposed rule language. Strike outs indicate deletions from proposed rule language.</p>
--

Proposed Rules

B. "Learning area" means one of the ten categories into which all preparatory content standards and high school content standards are organized. The learning areas include: (1) read, listen, and view; (2) write and speak; (3) literature and the arts; (4) mathematical applications; (5) inquiry; (6) scientific applications; (7) people and cultures; (8) decision making; (9) resource management; and (10) world languages.

C. "Content standard" means a set of state-prescribed specifications in a learning area.

(1) "High school content standard" means a content standard that fulfills one of the high school graduation requirements.

(2) "Preparatory content standard" means a primary, intermediate, or middle level content standard that a district requires students to complete, usually in kindergarten through grade 8.

(a) "Primary content standard" means a content standard that the district requires students to complete in approximately kindergarten through grade 3.

(b) "Intermediate content standard" means a content standard that the district requires students to complete in approximately grades 4 and 5.

(c) "Middle level content standard" means a content standard that the district requires students to complete in approximately grades 6 through 8.

D. "Specifications" means what a student must know and be able to do to complete a content standard.

E. "Performance package" means a group of assignments and application activities that a student shall perform to demonstrate completion of the specifications of a content standard.

(1) "State model performance package" means a state-developed performance package that is an example of assignments and application activities.

(2) "Local performance package" means a performance package other than a state model performance package adopted by a district to show that a student has completed all specifications of a content standard at a level that equals or exceeds the difficulty and complexity of the state model performance package.

F. "Rubric" means the criteria set by the commissioner to be used by a district to assign a score to student work on a performance package.

G. "Exemplar" means an actual example of student work on a performance package determined by the commissioner to represent student performance that earns a score of "3" or "4."

H. "Exemption" means that a student with an IEP or Section 504 Accommodation Plan is not required to complete a particular content standard.

I. "Modification" means that a student with a disability with an IEP or Section 504 Accommodation Plan or a student with limited English proficiency with an individual graduation plan is not required to complete all specifications of a content standard or that a student with limited English proficiency may complete a content standard entirely in a language other than English.

J. "Commissioner" means the commissioner of the Department of Children, Families, and Learning.

3501.0330 GRADUATION REQUIREMENTS.

Subpart 1. Standards and requirements. The statewide content standards are established in parts 3501.0440 to 3501.0469. The preparatory content standards are in parts 3501.0460 to 3501.0469. High school content standards are in parts 3501.0440 to 3501.0450. High school graduation requirements are in subparts 3 and 5.

Subp. 2. Districts and students.

A. A district shall provide learning opportunities for all students in all preparatory content standards in learning areas one to nine, and learning opportunities sufficient to meet graduation requirements in high school content standards in all ten learning areas. A district shall offer at least one foreign language in learning area ten.

B. There are 48 high school content standards that are in ten learning areas. A student is required to complete 21 of the 47 content standards in learning areas one to nine under subpart 3 for graduation. A student may select electives from 28 of the 47 content standards in learning areas one to nine under subpart 3. A student may select the content standard in learning area ten as one or more electives.

Subp. 3. Distribution requirements for high school graduation. A student shall be required by a district to complete all specifications of at least 24 high school content standards to be eligible for high school graduation. The district shall require a student to complete 21 of the 24 high school content standards as follows:

A. one content standard in learning area one, read, listen, and view in the English language: reading, listening, and viewing complex information, under part 3501.0441, subpart 2, or technical reading, listening, and viewing, under part 3501.0441, subpart 3;

B. two content standards from learning area two, write and speak in the English language:

(1) academic writing, under part 3501.0442, subpart 2, or technical writing, under part 3501.0442, subpart 3; and

- (2) public speaking, under part 3501.0441, subpart 4, or interpersonal communication, under part 3501.0442, subpart 5;
- C. two content standards from learning area three, literature and the arts:
- (1) literary and arts creation and performance, under part 3501.0443, subpart 2, in an art form other than creative writing; and
- (2) literature and arts analysis and interpretation of literature, under part 3501.0443, subpart 3;
- D. three content standards from learning area four, mathematical applications:
- (1) discrete mathematics, under part 3501.0444, subpart 2, or chance and data analysis, under part 3501.0444, subpart 3;
- (2) algebraic patterns, under part 3501.0444, subpart 4, or technical applications, under part 3501.0444, subpart 5; and
- (3) shape, space, and measurement, under part 3501.0444, subpart 6;
- E. two content standards from learning area five, inquiry:
- (1) math research, under part 3501.0445, subpart 2; history of science, under part 3501.0445, subpart 3; history through culture, under part 3501.0445, subpart 4; history of the arts, under part 3501.0445, subpart 5; world history and cultures, under part 3501.0445, subpart 6; recorders of history, under part 3501.0445, subpart 7; or issue analysis, under part 3501.0445, subpart 8; and
- (2) research process, under part 3501.0445, subpart 9; social sciences processes, under part 3501.0445, subpart 10; research and create a business plan, under part 3501.0445, subpart 11; market research, under part 3501.0445, subpart 12; case study, under part 3501.0445, subpart 13; or new product development, under part 3501.0445, subpart 14;
- F. two content standards from learning area six, scientific applications:
- (1) concepts in biology, under part 3501.0446, subpart 2;
- (2) concepts in chemistry, under part 3501.0446, subpart 3;
- (3) earth and space systems, under part 3501.0446, subpart 4;
- (4) concepts in physics, under part 3501.0446, subpart 5; or
- (5) environmental systems, under part 3501.0446, subpart 6;
- G. four content standards from learning area seven, people and cultures:
- (1) themes of United States history, under part 3501.0447, subpart 2;
- (2) United States citizenship, under part 3501.0447, subpart 3;
- (3) diverse perspectives, under part 3501.0447, subpart 4; and
- (4) human geography, under part 3501.0447, subpart 5; institutions and traditions in society, under part 3501.0447, subpart 6; or community interaction, under part 3501.0447, subpart 7;
- H. three content standards from learning area eight, decision making:
- (1) individual and community health, under part 3501.0448, subpart 2;
- (2) physical education and fitness, under part 3501.0448, subpart 3; and
- (3) career investigation, under part 3501.0448, subpart 4; or occupational experience, under part 3501.0448, subpart 5; and

KEY: PROPOSED RULES SECTION — Underlining indicates additions to existing rule language. ~~Strike outs~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." **ADOPTED RULES SECTION** — Underlining indicates additions to proposed rule language. ~~Strike outs~~ indicate deletions from proposed rule language.

Proposed Rules

I. two content standards from learning area nine, resource management:

(1) economic systems, under part 3501.0449, subpart 2; and

(2) natural and managed systems, under part 3501.0449, subpart 3; personal and family resource management, under part 3501.0449, subpart 4; business management, under part 3501.0449, subpart 5; financial systems, under part 3501.0449, subpart 6; or technical systems, under part 3501.0449, subpart 7.

Subp. 4. Elective requirements. In addition to the distribution requirements under subpart 3 that districts shall offer and require students to complete to be eligible for high school graduation, districts shall require students to complete three additional content standards of the student's choice from the high school content standards listed in parts 3501.0440 to 3501.0450. Elective requirements may not be fulfilled by repeating standards completed to fulfill distribution requirements in subpart 3, items A to I, except for learning area three, where literary and arts creation and performance or literature and arts analysis and interpretation standards under part 3501.0443, or both, may be completed in multiple art areas; learning area five, where the world history and cultures standard may be completed with a world history survey and a comprehensive, in-depth study of one or more cultures, nations, movements, or time periods under part 3501.0445, subpart 6; or learning area ten, world language, under part 3501.0450, subpart 2, where the standard may be completed in more than one world language.

Subp. 5. Additional requirements.

A. A district shall require a student to complete one application of technology in each of the following four learning areas: area two, write and speak; area four, mathematical applications; area five, inquiry; and area six, scientific applications.

B. A district may establish additional requirements beyond the statewide graduation requirements.

Subp. 6. Repeating content standards. A district shall allow a student to complete a content standard more than once so that the student may improve the score for that content standard.

Subp. 7. Variations. A district shall require completion of the requirements in subparts 1 to 5 for a student unless variations are expressly stated for the student. Variations for a student from the requirements in subparts 1 to 5 are permitted only as specified in parts 3501.0340 and 3501.0350.

3501.0340 VARIATIONS FOR STUDENTS WITH IEPs OR SECTION 504 ACCOMMODATION PLANS.

Subpart 1. Determination of requirements.

A. A student with an IEP or Section 504 Accommodation Plan in kindergarten through grade 8 shall have all primary, intermediate, and middle level content standards considered by the student's IEP or Section 504 Accommodation Plan team for inclusion in the student's IEP or Section 504 Accommodation Plan as specified in subpart 2.

B. A student's IEP or Section 504 Accommodation Plan team shall consider the graduation requirements in part 3501.0330 for inclusion in the student's IEP or Section 504 Accommodation Plan when a student with a disability is 14 years old or registers for grade 9. An IEP team shall also consider the student's transition plan when determining which of the required and elective content standards will be included in the student's IEP.

Subp. 2. Individualized plans.

A. For a student in kindergarten through grade 8 with an IEP or Section 504 Accommodation Plan, the student's IEP or Section 504 Accommodation Plan team may modify preparatory content standards for the student in the IEP or Section 504 Accommodation Plan. The team shall define which specifications of a content standard the student will pursue under the selected modification. If the team determines that the student is to be exempt from one or more of the content standards, it shall explain the exemption in the IEP or Section 504 Accommodation Plan. When exempt status is adopted for a content standard, the team shall determine whether or not a different standard or IEP goal specific to the learning area is appropriate and shall include that goal in the student's plan.

B. For a high school student with an IEP or Section 504 Accommodation Plan, the student's IEP or Section 504 Accommodation Plan team shall:

(1) determine whether the student will pursue the content standard without modification;

(2) determine whether one or more of the 21 required content standards will be modified to an individual level;

(3) define the elective content standards that the student will also pursue and whether, for each elective, the student will pursue the content standard without modification, or the content standard modified to an individual level; or

(4) determine whether the student is exempt from one or more of the graduation requirements under part 3501.0330, subparts 3 to 5. When exempt status is adopted for a content standard, the team shall determine whether or not a different standard or IEP goal specific to the learning area is appropriate and shall include that goal in the student's plan.

C. A student's IEP or Section 504 Accommodation Plan team shall define which specifications of a preparatory or high school content standard the student will pursue when a content standard is modified. When a content standard is modified, the student's IEP or Section 504 Accommodation Plan team shall define appropriate assessment of the modified content standard.

3501.0350 VARIATIONS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY (LEP).

Subpart 1. **Individual graduation plans.** A district shall establish and maintain procedures that ensure LEP students will be provided opportunity to complete both preparatory and high school content standards. Graduation requirements for an LEP student shall be as specified in part 3501.0330, subparts 3 to 5, unless modified in an individual graduation plan developed and annually reviewed by a team including school advisory staff designated by the district, teachers of the LEP student, parents or guardians of the LEP student, and the LEP student. Specifications for standards in learning areas one and two shall not be modified to permit completion in a language other than English.

Subp. 2. **Student election.** A student whose individual graduation plan team recommends that a content standard be modified under this part may refuse the modified requirement and pursue graduation without modified requirements.

3501.0360 ADJUSTED PERFORMANCE PACKAGES.

Subpart 1. **Limited use for high school students.** For a student who enters grade 9 before the fall of 2001, the district may adjust the difficulty or complexity of a performance package for a high school content standard so that all specifications of the content standard are completed but one or more assignments or activities require student work that is less difficult or complex than that required in a state model performance package.

Subp. 2. **Limited use for preparatory students.** For a student who enters grade 6, 7, or 8 in the fall of 1998, the district may adjust the difficulty or complexity of a performance package for a preparatory content standard.

Subp. 3. **Scoring.** The district shall assign a score of "pass" to a student who completes all assignments and activities on an adjusted performance package under subparts 1 and 2.

Subp. 4. **Criteria for adjustments.** A district shall adjust performance packages according to criteria in a district profile of learning implementation manual under part 3501.0420.

Subp. 5. **Incomplete work.** A district shall not assign a score to incomplete student work on an adjusted performance package.

Subp. 6. **Prohibitions for kindergarten through grade 5.** For a student who enters kindergarten through grade 5 in the fall of 1998 or later, the district shall not adjust performance packages for preparatory content standards to a lesser level of difficulty or complexity.

Subp. 7. **Approval.** A district decision to adjust the difficulty or complexity of a performance package for a student shall be made only with the written approval of the student's parent or guardian.

3501.0370 ASSESSMENT AND SCORING STUDENT ACHIEVEMENT.

Subpart 1. **District assessment requirements.** A district shall:

A. assess student performance in primary, intermediate, middle level, and high school content standards using a state model performance package, local performance package, or adjusted performance package under part 3501.0360;

B. establish processes by which content standards completed as verified on transcripts from other Minnesota public school districts shall be transferred as completed, work completed and verified on transcripts from postsecondary educational institutions or educational institutions outside the state shall be accepted for completion of content standards, and opportunities for a student to demonstrate completion of a high school content standard through learning experienced by the student outside the district's curriculum are provided;

C. use a checklist defining the work that must be completed by a student to meet the specifications of a content standard; and

D. use scoring criteria as specified in subpart 3.

Subp. 2. **District scoring process.** Districts shall determine that a student's performance package is completed by using the checklist under subpart 1, item C, and shall assign a score to the student's work on a performance package according to the scoring criteria in subpart 3.

KEY: PROPOSED RULES SECTION — Underlining indicates additions to existing rule language. ~~Strike outs~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." **ADOPTED RULES SECTION** — Underlining indicates additions to proposed rule language. ~~Strike outs~~ indicate deletions from proposed rule language.

Proposed Rules

Subp. 3. Scoring criteria.

A. Scoring criteria for a performance package includes:

(1) a score of "4," that signifies student work that meets or exceeds the rubric for the state exemplar score of "4";

(2) a score of "3," that signifies student work that meets the rubric for the state exemplar score of "3";

(3) a score of "2," that signifies student completion of work defined on the checklist under subpart 1, item C, but that does not meet the rubric for the state exemplars; and

(4) a score of "1," that signifies student completion of work defined on the checklist under subpart 1, item C, with performance significantly below the rubric for the state exemplars.

B. Incomplete student work on a performance package shall not receive a score and does not complete a content standard.

Subp. 4. Other scoring considerations. While schools may offer and students may complete specifications of content standards at various grades and ages, the index for scoring shall be:

A. scoring of primary level performance packages shall use outstanding work by third graders;

B. scoring of intermediate level performance packages shall use outstanding work by fifth graders;

C. scoring of middle level performance packages shall use outstanding work by eighth graders; and

D. scoring of high school performance packages shall use outstanding work by 12th graders.

Subp. 5. Individualized scores.

A. When a student completes an adjusted performance package, the district shall record the score as "pass."

B. When a student, under provisions in an IEP or Section 504 Accommodation Plan completes the specifications of a modified content standard as determined in the student's plan, the district shall record the score as "pass-individual." When a student's IEP or Section 504 Accommodation Plan exempts the student from a content standard, the district shall record "exempt" for that content standard.

C. When an LEP student, under provisions of an LEP individual graduation plan completes the specifications of a modified content standard, the district shall record the score as "pass-LEP." When an LEP student under the provisions of an individual graduation plan completes all specifications of a content standard solely in a language other than English, except for work in learning area ten, the district shall record the score as "pass-LEP."

Subp. 6. Recording repeated content standard scores. When a student completes a content standard more than once, the district shall record the highest attained score.

3501.0380 ADVISING STUDENTS.

A district shall establish procedures for advising a student and the student's parent or guardian of student progress in completing content standards and the choices and opportunities available for achieving graduation and learning consistent with the student's postsecondary educational and career goals.

3501.0390 PREPARATORY CONTENT STANDARD RECORD DATA.

A district shall establish a system for recording student completion of primary, intermediate, and middle level content standards that must include:

A. content standards completed by the student; and

B. the score achieved on each content standard.

3501.0400 HIGH SCHOOL STUDENT TRANSCRIPT DATA.

Subpart 1. Transcript information. A district shall include on the transcript for a high school student the following information:

A. high school content standards completed by the student;

B. the score achieved on each high school content standard, or a notation that the content standard has been certified as completed through the district's process for transferring credit under part 3501.0370, subpart 1, item B; and

C. date of completion of each high school content standard.

Subp. 2. Transcript format. A district shall format a high school student transcript according to specifications provided by the commissioner.

3501.0410 NOTIFICATION TO PARENTS AND STUDENTS.

In addition to the requirements of part 3501.0120, the district shall provide written notice to parents and students, including:

A. the content standards taught and assessed in the school curriculum;

- B. the procedures for advising students and parents or guardians and how to access these procedures;
- C. the procedures by which students may meet graduation requirements with content standards completed outside the district curriculum;
- D. the individual student progress and achievement reporting schedule the district uses; and
- E. procedures for student and parent or guardian appeal of policies and procedures in the district's profile of learning implementation manual.

3501.0420 IMPLEMENTATION REPORTING.

Subpart 1. Report to commissioner. A district shall, by July 31, 1998, submit for approval by the commissioner, in a format prescribed by the commissioner, its district profile of learning implementation manual, including the following:

- A. policies and procedures for involving students, parents or guardians, and the community in decisions regarding implementation of the profile of learning;
- B. policies and procedures for ensuring that all students kindergarten through grade 8 are taught and assessed on all preparatory content standards in learning areas one through nine under parts 3501.0460 to 3501.0469 in a comprehensive academic school curriculum that integrates technology;
- C. policies and procedures for ensuring that all high school students have access to comprehensive academic school curriculum that integrates technology and that provides graduation opportunities through instruction and assessment of content standards from all ten learning areas under parts 3501.0440 to 3501.0450;
- D. policies and procedures for assessment of student demonstration of the content standards, including criteria for local adoption of performance packages and identification of the teaching staff and processes established for scoring student work;
- E. policies and processes for staff development for continuous improvement of curriculum, instruction, and assessment;
- F. policies and procedures by which a student may meet a graduation requirement for a content standard, whether the district offers the content standard in its school curriculum or the student accomplishes the work in another learning environment, including process for transfer of standards completed in another Minnesota school district, recognition of work completed in other schools and postsecondary institutions, and credit for standards achieved in extracurricular activities, activities outside of the school, previous learning, and community and work experiences;
- G. policies and procedures for periodic advising of students, the student's parents or guardians, or both, of the student's progress and achievement and of the choices and opportunities available for achieving learning, graduation, and the student's postsecondary educational and career goals;
- H. policies and procedures for recordkeeping and reporting of student achievement; and
- I. procedures for student and parent or guardian appeal of policies and procedures in the district's profile of learning implementation manual.

Subp. 2. Students with disabilities or limited English proficiency. District policies and procedures under subpart 1 shall include considerations for students with disabilities and students with limited English proficiency.

Subp. 3. Ongoing reporting. By September 1 of each subsequent year, the district shall report to the commissioner any amendments to its district profile of learning implementation manual or a statement that the last submitted manual continues to reflect current policies and procedures of the district.

Subp. 4. Reporting to community. The information in subparts 1 to 3 must also be reported to the community each year as part of the district's system accountability report.

3501.0430 OTHER DISTRICT RESPONSIBILITIES.

A district shall maintain records of the following to be submitted for audit at the request of the State Board of Education for its periodic review of graduation standards, opportunities, and requirements:

- A. copies of local performance packages used to assess student completion of primary, intermediate, middle level, and high school content standards;
- B. aggregated records of student completion of each high school content standard;

KEY: PROPOSED RULES SECTION — Underlining indicates additions to existing rule language. ~~Strike outs~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." **ADOPTED RULES SECTION** — Underlining indicates additions to proposed rule language. ~~Strike outs~~ indicate deletions from proposed rule language.

Proposed Rules

C. aggregated data on each year's high school graduates, including average number of high school content standards completed, and the number of each score earned on each content standard;

D. anonymous examples of local student work that have been assigned scores of "3" and "4" on primary, intermediate, middle level, and high school content standards for both audit and district staff development opportunities; and

E. issues, comments, and concerns about student achievement and system delivery of content standards as may assist the board in upgrading or expanding student requirements under the profile of learning.

3501.0440 CONTENT STANDARDS; HIGH SCHOOL LEVEL.

The specifications of the high school content standards are established in parts 3501.0441 to 3501.0450.

3501.0441 LEARNING AREA ONE: READ, LISTEN, AND VIEW IN THE ENGLISH LANGUAGE.

Subpart 1. **High school content standards for learning area one.** The specifications for high school content standards in learning area one are under subparts 2 and 3.

Subp. 2. **Reading, listening, and viewing complex information.** A student shall demonstrate the ability to comprehend and evaluate complex information in varied nonfiction by reading, listening, and viewing varied English language selections containing complex information and, in these selections:

A. identify main ideas and supporting information;

B. distinguish fact from opinion, fiction from nonfiction, or both;

C. identify bias, point of view, and author's intent;

D. identify relevant background information; and

E. analyze and evaluate the credibility of evidence and source, the logic of reasoning, and how the type of communication shapes or limits information.

Subp. 3. Technical reading, listening, and viewing.

A. A student shall demonstrate the ability to read and apply technical information from varied English language documents or electronic media by applying information from technical reading, listening, or viewing selections in at least two of the following applications:

(1) build or assemble from a plan;

(2) operate, maintain, or repair from a technical manual;

(3) analyze a situation based on technical information; and

(4) create a design based on technical reading.

B. From the selected applications in item A, a student shall:

(1) identify and select relevant information for completing the application;

(2) interpret specialized vocabulary;

(3) interpret information found in charts, graphs, tables, and other visual and graphic representations of data; and

(4) apply step-by-step procedures.

3501.0442 LEARNING AREA TWO: WRITE AND SPEAK IN THE ENGLISH LANGUAGE.

Subpart 1. **High school content standards for learning area two.** Specifications for high school content standards in learning area two are under subparts 2 to 5.

Subp. 2. Academic writing. A student shall demonstrate the ability to write using grammar, language mechanics, and other conventions of standard written English for a variety of academic purposes and situations by writing original compositions that:

- A. describe, narrate, or explain observations of human events or situations;
- B. analyze patterns and relationships of ideas, topics, or themes;
- C. construct support for a position, argument, plan, or idea; and
- D. evaluate an idea, topic, or theme based on expressed criteria.

Subp. 3. Technical writing. A student shall demonstrate the ability to write in the English language for a variety of technical purposes, situations, and audiences by writing original technical compositions including a set of procedures or directions, a report or proposal, and informational correspondence that describe a complex process, procedure, or device for a particular audience by:

- A. evaluating the amount of technical knowledge the audience has;
- B. determining where and how the information will be used;
- C. using style and format and conventions appropriate for the audience;
- D. using technical vocabulary appropriate for the audience;
- E. incorporating detailed examples or illustrations; and
- F. including warnings or cautions to help the reader prevent errors.

Subp. 4. Public speaking. A student shall demonstrate the ability to construct and deliver speeches using English language conventions for a variety of purposes, situations, and audiences by constructing and delivering, for specific audiences, speeches in which the student has:

- A. determined the intent of the message;
- B. selected appropriate conventions of communication;
- C. constructed supporting arguments using selected information;
- D. used visuals, technology, or other equipment;
- E. used effective delivery techniques; and
- F. adjusted the presentation based on verbal and nonverbal feedback from an audience.

Subp. 5. Interpersonal communication. A student shall demonstrate understanding of interpersonal communication strategies, the components of the interpersonal communication process, and how various factors affect patterns of communication, interaction, and problem solving in group settings by:

- A. using appropriate English language conventions and communication skills in varied interpersonal situations;
- B. demonstrating effective speaking skills, effective listening skills, appropriate feedback, problem-solving techniques, effective group skills, and communication strategies in a variety of simulated or authentic situations; and
- C. using skills of conciliation, mediation, or negotiation to improve communication.

3501.0443 LEARNING AREA THREE: LITERATURE AND THE ARTS.

Subpart 1. High school content standards for learning area three. Specifications for high school content standards in learning area three are under subparts 2 and 3.

Subp. 2. Literary and arts creation and performance. In dance, music, theater, visual arts, creative writing, or media arts, a student shall demonstrate understanding of the elements, techniques, and processes of the selected art form and how works of the art form are structured; and, in the art form, the student shall create or perform, or both, an original artistic presentation including a single complex work or multiple works that:

- A. demonstrates elements and skills of art form;
- B. demonstrates artistic decisions to communicate intent;
- C. demonstrates a sense of an artistic whole;
- D. demonstrates a consideration of audience; and
- E. uses multiple sources for critique and feedback.

KEY: PROPOSED RULES SECTION — Underlining indicates additions to existing rule language. ~~Strike outs~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." **ADOPTED RULES SECTION** — Underlining indicates additions to proposed rule language. ~~Strike outs~~ indicate deletions from proposed rule language.

Proposed Rules

Subp. 3. Literature and arts analysis and interpretation. A student shall demonstrate the ability to interpret and evaluate complex works of music, dance, theater, visual arts, literature, or media arts by:

A. describing the elements and structure of the art form; the artistic intent; and the historical, cultural, and social background of the selected art works;

B. applying specific critical criteria to interpret and analyze the selected art works;

C. describing how particular effects are produced by the artist's use of the elements of the art form; and

D. communicating an informed interpretation using the vocabulary of the art form.

3501.0444 LEARNING AREA FOUR: MATHEMATICAL APPLICATIONS.

Subpart 1. High school content standards for learning area four. Specifications for high school content standards in learning area four are under subparts 2 to 6.

Subp. 2. Discrete mathematics. A student shall use discrete structures to demonstrate mathematical relationships and solve problems by:

A. describing the difference between discrete and continuous models of data and permutations, combinations, and other principles of systematic counting;

B. translating between real-world situations and discrete mathematical models using vertex-edge graphs, matrices, verbal descriptions, and sequences;

C. analyzing and modeling iterative and recursive patterns;

D. analyzing and solving problems by building discrete mathematical models, developing and comparing algorithms or sequences of procedures, and determining whether solutions exist, the number of possible solutions, and the best solutions; and

E. using properties of mathematics to justify reasoning in a logical argument.

Subp. 3. Chance and data analysis. A student shall:

A. demonstrate understanding of the statistical concepts of measures of center, variability, and rank; differences between correlation and causation; sampling procedures; line or curve of best fit; and concepts related to uncertainty of randomness, permutations, combinations, and theoretical and experimental probabilities;

B. investigate a problem of significance by formulating a complex question, designing a statistical study, collecting data, representing data appropriately, using appropriate statistics to summarize data, determining whether additional data and analysis are necessary, drawing conclusions based on data, and communicating the results appropriately for the intended audience;

C. analyze and evaluate the statistical design, survey procedures, and reasonableness of conclusions in a published study or article;

D. use probability experiments, simulations, or theory-to-model situations involving uncertainty; and

E. make predictions based on the model.

Subp. 4. Algebraic patterns. A student shall demonstrate the ability to identify rates of change in different models of linear relationships and know characteristics of polynomial, exponential, and periodic functions and relations; functional notation; and terminology by:

A. translating between real-world situations and mathematical models using graphs; matrices; data tables, spread sheets, or both; verbal descriptions; and algebraic expressions;

B. generalizing patterns and building mathematical models to describe and predict real situations including linear, exponential growth and decay, and periodic;

C. using algebraic concepts and processes to represent and solve problems involving variable quantities; and

D. using properties of algebra to justify reasoning using a logical argument.

Subp. 5. Technical applications. A student shall:

A. demonstrate knowledge of computational technologies; how to use complex measurement equipment for several systems; how to convert between measuring systems; how to measure to scale; how to calculate quantities using algebraic formulas; how to read and interpret information in complex graphs, tables, and charts; scientific and exponential notation used in complex systems; trigonometric applications appropriate to technical situations; and fundamental geometric constructions or calculations used in drafting or construction;

B. create a set of plans to design or modify a complex structure, product, or system by researching background information, calculating mathematical-specifications, and developing a materials list that matches mathematical-specifications;

C. construct a complex structure, product, or model to mathematical-specifications; and

D. analyze existing complex structure, product, or system for purposes of maintenance, repair, trouble shooting, or optimizing function.

Subp. 6. Shape, space, and measurement. A student shall:

- A. demonstrate understanding of the characteristics of geometric figures in both two and three dimensions, including reflections, rotations, and translations; congruence and similarity; perimeter, area, and volume; distance; scaling; and symmetry;
- B. use spatial visualization to model geometric structures and solve problems;
- C. analyze characteristics of shape, size, and space in art, architecture, design, or nature;
- D. translate between numerical relationships and geometric representations to analyze problem situations, scale models, or measurement;
- E. use properties of shape, location, or measurement to justify reasoning in a logical argument; and
- F. demonstrate understanding of measurement accuracy, error, and tolerances.

3501.0445 LEARNING AREA FIVE: INQUIRY.

Subpart 1. High school content standards for learning area five. Specifications for high school content standards in learning area five are under subparts 2 to 14.

Subp. 2. Math research. A student shall design and conduct an investigation on a mathematical topic by:

- A. selecting and refining a topic through research;
- B. formulating generalizations about the topic;
- C. documenting insights gained during the investigation;
- D. connecting new concepts to familiar ideas in mathematics;
- E. using mathematical properties to support conclusions; and
- F. communicating findings for an audience outside of mathematics.

Subp. 3. History of science. A student shall demonstrate understanding of the interaction between social, economic, technological, and environmental factors and the occurrence of varied major scientific advances in recorded history by:

- A. gathering information on one major scientific breakthrough;
- B. investigating and analyzing the social, economic, technological, environmental context in which a scientific breakthrough occurred; and
- C. analyzing the immediate and long-term effect of the scientific breakthrough in any or all of social, economic, technological, and environmental contexts.

Subp. 4. History through culture. A student shall demonstrate understanding of historical periods, including major events, conflicts, and leaders of a historical period, through investigating the cultural expressions of the period by:

- A. interpreting ideas from artistic expressions to compare representations of a historical period to selected philosophies, events or conflicts, and people and their contributions; and
- B. gathering information and analyzing selected cultural expressions of a period, including major writings, publications, or both; artistic works; architecture; technology; and daily life and social customs.

KEY: PROPOSED RULES SECTION — Underlining indicates additions to existing rule language. ~~Strike outs~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." **ADOPTED RULES SECTION** — Underlining indicates additions to proposed rule language. ~~Strike outs~~ indicate deletions from proposed rule language.

Proposed Rules

Subp. 5. History of the arts. A student shall demonstrate understanding of an art form or theme from various historical periods or cultures and, for each work, gather information to analyze the development of a selected idea or theme; and select, describe, and interpret works of art in a historical, cultural, or historical and cultural framework; to identify changes, developments, or both, of:

- A. themes or ideas;
- B. social or cultural contexts;
- C. the form and function of each work; and
- D. the expressive qualities of art for each historical period.

Subp. 6. World history and cultures. A student shall:

A. demonstrate understanding of the significance of key people, events, places, concepts, and themes in the historical development of one or more world cultures by:

(1) a survey of world history including early civilizations, classical traditions, major empires, and institutions; expansions of exchange and encounter, intensified hemispheric interactions, and the first global age; the age of revolutions; and the twentieth century; or

(2) a comprehensive, in-depth focus on a single culture, nation, movement, or time period;

B. investigate and analyze cause and effect relationships among issues, events, and major historical developments in at least one culture, nation, movement, or time period; and

C. investigate and describe the impact of at least one theme on other cultures, nations, movements, or time periods.

Subp. 7. Recorders of history. A student shall demonstrate understanding that historical knowledge is the result of decisions made by recorders of history, including an understanding of events in a chronological framework, the factors influencing decisions made by recorders of history, and the types of information sources by:

A. analyzing two or more accounts of the same historical event recorded in different time periods; comparing and contrasting the accounts; and explaining the differences in terms of availability and use of sources, societal influences on the recorder, and purpose of the account, if known; and

B. recording the history of an event using several primary sources, including identifying factors that influence the recorder of the event and using appropriate validation procedures.

Subp. 8. Issue analysis. A student shall research an issue and evaluate proposed positions or solutions by:

A. gathering information on past or contemporary issues;

B. identifying relevant questions or a range of points of view;

C. summarizing relevant background information;

D. examining information from each source for bias and intended audience;

E. identifying areas of conflict, compromise, or agreement among various groups concerning the issue; and

F. evaluating multiple positions and proposed solutions for the issue, including analyzing conclusions, arguments, and supporting evidence; identifying motives of groups or individuals; analyzing feasibility and practicality; identifying impact on policies; comparing alternative solutions; and projecting consequences.

Subp. 9. Research process. A student shall use primary research techniques of surveys, structured and unstructured interviews, observations, questionnaires, and access secondary sources in multiple ways to:

A. refine a topic into a clear statement of a research problem with subproblems;

B. evaluate a research problem for feasibility;

C. create a plan for collecting and interpreting data;

D. write a review of background information based on a survey of related literature from a variety of sources including identifying key issues, and identifying relevant historical and contextual background;

E. collect and interpret primary data; and

F. discuss research findings, including describing research problems, describing the findings from a survey of literature, presenting primary data, interpreting and analyzing information, and formulating possibilities for further research.

Subp. 10. Social science processes. A student shall access sources of social science information and data to:

- A. formulate a question about a historical event, issue, or interpretation of a concept;
- B. create a plan for collecting and interpreting data;
- C. evaluate a research problem for feasibility;
- D. gather information through the primary research techniques of observations, interviews, surveys, or experiments;
- E. gather background information based on a survey of related literature from a variety of sources including identifying key issues and relevant historical and contextual background; and
- F. discuss research findings, including describing issues; describing the findings from a survey of literature; presenting primary data; identifying bias and context of data or findings; examining how the time period and location of data source affect the data; examining limitations of the investigation, research process, or findings; and formulating possibilities for further research.

Subp. 11. Research and create a business plan. A student shall develop and implement a plan to start a business or an organization to demonstrate an understanding of relevant scientific, economic, marketing, and sales principles; how the business or organization functions within a larger context; the potential impact of the business or organization on people and communities; and human resources management through:

- A. gathering information by keeping records; using market research; tracking markets; using computers, telecommunications, and satellite technology; using a variety of sources of information; and utilizing human resources;
- B. developing a business plan by conducting a feasibility study, producing a cost and benefit analysis, conducting a resource assessment, and identifying alternative solutions to problems; and
- C. implementing a plan that communicates information regarding decisions; applies human relations skills; applies relevant and useful mechanical and technical skills; uses marketing and sales techniques; integrates economic, marketing, sales, and technical aspects with sound environmental practices; and analyzes the effectiveness of the plan.

Subp. 12. Market research. A student shall investigate a product through market research by:

- A. conducting secondary research to investigate a market need or problem;
- B. defining a marketing problem;
- C. conducting market research using at least two of the following methods: direct mail survey, telemarketing survey, personal interview, discussion group, panels, sampling, observations, or market analysis;
- D. correlating, tabulating, and reporting findings; and
- E. analyzing the viability of product, price, place, and promotion based on research findings.

Subp. 13. Case study. A student shall use observation to study human interaction, learning, or development including theories of human behavior, learning, or development; methods and techniques of primary research; and legal and ethical procedures related to research by:

- A. refining a topic into a clear statement of a research problem with subproblems;
- B. creating a plan for collecting data including evaluating feasibility, and establishing a process for conducting observations and recording descriptions;
- C. gathering and analyzing data; and
- D. communicating a description of any or all of the key scenes, people, dialogue, and places; a comparison of the findings to theories of human interaction, learning, or development; conclusions based on the findings; and an identification of implications for further study.

Subp. 14. New product development. A student shall research, develop, and test a new product to demonstrate an understanding of needs analysis; specific materials or technologies; material processing or design techniques, or both, by:

- A. researching the need and the market;
- B. designing a new or improved product that meets the need;
- C. creating the new or improved product;
- D. testing and evaluating the product; and
- E. assessing the impact of production, use, and eventual disposal of the product on the environment, society, and health, as applicable.

KEY: PROPOSED RULES SECTION — Underlining indicates additions to existing rule language. ~~Strike outs~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." **ADOPTED RULES SECTION** — Underlining indicates additions to proposed rule language. ~~Strike outs~~ indicate deletions from proposed rule language.

Proposed Rules

3501.0446 LEARNING AREA SIX: SCIENTIFIC APPLICATIONS.

Subpart 1. **High school content standards for learning area six.** Specifications for high school content standards in learning area six are under subparts 2 to 6.

Subp. 2. **Concepts in biology.** A student shall:

A. demonstrate understanding of biological concepts, theories, and principles including cell theory, mechanisms of heredity, biological change over time, the interdependence of organisms, material cycles and energy flow in living systems, the behavior of organisms, and the historical significance of major scientific advances through the investigation and analysis of cells, organisms, and ecosystems;

B. demonstrate understanding:

(1) of how historical and current scientific concepts and knowledge guide scientific inquiries;

(2) that scientific inquiries are performed to test ideas and predictions and to learn about the natural world;

(3) of how the use of various technologies influence the quality of data and the investigation;

(4) of the essential role of mathematical tools and models and how they are essential to scientific inquiry;

(5) of how explanations based on evidence adhere to established criteria including empirical standards, logic, openness to criticism, and reporting of methods and procedures; and

(6) of how traditions govern the conduct of science, including ethics, peer review, and consensus;

C. design and conduct an experiment to investigate a question and test a hypothesis by:

(1) formulating a question and hypothesis;

(2) designing and conducting an investigation;

(3) recording relevant data;

(4) analyzing data using mathematical methods;

(5) constructing reasonable explanations to answer the question and supporting or refuting a hypothesis;

(6) identifying and considering alternative interpretations of results; and

(7) specifying implications for further investigation;

D. design and conduct one investigation through a problem-based study, service learning project, or field study by identifying scientific issues based on observations and the corresponding scientific concepts; analyzing data to clarify scientific issues or define scientific questions; and comparing results to current models, personal experience, or both; and

E. use scientific evidence to defend or refute an idea in a historical or contemporary context by identifying scientific concepts found in evidence; evaluating the validity of the idea in relationship to scientific information; and analyzing the immediate and long-term impact on the individual, society, or both, in the areas of technology, economics, and the environment.

Subp. 3. **Concepts in chemistry.** A student shall:

A. demonstrate understanding of concepts, theories, and principles in chemistry by investigating and analyzing atomic theory; relationships between the structure and properties of matter including organic and inorganic bonding, periodicity, and solutions chemistry; chemical reactions; interactions of energy and matter; and the historical significance of major scientific advances;

B. demonstrate understanding:

(1) of how historical and current scientific concepts and knowledge guide scientific inquiries;

(2) that scientific inquiries are performed to test ideas and predictions and to learn about the natural world;

(3) of how the use of various technologies influence the quality of data and the investigation;

(4) of the essential role of mathematical tools and models and how they are essential to scientific inquiry;

(5) of how explanations based on evidence adhere to established criteria including empirical standards, logic, openness to criticism, and reporting of methods and procedures; and

(6) of how traditions govern the conduct of science, including ethics, peer review, and consensus;

C. design and conduct an experiment to investigate a question and test a hypothesis by:

(1) formulating a question and hypothesis;

(2) designing and conducting an investigation;

(3) recording relevant data;

(4) analyzing data using mathematical methods;

(5) constructing reasonable explanations to answer the question and supporting or refuting the hypothesis;

(6) identifying and considering alternative interpretations of results; and

(7) specifying implications for further investigation;

D. design and conduct an investigation through a problem-based study, service learning project, or field study by identifying scientific issues based on observations and the corresponding scientific concepts; analyzing data to clarify scientific issues or define scientific questions; and comparing results to current models, personal experience, or both; and

E. use scientific evidence to defend or refute an idea in a historical or contemporary context by identifying scientific concepts found in evidence; evaluating the validity of the idea in relation to the scientific information; and analyzing the immediate and long-term impact on the individual, society, or both, in the areas of technology, economics, and the environment.

Subp. 4. Earth and space systems. A student shall:

A. demonstrate understanding of earth and space systems by investigating and analyzing earth systems through the interaction of forces and energy, geochemical processes and cycles, theories of the origin and evolution of the universe, energy in the earth system, and the historical significance of major scientific advances;

B. demonstrate understanding:

(1) of how historical and current scientific concepts and knowledge guide scientific inquiries;

(2) that scientific inquiries are performed to test ideas and predictions and to learn about the natural world;

(3) of how the use of various technologies influence the quality of data and the investigation;

(4) of the essential role of mathematical tools and models and how they are essential to scientific inquiry;

(5) of how explanations based on evidence adhere to established criteria including empirical standards, logic, openness to criticism, and reporting of methods and procedures; and

(6) of how traditions govern the conduct of science, including ethics, peer review, and consensus;

C. design and conduct an experiment to investigate a question and test a hypothesis by:

(1) formulating a question and hypothesis;

(2) designing and conducting an investigation;

(3) recording relevant data;

(4) analyzing data using mathematical methods;

(5) constructing reasonable explanations to answer the question and supporting or refuting the hypothesis;

(6) identifying and considering alternative interpretations of results; and

(7) specifying implications for further investigation;

D. design and conduct one investigation through a problem-based study, service learning project, or field study by identifying scientific issues based on observations and the corresponding scientific concepts; analyzing data to clarify scientific issues or define scientific questions, and comparing results to current models personal experience, or both; and

E. use scientific evidence to defend or refute an idea in a historical or contemporary context by identifying scientific concepts found in evidence; evaluating the validity of the idea in relation to the scientific information; and analyzing the immediate and long-term impact on the individual, society, or both, in the areas of technology, economics, and the environment.

Subp. 5. Concepts in physics. A student shall:

A. demonstrate understanding of matter, forces, and energy by investigating and analyzing the concepts of motion, force, laws of conservation, electricity, magnetism, waves, energy, and work, and the historical significance of major scientific advances;

B. demonstrate understanding:

(1) of how historical and current scientific concepts and knowledge guide scientific inquiries;

KEY: PROPOSED RULES SECTION — Underlining indicates additions to existing rule language. ~~Strike outs~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." **ADOPTED RULES SECTION** — Underlining indicates additions to proposed rule language. ~~Strike outs~~ indicate deletions from proposed rule language.

Proposed Rules

(2) that scientific inquiries are performed to test ideas and predictions and to learn about the natural world;

(3) of how the use of various technologies influence the quality of data and the investigation;

(4) of the essential role of mathematical tools and models and how they are essential to scientific inquiry;

(5) of how explanations based on evidence adhere to established criteria including empirical standards, logic, openness to criticism, and reporting of methods and procedures; and

(6) of how traditions govern the conduct of science, including ethics, peer review, and consensus;

C. design and conduct an experiment to investigate a question and test a hypothesis by:

(1) formulating a question and hypothesis;

(2) designing and conducting an investigation;

(3) recording relevant data;

(4) analyzing data using mathematical methods;

(5) constructing reasonable explanations to answer the question and supporting or refuting the hypothesis;

(6) identifying and considering alternative interpretations of results; and

(7) specifying implications for further investigation;

D. design and conduct one investigation through a problem-based study, service learning project, or field study by identifying scientific issues based on observations and the corresponding scientific concepts; analyzing data to clarify scientific issues or define scientific questions; and comparing results to current models, personal experience, or both; and

E. use scientific evidence to defend or refute an idea in a historical or contemporary context by identifying scientific concepts found in evidence; evaluating the validity of the idea in relationship to scientific information; and analyzing the immediate and long-term impact on the individual, society, or both, in the areas of technology, economics, and the environment.

Subp. 6. Environmental systems. A student shall:

A. demonstrate understanding of the use of decision-making models and scientific investigation and issues involving relationships among the individual, society, economy, and environment by investigating and analyzing the scientific concepts, principles, laws, or theories that affect and are effected by environmental changes; the components of social systems that affect and are effected by environmental changes; the interactions between social and natural systems; local, regional, or global implications of short-term or long-term environmental changes; and methods for citizenship action;

B. demonstrate understanding:

(1) of how historical and current scientific concepts and knowledge guide scientific inquiries;

(2) that scientific inquiries are performed to test ideas and predictions and to learn about the natural world;

(3) of how the use of various technologies influence the quality of data and the investigation;

(4) of the essential role of mathematical tools and models and how they are essential to scientific inquiry;

(5) of how explanations based on evidence adhere to established criteria including empirical standards, logic, openness to criticism, and reporting of methods and procedures; and

(6) of how traditions govern the conduct of science, including ethics, peer review, and consensus;

C. analyze a significant environmental topic to identify problems;

D. analyze an environmental problem to identify related issues;

E. develop a conceptual understanding of the local issue by identifying related scientific concepts and ecological systems; identifying related social systems; identifying interest groups, the point of view of interest groups, and possible solutions; and analyzing how humans and natural systems affect and are affected by the local issue;

F. design and conduct primary research to enhance understanding of the local issue;

G. develop and evaluate a personal action plan designed to promote a specific solution; and

H. design and conduct an experiment to investigate a question and test a hypothesis by:

(1) formulating a question and hypothesis;

(2) designing and conducting an investigation;

(3) recording relevant data;

- (4) analyzing data using mathematical methods;
- (5) constructing reasonable explanations to answer the question and supporting or refuting the hypothesis;
- (6) identifying and considering alternative interpretations of results; and
- (7) specifying implications for further investigation.

3501.0447 LEARNING AREA SEVEN: PEOPLE AND CULTURES.

Subpart 1. **High school content standards for learning area seven.** Specifications for high school content standards in learning area seven are under subparts 2 to 7.

Subp. 2. **Themes of United States history.** A student shall:

A. demonstrate understanding of the Declaration of Independence, the United States Constitution, and themes related to key events, concepts, and people in the historical development of the United States, including the convergence of people, colonization, settlement, and the American Revolution; expansion, the Civil War, and the Reconstruction; tribal sovereignty and the relationship between American Indian tribal governments and federal and state government; industrialization, the emergence of modern America, and the Great Depression; World War II; and postwar United States to the present; and

B. illustrate the influence of diverse ideals or beliefs on a theme or an event in the historical development of the United States.

Subp. 3. **United States citizenship.** A student shall demonstrate understanding of the foundations, rights, and responsibilities of United States citizenship including how the United States government, as established by the Constitution, embodies the principles and ideals of a democratic republic; the rights and responsibilities of United States citizens, noncitizens, and dual citizens; and the formal and informal structures within which interest groups exercise power, by:

A. examining the foundational documents, including the United States Constitution and the Bill of Rights relating to citizen rights and responsibilities;

B. examining persisting issues involving rights, roles, and status of individuals in relation to the general welfare of society;

C. analyzing how citizens can affect public policy; and

D. observing, analyzing, and interacting with an actual or simulated governmental process.

Subp. 4. **Diverse perspectives.** A student shall evaluate events and actions from diverse United States and world perspectives by identifying:

A. how race, culture, gender, and disability may influence beliefs, actions, and world view;

B. how data and experiences may be interpreted differently; and

C. issues, topics, or concepts around which disagreement or ambiguity exists, including describing points of view concerning the issue, investigating reasons for identified points of view, investigating reasons for alternate viewpoints, and analyzing how the interpretation of an issue is affected by omitted viewpoints.

Subp. 5. **Human geography.** A student shall demonstrate understanding of human geography by:

A. identifying the location of major places and geographic features on the surface of the earth, the physical and cultural characteristics of places, the physical processes that shape patterns on the earth's surface, how movement of cultural characteristics interconnects various places, and how the physical environment is modified by and modifies human activities;

B. interpreting and communicating geographic information through maps and other forms of graphic tools and geographic information systems;

C. analyzing the effects of alterations on cultural landscapes, physical landscapes, or both;

D. analyzing the relationship between geography and a dispute about land use versus ownership or political control; and

E. analyzing the relationship between geography and culture.

Subp. 6. **Institutions and traditions in society.** A student shall demonstrate understanding of institutions and traditions in society by:

A. identifying societal concepts that influence the interaction among individuals, groups, and institutions in society; how societal concepts and institutions develop and change over time; and how cultural diversity affects conflict and cohesion within and across groups and institutions;

KEY: PROPOSED RULES SECTION — Underlining indicates additions to existing rule language. ~~Strike outs~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." **ADOPTED RULES SECTION** — Underlining indicates additions to proposed rule language. ~~Strike outs~~ indicate deletions from proposed rule language.

Proposed Rules

- B. examining tension between individuality and conformity;
- C. examining how roles, status, and social class affect interaction in groups and institutions;
- D. describing how institutions change over time; and
- E. analyzing how institutions affect continuity and change.

Subp. 7. Community interaction. A student shall demonstrate an understanding of the relationships between organizations and the communities the organizations serve through direct service or experience, by:

- A. assessing and evaluating the impact of an issue, event, or service on a target population; and
- B. suggesting, applying, and evaluating strategies designed to improve the community through direct service or other authentic experience.

3501.0448 LEARNING AREA EIGHT: DECISION MAKING.

Subpart 1. High school content standards for learning area eight. Specifications for high school content standards in learning area eight are under subparts 2 to 5.

Subp. 2. Individual and community health. A student shall demonstrate an understanding of decision-making processes and community health practices that promote healthful nutrition and dietary practices, and physical fitness, and that reduce and prevent tobacco use, drug and alcohol use, intentional and unintentional injuries, HIV, sexually transmitted diseases, and unintentional pregnancies by:

A. analyzing how health maintenance and disease prevention decisions are influenced by the media, technological advances, interpersonal communication, and immediate and long-term risk factors; and

B. creating a plan for an in-depth study of one of the community health practices described in this subpart including in-depth information needed, procedures required, how this area is impacted by other community health practices, and options for completing an in-depth study.

Subp. 3. Physical education and fitness. A student shall use decision-making processes to select appropriate physical activities to achieve fitness and shall demonstrate understanding of the training necessary to improve fitness and the rules and skills associated with physical activities by:

A. designing and implementing a health-enhancing fitness plan, including:

- (1) establishing current levels of cardiovascular fitness, muscular endurance, and flexibility;
- (2) setting cardiovascular, muscular, and flexibility goals to improve total body fitness;
- (3) selecting measurement strategies;
- (4) identifying frequency, intensity, time, and types of activities required to meet goals;
- (5) analyzing impact of goals on cardiovascular system and affected muscle groups;
- (6) evaluating reasonableness of maintaining the fitness plan over an extended period of time; and
- (7) evaluating effectiveness of the plan on total body fitness; and

B. demonstrating knowledge and skills in an aerobic activity and at least two other physical fitness activities.

Subp. 4. Career investigation. A student shall demonstrate understanding of a variety of career clusters, attributes and aptitudes needed in particular types of occupations and careers, how attitudes and behaviors affect the climate of a workplace, how systems within a workplace affect or interact with systems in the community, and how systems affect an individual worker by:

- A. determining personal interest, aptitudes, and abilities;
- B. establishing an explicit career action plan, including selecting a program that meets a career or vocational preparation goal;
- C. investigating a career through research, internship, mentorship, or community service placement; and
- D. evaluating career choices in relationship to life goals and personal attributes.

Subp. 5. Occupational experience. A student shall apply a decision-making process in real-work situations by:

A. analyzing:

- (1) individual career-related strengths, experiences, and interests that may affect lifework choices;
- (2) the current and projected employment outlook in a selected career cluster;
- (3) skills, technical information, and work relationships required for a specific job; and
- (4) current work-related laws and how the laws affect a worker;

B. making short-term and long-term employment choices;

- C. creating documents for job-seeking and placement;
- D. integrating technical knowledge and skills to achieve goals in an employment situation;
- E. applying effective problem-solving strategies in employer-employee, coworker, and customer-client situations; and
- F. evaluating job performance according to standards and expectations of the workplace and personal job goals.

3501.0449 LEARNING AREA NINE: RESOURCE MANAGEMENT.

Subpart 1. High school content standards for learning area nine. Specifications for high school content standards in learning area nine are under subparts 2 to 7.

Subp. 2. Economic systems. Through the use of the fundamental concepts of economics, a student shall demonstrate understanding of the interactive nature of global, national, and local economic systems, how government decisions impact those systems, and how individuals, households, businesses, and governments use scarce resources to satisfy unlimited wants and needs by:

- A. analyzing a public issue in terms of production, distribution, and consumption;
- B. analyzing how change in the economy affects individuals, households, business, government, and the environment;
- C. explaining how scarcity of productive resources impacts decisions concerning the production and distribution of goods and services;
- D. examining how domestic and global economic systems interact; and
- E. comparing the rules and procedures of different economic systems by examining the effect on supply, demand, capital, prices, role of institutions, and natural resources.

Subp. 3. Natural and managed systems. A student shall develop and communicate a resource management plan involving natural and managed systems by:

- A. demonstrating understanding of the interaction and interdependence of natural and managed systems, including natural ecosystems, and human-managed systems;
- B. describing the biological, physical, and human characteristics of the systems;
- C. gathering data using appropriate techniques;
- D. identifying the nature of the interactive and interdependent relationships;
- E. using appropriate environmental impact criteria;
- F. analyzing economic and environmental costs and benefits;
- G. presenting and defending a cost and benefit risk analysis to a jury of peers; and
- H. modifying the plan based on feedback.

KEY: PROPOSED RULES SECTION — Underlining indicates additions to existing rule language. ~~Strike outs~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." **ADOPTED RULES SECTION** — Underlining indicates additions to proposed rule language. ~~Strike outs~~ indicate deletions from proposed rule language.

Proposed Rules

Subp. 4. Personal and family resource management. A student shall apply principles of personal and family resource management and informed decision making by:

A. demonstrating understanding of sound buying principles, issues involved in renting or buying a home, personal finance terminology, insurance options, and implications of nonfinancial resources;

B. creating plans for major purchases;

C. evaluating personal banking services and cash or credit options;

D. analyzing a household budget;

E. preparing personal income tax statements;

F. analyzing and selecting investment options; and

G. analyzing how to manage household resources considering broader economic and environmental systems.

Subp. 5. Business management. A student shall use fundamentals of informed decision making and business management, including personnel management procedures; customer, employee, and management practices; use of banking services; forms of business organization; and current work-related laws and how the laws affect employment by:

A. maintaining finances of the business;

B. analyzing business expenses and organizational and environmental costs;

C. applying personnel management procedures;

D. applying human relations strategies;

E. applying marketing strategies; and

F. organizing work time around long-term priorities and immediate needs.

Subp. 6. Financial systems. A student shall use financial systems and information and basic accounting principles to:

A. prepare accounts, ledgers, journals, financial statements, and payroll data;

B. conduct financial analysis using mathematical techniques, including ratio analysis, comparative statements analysis, cost analysis, and trend analysis; and

C. create a report based on information obtained from data analysis, including describing and displaying data, analyzing effectiveness of past financial actions, and recommending future courses of action based on conclusions of data analysis.

Subp. 7. Technical systems. A student shall apply knowledge, skills, and tools of technological systems by:

A. investigating and analyzing the scientific principles and elements (inputs, processes, outputs, feedback) of a specific technological system in relation to a macrosystem;

B. using basic skills and tools related to operating a specific system;

C. creating, modifying, analyzing, or troubleshooting a technological system;

D. transferring knowledge of a specific system to create or modify a plan for a macrosystem; and

E. examining short-term impact on the environment and long-term sustainability.

3501.0450 LEARNING AREA TEN: WORLD LANGUAGES.

Subpart 1. High school content standard in world language. Specifications for the high school content standard in learning area ten are under subpart 2.

Subp. 2. World language. A student shall demonstrate understanding of the features and appropriate applications of a foreign, domestic, technical, or symbolic language other than English and communicate in a variety of applications by:

A. showing evidence of comprehension of complex information communicated by others in a language other than English;

B. using the language to communicate complex information to others; and

C. analyzing information and communication situations based on criteria used by others highly skilled in the language.

3501.0460 PREPARATORY CONTENT STANDARDS IN LEARNING AREA ONE: READ, LISTEN, AND VIEW.**Subpart 1. Primary content standards.**

A. **Literal comprehension.** A student shall demonstrate comprehension of literal meaning through reading, viewing, or listening to nonfiction and fiction selections by:

- (1) identifying main ideas and some supporting details;
- (2) retelling main events or ideas in sequence;
- (3) pronouncing new words using phonic skills;
- (4) reading aloud fluently with appropriate expression;
- (5) demonstrating appropriate techniques for learning new vocabulary; and
- (6) interpreting presentations of data.

B. **Interpretation and evaluation.** A student shall interpret and evaluate information from age-appropriate nonfiction and fiction selections by reading, viewing, and listening to:

- (1) understand ideas not explicitly stated;
- (2) make predictions based on information in the selection;
- (3) draw conclusions based on information in the selection;
- (4) compare and contrast elements of the story or selection;
- (5) distinguish facts from opinions; and
- (6) summarize ideas and identify tone in persuasive, fictional, and documentary presentations.

Subp. 2. Intermediate content standards.

A. **Literal comprehension.** A student shall demonstrate comprehension of literal meaning by:

(1) reading, listening, and viewing of nonfiction and fiction selections to identify main ideas and support details, retell main events or ideas in sequence, pronounce new words using phonics, demonstrate techniques of improving and expanding vocabulary, and demonstrate an age-appropriate reading rate;

- (2) reading and applying technical instructions to perform an action;
- (3) using presentations of data to understand scientific or mathematical information; and
- (4) summarizing ideas and information from visual presentations.

B. **Interpretation and evaluation.** A student shall interpret and evaluate information from age-appropriate nonfiction and fiction selections by reading, listening, and viewing to:

- (1) distinguish fact from opinion in nonfiction selections;
- (2) interpret figurative language;
- (3) make predictions based on information in the selection;
- (4) compare and contrast settings, ideas, or actions;
- (5) understand ideas not stated explicitly in the selection; and
- (6) interpret effects of persuasive visual messages.

Subp 3. Middle-level content standards.

A. **Nonfiction.** A student shall:

(1) demonstrate the ability to comprehend, interpret, and evaluate information from a variety of nonfiction formats in reading, listening, and viewing; and

KEY: PROPOSED RULES SECTION — Underlining indicates additions to existing rule language. ~~Strike outs~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." **ADOPTED RULES SECTION** — Underlining indicates additions to proposed rule language. ~~Strike outs~~ indicate deletions from proposed rule language.

Proposed Rules

(2) comprehend information from selections that address abstract or complex ideas by:

- (a) identifying main ideas and supporting details;
- (b) interpreting presentations of data in connection with other information in the text;
- (c) comparing and contrasting information on the same topic from different types of sources;
- (d) identifying differences in the points of view of the authors when given more than one selection on the same topic;
- (e) identifying statements of fact and opinion within a selection; and
- (f) using structural organizers within a selection to aid comprehension.

B. Fiction. A student shall demonstrate the ability to comprehend, interpret, and evaluate information in fictional reading, listening, and viewing selections by:

- (1) retelling a story, including major characters, setting, sequence of events, and conflicts;
- (2) showing evidence of an ongoing process for expanding vocabulary;
- (3) interpreting literal and figurative language and imagery;
- (4) categorizing events, behavior, or characters;
- (5) predicting logical cause and effect sequence; and
- (6) evaluating fiction according to preestablished criteria.

C. Technical reading. A student shall demonstrate the ability to comprehend technical information from documents or electronic media by:

- (1) knowing relevant technical vocabulary, use of tools, and safety procedures;
- (2) applying step-by-step directions using appropriate tools and safety procedures; and
- (3) showing an understanding of information from visual or graphic data.

3501.0461 PREPARATORY CONTENT STANDARDS IN LEARNING AREA TWO: WRITE AND SPEAK.

Subpart 1. Primary content standards; writing and speaking. A student shall demonstrate the ability to write and speak for a variety of academic and technical purposes through:

A. teaching another how to perform an action or create a product by:

- (1) writing directions with multiple steps;
- (2) sequencing steps accurately;
- (3) using task-specific vocabulary;
- (4) writing a list of necessary materials; and
- (5) using illustrations or visuals as a teaching aid;

B. writing a story by:

- (1) describing ideas or events from personal experience, observation, or imagination;
- (2) sequencing ideas or events; and
- (3) using details or examples to create images;

C. writing a report to describe and give information about a person, an object, or a situation; and

D. giving an informal oral presentation by:

- (1) presenting an opinion or idea;
- (2) using reasons or examples to explain it; and
- (3) responding to related questions from the audience.

Subp. 2. Intermediate content standards.

A. Writing. A student shall demonstrate the ability to write for a variety of academic and technical purposes and audiences by:

- (1) writing a story based on direct experience or observation including:
 - (a) a problem solved, a conflict resolved, or a lesson learned;
 - (b) a description of setting using vivid details;
 - (c) a flow of action leading to a logical ending;
 - (d) an image of at least one character; and
 - (e) dialogue that captures authentic oral expression;
- (2) writing to request an action or a product with a final edit suitable for a real world audience including:
 - (a) necessary information and detail using appropriate vocabulary; and
 - (b) use of formal structures and courteous conventions; and
- (3) editing the finished product for correct mechanics and spelling.

B. Speaking. A student shall demonstrate the ability to speak to an audience or interact with a group by:

- (1) planning and carrying out an event in a small group including:
 - (a) constructing a flow chart of work to be done;
 - (b) implementing a group work plan;
 - (c) demonstrating a variety of cooperative group roles in discussion situations; and
 - (d) taking responsibility for obtaining, organizing, and using materials; and
- (2) preparing and giving a demonstration to an audience including:
 - (a) describing a step-by-step procedure to complete an action;
 - (b) using visuals or manipulatives to illustrate ideas;
 - (c) demonstrating effective delivery techniques; and
 - (d) answering questions from the audience concerning the demonstration.

Subp. 3. Middle-level content standards.

A. Writing. A student shall demonstrate for a variety of academic and technical purposes, situations, and audiences the ability to write:

- (1) a technical procedure or set of directions that uses:
 - (a) technical terminology, use of tools to perform an action, or both;
 - (b) original visual representations to support text, including for example, illustrations, diagrams, charts, or technical drawings;
 - (c) sequenced steps using a numbered, bulleted, or outlined format;
 - (d) precise wording and objective style; and
 - (e) a glossary of technical terms used in the text;
- (2) a narrative including:
 - (a) a description of events from direct experience or observation;
 - (b) use of relevant detail and figurative language to create an image of setting, characters, and events;
 - (c) dialogue between characters; and
 - (d) a sequence of events or ideas leading to a logical ending; and
- (3) an idea or opinion that:
 - (a) gives a rationale that includes reasons to support or oppose the opinion;
 - (b) uses evidence to support the idea; and
 - (c) has correct spelling and mechanics.

B. Interpersonal communication. A student shall demonstrate the ability to communicate effectively in a small group by:

KEY: PROPOSED RULES SECTION — Underlining indicates additions to existing rule language. ~~Strike outs~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." **ADOPTED RULES SECTION** — Underlining indicates additions to proposed rule language. ~~Strike outs~~ indicate deletions from proposed rule language.

Proposed Rules

- (1) solving a problem or settling a dispute, and giving a demonstration or presenting new information in a small group;
- (2) interacting and communicating appropriately with individuals of different gender, age, culture, and points of view;
- (3) adjusting communication on the basis of verbal and nonverbal feedback; and
- (4) expressing tone, mood, and vocabulary appropriate for a given situation.

3501.0462 PREPARATORY CONTENT STANDARDS IN LEARNING AREA THREE: THE ARTS.

Subpart 1. Primary content standard; artistic creativity, performance, and expression. A student shall describe at least three of the art forms in this subpart using the vocabulary of the art form and identifying similarities and differences between different art forms. A student shall:

A. in dance, demonstrate basic movements in musical or rhythmic contexts, respond to selected assignments and problems, and create sequences of movement to communicate an original story or an experience;

B. in visual art, use appropriate tools and processes of at least three different media to communicate ideas, use elements of visual art to communicate ideas, and identify works and styles of art belonging to different cultures and times;

C. in music, sing in a group, sing a varied repertoire of songs, play simple rhythms and melodies on classroom instruments, improvise simple rhythms and melodies, and use a system to read basic music notation; and

D. in theater, use movement, sound, and language to create images, express emotions, and imitate animals, objects, or shapes; and use elements or environment, costume, and props to communicate story and character.

Subp. 2. Intermediate content standard; artistic creativity, performance, and expression. A student shall create, interpret, and evaluate the elements and principles of at least three of the art forms in this subpart. A student shall:

A. in dance, demonstrate characteristic dance styles from more than one form or tradition; observe and discuss how dances are similar in terms of elements of dance; demonstrate more than one solution for creative movement problems; and use basic movements to create and perform a sequence with a beginning, middle, and end, with or without music;

B. in visual arts, demonstrate the ability to communicate ideas effectively through at least three different media and techniques, use elements and principles of art to effectively communicate ideas, associate artwork with various cultures or historical periods, and describe selected works of art in terms of the elements and principles of visual or media art;

C. in music, sing alone; sing rounds and part songs in a group; perform simple rhythmic, melodic, and harmonic patterns accurately on classroom instruments; improvise melodies and accompaniments using classroom instruments, voice, or both; and use a system to read musical notation; and

D. in theater, interpret, perform, or interpret and perform a story based on an existing piece of literature by adapting plot, characters, and language for theatrical purposes; and evaluate plot, character, theme, language, sound, and spectacle; and create characterizations based on fiction or life experience.

Subp. 3. Middle-level content standards.

A. Artistic creativity and performance. A student shall demonstrate knowledge of at least three art forms through artistic process and presentation by:

- (1) knowing the expressive and technical elements of an art form;
- (2) knowing basic conventions of the creative decision-making process; and
- (3) performing or presenting in each art form:
 - (a) using principles and elements of the art form;
 - (b) demonstrating fundamental skills;
 - (c) using improvisation to generate and communicate artistic intent; and
 - (d) creating original works in a variety of contexts.

B. Artistic interpretation. A student shall interpret and evaluate a variety of art works, performances, or presentations, including elements, principles, and styles of the art forms, and the social, historical, and cultural context of each work of art by:

- (1) analyzing art works using the elements, principles, and styles of the art form;
- (2) evaluating works of art according to preestablished criteria;
- (3) describing personal reaction to the work of art; and
- (4) explaining the connection between the work of art social, cultural, or historical context.

3501.0463 PREPARATORY CONTENT STANDARDS IN LEARNING AREA FOUR: MATHEMATICAL APPLICATIONS.

Subpart 1. Primary content standards.

A. Number sense. A student shall use number relationships to represent information and solve problems by:

(1) using whole numbers to represent numbers in more than one way, count and order, name and locate, measure, and describe and extend pattern;

(2) demonstrating an understanding of place value, number relationships, relative size, and reasonableness of answers in problem-solving situations; and

(3) solving problems and justifying thinking by selecting appropriate numbers and representations; using operations, patterns, and estimation; generating multiple solutions; organizing data using pictures and charts; and using concrete objects, diagrams, or maps to solve simple problems involving counting, arrangements, or routes.

B. Shape, space, and measurement. A student shall apply concepts of shape, space, and measurement to solve problems involving two- and three-dimensional shapes by demonstrating an understanding of:

(1) patterns by describing, extending, and completing existing patterns; creating new patterns; representing spatial patterns pictorially, numerically, or both; and identifying, creating, or identifying and creating symmetrical patterns;

(2) measurement, given familiar objects, to identify type of measurement required, estimate measurement, select appropriate tools and units of measurement, measure accurately, and use measurements to order a group of objects according to size;

(3) familiar two- and three-dimensional shapes by identifying shapes in real-world contexts; drawing, building, or drawing and building familiar shapes; sorting and classifying shapes; and predicting the results of flipping, sliding, or turning a shape; and

(4) geometric terms used to describe spatial relations.

Subp. 2. Intermediate content standards.

A. Shape, space, and measurement. A student shall:

(1) describe and analyze two- and three-dimensional shapes and spaces using appropriate whole and partial units, including metric, to measure length, time, weight, volume, temperature, angle, and area, and using names and properties of common two- and three-dimensional shapes;

(2) describe and compare two- and three-dimensional geometric figures existing in the physical world;

(3) analyze and create new shapes by combining, dissecting, or transforming existing shapes;

(4) extend or create geometric patterns to solve problems;

(5) represent a three-dimensional space in two-dimensional view;

(6) measure, including identifying type of measurement required, selecting appropriate tools and units of measurement, and measuring accurately;

(7) estimate measurements by using appropriate units and comparisons to known objects or quantities; and

(8) use maps or graphs to determine the most efficient routes.

B. Number sense. A student shall:

(1) demonstrate understanding of concepts of place value, variables, and equations; when and how to use number operations; when and how to use a variety of estimation strategies; addition, subtraction, and multiplication of single-digit multiples of powers of ten; and the reasonableness of calculator results;

(2) use number concepts and a variety of math operations to represent information and solve problems;

(3) solve a variety of multiple-step problems using number relationships and properties, number patterns, and appropriate computation or estimation procedures;

(4) generate and describe more than one method to solve problems;

(5) use whole numbers, simple fractions, and money amounts to quantify, label, measure, and locate numerical information;

(6) represent real-life situations mathematically;

(7) represent patterns using words, pictures, and numbers; and

KEY: PROPOSED RULES SECTION — Underlining indicates additions to existing rule language. ~~Strike outs~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." **ADOPTED RULES SECTION** — Underlining indicates additions to proposed rule language. ~~Strike outs~~ indicate deletions from proposed rule language.

Proposed Rules

(8) use lists or diagrams to solve counting and arrangement problems.

C. Chance and data handling. A student shall:

(1) demonstrate understanding of how to find range, mean, and median simple concepts of likelihood including impossible, unlikely, equal chance, likely, certain, fair, and unfair; and information displayed in graphs, tables, and charts;

(2) answer questions by collecting and organizing data, representing data, and communicating results;

(3) conduct experiments involving uncertainty including listing possible outcomes; tally, record, and explain results; and use the results to predict future outcomes;

(4) describe patterns, trends, or relationships in data displayed in graphs, tables, or charts; and

(5) represent data using at least two graphic forms.

Subp. 3. Middle-level content standards.

A. Space, shape, and measurement. A student shall:

(1) demonstrate understanding of basic concepts of coordinate systems, by knowing precise mathematical names and properties of two- and three-dimensional shapes, converting common measurement units within the metric system and customary systems, and understanding how properties of shapes affect stability and rigidity of objects;

(2) recognize and describe shape, size, and position of two- and three-dimensional objects and the images of the objects under transformations;

(3) create complex designs using transformations and tilings to generalize properties of shapes;

(4) connect geometric concepts and use them to test conjectures and solve problems, including distances (rational and irrational), the Pythagorean Theorem, similarity and congruence, slope, properties of polygons and polyhedra, and symmetry;

(5) measure length, mass, perimeter, and area of quadrilaterals and circles, surface area, and volume of solids and angles, including determining type of measurement needed (exact, approximate, derived), selecting appropriate measurement tools and units, and measuring to the appropriate accuracy;

(6) describe how changes in the dimensions of figures affect perimeter, area, and volume; and

(7) use vertex-edge graphs to solve problems.

B. Number sense. A student shall:

(1) demonstrate understanding of number concepts including place value, exponents, prime and composite numbers, multiples, and factors; fractions, decimals, percents, integers, and numbers in scientific notation that translate among equivalent forms; and compare and order numbers within a set;

(2) solve a variety of problems by representing numbers efficiently, selecting appropriate operations, selecting appropriate methods to estimate or compute, and generating and describing more than one method to solve problems;

(3) analyze and justify operations and methods used and evaluate the reasonableness of computed results to problems with proposed solutions;

(4) apply proportional reasoning to solve a variety of problems using rates, ratios, proportions, and percents; and

(5) create a real-world communication that demonstrates the ability to use a variety of numbers in context.

C. Chance and data handling. A student shall:

(1) evaluate and solve problems, including calculating basic measures of center and variability, to demonstrate understanding of basic concepts of probability and calculate simple probabilities;

(2) formulate a question and design an appropriate data investigation;

(3) organize raw data and represent it in more than one way;

(4) analyze data by selecting and applying appropriate data measurement concepts;

(5) critique various representations of data;

(6) devise and conduct a simulated probability situation; and

(7) predict future results based on experimental results.

D. Patterns and functions. A student shall:

(1) analyze patterns and use concepts of algebra to represent mathematical relationships, including demonstrating understanding of the concepts of variables, expressions, and equations;

(2) recognize, analyze, and generalize patterns found in linear and nonlinear phenomena; data from lists, graphs, and tables; number theory; sequences; rational numbers; and formulas;

(3) represent and interpret cause and effect relationships using algebraic expressions, equations and inequalities, tables and graphs, verbal descriptions, and spread sheets;

(4) connect verbal, symbolic, and graphical representations; identify constraints; translate algebraic expressions into equivalent forms; and propose and justify solutions in problem situations; and

(5) use properties of mathematics to informally justify reasoning in a logical argument.

3501.0464 PREPARATORY CONTENT STANDARDS IN LEARNING AREA FIVE: INQUIRY.

Subpart 1. Primary content standard; data categorization, classification, and recording. A student shall demonstrate the ability to categorize, classify, and record information by:

- A. gathering information from media sources, direct observation, interviews, and experiment or investigation to answer a question;
- B. recording the gathered information;
- C. displaying the gathered information using the appropriate format; and
- D. explaining the answer to the question.

Subp. 2. Intermediate content standard; media, observation, and investigation. A student shall demonstrate the ability to answer a question by gathering information from:

A. direct observations or experiments with a variable, including framing a question; collecting, recording, and displaying data; identifying patterns; comparing individual findings to large group findings; and identifying areas for further investigation;

B. media sources, including selecting a topic and framing a question; accessing information from any or all of electronic media, print, interviews, and other sources; recording and organizing information; and reporting findings in written, oral, or visual presentation; and

C. direct observation and interviews, including identifying a topic or area for investigation, writing a detailed description of the observation, conducting an interview with follow-up questions or designing and conducting a survey, recording and organizing information, and evaluating the findings to identify areas for further investigation.

Subp. 3. Middle-level content standards.

A. Direct observation. A student shall demonstrate the ability to gather information to answer a scientific or social science question through:

(1) direct observations, including framing a question, collecting and recording data, displaying data in appropriate format, looking for patterns in observable data, relating findings to new situations or large group findings, answering a question or presenting a position using data, and identifying areas for further investigation; and

(2) direct observations, interviews, or surveys, including framing a question; collecting data through observation, interviews, or surveys; recording and organizing information; and evaluating the question based on findings.

B. Accessing information. A student shall access information and use a variety of sources to answer a question or support a position by:

- (1) generating a question to be answered or a position to be supported through investigation;
- (2) using electronic media or other available means to access relevant information;
- (3) determining how to record and organize information;

KEY: PROPOSED RULES SECTION — Underlining indicates additions to existing rule language. ~~Strike outs~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." **ADOPTED RULES SECTION** — Underlining indicates additions to proposed rule language. ~~Strike outs~~ indicate deletions from proposed rule language.

Proposed Rules

- (4) gathering information from multiple sources;
- (5) evaluating the relevance of the information; and
- (6) answering the question or supporting a position by synthesizing information.

C. **Controlled experiments.** A student shall design and conduct a controlled experiment or investigation and interpret the results by:

- (1) using relevant information to generate a hypothesis or frame a question in a given topic;
- (2) defining the controls, variable, and sample size or number of repetitions;
- (3) setting up a method to test the hypothesis;
- (4) determining how to record and organize data;
- (5) conducting experiment and record data;
- (6) analyzing data and evaluating the hypothesis; and
- (7) identifying areas for further investigation.

3501.0465 PREPARATORY CONTENT STANDARDS IN LEARNING AREA SIX: APPLIED SCIENTIFIC METHODS.

Subpart 1. **Primary content standard; direct science experience.** A student shall demonstrate knowledge of basic science concepts of physical science, life science, and earth and space science through direct experience, including an understanding of:

- A. concepts related to everyday life through characteristic properties of objects, patterns and how they repeat, and cycles;
- B. how the basic needs of organisms are met;
- C. responses of organisms to changes in the environment;
- D. how the personal use of materials, energy, and water impacts the environment; and

E. the characteristics of objects or phenomena, including measuring changes that occur in objects or phenomena as a result of interaction, sorting and classifying objects based on one or two properties, displaying information using graphs, and describing how previously learned concepts apply to new situations.

Subp. 2. **Intermediate content standard; living and nonliving systems I.** A student shall demonstrate:

- A. an understanding of:
 - (1) characteristics of organisms including plants, animals, and microorganisms;
 - (2) basic structures and functions of the human body;
 - (3) cycles and patterns in living organisms, earth systems, and physical systems;
 - (4) how human behavior and technology impact the environment; and
 - (5) characteristics of the physical world.
- B. the ability to:
 - (1) measure and classify objects, organisms, and materials on the basis of properties and relationships;
 - (2) make systematic observations of objects, events, or phenomena by recording data and predicting change;
 - (3) create a model to illustrate a concept, law, theory, or principle; and
 - (4) identify personal behaviors and use of materials that have a positive impact on the environment.

Subp. 3. **Middle-level content standards.**

A. **Living systems.** A student shall demonstrate knowledge of interactions and interdependence of living systems by understanding the human body including heredity, reproduction, and regulation and behavior; plants, animals, and microorganisms including diversity and adaptation of organisms, and populations and ecosystems; and the dynamic effect of humans interacting with the environment by:

- (1) formulating questions to be answered based on systematic observation;
- (2) designing and conducting investigations and field studies;

(3) analyzing data to support or refute hypotheses by identifying patterns in data; and comparing results to known scientific theories, current models, or personal experience; and considering multiple interpretations of data;

(4) describing how a premise is supported by scientific concepts, principles, theories, or laws; and

(5) creating a model to illustrate a contemporary or historical concept, principle, theory, or law.

B. Earth systems. A student shall demonstrate understanding of the structure of earth systems, including the geosphere, hydrosphere, and atmosphere; concepts of change and constancy in the earth's history and theories of origin through evidence found in fossils, rocks and layers, land forms, and natural events; and the relative position and motion of objects in the solar system including moon phases and tides, seasons, eclipses, gravitational force, and planetary motion by:

(1) formulating questions to be answered based on systematic observation;

(2) designing and conducting investigations and field studies;

(3) analyzing data to support or refute hypotheses by identifying patterns in data; and comparing results to known scientific theories, current models, or personal experience; and considering multiple interpretations of data;

(4) describing how a premise is supported by scientific concepts, principles, theories, or laws; and

(5) creating a model to illustrate a contemporary or historical concept, principle, theory, or law.

C. Physical systems. A student shall demonstrate an understanding of the fundamental laws and concepts of the physical world including properties of matter, physical and chemical changes, transfer of energy, and force and motion by:

(1) formulating questions to be answered based on systematic observation;

(2) designing and conducting investigations and field studies;

(3) analyzing data to support or refute hypotheses by identifying patterns in data; and comparing results to known scientific theories, current models, or personal experience; and considering multiple interpretations of data;

(4) describing how a premise is supported by scientific concepts, principles, theories, or laws; and

(5) creating a model to illustrate a contemporary or historical concept, principle, theory, or law.

3501.0466 PREPARATORY CONTENT STANDARDS IN LEARNING AREA SEVEN: PEOPLE AND CULTURES.

Subpart 1. Primary content standard; family, school, and community. A student shall demonstrate knowledge of the interaction of location, family, school, and community, including an understanding of:

A. how wants and needs are responsibly met in the home, school, and community;

B. the reasons for location of communities or features of communities;

C. the ethnic and national backgrounds of community members;

D. the location of major places and geographic features of the earth's surface by creating mental maps of the local community and country in relation to larger geographic units;

E. how different people may respond differently to the same event;

F. how a personal history has changed over time;

G. how the student's home region has changed over time; and

H. how to work to improve the school, community, or environment.

KEY: PROPOSED RULES SECTION — Underlining indicates additions to existing rule language. ~~Strike outs~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." **ADOPTED RULES SECTION** — Underlining indicates additions to proposed rule language. ~~Strike outs~~ indicate deletions from proposed rule language.

Proposed Rules

Subp. 2. Intermediate content standards.

A. Historical events. A student shall demonstrate knowledge of historical events and contributions of key people from different time periods through reading and constructing timelines of key events and the actions of important people, the contributions of key historical people, and cause and effect relationships of events over an extended period of time to:

- (1) describe a past event from the point of view of a local community member;
- (2) reconstruct a historical account of an event using primary and secondary sources;
- (3) describe how technology has changed the lives of people in the home, at work, in transportation, and communication; and
- (4) give examples of conflict, cooperation, and interdependence among individuals, groups, and nations.

B. Geography and citizenship. A student shall demonstrate an understanding of:

- (1) the interaction of people, places, and locations;
- (2) how to locate regions of the United States and selected regions of the world and identify geographic features and cultural characteristics of regions;

(3) characteristics of various world regions by:

- (a) interpreting and using information based on maps and graphic representations;
- (b) creating mental maps or graphic representations showing knowledge of location; and
- (c) comparing ways that people from different cultures deal with their physical environment; and

(4) characteristics of the student's local community by:

- (a) describing how local resources and products are used in the region or the world;
- (b) researching the origins of groups represented in the local community; and
- (c) participating in an activity that contributes to the improvement of the student's community.

Subp. 3. Middle-level content standards.

A. Current issue analysis. A student shall defend a position concerning a current event or issue by demonstrating understanding of the history, facts, controversy, values, beliefs, and emotions surrounding the issue by:

- (1) identifying specific events or situations illustrating the impact of the issue;
- (2) describing a range of opinions or positions on the issue;
- (3) selecting and defending a position based on information;
- (4) describing the responsibilities of citizens involved with the issues; and
- (5) summarizing the findings in a written, oral, or role-play presentation.

B. Geography and culture. A student shall demonstrate understanding of how regions of the world are defined in terms of location, resources, people and culture, and physical features; and how global systems are interconnected by:

- (1) identifying current or historical issues or conflicts that involve a particular region;
- (2) using mental maps to show location or region;
- (3) describing the physical and cultural characteristics;
- (4) describing the economic development; and
- (5) describing how the issue or conflict is influenced by location and physical and cultural geography.

C. History and citizenship. A student shall demonstrate knowledge of the facts and sequences of historical events, the origins and shaping influences of various points of view, and historical events in relationship to themes of change and migration by:

- (1) analyzing historical events from the point of view of participants;
- (2) illustrating a theme of change or migration that encompasses historical events;
- (3) constructing a history of a local community, institution, or the role of individuals to illustrate a continuum of change; and
- (4) describing how citizens contribute to a changing community through participation.

3501.0467 PREPARATORY CONTENT STANDARDS IN LEARNING AREA EIGHT: DECISION MAKING.

Subpart 1. Primary content standard; personal health and fitness. A student shall demonstrate an understanding of activities that promote personal fitness, health, nutrition, and safety by showing evidence of the ability to:

A. make healthy choices in real or simulated situations including interpersonal conflict; proper care of the body; nutrition; safety; drugs, tobacco, and alcohol; and exercise and recreation; and

B. work to improve age-appropriate physical fitness, participate in a daily fitness plan, and demonstrate motor skills required for individual and team activities and appropriate competitive and cooperative participation in physical education activities.

Subp. 2. Intermediate content standards.

A. **Personal health and nutrition.** A student shall demonstrate understanding of how to recognize and get help in situations involving abusive or harassing behaviors; the consequences of using drugs, alcohol, and tobacco; the strategies to prevent the spread of communicable diseases; the strategies for preventing accidents; and age-appropriate nutritional recommendations by:

- (1) using a decision-making model to promote healthy behaviors;
- (2) using a decision-making model to prevent or reduce the risk of unhealthy behaviors;
- (3) using a decision-making model to select foods that contribute to a healthy diet;
- (4) demonstrating what to do in case of sudden illness or injury; and
- (5) analyzing issues of safety in a school or community situation.

B. **Physical education and fitness.** A student shall demonstrate understanding of motor skills and physical fitness and participate in physical activities that develop motor skills and physical fitness by:

- (1) describing rules, skills, strategies, and etiquette associated with various physical education activities;
- (2) showing evidence of participating in a daily fitness plan;
- (3) showing evidence of age-appropriate physical fitness;
- (4) demonstrating motor skills required for individual and team activities; and
- (5) displaying etiquette and team-building skills in physical education activities.

Subp. 3. Middle-level content standards.

A. **Personal health.** A student shall demonstrate understanding of the impact of nutrition, food selection, safety, and eating patterns on health; how to recognize abusive or harassing behaviors; the consequences of using tobacco, alcohol, and other drugs; strategies for preventing accidents and environmental hazards; what to do in case of sudden illness or injury; signs and symptoms of health problems that affect adolescents; sexual responsibility; how to prevent communicable diseases, HIV and sexually transmitted disease infections, and pregnancy; and basic structures and systems of the human body by:

- (1) analyzing the relationship of physical, social, and mental health;
- (2) applying a decision-making process to analyze health issues and attain personal goals;
- (3) analyzing how health-related decisions are influenced by internal and external factors;
- (4) demonstrating communication skills to express needs and enhance health; and
- (5) creating and implementing a nutritional health plan using a decision-making process that includes dietary recommendations with respect to age, gender, and activity level for a specific person; menus for a specified period of time; and analysis and demonstration of food preparation and safety skills.

B. **Physical education and fitness.** A student shall demonstrate understanding of motor skills and physical fitness and participate in physical activities that develop motor skills and physical fitness, by:

- (1) describing rules, skills, strategies, and etiquette associated with physical education activities;
- (2) describing the benefit of daily participation in physical activities;
- (3) describing the components of fitness planning;

KEY: PROPOSED RULES SECTION — Underlining indicates additions to existing rule language. ~~Strike outs~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." **ADOPTED RULES SECTION** — Underlining indicates additions to proposed rule language. ~~Strike outs~~ indicate deletions from proposed rule language.

Proposed Rules

- (4) showing evidence of implementing a fitness plan;
- (5) showing evidence of age-appropriate physical fitness;
- (6) demonstrating motor skills required for individual, dual, and team activities; and
- (7) displaying proper etiquette and team-building skills in dual and group activities.

C. **Career exploration.** A student shall explore career and education options to make informed decisions for future life choices by:

- (1) determining areas of individual interest and ability;
- (2) determining at least two possibilities for career and education options that reflect personal interests and abilities;
- (3) gathering information for career options from a variety of sources; and
- (4) describing how each career might affect personal, family, and community life.

3501.0468 PREPARATORY CONTENT STANDARDS IN LEARNING AREA NINE: RESOURCE MANAGEMENT.

Subpart 1. Primary content standard; introduction to technology. A student shall use appropriate computer technology to access information and to produce products by:

- A. gathering information from electronic sources; and
- B. producing products and selecting language, format, and graphics appropriate for the purpose and audience using word processing.

Subp. 2. Intermediate standard; technology skills. A student shall use appropriate computer technology to access, evaluate, and organize information and to complete products by:

- A. gathering and evaluating information from electronic sources;
- B. completing products and selecting language, format, and graphics appropriate for the purpose and audience including word processing, graphics, and multimedia presentation; and
- C. recognizing and using appropriate keys and techniques for entering data, keying written work, or both, at an age-appropriate level of speed and accuracy.

Subp. 3. Middle-level content standards.

A. **Personal resources.** A student shall demonstrate the ability to manage personal resources to meet a goal or solve a problem effectively by:

- (1) identifying a problem, issue, or situation;
- (2) identifying personal resources relevant to the situation, including time, money, energy, and skills;
- (3) examining the problem, issue, or situation in light of personal goals;
- (4) generating options or solutions;
- (5) identifying the consequences of proposed solutions in a variety of areas;
- (6) creating and implementing an action plan; and
- (7) evaluating the effectiveness, impact, or both, of the use of personal resources in a variety of areas.

B. Group resources. A student shall demonstrate in a team the ability to manage resources to produce a product or service by:

(1) knowing background information about the product or service to be produced, basic principles of teamwork, and basic material and processing options;

(2) identifying and describing a product or service to be produced by creating a model, prototype, or plan;

(3) identifying the resources of the team members involved;

(4) listing the other human and nonhuman resources required;

(5) comparing available resources with needs;

(6) determining how to get needed resources to revise the plan;

(7) assigning work roles to each member of the team;

(8) creating a flow chart or schedule describing how the task will be structured and the specific work assigned to each member of the team;

(9) creating the product or service as a group; and

(10) evaluating effectiveness of how the team managed resources.

C. Informed consumerism. A student shall demonstrate understanding of the impact of purchases in a household, business, community, and environment by knowing consumer rights and responsibilities; factors that affect consumer decisions; the impact of consumer decisions in a global context; and how to access information about consumer products by:

(1) describing a variety of personal or household purchases over a period of time;

(2) comparing wants, needs, and available resources;

(3) using information to compare and contrast potential purchases;

(4) evaluating the quality of products or services;

(5) evaluating the impact of the total purchases on the total household budget;

(6) evaluating how consumer choices affect the community; and

(7) evaluating the effect of the purchases on the environment.

D. Technology applications. A student shall use appropriate technology to access, evaluate, and organize information and to produce products by:

(1) gathering and evaluating information from electronic sources;

(2) applying appropriate technology processes to an identified need or problem;

(3) producing products and selecting language, format, and graphics appropriate for purpose and audience by using word processing, graphics, multimedia, spread sheets, and databases; and

(4) maintaining, using, or creating a technological system.

3501.0469 PREPARATORY CONTENT STANDARDS IN LEARNING AREA TEN: WORLD LANGUAGES.

Subpart 1. Primary content standard. A student shall demonstrate the ability to communicate in another language on age-appropriate topics including knowledge of cultural activities, products, and practices; and an understanding of features of the language and culture necessary for communication by:

A. showing evidence of comprehension of the written and spoken language that is supported contextually;

B. writing with guidance on familiar topics; and

C. participating in brief oral exchanges.

KEY: PROPOSED RULES SECTION — Underlining indicates additions to existing rule language. ~~Strike outs~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." **ADOPTED RULES SECTION** — Underlining indicates additions to proposed rule language. ~~Strike outs~~ indicate deletions from proposed rule language.

Proposed Rules

Subp. 2. Intermediate content standard. A student shall demonstrate the ability to communicate in another language on familiar topics by:

A. showing evidence of understanding of how cultures are distinct in language, traditions, practices, products, and perspectives, and features of the language necessary for communication on familiar and personal topics;

B. showing evidence of comprehension of the written and spoken language that is supported contextually;

C. writing with guidance on familiar topics; and

D. participating in conversations on familiar topics.

Subp. 3. Middle-level content standard. A student shall demonstrate the ability to communicate in another language on familiar topics by:

A. showing evidence of understanding of how practices, products, and perspectives are influenced by culture, and features of the language necessary for communication on a variety of topics;

B. showing evidence of comprehension of written and spoken information relating to daily living or personal events in formal and informal settings;

C. expressing ideas, opinions, and experiences through writing and speaking; and

D. communicating a basic procedure or set of directions.

Environmental Protection —

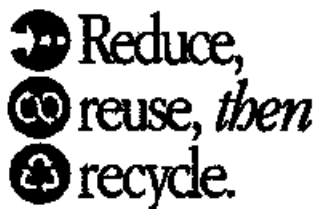
Videos & Training Material

Transport Packaging: Reducing Waste & Saving Money — Video **New!**

Video shows how business can eliminate waste and increase profits with reusable and source-reduced transport packaging. Includes *Reusable Transport Packaging Directory*. (color, 12 minutes, 1997) Stock No. 4-22 \$9.50

Source Reduction: How to Implement a Source Reduction Program — Video **New!**

Video and resource manual *Source Reduction* Now demonstrates how to set up a source reduction program in a commercial, industrial or institutional organization. (color, 12 minutes, 1997) Stock No. 4-21 \$9.00



Motor Vehicle Salvage Facility Environmental Compliance Manual & Video

Durable manual and color video *Salvage Yards & the Environment: The Next Generation*, AND 3 work-site posters. Convenient tabs guide you through general operating procedures, draining, dismantling & storage practices, waste handling, storage and disposal practices, PLUS a quick reference table for handling hazardous waste. 220pp. with VHS. (PCA, 1994) Stock No. 10-9 \$35.00

Hazardous Waste: Identification & Evaluation — Video

Find out how to determine if a waste is hazardous, and what basic steps to take to evaluate wastes. Fact sheets on F-listed wastes are included with video. (color, 9.5 minutes, 1995) Stock No. 4-7 \$16.00

Blue Ribbon Task Force Report

Findings and recommendations of task force examining the funding of Minnesota's water quality programs. 78pp. (PCA, 1995) Stock No. 10-5 \$19.95

Common Automotive Wastes — Video

Video covers eight sections on hazardous wastes most commonly found in vehicle maintenance and collision-repair operations (antifreeze, lead acid batteries, sludges and residues, parts washer solvents & cleaners, towels, wipes and sorbents, used oil and paint-related wastes). Includes management options for each plus a 'Used Oil' fact sheet. (color, 17.6 minutes, 1995) Stock No. 4-8 \$10.00

Hazardous Waste Storage — Video

Learn how to choose the right container, close and mark it correctly, plus proper care when moving it off-site. Also includes handy storage poster and fact sheet on labeling and storing hazardous waste correctly. (color, 12.5 minutes, 1994) Stock No. 4-6 \$10.00

MPCA Point-Source Final Report **New**

Phase 2 of *Blue Ribbon Task Force Report* features Improvement Initiative. 142pp. (PCA, 1996) Stock No. 10-1 \$10.55

Adopted Rules

A rule becomes effective after the requirements of *Minnesota Statutes* §§ 14.05-14.28 have been met and five working days after the rule is published in the *State Register*, unless a later date is required by statutes or specified in the rule.

If an adopted rule is identical to its proposed form as previously published, a notice of adoption and a citation to its previous *State Register* publication will be printed.

If an adopted rule differs from its proposed form, language which has been deleted will be printed with strikeouts and new language will be underlined. The rule's previous *State Register* publication will be cited.

Exempt Rules

An exempt rule adopted under *Minnesota Statutes* §§ 14.386 or 14.388 is effective upon its publication in the *State Register*.

Emergency Expedited Rules

Provisions for the Commissioner of Natural Resources to adopt emergency expedited Game and Fish Rules are specified in *Minnesota Statutes* §§ 84.027. The commissioner may adopt emergency expedited rules when conditions exist that do not allow the Commissioner to comply with the requirements for emergency rules. The Commissioner must submit the rule to the attorney general for review and must publish a notice of adoption that includes a copy of the rule and the emergency conditions. Emergency expedited rules are effective upon publication in the *State Register*, and may be effective up to seven days before publication under certain emergency conditions. Emergency expedited rules are effective for the period stated or up to 18 months.

Department of Public Safety

Driver and Vehicle Services Division

Adopted Permanent Rules Relating to Driver's License Revocation for Incidents Involving Alcohol or Controlled Substances

The rules proposed and published at *State Register*, Volume 21, Number 46, pages 1636-1641, May 12, 1997 (21 SR 1636), are adopted with the following modifications:

7503.0100 DEFINITIONS.

Subp. 10. **Special review notice.** A "Special review notice" is ~~the process of notifying a driver and receiving written confirmation that the driver understands that an alcohol- or controlled-substance-related incident not currently on the driver's Minnesota driving record may result in the cancellation and denial of driving privileges in Minnesota~~ means the notice given to the driver and the acknowledgment received from a driver under part 7503.1250.

7503.1250 SPECIAL REVIEW NOTICE.

When a person incurs two alcohol- or controlled-substance-related incidents within five years or has three or more incidents on record, the commissioner shall require the person to complete, sign, and return a special review notice form.

A. The ~~form~~ special review notice must be sent by first class mail.

B. The ~~form~~ special review notice must require the driver to attest that the driver understands that an alcohol- or controlled-substance-related incident not currently on the driver's Minnesota driving record may result in the cancellation and denial of driving privileges in Minnesota.

7503.1300 LICENSE CANCELLATION AND DENIAL.

Subpart 1. **Failure to return completed special review notice form.** The commissioner shall cancel and deny the driver's license and driving privilege of any person who fails to complete, sign, and return the special review notice form as described in part 7503.1250.

KEY: PROPOSED RULES SECTION — Underlining indicates additions to existing rule language. ~~Strike outs~~ indicate deletions from existing rule language. If a proposed rule is totally new, it is designated "all new material." **ADOPTED RULES SECTION** — Underlining indicates additions to proposed rule language. ~~Strike outs~~ indicate deletions from proposed rule language.

Adopted Rules

7503.1600 REINSTATEMENT FOLLOWING CANCELLATION.

The commissioner shall deny the application for a driver's license, including the application for a limited license, to a person whose license has been canceled, unless:

B. the person has completed, signed, and returned the special review notice form; and

C. if the incident is the third alcohol- or controlled-substance-related incident within a five-year period, or the third incident on record and a special review notice form was ~~conducted~~ completed, signed, and returned within ten years of the third incident, or if the person has four or more of these incidents on record, the person has completed rehabilitation.

Reinstatements following rehabilitation must be conditioned upon continued abstinence from the use of alcohol and controlled substances.

7503.1700 REHABILITATION.

Subpart 1. **When applicable.** A person must complete rehabilitation whenever:

B. a third alcohol- or controlled-substance-related incident occurs within ten years from the date the person completed, signed, and returned the required special review ~~actions~~ notice form; or

Subp. 2a. **Variance to amount of treatment.** ~~An exception to the amount of chemical dependency treatment as defined in part 7503.0100, subpart 5, must be approved by the commissioner on an individual basis. The individual to whom the chemical dependency treatment applies may ask the commissioner to grant a variance from the amount of chemical dependency treatment specified in part 7503.0100, subpart 5. The commissioner may grant a variance from the durational amounts of chemical dependency treatment set forth in subpart 2, item A, subitems (2) and (3), and item B. Variances must be requested by the person to whom the treatment applies and approved on an individual basis.~~

Subp. 8. **Fraudulent documentation.** If a person submits fraudulent documentation of rehabilitation, the commissioner shall reinstate the person's driver's license and driving privilege only following completion of all rehabilitation requirements and ~~an abstinence~~ a cancellation period of one year in addition to the abstinence periods prescribed in subpart 5. Fraudulent documentation of rehabilitation is the deliberate submission of information that is false or misleading and includes falsified attendance or treatment records, falsified records showing incorrect abstinence periods, or other altered and incorrect records or documents.

Department of Public Service

Adopted Permanent Rules Relating to the Minnesota Energy Code

The rules proposed and published at *State Register*, Volume 22, Number 15, pages 592-593, October 13, 1997 (22 SR 15), are adopted as proposed.

Pursuant to *Minnesota Statutes* §§ 14.101, an agency must first solicit comments from the public on the subject matter of a possible rulemaking proposal under active consideration within the agency by publishing a notice in the *State Register* at least 60 days before publication of a notice to adopt or a notice of hearing, and within 60 days of the effective date of any new statutory grant of required rulemaking.

The *State Register* also publishes other official notices of state agencies and non-state agencies, including notices of meetings and matters of public interest.

Department of Agriculture

Minnesota Rural Finance Authority

Notice of Public Hearing on the Issuance of an Agricultural Development Revenue Bond Under *Minnesota Statutes*, Chapter 41C for 152 Acres of Bare Farmland in Providence Township, Lac Qui Parle County

NOTICE IS HEREBY GIVEN that a public hearing will be held on January 16, 1998, at 9 A.M. in Room 145 Department of Agriculture Building, 90 West Plato Boulevard, Saint Paul Minnesota, on a proposal that the Minnesota Rural Finance Authority (the Authority) issue its revenue bond under *Minnesota Statutes*, Chapter 41C, in order to finance the purchase of approximately 152 acres of bare farmland located in the NW 1/4 of Section 28, Providence Township, Lac Qui Parle County, Minnesota on behalf of Cori I. Bothun, a single man (the Borrower). The maximum aggregate face amount of the proposed bond issue is \$69,000.00. The revenue bond will be a limited obligation of the Authority, payable solely from the revenue pledged to the payment thereof. No holder of such revenue bond will ever have the right to compel any exercise of the taxing power of the State of Minnesota to pay the bond or the interest thereon, nor to enforce payment against any property of the Authority or the State of Minnesota, except the revenues specifically pledged to the payment thereof. Before issuing the revenue bond, the Authority will enter into an agreement with the Borrower whereby the Borrower will be obligated to make payments at least sufficient at all times to pay the principal of and interest on such revenue bond when due. All persons interested may appear and be heard at the time and place set forth above, or may file written comments with the Executive Director of the Authority prior to the date of the hearing set forth above.

Dated: 3 December 1997

Jim Boerboom
RFA Director

Department of Agriculture

Minnesota Rural Finance Authority

Notice of Public Hearing on the Issuance of an Agricultural Development Revenue Bond Under *Minnesota Statutes*, Chapter 41C for a 6 Acre Building Site in Otisco Township, Waseca County

NOTICE IS HEREBY GIVEN that a public hearing will be held on January 16, 1998, at 9 A.M. in Room 145 Department of Agriculture Building, 90 West Plato Boulevard, Saint Paul Minnesota, on a proposal that the Minnesota Rural Finance Authority (the Authority) issue its revenue bond under *Minnesota Statutes*, Chapter 41C, in order to finance the purchase of approximately a 6 acre building site located in Section 32, Otisco Township, Waseca County, Minnesota on behalf of Garry and Sandra Walstrom, a married couple (the Borrowers). The maximum aggregate face amount of the proposed bond issue is \$185,000.00. The revenue bond will be a limited obligation of the Authority, payable solely from the revenue pledged to the payment thereof. No holder of such revenue bond will ever have the right to compel any exercise of the taxing power of the State of Minnesota to pay the bond or the interest thereon, nor to enforce payment against any property of the Authority or the State of Minnesota, except the revenues specifically pledged to the payment thereof. Before issuing the revenue bond, the Authority will enter into an agreement with the Borrower whereby the Borrower will be obligated to make payments at least sufficient at all times to pay the principal of and interest on such revenue bond when due. All persons interested may appear and be heard at the time and place set forth above, or may file written comments with the Executive Director of the Authority prior to the date of the hearing set forth above.

Dated: 3 December 1997

Jim Boerboom
RFA Director

Department of Agriculture

Official Notices

Minnesota Rural Finance Authority

Notice of Public Hearing on the Issuance of an Agricultural Development Revenue Bond Under *Minnesota Statutes*, Chapter 41C for 77.7 Acres of Bare Farmland in Viola Township, Olmsted County

NOTICE IS HEREBY GIVEN that a public hearing will be held on January 16, 1998, at 9 A.M. in Room 145 Department of Agriculture Building, 90 West Plato Boulevard, Saint Paul Minnesota, on a proposal that the Minnesota Rural Finance Authority (the Authority) issue its revenue bond under *Minnesota Statutes*, Chapter 41C, in order to finance the purchase of approximately 77.7 acres of bare farmland located in Section 19, Viola Township, Olmsted County, Minnesota on behalf of Kevin and Susan Scanlan, a married couple (the Borrowers). The maximum aggregate face amount of the proposed bond issue is \$135,000.00. The revenue bond will be a limited obligation of the Authority, payable solely from the revenue pledged to the payment thereof. No holder of such revenue bond will ever have the right to compel any exercise of the taxing power of the State of Minnesota to pay the bond or the interest thereon, nor to enforce payment against any property of the Authority or the State of Minnesota, except the revenues specifically pledged to the payment thereof. Before issuing the revenue bond, the Authority will enter into an agreement with the Borrower whereby the Borrower will be obligated to make payments at least sufficient at all times to pay the principal of and interest on such revenue bond when due. All persons interested may appear and be heard at the time and place set forth above, or may file written comments with the Executive Director of the Authority prior to the date of the hearing set forth above.

Dated: 3 December 1997

Jim Boerboom
RFA Director

Capitol Area Architectural and Planning Board

Notice of Public Hearing on Planned Amendment to Comprehensive Plan Governing the Capitol Area

Subject of Plan. The Capitol Area Architectural and Planning Board (CAAPB) is holding a public hearing on its planned amendment to the Comprehensive Plan governing the Capitol Area, a sixty-block area surrounding the State Capitol Building in Saint Paul. We are seeking input on the final draft of the plan that is the result of numerous interviews, workshops and three presentations to the Capitol Area Board over the past year.

Persons Affected. The amendment to the plan would likely affect those who live, work or own property in or near the Capitol Area as well as architects, developers and others who have or may have an interest in development in the sixty-block area. Additionally, the State Department of Administration and the City of Saint Paul would also be affected.

Statutory Authority. *Minnesota Statutes*, 15.50, Subd. 2(a) authorizes the CAAPB to adopt and occasionally amend the Comprehensive Plan and Zoning Ordinance for the Capitol Area.

Public Hearing. Interested persons should plan to attend the public hearing scheduled for Monday, January 5, at 4:00p.m. in Room 107 of the State Capitol Building.

Agency Contact Person. For more information on the planned amendment or for a copy of the final draft, call: Paul Mandell, Senior Planner, CAAPB, (612-296-6719).

Dated: 16 December 1997

Nancy Stark, Executive Secretary
Capitol Area Architectural and Planning Board

Minnesota Emergency Medical Services Regulatory Board

Notice of Completed Application Before the Emergency Medical Services Regulatory Board In the Matter of the License Application of the Gold Cross Ambulance - Fairmont, Fairmont, Minnesota

PLEASE TAKE NOTICE that the Emergency Medical Services Regulatory Board (hereinafter "EMSRB") has received a completed application from the **Gold Cross Ambulance - Fairmont, Fairmont, Minnesota**, for a change in type of service from basic ambulance to advanced ambulance service.

NOTICE IS HEREBY GIVEN that, pursuant to *Minnesota Statutes* Sec. 144E.11, subd. 3 (1997), each municipality, county, community health board, governing body of a regional emergency medical services system, ambulance service and other person wishing to make recommendations or comments opposing the application to the EMSRB within 30 days or by January 22, 1997, 4:30 p.m.

Written recommendations or comments opposing the application should be sent to: Keith Wages, Executive Director, EMSRB, 2829 University Ave. S.E., Suite 310, Minneapolis, Minnesota 55414-3222.

If fewer than six comments opposing the application are received during the comment period, and the EMSRB approves the application, the applicant will be exempt from a contested case hearing, pursuant to *Minnesota Statutes* Sec. 144E.11, subd. 4 (1997). If six or more comments in opposition to the application are received during the comment period or the EMSRB denies the application, the applicant may immediately request a contested case hearing, or may try to resolve the objections of the public and/or the EMSRB within 30 days, pursuant to *Minnesota Statutes* Sec. 144E.11, subd. 5(a), (b) (1997). If the applicant is unable to resolve the objections within 30 days, or if the applicant initially requests a hearing, a contested case hearing will be scheduled and notice of the hearing given pursuant to *Minnesota Statutes* Sec. 144E.11, subd. 5(c), (e) (1997).

Dated: 12 December 1997

R. Keith Wages, Executive Director

Minnesota Emergency Medical Services Regulatory Board

Notice of Completed Application Before the Emergency Medical Services Regulatory Board In the Matter of the License Application of the North St. Paul Ambulance, North St. Paul, Minnesota

PLEASE TAKE NOTICE that the Emergency Medical Services Regulatory Board (hereinafter "EMSRB") has received a completed application from the **North St. Paul Ambulance, North St. Paul, Minnesota**, for a change in type of service from basic ambulance to advanced ambulance service.

NOTICE IS HEREBY GIVEN that, pursuant to *Minnesota Statutes* Sec. 144E.11, subd. 3 (1997), each municipality, county, community health board, governing body of a regional emergency medical services system, ambulance service and other person wishing to make recommendations or comments opposing the application to the EMSRB within 30 days or by January 22, 1997, 4:30 p.m.

Written recommendations or comments opposing the application should be sent to: Keith Wages, Executive Director, EMSRB, 2829 University Ave. S.E., Suite 310, Minneapolis, Minnesota 55414-3222.

If fewer than six comments opposing the application are received during the comment period, and the EMSRB approves the application, the applicant will be exempt from a contested case hearing, pursuant to *Minnesota Statutes* Sec. 144E.11, subd. 4 (1997). If six or more comments in opposition to the application are received during the comment period or the EMSRB denies the application, the applicant may immediately request a contested case hearing, or may try to resolve the objections of the public and/or the EMSRB within 30 days, pursuant to *Minnesota Statutes* Sec. 144E.11, subd. 5(a), (b) (1997). If the applicant is unable to resolve the objections within 30 days, or if the applicant initially requests a hearing, a contested case hearing will be scheduled and notice of the hearing given pursuant to *Minnesota Statutes* Sec. 144E.11, subd. 5(c), (e) (1997).

Dated: 12 December 1997

R. Keith Wages, Executive Director

Department of Health

Facility and Provider Compliance Division

Request for Comments on Planned Amendment to Rules Governing Personal Care Attendant Services, Home Care and Hospice Licensure, *Minnesota Rules*, Chapters 4668 and 4669

Subject of Rules. The Minnesota Department of Health requests comments on its planned amendment to rules governing home care and hospice licensure for certain personal care attendant services. The Department is considering rule amendments that will create a unique category of licensure as appropriate for providers offering, providing, or arranging personal care assistant services to more than one individual, and will amend other parts of the rule identified as in need of change during the comment period.

Persons Affected. The amendments to the rules would likely affect persons providing personal care attendant services, and persons receiving personal care attendant services.

Statutory Authority. *Minnesota Statutes*, section 144.56 authorizes the department to adopt rules for the regulation of home care services. *Laws of Minnesota 1997*, Chapter 195, section 5, authorizes the department to create a new licensure category for providers offering, providing, or arranging personal care assistant services to more than one individual.

Public Comment. Interested persons or groups may submit comments or information on these planned rules in writing or orally until further notice is published in the *State Register* that the Department intends to adopt or to withdraw the rules. The department does contemplate appointing an advisory committee to comment on the planned rules. The Department will work with the department of human services, providers, consumers, and advocates in developing the licensure standards. Contact the agency contact person for more information on the advisory committee, or to volunteer to be considered for appointment to the advisory committee.

Rules Drafts. The Department has not yet prepared a draft of the planned rules amendments. Prior to promulgating the rule, the commissioner shall submit the proposed rule to the legislature by January 15, 1999.

Agency Contact Person. Written or oral comments, questions, requests to receive a draft of the rules when it has been prepared, and requests for more information on these planned rules should be addressed to:

Maggie Friend
Minnesota Department of Health
Division of Facility and Provider Compliance
393 North Dunlap Street, P.O. Box 64900
St. Paul, MN 55164-0900
phone: (612)643-3615
fax: (612)643-2593

Alternative Format. Upon request, this Request for Comments can be made available in an alternative format, such as large print, Braille, or cassette tape. To make such a request, please contact the agency contact person at the address, telephone number, or fax number listed above.

Note: Comments submitted in response to this notice will not be included in the formal rulemaking record submitted to the administrative law judge when a proceeding to adopt rules is started. The agency is required to submit to the judge only those written comments received in response to the rules after they are proposed.

Dated: 5 December 1997

Anne M. Barry, Commissioner
Minnesota Department of Health

Department of Human Services

Notice of Non-compliance in Laws Governing the Food Stamp Program

1997 *Minnesota Laws*, Chapter 85, Art.1, §17, Subd. 4 is not in compliance with the federal laws currently governing the Food Stamp Program. The United States Department of Agriculture has not granted Minnesota the waiver necessary to implement the new state law. Therefore, pursuant to 1997 *Minnesota Laws*, Chapter 85, Art. 1 §62, the Minnesota Department of Human Services will not be implementing the policies set out in 1997 *Minnesota Laws*, Chapter 85, Art. 1 §17, Subd. 4.

Department of Labor And Industry

Labor Standards Division

Notice of Addition to Prevailing Wage Rates

An additional class of Labor, Code 106, Blaster, has been determined for the Highway/Heavy Prevailing Wage Rates in Region 6, which were certified 10/13/97.

Copies of the additional certification may be obtained by writing the Minnesota Department of Labor and Industry, Prevailing Wage Section, 443 Lafayette Road, St. Paul, Minnesota 55155-4306 or by calling (612) 296-6452. Charges for the cost of copying and mailing are \$1.00 for the first page and \$.50 for each additional page. Make check or money order payable to the State of Minnesota.

Gretchen Maglich
Acting Commissioner

Department of Labor and Industry

Labor Standards Division

Notice of Addition to Prevailing Wage Rates

An additional class of Labor, Code 107, Pipelayer (water, sewer and gas) has been determined for the Commercial Prevailing Wage Rates in Ottertail County, which were certified 10/20/97.

Copies of the additional certification may be obtained by writing the Minnesota Department of Labor and Industry, Prevailing Wage Section, 443 Lafayette Road, St. Paul, Minnesota 55155-4306 or by calling (612) 296-6452. Charges for the cost of copying and mailing are \$1.00 for the first page and \$.50 for each additional page. Make check or money order payable to the State of Minnesota.

Gretchen Maglich
Acting Commissioner

State Grants & Loans

In addition to requests by state agencies for technical/professional services (published in the State Contracts section), the *State Register* also publishes notices about grants and loans available through any agency or branch of state government. Although some grant and loan programs specifically require printing in a statewide publication such as the *State Register*, there is no requirement for publication in the *State Register* itself.

Agencies are encouraged to publish grant and loan notices, and to provide financial estimates as well as sufficient time for interested parties to respond.

Department of Human Services

Chemical Dependency Programs Division

Request for Proposals for Chemical Dependency Programs for Pregnant Women and Women with Children

Due Date: January 27, 1998

The Chemical Dependency Program Division of the Minnesota Department of Human Services (hereinafter CDPD) is soliciting proposals for initiation or enhancement of services to increase positive treatment outcomes for chemically dependent pregnant women and women with children. A total of \$415,180 is available for four grantees. Eligible applicants are licensed alcohol and drug treatment programs run by non-profit organizations, that are knowledgeable in the areas of chemical dependency, child development, parenting skills, and housing and are willing to develop or continue a project for recovering substance abusing women in alcohol and drug treatment where their children (ages 0-12) can be with them and that are connected with services that provide pre/postnatal care.

Funds may be used for operating costs, transportation, child development subsidized housing and parenting education. It is anticipated that the work called for would begin by July 1, 1998 or upon such date as the grant is executed as to encumbrance by the Commissioner of Finance, whichever occurs later. The funds contemplated for this RFP are federal funds and cannot be used for inpatient hospital treatment. Federal funds are available for use through June 30, 1999.

\$135,000 in state funds is also available to fund one halfway house for the target population and goals and objectives described above with an emphasis on reducing the incidence of Fetal Alcohol Syndrome and Fetal Alcohol Effects.

\$265,000 in state funds is also available for transitional chemical intervention and dependency services for pregnant women/women with dependent children utilizing collaborative case management strategies in order to reduce the incidents of Fetal Alcohol Syndrome and Fetal Alcohol Effects. Counties are encouraged to apply for these case management funds.

In order to improve the capability of the substance abuse prevention and treatment delivery systems to address issues related to substance abusing women, \$27,000 for a one year grant is available to an organization to provide training to prevention and treatment professionals.

Projects mentioned in all of the above areas would be funded for one year. Funded projects may receive second year funding based on satisfactory performance and the availability of the awards.

This Request for Proposals is contingent on the availability of funds. The State reserves the right to reject any and all proposals and to apply the funds to another purpose. The state will not reimburse for the costs of proposal preparation or participation in proposal consideration procedures. Seven copies of the proposal must be received by CDPD no later than 3:30 p.m. on Tuesday, January 27, 1998. Proposals must follow the CDPD proposal format. Grant application forms are available on request from CDPD please call (612/296-3991). Copies of the RFP are available on request from CDPD (612/296-3991). Proposals should be sent to:

Susan Marinkov, Grants Assistant
Chemical Dependency Program Division
Department of Human Services
444 Lafayette Road
St. Paul, Minnesota 55155-3823

Requests for information concerning program issues should be addressed to Pamela Young (612/296-4589).

Department of Human Services

Chemical Dependency Programs Division

Notice of Request for Proposals for the Establishment and Administration of a Revolving Group Home Loan Program

The Chemical Dependency Program Division (CDPD) of the Department of Human Services is requesting proposals for the establishment and administration of a revolving group home loan program. A total of \$22,312 from the Substance Abuse Prevention and Treatment Block Grant is available to fund one applicant for the establishment and administration of this program. In addition, the State will provide the \$100,000 to be used by the approved applicant for the establishment of the revolving group home loan account for this program. The funded project would begin on or about July 1, 1998, or upon such date executed by the Commissioner of Finance, whichever occurs later, and continue for one year contingent upon funds being available. The funded project may continue beyond the initial grant period, based on satisfactory performance and the availability of funds. See Section V, Specific Requirements, for more information on the funding periods.

Proposals in response to this RFP must be submitted on the CDPD grant application form that can be obtained by contacting the Chemical Dependency Program Division at (612) 296-3991. The applicant(s) must submit one (1) original and seven (7) copies of parts I-V of the completed application for review. Submit one (1) copy of Part VI (Appendices). Applications should be stapled, and all pages must be numbered. Applicants must also submit either a certificate of compliance from the Commissioner of Human Rights pursuant to *Minnesota Statutes*, section 636.073, or an Affidavit of Exemption. **Proposals must be received by the CDPD no later than 3:00 p.m. on January 30, 1998.**

Late proposals and faxed proposals will not be accepted. All applications should be submitted to:

Susan Marinkov
Department of Human Services
Chemical Dependency Program Division
444 Lafayette Road
Saint Paul, Minnesota 55155-3823
(612) 296-4618

Inquiries regarding this Request for Proposals should be directed to Nick Vega Puente, Grants Officer, Chemical Dependency Program Division, at (612) 296-4620 or a written correspondence may also be mailed to the address previously listed. Interested applicants are requested to advise Nick Vega Puente by telephone of intent to submit an application as soon as possible. For TTY, contact Minnesota Relay Service at 1-800-627-3529. Upon request, this information will be made available in an alternative format, such as Braille, large print or audiotape.

Department of Human Services

Notice of Request for Proposals for Prepaid Health Plans

The Department of Human Services (Department) is seeking proposals from qualified prepaid health plans to provide comprehensive health care services to eligible Medical Assistance, General Assistance Medical Care, and MinnesotaCare populations in several counties. Currently approximately 284,000 eligible persons are enrolled with prepaid health plans. The Department is seeking additional contractors or expansion for current contractors' networks. The Department is interested in proposals that would provide prepaid health care services to all eligible enrollees in twenty-three additional counties.

AITKIN	LESUEUR	PENNINGTON
CHIPPEWA	LINCOLN	RED LAKE
COTTONWOOD	LYON	REDWOOD
FILLMORE	MARSHALL	ROCK
HOUSTON	MILLE LACS	ROSEAU
JACKSON	MURRAY	WATONWAN
KITTSO	NICOLLET	YELLOW MEDICINE
LAC QUI PARLE	NOBLES	

A table of the potential additional enrollees by county will be available as part of the Request for Proposal document.

State Grants & Loans

Enrollment figures will be based on individuals eligible for MA, GAMC, and MinnesotaCare and eligible for the proposed health care programs in each county as of September 1997.

The enrollment process for MinnesotaCare will be done by mail. A MinnesotaCare enrollee must select a plan and pay a premium in order to access health care. Enrollees who do not select a plan will be assigned to a plan.

The enrollment process for MA/GAMC will be done by county staff. County staff will be responsible for providing health plan choice information and educating the MA/GAMC eligibles in the enrollment process. Recipients who do not select a plan will be assigned to a plan.

The contract period covered by this Request for Proposals will be from July 1, 1998 through December 31, 1999. Contracts with qualified health plans may be renewed for subsequent contract periods. For the contract year 2000 DHS contracting for health care services may include county-based purchasing. Counties intending to develop a county based purchasing model must notify DHS by September 1, 1998. A final plan must be approved by August 1999 for January 1, 2000 implementation. DHS will not renew contracts with health plans in counties for which a county based purchasing plan has been approved.

Prepaid health plans contracting for the eligible populations must be able to provide or arrange for all services in each benefit set. Contracting health plans will be expected to administer four benefit packages. Prepaid health plans must be able to provide all MA, GAMC, and MinnesotaCare covered services and must be able to accept financial risk. MA and MinnesotaCare enrollees under age twenty one and pregnant women are eligible for the complete MA benefit set. GAMC enrollees are eligible for the GAMC benefit set. Parents of MinnesotaCare children are eligible for MinnesotaCare benefits and full hospitalization (if the enrollee's family is under 175% of poverty) with applicable copays. Adults without children and parents with income over 175% of poverty are eligible for the MinnesotaCare benefit set with an inpatient hospital limit and applicable copays. After June 30, 1998, some GAMC eligibles will be eligible for MinnesotaCare.

DHS staff and representatives from each affected county will review the proposals. Contracts will be awarded based upon: (1) capacity and geographic accessibility of all geographic sites, (2) ability to comply with all service delivery requirements appropriate to the demographics of the population to be enrolled, (3) financial and risk capability, and (4) ability to meet quality assurance, complaint and appeal and reporting requirements. The commissioner reserves the right to reject any proposal.

Rates for these populations are available as part of the complete RFP. The complete request for proposal which contains detailed specifications may be obtained by writing or contacting:

Pam Austin
Minnesota Department of Human Services
44 Lafayette Road, North
St. Paul, MN 55155-3854
Telephone: (612) 297-2355

Ms. Austin is the only person at the Department of Human Services who is authorized to answer questions regarding this document. Organizations interested in responding to this request may ask for the request proposal either on 3.5 inch diskette in WordPerfect for Windows version 6.1 or in paper format. The complete request for proposals will be available to be mailed on December 22, 1997.

The deadline for submitting a proposal is Friday, February 6, 1998 at **12 NOON** at the Department of Humans Services building. Incomplete responses or responses submitted after time may be rejected.

The Department of Human Services will hold a Proposers' Conference for the above-mentioned Request for Proposals. The Proposers' Conference will be held on Thursday, January 8, 1998 from 1:00 until 3:00 PM in Room 5 A/B at

Department of Human Services Building
444 Lafayette Road
Saint Paul, MN

Potential responders should Fax questions to Pam Austin at (612) 297-2355 by 4:00 PM on Tuesday, January 6, 1998. Questions received by that time will be addressed first at the meeting. Questions received after that time and questions from the floor will be addressed as time allows.

Minnesota Housing Finance Agency

Request for Proposals Housing Development Finance Training Services

The Minnesota Housing Finance Agency (MHFA) will have available a Request for Proposal for Housing Development Finance Certification Training on December 22, 1997. The services to be provided by a qualified housing development financing training firm include, but are not limited to providing training for the following: developing skills in financing affordable owner-occupied single-family housing; developing analytical skills to

Professional, Technical & Consulting Contracts

Department of Administration procedures require that notice of any consultant services contract or professional and technical services contract which has an estimated cost of over \$10,000 be printed in the *State Register*. These procedures also require that the following information be included in the notice: name of contact person, agency name and address, description of project and tasks, and final submission date of completed contract proposal.

In accordance with *Minnesota Rules* Part 1230.1910, certified Targeted Group Businesses and individuals submitting proposals as prime contractors shall receive the equivalent of up to 6% preference in the evaluation of their proposal. For information regarding certification, call the Materials Management Helpline (612) 296-2600 or [TTY (612) 297-5353 and ask for 296-2600].

finance the development and preservation of multi-family rental housing; and developing problem solving and negotiation skills necessary to successfully complete complex housing development, especially those that use local, state and federal dollars. Proposals are to be submitted to Minnesota Housing Finance Agency, Attn: Julie LaSota, Multi-Family Division, 400 Sibley Street, St. Paul, MN 55101-1998, (612)296-9827, no later than 4:00 p.m., January 12, 1998.

Iron Range Resources and Rehabilitation Board

Notice of Request for Proposals for Development of Advanced Information and Telecommunications Technology Infrastructure

The Office of the Commissioner of the Iron Range Resources and Rehabilitation Board is seeking proposals from qualified firms/individuals with experience in the development of advanced information and telecommunications technology infrastructure as a catalyst for economic development. The purpose of this contract(s) is to assist the Commissioner with creating solutions to the technological needs of businesses located in, or may be considering locating within the Taconite Tax Relief Area.

The anticipated start date of this contract is January 26, 1998. For a complete request for proposal please contact:

Shirley Robinson
P.O. Box 441
Eveleth, MN 55734
(218) 744-7400

by January 5, 1997

Department of Trade and Economic Development

Minnesota Agricultural and Economic Development Board

Request for Proposals for Pricing Agent

Introduction

This Request for Proposal does not obligate the State to complete the project, and the State reserves the right to cancel the solicitation if it is in not considered to be in the State's best interest.

Submission of Proposals

All proposals must be sent to and received by the Contracting Party, who is;

Paul Moe, Executive Director
Minnesota Agricultural and Economic Development Board
500 Metro Square
121 7th Place East
Saint Paul, MN 55101
(612)297-1391

No later than 4:00 p.m. January 22, 1998. Late proposals will not be accepted. Submit five (5) copies of the proposal. Proposals are to be sealed in mailing envelopes or packages with Responder's name and address clearly written on the outside. To facilitate proper handling, proposals should be marked with the words "PRICING AGENT" prominently displayed on the outside of the envelope.

Background

The Minnesota Agricultural and Economic Development Board (the "Board") was created in 1987 under *Minnesota Statutes*, Chapter 41A, and is the legal successor to the Minnesota Energy and Economic Development Authority. The State of Minnesota Department of Trade and

Professional, Technical & Consulting Contracts

Economic Development provides administrative staff support to the Board. The Board was created to provide financial assistance to qualified businesses in the form of loans, guarantees and other financial obligations including the issuance of tax- exempt or taxable revenue bonds.

Program

The Board operates the Minnesota Small Business Development Loan Program (the "Loan Program") which are secured loans to businesses to finance capital expenditures, including land, buildings and other capital improvements. Businesses that qualify for loans are generally small businesses as defined by the United States Small Business Administration (13 *Code of the Federal Regulations* Part 121) and must meet certain qualifications established by rules adopted by the Board. Businesses applying for assistance under the Loan Program are reviewed and evaluated to determine feasibility and financial condition to determine repayment ability of the loans.

Since 1984 the Board has issued over \$70,000,000 in loans and guarantees in connection with the Loan Program for 42 business. The Board currently has 24 loans outstanding totaling \$40,885,000. The Board has the capacity to issue an additional \$10,000,000 in loans.

General Guarantee Fund

In connection with the Loan Program, a guarantee fund has been created pursuant to the Loan Program requirements. Bonds issued in connection with the Loan Program are entitled to the benefits of the guarantee fund. As of December 1, 1997 the guarantee fund has a balance of approximately \$12,500,000.

Additional Information

Copies of the following documents are available upon request.

1. *Minnesota Statutes* 41A.
2. General Bond Resolution.
3. Official Statement dated June 25, 1997.
4. List of Loan Program borrowers.

Request for Proposal

The Board anticipates issuing additional obligations in the form of taxable and tax-exempt bond issues, loans and guarantees. The Board is requesting proposals for the assistance of a Pricing Agent to assist the Board in establishing and negotiating interest rates with associates and underwriting firms. The scope of the work to be performed would include, but may not be limited to:

1. Research of recent comparable bond issues.
2. Preparing of pricing negotiation strategies.

Proposal Content

Proposal should contain the following information:

1. Description of the firm's experience with taxable and tax-exempt transactions.
2. Responder's access to market data.
3. Similar or related engagements.
4. Public Agency or other references
5. Description of key individuals that will provide services.
6. Proposed fees, either hourly or per transaction.
7. Provide the name, address, phone number, and fax number of the contact person for Responder.

Evaluation and Award

The Board reserves the right to accept or reject any and all proposals, in whole or in part, or to permit cure of minor irregularities and to conduct discussions with all qualified responders in any manner necessary to serve the best interest of the Board. All proposals received will be evaluated for the purpose of selecting the proposal that most closely meets the requirements of the Board. The following areas of consideration will be used in making the selection.

1. Contractor qualifications - This criterion includes the ability of the contractor to meet the terms of the request especially experience in the area of a Pricing Agent or similar function.
2. Professional Personnel - This refers to the competence of professional personnel who would be assigned to the job by the Contractor. Qualification will be measured by education and experience, with particular reference to experience on projects similar to that described in the request.

3. Cost - While this is weighed heavily, it will not normally be the deciding factor in the selection process.

Public Status

Pursuant to *Minnesota Law*, all proposals submitted in response to the request become property of the State of Minnesota. Such proposals shall also constitute public records and shall be available for viewing and reproduction by any person.

Department of Transportation (Mn/DOT)**Finance & Administration****Notice of Availability of a Contract for Design of a Human Resource System**

The Minnesota Department of Transportation is requesting an individual or institution/organization to design a Human resource system based on the concept models developed as a result of the HR Reengineering Project at Mn/DOT. This project focuses on four major content areas: (1) Job Evaluation/Position Description, (2) Recruitment and Selection, (3) Workforce Planning/Succession Planning/Career Management and (4) Performance Management.

The Department of Transportation has estimated that the cost of this project need not approach but shall not exceed \$125,000.00

It is anticipated that the contract period will begin on February 1, 1998 and continue through June 30, 1998.

For further information or to obtain a copy of the completed Request for Proposal, contact: Sally Chial, Director, Office of Human Resources, Mail Stop 200, 395 John Ireland Boulevard, St. Paul, MN 55155.

Proposals must be received at the above address no later than 4:00 p.m. Central Standard Time on Monday, January 19, 1998.

This request does not obligate the State of Minnesota, Department of Transportation, to complete the work contemplated in this notice, and the department reserves the right to cancel this solicitation. All expenses incurred in responding to this notice shall be borne by the responder.

Department of Transportation (Mn/DOT)**Operations Division****Notice of Availability of a Contract for: "Modification of an Ithink System Dynamics Model and Development of a Management Flight Simulator"**

The Minnesota Department of Transportation is requesting proposals for doing system dynamics modeling work on an existing System Dynamics model using Ithink version 5.0 Software and building a management flight simulator with a suitable user interface.

The Department of Transportation has estimated that the cost of this project need not approach, but shall not exceed \$60,000. That does not obligate the agency to spend the estimated amount.

It is anticipated that the contract period will begin on January 30, 1998 and will be completed by January 1, 1999.

For further information or to obtain a copy of the completed Request for Proposals, contact: Dave Smilonich, Transportation District Engineer, c/o Mn/DOT, 1000 Highway 10 West, Detroit Lakes, MN 56501 or call 281/847-1552.

Proposals must be received at the above address no later than 4:00 p.m. on January 15, 1998.

This request does not obligate the State of Minnesota, Department of Transportation, to complete the work contemplated in this notice, and the Department reserves the right to cancel this solicitation. All expenses incurred in responding to this notice shall be borne by the responder.

Dakota County**Community Services Division****Deadline Extension for Request for Proposals for Probation Monitoring Services for Low and Medium Risk Adult Offenders**

The deadline has been extended to January 15, 1998 for the Request for Proposals for the above entitled services, published on Monday 24 November 1997 of the *State Register*, Vol 22, #21, page 931.

Non-State Public Bids, Contracts & Grants

The *State Register* also serves as a central marketplace for contracts let out on bid by the public sector. The *Register* meets state and federal guidelines for statewide circulation of public notices. Any tax-supported institution or government jurisdiction may advertise contracts and requests for proposals from the private sector.

It is recommended that contracts and RFPs include the following: 1) name of contact person; 2) institution name, address, and telephone number; 3) brief description of project and tasks; 4) cost estimate; and 5) final submission date of completed contract proposal. Allow at least three weeks from publication date (four weeks from date article is submitted for publication). Surveys show that subscribers are interested in hearing about contracts for estimates as low as \$1,000. Contact the editor for further details.

Metropolitan Council

Notice of Request for Proposal for Security Guard Service

Request for Proposals will be accepted at the offices of the Metropolitan Council, Mears Park Centre, 230 East 5th Street, St. Paul, Minnesota, 55101, until 4:00 P.M., on Friday, January 9, 1998, for security guard service at the Metropolitan Council, Environmental Services (MCES) Metro Wastewater Treatment Plant.

Information packets are available and can be obtained by calling 612-602-1499 or via fax request at 612-602-1083.

It is mandatory that any proposers interested in providing this service attend a pre-proposal conference and plant site tour on December 30, 1997, at 10:00 A.M. It will be held at the MCES Metro Plant, 2400 Childs Road, St. Paul, Minnesota, 55106. Please call 612-602-1499 for further instructions and to confirm attendance.

The award will be based upon, but not necessarily limited to, factors of price, agreement to the Metropolitan Council's terms and conditions, ability to meet the specifications as outlined, and past experience with the Metropolitan Council.

The Metropolitan Council reserves the right to reject any and all proposals, or any part of any proposal, to waive minor defects or technicalities or to advertise for new offers as it deems in its best interest.